

For a Listing of Upcoming Board Meetings See Page vi of this Table of Contents
Santa Monica-Malibu Unified School District
Board of Education Meeting
AGENDA

April 2, 2009

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education will be held on **Thursday, April 2, 2009**, in the **District Administrative Offices**: 1651 16th Street, Santa Monica, CA. The Board of Education will call the meeting to order at 4:00 p.m. in the Board Conference Room at the District Offices: 1651 16th Street, Santa Monica, CA., at which time the Board of Education will move to Closed Session regarding the items listed below. The public meeting will reconvene at 6:00 p.m. in the Board Room.

The public meeting will begin at 6:00 p.m.

Persons wishing to address the Board of Education regarding an item that is scheduled for this meeting must submit the "Request to Address" card prior to discussion of that item. Persons wishing to address the Board of Education regarding an item that is not scheduled on this meeting's agenda may speak during the Public Comments section by submitting the Request to Address card at the beginning of the meeting. The same card is used for either option and is printed in both Spanish and English. Cards are located with meeting materials at the back of the room. Completed cards should be submitted to the Recording Secretary.

Time Certain Items: Those items listed for a specified time (indicated in bold) are listed to give the public an indication of when a particular item of interest will come before the Board. The Board will hear the item at the affixed time. However, if it is prudent to do so, the Board may adjust the time stamp to complete an item currently on the floor, but will not delay the time stamped item for more than 15 minutes.

I. CALL TO ORDER

- A. Roll Call
- B. Pledge of Allegiance

II. PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

III. CLOSED SESSION (90):

- Receipt of recommendation for approval of the proposed settlement cases pursuant to GC §54956.9 (b), as cited in the Brown Act (5):
DN-1031-08/09 DN-1032-08/09
- Conference with Superintendent regarding 2008-2009 Strategies for Negotiations with S.E.I.U. pursuant to GC §54957.6 as cited in the Brown Act. (5)
- Conference with Superintendent regarding 2008-2009 Strategies for Negotiations with S.M.M.C.T.A. pursuant to GC §54957.6 as cited in the Brown Act. (20)
- Closed session with legal counsel concerning anticipated litigation pursuant to GC §54956.9 as cited in the Brown Act (1 case). (20)
- Closed Session, Superintendent's performance evaluation pursuant to GC §54954.5 as cited in the Brown Act. (40)

IV. BOARD OF EDUCATION – COMMENDATIONS / RECOGNITIONS (10)

- Olympic High School and the Off Campus Learning Center (OCLC) (10)

V. APPROVAL OF THE AGENDA

VI. APPROVAL OF MINUTES

A.01 Approval of Minutes 1
 March 5, 2009
 March 19, 2009

VII. CONSENT CALENDAR (5)

Consent agenda items are considered routine, as agreed by the President, Vice President and Superintendent, requiring no discussion, and are normally all approved at one time by the Board of Education. However, members of the Board of Education, staff, or the public may request an item be removed from the consent agenda for clarification and/or discussion. Consideration will occur during Section XI (Major Items).

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A.08 Approval for Disposal/Sale of Surplus Equipment..... 17-22

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A.11 Contract Amendment #12 for Increased Architectural Services for
 Wastewater System Design – Malibu MS/HS – HMC – Measure BB..... 25-26
A.12 Contract Amendment #13 for Increased Architectural Services for
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A.13 Contract Amendment #7 for Increased Architectural Services for
 Design Revisions, Additional Covered Walkways – Edison Language
 Academy – Daly Genik/IBI – Measure BB 29-30
A.14 Contract Amendment #1 for Preliminary Geologic Investigation and
 Reports – Malibu MS/MH – GeoConcepts, Inc. – Measure BB 31-32
A.15 Contract Amendment #5 for Biologist Study Report Services – Malibu High
 School Athletic Field Lighting Project – Glenn Lukos Associates –
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A.16 Contract Amendment #7 for CEQA Environmental Documents – Malibu
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 Digital Mapping Services for Survey Work at SAMOHI and Olympic –
 Psomas – Measure BB – RFP #8.09 37-38
A.18 Contract Amendment #3 for Septic System Survey and Reports – Malibu
 MS/HS – Topanga Underground – Measure BB 39-40

Personnel

A.19 Certificated Personnel – Elections, Separations 41-43
A.20 Classified Personnel – Merit..... 44-46
A.21 Classified Personnel – Non-Merit..... 47

VIII. PUBLIC COMMENTS

Public Comments is the time when members of the audience may address the Board of Education on items not scheduled on the meeting’s agenda. All speakers are limited to three (3) minutes. When there are a large number of speakers, the Board may reduce the allotted time to two (2) minutes per speaker. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during “VIII. Public Comments” except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff. This Public Comment section is limited to 20 minutes. If the number of persons wishing to address the Board of Education exceeds the time limit, additional time will be provided in Section **XVI. CONTINUATION OF PUBLIC COMMENTS.**

IX. COMMUNICATIONS (34)

The Communications section provides an opportunity for the Board of Education to hear reports from the individuals or Committee representative listed below. All reports are limited to 5 minutes or less. However, if more time is necessary, or if a report will not be presented, please notify the Board secretary eight workdays prior to the date of the meeting.

- A. Student Board Member Reports**
 - Jaime Black – Santa Monica High School (3)
 - Roya Sahafi – Malibu High School (3)
 - Isis Enriquez – Olympic High School (3)
- B. SMMCTA Update – Mr. Harry Keiley (5)**
- C. S.E.I.U. Update – Ms. Keryl Cartee-McNeely (5)**
- D. PTA Council – Rebecca Kennerly (5)**
- E. Prop 39 Citizen’s Bond Oversight Committee (5)**

X. SUPERINTENDENT’S REPORT (5)

MAJOR and DISCUSSION Items

As a general rule, items under MAJOR and DISCUSSION will be listed in order of importance as determined by the President, Vice President and Superintendent. Individual Board members may move to request a change in the order prior to consideration of any Major item. The Board may also move any of these items out of order to be heard immediately following PUBLIC COMMENTS if it appears that there is special interest by the public or as a courtesy to staff members making presentations to the Board.

XI. MAJOR ITEMS (25)

These items are considered to be of major interest and/or importance and are presented for **ACTION (A)** or **INFORMATION (I)** at this time. Many have been reviewed by the Board at a previous meeting under the Discussion Items section of the agenda.

- A.22 Adopt Resolution No. 08-31 – Bike to School Day (5)..... 48-51d
- A.23 Establish Classification – Instructional Assistant – Music (5).....52
- A.24 Revise Policy 5117 – Interdistrict Attendance (15)..... 53-57

XII. DISCUSSION ITEMS (105)

These items are submitted for information (FIRST READING) and discussion. Action will generally be considered at the next regularly scheduled meeting of the Board.

- D.01 Communications Audit Report (45)..... 58-72
- D.02 Measure BB Program Procedure, Add Alternates (30)..... 73-75
- D.03 Revise Administrative Regulation 3290 – Acceptance of Gifts (30)..... 76-86

XIII. INFORMATIONAL ITEMS (0)

I.01 Report Out Williams Uniform Complaints..... 87-87a
I.02 Measure BB Advisory Committee Membership..... 88-90

XIV. BOARD MEMBER ITEMS (0)

These items are submitted by individual Board members for information or discussion, as per Board Policy 8320(b).

XV. REQUESTS BY MEMBERS OF THE PUBLIC OR DISTRICT ADVISORY COMMITTEES TO ADDRESS THE BOARD OF EDUCATION

These items are submitted by members of the public to address the Board of Education on a matter within the jurisdiction of the Board, as per Board Policy 8320©. Requests must be submitted to the Superintendent in writing ten days before the Board meeting or prior to agenda planning, in accordance with the established agenda planning schedule, whichever is less. The written request will not exceed 500 words and will include, as an attachment, brief background information and the reason for the request.

XVI. CONTINUATION OF PUBLIC COMMENTS

A continuation of Section VIII, as needed. (If the number of persons wishing to address the Board of Education exceeds the time limit in section VIII, additional time will be provided in Section XVI, CONTINUATION OF PUBLIC COMMENTS.)

XVII. BOARD MEMBER COMMENTS

Board Member Comments is the section where a Board member may make a brief announcement or make a brief report on his or her own activities relative to Board business. There can be no discussion under “BOARD MEMBER COMMENTS.”

XVIII. FUTURE AGENDA ITEMS

Items for future consideration will be listed with the projected date of consideration. The Board of Education will be given any backup information available at this time.

XIV. CLOSED SESSION

The Board of Education will, if appropriate, adjourn to CLOSED SESSION to complete discussion on items listed for CLOSED SESSION following the regular business meeting.

XX. ADJOURNMENT

The next regularly scheduled meeting will be held on **Thursday, April 23, 2009**, at **5:30p.m.** in the Board Room at the District Offices: 1651 16th Street, Santa Monica, CA.

Meetings held at Santa Monica City Hall are broadcast live – City TV2, Cable Channel 16.

Meetings held at the District Office and in Malibu are taped and rebroadcast in Santa Monica on CityTV2, Cable Channel 20 – Check TV listing.

Meetings are rebroadcast in Malibu on Government Access Ch. 3 every Saturday at 8pm.

SMMUSD Board of Education Meeting Schedule 2008-2009

Closed Session begins at 4:00pm
Public Meetings begin at 5:30pm

July through December 2008					
Month	1 st Thursday	2 nd Thursday	3 rd Thursday	4 th Thursday	Special Note:
July				7/24 DO	* 7/1: Special Meeting * 7/10: Special Meeting
August			8/21* DO		*8/21: Begins at 4:30pm
September	9/4 DO			9/18 DO	
October	10/2 M		10/16 SM		
November	11/6 M		11/20* DO	11/27 (5th Thurs)	*11/20: Location moved to District Office Thanksgiving 11/27-28
December	12/8* DO	12/11 DO	12/17* DO	winter break	*12/8: Special Meeting *12/17: Special Meeting
December 22 – 31: Winter Break					
January through June 2009					
January 1 – 2: Winter Break					
January	winter break	1/8* DO	1/15 DO	1/29 (5th Thurs)	*1/8: Special Closed Session
February	2/5 M		2/19 SM	2/27* DO	*2/27: Special Meeting
March	3/4* DO 3/5 M		3/19 SM		*3/4: Special Meeting Stairway 3/26 & 3/27
April	4/2 DO	spring break	spring break	4/23 DO 4/30* DO	*4/30: Special Meeting
April 6-17: Spring Break					
May	5/7 M	5/14* DO	5/21 SM	5/28* DO	*5/14: Special Meeting *5/28: Special Meeting
June	6/4 DO			6/25 DO	Last day of school 6/19

District Office (DO): 1651 16th Street, Santa Monica.
 Malibu City Council Chambers (M): 23815 Stuart Ranch Road, Malibu, CA
 Santa Monica City Council Chambers (SM): 1685 Main Street, Santa Monica.

**Santa Monica-Malibu Unified School District
Board of Education
April 2, 2009**

I. CALL TO ORDER

A. Roll Call

Ralph Mechur – President
Barry Snell – Vice President
Ben Allen
Oscar de la Torre
Jose Escarce
Maria Leon-Vazquez
Kelly Pye

Student Board Members

Jaime Black – Santa Monica High School
Roya Sahafi – Malibu High School
Isis Enriquez – Olympic High School

B. Pledge of Allegiance

II. CLOSED SESSION

TO: BOARD OF EDUCATION

ACTION
04/02/09

FROM: TIM CUNEO

RE: APPROVAL OF MINUTES

RECOMMENDATION NO. A.01

It is recommended that the Board of Education approve the following Minutes:

March 5, 2009
March 19, 2009

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / CHIUNG-SALLY CHOU / MAUREEN BRADFORD

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.02

It is recommended that the Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2007/2008 budget.

Contractor / Contract Dates	Description	Site	Funding
Meaningful Learning 5/26/09 to 5/28/09 Not to exceed: \$4,800	Math workshops for grades 4 through 8 and costs include: 1. 60 Pictorial Math teacher resource books 2. 60 Pictorial Math Resource CD-ROMs 3. 60 Pictorial Math Instructional Card Sets 4. 60 CST Problem Templates	Ed Services	01-40460-0-19100-10000-5802-035-1300
Dr. Jean C. Davis 4/1/09 to 8/1/09 Not to exceed: \$51,000	To serve as Interim Director of Special Education	Special Education	01-65000-0-57300-11900-5802-043-1400
Family Service of Santa Monica 2/12/09 to 6/19/09 Not to exceed: \$20,000	For mental health services on site at Cabrillo, Pt. Dume, and Malibu schools.	Cabrillo Pt. Dume Malibu	\$5,000: 01-90141-0-11100-10000-5802-010-4100 (Shark Fund) \$15,000: 0-91270-11100-10000-5802-XXX-41XX (Cabrillo, Pt.Dume, and Malibu)
Michael E. Hill Through 6/30/09 UC09002 Increase of \$12,500	To work collaboratively with the City of Santa Monica Redevelopment Agency to secure funding for the 2009-2010 fiscal year	District	40-00000-0-00000-82000-5802-050-2600
A Plus Video Production (Shawn Tanowitz) 3/25/09 to 4/30/09 Not to exceed: \$4,500	To Videotape 2009 Stairway Concert on both nights, March 26 & 27, 2009, edit the DVD and duplicate DVDs for sale.	Educational Services	01-90120-0-17300-10000-5802-030-1300

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / CHIUNG-SALLY CHOU / MAUREEN BRADFORD

RE: OVERNIGHT FIELD TRIP(S) 2008-2009

RECOMMENDATION NO. A.03

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2008-2009 school year. No child will be denied due to financial hardship.

School Grade # students	Destination Dates of Trip	Principal/Teacher	Cost Funding Source	Subject	Purpose Of Field Trip
Samohi 9-12 18	Historical sites through the South (six cities) 4/9/09 - 4/18/09	Hugo Pedroza/ Renee Semik	\$2,500 per student by parent donation, Equity Funds and fundraising	US History and Government	Group Sojourn to the Past will travel to visit historical sites of the Civil Rights Movement. The participants will meet people involved in the Movement.
Samohi 9-12 6	International DECA Competition in Anaheim, CA 4/29/09 – 5/2/09	Hugo Pedroza/ Miriam Shafiey	\$175 per student by parent donation, fundraising and ROP	ROP	To participate in the International DECA competition.
Samohi 9-12 45	UCA Cheer Camp, Palm Dessert, CA 7/10/09 – 7/13/09	Hugo Pedroza/ Meadors/ Miller/ Hardt	\$340 per student by parent donation and fundraising	PE	Pep Squad will participate in UCA Cheer Camp.
McKinley 5 70	Cherry Cove, Catalina 4/27/09 – 4/29/09	Irene Gonzalez/. Sanschagrin/ Cervantes/ Evans	\$242.07per student by parent donation and fundraising	Science	Annual science enrichment supporting the curriculum.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / PAT HO

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.04

It is recommended that the Board of Education approve/ratify the following Requests for Absence on District Business (Conference and Travel) forms.

COMMENTS: Entries are alphabetical, by employee last name. In addition to the employee's name and site/location, each entry contains the following: name, location and date(s) of the conference, complete account code, fund and program names, and the total estimated cost as provided by the site administrator. The average cost for substitute teachers is \$130/day. This figure is furnished for informational purposes and does not reflect the actual amount paid for an individual substitute.)

<u>NAME</u> <u>SITE</u> Account Number Fund – Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>DURAN-CONTRERAS, Martha</u> Ed Services 01-40350-0-11100-21000-5220-035-1300 General Fund- Resource: Title II	The National Forum on RTI (Response to Intervention) Irvine, CA May 17 – 18, 2009	\$60
<u>GATELL, Frank</u> Santa Monica High No Cost	USC Counselor Conference Los Angeles, CA March 24, 2009	\$0
<u>HO, Pat</u> Fiscal Services 01-00000-0-00000-73100-5220-051-2510 General Fund- Function: Conference & Travel	The New State Budget: Revising Your Budget & Programs Downey, CA March 9, 2009	\$150
<u>MORICH, Karen</u> Special Ed/District 01-56400-0-00000-39000-5220-041-1400 General Fund- Resource: Medi-Cal Billing Option	Introduction to the Scerts Model Los Angeles, CA March 20, 2009	\$250 +1 SUB
<u>PURSELL, Robyn</u> Special Ed/Lincoln 01-56400-0-00000-39000-5220-041-1400 General Fund- Resource: Medi-Cal Billing Option	24 th Annual International Tech & Persons w/Disabilities Northridge, CA March 16 – 21, 2009	\$0 +1 SUB
<u>SATO, Liane</u> Santa Monica High 01-00000-0-11100-10000-5220-015-4150 General Fund- Function: Instruction	Differentiating Instruction with Flip Video Camera Downey, CA April 9, 2009	\$200

<u>SAMARGE-POWELL, Susan</u> Human Resources 01-73920-0-11100-21000-5220-035-1300 General Fund- Resource: Teacher Credentialing	Spring 2009 BTSA Cluster Meeting Saugus, CA April 29 -30, 2009	\$250
<u>SHAFIEY, Mariam</u> Santa Monica High 01-96352-0-71100-27000-5900-080-7800 General Fund- Resource: Teacher Credentialing	Southern California District Career Development Conference Ontario, CA January 23 – 25, 2009	\$350

Adjustments		
(Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
<u>KULSRUD, Kelly</u> SMASH 01-00000-0-11100-10000-1110-030-1501 General Fund- Function: Instruction	FEB Mini-Institute Content Area Reading & Writing New York City, NY February 16 – 20, 2009	\$733 +1 SUB PLUS A \$209.29 OVERAGE
<u>MACON, Tristen</u> +10 Additional Staff Ed Services 01-40450-0-19100-10000-5220-035-1300 01-40460-0-19100-10000-5220-035-1300 General Fund- Resource: Enhancing Ed/Title II	Computer-Using Educators Conference Palm Springs, CA March 5 – 7, 2009	\$5,000 +10 SUBS PLUS A \$1,124.25 OVERAGE

Group Conference and Travel: In-State		
<i>* a complete list of conference participants is on file in the Department of Fiscal Services</i>		
<u>CHOU, Sally</u> <u>ROMAN, Bertha</u> Ed Services 01-40350-0-11100-21000-5220-035-1300 General Fund- Resource: Title II	Tech Ed 2009 Ontario, CA March 24, 2009	\$200 TOTAL
<u>HARRISON, Rebel</u> <u>JONES, Teri</u> +3 Students ROP 01-96352-0-71100-27000-5900-080-7800 General Fund- Resource: ROP Support	California Association Regional Occupational Centers and Programs Legislative Forum Sacramento, CA March 15 – 16, 2009	\$1,450 TOTAL
<u>HONDA, Julie</u> <u>FAIRCHILD, Kathy</u> Santa Monica High	Marymount Annual Counselor Workshop Palos Verdes, CA March 13, 2009	\$0
<u>KEMP, Anita</u> <u>JONES, Teri</u> ROP 01-96352-0-71100-27000-5900-080-7800 General Fund Resource: ROP Support	California Association of Leaders in Career Preparation/California Regional Occupational Centers & Programs Common Goals Conference Rancho Mirage, CA November 19 – 21, 2009	\$750 TOTAL
<u>SCHMIDT, Laurel</u> <u>FREEDMAN, Marolyn</u> Pupil Services 01-00000-0-11100-39000-5220-040-1400 General Fund- Function: Other Pupil Services	Cyber-Safety Training Downey, CA May 26, 2009	\$40 TOTAL

Out-of-State Conferences: Individual		
<u>LOURIA, Meredith</u> Santa Monica High	AP Scoring for College Board Daytona Beach, FL June 10 – 18, 2009	SUB ONLY
<u>MAKARIAN, Teni</u> Special Ed/District 01-56400-00000-39000-5220-041-1400 General Fund- Resource: Medi-Cal Billing Option	Providing School-Based Physical Therapy Under the IDEA Act Dallas, TX March 27 - 28, 2009	\$430 TOTAL

Out-of-State Conferences: Group		
NONE		

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / CHIUNG-SALLY CHOU / RUTH VALADEZ

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS - 2008-2009

RECOMMENDATION NO. A.05

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2008-2009 as follows:

NPS

2008-2009 Budget 01-65000-0-57500-11800-5125-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Provo Canyon School	10/10/96	NPS	#56-UC09278	\$ 10,624

Amount Budgeted NPS 08/09	\$ 1,500,000
Prior Board Authorization as of 03/19/2009	\$ 1,565,699
Balance	\$ -65,699
Positive Adjustment (See Below)	\$ 0
Total Amount for these Contracts	\$ 10,624
Balance	\$ -76,323

Adjustment					
NPS Budget 01-65000-0-57500-11800-5125-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2007-08 in the amount of \$ 0 as of 04/02/09					
NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

NPA

2008-2009 Budget 01-65000-0-57500-11800-5126-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Institute for Applied Behavior Analysis	8/16/95	Behavior Intervention	#45-UC09273	\$ 42,130
WAPADH	9/14/99	AAC assessment	#44-UC09271	\$ 1,050

Amount Budgeted NPA 08/09	\$ 1,400,000
Prior Board Authorization as of 03/19/09	\$ 1,279,468
Balance	\$ 120,532
Positive Adjustment (See Below)	\$ 1,070
Total Amount for these Contracts	\$ 43,180
Balance	\$ 78,422

Adjustment

NPA Budget 01-65000-0-57500-11800-5126-043-1400

There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2007-08 in the amount of \$ 0 as of 04/02/09

NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Believeability	AT Assessment	#39-UC09253	E	\$ 1,070	

NPA PRE SCHOOL

2008-2009 Budget 01-65000-0-57300-11800-5125043-1400

<u>Nonpublic School/Agency</u>	Student DOB	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted NPA Pre School 08/09	\$ 100,000
Prior Board Authorization as of 03/19/09	\$ 120,460
Balance	\$ -20,460
Total Amount for these Contracts	\$ 0
Balance	\$ -20,460

Instructional Consultants

2008-2009 Budget 01-65000-0-57500-11900-5802-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Lindamood-Bell Learning Processes- contract increase	04/18/93	1:1 instructional services	#46-UC09234	\$ 5,340
Dr. Trang Nguyen	03/30/93	Vision Therapy	#53-UC09272	\$ 1,800
Adrian Whitchelo-Scott	12/30/94	Assistive Technology Assessment	#54-UC09274	\$ 895
Adrian Whitchelo-Scott	4/18/93	Assistive Technology Assessment	#55-UC09275	\$ 895
Total Recall Captioning- contract increase	2/26/96	Real time captioning	#16-UC09111	\$ 29,783

Amount Budgeted Instructional Consultants 08/09	\$ 310,000
Prior Board Authorization as of 03/19/09	\$ 558,226
Balance	\$- 248,226
Positive Adjustment (See Below)	\$ 0
Total Amount for these Contracts	\$ 38,713
Balance	\$ -286,939

Adjustment

Instructional Consultants Budget 01-65000-0-57500-11900-5802-043-1400

There has been a reduction in authorized expenditures of Instructional Consultants contracts for FY 2008-09 in the amount of \$ _____ as of 04/02/09

Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Instructional Consultants -INFANT

2008-2009 Budget 01-65000-0-57100-11900-5802-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Instructional Consult-Infants 08/09	\$	15,000
Prior Board Authorization as of 03/19/09	\$	19,130
Balance	\$	-4,130

Total Amount for these Contracts	\$	0
Balance	\$	-4,130

Instructional Consultants -PRE SCHOOL

2008-2009 Budget 01-65000-0-57300-11900-5802-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Instruct Consult-Pre School 08/09	\$	175,000
Prior Board Authorization as of 03/19/09	\$	53,220
Balance	\$	121,780

Total Amount for these Contracts	\$	0
Balance	\$	121,780

Non-Instructional Consultants

2007-2008 Budget 01-65000-0-57500-11900-5890-043-1400

Non-Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Parent Reimbursement	6/12/02	Occupational Therapy, Speech Therapy, Behavior Intervention	#25-UC09276	\$ 60,000
Parent Reimbursement-contract increase	2/27/94	Transportation to NPS	#10-UC09212	\$ 2,400

Amount Budgeted Non-Instructional Consultants 08/09		\$ 144,000
Prior Board Authorization as of 03/19/09		\$ 162,719
	Balance	\$ -18,719
Positive Adjustment (See Below)		\$ 0
Total Amount for these Contracts		\$ 62,400
	Balance	\$ -81,119

Adjustment					
Non-Instructional Consultants Budget 01-65000-0-57500-11900-5890-043-1400					
There has been a reduction in authorized expenditures of Non-Instructional Consultants contracts for FY 2008-09 in the amount of \$ as of 04/02/09					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Legal

2007-2008 Budget 01-65000-0-57500-11900-5820-043-1400

Legal Contractor	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Legal Services 08/09		\$ 200,000
Prior Board Authorization as of 03/19/09		712,500
	Balance	\$ -512,500
Adjustments for this period		\$ 0
		\$ -512,500
Total Amount for these Contracts		\$ 54,708
	Balance	\$ -567,208

COMMENT: According to the Education Code SEC.21 Section 56342, prior to recommending a new or continued placement in a non-public, non-sectarian school, the Individualized Education Program (IEP) Team must submit the proposed recommendation to the local governing board for its review and recommendation regarding the cost of such placement.

The recommendation for these severely handicapped students are made by the District IEP Teams in accordance with State and Federal laws. The mandates of IDEA require non-public school services be provided at no expense to parents if there is not an appropriate public school program available. Funding to come from a SELPA-wide non-public school/non-public agency reserve account.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / VIRGINIA I. HYATT

RE: AWARD OF PURCHASE ORDERS - 2008-2009

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from March 10, 2009, through March 24, 2009, for fiscal /09.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / PAT HO

RE: ACCEPTANCE OF GIFTS - 2008/2009

RECOMMENDATION NO. A.07

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$55,281.17 presented to the Santa Monica-Malibu Unified School District.

It is further recommended that the Fiscal/Business Services Office, in accordance with Educational Code §42602, be authorized to increase the 2008-2009 income and appropriations by \$55,281.17 as described on the attached listing.

COMMENT: The value of all non-cash gifts has been determined by the donors.

NOTE: The list of gifts is available on the District's website, www.smmusd.org.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

Current Gifts and Donations 2008/2009

School/Site Account Number	Gift Amount	Equity Fund 15% Contrib.	In-kind Value	Donor	Purpose
JAMS 01-90120-0-00000-00000-8699-011-0000	\$ 177.62	\$ 31.34		Target	General Supplies and Materials
Adult Education 11-90120-0-00000-00000-8699-090-0000					
Alternative (SMASH) 01-90120-0-00000-00000-8699-009-0000					
Cabrillo 01-90120-0-00000-00000-8699-017-0000					
CDS 12-90120-0-00000-00000-8699-070-0000					
Edison 01-90120-0-00000-00000-8699-001-0000	\$ 148.61	\$ 26.22			
Franklin 01-90120-0-00000-00000-8699-002-0000	\$ 139.77	\$ 24.66		Target	General Supplies and Materials
Grant 01-90120-0-00000-00000-8699-003-0000					
Lincoln 01-90120-0-00000-00000-8699-012-0000	\$ 146.88 \$ 32.26	\$ 25.92 \$ 5.69		Target Planet Aid Inc.	General Supplies and Materials General Supplies and Materials
Malibu High School 01-90120-0-00000-00000-8699-010-0000					
McKinley 01-90120-0-00000-00000-8699-004-0000					
Muir 01-90120-0-00000-00000-8699-005-0000	\$ 468.00 \$ 215.15	\$ - \$ -		Various Various	Field Trip Field Trip
Olympic HS 01-90120-0-00000-00000-8699-014-0000					
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 2,362.50 \$ 1,179.50 \$ 183.71 \$ 85.00	\$ - \$ - \$ 32.42 \$ 15.00		Various Parents Various Parents Target Step by Step	Field Trip Field Trip General Supplies and Materials General Supplies and Materials

School/Site Account Number	Gift Amount	Equity Fund 15% Contrib.	In-kind Value	Donor	Purpose
Roosevelt 01-90120-0-00000-00000-8699-007-0000					
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 971.48 \$ 514.00	\$ 171.44 \$ -		Target Various	General Supplies and Materials General Supplies and Materials
Barnum Hall 01-91150-0-00000-00000-8699-015-0000					
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000					
Webster 01-90120-0-00000-00000-8699-008-0000					
Others:					
Superintendent's Office 01-90120-0-00000-00000-8699-020-0000					
Educational Services 01-90120-0-00000-00000-8699-030-0000	\$ 34,763.00 \$ 13,561.00	\$ - \$ -		Various Music Parents Various Music Parents	Stairway Stairway
Student & Family Services 01-90120-0-00000-00000-8699-040-0000					
Special Education 01-90120-0-00000-00000-8699-044-0000					
Information Services 01-90120-0-00000-00000-8699-054-0000					
Food and Nutrition Services 01-90120-0-00000-00000-8699-057-0000					
District 01-90120-0-00000-00000-8699-090-0000					
TOTAL	\$ 54,948.48	\$ 332.69	\$ -		

Current Gifts and Donations 2008/2009

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Equity Fund 15% Contrib.	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
JAMS 01-90120-0-00000-00000-8699-011-0000	\$ 270,163.06	\$ 177.62	\$ 31.34	\$ 270,372.02	\$ 4,950.00 \$ 100.00		\$ 4,950.00 \$ 100.00
Adult Education 11-90120-0-00000-00000-8699-090-0000	\$ 3,427.87			\$ 3,427.87			
Alternative (SMASH) 01-90120-0-00000-00000-8699-009-0000							
Cabrillo 01-90120-0-00000-00000-8699-017-0000	\$ 81,699.90			\$ 81,699.90	\$ 13,329.26		\$ 13,329.26
CDS 12-90120-0-00000-00000-8699-070-0000	\$ 1,384.67			\$ 1,384.67	\$ 5,113.00		\$ 5,113.00
Edison 01-90120-0-00000-00000-8699-001-0000	\$ 64,585.21	\$ 148.61	\$ 26.22	\$ 64,760.04	\$ 200.00		\$ 200.00
Franklin 01-90120-0-00000-00000-8699-002-0000	\$ 1,395.63	\$ 139.77	\$ 24.66	\$ 1,560.06			
Grant 01-90120-0-00000-00000-8699-003-0000	\$ 3,829.46			\$ 3,829.46	\$ 65.88		\$ 65.88
Lincoln 01-90120-0-00000-00000-8699-012-0000	\$ 43,290.18	\$ 179.14	\$ 31.61	\$ 43,500.93			
Malibu High School 01-90120-0-00000-00000-8699-010-0000 <i>Malibu Shark Fund - Resource #90141</i>	\$ 138,869.84			\$ 138,869.84			
McKinley 01-90120-0-00000-00000-8699-004-0000	\$ 87,758.30			\$ 87,758.30			
Muir 01-90120-0-00000-00000-8699-005-0000	\$ 68,560.25	\$ 683.15	\$ -	\$ 69,243.40			
Olympic HS 01-90120-0-00000-00000-8699-014-0000	\$ 18,666.16			\$ 18,666.16			
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 86,200.85	\$ 3,810.71	\$ 47.42	\$ 90,058.98	\$ 150.00		\$ 150.00
Roosevelt 01-90120-0-00000-00000-8699-007-0000	\$ 140,700.91			\$ 140,700.91	\$ 100.00		\$ 100.00
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 159,081.72	\$ 1,485.48	\$ 171.44	\$ 160,738.64	\$ 5,475.00 \$ 100.00		\$ 5,475.00 \$ 100.00
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000	\$ 156,306.20			\$ 156,306.20			
Webster 01-90120-0-00000-00000-8699-008-0000	\$ 12,670.00			\$ 12,670.00			

Current Gifts and Donations 2008/2009

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Equity Fund 15% Contrib.	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
ALL OTHER LOCATIONS:							
Superintendent's Office 01-90120-0-00000-00000-8699-020-0000	\$ 50,000.00			\$ 50,000.00			
Educational Services 01-90120-0-00000-00000-8699-030-0000	\$ 260,396.43	\$ 48,324.00		\$ 308,720.43	\$ 24,170.00		\$ 24,170.00
Student and Family Support Services 01-90120-0-00000-00000-8699-041-0000	\$ 325.00			\$ 325.00			
Special Education 01-90120-0-00000-00000-8699-044-0000	\$ 1,000.00			\$ 1,000.00			
Information Services 01-90120-0-00000-00000-8699-054-0000	\$ 2,000.00			\$ 2,000.00			
District 01-90120-00000-0-00000-8699-090-0000 Food & Nutrition Services 01-90120-0-00000-00000-8699-070-0000	\$ 9,207.84			\$ 9,207.84			
TOTAL GIFTS	\$ 1,661,519.48	\$ 54,948.48	\$ 332.69	\$1,716,800.65	\$ 53,753.14	\$ -	\$ 53,753.14
			Total Equity Fund 15% Contribs.				
Total Cash Gifts for District:		\$ 54,948.48	\$ 332.69	Total In-Kind Gifts:		\$ -	

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / VIRGINIA I. HYATT

RE: APPROVAL FOR DISPOSAL/SALE OF SURPLUS EQUIPMENT

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the disposal, sale, auction or donation of the surplus equipment and furniture listed below.

COMMENT: All items are obsolete, beyond economic repair, unusable, or deemed as surplus. Items will be disposed of in accordance with Educational Code 17545-17555.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

School/Dept.	Type	Make	Model	QTY	Serial #	SMMUSD ID#
Adult Education	Printer	HP	2300	1	CN3AF130TH	
	Printer	HP	1300	1	CNBKJ70472	16174
	Qwiklaser	Samsung	7050N	1	B1GR100002N	09997
	Server	Apple	G5	1	XB40600PNV9	16483
	Printer	HP	1220C	1	SG19813019	12654
Cabrillo	Freezer	Traulson	G22012	1	T235680K93	
CDS	Monitor	Apple	A1002	1	G82216FIMVF	12355
Education Services	LCD Projector	Infocus	LP130	1	6XW20400321	13321
Fiscal Services	Printer	HP	4L	1	USCC270438	022050
	Microfilm Machine	Bell & Howell	ABR4100	1	54719891B8850	08292
	Mixer	Hobart	H600	1	11-090-236	00866
Grant	Refrigerator	Traulson	G20020	1		07395
	Boombox	Sony	CFD-V15	1	23282	
	Laserdisc Player	Pioneer	CLO-V2400	1	3930498	1382
	Overhead	Elmo	HP-L355	6	549213-982656-118648-549213-982656-118648	
	Overhead	Elmo	HP-L3550H	2	329941 329941	
	Overhead	Elmo	HP-L355011	2	364325 364325	
	Tape Recorders	Califone	1430K	11		
	TV/DVD	JVC	AV-20FD24	1	138R7737	
	VHS Player	Sharp	XA200	1	321400	10791
	Boombox	Sony	CFD-V15	1	23282	
	Laser Disc Player	Pioneer	CLO-V2400	1	3930498	1382
	TV/DVD	JVC	AV-20FD24	1	1387R7737	
Powerbook	Mac		1	QT05005EK34	08932	
Human Resources	LiveScan System	Tenprinter	1133S	1	E0314	7256
John Muir	Computer	Imac		1	XA0110WKJ8E	07780
	Computer	Imac		1	XA0130QGJEC	10352
	Computer	Imac		1	XB9181AAG3H	07274
	Computer	Imac		1	XA0130QXJEC	10551
	Computer	Imac		1	RN91207YFLO	10549
	Computer	Imac		1	YM04115QJWQ	10550
	Printer	HP	1200	1		
	Printer	Samsung	ML-1430	1		
Lincoln Middle School	Overhead	Elmo	L3550	3	112565 103674 700897	
	Overhead	Elmo	L3550H	2	307561 308570	
	Overhead	Elmo	L35508	1	117341	
	Overhead	Elmo	L355	7	502997 523341 944200 987725 944161 931806 537138	10105
McKinley	Radio	Panasonic	RXFM16	1	8fCPA53471	
	Overhead	Elmo	L355	1	119870	
	Overhead	3M	66AR	1	1004591	
	Filmstrip Projector	Dukane	28A33A	1	169698	
	3 Record Players	Audiotronics	1130K	1	B1016619 18679 18749	
	Laser Disc Player	Pioneer	CLD-V2400	1	3932586CH119042	
	Computer	Apple	G3	5	XB8434A6D8X 84349VD8X XB84349HDBX XB843359DBX XBB433S9D8X	06797 06804 06798 06801

School/Dept.	Type	Make	Model	QTY	Serial #	SMMUSD ID#	
Cont. McKinley	Computer	Apple	G3	7	XB8434A6D8X XB8491NXEQE XB84349VD8X	06797 07043	
				1	XB84349HDBX XB843359DBX	06804 06798	
				1	SG8152WNAMY SG8152WNAM4	06801	
Personnel Commission	Digital Sender	HP	9200c	1	CN11002409	16558	
	Liquid Projector	Proxima	DP5800	1	471250751	06595	
Roosevelt	Shredder	GBC	80S-1	1	MM55350		
	TV	RCA	JLR985 DR	1	551326228	04576	
ROP	LCD Monitor	Gateway		1	7007A0000888	13060	
	Fax Machine	Panasonic		1	11010100410	09161	
	V-P Matic	Dukane		1		00230	
Santa Monica High	Computer	MacIntosh	LC3	1	LC3354SZVA3	00771	
	Computer	MacIntosh	LC2	1	SG316GKCF28	00703	
	Computer	MacIntosh	ZCI	1	F12409MM716		
					FC53907E55F 5502675Q 545H2B5 5502855 54967D5		
	Computer	MacIntosh	Power 7200-90	10	5472TV5 5502AA5 547ZPX5 545H2U5		
	Computer	MacIntosh	Quadra 610	1	FC3430NSICH		
	Computer	Power Mac	7100	1	FC511206F446		
	Computer	MacIntosh	2CX	1	F00327PM5665		
	Computer	MacIntosh	2CI/ 7	1	F103329T737		
	Computer	Quadra	660AV	1	XB3519ZS13Z		
	Computer	MacIntosh	Performa 6115CD	1	S04470CG3FM		
			Centris	6100	2	F2319KZGCNZ F2311LMQCNZ	
	Computer	Power Mac	6100	2	XB5133J541X XC45113B41X		
			Centris	660	1	XC336SH8CD9	
	Computer	MacIntosh	2CI	1	F1020BHP710		
	Printer	Apple	MultiScan	2	JM602044654 JM5470SQ580		
	Computer	Gateway	2000 G6	2	7065056 689741	05914	
	Printer	Cannon	BJC6000	1			
	Printer	HP	Deskwriter 600	1	US61U1C150	05796	
	Printer	MacIntosh	MultiScan 17"	1	S143518V1XX		
	Printer	Radius	TPD 19"	1	ECB0002798		
	Printer	MacIntosh	MultiScan 19"	1	S1210243D07		
	Printer	HP	LaserJet	4	USCC704800	00327	
	Printer	MacIntosh	Personal Laserwriter	1	CA2379ML%M2016G4/A		
	Computer	Packard Bell	261	1	890451		
	Printer	Cannon	BJ5100	1			
	Printer	MacIntosh	Color Stylewriter 2400	1	9409		
	Printer	HP	Deskwriter 540/ 2	2	US5e1G1XW 3312S26943	00266	
	Printer	HP	Deskwriter 540C/ 2	2	3333S36434 3314S29380		
	Printer	HP	Deskwriter 500	1	3238A07296	04799	
	Printer	MacIntosh	LC2	3	SG32088DF28 SG2210Q1F01 SG3191HWF28		
	Printer	Epson		1	00L0043472		
Printer	MacIntosh	Stylewriter 1200	1	9505			
Printer	IBM	ProPrinter XL24	1	110092943			
Printer	MacIntosh	Laserwriter II	1	CA825KXP%M600			

School/Dept.	Type	Make	Model	QTY	Serial #	SMMUSD ID#
Cont. Santa Monica High	Printer	MacIntosh		1	41893	
	CDRom	Pioneer	DRM-624X	1	8510881/33251003429982 8511565/33251003429933	
	Computer	MacIntosh	Quadra 605	1	XB4269U02DQ	
	Scanner	MicoTech		1	72S0154703	
	Printer	Epson	FX80	1	511542	
	Computer	Compac	ProSigna	1	D720BM610285	
	Computer	Compac	DeskPro	1	6943B2SZM048	
	Computer	Dell	Demention	1	JWK6201	
	Printer	HP	DeskJet 870	1	US74F110W6	11363
	Printer	HP	DeskWriter C	3	3129833824 3306542215 3308591585	
	Printer	HP	DeskWriter 660	1	SG58N130GG	11396
	Printer	HP	Desk-Jet	1	SG83N1F112	
	Scanner	MacIntosh		1	9220629	
	Printer	HP	LaserWriter	12	BG6220RQ5AJ	
	Printer	HP	Laser Jet	3		04380
	Computer	Gateway	E1000	1	1003587	
	Printer	Epson	600	1	AAA1823814	
	Overhead		213	1	EDAWAD4200B	
	Printer	StyleWriter		1	AGB01972	
	VHS Player	JVC		1	144N0441	
	BataMax	Sony	SL-2400	1	39949	
	TV w/VHS	Panasonic	PV-A500	1	EZMA50277	
	Overhead	Bescler		1		
	Copier	Cannon	F141400	1	ZUC0154	13074
	Ice Machine	Follett	FME1200ae-32a	1	186074-09B	07378
	Copier	Cannon	6221	1	NKU11384	08295
	Copier	Cannon	D660	1	ZUC01758	13078
	Camera	Kodak		1	5350516	3515
	Computer	Apple	Performa	1	XB54645T6BB	
	Deskwriter	HP	2279A	1	3013A23338	
	Computer	Apple	Multiscan D	1	C1538DKK34X	
	Computer	Gateway	EV500	1	HDK2K2014046	
	Printer	HP	Laserjet 6MP	1	USCBO73861	06240
	unkown	Apple	SE130	1	FOIL248K02	
	unkown	Apple	SE	1	F8121H9M5011	
	Fax Machine	Brother	Intellifax 1270	1	F0795950	
Computer	Gateway	EV700A	1	17014E113838		
Computer	CTX	PI5	1	1A2-820112802J22		
Computer	Apple	Personal writer 320	1	CA4313B51GJ		
Computer	Apple	MAC SE	1	F102F3ZEB01		
Computer	Epower	K6	1	LAHQ00026		
Printer	HP	Laserjet II	2			
Printer	Cannon	BJG-240	1	EJE02097		

School/Dept.	Type	Make	Model	QTY	Serial #	SMMUSD ID#
Cont. Santa Monica High	Printer	HP	Deskjet 1120C	1	SG842130T1	
	Computer	Lexmark	Optra S1250	1	A593X01M	
	Computer	Gateway	500XEV	1	159A981844	
	Computer	Gateway	LE500	1	LIC04493380	
	Computer	Gateway	EV500A	1	15017E079149	
	Computer	Lexmark	MARK 1	1	A5036101B	
	Computer	Apple	Performa 200	1		
	Printer	Apple	4/600PS	1	CA5215JV4PE	
	Computer	Apple	Quadra 700	1	F1218GGC81	
	Computer	Apple	4/600PS	1	CA4E3DJV2PO	
	Computer	Apple	Quadra 605	1	XB347T5612U	
	unkown	Umax	Astra 6105	1	H6U0B37B04213	
	Computer	Visioneer	Paperport 3000	1	71203401-PP3	
	Computer	Apple	Centris 610	1	F20309M72ZNT	
	Computer	Apple	IC II	1	SG320887F28	
	Computer	Lexmark	Optra R	1	A5842B012	
	Computer	Gateway	GW2000DX175	1	MH275402641	
	Computer	HV	EVO9	1	3T4T364534DE3	
	Computer	Gateway	EV500	2	DU15038A68004 HDK244000675	
	Computer	Gateway	EV700	2	17004A712888 17014C019471	
	Computer	HP	Deskjet 950C	1	MY05N142BZ	8648
	Computer	HP	Deskjet 940	1	SG747191Q8	
	Computer	HP	990CXI	1	ES0701DUN8	9843
	Printer	HP	Laserjet 1100	1	USBGO20737	11225
Computer	Gateway	EV500	1	15009A81856		
Printer	HP	Laserjet 1200	1	CNBRH0614		
Computer	Lexmark	l1126-K01	1	12190591237		
SMASH	Copier	Cannon	CAN1491A002	1	TDV55107	13872
	Computer	Imac		1	RN94535GHDG	
	Stylus Photo	Epson	820	1	ELFK186646	
Transportation	Stylus Photo	Epson	EX	1	ASD0006615	
	Refrigerator			1		04424
	Tire Charger	Coates	40-40 SA	1	293157426	04750
Will Rogers	Grinder			1		12147
	TV	Samsung		1	703100950	021062
	Printer	Epson		1	A6R1382590	10597
	Laser Disc Player			1	LL3953599	021099
	TV	RCA		1	131410312	04519
	Multi-Plex			1	20109112	021160
	Laser Disc Player	Pioneer		1	3922720	020258
	3 Cassette Players			1		
	Computer	Apple		1	UV3390YQPBN	14564
Computer	Apple		1	UV23732CM4R		

School/Dept.	Type	Make	Model	QTY	Serial #	SMMUSD ID#
Cont. Will Rogers	Computer	I Mac		1	XA0270J4JEC	10666
	Computer	I Mac		1	XA0270HVJEC	10635
	Computer	I Mac		1	XB8345ASDFN	
	Computer	I Mac		1	YM0343YRJWQ	10647
Central Office	Cell Phone	Audiovox	MVX502	1	1745939979	
	Cell Phone	Audiovox	MVX502	1	17405938794	
	Cell Phone	Audiovox	MVX502	1	17405882976	
	Cell Phone	Audiovox	MVX502	1	17405883187	
	Cell Phone	Audiovox	MVX502	1	17405939109	
	Cell Phone	Audiovox	MVX502	1	17405883190	
	Cell Phone	Audiovox	MVX502	1	17405938848	
	Cell Phone	Audiovox	MVX502	1	17405938795	
	Cell Phone	Audiovox	MVX502	1	17405883019	
	Cell Phone	Nokia	638au	1	156/12277165	
	Deskphone	Panasonic		1	2FAHC236629	022128
	Answering Machine	Duofone	TAD430	1	33205	022127
	Walkie Talkie	Motorola	GP300	1		

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ

RE: APPOINTMENT TO THE PROP 39 BOND OVERSIGHT COMMITTEE

RECOMMENDATION NO. A.09

It is recommended that the Board of Education accept the Superintendent's recommendation to appoint one member to the Prop 39 Bond Oversight Committee, as detailed below.

COMMENT: When the Prop 39 Bond Oversight Committee was appointed by the Board of Education at the December 12, 2006, board meeting, the bylaws provided for a membership of seven members, however, eight were appointed. Subsequently, Ms. Suzanne Trimbath and Ms. Arlene Hopkins resigned from the Committee.

At the February 19, 2009, board meeting, the Board approved Item A.25: *Open Application Process for One Vacancy on the Proposition 39 Bond Oversight Committee*. That recommendation included limiting the membership to seven members as provided for in the bylaws, to facilitate reaching a quorum and to avoid tie votes, leaving one vacancy on the committee. This vacancy is in the category of a "citizen active in a Bona-fide Taxpayers Association".

The application process was conducted. A press release inviting applicants to respond was sent and notices were forwarded for posting at the District's school sites, with the PTA Council as well as Santa Monica and Malibu City Halls and Libraries. Additionally, outreach efforts were made to taxpayers associations and the application was available on the District's website (www.smmusd.org) and in the Office of the Superintendent.

Upon review of the applications and open vacancy in the category of "citizen active in a Bona-fide Taxpayers Association", the Superintendent recommends the following applicant be appointed by the Board of Education.

NAME	TERM EXPIRES
Steven Rodman	June 30, 2010

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / PAT HO

Previously

03/05/09

RE: APPROVAL OF 2007-08 MEASURE BB AUDIT REPORT

RECOMMENDATION NO. A.10

It is recommended that the Board of Education accept the 2007-08 Measure BB Annual Financial Audit Report and approve management discussion and analysis/the administrative responses to the "Findings" & "Recommendations" as contained in the Subject audits.

COMMENTS: In response to California Education Code mandate, the 2007-08 Measure BB audit has been completed by the audit firm of Nigro, Nigro and White. The Board of Education has previously received copies of the audit report and an information copy is available for public review in the Office of the Superintendent. The report was presented at the Prop 39 Bond Oversight Committee on February 24, 2009.

A section of the audit report contains a series of "Findings" and "Recommendations" and "District Responses" for Board consideration.

Ms. White will be available at the Meeting to answer questions.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM /
VIRGINIA I. HYATT

RE: CONTRACT AMENDMENT #12 FOR INCREASED ARCHITECTURAL
SERVICES FOR WASTEWATER SYSTEM DESIGN - MALIBU MS/HS -
HMC - MEASURE BB

RECOMMENDATION NO. A.11

It is recommended that the Board of Education approve Contract Amendment #12 with HMC Architects to provide architectural services for the preliminary design of improvements to the wastewater treatment system for Malibu MS/HS, in an amount not to exceed \$62,037 for a total contract amount of \$5,146,073.

Funding Information

Budgeted: Yes

Fund: 21

Source: Building Fund

Account Number: 21-00000-0-00000-85000-5802-010-2600

Description: Consultant Services

COMMENTS: As a result of the Coastal Development Permit process for the Malibu MS/HS project, the District is required to comply with the Waste Discharge Requirements (WDR) permit guidelines of Regional Water Quality Control Board (RWQCB). In order to meet these guidelines, staff has requested a proposal from HMC for architectural services to develop a preliminary design for the potential replacement of the existing septic tanks and the addition of a secondary treatment system. The preliminary design of these systems would be subject to review by the City of Malibu for conformance with the Local Coastal Plan (LCP). All existing, new and/or improved systems would be subject to review by the RWQCB.

The additional scope of work for Contract Amendment #12 includes the following:

1. Evaluation of a secondary treatment system by a specialty consultant (Ahsirt under HMC contract) based on percolation tests and groundwater monitoring to be provided by the District.
2. Determination of volume of existing and future loads per building and to each system and preparation of an initial evaluation report.
3. Preliminary design for one secondary treatment system assuming less than 20,000 GPD (gallons per day) load.

4. Preliminary design recommendations for the repair/improvements for 10 septic systems based on Topanga Underground's report and Ahsirt's site analysis and studies.
5. Preliminary design for piping and pumping system from each septic tank to the treatment system and back to seepage pits.
6. Cost Estimating for added scope items noted above.

This Contract Amendment #12, for \$62,037 is for the architectural services for preliminary design of improvements to the wastewater treatment system at Malibu MS/HS. The revised contract total will be \$5,146,073.

ORIGINAL CONTRACT AMOUNT (Prog./Schematic Design)	\$961,327
CONTRACT AMENDMENT #1 (Cabrillo SDC-IS)	\$87,995
CONTRACT AMENDMENT #2 (FF&E Standards)	\$92,400
CONTRACT AMENDMENT #3 (DD/CD/CA)	\$3,562,894
CONTRACT AMENDMENT #4 (Pt. Dume/Webster Safety Proj.)	\$157,688
CONTRACT AMENDMENT #5 (Malibu HS Public Hearing/EIR)	\$25,144
CONTRACT AMENDMENT #6 (Cabrillo Safety Proj.)	\$10,304
CONTRACT AMENDMENT #7 (Webster Safety Proj.)	\$62,344
CONTRACT AMENDMENT #8 (Cabrillo Septic Study)	\$21,647
CONTRACT AMENDMENT #9 (Malibu right turn lane study)	\$68,256
CONTRACT AMENDMENT #10 (Malibu fire protection)	\$25,991
CONTRACT AMENDMENT #11 (Malibu field renderings)	\$8,046
CONTRACT AMENDMENT #12 (Malibu wastewater study) (A.11)	\$62,037
<u>TOTAL CONTRACT AMOUNT</u>	<u>\$5,146,073</u>

This scope of work was anticipated in the cost projections for the Measure "BB" budget.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM /
VIRGINIA I. HYATT

RE: CONTRACT AMENDMENT #13 FOR INCREASED ARCHITECTURAL
SERVICES FOR ELECTRICAL UPGRADES - MALIBU MS/HS - HMC -
MEASURE BB

RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve Contract Amendment #13 with HMC Architects to provide architectural services for electrical infrastructure upgrade of the existing buildings at Malibu MS/HS, in an amount not to exceed \$34,428 for a total contract amount of \$5,180,501.

Funding Information

Budgeted: Yes

Fund: 21

Source: Building Fund

Account Number: 21-00000-0-00000-85000-5802-010-2600

Description: Consultant Services

COMMENTS: As part of the District-wide technology upgrades, each Measure BB school site has been evaluated to determine if adequate electrical power is available to accommodate the new technology equipment standards for classroom and non-classroom environments. HMC has surveyed the existing electrical panels at the Malibu MS/HS site and determined that electrical infrastructure upgrades are required. As this determination was not made until after HMC had submitted their fee proposal for Design Development and Construction Documents services, the implementation of these upgrades was not included in their basic services scope.

At their March 5, 2009 meeting, the Board of Education approved an additional budget allocation to the Malibu MS/HS project of \$197,632 for the construction costs associated with the electrical infrastructure upgrades required for this site.

This Contract Amendment #13, for \$34,428 is for the architectural services for design and documentation of the electrical infrastructure upgrades required for Malibu MS/HS. The revised contract total will be \$5,180,501.

ORIGINAL CONTRACT AMOUNT (Prog./Schematic Design)	\$961,327
CONTRACT AMENDMENT #1 (Cabrillo SDC-IS)	\$87,995
CONTRACT AMENDMENT #2 (FF&E Standards)	\$92,400
CONTRACT AMENDMENT #3 (DD/CD/CA)	\$3,562,894
CONTRACT AMENDMENT #4 (Pt. Dume/Webster Safety Proj.)	\$157,688
CONTRACT AMENDMENT #5 (Malibu HS Public Hearing/EIR)	\$25,144
CONTRACT AMENDMENT #6 (Cabrillo Safety Proj.)	\$10,304
CONTRACT AMENDMENT #7 (Webster Safety Proj.)	\$62,344
CONTRACT AMENDMENT #8 (Cabrillo Septic Study)	\$21,647
CONTRACT AMENDMENT #9 (Malibu right turn lane study)	\$68,256
CONTRACT AMENDMENT #10 (Malibu fire protection)	\$25,991
CONTRACT AMENDMENT #11 (Malibu field renderings)	\$8,046
CONTRACT AMENDMENT #12 (Malibu wastewater study)(A.11)	\$62,037
CONTRACT AMENDMENT #13 (Malibu electrical) (A.12)	\$34,428
<u>TOTAL CONTRACT AMOUNT</u>	<u>\$5,180,501</u>

This scope of work was anticipated in the cost projections for the Measure "BB" budget.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM /
VIRGINIA I. HYATT

RE: CONTRACT AMENDMENT #7 FOR INCREASED ARCHITECTURAL
SERVICES FOR DESIGN REVISIONS, ADDITIONAL COVERED
WALKWAYS - EDISON LANGUAGE ACADEMY - DALY GENIK/IBI -
MEASURE BB

RECOMMENDATION NO. A.13

It is recommended that the Board of Education approve Contract Amendment #7 with Daly Genik/IBI to provide architectural services for design revisions at Edison Language Academy, in an amount not to exceed \$64,700 for a total contract amount of \$3,723,702.

Funding Information

Budgeted: Yes

Fund: 21

Source: Building Fund

Account Number: 21-00000-0-00000-85000-5802-001-2600

Description: Consultant Services

COMMENTS: The Edison Language Academy project proceeded into the Construction Documents phase prior to receiving full review by the site and Safety Director. Several design changes were requested by the site, including the incorporation of covered walkways for sun and rain protection and floor plan revisions for increased supervision and safety of student restrooms.

These design revisions are supported by the Measure BB Design Review Team. The architects have identified value engineering items to offset additional construction cost. Therefore, there is no impact to the project construction budget.

This Contract Amendment #7, for \$64,700, is for the architectural and engineering services to incorporate the out-of-sequence design revisions into the Construction Documents for Edison Language Academy. The revised contract total will be \$3,723,702.

In addition, the values of Contract Amendments #2 and #5 are revised to reflect the actual value of executed contract amendments with Daly Genik/IBI.

ORIGINAL CONTRACT AMOUNT (Prog./Schem.Design)		\$536,695
CONTRACT AMENDMENT #1 (Revised Schematic)		\$78,000
CONTRACT AMENDMENT #2 (DD/CD/CA)(rev.)	\$2,889,662	\$2,876,732
CONTRACT AMENDMENT #3 (Dist. Stand. Specs)		\$40,000
CONTRACT AMENDMENT #4 (Library Study)		\$7,750
CONTRACT AMENDMENT #5 (2 Add'l Designs)(rev.)	\$108,600	\$94,800
CONTRACT AMENDMENT #6 (Fire Protection Design)		25,025
CONTRACT AMENDMENT #7 (Design revisions)		\$64,700
TOTAL CONTRACT AMOUNT		\$3,723,702

This scope of work was anticipated in the cost projections for the Measure "BB" budget.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM /
VIRGINIA I. HYATT

RE: CONTRACT AMENDMENT #1 FOR PRELIMINARY GEOLOGIC
INVESTIGATION AND REPORTS - MALIBU MS/HS - GEOCONCEPTS,
INC. - MEASURE BB

RECOMMENDATION NO. A.14

It is recommended that the Board of Education approve Contract Amendment #1 for GeoConcepts, Inc., for Saturday work (premium time) for the installation of nine (9) of the eleven (11) water quality monitoring wells at Malibu Middle/High School, for the Measure BB program, in the amount of \$10,440, for a total contract amount of \$83,940.

Funding Information

Budgeted: Yes

Fund: 21

Source: State School Building Fund

Account Number: 21-00000-0-00000-85000-5802-010-2600

Description: Independent Contractor / Consultant

COMMENTS: In the preparation of the City of Malibu LCP, Coastal Development Permit (CDP), the District must meet the requirements of the Los Angeles Regional Water Quality Control Board (RWQCB) for ground water monitoring wells to determine the water quality resulting from septic systems at the Malibu Middle/High School and Cabrillo Elementary School sites. The original contract for GeoConcepts to perform the work was approved by the Board (February 5, 2009) for \$73,500. This Contract Amendment #1 will provide the ability of GeoConcepts to perform the drilling operations for nine (9) of the eleven (11) monitoring wells closest to the classroom areas on Saturday, as the noise from the drill rigs would be prohibitive to conducting school classes concurrently.

(Continued on next page)

Original Contract Amount:	\$73,500
Contract Amendment #1 (Saturday Work)	\$10,440
<u>Total Contract Amount:</u>	<u>\$83,940</u>

This scope of work was anticipated in the cost projections for the Measure BB budget.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM /
VIRGINIA I. HYATT

RE: CONTRACT AMENDMENT #5 FOR BIOLOGIST STUDY REPORT
SERVICES - MALIBU HIGH SCHOOL ATHLETIC FIELD LIGHTING
PROJECT - GLENN LUKOS ASSOCIATES - MEASURE BB

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve Amendment #5 with Glenn Lukos Associates to provide additional biological support services for the performance of nesting raptor surveys, according to the protocols set forth in the California Coastal Commission, for the Measure "BB" program, in the amount of \$9,500, for a total contract amount of \$57,600.

Funding Information:

Budgeted: Yes

Fund: 21

Source: State School Building Fund

Account Number: 21-00000-0-00000-85000-5802-010-2600

Description: Independent Contractor / Consultant

COMMENTS: Based on Special Condition requirements of the previous Coastal Permit, a landscape review was required five (5) years following completion; that Contract was approved by the Board on July 24, 2008. Contract Amendment #1 for Biological Review and Report of the campus was approved by the Board on September 4, 2008. Contract Amendment #2 provided for a study of the effects of the permanent and parking area lighting. Contract Amendment #3 provided for the survey and identification of a known Environmentally Sensitive Habitat Area (ESHA) adjacent to the Cabrillo ES site, and to approve additional support to the public outreach meetings for the project. Contract Amendment #4 provided for wintering burrowing owls foraging surveys. This Contract Amendment #5 is to perform a nesting raptor survey, according to the requirements of the California Coastal Commission, as well as the performance of surveys for special-status plants.

Original Contract Amount:(Landscape Review)	\$16,000
Contract Amendment #1:(Bio Review)	\$11,800
Contract Amendment #2:(Lighting Study)	\$ 6,280
Contract Amendment #3:(ESHA, Pub Support)	\$ 8,970
Contract Amendment #4:(Owl Survey)	\$ 5,050
Contract Amendment #5:(Raptor Survey)	\$ 9,500
Total:	\$57,600

This scope of work was anticipated in the cost projections for the Measure BB budgets.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM /
VIRGINIA I. HYATT

RE: CONTRACT AMENDMENT #7 FOR CEQA ENVIRONMENTAL DOCUMENTS
- MALIBU HIGH SCHOOL - PBS&J - MEASURE BB

RECOMMENDATION NO. A.16

It is recommended that the Board of Education approve Contract Amendment #7 for PBS&J to perform additional parking and traffic studies, public meetings attendance, and design coordination, for the CEQA environmental document services for Malibu High/Middle School, for Measure "BB", in the amount of \$63,706, for a total contract amount of \$735,423

Funding Information

Budgeted: Yes

Fund: 21

Source: State School Building Fund

Account Number: 21-00000-0-00000-85000-5802-010-2600

Description: Independent Contractor / Consultant

COMMENTS: Original Contract for CEQA environmental services for Malibu High School was approved on July 24, 2008. Contract Amendment #1 for Community Outreach for MHS was approved October 2, 2008. CEQA environmental services for Lincoln, Adams, Webster, Pt. Dume, Olympic, and Washington East and West, Contract Amendment #2, was approved November 6, 2008. Contract Amendment #3, approved on November 20, 2008, was for an Archeological Study to update a previous report from the original Coastal Development Permit (CDP) for the Malibu High School site. Contract Amendment #4, approved on December 11, 2008, provided an analysis of the lighting view-shed surrounding the athletic field at Malibu High School, to determine potential impacts of further development. Contract Amendment #5, approved on January 15, 2009, was for additional CEQA support activities for public outreach meetings at Malibu HS. Contract Amendment #6, approved on March 19, 2009, was for CEQA Categorical Exemptions for Cabrillo, Grant, McKinley, Rogers, and an Mitigated Negative Declaration (MND) anticipated at Webster. This Contract Amendment #7 is for additional traffic and parking studies, necessitated by public outreach meetings held at the Malibu High/Middle School site, and associated additional documentation and coordination with design work.

ORIGINAL CONTRACT AMOUNT	\$152,745
CONTRACT AMENDMENT #1 (Public Outreach)	\$ 70,150
CONTRACT AMENDMENT #2 (CEQA, 6 Schools)	\$281,809
CONTRACT AMENDMENT #3 (Archeo Survey)	\$ 9,146
CONTRACT AMENDMENT #4 (Lighting Study)	\$ 10,913
CONTRACT AMENDMENT #5 (CEQA Add Service)	\$ 44,949
CONTRACT AMENDMENT #6 (CEQA, 5 Schools)	\$102,005
CONTRACT AMENDMENT #7 (Public Meetings)	\$ 63,706
<u>TOTAL CONTRACT AMOUNT</u>	<u>\$735,423</u>

This scope of work was anticipated in the cost projections for the Measure BB budgets.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM /
VIRGINIA I. HYATT

RE: CONTRACT AMENDMENT #9 FOR INCREASE SCOPE FOR AERIAL
PHOTOGRAPHY AND DIGITAL MAPPING SERVICES FOR SURVEY
WORK AT SAMOHI AND OLYMPIC - PSOMAS - MEASURE BB - RFP
#8.09

RECOMMENDATION NO. A.17

It is recommended that the Board of Education award Contract Amendment #9 to Psomas for digital mapping and ground survey services for the Measure BB program in the amount of \$99,000, for a total contract amount of \$901,750.

Funding Information

Budgeted: Yes

Fund: 21

Source: State School Building Fund

Account Number: 21-00000-0-00000-85000-5802-015-2600(SAMOHI) \$91,500
21-00000-0-00000-85000-5802-014-2600(Olympic)\$ 7,500

Description: Independent Contractor / Consultant

COMMENTS: The original contract for Aerial Mapping and Survey Services was for minimal survey services for all 15 District school sites. Contract Amendments #1, 3-6 were for additional survey work for schools that required greater detail to support the design of the new facilities. Contract Amendment #2 was for the utilities investigations at SAMOHI. Contract Amendment #7 was for the additional survey details required for five sites that are moving towards construction documents. Contract Amendment #8 was for additional topographical survey and ESHA mapping at Cabrillo ES and Malibu HS, sewer line investigation at Lincoln MS, and District-wide property easement review and clearances. Contract Amendment #9 is for additional services to process and approve a tentative parcel map and the recording of the map for SAMOHI, in coordination with the City of Santa Monica, and additional survey work at Olympic HS to support the Measure BB project.

(Continued on Next Page)

ORIGINAL CONTRACT AMOUNT	\$ 249,450
Contract Amendment#1 (Survey, 4 Sites)	\$ 92,200
Contract Amendment#2 (SAMOHI Utilities Map)	\$ 39,600
Contract Amendment#3 (Survey, 2 Sites)	\$ 38,000
Contract Amendment#4 (Survey, 4 Sites)	\$ 63,000
Contract Amendment#5 (Survey, 4 Sites)	\$ 99,900
Contract Amendment#6 (Survey/Utilities)	\$ 84,500
Contract Amendment #7 (Survey, 5 Sites)	\$ 72,600
Contract Amendment #8 (MHS, Sewer, Easement)	\$ 63,500
Contract Amendment #9 (Samohi, Olympic)	\$ 99,000
TOTAL CONTRACT AMOUNT	\$ 901,750

This scope of work was anticipated in the cost projections for the Measure BB budgets.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM /
VIRGINIA I. HYATT

RE: CONTRACT AMENDMENT #3 FOR SEPTIC SYSTEM SURVEY AND
REPORTS - MALIBU HS/MS - TOPANGA UNDERGROUND - MEASURE
BB

RECOMMENDATION NO. A.18

It is recommended that the Board of Education approve Contract Amendment #3 with Topanga Underground for septic system surveys and investigations services studies at Malibu High/Middle School for the Measure BB program, in the amount of \$108,690, for a total contract amount of \$169,072.

Funding Information:

Budgeted: Yes

Fund: 21

Source: State School Building Fund

Account Number: 21-00000-0-00000-85000-5802-010-2600

Description: Independent Contractor / Consultant

COMMENTS: As a pre-requisite to submittal of an application for a Coastal Development Permit (CDP) with the City of Malibu for the Malibu MS/HS Campus Improvement Project, the District must perform an analysis of the existing septic systems and determine their locations and current operational condition. The original contract (January 15, 2009) provided for a survey the site and locate the existing systems. Contract Amendment #1 (February 5, 2009) provided for an investigation of the systems, provided documentation, and a detailed analysis of the existing systems. Contract Amendment #2 (February 19, 2009) provided for an investigation and details of an additional system, conditions, and provide analysis and recommendations. This Contract Amendment #3 provides additional septic system review and analysis, as well as a comprehensive plan to pump each system, measure the inflow of sewage into the systems and measure the outflow and percolation, in preparation for the permit application to the Regional Water Quality Control Board.

(Continued on next page)

ORIGINAL CONTRACT AMOUNT	\$ 11,600
Contract Amendment #1 (Septic Analysis)	\$ 45,207
Contract Amendment #2 (New Septic Survey)	\$ 3,575
Contract Amendment #3 (Water Flow Survey)	\$108,690
<u>TOTAL CONTRACT AMOUNT</u>	<u>\$169,072</u>

This scope of work was anticipated in the cost projections for the Measure BB budgets.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / MICHAEL D. MATTHEWS

RE: CERTIFICATED PERSONNEL - Elections, Separations

RECOMMENDATION NO. A.19

Unless otherwise noted, the following items are included in the 2008/2009 approved budget.

ADDITIONAL ASSIGNMENTS

ADAMS MIDDLE SCHOOL

Brown, Dan	12.35 hrs @\$40.46	9/2/08-6/19/09	Est Hrly/\$500
Levin, Tracy	12.35 hrs @\$40.46	9/2/08-6/19/09	Est Hrly/\$500
Yoffy, Julie	12.35 hrs @\$40.46	9/2/08-6/19/09	Est Hrly/\$500
			<u>TOTAL ESTABLISHED HOURLY</u> \$1,500

Comment: Grade Level Coordinators for Science Magnet
01-Targeted Inst Imprvmnt BG

EDISON ELEMENTARY SCHOOL

Boyd, Thomas	9 hrs @\$40.46	10/1/08-6/19/09	Est Hrly/\$364
Ellis, John	9 hrs @\$40.46	10/1/08-6/19/09	Est Hrly/\$364
Ipina, Elizabeth	9 hrs @\$40.46	10/1/08-6/19/09	Est Hrly/\$364
Morales, Carlos	9 hrs @\$40.46	10/1/08-6/19/09	Est Hrly/\$364
Naranjo, Rocio	9 hrs @\$40.46	10/1/08-6/19/09	Est Hrly/\$364
			<u>TOTAL ESTABLISHED HOURLY</u> \$1,820

Comment: Leadership Team Mentors
01-Gifts - Equity Fund

EDUCATIONAL SERVICES

Witt, Carl	27.5 hrs @\$40.46	1/5/09-3/31/09	Est Hrly/\$1,113
			<u>TOTAL ESTABLISHED HOURLY</u> \$1,113

Comment: Piloting Education Environment Initiative
01-Education and Environment

Hannan, Ellen	5 hrs @\$40.46	3/26/09-3/27/09	Est Hrly/\$202
Housman, Joann	5 hrs @\$40.46	3/26/09-3/27/09	Est Hrly/\$202
Niemi, Charlene	5 hrs @\$40.46	3/26/09-3/27/09	Est Hrly/\$202
			<u>TOTAL ESTABLISHED HOURLY</u> \$606

Comment: Nurse coverage for Stairway
01-Gifts

ROGERS ELEMENTARY SCHOOL

Barba Carolina	44 hrs @\$40.46	3/16/09-6/11/09	Est Hrly/\$1,781
Herrera, Mayra	44 hrs @\$40.46	3/16/09-6/11/09	Est Hrly/\$1,781
			<u>TOTAL ESTABLISHED HOURLY</u> \$3,562

Comment: Math Intervention
01-IASA: Title I Basic-Lw Inc/Neg

SANTA MONICA HIGH SCHOOL

Bisson, Amy	93 hrs @\$67.83	1/26/09-6/19/09	<u>Own Hrly/\$6,308</u>
			<u>TOTAL OWN HOURLY</u> \$6,308

Comment: 6th Period Assignment
01-Unrestricted Resource

SMASH
 Lichterman, Mimi 75 hrs @\$40.46 2/23/09-6/12/09 Est Hrly/\$3,035
 TOTAL ESTABLISHED HOURLY \$3,035
 Comment: Reading Specialist
 01-Unrestricted Resource

HOURLY TEACHERS

ADULT EDUCATION
 Brown, Jacqueline 40 hrs @\$45.34 3/30/09-6/12/09 Est Hrly/\$1,814
 TOTAL ESTABLISHED HOURLY \$1,814
 Comment: Adult Education Instructor
 11-Adult Education Apportionment

TOTAL ESTABLISHED HOURLY, AND OWN HOURLY = \$ 19,758

ELECTIONS

ADMINISTRATIVE APPOINTMENT

<u>Name/Assignment/Location</u>	<u>Effective</u>
Taccariello, Nicole	4/6/09
Behavior Intervention Specialist	
Special Education	

SUBSTITUTE TEACHERS

Effective

PREFERRED SUBSTITUTES

(@\$162.00 Daily Rate)

Schram, Jessica	3/4/09
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REGULAR DAY-TO-DAY SUBSTITUTES

(@\$138.00 Daily Rate)

Holmes, Lori	3/9/09
Lands, Jenna	3/12/09
Whiffen, John	3/10/09

CHILD DEVELOPMENT SERVICES

(@\$16.19 Hourly Rate)

Wolde-Tsadik, Tseday	3/5/09
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LEAVE OF ABSENCE (with pay)

Name/Location

Effective

Laufer, Lorraine	3/9/09-4/9/09
Franklin Elementary	[medical]
Paul, Carmen	2/12/09-4/17/09
Santa Monica HS	[medical]
Prevett, Amy	3/14/09-4/3/09
Muir Elementary	[maternity]
Talt, Leslie	3/2/09-3/17/09
Roosevelt Elementary	[FMLA]

LEAVE OF ABSENCE (without pay)

<u>Name/Location</u>	<u>Effective</u>
Anderson, Meredith John Adams MS	9/4/09-6/25/10 [personal]
Levin Debra Ann Roosevelt Elementary	9/4/09-6/25/10 [child care]
Melendez, Brisa Edison Elementary	4/25/09-5/1/09 [CFRA]
Rash, Allison Webster Elementary	9/4/09-6/25/10 [personal]
Sanchez, Johanna Child Develop Svcs	4/20/09-6/12/09 [50% - personal]

RESIGNATION

<u>Name/Location</u>	<u>Effective</u>
Beatty, Carol Pt Dume Elementary School	6/19/09

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / MICHAEL D. MATTHEWS / WILBERT YOUNG

RE: CLASSIFIED PERSONNEL - MERIT

RECOMMENDATION NO. A.20

It is recommended that the following appointments for Classified Personnel (merit system) be approved and/or ratified. All personnel will be properly elected in accordance with District policies and salary schedules.

<u>ELECTION</u>		<u>EFFECTIVE DATE</u>
BREWER, ARIANA SP ED/PINE STREET	INST ASST - SPECIAL ED 4.5 HRS/SY/RANGE: 20 STEP: A	3/19/09
CANNON, JONATHAN SANTA MONICA HS	INST ASST - SPECIAL ED 5 HRS/SY/RANGE: 20 STEP: A	3/19/09
HOFFMAN, MEGHAN SANTA MONICA HS	INST ASST - SPECIAL ED 6 HRS/SY/RANGE: 20 STEP: A	3/19/09
JACKSON, LATASHA SANTA MONICA HS	INST ASST - SPECIAL ED 6 HRS/SY/RANGE: 20 STEP: A	3/19/09
RODRIGUEZ, FRANCES CHILD DEVELOP SVCS	CHILDREN CENTER ASST 3.5 HRS/SY/RANGE: 18 STEP: A	3/13/09
SAM, STUART BUSINESS SVCS	DIR. FACILITY IMPROVEMENT PROJ 8 HRS/12 MO/RANGE: 65 STEP: E	3/23/09
TANIOS, ELHAMY FISCAL SVCS	ASST DIR. FISCAL SERVICES 8 HRS/12 MO/RANGE: 50 STEP: A	3/19/09
<u>TEMP/ADDITIONAL ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
COWAN, BARRY OLYMPIC HS	INST ASST - SPECIAL ED	3/17/09-6/19/09
EVANS, TARON JOHN ADAMS MS	INST ASST - AVID TUTOR	2/5/09-6/19/09
JONES, CHANCY JOHN ADAMS MS	CAMPUS SECURITY OFFICER	3/14/09
PALKOVIC, DIANE OLYMPIC HS	INST ASST - SPECIAL ED	3/17/09-6/19/09
PEREZ, LUPE EDUCATIONAL SVCS	TRANSLATOR	1/23/09-2/27/09
PEREZ, LUPE EDUCATIONAL SVCS	TRANSLATOR	3/3/09-6/30/09
SATO, NAOMI EDUCATIONAL SVCS	INST ASST - CLASSROOM	2/5/09-3/27/09

VAN OTTEN, RYAN CABRILLO ELEMENTARY	INST ASST - PHYSICAL ED	3/2/09-6/19/09
VARGAS, PATRICIA OLYMPIC HS	ADMINISTRATIVE ASST	3/17/09-6/30/09
WILSON, STANLEY JOHN ADAMS MS	CAMPUS SECURITY OFFICER	3/15/09

<u>SUBSTITUTES</u>		<u>EFFECTIVE DATE</u>
AMIREHSANI, TARANEH CHILD DEVELOP SVCS	CHILDREN CENTER ASST	3/19/09
FISHER, NICOLE CABRILLO ELEMENTARY	INST ASST - CLASSROOM	3/19/09
ROMERO, CLARA ROGERS ELEMENTARY	ADMINISTRATIVE ASST	2/1/09-3/31/09
ROSENFELD, HENRY CHILD DEVELOP SVCS	CHILDREN CENTER ASST	1/8/09-6/30/09

<u>INCREASE IN ASSIGNMENT</u>		<u>EFFECTIVE DATE</u>
BIREN, SARA CHILD DEVELOP SVCS	CHILDREN CENTER ASST 3.5 HRS/SY FR: 3 HRS/SY	8/28/09
HERNANDEZ, MAIRA CHILD DEVELOP SVCS	CHILDREN CENTER ASST 7 HRS/SY FR: 5 HRS/SY	8/28/09

<u>LEAVE OF ABSENCE (PAID)</u>		<u>EFFECTIVE DATE</u>
ANDERSON, SALLY ROGERS ELEMENTARY	ADMINISTRATIVE ASST MEDICAL	3/12/09-3/20/09
CUEVA, JEMINA FOOD SVCS	CAFETERIA WORKER I MEDICAL	2/27/09-3/30/09

<u>PROFESSIONAL GROWTH</u>		<u>EFFECTIVE DATE</u>
ALKOTOB, IRMA CHILD DEVELOP SVCS	CHILDREN CENTER ASST	6/1/09
MENDOZA, DINA SANTA MONICA HS	SR. OFFICE SPECIALIST	4/1/09
SANDOVAL-FRAGNOLI, KATHY SANTA MONICA HS	SR OFFICE SPECIALIST	4/1/09
TANAMAS, AYDA MCKINLEY ELEMENTARY	INST ASST - SPECIAL ED	4/1/09

<u>WORKING OUT OF CLASS</u>		<u>EFFECTIVE DATE</u>
BUCHANON, TIMOTHY OPERATIONS	UTILITY WORKER FR: CUSTODIAN	3/16/09-6/30/09

BULCHAND, TINA SPECIAL EDUCATION	SR ADMINISTRATIVE ASST FR: ADMINISTRATIVE ASST	3/7/09-4/6/09
YBARRA, ANGEL OPERATIONS	UTILITY WORKER FR: CUSTODIAN	1/5/09-3/13/09
<u>RESIGNATION</u>		<u>EFFECTIVE DATE</u>
SHERMAN, J. WYNN LINCOLN MIDDLE SCHOOL	INST ASST - SPECIAL ED	7/1/08
WALKER, SHERI FOOD SVCS	CAFETERIA WORKER I	3/9/09
<u>RETIREMENT</u>		<u>EFFECTIVE DATE</u>
MARTINEZ, LUZ FOOD SVCS	SITE COORDINATOR	4/13/09
PROSSER, CLEVELAND FACILITIES MAINTENANCE	MANAGER, OPERATIONS	4/9/09

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/02/09

FROM: TIM CUNEO / MICHAEL D. MATTHEWS / WILBERT YOUNG

RE: CLASSIFIED PERSONNEL - NON-MERIT

RECOMMENDATION NO. A.21

It is recommended that the following be approved and/or ratified for Classified Personnel (Non-Merit). All personnel assigned will be properly elected on a temporary basis to be used as needed in accordance with District policies and salary schedules.

COACHING ASSISTANT

BUDRICK, BARTON	SANTA MONICA HS	2/1/09-6/30/09
DE LA TORRE, JOSE	SANTA MONICA HS	2/1/09-6/30/09
HEAVENS, JOHN	SANTA MONICA HS	2/1/09-6/30/09
MAY, GREGORY	MALIBU HIGH SCHOOL	3/6/09-6/30/09
MILLER, ZACH	SANTA MONICA HS	2/1/09-6/30/09
MORENO, MARYBELL	SANTA MONICA HS	2/1/09-6/30/09
RAMOS, DANIEL	SANTA MONICA HS	2/1/09-6/30/09

NOON SUPERVISION

BRIZUELA, CRYSTAL	MUIR ELEMENTARY	3/16/09-6/20/09
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MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR

03/19/09

FROM: TIM CUNEO

RE: ADOPT RESOLUTION NO. 08-31 - BIKE TO SCHOOL DAY

RECOMMENDATION NO. A.22

It is recommended that the Board of Education adopt Resolution No. 08-31 - Bike to School Day.

COMMENT: The resolution is attached.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

Resolution No. 08-31 - Bike to School Day

Whereas, The Santa Monica-Malibu Unified School District supports healthy behavior of students and employees alike;

Whereas, Multiple studies have shown that regular exercise is of tremendous benefit to the body, soul and mind of students and employees and results in reduced medical costs;

Whereas, The use of automobiles depletes non-renewable resources, pollutes the air causing asthma in our children, fills our streets with traffic, and forces the district to devote scarce campus space and money to provide parking spaces;

Whereas, In 1969 nearly 50 percent of all US children aged between 5 and 18 walked or rode their bicycles to school, in 2001 only 15 percent walked or rode their bicycles to school

Whereas, Many authorities warn of the grave consequences of an obesity epidemic which has already transformed so-called 'Adult-Onset' Diabetes into a childhood disease

Whereas, Recent legislation allows cyclists to claim benefits through the bicycle commuter act and requires bike parking and showers in some new developments;

Whereas, The District participates in the California High Performance Schools (CHPS) program which awards points for bicycle infrastructure at schools;

Whereas, According to the California Department of Public Health, as much as 21 percent of morning traffic is generated by parents driving their children to school

Whereas, The same study found that if 100 children at one school walk or cycle instead of being driven every day, they will reduce air-borne pollutants by nearly 35,000 pounds over the year, and will collectively generate 12,000 hours of physical activities;

Whereas, Recent California legislation AB 32 and SB 375 requires our communities to significantly reduce greenhouse gases;

Whereas, In recent years the Big Blue Bus has enhanced the public transportation system, making it more accessible and user-friendly for cyclists;

Whereas, students at Santa Monica High have recently produced a fourfold increase in one year in the number of students bicycling to campus by organizing "Bike Days" and providing prizes to students who bike, walk or take the bus;

Whereas, The time and cost of bringing children to and from school in a car creates a significant strain on the budget of many families and reduces parents ability to work full time;

Whereas, Students should be able to choose between different modes of transport, including public transportation and cycling;

Whereas, In 1983 the President's Council on Physical Fitness and Sports declared the month of May to be National Physical Fitness and Sports Month;

Whereas, May is the National Bike to Work Month;

Therefore, Be it Resolved: The District supports the annual National "Bike/Walk to Work Week", May 11 - 15, 2009, and the District also declares Friday, May 15, 2009 "Bike/Walk to School Day" for students and school staff;

Resolved: The District will support the establishment of bicycle clubs;

Resolved: The District and school safety staff will work with the PTSA, local police and school resource officers and cycling organizations to maximize opportunities for safety education for cycling students as offered by the League of American Cyclists, including promoting use of bicycle helmets, knowledge of traffic rules and cycling skills;

Resolved: The District will encourage schools to document unsafe pedestrian and bicycle routes to the schools in conjunction with Safe Routes to Schools programs;

Resolved: The District will actively pursue Safe Routes to School State infrastructure grant funding for improved bicycle facilities and infrastructure;

Resolved: The District will direct all schools receiving Safe Routes to School grants to include parents and staff in the educational effort;

Resolved: The District will offer their staff commute alternatives programs based on local Transportation Demand Management ordinances so that staff and teachers can become commuting role models for their students;

Resolved: The District will host a safe cycling course for staff and teachers as part of the commute alternatives;

Resolved: The District will collaborate with the city of Santa Monica to implement sustainable transportation policies for schools and other district facilities;

Resolved: The District will collaborate with the Los Angeles County Bicycle Coalition to develop a blueprint for Bicycle Policy Guidelines to be adopted by the District Health and Safety Advisory Committee and implemented by each school's safety committee;

Resolved: The District schools will distribute free information to students, staff and parents on alternative modes and public transportation to schools provided by Big Blue Bus;

Resolved: This District should do all that it can to promote walking and cycling as a viable means of transportation to schools and offices;

Resolved: The District should encourage students, parents and school staff members to walk, bike, or take a bus to schools instead of driving;

Resolved: By 2012 all schools in the district are to have safe and secured bicycle parking facilities, meeting relevant bicycle

rack specifications and providing sufficient secure bicycle parking capacity to meet the most recent CHPS standards for California schools such as a fenced bicycle area with bicycle racks, for students and staff and visitors. City of Santa Monica or LA DOT standards for bicycle racks should be consulted for updated standards. A range of bicycle parking, including some weather protected parking, bike parking accessible outside school hours, and bike parking near all campus entries should be provided.

Passed and Adopted this day, April 2, 2009, by the Santa Monica-Malibu Unified School District Board of Education by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Ralph Mechur
President, Board of Education

Tim Cuneo
Superintendent

TO: BOARD OF EDUCATION ACTION/MAJOR
03/19/09
FROM: TIM CUNEO / CHIUNG-SALLY CHOU / MICHAEL D. MATTHEWS
RE: ESTABLISH CLASSIFICATION - INSTRUCTIONAL ASSISTANT -
MUSIC

RECOMMENDATION NO. A.23

It is recommended that the Board of Education establish a new classification: Instructional Assistant - Music. This classification is needed in order to help the district's secondary music teachers meet the specific needs of students in areas of percussion, strings and winds.

COMMENT: This classification will enable the district to hire personnel in the specific and consistent levels of qualifications. These Instructional assistants will be compensated based on a scale that is commensurate with their education and experience. In the past, without this classification, the instructional aides were hired with no specific assignment to music classrooms. Therefore, this qualification will differentiate the instructional aide's position for music based on specific duties and educational background and experience.

Duties may include:

- Assist in the instruction and reinforcement of musical concepts, appreciation, theory and instrumentation to individuals and groups of students; conduct and monitor exercises, rehearsals and performances; help taking attendance and maintain related records.
- Perform clerical tasks as assigned including duplicating materials, filing, typing and maintaining assigned records; reproduce, distribute and maintain music materials; prepare music packets for students.
- Assist students with adjusting or preparing instruments; respond to questions from students as needed.
- Participate in the coordination of student music activities and lessons; participate in student activities related to music education and rehearsals.
- If established by the Board of Education, a detailed classification specification will be prepared by the Personnel Commission.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

TO: BOARD OF EDUCATION

ACTION/MAJOR

03/19/09

FROM: TIM CUNEO / MICHAEL D. MATTHEWS / LAUREL SCHMIDT

RE: REVISE POLICY 5117 - INTERDISTRICT ATTENDANCE

RECOMMENDATION NO. A.24

It is recommended that the Board of Education revise Board Policy 5117 - Interdistrict Attendance.

COMMENT: Revisions from the February 5 and March 19 board meeting have been incorporated into the attached policy.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

THIS IS A REVISED SMMUSD POLICY

New text in underline

Deleted text in ~~strikeout~~

<u>NUMBER</u> 5117	<u>ARTICLE</u> Students	<u>TITLE</u> Interdistrict Attendance	
<u>SUBTOPIC</u> Attendance	<u>POLICY</u> X	<u>REGULATION</u>	<u>EXHIBIT</u>

DETAIL

A. Although students generally must attend school in the district and school where their residence has been established, the Santa Monica-Malibu School District Governing Board recognizes justifiable reasons for interdistrict permits. Upon request, the Superintendent or designee may accept students from other districts and may allow students who live within the District to transfer to another school within the District or out of the District.

Beginning with the 2005-06 school year permits will be issued on a year-to-year basis. Parents must reapply and be accepted for continued attendance each year. Students enrolled prior to the 2005-06 school year on a PERT or DERT permit will not be affected by this change.

Involuntary loss of housing resulting from: apartments being removed from the rental market (Ellis Act), buildings being red-tagged, or evictions to accommodate owner-occupancy should not interfere with a child completing his/her education in the Santa Monica Malibu Unified School District. The permit office will require the applicant to obtain verification from the Rent Control Department or other appropriate legal agency. These students will be allowed to remain in their schools for the remainder of the year in which their housing has been lost. In addition, they will be allowed to remain in SMMUSD as permit students in subsequent years provided they meet all the conditions of students attending SMMUSD on permit, and they reapply annually. The Ellis Act allows California apartment owners to evict tenants if the landlords intend to withdraw their units from the rental market.

SMMUSD students in good standing who were residents of Santa Monica or Malibu during the 2001-2002 school year, and subsequently move to another city, will be allowed to remain in the Santa Monica-Malibu School district as permit students, upon receiving a permit from their district of residence and meeting all the conditions of students attending Santa Monica-Malibu Unified School District on a permit.

B. Permits of this type are to be initiated by the student's parent or guardian who attests to the fact or shows evidence

that the permit would be in the student's best interests. Cancellation of the permit shall occur if certain provisions are not adhered to by the student or parent/guardian, or if overcrowding should occur at the school of acceptance.

C. The Board is committed to providing a quality education for all District students legally enrolled and will provide fair and consistent treatment for students and parent/guardians regardless of their residence or permit status. All applications for a permit will be treated in a fair and consistent manner.

D. Final approval of permits for all students, including students needing specialized programs, such as GATE, special education, ELL, etc., shall rest at the District and shall be contingent upon space, budget and staff availability. The District will not pay excess costs to provide specialized services to students on permit.

E. Except for the conditions listed below, effective September 2002, there will be a moratorium on the receipt of all new interdistrict attendance permits for schools in the Santa Monica-Malibu Unified School District. This moratorium shall continue through the 2008-2009 school year with the following exceptions:

1. The District will accept applications for interdistrict permits to attend schools in the City of Santa Monica for grades K through & 6 in order to stabilize the current number of interdistrict permit students in the District. Permits will be granted per the language of section D. above.

2. Requests for new interdistrict permits will be accepted for all schools in the City of Malibu. Permits will be granted per the language of section D. above.

3. No permits will be granted to attend Olympic High School.

4. The total number of all new interdistrict permits that will be accepted and approved for the 2008-2009 school year will not exceed 200 for the District. Permits will be granted per the language of section D. above.

5. All students currently attending on an interdistrict permit will be allowed to remain in the District until they leave or graduate, assuming that they: reapply for a permit annually and comply with all the application requirements; uphold appropriate standards of behavior, attendance, and academic effort, and that the conditions under which the current permit was granted have not changed.

6. Guidelines previously applied to SMASH, Edison, including the

immersion program through Grade 8, and our preschools will remain in effect.

F. Requests for new permits will be received (granted) in the following order (Based on the timelines identified in Administrative Regulations 5117):

1. Intradistrict permits allowing children who are residents of the cities of Santa Monica and/or Malibu to attend a school other than their neighborhood school;

- It is the intention of the District to provide same-school placement for all siblings in a family once an intradistrict permit has been granted, except in cases where students need a specialized program which is only available on another campus.

2. Interdistrict permits for children of employees of the Santa Monica-Malibu Unified School District [certificated, classified, management, full and part-time (a minimum of 15 hours per week)];

- It is the intention of the District to provide a seat in a District school to all children of District employees who have requested a new interdistrict permit, with the understanding that Section D. will be considered. staff will do its best to accommodate requests for a specific school but will not guarantee requested placement. On-going permit holders are not affected and will continue in the home school being currently attended.

6. If space, staffing and budget permit, for those students "in good standing" who have been attending school/s within SMMUSD as a resident of the District, for a minimum period of three complete school years, and subsequently relocate outside the boundaries of SMMUSD. Permits will be granted per the language of section D. above.

3. If space, staffing and budget permit, staff will do its best to accommodate requests for placement for siblings (of current interdistrict permit holders) who will be entering Kindergarten, 1st, 6th, or 9th Grade. If a permit is received (granted) there is no guarantee of same-school placement. On-going permit holders are not effected and will continue in the home school being currently attended;.

4. If space, staffing and budget permit, interdistrict permits for children of employees of the cities of Malibu or Santa Monica.

5. If space, staffing and budget permit, interdistrict permits for children of full-time, permanent employees of Santa Monica College enrolling in grades K-8 for the 2008-2009 school year,

up to:

a) 50 students if the enrollment decline is less than 120.

b) If the decline is more than 120, the number of additional students required to shrink the decline to 120.

No permits will be issued in this category at the high school level.

7. If space, staffing and budget permit, interdistrict permits for children of alumni of Santa Monica High School, Malibu High School, or Olympic High School, who work in either Santa Monica or Malibu. Parent must attach a copy of graduation diploma and proof of employment in either city to the permit application.

REFERENCE

LEGAL REFERENCE:

EDUCATION CODE

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 Admission of persons including nonresidents to attendance area; workers' compensation for pupils

ADOPTED

January 27, 1994

REVISED

February 21, 2008

June 7, 2007

June 15, 2006

November 17, 2005

February 17, 2005

February 20, 2003

November 21, 2002

CSBA DATE

February 1995

DISTRICT GOAL

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

04/02/09

FROM: TIM CUNEO

RE: DISTRICT COMMUNICATIONS AUDIT REPORT

DISCUSSION ITEM NO. D.01

On November 2, 2008, the Board of Education approved a contract for Communications Resources for Schools to conduct an audit of the district's communications efforts. The purpose of the audit was to determine ways in which the district communicates well internally and with the communities, as well as areas that need improvement.

Attached is the final report from Tom DeLapp, President of Communications Resources for Schools. In order to prepare this report, Mr. DeLapp met with district office and school site staff, parents, board members, senior staff, union leaders, and PTA representatives. While Mr. DeLapp might have quoted specific comments he heard during these meetings, he has ensured that all comments remained anonymous.

The Superintendent will review the report and tonight's comments from the board, and then bring forward recommendations to the board at a future board meeting.

Communication Effectiveness

Observations and recommendations from the
communication audit conducted in the
Santa Monica-Malibu Unified School District

March 2009

**Prepared by
Tom DeLapp, President
Communication Resources for Schools**

BACKGROUND

Conducting the communications assessment

This communications analysis is intended to evaluate the effectiveness of district-level communication practices, policies, techniques and approaches. It also affords the district an opportunity to re-focus its communication efforts given changed circumstances and transitions in district leadership.

The board of education and superintendent should be commended for undertaking this review. This analysis or “audit” was not commissioned out of any perceived problems or failures in communication within the district. Rather, it demonstrates their commitment as leaders to continuously improve the way the organization conducts community engagement, public awareness and internal communication. Specifically, district leaders asked the consultant to examine practices and systems to ensure that, in fact, communication resources were being used optimally to achieve district goals and objectives. In addition, the superintendent requested that the consultant come forward with recommendations for improvements and modifications to the district’s communication efforts.

Effective communication is valued by district leaders as an integral element in an overall continuous improvement program for managing the district. They also appreciate that effective communication is the foundation for building a strong program of school improvement, academic achievement, employee relationships, and parental support.

Summary of the firm’s expertise

Communication Resources for Schools was founded in 1996 by nationally recognized school public relations and communications expert Tom DeLapp. The firm specializes in providing communications counseling, reputation management, communication planning, public engagement, training, publications production, and crisis communications assistance for public school districts, county offices of education and educational organizations.

Since 1996, Communication Resources for Schools has developed consulting relationships and serves as a communications counselor with over 400 school districts and educational organizations in California, eight other states across the country, and the province of British Columbia.

The principal objectives of the firm are to cultivate a communicating culture in schools, enhance the communication capacity of school leaders, build stronger community ties to education, and develop sustainable public relations/communications programs for school districts. Over the last thirteen years the firm has conducted over forty communication audits and studies for school systems designed to achieve these goals for clients.

THE COMMUNICATIONS AUDIT PROCESS

District-level communication was the primary focus

The assessment was limited to district-level communication practices and did not include a site-by-site analysis of communication at individual schools and campuses. Many of the observations and recommendations, however, should be taken to heart by site-based school leaders to ensure that campus efforts are in alignment with district communication plans and programs.

Interviews and focus groups

The consultant conducted three days of focus group conversations with small groups of parents, employees, union leaders, community leaders, and administrators. A random sampling method to select participants was not used on this project. Instead, principals and administrators were asked to invite active teachers, parents and support staff to share their views with the consultant.

Unlike surveys, focus groups provided an opportunity for far more pointed questioning and allowed participants to elaborate on their responses. The focus groups yielded a plethora of qualitative, detailed information about individuals' attitudes, opinions and feelings — information that is more difficult to obtain through a survey. The questions posed to the focus groups were designed to assess the effectiveness of communication between the district's internal and external communications processes. The effectiveness of decision making was also a key area of assessment.

Over 140 people were invited to participate in the focus groups. The one-hour interviews were held in small, homogeneous groups and all interviewees were asked the same series of questions. The interviews were conducted by Thomas K. DeLapp, president of Communication Resources for Schools.

During the sessions, district leaders were not present in order to encourage candor and open dialogue among the participants. Confidentiality was assured. Therefore, responses within this report have not been attributed to any individual or the focus group they attended, but may have been included to help illustrate representative opinions and ideas advanced during the focus group sessions. Notes from the sessions were maintained by the consultant only for the purpose of preparing this report.

Electronic and print publications review

The consultant also examined all of the district's print and electronic communication methods and vehicles. Generally, the district has very few standard communication vehicles in place to communicate with the community, parents and employees. Most direct communication with parents is done through the schools. Electronic communication methods including the district web site, interactive e-mail systems and telephone systems were examined.

GENERAL OBSERVATIONS

People value the school district and are anxious to see enhanced communication

There is a strong reservoir of support for the Santa Monica-Malibu Unified School District among all groups that should not be taken for granted or underestimated. The school district is perceived as very good, but people feel its ongoing reputation is being challenge by external factors. There is no single contributing factor cited, but comments reflected a generalized heightened anxiety about NCLB, state accountability, restricted financial resources, and changing demographics.

To some, SMMUSD is resting on its laurels from the past. For the general public and those within the system the district needs to clearly identify how it is succeeding today to create a new set of laurels for a new generation of stakeholders.

Opinion leaders generally believe that Santa Monica-Malibu Unified has excellent public schools. However, many do not have current knowledge of district accomplishments or specific evidence to fully back up that perception. It is a critical time to “convince” stakeholders all over again that positive momentum is occurring and that improvements are being made. This is especially true now that new leadership is in place at the central administration.

Improved communication was the improvement of choice voiced by most people

Focus group participants were given a “magic wand” and told they could improve one thing about communication at their work site or the district as a whole. Although responses were varied, the most common refrain was that of more timely interpersonal communication from supervisors/managers. By understanding decisions, knowing where the district and school is headed, and what to expect in the near and distant future, employees felt morale would increase and they could better contribute to the organization.

There is a perceived discrepancy between the level and quality of communication with certificated employees and classified employees. Additionally, employees also crave a way to share ideas and “best practices” with those in the organization that have similar jobs. This applies to both certificated and classified employees. They also identified areas where they would like greater information. However, many respondents indicated that they simply “didn’t know what they didn’t know,” making it difficult to suggest areas or issues deserving greater communication.

Focus group members also were given the opportunity to “instantly improve how decisions are made and information is shared.” The most consistent “wish” was for greater collaboration and consideration of how decisions will impact those implementing the changes. From some groups, especially classified employees, there was no clarity as to how the decision-making process works.

Upscale attitude about what constitutes excellence

Many residents came to Santa Monica-Malibu Unified because of the schools and have very high expectations. The district has a long history among many families with parents and grandparents of today’s students as alumni. They have passed down through generations an appreciation of the public schools and a willingness to become involved in and supportive of their neighborhood schools.

Employees felt that Santa Monica-Malibu schools were at least equal to or in most cases better than neighboring districts in the area. They rated the quality of education delivered to students as good to excellent by an overwhelming majority during focus group conversations. However, some employees believe that the quality has stayed static over the last few years. District leaders need to approach this challenge as a “teachable moment” for all staff that planned changes can have a positive effect to reverse this perceived leveling off.

A common perception shared among community leaders, staff, and parents was that Santa Monica-Malibu Unified does not do enough as a district to spread the word about its strengths. They said SMMUSD needs to showcase results and programs that work. One suggestion is for the district to assemble “indicators of success” to use as evidence that Santa Monica-Malibu Unified schools are achieving their goals for students. To deliver that message the district should create and disseminate a district-level annual report on *Performance & Progress* that makes a convincing case for valuing and supporting the school district.

SMMUSD is consistently inconsistent

Probably the most over-arching observation about SMMUSD is that it operates more like a federation of individual schools than a unified district. That autonomy leads to inconsistencies and a lack of cohesion. At times, people in the district office seem to be disconnected from the perceived reality of the school sites and the opposite is true for site personnel and parents. Parents and the public tend to get most or all of their information from either interest groups or school sites, and not from the district office. That information is prepared and disseminated by an impressive array of parent volunteers working through their issue committees or school PTAs.

However, there is no clear uniform message delivery system from the district office about district-level or district-wide issues. In many respects district leaders have cultivated a detrimental reliance on volunteers to communicate most information to parents, but they do that from the perspective of their individual issue or campus, not from the district as a whole. The quality and quantity of communication from any area or aspect of the district’s operations is also too personality-dependent. If the person is motivated and able then they communicate; if not they don’t. There is no “culture of communication” or any mandate or accountability to ensure that consistent, reliable communication occurs about issues and procedures. The district does not operate through uniform procedures or standards for communication.

Communication doesn’t just happen, it requires strategic direction

Based on virtually all of the input we received, we believe that miscommunication and lack of communication are underlying causes for concern. As pressure to perform increases on the school system, most employees find they have too many demands and not enough time to meet them. With the emphasis on accountability that permeates statewide discussions about public schools as a backdrop, parents are also anxious that the district continue to maintain its competitive edge and also show improvement. In this environment, there is a growing need to respond quickly and decisively to rapidly changing legislative and gubernatorial mandates. Without a structured approach to communication many people do not feel they are “on the same page at the same time” and they simply do not have the time to communicate well on their own.

We believe this concern is serious enough that if the school district does not take immediate action to reorganize its communication functions and philosophy, the academic performance gains and sense of revitalization in recent years may be diminished. Improved communication is imperative for SMMUSD. The district needs to elevate discussions about how it is communicating to the highest level in every decision-making venue.

The district administration’s approach to communication has generally been reactive rather than proactive. Leaders move from one high profile situation to the next and focus communication efforts on that problem area or controversy until it is resolved. The loudest voice in the room tends to demand and receive the communication energies of the district staff and leaders until they are satisfied and then communication stops.

While communication in these types of situations is critical, it does not result in a sustained public awareness or community engagement process or model. In other words, the district “makes it up as it goes along” to deal with each unique situation. SMMUSD needs to significantly re-focus its work in the public information arena so that critical, strategic messages and policy decisions cascade effectively through the entire organization’s hierarchy and then out

to the general public. A solid communication plan can enable to guide, shape and expand a “communicating culture” within Santa Monica-Malibu Unified School District.

To promote a communicating culture, the district would be well served to amend every employee’s job description to incorporate a clear expectation that each employee contributes to the communications success of the school district. Effective communication is everyone’s responsibility and they should be evaluated on how well they perform in this vital area. This simple effort will move the system from a “tell me” or “if you ask I’ll tell you” environment to one that is proactive and two-way in promoting dialogue and understanding.

The Board of Education enables interest groups and individuals to leverage it through sophisticated communication campaigns

Trustees, in their desire to be responsive to community and parental interests, sometimes inadvertently act as “enablers” for parents or groups. Parents and activists in the Santa Monica and Malibu communities are sophisticated, well-educated, well-financed and technologically savvy. In the absence of planned, consistent district communication on a particular topic or issue, motivated parents fill in the vacuum. Very quickly, they can create listservs, e-mail groups, web sites and telephone trees that engage the parent population in dialogue. While that is certainly beneficial for public engagement, frequently the district is not structurally or formally engaged in that communication process. It happens sometimes without the district leaders knowing about it until after the fact. Because of lack of adequate central office administrative staff, the district is not keeping pace with the communication skills, techniques and demands of its constituent parents and residents. One of the by-products of this is that through well-organized grass roots campaigns using new technology groups can exert control over the timing and pace of the board’s own decision-making process.

A lean administrative structure limits the district’s communication capacity

It should be noted that Santa Monica-Malibu Unified is not unique when it comes to communication issues and concerns. Experience with other school districts in California shows that most are under tremendous pressure to improve achievement, demonstrate accountability to state and federal mandates, balance competing needs for limited financial and human resources, deal with the negative impact of static or declining enrollment, and manage stressful employee relations and frustrations. Employees at all levels have too much to do, and too little time and support to do everything that is expected by a very demanding public.

Unlike private sector employers, school districts invest very little in their communication and public awareness infrastructures because they spend most of their budgets on classroom support. In fact, Santa Monica-Malibu Unified has a very small central office staff so there are less people to perform administrative functions, including communication tasks. In such an environment, communication about what the district is doing can often take a back seat to just getting the job done. The result sometimes is that people, especially staff, can feel “out of the loop.”

Given renewed financial pressures resulting from state budget cuts to public education the consultants are sensitive to the need to make realistic proposals for enhancing communication that are cost-effective and high-yield. It is important that the district carefully invest its limited human and financial resources into new communication programs that meet its most pressing needs. There are many possible communication strategies and action steps that the district can implement. Many of them do not require large amounts of funding to achieve the desired results. However, with limited central office staff, not every thing worth doing can be done immediately due to heavy workloads already competing for available staff time and focus.

Consequently, the consultant recommends that Santa Monica-Malibu Unified School District creates and implements a phased, realistic multi-year communication plan including a commitment to retain sufficient staffing to implement that plan.

Parent-driven supplemental programs “define” Santa Monica-Malibu Unified

The district is defining itself by its supplementary programs in many respects financed and in part run by parents and not necessarily by its core academic program. As a result, there is a strong sentiment that the parents are propping up the school district with their time, money and focus. This can lead to resentment that the district always needs money from them.

There is an equity and comparability issue within the district. Some schools are seen as less desirable than others. Those schools can never compete with the other schools in terms of outside fund raising. The real value-added educational programs for the students are provided through the PTAs at each school and some do more than others.

Closing the Achievement Gap means closing the Communication Gap

The district is coming to grips with the need to ensure educational equity and equality for all students regardless of socio-economic, geographic or language differences. That effort can be assisted by heightened communication to build common awareness about the magnitude of the problem and the role everyone can play in overcoming it. Communication can help people see that it isn't just a problem for “those kids” in some schools, but must be viewed as a priority across the district.

The district needs to reach out to Latino parents and educators by ensuring that all district information resources are accessible to non-English speaking parents and students. The district should create a “Latino Link” electronic and print bulletin that regularly gives them updates about key district issues and decisions. The voices of Latino parents need to be reflected in the composition of all advisory bodies and committees and the district should facilitate their participation by having translation services. One approach would be to use an auto-dial telephone system to reach Latino parents with Spanish-language messages. Another would be to create a parallel web site for the district that is fully translated into Spanish.

Studies have shown that a key element in closing the Achievement Gap and improving student performance is to promote well-informed, actively-involved parents. The district should implement a coordinated strategy to connect Latino parents with timely, relevant information that helps them assist their children in school. This will demonstrate organizational respect for a cadre of parents that often can feel isolated from the mainstream of the district.

Smaller doesn't automatically mean a district communicates well

Because Santa Monica-Malibu Unified is a medium-sized school district, there is a basic presumption that people should know what's going on. Since most people used word-of-mouth as their primary form of connecting and communicating in the past, they believe it should continue to be effective for them in a changed environment. The informal networking isn't sufficient anymore for several reasons: (a) there is more to know, less time to know it, (b) more demands on people's time and attention, (c) systemic communication systems and procedures have not been in place, and (d) there is a growing crop of newer teachers who do not have the benefit of long term institutional memories. That creates a need to make sure people are inducted into the SMMUSD culture and communication network quickly and effectively.

Two key factors influence views on communication

Employees, parents and community members said the district as a whole was doing an average job of communicating with them. However, they also felt that most communication occurred through the school sites. What they knew about the district was shaped by what they knew about their individual schools. When asked to reflect on the central administration's communications, many felt that they did not have an adequate understanding of the vision, accomplishments, procedures, and activities of SMMUSD as a whole. Two factors seem to have contributed to this perception:

1. Lack of designated communication responsibilities

Santa Monica-Malibu Unified SD does not have a single individual with the assigned responsibility as the chief communications officer of the organization. Rather, like most school districts of its size, SMMUSD relies on its staff to generally communicate well about issues and actions within their own span of control. In this environment it is critical that the district have uniform protocols, resources and expectations so that every employee and leader can execute their responsibilities as "key communicators."

2. Transitions at the district office

Keep in mind that at the time of this audit, the district was undergoing a period of leadership transition. Over the last two years, significant reorganization was made in the district office. New leadership came into the district after two distinctively different administrations. One was very entrepreneurial and expansive; the other was more controlling on the academic side. The new administration is working hard to clearly define its vision and plan for educational improvement.

Some of the concerns raised in conversations with focus groups revealed that people in the field didn't quite see how the new structure was going to affect them. They also raised concerns that as new leaders were trying to re-vamp programs they were not effectively bringing employees along in the process. The responses may be measuring residual frustration from slow or conflicting communication about these changes and new initiatives in the district during this transition. While people may have been concerned about lack of communication on certain issues they also were somewhat understanding that new people were needing time to become oriented to their jobs and to restructure some processes. People are anticipating and have been patient during the first year. But starting next year, they want to see results and positive movement. This cannot be a long honeymoon.

The District Office needs to brand itself

The message is getting lost in the translation. Throughout the system, employees and administrative leaders consistently reported that they need greater clarity from the central administration as to the role and accountability of the district office vis-à-vis the school sites. In essence, the district administration needs to define in unambiguous terms whether it sees its various departments and functions as a regulatory agency or a service provider. Accountability for producing results and achieving goals is clear at the very top and bottom of the organizational structure, but it becomes somewhat dissipated and ill-defined among middle management. Principals, mid-level administrators, and managers feel caught in the middle. Their interpretation of whether they are supposed to "direct" or "facilitate" the performance of people who report to or relate to them is too personality and site dependent. There needs to be greater consistency in management style so that the rank and file employees do not feel that the district administration is being "top-down" or arbitrary in issuing management directives.

Employees appreciate that the district is attempting to implement a planned improvement program, but they are not clear as to how specific directives are part of a coordinated effort. They consistently complain that the district fails to explain "why" a certain change must take place. They also expressed concern that they could not precisely identify or diagram how decisions were being made and by whom. In addition, a common lament is that decisions are made without getting feedback from the field on the viability and practicality of the proposed change. District

decisions need to undergo a “reality check” to identify implementation problems before they are imposed on the system as district policy.

Too often people felt that a decision was being made because the state of California was mandating it or that the people in charge were trying to justify their own authority or ideas for improving the system without engaging the affected employees in the decisions. It became clear in the focus groups that many employees were struggling to see how their work actually related to the district’s vision.

Keeping people in the loop must remain a high priority

Making sure that all stakeholders are aware of district priorities, programs and practices in a timely and consistent manner helps foster buy-in and support for changes, innovations, and new demands on the school system. Change needs to be “sold” to employees not just expected to be accepted without apprehension and/or resistance.

When employees rated their sense of connection to the district’s vision and plans, most gave the district only average marks. People don’t see a true connection in their everyday work to a strategic plan or the district’s theme of creating “World Class Schools.” The focus groups tended to be comfortable with the general direction of their schools, but needed more information about recent changes and demands.

By contrast, employees in the focus groups said they were somewhat dissatisfied with the level of communication about work-related information they receive that helps them do their job. The only caveat to this response is that employees consistently complained that they did not have a very good handle on the recent personnel changes in district departments so they weren’t sure of who to contact anymore on specific topics or problems. Turnover in central office staff leads to a lack of confidence that the sender’s information is accurate and complete. People usually have to double check what the district says with a colleague to verify it before proceeding.

Three suggestions might remedy this problem:

- The district office should develop and circulate to all staff a guide to district office services. It should use a FAQ-approach (answers to frequently asked questions) so that staff can see how best to access district office personnel if they have questions. Amid change, people tend to fall back on past practices when contacting the district office or call someone they know to be their “personal shopper” at the district office.
- The district office should also revamp its web page to make it more user-friendly by presenting information and links based on common questions rather than its table of organization. The web page can be an effective “self-service” portal for people inside and outside of the system to find what they need. When there are a limited number of employees with a limited amount of time to answer questions, the technology can help expedite communication.
- The district telephone/messaging system is not conducive to finding the right person when someone needs assistance. A new phone system is being considered and in fact has been put into place while this assessment report was being completed. In addition, the district would be well-served to upgrade the use of its auto-dialing system to provide high-speed communication with parents and stakeholders on critical issues and in emergencies.

What the data tell us about communication methods:

For the most part, people think the district office has almost no standardized means of communicating with them. Most employees check their district e-mail at least once a day and they prefer e-mail communication as their primary source for receiving district information. They also rate meetings and verbal updates from their immediate supervisor as preferred ways to stay informed. Parents rely on site communications almost exclusively to stay in touch with developments in their schools. Parent leaders are open to receiving district level communication either in print or by e-mail. People said they seldom if ever access the district web page. Many

said they would use this device more if they felt it contained user-friendly information in an easily retrievable format.

The role of principals and managers is critical

Employees and parents tend to rely on communication from their immediate supervisor either interpersonally, at meetings or in site newsletters. This means that for the district to effectively communicate its key messages and build meaningful awareness about its policies, programs and issues principals and supervisors it needs to ensure that these administrators and managers are key communicators. These individuals need to connect with the district messages to amplify and disseminate them in the field. Professional development workshops should be considered for principals to enhance their communication skills and tools.

Central office communication needs to be well-coordinated and understandable

The district also needs to ensure that communication from the human resources, educational services, business services and superintendent's offices in electronic, print or face-to-face mechanisms is clear, consistent, relevant, and timely.

Leaders must model the communication standards they expect from others. One complaint that should be addressed is that e-mail has become "impulse mail." In the rush to send out timely or last-minute information about rapidly changing mandates or requirements, central office departments sometimes have to send out corrections or addenda clarifying what was said in prior e-mails. Greater quality control on the front end will save time on the back end by reducing duplication of effort and confusion in the field.

The district might want to re-examine the way it conducts district-level meetings to emphasize how individual employees and parents benefit from the topics covered in each meeting. The bottom line for using this time is to make sure that people aren't just informed, but that they are engaged in what is being discussed and that they actually have some responsibility for taking action as a result of the session.

Personal responsibility for communication connections

The challenge for the district is to ensure that all employees understand the need for and practice effective communication within their own jobs. Communication isn't one person's responsibility; it should be a shared obligation and assignment for everyone employed by SMMUSD. If people do not feel fully informed it may be because they have not given enough attention to district written communications and not because the district failed to send out the information. Communication is a door that swings both ways and SMMUSD staff need to be both good transmitters of information and attentive recipients of information.

Another phenomenon that occurs when the system is under stress from time pressures is that people lack appreciation of the workload demands of others. If they receive "last-minute" notice of some event or required action they question why the sender couldn't have given them more lead time. In many instances this was through no fault of the district office staff. It was simply that they received late notice from the federal, state or county levels or that they are overloaded and couldn't get to it sooner. At the same time, site employees sometimes fail to promptly respond to requests from the district office because of their own time constraints. Lead time and response time is a frustration that goes both ways as well.

One common feeling was that while people may feel frustrated that communication isn't what they believe it should be, they do not blame individuals for that.

News media coverage of the district can be improved

For the most part, parents, employees and community leaders said that local news media sources do an adequate job of reporting on the Santa Monica-Malibu Unified schools. The problem is; they do not do enough. Parents and community members tend to rely more on the local newspapers for information about SMMUSD. When articles appear, the reporting in the local neighborhood newspapers is generally seen as positive, supportive and reasonably accurate. Employees, on the other hand, do not use the news media very much at all as a source.

The district should have a structured plan for media relations on its key messages next year. It should not think of news coverage as an after-thought when planning major organizational and educational initiatives and activities.

Addressing employee morale through effective communication

The issue of employee morale is a significant one for the district. In focus groups and survey responses employees are feeling the effects of budget cuts, downsizing, accountability demands and the pressure to achieve. Everybody is a little apprehensive about what the future holds for the economy and public education. More effective communication systems and practices can help improve working relationships and build a greater sense of common purpose among all segments of the educational community. Meaningful, two-way communication can help employees, parents and others understand the challenges facing the educational team in SMMUSD. It can also demonstrate that the school district values and respects its stakeholders enough by keeping them fully engaged as it moves forward on behalf of its students.

Customer service is very inconsistent

In a small organization like SMMUSD, the quality of customer service defines the culture and mood for the entire system. Focus group conversations revealed that the level and caliber of customer service was not uniform among the central office employees. In fact, people have taken to “working around” some employees who they feel are not knowledgeable, friendly or responsive. The district needs to make sure that there are clear expectations and uniform protocols for dealing with customers. Training in customer relations and conflict management would be a helpful way to draw attention to the need for every employee to be customer friendly and supportive.

Other observations

Employees are concerned about delays and inefficiencies in procedural areas. Phone messages go unanswered by central office personnel. Site employees have to initiate follow up and track down the status. In some cases they are given inconsistent information by different staff in district office. Employees need basic employment information about retirement, benefit options and coverage, personal and sick leave.

Perhaps through its foundation, the district needs to pursue more partnerships with the cities of Santa Monica and Malibu and the business/civic leadership in the area on awareness efforts that emphasize that the public schools are a tremendous community asset.

Recommendations

Practice Message Management

Parents, employees and community leaders would like to feel more aware of and connected in three major areas:

- How their role in the schools relates to an overall vision and strategic direction of the school district
- The change process and what new expectations and demands are being placed on the school system
- Procedures, operations and requirements that will affect their work with students

Starting with the cabinet and extending through the administrative team, the district needs to build awareness campaigns in each of these areas using the existing communications mechanisms. Using an inclusive advisory process, the superintendent and school board should articulate the key messages that should be sent to internal and external audiences. What do we want people to know about our plans, policies, programs, performance, progress, and people?

The tools are not in place to communicate well. A key observation in this study was that the district did not communicate enough. In addition, people felt that it was not communicating about the issues in a way that truly resonated with the stakeholders in the system. Driving public awareness about the district messages through the improved communication channels will be an important first step to improve parent and employee understanding and support.

The district needs to conduct a comprehensive inventory of the ways people currently are involved in shared decision-making. This has the benefit of allowing everyone to see how the district is trying to be a listening organization while it helps identify gaps and inconsistencies in the way the district receives stakeholder input and disseminates critical information. The goal is to identify the interpersonal communication infrastructure through which information cascades down through the school system and input percolates back up to top management.

“People want to feel confident that we know where we are going, how we intend to get there, and what it will look like when we arrive.”

Redefine the Role of Public Information, Coordinate Communication

This study clearly showed that there is uncertainty about the scope and appropriate communication duties of the district’s employees. Most people could not say exactly who was responsible for communicating for the district on any particular issue. The problem is that when the whole system is under time pressures it has become convenient to delegate directly or indirectly a lot of communication tasks to others. Since the district has a very limited budget for communications and community relations it needs to make sure that it using that investment for the highest and best purposes.

The district should recruit and hire a full-time cabinet-level communication director with adequate resources and support services to perform some key communication functions. Understandably, given tight financial resources in 2008-09, this may need to be a long-term objective.

“It is not enough to do things right if we aren’t doing the right things. The content of district level communication needs to be more explanatory, issue-driven and news based.”

Systemic communication capacity building

Communications Training and Skill Building

The district should conduct customer relations training for point-of-contact employees. The management team would benefit from communications training in areas such as publications, electronic communication protocols, media relations, crisis communications and interpersonal communications.

In addition, the district should create a staff bulletin with a written column within it that addresses effective communication practices so that all employees have the tools and techniques to foster improved two-way communication.

Internal communications

The district office should review their communication practices to ensure that they are getting out in front of key questions and fully explaining new initiatives, practices and policies for staff and parents. Identify the “agenda” of key points that will need to be raised with stakeholders during the remaining months of this school year and how best to launch awareness initiatives when school resumes in Fall 2009.

The district should focus and disseminate via e-mail vital information as a monthly or semi-monthly two-page summary of key activities, trends, answers to frequently asked questions, timelines, alerts, issues management, and other topical items. These e-bulletins would be delivered in four separate vehicles that emphasize a specific informational theme. The pieces are posted on the district web site and sent to all employees and key communicators as appropriate.

Some suggested titles for these bulletins include:

Leading to Success (Superintendent’s Office)

Explaining the strategic vision, what he has observed in the field at site visits, trends facing the district, success stories worth mentioning, etc. A regular progress report on curriculum innovation, learning support, staff development, and classroom instructional practices.

Budget Watch (Business Services)

Describing the budget development process, explaining key issues like ending fund balances, comparisons, timelines for state funding, special funds, etc.

Our People - The Competitive Edge (Human Resources)

This is a staff bulletin designed to give employees a heads up of employment related issues, procedures, deadlines, reporting requirements, operational changes, employee benefits, labor relations, technology upgrades, training, technology user tips, maintenance issues, facilities modernization, custodial issues, campus safety, and answers to frequently asked questions.

Performance & Progress (Community Relations)

The district should consider preparing an annual or semi-annual report to parents and the community showing academic achievement, program effectiveness and indicators of success. One of the ways the district can do this is by drawing on community volunteers and partners to assist in content, design and distribution.

Technology and electronic communications

Most people do not see the district web site as a viable communication tool. Nearly half of the employees have not even accessed it recently. Community leaders said that would if they thought it had more current information that was useful to them. The district should re-vamp its web page to make it function more like a wire service. This may involve some investment in technology support either from added staff or vendor contracts to load timely pieces on the page.

The district should publish for administrators and support staff a style manual on written communication that stresses easy to read formats, style of prose and the use of graphics. The concept is to make district memoranda high impact and more memorable.

Advisory systems and feedback loops

People in focus groups complained that in some cases the district engaged them in an advisory capacity to provide input into decisions, but then didn't let them know how to respond to any suggested actions or procedural changes that were being proposed until after they had been released. One thing the district might consider is to implement a Decision Impact Review process.

A “**Bounce Back**” e-mail advisory system could be sent to targeted school site contacts who are asked to give a quick review and rapid response to proposed changes in policies, practices and procedures. This satisfies the concern that some district departments are perceived as making decisions in a vacuum or without thinking through the impact in the field.

Develop a written communications plan with action steps and timelines.

Finally, once the district leadership has clearly defined the role of the communication director, that professional needs to prepare and present a written communications plan for the district with action steps, deliverables, and timelines for implementation.

Key communication opportunities and challenges that will emerge next year:

- Special Education
- The new reality of budget cuts and tough fiscal decision-making
- Educational Services and instructional improvement
- Strategic Plan and leadership vision
- Closing the Achievement Gap and equity among campuses
- Out-dated technology infrastructure
- Measure BB and how facilities resources are being used and managed
- Reaching the 88% of the community that are non-parents
- Employee communication system is needed that promotes cascading information down and percolating input back up. The same for district advisory groups.
- No coordinated communication mechanisms or assigned/dedicated personnel to the communication function
- No standards for customer service, e-mail and voice messaging at sites or within the district office
- Emergency response plan needs to be updated and fully understood by all employees and parents

The communications plan should address each of these issues with specific key messages, target audiences, integrated communication methods, and a clear timeline.

CONCLUSION

Santa Monica-Malibu Unified School District doesn't so much have a communication problem, as it has a communication opportunity. Many of the recommendations in this report can be implemented at little out of pocket cost. They will, however, require some re-allocation of staff time and focus to get them accomplished. However, the district needs to realistically consider making an investment in high quality timely communication with its stakeholders. Parents and the public expect it and if the district fails to do it, they will step in to communicate on their own. This can create conflicts and confusion about the district's key messages. These observations and recommendations are offered as advice to help refine the good work of so many people in the district so that they are meeting the unique and changed needs of the district today. The leadership of SMMUSD has demonstrated its commitment to quality communication and has indicated that making positive improvements in its communications practices will be a high priority in the coming school year.

TO: BOARD OF EDUCATION

DISCUSSION

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM /
VIRGINIA I. HYATT

RE: MEASURE BB PROGRAM BUDGET PROCEDURE, ADD ALTERNATES

DISCUSSION ITEM NO. D.02

At the Board meeting of March 5, 2009, staff was directed to consult with the Measure BB Advisory Committee and develop a procedure for managing add alternates in the context of the overall program budget.

COMMENTS: Major components of the program budget and funding sources are summarized in the following tables:

MEASURE BB PROGRAM BUDGET	Amount
Construction + Land Acquisition	\$ 181,797,635
Off-Site Parking and Support	1,000,000
Construction Escalation, Market Factor	33,232,000
"Soft Costs"	70,032,548
Program Contingency	13,009,441
Sub-total	\$ 299,071,624

FUNDING SOURCES	Amount
Bond Proceeds	\$ 268,000,000
Developer Fees	10,000,000
COPs (Redevelopment)	15,000,000
Bond Interest	6,000,000
Energy and Green Program Grant (City of SM)	20,000
Soil and Gas Investigation, Samohi	51,624
TOTAL FUNDING AVAILABLE	\$ 299,071,624

Construction + Land Acquisitions: includes the individual project construction budgets (2008 dollars) and allowances for land acquisition at the Edison site.

Off-Site Parking and Support: an allowance for cost of supporting off-site parking and other support especially at the Samohi, Lincoln and Edison sites.

Construction Escalation, Market Factor: Originally budgeted for construction escalation to start-of-construction as well as reserve for market factor anticipating uncertain market conditions at the time of construction contract bid/award. The original basis for this budget line item was the original program schedule of about 6 years (June 2007 to June 2013), the original core program budgets established at the October 18, 2007 Board meeting, and an annual escalation rate of 8.5% per

year. Actual escalation and current projections based upon discussions with estimators are now returning to the normal long range trend of about 4% to 5% per year. Due to economic uncertainties including commodity pricing, this projection is subject to frequent review and reconsideration.

"Soft Costs": All other non-construction costs to support the program.

Program Contingency: primarily intended to support change orders during construction as well as variations in budgeting for soft costs as the program advances.

Add Alternates: The current estimated value of all add alternates across the program is about \$ 11 million. Add alternates were originally identified during the schematic design phase and included in the architects' services. The add alternates emerged from the budget and scope reconciliation process for each core project with involvement of the respective Site Building Committees. As the program progresses through design development, construction documents, Division of State Architect review and pre-bid analysis, add alternates may be refined and modified in order to ensure that the core scope of work at each project site remains within budget and delivers the primary goals and objectives of each project.

Discussion with Measure BB Advisory Committee, March 2, 2009:

The discussion resulted in several suggestions for further review with the Board:

1. It was noted that Site Building Committees, architects and staff worked effectively to balance the budget and scope of the core program projects to ensure a smooth design, bid and construction contract award process going forward. Parts of this process included identifying add alternates as high priority needs for each respective site. Had the budgets been larger, many of these add alternates would have been included in the core program scope rather than "below the line" as an add alternate.
2. The majority view was that add alternates should be the highest priority for allocation of construction dollars that might be available due to favorable bid results and anticipated lower rate of construction escalation.
3. There was also a view that the add alternates should be managed from a program perspective rather than site based so that windfalls from favorable bidding or overbids from unfavorable bids/market conditions not benefit or penalize individual sites respectively.

4. Additional considerations include:
 - a. Scope and budget additions mandated by government agency or statutory requirements (such as On-Site Wastewater Treatment at Malibu)
 - b. Discretionary changes (such as traffic and parking additions at Malibu) made by "business decisions" may be needed to achieve entitlement requirements (such as a new Coastal Development Permit for the Malibu Project).
 - c. Overall prudent management of the bond program funds.
 - d. Timing of bid/award of add alternates.

Staff recommendations:

1. Recognizing that the program is still in the early stages, following priorities are recommended prior to construction contract bid/award:
 - a. The core program projects are the highest priorities.
 - b. The Construction Escalation, Market Factor budget line item is the primary reserve for the program.
 - c. Government mandates will have to be funded from this reserve.
 - d. Discretionary changes to support entitlement approvals will require scrutiny to determine the risks and benefits. Discretionary changes will be funded from the reserve.
 - e. Increased soft costs will have to be funded from the reserve.
 - f. Construction under-bids and over-bids will be balanced through the reserve.
 - g. If adequate reserves are available, add alternates will be funded from the reserve.
 - h. Timing of contract bid/awards for add alternates will be dependent on project specific variables and overall budget management controls.
2. Prepare a draft procedure for review by the Measure BB Advisory Committee and later action by the Board based upon direction from the Board.

TO: BOARD OF EDUCATION

DISCUSSION

04/02/09

FROM: TIM CUNEO / CHIUNG-SALLY CHOU / LINDA GROSS

RE: REVISE ADMINISTRATIVE REGULATION 3290 - ACCEPTANCE OF
GIFTS

DISCUSSION ITEM NO. D.03

Attached please find Board Policy 3290 as revised on May 15, 2008. The attached Administrative Regulations have been revised. The Administrative Regulations for BP 3290 were reviewed and revised by the Equity Fund Oversight Committee with input from PTA and Booster Club presidents and treasurers.

COMMENT: While changes to board policies require board approval, changes to administrative regulations do not. Therefore, this is simply an information item.

THIS IS THE CURRENT POLICY

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>		
3290	Business & Operations	Acceptance of Gifts		
<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>	
Acceptance of Gifts	X			

DETAIL

Philosophy

The Board of Education acknowledges that education is a fundamental right. Every child has a right to an education that will prepare him or her to be a skilled and productive member of our society. The goal of the Board of Education is to provide equitable and high quality educational opportunities for all students in Santa Monica-Malibu Unified School District.

The Board recognizes that the needs of students require various learning opportunities, and it is the responsibility of the board to identify and remove barriers that contribute to gaps in achievement for different groups of students. It is the intent of the Board that gifts accepted by the District provide equitable access to educational opportunities to meet the needs of all students. The board recognizes the community's desire to participate in promoting excellence in our schools through fundraising and gifts. While greatly appreciating acceptable donations, the Board discourages any gifts which may directly or indirectly impair its commitment to providing equal educational opportunities for all district students.

The Board recognizes that there are differences among various communities in their ability to contribute additional funds for programs and services at their local schools, and these differences perpetuate inequalities in educational opportunities from one district school to another. Therefore, the Board may not accept gifts by individuals, groups or organizations to specific schools intended to replace personnel, programs or services cut by the Board in the process of budget reduction, unless sufficient funds are received to restore those programs, services or personnel at all sites from which they were cut.

To achieve a greater level of equalization, the Board will establish an Equity Fund, which will be administered by the Education Services Department in conjunction with the Education Foundation. Contributions to this fund and distributions from this fund will be made in accordance with Administrative Regulations 3290. The purpose of the Equity Fund grants will be to improve the achievement of ALL students while simultaneously closing the achievement gap by mitigating the effects of the unequalized enrichment of schools.

Before accepting a gift, the Board shall consider whether the gift:

1. Has a purpose consistent with the district's vision and philosophy.
2. Begins a program which the Board would be unable to continue when the donated funds are exhausted.
3. Entails undesirable or excessive costs.
4. Implies endorsement of any business or product.

The Board shall carefully evaluate any conditions or restrictions imposed by the donor in light of district philosophy and operations. If the Board feels the district will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.

Gift books and instructional materials shall be accepted only if they meet regular district criteria.

All gifts, grants and bequests shall become district property. At the Superintendent or designee's discretion, a gift may be used at a particular school.

ADDITIONAL PDF DETAIL

REFERENCE

EDUCATION CODE

1834 Acquisition of materials and apparatus

35162 Power to sue, be sued, hold and convey property

41030 School district may invest surplus monies from bequest or gifts

41031 Special fund or account in county treasury

41032 Authority of school board to accept gift or bequest; investments; gift of land requirements

41035 Advisory committee

41036 Function of advisory committee

41307 Rules and regulations

MANAGEMENT RESOURCES

ADOPTED

January 23, 1984

REVISED

May 15, 2008

September 9, 2004

November 21, 2002

CSBA DATE

THIS IS A **REVISED ADMINISTRATIVE REGULATION**

New text in underline

Deleted text in ~~strikeout~~

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>	
3290	Business & Operations	Acceptance of Gifts	
<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
Acceptance of Gifts		X	

DETAIL

I. PROCEDURES

A. ACCEPTANCE PROCEDURES

1. Gifts will be donated to the school District but can be designated for a particular school.
2. A needs assessment will be conducted by a committee at each school composed of parents, teachers and the principal. This committee will develop a prioritized list of needs for each school.
3. The committee and the principal of the school must approve the disposition of all gifts, which should be in accordance with the school's identified needs, before a request for acceptance is submitted to the Board of Education.

B. CRITERIA FOR ACCEPTING GIFTS

All gifts and donations will be formally accepted by the Board of Education in accordance with administrative procedures subject to the following criteria:

1. Gifts are of direct or closely related instructional value and will not cause the instructional program of the school in which the gift is used to differ from established district curriculum. If a gift is offered that does not appear on the prioritized list of needs or is not of direct institutional value, the committee and the principal will evaluate the gift and make a recommendation regarding acceptance.
2. Gifts of money for personnel will be used for instruction, consulting services, assemblies, aides to assist in the instructional program, for supervision of students (i.e., noon aides) or clerical help. Certificated personnel will be hourly only; however, classified personnel may be hourly, part time or full time. All personnel whose services are paid for with gift funds must be hired through the Personnel Office.
3. The Business Services Division must approve all gifts requiring installation and maintenance, and appropriate money must accompany requests for acceptance of these gifts. If gift items require an ongoing maintenance

contract, the money for that contract must accompany the gift.

4. Gift funds allocated to a school shall be placed in a specifically designated program account. Any funds remaining in this program at the end of the fiscal year shall carry forward into the ensuing fiscal year.
5. The foregoing rules also apply to gifts from student body organizations or any on-campus improvement projects not financed or processed through normal requisitioning procedures.
6. With gifts of opportunity, the Superintendent/designee is authorized to accept gifts on behalf of the Board of Education where a delay until the next Board of Education meeting will cause the gift offer to be retracted.
7. Schools will be allowed to establish a revolving cash fund created by gift money. The fund shall not exceed \$100 per teacher per semester.
8. Gifts given by individuals not in conjunction with fund raising under a value of \$100 do not need Board approval.

C. THE EQUITY FUND

To provide equitable and high quality educational opportunities for all students in Santa Monica-Malibu Unified School District, the Board will establish an Equity Fund, which will be administered by the Education Services Department of the SMMUSD in conjunction with the Santa Monica Malibu Education Foundation. The Equity Fund will, annually, distribute block grants to all schools to address district and local school goals and mitigate the effects of the unequalized enrichment of schools.

The Board of Education will also annually distribute funds from the Equity Fund to address district-wide goals and programs in order to mitigate the effects of unequalized enrichment and opportunity for students.

The District will establish two categories of contributions to the Equity Fund: mandatory contributions as described in this policy, and voluntary contributions.

1. Contributions and Collection Mechanisms: Contributions to the mandatory fund will be collected from the following sources:
 - a. Fifteen percent of all cash gifts to either the District or any department or organization thereof, or individual schools, donated during a school year will be placed in the Equity Fund.
 - b. Grants and Gifts

There are four (4) types of revenue sources to the district in the area of grants and gifts:

- (1) Gifts to the district

- (2) Grants to the district
- (3) Gifts to a site/school
- (4) Grants to a site/school

It is not the intent of this policy to discourage grants from private or public philanthropy.

All gifts given to either a site/school or district shall be required to make the 15% established donation to the Equity Fund.

Grants to the district shall be considered on a case-by-case basis. When the Board accepts each grant (as is normally required), it would also decide if the individual grant should be subjected to the guidelines of the policy or not. A test of how equitable the grant funds are to be distributed will be a guiding principle when making this type of decision.

Grants applied for and given to individual sites/schools shall be exempted from the policy. However, no grant will be submitted or accepted unless it is reviewed by the Assistant Superintendent/Chief Academic Officer.

2. Exemptions:

The following items are exempt from mandatory contributions to the Equity Fund:

- a. ASB Student-run activities initiated and administered by students interest clubs and student government.

For example:

- Chess Club
- Operation Smile
- French Club
- Amnesty International
- Harry Potter Club
- Debate Club

- b. Operational costs of any organization contributing to the fund.

For example:

- printing
- bank fees
- postage
- conference fees
- insurance
- filing fees
- dues
- tax prep fees
- volunteer and student recognition - awards, certificates
- non-school office supplies
- legislative advocacy
- fundraising expenses - e.g. soap for car washes
- marketing and publicity - advertising, website expenses
- State or National PTA sponsored programs - e.g. Red Ribbon Week
- donations to tax-exempt organizations - e.g. UNICEF, Red Cross

The following operational costs are **EXEMPT at the High School level only:**

- ATHLETICS at the High School level: In addition to the above, exemptions also include:
 - team uniforms
 - athletic equipment required for competition - baseball bats, helmets, mitts, balls; soccer goals, balls; tennis racquets, balls, nets; swimming starting blocks, pool lane markers, timers, stop watches
 - safety equipment - first aid kits

- ARTS at the High School level: In addition to the above, exemptions also include:
 - MUSIC
 - ✓ sheet music
 - ✓ festival and adjudicator fees
 - ✓ team uniforms & equipment (e.g. colorguard flags, sabers)
 - ✓ safety equipment - first aid kits
 - ✓ performance attire
 - ✓ music royalties & licensing fees

 - VISUAL ART
 - ✓ paint
 - ✓ clay
 - ✓ canvas
 - ✓ paint brushes
 - ✓ crayons
 - ✓ charcoal
 - ✓ safety equipment - first aid kits

 - DANCE
 - ✓ performance costumes
 - ✓ music royalties and licensing fees
 - ✓ safety equipment - first aid kits

 - DRAMA
 - ✓ performance costumes
 - ✓ script royalties and licensing fees
 - ✓ props, costumes, make-up for performances
 - ✓ safety equipment - first aid kits

- e. ~~Any expenditure made by any organization that is not for the direct benefit of students or staff.~~
- d. Field trips for students and competitions: the first \$1,000 of expenditures per person per trip for all participants (starting July 1, 2009).

ed. Student aid/Scholarships (either academic or to ameliorate fiscal hardship for a student in order to participate in a school sponsored activity). NOTE: for field trips and competitions see (c) above.

~~f. District approved capital programs.~~

~~g. Grants as noted above.~~

he. Non-monetary gifts: The first \$5,000 of assessed value from any donor is exempt. ~~Any~~ For non-monetary gifts amount of valued over \$5,000, the donor can:

(i) make the gift to the District to be placed at the discretion of the Board of Education,
or

(ii) if the donor gives directly to a particular school, then the value of the gift over \$5,000 is subject to the 15% portion of the policy equity contribution, or

(iii) If a donor gives multiple gifts to a particular school in a fiscal year, when totaled, the amount above \$5,000 is subject to the policy.

if. ~~Funds supporting~~ Copy machines, e.g. purchase, maintenance agreements, lease payments, etc.

3. Distribution of Resources Acquired through the Equity Fund

Monies accumulated in the Equity Fund will be distributed annually in July. The specific amount from the Equity Fund that will be made available for distribution will be determined at the sole discretion of the Board of Education. There are three categories of distribution to be considered:

- a. distribution to support districtwide initiatives to provide academic support, intervention and/or remediation in accordance with the mission of the school district to be presented by spring, before the budget process, and if Educational Services is in need for extra funds for IISS, the request should be forwarded to the Board of Education earlier;
- b. distribution of resources to school sites using the weighted-student formula; and
- c. resources to be reserved (conserved) within the fund.

Distribution to support districtwide initiatives to provide academic support, intervention and/or remediation in accordance with the mission of the school district

The Board of Education has established that it has the right to reserve a portion of the Equity Fund as a set aside investment for targeted purposes as investments in whole district intervention, remediation and academic support. The Board of Education will be

given a list of proposed districtwide initiatives with rationales and budgets at or before the first meeting in June to provide time for discussion and followup about each initiative's needs. Districtwide initiatives must meet the following criteria to be eligible for consideration:

- a. There must be ambitious, feasible and measurable goals for the proposed initiative.
- b. The academic support, intervention or remediation initiative must serve a significant population (or subgroup) of students with identified academic need(s).
- c. District staff must have a plan for evaluating the efficacy of the initiative and tracking student achievement during and after the initiative.
- d. The overall budget must reflect the use of appropriate state and federal categorical, grant or other resources to support the initiative.
- e. The uses to which the equity funding requested will be put must be clear in the proposed budget and the rationale for the initiative.
- f. Equity funding will be used to support districtwide academic support, intervention and/or remediation programs that have recent evaluation or other data to support that staff responsible for the proposed initiative have engaged in a data-driven improvement planning process. An example of such a program is the elementary summer school program.

Distribution of resources to school sites using the weighted-student formula

All funds to be distributed to school sites will follow the weighted-student formula without exception. The specific amount of money from the Equity Fund that will be made available for distribution through the student-weighted formula is determined at the sole discretion of the Board of Education. Once this amount is determined, the entire sum is distributed to school sites through the formula. School sites will receive their allocation once their plan has been approved.

Resources to be reserved (conserved) within the fund

Each year as part of its deliberations about the most appropriate uses for the resources that have been accumulated within the Equity Fund, the Board of Education may decide to reserve (conserve) some funding within that fund for uses in future years. There may be several reasons for this decision, including, but not limited to the following:

- knowledge of anticipated impending State budget restrictions

- local revenue disruption
- a multi-year initiative with only year one funding identified.

Monitoring compliance and implementation of the Equity Fund and Policy

The policy requires both the Board and the Education Services Department to report to all stakeholders the activity surrounding this policy each year in the form of an annual report. This mechanism will serve to communicate information to the public. In addition, there will need to be monitoring of compliance and implementation of the policy in action to learn from, and report to, stakeholders about the impact of the policy on school improvement and student achievement.

Three levels of monitoring will occur. The data and information from these levels of monitoring can help to partially answer the important questions of how and what we are learning about the impact of a policy with social, fiscal, and educational implications. At one level, monitoring the application of the policy will help to answer questions such as: how have funds been collected, how have funds in the Equity Fund been distributed, how have local budgets (at schools and centrally) been impacted as a result of the policy, and how have exemptions been applied in the fundraising and collection mechanisms for the Gift policy.

Monitoring to establish the degree of compliance and general tone of tolerance for the policy will also occur. This will require both fiscal and survey data to answer questions like: what do parents feel about the policy and its application, how does the Board of Education feel about the policy's implementation, and how does the public and how do donors feel about the policy.

The final level of monitoring concerns the outcomes of implementing the policy. These data will help answer questions like: what effect did the "new" investments from the Equity Fund have at a site, has student achievement been impacted by any of the new investments, and is there support to continue or adjust the policy. Of course, monitoring will also reveal unintended consequences of this policy implementation as well.

D. ADDITIONAL CONSIDERATIONS FOR COLLECTION

The fiscal office will help schools track their ongoing gift amounts and contribution owed to the fund.

Sites/schools would be responsible for 'holding aside' their required contribution. All contributions would be sent to the Equity Fund on January 31 and June 30. The Fiscal Services Department would receive the donations and distribute the funds via the student-weighted formula as plans are approved by the Education Services Department.

E. VOLUNTARY CONTRIBUTIONS

No formula is applied to voluntary contributions to the Equity Fund. Any amount given is a 100 percent contribution.

F. EQUITY FUND ADMINISTRATION

The Board will designate the Education Services Department to administer the Equity Fund. The duties will include the collection and distribution of funds, and annual public reporting. The Education Services Department will also be responsible for the collection of all voluntary donations to the Equity Fund.

An Oversight Committee will be established to oversee the Equity Fund and its activities. The committee will seek members including one representative from each PTA and/or each school fundraising organization. The responsibilities of the Equity Fund Oversight Committee include:

1. Meet two times per school year.
2. Review school plans for spending Equity Funds.
3. Review the policy for implementation problems or reporting issues.

This group acts in an advisory capacity only.

This policy will return to the Board of Education for review each year.

RELATED FORMS:

Request for Acceptance of Gift
Block Grant Planning Form
Student Weighted Formula

ADDITIONAL PDF DETAIL

REFERENCE

MANAGEMENT RESOURCES

ADOPTED	REVISED	CSBA DATE
September 9, 2004	May 18, 2008	

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

04/02/09

FROM: TIM CUNEO / MICHAEL D. MATTHEWS

RE: QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS

INFORMATION ITEM NO. I.01

Attached is a copy of the Quarterly Report on Williams Uniform Complaints. It is required that the information be reported publicly at a Board Meeting.

TO: BOARD OF EDUCATION

INFORMATION

04/02/09

FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM /
VIRGINIA I. HYATT

RE: MEASURE BB ADVISORY COMMITTEE MEMBERSHIP

INFORMATION ITEM NO. I.02

At the Board meeting of June 13, 2007, the Board appointed nine members to the Measure BB Advisory Committee. An additional seven members were appointed at the June 28, 2007, meeting. In 2007, one member (Larry Gray) resigned from the committee. Recently, Gleam Davis (Co-Chair) was appointed to the City Council in Santa Monica and subsequently submitted her resignation. Minimum membership required is eleven and the maximum originally chartered for the Measure BB committee was fifteen. Currently, there are fourteen members on the committee.

At the Measure BB Advisory Committee meeting of March 16, 2009, the committee took action to request and open, advertised recruitment for the open position. Staff will arrange for the advertisement and facilitate review by the Measure BB Committee to select and recommend appointment to the Board of a suitable candidate for the open position.

Following are the current committee members (names are in alphabetical order):

<u>Name</u>	<u>District Affiliation</u>
Ted Bardacke	Expertise: environmentally conscious construction
Dennis Crane	Parent; expertise: construction
Donald Girard	Member of the community; SMC
Craig Hamilton	Parent; expertise: technology implementation and requirements; environmentally conscious construction (Chair, Measure BB Advisory Committee)
Chris Harding	Member of the community
William Jepson	Parent; expertise: technology implementation and requirements; construction; curriculum and/or fine arts
David Kaplan	Parent; expertise: construction
Judith Meister	Parent; expertise: construction
Elaine Rene-Weissman	Expertise: technology implementation and requirements; construction; safety; curriculum and/or fine arts

David Reznick	Expertise: environmentally conscious construction
Laura Rosenbaum	Parent; past PTSA Council President
Laura Rosenthal	Parent; expertise: construction
Bob Stallings	Member of the community; City of Malibu
Barbara Stinchfield	Member of the community, City of Santa Monica

BACKGROUND: At the meeting of April 19, 2007, the Board approved the name change from the Ad Hoc Facilities Committee to the Measure "BB" Advisory Committee and began accepting applications to fill open positions. Members of the Ad Hoc Facilities Committee were invited to participate on the Measure "BB" Advisory Committee. It was then determined how many member slots were left open after the former Ad Hoc Facilities Committee members had responded.

Attached is a copy of the committee's charges as of June 28, 2007.

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Measure "BB" Advisory Committee

Committee Charges

The purpose of the Measure BB Advisory Committee is to provide the Board of Education and district staff with the community's perspective regarding school site construction projects using funds from Measure "BB," which was voted on and passed November 7, 2006.

The committee shall review applications for membership and make a recommendation to the Board of Education regarding membership and establish a process for moving forward. All attempts will be made to include members of the community who will bring different views to the committee, including relevant expertise (e.g., technology implementation and requirements, construction, safety, curriculum/fine arts, environmental concerns, issues regarding cultural relevance; etc.), cultural backgrounds, geographical areas of the district, representatives from both Santa Monica and Malibu, SEIU, Santa Monica College, and the teacher's union.

The committee's charges are as follows:

1. Advise the board during the final stage and development of the comprehensive Facilities Master Plan.
2. Advise district staff in identifying potential project managers needed to implement construction projects.
3. Provide input to staff on identified Health and Safety priorities for Phase I projects.
4. Work with staff and project consultants to review projects that reflect board, district, and site priorities, including issues of equity, during all phases of planning, design, and construction.
5. Provide progress reports to the board as necessary and/or requested.