

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
MINUTES

April 3, 2014

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, April 3, 2014, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:35 p.m. in the Board Conference Room at the District Offices. At 4:36 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 5:49 p.m. in the Board Room.

CLOSED SESSION (4:30-5:30 p.m.)

I. PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

Persons wishing to address the Board of Education regarding an item scheduled for closed session must submit the "Request to Address" card prior to the start of closed session.

II. CLOSED SESSION (60 minutes)

- Government Code §54957 (10)
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
- Government Code §54956.9(d)(2) (20)
CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION –
SIGNIFICANT EXPOSURE TO LITIGATION
 - DN-1010-13/14 (Special Education)
 - *The substance of settlement agreement in case No. DN-1010-13/14 was as follows:*
 - a) *Parent Reimbursement: \$38,200*
 - b) *Legal Cost: \$10,000*
 - The total cost for this case is not to exceed \$48,200. It was moved by Mr. de la Torre, seconded by Mr. Mechur, and voted 6/0 (Dr. Escarce was absent) to approve the settlement case.*
 - Ayes: Six (6) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman, Mr. de la Torre)*
 - Nays: None (0)*
 - Absences: One (1) (Dr. Escarce)*
- Government Code §54957.6 (30)
CONFERENCE WITH LABOR NEGOTIATORS
 - Agency designated representative: Sandra Lyon, Superintendent
 - Employee Organizations: SMMCTA and SEIU
 - Agency designated representative: Sandra Lyon, Superintendent
 - Unrepresented Employee: Assistant Superintendent, Human Resources

OPEN SESSION (5:30 p.m.)

III. CALL TO ORDER

A. Roll Call

Board of Education Members

Maria Leon-Vazquez – Vice President
Ralph Mechur – Vice President
Ben Allen
Oscar de la Torre

Jose Escarce – *absent*
Laurie Lieberman
Nimish Patel

B. Pledge of Allegiance

Led by Ms. Lieberman

5:52 pm	IV. APPROVAL OF THE AGENDA <i>It was moved by Mr. de la Torre, seconded by Ms. Lieberman, and voted 6/0 (Dr. Escarce was absent) to approve the agenda.</i> <i>Ayes: Six (6) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman, Mr. de la Torre)</i> <i>Noes: None (0)</i> <i>Absent: One (1) (Dr. Escarce)</i>	
5:52 pm	V. APPROVAL OF MINUTES A.01 March 20, 2014.....	1
5:52 pm	VI. BOARD OF EDUCATION – COMMENDATIONS / RECOGNITIONS (20 minutes) <ul style="list-style-type: none"> Cesar Chavez Celebration – Edison Language Academy <i>Ms. Orum introduced students from Ms. Mojica’s first grade class, who read a poem in honor of Cesar Chavez’s birthday. Ric LevisFitzgerald and Juanita Devis-Martinez, Edison’s outgoing and incoming PTSA presidents, explained the school’s participation in the Corozon de Vida project, where they collect and transport necessity of life items to fifteen orphanages in Baja. Over the past seven years, the project has raised \$14,000 of items in need. Two former orphans came and spoke to the students, sharing how they have overcome their humble beginnings to achieve their goals. Diego Kersh and Moses Nicholas read letters they had written to the orphans in Baja. Ms. Orum thanked the board for its support of the immersion program. Ms. Leon-Vazquez thanked Ms. Orum, the teacher and her students, and the parents who presented.</i> 	
6:06 pm	VII. STUDY SESSION (60 minutes) These items are staff presentations and/or updates to the Board of Education. S.01 School Site Presentations (60)..... <i>Grant Elementary School</i> <i>John Muir Elementary School</i> <i>Lincoln Middle School</i>	2
6:50 pm	VIII. COMMUNICATIONS (30 minutes) The Communications section provides an opportunity for the Board of Education to hear reports from the individuals or committee representatives listed below. All reports are limited to <u>5 minutes or less</u> . 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 (15) 1. Matthew Ware & Cecilia Sanchez – Santa Monica High School – absent 2. Michael Jacobson – Malibu High School – absent 3. Amanda Huffman – Olympic High School – absent B. SMMCTA Update – Mr. Harry Keiley (5) – absent C. SEIU Update – Ms. Keryl Cartee-McNeely (5) – absent D. PTA Council – Ms. Patti Braun (5) <i>Ms. Braun reported that MHS PTA President Amy Young informed her that all four PTSAs in Malibu sponsored a candidate forum for city council and had a huge turnout. Everyone is excited about spring break. The PTAs are rallying to sell tickets and promote the Pier Party!, the first multi-school event for VSS. PTA Council is celebrating its 90th year and will be celebrated at the convention in May.</i>	

IX. SENIOR STAFF REPORTS (20 minutes)

6:52 pm

A. Asst. Supt., Educational Services – Dr. Terry Deloria (5)

Dr. Deloria announced that the RAND conference will be on Saturday, April 26 at 8:00am.

B. Assoc. Supt., Business & Fiscal Services/CFO – Ms. Janece Maez (5) – absent

6:52 pm

C. Asst. Supt., Human Resources – Ms. Debra Moore Washington (5)

Ms. Washington reported that the district is still in negotiations with SEIU. The two sides recently sent out a joint communiqué listing the items that had been agreed upon and those still to be addressed. The district is moving into hiring mode, which means Ms. Washington has been visiting our partner universities to have access to their talented, newly graduated teachers.

6:54 pm

D. Superintendent – Ms. Sandra Lyon (5)

Ms. Lyon informed the board that Samohi swimmer Serafina King just returned from the US Paralympic Swimming Spring Nationals, where she swam six lifetime bests and took two first place finishes. JAMS had a successful production of Oliver!, and Samohi had similar success with Pippin. She reminded everyone to complete the technology survey that was emailed to them. The survey window will close on April 10.

6:56 pm

X. CONSENT CALENDAR (10 minutes)

As agreed by the President, Vice President, and Superintendent during agenda planning, consent agenda items are considered routine, require no discussion, and are normally approved all at once by the Board of Education. However, members of the Board of Education, staff, or the public may request an item be moved from the consent agenda to Section XI (Major Items) for clarification and/or discussion.

Curriculum and Instruction

A.02	Approval of Independent Contractors.....	3
A.03	Overnight Field Trip(s) 2012-2013	4
A.04	Conference and Travel Approval/Ratification	5-7
A.05	Supplemental Textbooks.....	8
A.06	Approval of Special Education Contracts – 2013-2014	9-11

Business and Fiscal

A.07	Award of Purchase Orders – 2013-2014	12-12d
A.08	Acceptance of Gifts – 2013/2014	13-14

Facilities Improvement Projects

A.09	Amendment to Contract – Lease Leaseback – John Adams Middle School – Replacement of Classroom Buildings E, F, & G, New Administration, Modernization, & Site Improvements (Package 2B) – Swinerton Builders – Measure BB.....	15-16
A.10	Amendment to Contract – Federal GSA Contract #GS-07-0396M – John Adams Middle School – Replacement of Classroom Building E, F, & G, new Administration, Modernization, and Site Improvements Project (Package 2B) – Simplex Grinnell) – Measure BB	17-18
A.11	Accept Work as Completed – Multiple Purchase Orders Projects – Capital Fund & Measure BB	19

Personnel

A.12	Certificated Personnel – Elections, Separations.....	20-22
A.13	Classified Personnel – Merit	23-24
A.14	Classified Personnel – Non-Merit.....	25
A.15	Increase in Staffing (FTE) – Special Education	26
A.16	Employment Agreement Addendum – Assistant Superintendent, Human Resources	27

General

A.17	Adopt Resolution No. 13-19 – Board Member Absence on March 20, 2014	28-29
A.18	Delete BP 6161 – Equipment, Books, and Materials	30-32
A.19	Revise BP 7214 – General Obligation Bonds.....	33-38

7:11 pm

XI. 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 two (2) or three (3) minutes, depending on the number of speakers. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during 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 twenty (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.**

- *Matt deNicola and Cami Winikoff addressed the board regarding environmental concerns in Malibu.*
- *Stacy Rouse addressed the board regarding VSS funds for 2014-15.*
- *Esther Schiller encouraged the board to adopt policy banning electronic cigarettes, saying that Santa Monica City Council was considering the issue. Ms. Lyon informed the board that they updated their Tobacco policy to include electronic cigarettes in 2011. Ms. Lieberman suggested that Ms. Lyon share that policy language with the City of Santa Monica.*

DISCUSSION and MAJOR Items

As a general rule, items under DISCUSSION and MAJOR will be listed in an order 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 earlier in the meeting if it appears that there is special interest by the public or as a courtesy to staff members making presentations to the Board.

XII. DISCUSSION ITEMS (100 minutes)

These items are submitted for discussion. Any action that might be required will generally be scheduled for the next regularly scheduled Board meeting.

7:23 pm	D.01	Cognitively-Guided Instruction (CGI) in the PreK-5 Math Classroom (30).....	39
8:13 pm	D.02	Local Control Accountability Plan (LCAP) Update (15).....	40
8:59 pm	D.03	Update on Smarter Balanced Field Testing (15).....	41
9:26 pm	D.04	Increasing Achievement in Secondary Math Update (20).....	42
10:30 pm	D.05	Consider Revising BP and AR 6161.1 and Adopting E 6161.1 – Selection and Evaluation of Instructional Materials (5).....	43-53
10:34 pm	D.06	Consider Revising BP 6161.11 – Supplemental Instructional Materials (5).....	54-57
10:34 pm	D.07	Consider Revising BP and AR 6162.6 – Use of Copyrighted Materials (5).....	58-68
10:39 pm	D.08	Consider Revising BP, AR, and E 6174 – Education for English Language Learners (5).....	69-81

XIII. MAJOR ITEMS (40 minutes)

These items are considered to be of major interest and/or importance and are presented for action at this time. Some may have been discussed by the Board at a previous meeting.

7:00 pm	A.20	Public Hearing – Measure R Parcel Tax 2014-15 Annual Plan (5)	82-83
10:43 pm	{ A.21	High School Course Approval – Lacrosse Girls (5)	84
10:52 pm	{ A.22	High School Course Approval – Lacrosse Boys (5)	85
	A.23	Establish Position – Executive Director, Student and Professional Services (25)	86-89

XIV. INFORMATIONAL ITEMS (0 minutes)

These items are submitted for the public record for information. These items do not require discussion nor action.

I.01	Replace AR 3543 – Transportation Safety and Emergencies	90-98
I.02	Revise AR 7214 – General Obligation Bonds	99-102
I.03	Supplemental Textbooks	103-105
I.04	Quarterly Report on Williams Uniform Complaints	106-106a

XV. BOARD MEMBER ITEMS

These items are submitted by individual board members for information or discussion, as per Board Policy 9322.

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

A member of the public may request that a matter within the jurisdiction of the board be placed on the agenda of a regular meeting, as per Board Policy 9322. The request shall be in writing and be submitted to the superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. The board president and superintendent shall decide whether a request is within the subject matter jurisdiction of the board. Items not within the subject matter jurisdiction of the board may not be placed on the agenda. In addition, the board president and superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

XVII. 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**.)

XVIII. BOARD MEMBER COMMENTS

A Board member may make a brief announcement or report on his/her own activities relative to Board business. There can be no discussion under “BOARD MEMBER COMMENTS.”

XIX. 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.

XX. CLOSED SESSION

The Board of Education will, if appropriate, adjourn to Closed Session to complete discussion on items listed under Section III (Closed Session) following the regular business meeting.

XXI. ADJOURNMENT

It was moved by Mr. de la Torre, seconded by Ms. Lieberman, and voted 6/0 (Dr. Escarce was absent) to adjourn the meeting at 10:57 p.m. in memory of James (Jimmy) Bromberg, who worked for SMMUSD as a swim instructor/lifeguard, substitute teacher, and history teacher at Lincoln Middle School; and SMMCTA President Harry Keiley's father. The next regular meeting is scheduled for 5:30 p.m. on **Thursday, May 1, 2014**, in the **Malibu City Council Chambers**: 23825 Stuart Ranch Road, Malibu, CA.

Approved: _____

President

Superintendent

***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.***

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Approved: 5/1/14

Martin Leon-Vazquez
President

David Lynn
Superintendent

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in Santa Monica on CityTV2, Cable Channel 20 – Check TV listing.
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SMMUSD Board of Education Meeting Schedule 2013-2014

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

July through December 2013					
Month	1 st Thursday	2 nd Thursday	3 rd Thursday	4 th Thursday	Special Note:
July			7/18* DO	7/24* DO 7/30* DO	*7/18: Special Meeting *Wednesday, 7/24 *7/30: Special Meeting
August		8/14* DO		8/28* DO	*Wednesday, 8/14 First day of school: 8/22
September	9/5 DO		9/19 DO		*9/5: District Holiday
October	10/3 M		10/17 DO		
November	11/7 M		11/19* LMS 11/21 DO		*11/19: Workshop Thanksgiving: 11/28-29
December		12/12 DO		winter break	
Winter Break: December 23 – January 3					
January through June 2014					
Winter Break: December 23 – January 3					
January	winter break	1/16 DO			
February	2/6 M		2/20 DO		
March	3/6 DO		3/20 M 3/26* DO		*3/26: Workshop
Spring Break: April 7-18					
April	4/3 DO	spring break	spring break		
May	5/1 M		5/15 DO 5/17* DO		*5/17: Special Meeting
June	6/5 DO			6/25* DO	Last day of school: 6/10 *Wednesday: 6/25

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

TO: BOARD OF EDUCATION
FROM: SANDRA LYON
RE: APPROVAL OF MINUTES

ACTION
04/03/14

RECOMMENDATION NO. A.01

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

March 20, 2014

MOTION MADE BY: Mr. Mechur
SECONDED BY: M.s Lieberman
STUDENT ADVISORY VOTE: N/A
AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Ms. Lieberman, Mr. de la Torre)
NOES: None (0)
ABSTAIN: One (1) (Mr. Patel)
ABSENT: One (1) (Dr. Escarce)

STUDY SESSION

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / TERRY DELORIA
RE: SCHOOL SITE PRESENTATIONS

STUDY SESSION
04/03/14

STUDY SESSION ITEM NO. S.01

Principals from Grant Elementary School (Shirley Compton), John Muir Elementary School (Tristan Komlos), and Lincoln Middle School (Suzanne Webb) will share substantive, current school information in twelve-minute presentations, focusing on how their schools are advancing two of the Board's five goals below:

1. Professional Learning Communities (PLCs)
2. Response to Instruction and Intervention (RTI²)
3. Equity and Access for Student Success
4. Science, Technology, Engineering, and Mathematics (STEM) Curriculum
5. Common Core State Standards (CCSS)

The presentations from the three schools can be found under Attachments at the end of these minutes.

Mr. Mechur thanked all three principals for their optimism, confidence, and enthusiasm. The board was pleased to see different schools all working together as a team for the benefit of all students.

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / TERRY DELORIA / JANECE L. MAEZ / STUART SAM

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 2013-2014 budget.

Contractor/ Contract Dates	Description	Site	Funding (Measure BB)
NONE			

Contractor/ Contract Dates	Description	Site	Funding
Eric Hall & Associates 8/1/13 – 6/30/14 <u>6/30/15</u> Not to exceed: \$24,000 <u>\$40,000</u> (Contract date 8/1/13 to 6/30/14 for \$24,000 approved on 8/14/13)	Business Services Coaching and Mentoring Services	Business	01-90100-0-00000- 73000-5802-050-1500
Ji-Li Jiang 4/4/14 Not to exceed \$800	Enrich and enhance our 7th grade students reading and understanding of her memoir of life in communist China during the Cultural Revolution. This is the book that has been adopted by the entire 7th grade in SMMUSD	Lincoln	01-90150-0-11100- 10000-5802-012-4120 (PTSA)
Two Bit Circus 3/20/14 Not to exceed \$1,500	Three 45-minute presentations by Brent Bushnell and Eric Gradman to ignite STEAM awareness to take place at Lincoln Middle School and to include video	Lincoln	01-90150-0-11100- 10000-5802-012-4120 (PTSA)
Dannis Woliver Kelley (DWK) 7/1/13 to 6/30/14 Not to exceed: \$20,000 <u>\$34,000</u> (\$20,000 approved on 8/14/13)	Facilitating IBB Negotiations for SMMUSD and SMMCTA <u>and</u> <u>SEIU</u> .	Human Resources	01-00000-0-000000- 74000-5802-026-1250

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / TERRY DELORIA

RE: OVERNIGHT FIELD TRIP(S) 2013-2014

ACTION/CONSENT
04/03/14

RECOMMENDATION NO. A.03

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2013-2014 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
Santa Monica High 9 th – 12 th 15	Sacramento, CA 3/23/14-3/25/14	Eva Mayoral, Benjamin Kay	\$100 per student paid through ASB Team Marine and Teen Nickelodeon	State Capitol, KOA campground	Students will visit State Capitol to participate in Ocean Day; visit and lobby state senators and assembly members about clean seas legislation; attend banquet with Clean Seas Coalition and NGOs such as Heal the Bay.
Santa Monica High 9 th – 12 th 15	Dana Point, CA 3/21/14-3/23/14	Benjamin Kay	Paid for by conference and parents. Students will stay in hotel with their parents.	Intl Youth Summit on Plastic Pollution	Students won attendance into this annual event which brings international students together to target solutions to plastic marine debris issue.
Santa Monica High 9 th – 12 th 10	Culver City, CA 3/21/14-3/23/14	Mike Seals, Tony Murphy	\$380 per student paid through BSU ASB account and School Site Council Grant	United BSU State Convention	Conference will provide valuable leadership training for Black Student Union Cabinet to work towards overcoming the achievement gap.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / 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 information: 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>BROCK, Miriam</u> Special Education 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	SoCal K-12 AT Network Alhambra, CA March 27, 2014	\$34
<u>BRYANT, Cheryl</u> Human Resources 01-00000-0-00000-74000-5220-025-1250 General Fund- Function: Personnel/Human Resources	Keenan Summit Burbank, CA March 25, 2014	\$35 Mileage Only
<u>DARUTY, Lila</u> Human Resources 01-00010-0-11100-10000-5220-025-1250 General Fund- Resource: Tier III	Biennial Report Initial Training Claremont, CA March 11, 2014	\$75
<u>HOFFMAN, Ryan</u> Santa Monica High 01-90121-0-11100-10000-5220-015-4150 General Fund- Resource: Gifts-Equity Fund	AP Workshop Los Angeles, CA March 15, 2014	\$215
<u>KAY, Ben</u> Santa Monica High 01-90121-0-11100-10000-5220-015-4150 General Fund- Resource: Gifts-Equity Fund	Los Angeles County Science Fair Downey, CA March 29, 2014	\$200
<u>LADUKE, Stacy</u> Adams Middle 01-00010-0-11100-10000-5220-011-4110 General Fund- Resource: Tier III	WACAC Annual Counselor Conference San Jose, CA June 9 – 11, 2014	\$270

<u>LYON, Sandra</u> District Office 01-00000-0-00000-71500-5220-020-1200 General Fund- Function: Superintendent	ACSA Meeting Sacramento, CA March 13, 2014	\$435
<u>LYON, Sandra</u> District Office 01-00000-0-00000-71500-5220-020-1200 General Fund- Function: Superintendent	California Consortium Education Foundation Annual Conference (CCEF) Irvine, CA March 26, 2014	\$125
<u>LYON, Sandra</u> District Office 01-00000-0-00000-71500-5220-020-1200 General Fund- Function: Superintendent	Ninth Annual Superintendents Professional Collaborative Conference Pasadena, CA July 24 – 25, 2014	\$280
<u>MANGLE, Ruthy</u> District Office 01-00000-0-00000-77000-5220-054-2540 General Fund- Function: Data Processing Services	Illuminate San Diego, CA February 6 – 7, 2014	\$445
<u>RYAN, Sean</u> Malibu High 01-00000-0-11100-27000-5220-010-4100 General Fund- Function: School Administration	California Council for Social Studies Los Angeles, CA March 8 – 9, 2014	\$400 +1 SUB
<u>SASS, Amanda</u> Santa Monica High 01-70900-0-11100-10000-5220-015-4150 General Fund- Resource: Economic Impact Aid	Special Education Conference Los Angeles, CA March 10, 2014	\$25 +1 SUB
<u>WOOLVERTON, Sara</u> Special Education 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	Special Education Federal Litigation & Legislation Lakewood, CA May 21, 2014	\$40

Adjustments (Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
<u>WALLACE, Theresa</u> <u>+4 Additional Staff</u> Lincoln Middle 01-90150-0-11100-10000-5220-012-4120 General Fund- Resource: Reimbursed by PTA	CAHPERD Annual State Conference Garden Grove, CA February 27 – March 2, 2014	\$3,200 Plus A \$468.03 Overage

Group Conference and Travel: In-State * a complete list of conference participants is on file in the Department of Fiscal Services		
NONE		

<u>Out-of-State Conferences: Individual</u>		
<u>SASS, Amanda</u> Santa Monica High 01-70900-0-11100-10000-5220-015-4150 01-65000-0-50010-21000-4310-043-1400 (Flight Only) General Fund- Resource: EIA/Special Education	2014 Special & General Ed Conference Seattle, WA March 7, 2014	\$199 \$169 (Flight) +1 SUB

<u>Out-of-State Conferences: Group</u>		
NONE		

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: SUPPLEMENTAL TEXTBOOKS

RECOMMENDATION NO. A.05

It is recommended that the supplemental textbook listed below be adopted for the Santa Monica-Malibu Unified School District.

COMMENT: In accordance with the Board of Education policy, the textbooks(s) listed below have been on public display for the past two weeks in the Educational Services Department at 1638 – 17th Street, Santa Monica, CA 90404.

They Say, I Say: The Moves That Matter in Academic Writing

by Gerald Graff and Cathy Birkenstein, for grades 9 through 12 high school English and Social Studies classes. Adoption requested by Bonnie Thoreson, English teacher.

The Madonnas of Echo Park

by Brando Skyhose, for 10th grade English classes. Adoption requested by Bonnie Thoreson, English teacher.

The Reason I Jump, The Inner Voice Of A Thirteen Year Old Boy With Autism

by Naoki Higashida, for grades 9-12 requested for Malibu High school summer reading 2014. Adoption requested by Bonnie Thoreson, English teacher.

Every Day

by David Levithan, for grades 9-12 for Samohi summer reading book. Adoption requested by Meredith Louria, English teacher, and summer reading book committee.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2013-2014

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2013-2014 as follows:

NPS

2013-2014 Budget 01-65000-0-57500-11800-5125-043-1400

2013-2014 Budget 01-65120-0-57500-31400-5890-043-1400

Nonpublic School	SSID	Service Description	Contract Number	Cost Not to Exceed
Westview School	4103158590	NPS	93-SPED14137	\$9,101
Logan River Academy	4128283800	NPS - Residential	56-SPED14081	\$95,641
The Learning Clinic	7103131716	NPS - Residential	42-SPED14060	\$2,815
Youth Care of Utah	2063957545	NPS - Residential	92-SPED14136	\$49,354

Amount Budgeted NPS 13/14		\$ 1,595,000
Amount Budgeted Mental Health Services 13/14		\$ 900,000
Total Budgeted		\$ 2,495,000
Prior Board Authorization as of 3/20/14		\$ 2,166,533
	Balance	\$ 328,467
Positive Adjustment (See Below)		\$ 109,153
		\$ 437,620
Total Amount for these Contracts		\$ 156,911
	Balance	\$ 280,709

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 2013-2014 in the amount of \$45,314 as of 3/20/14					
NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Bridgeport School (Help Group)	NPS	71-SPED14104	R	\$31,639	End
Westview School	NPS	84-SPED14123	R	\$2,232	Revised
Logan River Academy	NPS - Residential	9-SPED14021	R	\$20,266	End
Heritage School	NPS - Residential	20-SPED14028	R	\$55,016	End

NPA

2013-2014 Budget 01-65000-0-57500-11800-5126-043-1400

Nonpublic Agency	SSID	Service Description	Contract Number	Cost Not to Exceed
EBS Healthcare	various	SLPs	18-SPED14045	\$13,104
ERA Ed/STAR of California	1762951893	Behavior 1:1, BID	51-SPED14075	\$25,316

Amount Budgeted NPA 13/14		\$ 1,127,000
Prior Board Authorization as of 3/20/14		\$ 1,046,239
	Balance	\$ 80,761
Positive Adjustment (See Below)		\$ 0
		\$ 80,761
Total Amount for these Contracts		\$ 38,420
	Balance	\$ 42,341

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 2013-2014 in the amount of \$60,498 as of 3/20/14					
NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Instructional Consultants

2013-2014 Budget 01-65000-0-57500-11900-5802-043-1400

Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Instructional Consultants 13/14		\$ 352,000
Prior Board Authorization as of 3/20/14		\$ 358,131
	Balance	\$ -6,131
Positive Adjustment (See Below)		\$ 0
		\$ -6,131
Total Amount for these Contracts		\$ 0
	Balance	\$ -6,131

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 2013-2014 in the amount of \$4000 as of 3/20/14					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Non-Instructional Consultants

2013-2014 Budget 01-65000-0-57500-11900-5890-043-1400

Non-Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Non-Instructional Consultants 13/14		\$ 220,000
Prior Board Authorization as of 3/20/14		\$ 294,137
	Balance	\$ -74,137
Positive Adjustment (See Below)		\$ 840
		\$ -73,297
Total Amount for these Contracts		\$ 0
	Balance	\$ -73,297

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 2013-2014 in the amount of \$14,000 as of 3/20/14					
Non- Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Malibu Yellow Cab	Transportation	20-SPED14042	R	\$840	Reduce & End

Legal

2013-2014 Budget 01-65000-0-57500-11900-5820-043-1400

Legal Contractor	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Legal Services 13/14		\$ 370,000
Prior Board Authorization as of 3/20/14		250,000
	Balance	\$ 0
Adjustments for this period		\$ 0
		\$ 0
Total Amount for these Contracts		\$ 0
	Balance	\$ 120,000

Adjustment				
Legal Services Budget 01-65000-0-57500-11900-5820-043-1400				
There has been a reduction in authorized expenditures of Legal Services contracts for FY 2013-2014 in the amount of \$ 0 as of 3/20/14				
Legal Contractor	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

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 recommendations 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: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / JANECE L. MAEZ / VIRGINIA I. HYATT

RE: AWARD OF PURCHASE ORDERS – 2013-14

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from March 12, 2014, through March 25, 2014, for fiscal year 2013-14.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF APRIL, 2014

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U-GENERAL FUND, UNRESTRICTED R-GENERAL FUND, RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
SF-SPECIAL FINANCING (FLEX) BB,X-BONDS D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
*** NEW PURCHASE ORDERS ***					
144381	A+ EDUCATIONAL CENTERS	SES 5 STUDENTS 2nd round	STATE AND FEDERAL PROJECTS	3,232.50	R
144413	A.J. FISTES CORPORATION	ED.SERVICES 1630 17TH PAINT	FACILITY MAINTENANCE	6,083.70	R
143914	ACCO BRANDS USA LLC DBA GBC	BINDING COMBS	WEBSTER ELEMENTARY SCHOOL	141.32	R
144640	ACT RESEARCH SERVICES	MATH TESTS FOR 6TH & 7TH GRADE	STATE AND FEDERAL PROJECTS	19,200.83	R
144385	ADMINISTRATIVE SOFTWARE	GENERAL SUPPLIES	ADULT EDUCATION CENTER	418.25	A
144400	ADVANCED READING SOLUTIONS LLC	SES 5 STUDENTS 2nd round	STATE AND FEDERAL PROJECTS	3,232.50	R
144677	ALTA ENVIRONMENTAL	STAIR REPAIR PROJECT:MCKINLEY	FACILITY MAINTENANCE	6,230.50	SR
144392	ALTERNATIVES UNLIMITED INC	SES 1 STUDENT	STATE AND FEDERAL PROJECTS	646.50	R
144475	AMERICAN COUNCIL ON EDUCATION	GED PROCESSING FEES	ADULT EDUCATION CENTER	287.50	A
144554	AMERICAN TECHNOLOGIES INC	WATER DAMAGE AT SAMOHI	FACILITY MAINTENANCE	20,042.69	SR
144514	APPLE COMPUTER CORP	APPLE ACCESSORIES	LINCOLN MIDDLE SCHOOL	1,005.21	R
144415	B & H PHOTO VIDEO	PA SYSTEM/WIRELESS	CURRICULUM AND IMC	166.33	R
144520	B & H PHOTO VIDEO	MEGAPHONES	PT DUME ELEMENTARY SCHOOL	268.24	R
144611	BARNES & NOBLE/SANTA MONICA	OPEN ORDER/INST SUP/TEAM/MATH	JOHN ADAMS MIDDLE SCHOOL	50.00	U
144628	BARNES & NOBLE/SANTA MONICA	REFERENCE BOOKS	ROOSEVELT ELEMENTARY SCHOOL	336.06	R
144393	BASIC EDUCATIONAL SVCS TEAM	SES 5 STUDENTS	STATE AND FEDERAL PROJECTS	3,232.50	R
144430	BELLWETHER MEDIA INC	LIBRARY BOOKS	FRANKLIN ELEMENTARY SCHOOL	822.93	R
144447	BOURGET BROS	GENERAL MAINT. SUPPLIES	FACILITY MAINTENANCE	2,000.00	R
144578	BUS WEST	Bus Repairs - Transportation	TRANSPORTATION	8,451.24	U
144486	CALIFORNIA CHICKEN CAFE	FOOD FOR STAFF DVLPMT MEETING	SANTA MONICA HIGH SCHOOL	500.00	U
144473	CALIFORNIA DEPT OF EDUCATION	GED PROCESSING FEES	ADULT EDUCATION CENTER	520.00	A
144387	CALIFORNIA OFFICE SYSTEMS INC	OFFICE SUPPLIES	OLYMPIC CONTINUATION SCHOOL	500.00	R
144422	CALIFORNIA OFFICE SYSTEMS INC	OFFICE CHAIR FOR PRINCIPAL	WEBSTER ELEMENTARY SCHOOL	575.31	R
144424	CALIFORNIA OFFICE SYSTEMS INC	LOCKER UNIT	ADULT EDUCATION CENTER	681.09	A
144550	CALIFORNIA OFFICE SYSTEMS INC	TESTING BOXES	SANTA MONICA HIGH SCHOOL	388.94	U
144613	CALIFORNIA OFFICE SYSTEMS INC	OPEN ORDER/INST SUP/TEAM/SP ED	JOHN ADAMS MIDDLE SCHOOL	151.00	U
144619	CALIFORNIA OFFICE SYSTEMS INC	OPEN ORDER/OFFICE SUP/ADMIN	JOHN ADAMS MIDDLE SCHOOL	1,000.00	U
144182	CANON SOLUTIONS AMERICA INC	CANON COPIER QURTLY MAINT AGRE	MALIBU HIGH SCHOOL	2,925.00	R
144437	CARQUEST AUTO PARTS	BATTERIES FOR CUSTODIAL CART	MALIBU HIGH SCHOOL	832.00	U
144505	CDW-G COMPUTING SOLUTIONS	USB AUDIO ADAPTERS	EDISON ELEMENTARY SCHOOL	618.48	R
144515	CDW-G COMPUTING SOLUTIONS	REPLACEMENT FILTER UNIT	LINCOLN MIDDLE SCHOOL	89.38	R
144517	CDW-G COMPUTING SOLUTIONS	ELECTRIC DUSTER	LINCOLN MIDDLE SCHOOL	80.73	R
144519	CDW-G COMPUTING SOLUTIONS	AUDIO CABLE CONNECTORS	LINCOLN MIDDLE SCHOOL	45.60	R
144426	CEDILLO SOFIA	REIMBURSEMENT FOR CLASS LICENSE	WILL ROGERS ELEMENTARY SCHOOL	99.95	U
144477	CHAMPION CHEMICAL	CUSTODIAL SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	380.21	R
144364	CHAN, ANGELA G	COSULTING SERVICES	ROOSEVELT ELEMENTARY SCHOOL	1,500.00	U
144499	CHILDRENS BOOK WORLD	OPEN ORDER/BOOKS	CHILD DEVELOPMENT CENTER	100.00	CD
144594	CITY OF SANTA MONICA	OPEN ORDER FOR FUEL (CNG)	TRANSPORTATION	18,000.00	U
144597	COLLEGE-BOUND SENIORS	COLLEGE BOARD REPORTS	CURRICULUM AND IMC	275.00	U
144608	COMMLINE INC	RADIO REPAIR	THEATER OPERATIONS&FACILITY PR	300.00	R
144191	COMPLETE BUSINESS SYSTEMS	DIE-CUT FOR ELLISON	WEBSTER ELEMENTARY SCHOOL	45.83	R
144440	CONJUGUEMOS	SCHOOL LICENSE FOR SPANISH	MALIBU HIGH SCHOOL	65.00	R
144595	DANIELS TIRE SERVICE	REPAIR PARTS - TRANSPORTATION	TRANSPORTATION	6,193.41	U
144368	DAVISON, TARA ROSE	KIWANIS SOLO COMPETITION	JOHN ADAMS MIDDLE SCHOOL	200.00	R
144418	DELTA FIRE PROTECTION & EQUIP	FIRE SPRINKLER MAIN REPAIR	FACILITY MAINTENANCE	5,283.00	R
144280	DEMCO INC	CLASSROOM SUPPLIES	SANTA MONICA HIGH SCHOOL	1,182.60	R
144352	DEMCO INC	LIBRARY SUPPLIES BOOK REPAIR	WEBSTER ELEMENTARY SCHOOL	229.78	R
144463	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	252.27	CD
144464	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	113.14	CD

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF APRIL, 2014

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DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
144465	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	234.67	CD
144466	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	116.78	CD
144467	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	192.04	CD
144468	DISCOUNT SCHOOL SUPPLY	INSTRUCIONAL	CHILD DEVELOPMENT CENTER	204.18	CD
144472	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	227.71	CD
144476	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	137.21	CD
144507	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	324.44	CD
144625	DON JOHNSTON INC	ASSISTIVE TECHNOLOGY	SPECIAL EDUCATION REGULAR YEAR	655.72	R
144516	DURHAM SCHOOL SERVICES	ATHLETIC TRANSPORTATION	MALIBU HIGH SCHOOL	10,000.00	R
144339	ELECTRIC SUPPLY CONNECTION	ELECTICAL SUPPLIES	FACILITY MAINTENANCE	2,000.00	R
144606	EMED CO. INC.	NO PARKING SIGNS	THEATER OPERATIONS&FACILITY PR	259.08	R
144435	EMS SAFETY SERVICES INC	CPR CLASS SUPPLIES	HEALTH SERVICES	256.84	U
144397	ETS EDUCATION AND TUTORING	SES 1 STUDENT 2nd round	STATE AND FEDERAL PROJECTS	646.50	R
144340	FISHER HARDWARE INC	GENERAL MAINT. SUPPLIES	FACILITY MAINTENANCE	2,500.00	R
144506	FLAGHOUSE	CONES & CONE CADDY	PT DUME ELEMENTARY SCHOOL	151.51	R
144518	FOLLETT EDUCATIONAL SERVICES	CHEMISTRY BOOKS NEEDED	MALIBU HIGH SCHOOL	465.43	R
144451	FULCRUM LEARNING SYSTEMS INC	CONTRACT-HEART DAY	JOHN ADAMS MIDDLE SCHOOL	10,000.00	R
144409	GALE SUPPLY CO	CUSTODIAL SUPPLIES FOR BARNUM	THEATER OPERATIONS&FACILITY PR	587.03	R
144417	GALE SUPPLY CO	CUSTODIAL SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	1,309.89	R
144429	GALE SUPPLY CO	CUSTODIAL SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	799.02	U
144445	GALE SUPPLY CO	CUSTODIAL SUPPLIES	MALIBU HIGH SCHOOL	1,000.00	U
144460	GALE SUPPLY CO	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	2,066.54	U
144474	GALE SUPPLY CO	CUSTODIAL SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	926.26	R
144544	GALE SUPPLY CO	CUSTODIAL SUPPLIES	LINCOLN MIDDLE SCHOOL	1,696.21	R
144592	GALE SUPPLY CO	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	1,921.73	U
144497	GENEVA SCIENTIFIC INC	PARKING DELINEATORS	THEATER OPERATIONS&FACILITY PR	559.75	R
144509	GRAVES, GIZELLE	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	70.00	CD
144388	HILLYARD FLOOR CARE SUPPLY	OPERATIONS CUSTODIAL SUPPLIES	GROUNDS MAINTENANCE	80.24	R
144444	HOME DEPOT- L.A.	GENERAL MAINT. SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
144462	HOME DEPOT- L.A.	OPEN ORDER GROUNDS SUPPLIES	GROUNDS MAINTENANCE	350.00	R
144399	INNOVATION THROUGH ED INC	SES 2 STUDENTS 2nd round	STATE AND FEDERAL PROJECTS	1,293.00	R
144637	INNOVATIVE LEARNING CONCEPTS	SAI MATH WORKBOOKS	SPECIAL EDUCATION REGULAR YEAR	64.61	R
144564	INSECT LORE PRODUCTS	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	51.03	CD
143925	INTERNATIONAL PAPER	COPY PAPER	WEBSTER ELEMENTARY SCHOOL	1,000.00	R
144531	INTERNATIONAL PAPER	COPY PAPER	FOOD SERVICES	800.00	F
144643	JOHN WILEY & SONS INC	SCIENCE TEXTBOOK	CURRICULUM AND IMC	10,722.24	U
144396	JOHNSTONE SUPPLY CO	PARTS TO REPAIR LINCOLN OVEN	FOOD SERVICES	237.34	F
144433	JONES-CAMPBELL CO.	COMPUTER TABLES	MALIBU HIGH SCHOOL	817.50	R
144434	JONES-CAMPBELL CO.	COMPUTER TABLES	SANTA MONICA HIGH SCHOOL	219.00	R
144529	JOYCE-WEST, JENNIFER	REIMB JAPANESE MURAL PROJECT	JOHN ADAMS MIDDLE SCHOOL	273.31	R
144362	KIESLING, BRUCE ANTHONY	GUEST CONDUCTOR STAIRWAYS	CURRICULUM AND IMC	1,500.00	R
144046	KORADE & ASSOCIATE BUILDERS	ROLLER SHADES	GRANT ELEMENTARY SCHOOL	1,984.00	R
144395	KORADE & ASSOCIATE BUILDERS	ROLLER SHADES 1630 17TH EDSRV	FACILITY MAINTENANCE	1,994.00	R
144378	L A COUNTY DEPT OF HEALTH SERV	BACKFLOW ANNUAL ADMIN FEES	FACILITY MAINTENANCE	1,060.00	R
144402	LAKESHORE	OPEN ORDE/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	150.00	CD
144407	LAKESHORE	OPEN ORDER/LAKESHORE	CHILD DEVELOPMENT CENTER	300.00	CD
144585	LAKESHORE CURRICULUM	GENERAL CLASSROOM SUPPLIES	STATE AND FEDERAL PROJECTS	143.01	R
144620	LAKESHORE CURRICULUM	Open PO for the EDI/Malibu	CURRICULUM AND IMC	600.00	U
144187	LAMINATING DEPOT INC	LAMINATING ROLLS	WEBSTER ELEMENTARY SCHOOL	217.89	R
144649	LATCAREERS LLC	ADVERTISING	PERSONNEL SERVICES	327.41	U
144626	LEE & LOW BOOKS INC.	KINDERGARTEN OTHER BOOKS	ROOSEVELT ELEMENTARY SCHOOL	226.81	R

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
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SF-SPECIAL FINANCING (FLEX) BB,X-BONDS D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
144582	LOCATION MANGERS GUILD OF AMER	LMGA ANNUAL MEMBERSHIP	THEATER OPERATIONS&FACILITY PR	250.00	R
144586	M INDUSTRIAL AUDIO VISUAL	Main fiber sensor & Repair	THEATER OPERATIONS&FACILITY PR	1,887.75	R
144403	MEDCO SUPPLY CO	HEALTH/SAFETY ITEMS	CHILD DEVELOPMENT CENTER	288.06	CD
144386	MIND RESEARCH INSTITUTE	MATH SOFTWARE LICENSE/EQUITY	JOHN ADAMS MIDDLE SCHOOL	1,749.50	R
144532	MISSION SCHOOL TRANSPORTATION	TRANSPORTATION	SANTA MONICA HIGH SCHOOL	407.50	U
144546	MONOPRICE INC.	TECHNOLOGY SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	101.71	U
144615	NATURAL HISTORY MUSEUM	FEE FOR OVERNIGHT FIELD TRIP	JOHN ADAMS MIDDLE SCHOOL	2,750.00	R
144539	NEIMAN & COMPANY INC	CHAIR PLAQUE FOR ALUMNI ASSOC	THEATER OPERATIONS&FACILITY PR	92.13	R
144408	NORTHSTAR AUDIO VISUAL LLC	AV SUPPLIES	SANTA MONICA HIGH SCHOOL	218.99	R
143754	OLIVER WORLDCLASS LABS INC	SMARTBOARD FOR ROOM 7	ROOSEVELT ELEMENTARY SCHOOL	5,489.60	U
144646	P.S. ARTS	VISUAL CLASSES CONTRACT	ROOSEVELT ELEMENTARY SCHOOL	3,000.00	R
144425	PALI MOUNTAIN RETREAT AND	FINAL PYMNT: 5TH GR. OUTDR CMP	WILL ROGERS ELEMENTARY SCHOOL	10,000.00	R
144652	PEARSON CLINICAL ASSESSMENT	SPEECH LANGUAGE PATHOLOGY	SPECIAL EDUCATION REGULAR YEAR	148.92	R
144481	PEARSON EDUCATION #3	MATH INVESTIGATIONS TEXTBOOKS	SMASH SCHOOL	808.96	R
144363	PIVOTAL MEDIA	VIDEO SERVICE STAIRWAYS	CURRICULUM AND IMC	3,090.15	R
144470	PRINTER'S LINK	GRADUATION PROGRAMS	SANTA MONICA HIGH SCHOOL	3,745.06	R
144427	QUALITY RUBBER STAMPS	CUM Stamp	CABRILLO ELEMENTARY SCHOOL	103.97	U
144404	RALPH'S	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	75.00	CD
144483	RALPH'S	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	75.00	CD
144389	RAYVERN LIGHTING	OPERATIONS CUSTODIAL SUPPLIES	GROUNDS MAINTENANCE	121.30	R
144501	REDWOOD PRESS INC	PAYROLL ENVELOPES	FISCAL SERVICES	3,547.80	U
144374	REES ELECTRONICS OFFICE	GENERAL SUPPLIES/MATERIALS	BOE/SUPERINTENDENT	217.63	U
144492	REFRIGERATION SUPPLIES	HVAC SUPPLIES	FACILITY MAINTENANCE	1,500.00	R
144206	REGENCY ENTERPRISES INC.	LIGHT BULBS/PL-C 13W/USA 2PIN	WEBSTER ELEMENTARY SCHOOL	51.23	U
144373	REGENCY ENTERPRISES INC.	FLUORESCENT BULBS	LINCOLN MIDDLE SCHOOL	624.15	R
144446	REGENCY ENTERPRISES INC.	CLASSROOM LIGHTS	MALIBU HIGH SCHOOL	565.71	U
144461	REGENCY ENTERPRISES INC.	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	394.20	R
144609	REHABMART LLC	PHYSICAL THERAPY	SPECIAL EDUCATION REGULAR YEAR	153.09	R
144504	RICOH USA INC.	Overage 12-13 maint. agreement	WEBSTER ELEMENTARY SCHOOL	957.79	R
144576	SANTA MONICA FORD	Repair Parts - Transportation	TRANSPORTATION	338.26	U
144587	SANTA MONICA MOTORS	SMOG CHECK VEHICLE 46	FOOD SERVICES	50.00	F
144292	SCHOOL HEALTH CORPORATION	NURSE SUPPLIES	GRANT ELEMENTARY SCHOOL	79.52	R
144406	SCHOOL HEALTH CORPORATION	HEALTH SUPPLIES	SANTA MONICA HIGH SCHOOL	600.00	U
144607	SCHOOL HEALTH CORPORATION	NURSE'S OFFICE SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	117.23	U
144291	SCHOOL NURSE SUPPLY INC	NURSE SUPPLIES	GRANT ELEMENTARY SCHOOL	223.69	R
144441	SCHOOL NURSE SUPPLY INC	SCHOOL NURSE SUPPLIES	MALIBU HIGH SCHOOL	111.31	U
144623	SCHOOL SPECIALTY INC	SENSORY MATERIALS FOR CLSSROOM	SPECIAL EDUCATION REGULAR YEAR	98.04	R
144367	SEDILLOS, HOLLY	KIWANIS SOLO COMPETITION	JOHN ADAMS MIDDLE SCHOOL	200.00	R
144443	SEHI COMPUTER PRODUCTS	TONER CARTRIGE	MALIBU HIGH SCHOOL	331.19	U
144508	SIMON-CAIN, MONICA	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	165.00	CD
144411	SIR SPEEDY PRINTING #0245	BARNUM HALL SIGNS - STAIRWAY	CURRICULUM AND IMC	262.80	R
144588	SIR SPEEDY PRINTING #0245	BUSINESS CARDS	PERSONNEL SERVICES	89.24	U
144631	SIR SPEEDY PRINTING #0245	PRINTING - COMMON CORE	ROOSEVELT ELEMENTARY SCHOOL	418.29	R
144500	SMART & FINAL	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	50.00	CD
144530	SMART & FINAL	REFRESHMENTS	OLYMPIC CONTINUATION SCHOOL	300.00	R
144617	SMART & FINAL	OPEN ORDER/CLASSROOM SUP/TEAM	JOHN ADAMS MIDDLE SCHOOL	50.00	U
144629	SMART & FINAL #315	STAFF DEVELOPMENT SUPPLIES	STATE AND FEDERAL PROJECTS	300.00	R
144511	SOS SURVIVAL PRODUCTS INC	EARTHQUAKE SUPPLIES	LINCOLN MIDDLE SCHOOL	10,302.01	R
144251	SOUTHWEST SCHOOL SUPPLY	BALANCE FOR PO143176	WEBSTER ELEMENTARY SCHOOL	358.03	R
144572	SPEEDO ELECTRIC CO	Repairs/Transportation	TRANSPORTATION	289.60	U
144575	SPEEDO ELECTRIC CO	Tach Charts- Transportation	TRANSPORTATION	143.51	U

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF APRIL, 2014

PAGE 4

U-GENERAL FUND, UNRESTRICTED R-GENERAL FUND, RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
SF-SPECIAL FINANCING (FLEX) BB,X-BONDS D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
144256	STAPLES BUSINESS ADVANTAGE	STAFF DEV SUPPLIES	STATE AND FEDERAL PROJECTS	250.00	R
144496	STAPLES BUSINESS ADVANTAGE	OPEN ORDER/INST SUP/TEAM/HUM	JOHN ADAMS MIDDLE SCHOOL	200.00	U
144627	STAPLES BUSINESS ADVANTAGE	SPED CLASSROOM SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	107.77	R
144634	STAPLES BUSINESS ADVANTAGE	SPED CLASSROOM SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	64.15	R
144565	STAPLES/P-U/SANTA MONICA/WILSH	CLASSROOM SUPPLIES	SANTA MONICA HIGH SCHOOL	500.00	R
144614	STAPLES/P-U/SANTA MONICA/WILSH	OPEN ORDER/COUNSELING SUP	JOHN ADAMS MIDDLE SCHOOL	82.00	U
144416	STAPLES/P-U/VENICE/LINCOLN BL	OPEN ORDER/INST SUP/SPEC ED	JOHN ADAMS MIDDLE SCHOOL	72.00	U
144610	STAPLES/P-U/VENICE/LINCOLN BL	OPEN ORDER/INST SUP/TEAM	JOHN ADAMS MIDDLE SCHOOL	101.00	U
144612	STAPLES/P-U/VENICE/LINCOLN BL	OPEN ORDER/INST SUP/TEAM/SP EC	JOHN ADAMS MIDDLE SCHOOL	165.00	U
144559	STEELDECK INC.	GRADUATION	SANTA MONICA HIGH SCHOOL	3,319.90	R
144548	TACO BELL	BURRITOS	FOOD SERVICES	2,000.00	F
144540	TANDUS CENTIVA US LLC	NEW FLOORING-ED SERV-END UNIT	FACILITY MAINTENANCE	18,199.80	R
144482	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	110.00	CD
144502	TARGET STORES	GENERAL SUPPLIES	OLYMPIC CONTINUATION SCHOOL	300.00	R
144566	TARGET STORES	CLASSROOM SUPPLIES	SANTA MONICA HIGH SCHOOL	150.00	R
144401	TEDDYS CAFE	OPEN ORDER/PS CONFERENCE	CHILD DEVELOPMENT CENTER	1,020.00	CD
144372	THE PROPHET CORP	ATHLETIC SUPPLIES	SANTA MONICA HIGH SCHOOL	1,346.67	U
144410	THE PROPHET CORP	PE ESUPPLIES	WEBSTER ELEMENTARY SCHOOL	853.66	R
144398	TOTAL EDUCATION SOLUTIONS	SES 7 STUDENTS 2nd round	STATE AND FEDERAL PROJECTS	4,525.50	R
144480	U.S. POSTAL SERVICE	POSTAGE	PURCHASING/WAREHOUSE	10,000.00	U
142653	UC REGENTS	CONTRACT SERVICE TUTORING	SANTA MONICA HIGH SCHOOL	10,000.00	R
144377	UTZINGER, SARA	PRE-AUTHORIZED REIMBURSEMENT	LINCOLN MIDDLE SCHOOL	86.80	U
144512	VECTOR RESOURCES INC	AMPLIFICATION SYSTEMS	LINCOLN MIDDLE SCHOOL	9,993.62	R
144189	VILLAGE GRAPHICS	MALIBU HS COURSE CATALOG	MALIBU HIGH SCHOOL	1,839.60	R
144491	W.W. GRAINGER INC.	GENERAL MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	2,000.00	R
144596	WALDORF, SHERRY	NURSE'S OFFICE SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	175.19	U
144315	WAXIE SANITARY SUPPLY	CUSTODIAL SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	372.18	R
144391	WAXIE SANITARY SUPPLY	OPEN ORDER OPERATIONS SUPPLIES	GROUNDS MAINTENANCE	350.00	R
144431	WAXIE SANITARY SUPPLY	CUSTODIAL SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	508.82	U
144469	WAXIE SANITARY SUPPLY	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	2,326.21	R
144382	WEST EAST COMMUNITY ACCESS NTW	SES 9 STUDENTS 2nd round	STATE AND FEDERAL PROJECTS	5,818.50	R
144599	WESTED	HEALTHY KIDS SURVEY	CURRICULUM AND IMC	814.20	U
144513	WHALEY, TOM	REIMBURSEMENT	CURRICULUM AND IMC	326.79	R
** NEW PURCHASE ORDERS				320,968.73	

** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES **

144380	APPLE COMPUTER CORP	APPLE COMPUTERS	LINCOLN MIDDLE SCHOOL	11,925.24	BB
144383	STATE WATER RESOURCES	PERMIT FEES	SANTA MONICA HIGH SCHOOL	868.00	BB
** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES				12,793.24	

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / JANECE L. MAEZ / PAT HO

RE: ACCEPTANCE OF GIFTS – 2013/2014

RECOMMENDATION NO. A.08

It is recommended that the Board of Education accept, with gratitude, checks totaling **\$28,695.21** 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 2013-2014 income and appropriations by **\$28,695.21** as described on the attached listing.

This report details only cash gifts. It includes all contributions made by individuals or companies and some of the contributions made by our PTA's. Contributions made by a PTA in the form of a commitment and then billed are reported in a different resource. A final report that compiles all gift and PTA contributions is prepared and available annually.

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: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

RE: AMENDMENT TO CONTRACT – LEASE LEASEBACK – JOHN ADAMS MIDDLE SCHOOL – REPLACEMENT OF CLASSROOM BUILDINGS E, F, & G, NEW ADMINISTRATION, MODERNIZATION & SITE IMPROVEMENTS PACKAGE 2B – SWINERTON BUILDERS – MEASURE BB

RECOMMENDATION NO. A.09

It is recommended that the Board of Education approve Change Order No. 16 for the Lease Leaseback – John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project (Package 2B) to Swinerton Builders, for an amount of \$161,341.59 for a total contract amount of \$13,356,640.95 and 0 days of schedule impact.

Funding Information

Budgeted: Yes

Fund: 82

Source: Measure BB

Account Number: 82-90500-0-00000-85000-6200-011-2600

Budget Category: Hard Costs/Construction/Construction Contracts

DSA #: 03-112808

Friday Memo: 03/28/14

COMMENTS: On July 20, 2011, the Santa Monica-Malibu Unified School District Board of Education awarded Swinerton Builders the lease leaseback contract for the John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project in the amount of \$11,728,854.

Change Order No. 16 includes fourteen (14) items related to additional scope of work not identified in the contract documents totaling \$279,506.50, three (3) credit totaling (\$154,557.00) and four (4) items related to unforeseen conditions totaling \$36,392.09, for a total Change Order amount of \$161,341.59.

The scope of work included in Change Order No.16 includes all labor, materials, equipment and related overhead costs for the work described for each item. This contract increase includes one structural change to the contract documents that has already been approved by DSA.

Change Order No. 16 will be funded by the Project Reserve as allocated for John Adams Middle School. The contract duration will remain unchanged on the John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project.

(continued on next page)

Change Order No. 16 (CO-16) includes the following changes to the terms of the contract:

ORIGINAL CONTRACT AMOUNT	\$11,728,854.00
CHANGE ORDER NO. 1	\$106,339.03
CHANGE ORDER NO. 2	\$15,787.16
CHANGE ORDER NO. 3	\$25,369.51
CHANGE ORDER NO. 4	\$52,926.56
CHANGE ORDER NO. 5	\$47,660.21
CHANGE ORDER NO. 6	\$120,782.00
CHANGE ORDER NO. 7	\$44,962.23
CHANGE ORDER NO. 8	\$103,655.24
CHANGE ORDER NO. 9	\$172,524.08
CHANGE ORDER NO. 10	\$194,439.72
CHANGE ORDER NO. 11	\$91,989.49
CHANGE ORDER NO. 12	\$139,761.67
CHANGE ORDER NO. 13	\$220,730.88
CHANGE ORDER NO. 14	\$81,343.05
CHANGE ORDER NO. 15	\$48,174.53
CHANGE ORDER NO. 16	\$161,341.59
TOTAL CONTRACT	\$13,356,640.95

Change Order No. 16 (CO-16) includes no increase to the contract time:

ORIGINAL CONTRACT AMOUNT	465 Days
CHANGE ORDER NO. 1	0 Days
CHANGE ORDER NO. 2	0 Days
CHANGE ORDER NO. 3	0 Days
CHANGE ORDER NO. 4	0 Days
CHANGE ORDER NO. 5	0 Days
CHANGE ORDER NO. 6	0 Days
CHANGE ORDER NO. 7	0 Days
CHANGE ORDER NO. 8	0 Days
CHANGE ORDER NO. 9	0 Days
CHANGE ORDER NO. 10	6 Days
CHANGE ORDER NO. 11	0 Days
CHANGE ORDER NO. 12	0 Days
CHANGE ORDER NO. 13	0 Days
CHANGE ORDER NO. 14	0 Days
CHANGE ORDER NO. 15	0 Days
CHANGE ORDER NO. 16	0 Days
TOTAL CONTRACT AMOUNT	471 DAYS

A Friday Memo accompanies this item.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

RE: AMENDMENT TO CONTRACT – FEDERAL GSA CONTRACT #GS-07-0396M – JOHN ADAMS MIDDLE SCHOOL – REPLACEMENT OF CLASSROOM BUILDING E, F & G, NEW ADMINISTRATION, MODERNIZATION AND SITE IMPROVEMENTS PROJECT (PACKAGE 2B) – SIMPLEXGRINNELL – MEASURE BB

RECOMMENDATION NO. A.10

It is recommended that the Board of Education approve Change Order No. 02 for the Federal GSA contract – John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project (Package 2B) to SimplexGrinnell, for an amount of \$11,369.67 for a total contract amount of \$455,378.88.

Funding Information

Budgeted: Yes
Fund: 82
Source: Measure BB
Account Number: 82-90500-0-00000-85000-6200-011-2600
Budget Category: Hard Costs/Construction/Construction Contracts
DSA #: 03-112808
Friday Memo: 03/28/2014

COMMENTS: On September 22, 2011, the Santa Monica-Malibu Unified School District Board of Education awarded SimplexGrinnell the fire alarm equipment contract for the John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project in the amount of \$428,635.37, under Federal GSA contract #GS-07-0396M.

Change Order No. 2 includes six (6) items related to additional scope of work not identified in the contract documents totaling \$9,073.05, and one (1) item related to unforeseen conditions totaling \$2,296.62, for a total Change Order amount of \$11,369.67.

The scope of work included in Change Order No.2 includes all labor, materials, equipment and related overhead costs for the work described for each item. This contract increase includes two (2) fire life safety changes to the contract documents that have already been approved by DSA.

Change Order No. 02 will be funded by the Project Reserve as allocated for John Adams Middle School. The contract duration will remain unchanged on the John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project.

(continued on next page)

Change Order No. 02 (CO-02) includes the following changes to the terms of the contract:

ORIGINAL CONTRACT AMOUNT	\$428,635.37
CHANGE ORDER NO. 1	\$15,373.84
CHANGE ORDER NO. 2	\$11,369.67
TOTAL CONTRACT	\$455,378.88

Change Order No. 02 (CO-02) includes no increase to the contract time:

ORIGINAL CONTRACT AMOUNT	465 Days
CHANGE ORDER NO. 1	0 Days
CHANGE ORDER NO. 2	0 Days
TOTAL CONTRACT AMOUNT	465 DAYS

A Friday Memo accompanies this item.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

RE: ACCEPT WORK AS COMPLETED – MULTIPLE PURCHASE ORDERS
PROJECTS – CAPITAL FUND & MEASURE BB

RECOMMENDATION NO. A.11

It is recommended that the Board of Education accept as completed all work contracted for the indicated Purchase Orders:

John Adams Middle School – Modernization Project

Vendor Name/Project	PO Number	Amount	Substantial Completion Date
E.A.S. Bobcat Works	135786	\$ 44,900.00	08/02/13
AC Pros	142788	\$ 8,100.00	01/31/14

Edison Language Academy – New Construction Project

Vendor Name/Project	PO Number	Amount	Substantial Completion Date
South Bay Landscaping	143796	\$ 10,325.00	01/03/14

COMMENT: A Notice of Completion must be filed for Purchase Orders over \$25,000 and within thirty-five (35) days with the County of Los Angeles pending approval by the Board of Education.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: CERTIFICATED PERSONNEL – Elections, Separations

RECOMMENDATION NO. A.12

Unless otherwise noted, all items are included in the 2013/2014 approved budget.

ADDITIONAL ASSIGNMENTS

EDISON ELEMENTARY SCHOOL

Banks, Jamila	25 hrs @\$42.08	3/10/14-5/30/14	Est Hrly/\$1,052
Large Fullerton, Anabella	10 hrs @\$42.08	3/10/14-5/30/14	Est Hrly/\$ 421
Meade, Margaret	10 hrs @\$42.08	3/10/14-5/30/14	Est Hrly/\$ 421
TOTAL ESTABLISHED HOURLY			\$1,894

Comment: Kindergarten Intervention
01-Tier III Programs Cat Flex

EDUCATIONAL SERVICES

Calek, Laura	4.7 hrs @\$42.08	2/1/14-2/28/14	Est Hrly/\$198
Cronrod, Meryl	8.0 hrs @\$42.08	2/1/14-2/28/14	Est Hrly/\$337
Harris, Kennith	8.7 hrs @\$42.08	2/1/14-2/28/14	Est Hrly/\$366
Higuchi-Hernandez, Jessica	8.3 hrs @\$42.08	2/1/14-2/28/14	Est Hrly/\$349
Jordan, Nancy	6.7 hrs @\$42.08	2/1/14-2/28/14	Est Hrly/\$282
Mehring, Patti	4.3 hrs @\$42.08	2/1/14-2/28/14	Est Hrly/\$181
TOTAL ESTABLISHED HOURLY			\$1,713

Comment: Early Development Instrument
01-Unrestricted Resource

LINCOLN MIDDLE SCHOOL

Gies McLaughlin, Gretchen	3 hrs @\$42.08	2/18/14-3/4/14	Est Hrly/\$126
Montanez, Joseph	1 hrs @\$42.08	2/18/14-3/4/14	Est Hrly/\$ 42
Rubenstein, Linda	2 hrs @\$42.08	2/18/14-3/4/14	Est Hrly/\$ 84
Stivers, Susan	3 hrs @\$42.08	2/18/14-3/4/14	Est Hrly/\$126
TOTAL ESTABLISHED HOURLY			\$378

Comment: CCCSS Afterschool Collaborative
01-Tier III Programs Cat Flex

PT DUME ELEMENTARY SCHOOL

Cairns, Patricia	8 days @\$525.66	3/10/14-4/4/14	Own Daily/\$4,205
TOTAL OWN DAILY			\$4,205

Comment: Principal Support
01-Unrestricted Resource

ADDITIONAL ASSIGNMENT – EXTRA DUTY UNITS

JOHN ADAMS MIDDLE SCHOOL

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Adams, Tracy	1.5 EDU	AVID	1/14-6/14	\$ 401
Asher, Jeanette	1.5 EDU	AVID	1/14-6/14	\$ 401
Blanchard, Cecile	8.0 EDU	Music	1/14-6/14	\$2,136
Brown, Dan	6.5 EDU	Jr. Honor Society	1/14-6/14	\$1,736
Goldberg, Cori	3.0 EDU	ASB	1/14-6/14	\$ 801
Hale, Shannon	1.5 EDU	AVID	1/14-6/14	\$ 401

Joyce-West, Jennifer	1.0 EDU	Advanced Art	1/14-6/14	\$ 267
McNamara, Jeanie	1.5 EDU	AVID	1/14-6/14	\$ 401
Ransom, Barbara	1.0 EDU	SPARK Support	1/14-6/14	\$ 267
Ransom, Barbara	1.5 EDU	AVID	1/14-6/14	\$ 401
Saling, David	2.0 EDU	Cross Currents	1/14-6/14	\$ 534
Swift, Jessica	8.0 EDU	Music	1/14-6/14	\$2,136
Woo, Angela	8.0 EDU	Music	1/14-6/14	<u>\$2,136</u>
TOTAL EDUS				\$12,018

SANTA MONICA HIGH SCHOOL – Spring Athletics

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Fischer, Tania	13 EDU	Var. Track	2/14-5/14	\$3,471
Flanders, Matt	13 EDU	Var. Swimming	2/14-5/14	\$3,471
Meadors, Amy	2 EDU	Var. Cheerleading	2/14-5/14	\$ 534
Sato, Glenn	12 EDU	Asst. Volleyball	2/14-5/14	\$3,204
Sato, Liane	13 EDU	Var. Volleyball	2/14-5/14	\$3,471
Schwengel, Kurt	13 EDU	Var. Baseball	2/14-5/14	\$3,471
Skaggs, Debbie	13 EDU	Var. Softball	2/14-5/14	<u>\$3,471</u>
TOTAL EDUS				\$21,093

HOURLY TEACHERS

ADULT EDUCATION

Toomey-Solis, Kathy	\$42.08 as needed	3/13/14-6/7/14	<u>Est Hrly/\$----</u>
TOTAL ESTABLISHED HOURLY			<u>\$----</u>

Comment: Adult Education Substitute
11-Unrestricted Resource

TOTAL ESTABLISHED HOURLY, AND OWN DAILY = \$ 41,301

NEW HIRES

SUBSTITUTE TEACHERS

LONG-TERM SUBSTITUTES

(@\$219.00 Daily Rate)

Navalta, Alyflor	3/12/14
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REGULAR DAY-TO-DAY SUBSTITUTES

(@\$144.00 Daily Rate)

Caiati, Lynda	3/10/14
Mesrobian, Krikor	3/12/14
Navalta, Alyflor	3/12/14

CHILD DEVELOPMENT SERVICES

(@\$16.83 Hourly Rate)

Singleton, Monique	3/13/14
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LEAVE OF ABSENCE (with pay)

Name/Location

Duane, Janeen	3/12/14-5/10/14
Malibu High School	[Medical/FMLA]
Gonzalez, Alicia	3/17/14-5/5/14
Santa Monica HS	[Medical Maternity/FMLA]

Hentschell, Denise	2/24/14-4/4/14
Child Develop Svcs	{Medical/FMLA}

Herkner, Pamela
Cabrillo Elementary 3/24/14-4/21/14
[Medical/FMLA]

Maiztegui, Laura
Edison Elementary 3/25/14-4/25/14
[Medical/FMLA]

LEAVE OF ABSENCE (without pay)

<u>Name/Location</u>	<u>Effective</u>
Florian, Jayme SMASH	3/24/14-3/28/14 [CFRA] (Revision of dates/status from 1/16/14 Agenda)

Kerkotchain, Sylvia Rogers Elementary	5/9/14-6/10/14 [CFRA]
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RESIGNATION

<u>Name/Location</u>	<u>Effective</u>
Morante, Roger Substitute Teacher/Human Resources	9/13/13

Morra, Dominick Substitute Teacher/Human Resources	3/26/14
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MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / BRANDON TIETZE

RE: CLASSIFIED PERSONNEL – MERIT

ACTION/CONSENT
04/03/14

RECOMMENDATION NO. A.13

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.

NEW HIRES

Faust, Stacy	Inst Asst – Special Ed	<u>EFFECTIVE DATE</u>
Special Ed-McKinley ES	4.5 Hrs/SY/Range: 20 Step: A	3/7/14

TEMP/ADDITIONAL ASSIGNMENTS

Ballat, Nawal	Children's Center Asst	<u>EFFECTIVE DATE</u>
Child Develop Svcs-McKinley ES	[limited term; classroom assistance]	2/18/14-6/10/14
Gardea-Perez, Guadalupe	Bilingual Community Liaison	1/10/14-2/20/14
Child Develop Svcs	[overtime; report card translation]	

SUBSTITUTES

Eskridge, Rondell	Inst Asst – Physical Education	<u>EFFECTIVE DATE</u>
District		1/31/14-6/30/14
Reyes, Rolando	Custodian	2/27/14-6/30/14
Operations		

LEAVE OF ABSENCE (PAID)

Holloway, Shirlene	Cafeteria Worker I	<u>EFFECTIVE DATE</u>
Food and Nutrition Svcs	Medical	3/6/14-4/18/14
Mederos, Eden	Inst Asst – Specialized	2/13/14-3/6/14
Santa Monica HS	Medical	
Miller, Ronald	Inst Asst – Special Ed	3/6/14-4/3/14
Roosevelt ES	Medical	
Riedmiller, Jill	Occupational Therapist	3/4/14-3/21/14
Special Education	Medical	

LEAVE OF ABSENCE (UNPAID)

Hernandez, Patricia	Senior Office Specialist	<u>EFFECTIVE DATE</u>
Adams MS	FMLA Leave	2/26/14-6/13/14

WORKING OUT OF CLASS

Buchanon, Timothy	Skilled Maintenance Worker	<u>EFFECTIVE DATE</u>
Maintenance	From: Custodian	3/7/14-4/22/14
Hartley, Logan	Physical Activities Specialist	3/1/14-6/10/14
Rogers ES	From: Inst Asst – Physical Education	

DISQUALIFICATION FROM PROBATION

VZ3960287

Physical Activities Specialist

EFFECTIVE DATE

4/4/14

RESIGNATIONJensen, Cynthia
Malibu HS

Senior Office Specialist

EFFECTIVE DATE

3/21/14

REVISED RESIGNATIONCornish, Glen
Information SvcsMedia Services Coordinator
(3-06-14 Agenda)**EFFECTIVE DATE**

4/9/13

(Original Date: 4/30/14)

TERMINATION DUE TO EXHAUSTION OF ALL PAID LEAVES

(39-MONTH MEDICAL REEMPLOYMENT LIST)

TZ0028987

Custodian

EFFECTIVE DATE

4/9/14

Malibu HS

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION ACTION/CONSENT
04/03/14
FROM: SANDRA LYON / DEBRA MOORE WASHINGTON /BRANDON TIETZE
RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.14

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

Armendariz, Ramon	Santa Monica HS	3/6/14-6/30/14
Campos, Oscar	Santa Monica HS	3/6/14-6/30/14
Lynch, Daniel	Malibu HS	3/3/14-6/30/14
Ramos, Dan	Santa Monica HS	3/6/14-6/30/14

STUDENT WORKER – WORKABILITY

Cupp, Jacob	Special Education	2/26/14-6/30/15
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MOTION MADE BY: Ms. Lieberman
SECONDED BY: Mr. Patel
STUDENT ADVISORY VOTE: N/A
AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)
NOES: None (0)
ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: INCREASE IN STAFFING (FTE) – SPECIAL EDUCATION

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve one (1) 6-hour (0.75 FTE) Instructional Assistant – Special Education position and two (2) 6-hour (0.75 FTE) Instructional Assistant – Specialized positions in order to best meet IEP requirements and serve the needs of students supported by Special Education services.

FUNDING NOTE: The 2013-2014 budget will be adjusted \$27,254 for salary and benefits.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON

RE: APPROVE EMPLOYMENT AGREEMENT ADDENDUM FOR ASSISTANT
SUPERINTENDENT, HUMAN RESOURCES

RECOMMENDATION NO. A.16

It is recommended that the Board of Education approve the employment agreement addendum with Ms. Debra Moore Washington, Assistant Superintendent, Human Resources of the Santa Monica-Malibu Unified School District, effective July 1, 2014, through January 31, 2015.

COMMENT: The Board of Education approved Ms. Washington's original appointment on July 14, 2010. On August 18, 2010, the board approved a contract amendment. On June 6, 2013, the board extended Ms. Washington's contract to June 30, 2014.

A copy of the original contract, amendment, extension, and addendum are available in the Superintendent's office.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON

RE: ADOPT RESOLUTION NO. 13-19 – BOARD MEMBER ABSENCE ON MARCH 20, 2014

RECOMMENDATION NO. A.17

It is recommended that the Board of Education adopt Resolution No. 13-19 – Board Member Absence on March 20, 2014.

COMMENTS: Board Member Nimish Patel was absent from the March 20, 2014, board meeting.

Board Bylaw 9250 and Education Code 35120 provide that a member of the Board of Education may be paid for any meeting when absent if the board adopts a resolution excusing the absence due to performance of district-related duties during the time of a meeting, illness, jury duty, or hardship.

Mr. Patel requested to pull this item, explaining that his absence did not fall under any of the excused absence categories. The board agreed to pull the item.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTAIN:

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

**RESOLUTION NO. 13-19
BOARD MEMBER ABSENCE ON MARCH 20, 2014**

WHEREAS, the Governing Board of the Santa Monica-Malibu Unified School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

WHEREAS, the Board finds that Nimish Patel did not attend the Board meeting on March 20, 2014, for the following reason(s):

- ☐ Performance of other designated duties for the district during the time of the meeting
- ☐ Illness or jury duty
- ☒ Hardship deemed acceptable by the Board

NOW THEREFORE BE IT RESOLVED that the Board of the Santa Monica-Malibu Unified School District approves full compensation of the Board member for the month of March 2014.

PASSED AND ADOPTED this 3rd day of April 2014 at a regular meeting, by the following vote:

AYES:_____ NOES:_____ ABSENT:_____ ABSTAIN: _____

Attest:

Secretary

President

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / TERRY DELORIA

RE: DELETE BP 6161 – EQUIPMENT, BOOKS, AND MATERIALS

RECOMMENDATION NO. A.18

It is recommended that the Board of Education delete BP 6161 – Equipment, Books, and Materials.

COMMENTS: CSBA recommends deleting this policy deleted due to redundancy with BP 6161.1 – Selection and Evaluation of Instructional Materials.

This deletion was discussed at the March 20, 2014, board meeting.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

SELECTION OF INSTRUCTIONAL MATERIALS

The district recognizes the rights inherent in the First Amendment of the Constitution of the United States and supports the principles of intellectual freedom expressed in the Library Bill of Rights and in Access to Resources and Services in the School Library Media Program. It is the policy of the district to provide information and instructional materials in classrooms and library media centers in accordance with constitutional protection. The district supports a process for the systematic review of instructional materials through established procedures.

Legal responsibility for the operation of the district including the supervision of the selection of educational instructional materials rests with the Board of Education. The Board delegates the authority for the selection of instructional materials to the professional staff employed by the district. It is the responsibility of the professional staff to select and use instructional materials to implement the educational program of the school district. Instructional materials must serve both the breadth of the curriculum and the needs and interest of individual students by accommodating a wide range of abilities and respecting diverse points of view.

Educational suitability is the major criteria for the selection of instructional materials. Professional staff are to use educational criteria and professional judgment rather than personal opinions, values, and beliefs in the selection of instructional materials.

Instructional materials should:

1. Be selected according to their alignment with the state frameworks and the general educational goals of the district.
2. Be appropriate for the age, interests, abilities, learning styles, social development, and maturity levels of the students.
3. Represent the diversity of religious, ethnic, political, and cultural values held in a pluralistic society.
4. Illustrate the contributions made by various groups to our national heritage and the world.
5. Illustrate historical and contemporary forces in society to enable users to recognize and understand social, economic, personal, and political problems.
6. Provide various points of view about issues, including those considered to be controversial.

Certificated library media personnel and teachers should consider:

1. Literary and artistic merit; technical quality; and physical condition appropriate to format and intended use.
2. Scope, arrangement, and organization, relevance of information, special features, and overall value to the collection.

3. ~~Selection of instructional materials for specific courses to be consistent with the educational goals of the district, the objectives of the course, and the characteristics of the students.~~
4. ~~When selecting textbooks or materials for courses, it is imperative that administrators and faculty members avoid any appearance of a conflict of interest in assigning faculty-authored textbooks, supplemental books or instructional materials. While not expressly prohibited, the assignment of faculty-authored textbooks, supplemental books, or instructional materials should ensure that the teacher does not profit from this arrangement. Textbooks, supplemental books, tapes, software and other instructional materials authored by the course teacher may be assigned to be purchased by students or the district for a course taught by the author if the royalties arising from the purchase of the assigned materials are returned to the district, another educational institution, a charitable organization, or a not-for-profit foundation. A statement, signed by the author, outlining the approved disbursement of any royalties shall be retained on file by the district.~~

Legal Reference:

EDUCATION CODE

60010 Definitions

60040-60047 Instructional requirements and materials

60119 Public hearing on sufficiency of materials

60200-60206 Elementary school materials

60240-60252 State Instructional Materials Fund

60400-60411 High school textbooks

60420-60424 Instructional Materials Funding Realignment Program

CODE OF REGULATIONS, TITLE 5

9505-9532 Instructional materials, especially:

9531-9532 Instructional Materials Funding Realignment Program

Management Resources:

WEB SITES

CDE, Curriculum Frameworks and Instructional Resources Division: <http://www.cde.ca.gov/cfir>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: August 19, 2009 Santa Monica, California**

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/03/14

FROM: SANDRA LYON / JANECE L. MAEZ

RE: REVISE BP 7214 – GENERAL OBLIGATION BONDS

RECOMMENDATION NO. A.19

It is recommended that the Board of Education revise BP 7214 – General Obligation Bonds.

COMMENTS: CSBA recommends updating this regulation to clarify material related to bond elections and resolutions regarding the sale of bonds and to add new section on bond anticipation notes, which may be issued to finance a facilities project on an interim basis in anticipation of the sale of bonds that has been approved by the voters. The policy was also updated to reflect new law (AB 182), which requires greater transparency for the use of capital appreciation bonds and other bonds that allow for compounding of interest. The policy also reflects new law (SB 581), which requires that performance and financial audits be submitted to the citizens' oversight committee at the same time they are submitted to the district and requires the board to respond to all findings, recommendations, and concerns within three months of receiving the audits.

These changes were discussed at the March 20, 2014, board meeting. The corresponding regulation can be found under Information in this agenda.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman)

NOES: None (0)

ABSENT: Two (2) (Mr. de la Torre, Dr. Escarce)

GENERAL OBLIGATION BONDS

The Board of Education desires to provide adequate facilities in order to enhance student learning and to help the district achieve its vision for educating district students. To that end, the Board may order an election on the question of whether bonds shall be issued for school facilities when, in the Board's judgment, it is advisable and in the best interest of district students.

The Board shall determine the appropriate size of the bond in accordance with law.

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

Bonds Requiring 55 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agree to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code [15266](#))

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the school district are entitled to vote. (Education Code [15266](#))

Bonded indebtedness incurred by the district shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities
2. The acquisition or lease of real property for school facilities

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified above, as detailed in California Constitution Article 13A, Section 1(b)(3), and not for any other purposes including teacher and administrative salaries and other school operating expenses
2. A list of specific school facility projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list
3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed

4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee to inform the public concerning the expenditure of bond revenues as specific in Education Code 15278 and the accompanying administrative regulation. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

The Superintendent or designee shall ensure that the annual, independent performance and financial audits conducted pursuant to items #3 and #4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards and submitted to the citizens' oversight committee at the same time they are submitted to him/her and no later than ~~He/she shall submit the audits to the citizens' oversight committee by~~ March 31 of each year. (Education Code 15286)

The Board shall provide the citizens' oversight committee with responses to all findings, recommendations, and concerns address in the performance and financial audits within three months of receiving the audits. (Education Code 15280)

The Board may disband the citizens' oversight committee when the committee has completed its review of the final performance and financial audits.

Bonds Requiring 66.67 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 66.67 percent majority of the voters pursuant to Education Code 15100 and Article 13A, Section 1(b)(2) of the California Constitution. If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by a 66.67 percent majority of the voters. (Education Code 15100)

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide election unless conducted at the same time as the statewide election, or is an established election date pursuant to Elections Code 1000 or 1500. (Education Code 15101)

Bonds shall be sold to raise money for the following purposes: (Education Code [15100](#))

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds

7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code [17577](#)
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code [15100](#))

Certificate of Results

If the certificate of election results received by the Board shows that the appropriate majority of the voters are in favor of issuing the bonds, the Board shall record that fact in its minutes. The Board shall then certify to the county board of supervisors all.

Resolution Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution to issue the sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, ~~which shall not be more than 25 years from the date of the bonds.~~ (Education Code 15140)

In passing the resolution, the Board shall consider each available funding instrument, including, but not limited to, the costs associated with each and their relative suitability for the project to be financed.

Prior to the sale of bonds, the Board shall adopt, as an agenda item at a public meeting, another resolution, available funding instruments, the costs and suitability of each, ~~which includes~~ all of the following items: (Education Code 15146)

1. Express approval of the method of sale
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected
4. Estimates of the costs associated with the bond issuance

When the sale involves bonds that allow for the compounding of interest, such as a capital appreciation bond (CAB), items #1-4 above and the financing term and time of maturity, repayment ratio, and the estimated change in the assessed value of taxable property within the district over the term of the bonds shall be included in the resolution to be adopted by the Board. The resolution shall be publicly noticed on at least two consecutive meeting agendas, first as an

information item and second as an action item. The agendas shall identify that bonds that allow for the compounding of interest are proposed. (Education Code 15146)

Prior to adopting a resolution for the sale of bonds that allow for the compounding of interest, the Board shall be presented with the following: (Education Code 15146)

1. An analysis containing the total overall cost of the bonds that allow for the compounding of interest
2. A comparison to the overall cost of current interest bonds
3. The reason bonds that allow for the compounding of interest are being recommended
4. A copy of the disclosure made by the underwriter in compliance with Rule G-17 adopted by the federal Municipal Securities Rulemaking Board

After the sale, the Board shall be presented with the actual cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146)

Bond Anticipation Notes

Whenever the Board determines that it is in the best interest of the district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to raise funds that shall be used only for a purpose authorized by a bond that has been approved by the voters of the district in accordance with law. (Education Code 15150)

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose.
2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds.

A bond anticipation note may be issued only if the tax rate levied to pay interest on the note would not cause the district to exceed the tax rate limitation set forth in Education Code 15268 or 15270, as applicable.

Legal Reference:

EDUCATION CODE

7054 Use of district property, campaign purposes

15100-15254 Bonds for school districts and community college districts

15264-15288 Strict Accountability in Local School Construction Bonds Act of 2000

17577 Sewers and drains

47614 Charter school facilities

ELECTIONS CODE

324 General election

328 Local election

341 Primary election

348 Regular election
356 Special election
357 Statewide election
1302 School district election
15372 Elections official certificate
GOVERNMENT CODE
1090-1099 Prohibitions applicable to specified officers
1125-1129 Incompatible activities
8855 California Debt and Investment Advisory Commission
53506-53509.5 General obligation bonds
53580-53595.5 Bonds
54952 Definition of legislative body, Brown Act
CALIFORNIA CONSTITUTION
Article 13A, Section 1 Tax limitation
Article 16, Section 18 Debt limit
COURT DECISIONS
San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District
(2006) 139 Cal.App.4th 1356
ATTORNEY GENERAL OPINIONS
88 Ops.Cal.Atty.Gen. 46 (2005)
87 Ops.Cal.Atty.Gen. 157 (2004)

Management Resources:

CSBA PUBLICATIONS

Bond Sales - Questions and Considerations for Districts, Governance Brief, December 2012

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

WEB SITES

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

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

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

California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: June 25, 2009 Santa Monica, California

revised: August 1, 2012

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

04/03/14

FROM: SANDRA LYON / TERRY DELORIA / IRENE GONZALEZ-CASTILLO

RE: COGNITIVELY-GUIDED INSTRUCTION (CGI) IN THE PREK-5 MATH
CLASSROOM

DISCUSSION ITEM NO. D.01

CGI is based on research that shows that children come to school with rich informal systems of mathematical knowledge and problem-solving strategies that can serve as a basis for learning mathematics with understanding. A major goal of CGI is to help teachers build on this informal mathematical knowledge so that they understand the new ideas that they are learning. The focus is on children's thinking, not on specifying specific teaching procedures or curriculum materials. Staff will share how CGI is being implemented in our PreK-5 classrooms. Dr. Megan Franke will also co-present.

The presentation can be found under Attachments at the end of these minutes.

Dr. Franke answered board members' questions regarding a correlation between math achievement and student gender, how CGI skills can be used in secondary math, how math and non-math teachers could collaborate, and how cultural backgrounds influence math development and participation.

TO: BOARD OF EDUCATION

DISCUSSION

04/03/14

FROM: SANDRA LYON / TERRY DELORIA

RE: LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) UPDATE

DISCUSSION ITEM NO. D.02

The 2013–14 State budget package for K-12 education replaces Revenue Limits with the Local Control Funding Formula (LCFF) as the financial allocation model. For school districts, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

As part of the LCFF, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the California State Board of Education (SBE) on or before March 31, 2014. The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators. Districts must obtain parent and public input in developing, revising, and updating LCAPs. The LCAP should be developed in conjunction with and be reflected in the District's adopted budget, also to be approved prior to July 1, 2014. Staff will update the Board on the LCAP.

The presentation can be found under Attachments at the end of these minutes.

Dr. Deloria answered board members' questions regarding the balance between addressing priorities that are reach-based and those that receive high scores in the survey. Staff agreed that one of the goals for outreach next year is to increase survey participation from a more diverse sampling in order to hear more perspectives.

TO: BOARD OF EDUCATION

DISCUSSION

04/03/14

FROM: SANDRA LYON / TERRY DELORIA / MAUREEN BRADFORD

RE: UPDATE ON SMARTER BALANCED FIELD TESTING

DISCUSSION ITEM NO. D.03

California has joined a consortium of 25 states to develop a new assessment system, Smarter Balanced, designed to measure students' achievement in the Common Core State Standards and college and career readiness.

These assessments are being delivered to students online, via a secure web browser. The types of items used in the assessment are remarkably different from previous multiple choice achievement tests. This new format allows students to demonstrate critical thinking and analytical skills as well as Common Core English language arts and mathematics content knowledge.

The Smarter Balanced assessments are being field tested across the nation this spring. Santa Monica High School began their online assessments this week. The remainder of our schools will begin following Spring Break.

This discussion item will provide the Board and the community with background information about Smarter Balanced. Updates on the planning and activities that have been underway for the past year in preparation for Smarter Balanced will be shared. The unique challenges that remain will also be discussed.

The Smarter Balanced assessments underway this spring are field tests. Their purpose is to "test the test." Therefore, we will not receive scores for students, schools, or the district. SMMUSD, however, has already learned and will continue to learn valuable lessons from our participation in the field tests. These lessons will serve us well when Smarter Balanced is fully operational in 2015.

The presentation can be found under Attachments at the end of these minutes.

Dr. Bradford answered board members' questions regarding the need for students to take breaks during the testing and the logistics of field testing.

TO: BOARD OF EDUCATION

DISCUSSION

04/03/14

FROM: SANDRA LYON / TERRY DELORIA

RE: INCREASING ACHIEVEMENT IN SECONDARY MATH UPDATE

DISCUSSION ITEM NO. D.04

District achievement levels in secondary math have plateaued, and, in some cases, declined. Educational Services staff outlined its improvement plan at the July 2013 Board meeting. Staff will present an update this evening.

The presentation can be found under Attachments at the end of these minutes.

The board and staff discussed the need to differentiate instruction in secondary math and what research reveals about placing students with a variety of math abilities in the same classroom.

TO: BOARD OF EDUCATION

DISCUSSION

04/03/14

FROM: SANDRA LYON / TERRY DELORIA

RE: CONSIDER REVISING BP AND AR 6161.1 AND ADOPTING E 6161.1 –
SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

DISCUSSION ITEM NO. D.05

It is recommended that the Board of Education consider revising BP and AR 6161.1 and adopting E 6161.1 –Selection and Evaluation of Instructional Materials

COMMENTS: Policy, regulation, and exhibit updated to reflect new law (AB 1246), which allows the district to adopt instructional materials for grades K-8 that have not been approved by the State Board of Education (SBE), provided that the materials are aligned with state academic content standards or Common Core Standards and have been reviewed by a group consisting mostly of teachers assigned to the subject area or grade level for which the materials will be used. The policy and regulation also delete material related to the Instructional Materials Funding Realignment Program, repealed by AB 1246.

This item will return for board approval at the May 1, 2014, meeting.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Board of Education desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials ~~are aligned with the state content standards, meet other criteria specified in law, and~~ are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law.

~~To ensure that instructional materials effectively support the district's adopted courses of study, the selection of Textbooks, technology-based materials, and other educational materials, and tests shall be aligned with academic content standards and the development and evaluation of the district's curriculum and standards.~~ to ensure that they effectively support the district's adopted courses of study.

~~The Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials~~ shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or have otherwise been determined that are aligned to state content standards in the core curriculum areas of reading/language arts, mathematics, science, and history/social science. Students in grades K-8 shall be provided with instructional materials adopted by the State Board of Education. to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and administrative regulation. (Education Code 60400)

The Board's priority in the selection of instructional materials is to ensure that all students are provided with standards-aligned instructional materials in the core curriculum areas of English/language arts, mathematics, science, and history-social science.

Review Process

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials. ~~This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members.~~

The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members. (Education Code 60002)

In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.

If the district chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

Individuals who participate in ~~the selecting and evaluating~~ selection or review of instructional materials shall not have a conflict of interest ~~in the materials being reviewed~~, as defined in administrative regulation, in the materials being reviewed.

The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's textbooks and other instructional materials. The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119; ~~5 CCR 9531~~)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, ~~the~~ Superintendent or designee shall post, ~~10 days prior to the hearing and in a notice in three public places within the district, a notice containing the time, place, and purpose of the hearing.~~ The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials ~~that~~ which are aligned to the state content standards adopted pursuant to Education Code 60605 ~~and or the Common Core Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the state's curriculum frameworks.~~ Sufficiency of instructional materials shall be determined in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. Foreign language
6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

The Board shall also make a determination that all students within the district who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3, ~~and 60119~~, and 60422. (Education Code 1240.3, 42605)

However, the district may purchase the newest adopted instructional materials for students in district schools ranked in deciles 1-3 of the base Academic Performance Index in any one of the past three school years without necessarily purchasing these materials for use in other district schools. (Education Code 1240.3)

If the Board determines that there are insufficient textbooks or instructional materials, it shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Complaints

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

Legal Reference:

EDUCATION CODE

220 Prohibition against discrimination
1240 County superintendent, general duties
1240.3 Definition of sufficiency for categorical flexibility
33050-33053 General waiver authority
33126 School accountability report card
35272 Education and athletic materials
42605 Tier 3 categorical flexibility
44805 Enforcement of course of studies; use of textbooks, rules and regulations
49415 Maximum textbook weight
51501 Nondiscriminatory subject matter
60000-60005 Instructional materials, legislative intent
60010 Definitions
60040-60052 Instructional requirements and materials
60060-60062 Requirements for publishers and manufacturers
60070-60076 Prohibited acts (re instructional materials)
60110-60115 Instructional materials on alcohol and drug education
60119 Public hearing on sufficiency of materials
60200-60210 Elementary school materials
60226 Requirements for publishers and manufacturers
~~60240-60252 State Instructional Materials Fund~~
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60510-60511 Donation for sale of obsolete instructional materials
60605 State content standards

60605.8 Common Core Standards
60605.86-60605.88 Supplemental instructional materials aligned with Common Core Standards
CODE OF REGULATIONS, TITLE 5
9505-9530 Instructional materials

Management Resources:

CSBA PUBLICATIONS

Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001

Standards for Evaluating Instructional Materials for Social Content, 2000

WEB SITES

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

Association of American Publishers: <http://www.publishers.org>

California Academic Content Standards Commission, Common Core Standards: <http://www.scoe.net/castandards>

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

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: August 19, 2009 Santa Monica, California

revised: September 1, 2010; May 19, 2011; June 27, 2012

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

~~Instructional materials for grades K-8, the Superintendent or designee shall be selected from the list of standards-aligned materials adopted by the State Board of Education (SBE). Instructional materials for grades 9-12 shall be adopted by the Board of Education. Standards-aligned materials in each core curriculum area shall be provided to each student at the beginning of the first school term that commences no later than 24 months after those materials are adopted by the SBE or the Board, as applicable. (Education Code 60049, 60422)~~
instructional materials from among K-8 shall be selected from the list of materials adopted by the SBE and/or other materials that have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards (Education Code 60200, 60210)

For grades 9-12, the Superintendent or designee shall review instructional materials in history/social science, mathematics, ~~reading~~ English/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to ~~the~~ the state academic content standards adopted by the SBE.

~~After the Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining program funds for the purposes specified in Education Code 60242. (Education Code 60119, 60422)~~

Criteria for Selection and Adoption of Instructional Materials

In recommending textbooks or other instructional materials adopted for adoption by the Board of Education, the Superintendent or designee shall ensure that such materials:

1. ~~For basic instructional materials in grades K-8, be selected from among the list of materials approved by the SBE in accordance with law (Education Code 60200)~~
Are aligned to any applicable academic content standards adopted by the State Board of Education (SBE) pursuant to Education Code 60605 and/or Common Core Standards adopted pursuant to Education Code 60605.8
2. ~~For instructional materials in high schools grades 9-12, be are provided by publishers who that comply with the requirements of Education Code 60040- 60048 60052, 60060-60062, and 60226 (Education Code 60400)~~
3. Do N~~o~~t reflect adversely upon persons because of their race or ethnicity, gender, religion, nationality, sexual orientation, disability, ~~or~~ occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)
4. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of district students at their respective grade levels (Education Code 60045)
5. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)
6. Do N~~o~~t provide any exposure to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60200, 60048)

- a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.
 - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.
- 7. If the materials are technology-based materials, ~~be~~ are both available and comparable to other, equivalent instructional materials (Education Code 60052)
- 8. Meet the requirements of Education Code 60040-60043 for specific subject content
- 9. Support the district's adopted courses of study and curricular goals
- 10. Contribute to a comprehensive, balanced curriculum
- 11. Demonstrate reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date, and well-documented information
 - b. Objective presentation of diverse viewpoints
 - c. Clear, concise writing and appropriate vocabulary
 - d. Thorough treatment of subject matter
- 12. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels
- 13. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
- 14. Contribute to the proper articulation of instruction through grade levels
- 15. As appropriate, have corresponding versions available in languages other than English
- 16. Include high-quality teacher's guides
- 17. Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics
- 18. When available ~~from the publishers, consider~~ include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

Instructional Materials Evaluation Committee/Curriculum Council

The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Board approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, community members, and students as appropriate.

The committee shall review instructional materials using criteria provided above and in law, and shall provide the Board with documentation supporting its recommendations. (SMM)

Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any district employee who is participating in the evaluation of instructional materials and not otherwise designated in the district's conflict of interest code shall ~~not~~ sign a disclosure statement indicating that he/she:

1. Shall not ~~A~~accept any emolument, money, or other valuable thing or inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are exempt from this prohibition. (Education Code 60075)
2. Is not ~~Be~~ employed by ~~or~~ nor receives compensation from any publisher or supplier of the instructional materials or any person, firm, organization, or any of its subsidiaries, or controlling entity ~~ies submitting instructional materials to the district~~ representing it
3. Does not ~~H~~have ~~or~~ and will not negotiate a contractual relationship with the publisher or supplier of the instructional materials or any person, firm, or organization, subsidiary or any of its subsidiaries or controlling entity ~~ies submitting instructional materials to the district~~ representing it
4. Does not ~~H~~have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: August 19, 2009 Santa Monica, California
revised: April 6, 2011; June 7, 2012

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**RESOLUTION ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS**

Whereas, the Governing Board of the Santa Monica-Malibu Unified School District, in order to comply with the requirements of Education Code 60119, held a public hearing on (date), at (time) o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which sufficient textbooks or instructional materials were provided to all students, including English learners, in the Santa Monica-Malibu Unified School District, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Santa Monica-Malibu Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Whereas, textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards adopted by the State Board of Education pursuant to Education Code 60605 and/or the Common Core Standards adopted pursuant to Education Code 60605.8;

Finding of Sufficient Textbooks or Instructional Materials

Whereas, sufficient standards-aligned textbooks or instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, in the following subjects:

*Mathematics: (List current SMMUSD adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

*Science: (List current SMMUSD adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

*History-social science: (List current SMMUSD adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

*English language arts, including the English language development component of an adopted program: (List current SMMUSD adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

*Foreign language: (List current SMMUSD adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

*Health: (List Current SMMUSD adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive:

Therefore, it is resolved that for the (year) school year, the Santa Monica-Malibu Unified School District has provided each student with sufficient standards-aligned textbooks or instructional materials that are consistent with the cycles and content of the curriculum frameworks.

Finding of Insufficient Textbooks or Instructional Materials

Whereas, information provided at the public hearing and to the Board at the public meeting detailed that insufficient standards-aligned textbooks or instructional materials were provided to students in the following subjects and grade levels at district schools: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in mathematics, science, history-social science, English language arts, foreign language, and health.)

Whereas, sufficient textbooks or instructional materials were not provided at each school listed above due to the following reasons: (For each school at which there is an insufficiency, list the reasons that each student does not have sufficient instructional materials in each subject and grade level listed above.)

Therefore, it is resolved, that for the (year) school year, the Santa Monica-Malibu Unified School District has not provided each student with sufficient textbooks or instructional materials that are consistent with the cycles and content of the curriculum framework, and;

Be it further resolved, that the following actions will be taken to ensure that all students

AYES: _____ NOES: _____ ABSENT: _____

Secretary	President
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Adopted: _____, Santa Monica, California

TO: BOARD OF EDUCATION

DISCUSSION

04/03/14

FROM: SANDRA LYON / TERRY DELORIA

RE: CONSIDER REVISING BP 6161.11 – SUPPLEMENTARY INSTRUCTIONAL MATERIALS

DISCUSSION ITEM NO. D.06

It is recommended that the Board of Education consider revising BP 6161.11 related to supplementary instructional materials.

COMMENTS: Policy updated to reflect new law (AB 1719) as well as SB 140 (2011), which require the SBE to approve and publicize lists of supplementary materials aligned with the state's Common Core Standards in English language arts, mathematics, and English language development. The policy has also been revised to reflect the definition of supplementary instructional materials in law and to address the selection process, criteria, and funding.

This item will return for board approval at the May 1, 2014, meeting.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

The Board of Education encourages ~~teachers to the use of~~ supplementary instructional materials ~~to enrich the curriculum and enhance student learning which are relevant to curriculum objectives and compatible with district goals and objectives.~~ Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources. ~~By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.~~

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials. Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Supplementary Materials Aligned with Common Core Standards

To prepare district students to achieve the Common Core Standards in English language arts and mathematics and the English language development standards, as applicable, the Board may select supplementary instructional materials from the lists of materials determined by the State Board of Education (SBE) to be aligned with those standards. (Education Code 60605.86-60605.88)

The Board may approve supplementary instructional materials that are not on the lists approved by the SBE but which are aligned with the Common Core Standards provided that the materials comply with the evaluation criteria established by the SBE and Education Code 60050, 60060-60062, and 60226. The Board shall select content review experts who possess the

qualifications specified in law to review and recommend such supplementary materials. The majority of the content review experts shall be teachers who are credentialed and/or authorized in the subject area they are reviewing and the remainder shall include appropriate persons from postsecondary educational institutions, school and district curriculum administrators, and other persons who are knowledgeable in the subject area. (Education Code 60605.86-60605.88)

Appropriateness of Materials

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, he/she shall preview the material to determine whether, in his/her professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with district criteria. The primary considerations should be the educational value, appropriateness, and relevance of the materials as well as the ages and maturity of the students.

~~Teachers shall carefully preview all supplementary instructional materials in order to ensure that, in their professional judgment, the materials are:~~

- ~~1. ——— Directly related to the course of study in which they are being used~~
- ~~2. ——— Appropriate for students' ages and maturity levels~~

~~Supplementary instructional materials must also be consistent with criteria developed for the selection and evaluation of other instructional materials. If the teacher believes that the materials may be in conflict with district criteria, the teacher shall confer with the principal or designee before using them.~~

~~When using supplementary materials, teachers shall provide appropriate introductory and follow-up activities. In addition, teachers shall ensure that supplementary materials do not supplant the use of basic texts or teaching activities.~~

~~All materials must be used within legal copyright limits.~~

Films

~~When a teacher desires to show a film that has not been approved by the district or county for use in the grade level taught, the teacher shall preview the film to determine whether in his/her professional judgment it is consistent with district criteria for the selection of instructional materials. All films must be appropriate for the curriculum and the students' ages.~~

~~If the teacher has any questions about how established district criteria apply to the film, he/she shall confer with the principal or designee before showing the film.~~

Legal Reference:

EDUCATION CODE

233.5 Duty regarding instruction in morals, manners, and citizenship

18111 Exclusion of books by governing board

51510 Prohibited study or supplemental materials

51511 Religious matters properly included

51933 Sex education materials

60010 Definitions

60050 Social content review of instructional materials

60060-60062 Requirements of publishers

60200.7 Suspension of state instructional materials adoptions

60226 *Learner verification of instructional materials*
60400 *Adoption of high school instructional materials*
60605.8 *Common Core Standards*
60605.86-60605.88 *Supplemental instructional materials aligned with Common Core Standards*
60811.3 *English language development standards*
COURT DECISIONS
McCarthy v. Fletcher, (1989) 207 Cal. App. 3d 130
Fowler v. Board of Education of Lincoln County, (1978) 819 F.2d 657

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Standards for Evaluating Instructional Materials for Social Content, 2000
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: August 19, 2009 Santa Monica, California

TO: BOARD OF EDUCATION

DISCUSSION

04/03/14

FROM: SANDRA LYON / TERRY DELORIA

RE: CONSIDER REVISING BP AND AR 6162.6 – USE OF COPYRIGHTED MATERIAL

DISCUSSION ITEM NO. D.07

It is recommended that the Board of Education consider revising BP 6162.6 related to the use of copyrighted material.

COMMENTS: Policy updated to reflect a new court decision (Cambridge University Press v. Becker), reaffirming that federal criteria for determining "fair use" of copyrighted material must be weighed together on a case-by-case basis and do not exclude consideration of other factors. The policy also adds language defining categories of works that may be copyrighted, stating the need to get permission to use a copyrighted work unless the criteria for fair use or another exception are met, and prohibiting students from copying and distributing copyrighted works. Material regarding observing license agreements for software has been moved to the AR.

The regulation has been reorganized and expanded to reflect (1) the need to seek permission of copyright holder before widely distributing a copyrighted work through a web site or other method of communications accessible to the public; (2) the four factors specified in law that must be considered when determining whether an intended use of a copyrighted work meets criteria for "fair use," as clarified by new court decision (Cambridge University Press v. Becker); and (3) an exception in federal law pertaining to performance or display of copyrighted works (e.g., motion picture or other audiovisual work) in the course of face-to-face instruction. The regulation has also been revised to include information about identifying the holder of a copyright and to more directly reflect nonbinding guidelines for copying text, sheet or recorded music, and television programming as stated in U.S. Copyright Office guidance.

This item will return for board approval at the May 1, 2014, meeting.

USE OF COPYRIGHTED MATERIALS

The Board of Education recognizes the importance that district staff and students may use a variety of copyrighted materials in the educational program and other district operations. When such materials have not been purchased by the district for the intended use, the Board expects staff and students to respect the protections afforded by federal law to the copyright owners of those materials and respect any limitations by the copyright holder to the license of such materials. ~~of ensuring that the district complies with federal law regarding copyrights. District staff and students are expected to maintain the highest ethical standards in using copyrighted materials.~~

Any literary, musical, dramatic, choreographic, pictorial, graphic, sculptural, audiovisual or motion picture, sound, architectural, or other original work shall be assumed to be a copyrighted work, regardless of whether the work appears in print, audio, video, electronic, or other fixed and tangible form.

Before reproducing a copyrighted material for instructional or other district purposes, a staff member shall determine if the material is in the public domain or if the intended use of the material meets the criteria for fair use or another exception pursuant to 17 USC 107-122. If the material is not in the public domain or no recognized exception applies, the staff member shall seek permission of the copyright holder before using the material.

The Superintendent or designee shall inform staff that inclusion of an attribution citing the author and source of a copyrighted material does not absolve the staff member from the responsibility to either obtain permission or satisfy criteria for fair use or another exception. ~~When selecting appropriate supplementary instructional materials, it is each staff member's responsibility to adhere to the provisions of federal copyright law, Board policy, and administrative regulation. The district shall not be responsible for any violation of copyright laws by its staff or students. If a staff member is uncertain as to whether the intended use of the material meets the criteria for fair use or another exception, he/she shall take the safest course and seek permission from the copyright holder to use the material or, if it is impracticable to obtain permission, shall contact the Superintendent or designee for clarification and assistance.~~ reproducing or using copyrighted material complies with the law, he/she shall contact the Superintendent or designee for clarification and assistance. At no time shall it be necessary for a district employee to violate copyright laws in order to perform his/her duties.

Students shall not copy or distribute copyrighted works to others. Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment.

~~The Superintendent or designee shall ensure that the district observes all publisher licensing agreements between vendors and the district, including monitoring the number of users permitted by an agreement. Unless the applicable licensing agreement authorizes multiple users of a single program, the district shall not make multiple copies of a computer program or software. Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment.~~

The Superintendent or designee shall ensure that staff and students receive information and training about copyright laws and the penalties for violating such laws.

Legal Reference:

EDUCATION CODE

35182 Computer software

UNITED STATES CODE, TITLE 17

101-122 Subject matter and scope of copyright, especially:

102 Definitions

106 Copyright protection

107 Fair use of copyrighted works

110 Limitations on exclusive rights: Exemption of certain performances and displays

504 Penalties for copyright infringement

COURT DECISIONS

Cambridge University Press et al. v. Becker et al. (N.D. Ga. 2012) 863 F.Supp.2d 1190

Campbell v. Acuff-Rose Music, Inc., (1994) 510 U.S. 569

Marcus v. Rowley, (9th Cir., 1982) 695 F.2d 1171

Management Resources:

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Copyright Law: Do Schools Need a License to Show a Movie?, *School Law Review*, July 2010

U.S. COPYRIGHT OFFICE PUBLICATIONS

Circular 21: *Reproduction of Copyrighted Works by Educators and Librarians*, rev. 2009

Circular 22: *How to Investigate the Copyright Status of a Work*, rev. 2013

Circular 23: *The Copyright Card Catalog and the Online Files of the Copyright Office*, rev. 2012

WEB SITES

Copyright Society of the USA: <http://www.csusa.org>

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

University of California, Copyright Education: <http://copyright.universityofcalifornia.edu/usingcopyrightedworks.html>

U.S. Copyright Office: <http://www.copyright.gov>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: August 19, 2009 Santa Monica, California

USE OF COPYRIGHTED MATERIALS

Prior to reproducing, distributing, displaying, posting, performing, or otherwise using a copyrighted material for an instructional purpose or in the course of other district business, district staff shall determine whether it is necessary to request permission of the copyright holder. Unless the staff member is reasonably certain that the material is in the public domain or the intended use meets the criteria for an exception specified in 17 USC 107-122 and this administrative regulation, he/she shall either obtain permission from the copyright holder or avoid use of the material. In addition, permission of the copyright holder shall be requested whenever district staff intend to publicly disseminate a copyrighted work, such as by posting on the district or school web site or using another method of communications accessible to the public.

Any reproduction or other use of a copyrighted work shall include the copyright notice.

District staff shall not reproduce and distribute copyrighted works of any type in any of the following circumstances:

1. When the copyrighted work is a "consumable" work such as a workbook, standardized test, answer sheet, or similar material
2. To substitute for the purchase of the work
3. To create, replace, or substitute for anthologies or collective works

~~Each employee making a reproduction shall first determine whether the copying is permitted by law based on the guidelines below. If the copying is not permitted according to these guidelines, the principal/designee may request permission to reproduce the material from its copyright holders.~~

Request for Permission to Use Copyrighted Material

As necessary, district staff desiring to use a copyrighted material shall identify and contact the copyright holder to request permission to use the material. The request shall include the following information:

Requests for permission to use copyrighted materials shall include the following information:

1. Title, author(s), editor(s) or publisher, producer(s) or distributor.
2. Edition, copyright and/or production year.
3. Exact amount of material to be used, such as the number of lines, pages, or chapters or percentage of the work. ~~(i.e., lines, pages, running time, etc.).~~
4. Nature of the use, such as the course in which it will be used, the grade level of the students, the number of students, and the frequency of use. ~~(i.e., how many times, when and with whom the material will be used).~~
5. ~~Number of copies to be made.~~

65. How the material will be reproduced and distributed.

7. ~~If an initial contact was made by phone, the request shall also include the name of the initial contact person.~~

If the copyright holder requires a fee to grant permission, district staff shall seek approval from the Superintendent or designee prior to incurring the cost.

Criteria for Fair Use

In considering whether a copyrighted work may be used without the copyright holder's permission on the grounds that the intended use is "fair use" pursuant to 17 USC 107, including reproduction in copies, phonorecords, or any other reproductive form for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, district staff shall consider all of the following factors: (17 USC 107)

1. The purpose and character of the use, including whether the use is of a commercial nature or for nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market for or value of the copyrighted work

Any determination of fair use shall weigh together all the factors specified in items #1-4 above in addition to any applicable guidelines presented in this administrative regulation for specific types of copyrighted works.

The following guidelines differentiate between permitted and prohibited uses of printed material, sheet and recorded music, videotapes, films, filmstrips or slide programs, off-air taping (radio or television), and computer software.

Printed Materials Guidelines for Copying Text

Permitted Uses:

1. A single copy of a chapter of a book, article from a periodical or newspaper, short story, short essay, short poem, chart, graph, diagram, drawing, cartoon, or picture may be made by or for a teacher for his/her scholarly research or use in teaching or preparation to teach a class. ~~Single copies at the request of an individual teacher:~~
 - a. ~~A chapter of a book.~~
 - b. ~~An article from a magazine or newspaper.~~
 - c. ~~A short story, short essay or short poem, whether or not from a collective work.~~
 - d. ~~A chart, graph, diagram, drawing, cartoon or a picture from a book, magazine or newspaper.~~
2. Multiple copies, ~~at the request of an individual teacher for classroom use,~~ not to exceed one copy per student in a course, may be made by or for a teacher for classroom use or discussion, provided that:

- a. The amount to be copied does not exceed:
 - (1) 250 words for a complete poem or excerpt from a poem
 - (2) 2,500 words for a complete article, story, or essay
 - (3) 1,000 words or 10 percent of the whole (with a minimum of 500 words), whichever is less, for an excerpt from a larger prose work
 - (4) One illustration (e.g., chart, graph, diagram, cartoon, or picture) per book or periodical issue
- b. The copying is for only one course in the school.
- c. With the exception of newspapers and other news periodicals, not more than one work is copied from the same author per term, not more than three works are copied from the same collective work or periodical volume per term, and there are no more than nine instances of multiple copying per course per term.
- d. A delay to request permission from the copyright holder would preclude the most effective instructional use of the material.
 - a. ~~A complete poem if less than 250 words and if printed on not more than two pages.~~
 - b. ~~An excerpt from a longer poem, not to exceed 250 words.~~
 - c. ~~A complete article, story or essay of less than 2,500 words.~~
 - d. ~~An excerpt from a larger prose work not to exceed 10 percent of the whole or 1,000 words, whichever is less, but in any event a minimum of 500 words.~~
 - e. ~~One chart, graph, diagram, cartoon or picture per book or magazine issue.~~

~~All preceding copies must bear the copyright notice. They may be made only at the discretion of the individual teacher on occasions when a delay to request permission would preclude their most effective instructional use.~~

Prohibited Uses:

- 1. ~~Copying more than one work or two excerpts from a single author during one class term.~~
- 2. ~~Copying more than three works from a collective work or periodical volume during one class term.~~
- 3. ~~Copying materials for more than one course in the school where the copies are made.~~
- 4. ~~More than nine sets of multiple copies for distribution to students in one class term.~~
- 5. ~~Copying used to create, replace or substitute for anthologies or collective works.~~
- 6. ~~Copying of "consumable" works such as workbooks, standardized tests, answer sheets, etc.~~

~~7. Copying that substitutes for the purchase of books, publishers' reprints or periodicals.~~

~~8. Repeated copying of the same item by the same teacher from term to term.~~

~~The above prohibitions do not apply to current news magazines and newspapers.~~

Guidelines for Reproducing Sheet and Recorded Music

District staff may reproduce sheet music and recorded music without permission from the copyright holder under the following conditions ~~Permitted Uses:~~

1. Emergency copies for an imminent performance are permitted, provided they are replacing purchased copies and replacement is planned.
2. ~~Multiple copies (one per student) of excerpts not constituting an entire performable unit or more than 10 percent of the total work may be made for academic purposes other than performances.~~ Single or multiple copies of excerpts of works may be made for academic purposes other than performances, provided that the excerpt does not constitute an entire performable unit (e.g., a section, movement, or aria), no more than 10 percent of the total work is used, and the number of copies made does not exceed one per student.
3. ~~Purchased sheet music~~ Printed copies that have been purchased may be edited or simplified provided the character of the work is not distorted or lyrics added or altered.
4. A single copy of a recorded performance by students may be made ~~retained by the district or individual teacher~~ for evaluation or rehearsal purposes.
5. A single copy of recordings of copyrighted music owned by the district or individual teacher may be made ~~and retained~~ for the purpose of constructing exercises or examinations.
6. ~~A single copy of an excerpt that constitutes an entire performable unit (i.e., a movement or aria) may be made, provided it is either:~~
 - a. ~~Confirmed by the copyright proprietor to be out of print, or~~
 - b. ~~Unavailable except in a larger work. This may be done by or for a teacher only for scholarly research or in preparation for teaching a class.~~
7. ~~A single copy of a portion of a sound recording may be made by or for a student, i.e., a song from a record, but not the entire recording. The copy may be used in the educational context in which it was made and may not be sold or performed for profit.~~

~~Prohibited Uses:~~

1. ~~Copying to replace or substitute for anthologies or collections.~~
2. ~~Copying from works intended to be "consumable."~~
3. ~~Copying for purposes of performance except as noted in an emergency.~~
4. ~~Copying to substitute for purchase of music.~~
5. ~~Copying without inclusion of copyright notice on the copy.~~

- ~~6. Duplication of tapes, unless reproduction rights were given at time of purchase.~~
- ~~7. Reproduction of musical works or conversion to another format, e.g. record to tape.~~

Guidelines for Performing or Displaying Copyrighted Works

In the course of face-to-face instruction in a classroom or similar place devoted to instruction, teachers or students may recite, render, play, dance, act, or show a copyrighted work either directly or by means of any device or process or, in the case of a motion picture or other audiovisual work, show its images in any sequence or to make the sounds accompanying it audible, provided that: (17 USC 101, 110)

1. The performance or display is given by means of a lawfully obtained copy of the work.
2. The performance or display is made by, at the direction of, or under the actual supervision of a teacher as an integral part of a class session.
3. The performance or display is directly related and of material assistance to the teaching content of the transmission.
4. The transmission is limited to students enrolled in the course or to Governing Board members or employees as part of their official duties or employment.
5. If the work is to be digitally transmitted, the district has applied technological protections that reasonably prevent retention of the work in accessible form for longer than the class session and the unauthorized further dissemination of the work.

Any use of a motion picture or other audiovisual work outside the curriculum, such as for entertainment, a school or class reward, or a fundraiser, shall require permission from the copyright holder or a special viewing license.

Videotapes, Films, Filmstrips or Slide Programs

Permitted Uses:

- ~~1. A single copy of a portion of a copyrighted film or filmstrip may be made by a student for educational purposes if the material is owned by the school which the student attends.~~
- ~~2. A single copy of a small portion of a film or filmstrip may be made by or for a teacher for scholarly or teaching purposes.~~
- ~~3. Selected slides may be reproduced from a series if reproduction does not exceed 10% of the total or excerpt the essence of the work.~~
- ~~4. A slide or overhead transparency series may be created from multiple sources as long as creation does not exceed 10 percent of photographs in one source (book, magazine, filmstrip, etc.). This may not be done when the source forbids photographic reproduction.~~
- ~~5. A single overhead transparency may be created from a single page of a "consumable" workbook.~~
- ~~6. Sections of a film may be excerpted for a local videotape (not to be shown over cable) if they do not exceed 10 percent of the total or excerpt the essence of the work. Extreme~~

~~care must be exercised in copying a small portion of a film or filmstrip; small portions may contain the very essence of the material in question.~~

~~Prohibited Uses:~~

- ~~1. ——— Reproduction of an audiovisual work in its entirety.~~
- ~~2. ——— Conversion from one media format to another, e.g., film to videotape, unless permission is secured.~~
- ~~3. ——— No one is permitted to copy any portion of a film or filmstrip sent to the school for preview or rented or owned by another school or institution without the express written permission of the copyright holder. The copyright of a film governs its performance (showing) as well as the copying of it. It is permissible to show a film to students using closed-circuit television if the system is confined to one building. Showing a film via closed-circuit television outside the building is not permitted.~~

Radio – Off-Air Taping

~~Permitted Uses:~~

- ~~1. ——— A single copy of a small portion of a copyrighted radio program may be made by a student for educational purposes. Such a copy may not be sold or performed for profit.~~
- ~~2. ——— Copies of broadcasts by national public radio may be made by district employees and retained for an indefinite period for educational purposes.~~

~~Prohibited Uses:~~

~~Copying broadcasts on commercial radio, except for copyrighted musical selections (see Sheet and Recorded Music), is governed by the same copyright laws that apply to off-air taping of commercial television; however, there is no special provision allowing libraries to tape radio news programs.~~

Television – Off-Air Taping Guidelines for Recording Broadcast Programming

~~Permitted Uses Teachers may make recordings of television programs for use in a classroom for educational purposes under the following conditions:~~

- ~~1. Only programs provided to the public free of charge may be recorded and shown. Any use of programming from paid television services shall require permission of the copyright holder. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a period not to exceed 45 days. All off-air recordings shall be erased or destroyed at the end of the retention period. Broadcast programs are television programs transmitted for reception by the general public without charge.~~
- ~~2. The recording may be shown only during the first 10 consecutive school days after it is made. It may be used once by an individual teacher in the course of relevant teaching activities and may be repeated once only when instructional reinforcement is necessary. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities and repeated once only when instructional reinforcement is necessary. These recordings may be shown in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first 10 consecutive school~~

~~days in the 45 calendar day retention period.~~

3. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. ~~Off-air recordings may be made only at the request of individual teachers, for use by those teachers. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.~~
4. The recording may be retained for 45 calendar days after it is made and then shall be erased or destroyed. However, after the first 10 consecutive school days, the recording may only be used for purposes of determining whether or not to include the broadcast program in the teaching curriculum. If the teacher decides to keep the program for use in the curriculum, he/she shall request permission from the copyright owner. ~~A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.~~
5. Off-air recordings need not be used in their entirety, but the content of recorded programs may not be altered. ~~After the first 10 consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes; i.e., to determine whether or not to include the broadcast program in the teaching curriculum; they may not be used for student exhibition or any other nonevaluation purpose without authorization.~~
6. ~~All copies of off-air recordings shall include the copyright notice on the broadcast programs as recorded.~~

~~Prohibited Uses:~~

1. ~~Off-air recording in anticipation of teacher requests.~~
2. ~~Using the recording for instruction after the 10-day use period.~~
3. ~~Holding the recording for weeks or indefinitely because:~~
 - a. ~~Units needing the program concepts are not taught within the 10-day use period.~~
 - b. ~~An interruption or technical problems delayed its use.~~
 - c. ~~Another teacher wishes to use it, or for any other supposedly "legitimate" educational reason.~~
4. ~~On occasion a special notice is provided with some materials specifically prohibiting reproduction of any kind. Permission to use any part of such works must be secured in writing from the author or producer in accordance with this regulation.~~
5. ~~Off-air recordings need not be used in their entirety, but the content of recorded programs may not be altered. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.~~

Software Copyright Guidelines for Copying Computer Programs or Software

District staff shall observe all licensing agreements between vendors and the district, including monitoring the number of users permitted by an agreement. Unless the applicable licensing

agreement authorizes multiple users of a single computer program or software, the district shall not make multiple copies.

~~Permitted Uses:~~

Copies of district-owned software may be made ~~only when:~~ under either of the following conditions: (17 USC 117)

1. The copy is needed as an essential step in using the computer program with a particular machine. ~~This copy is to be used in no other way.~~
2. The copy is used for archival or "backup" purposes. This copy may be held only as a file copy and must be destroyed in the event that continued possession of the program ceases to be rightful, unless the copyright owner authorizes its sale, lease, or transfer as part of the sale, lease, or transfer of the original program. ~~when the program is no longer rightfully owned by the district unless the copyright owner authorizes its sale, lease or transfer as part of the sale, lease or transfer of the original program. (17 USC, Title 117).~~

~~Prohibited Uses:~~

1. ~~Copies of copyrighted programs may not be made for any purpose other than the two permitted above.~~
2. ~~When permission is obtained from the copyright holder to use software on a disk-sharing system, efforts will be made to secure software from copying.~~
3. ~~Illegal copies of copyrighted programs shall not be made or used on school equipment.~~

Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: August 19, 2009 Santa Monica, California

TO: BOARD OF EDUCATION

DISCUSSION

04/03/14

FROM: SANDRA LYON / TERRY DELORIA / IRENE GONZALEZ-CASTILLO

RE: CONSIDER REVISING BP, AR, AND E 6174 – EDUCATION FOR ENGLISH LANGUAGE LEARNERS

DISCUSSION ITEM NO. D.08

It is recommended that the Board of Education consider revising BP, AR and E 6174 – Education for English Language Learners.

COMMENTS: CSBA recommends updating this policy to reflect new law (AB 2193), which defines "long-term English learner" and "English learner at risk of becoming a long-term English learner" and requires the CDE to annually report to the district and school on the number of students so classified. The policy also reflects new law (AB 124), which required the SBE to align the state English language development standards with Common Core Standards and new law (AB 1719), which requires the SBE to approve a list of supplementary instructional materials aligned to the updated standards. The policy also clarifies that a student must be placed in an English mainstream classroom at the request of his/her parents/guardians and that the waiver process is not needed in such circumstances.

The regulation expands material related to identification and assessment of English learners and redesignation of English learners as fluent English proficient.

The exhibits containing sample forms to obtain parental waiver requests have been deleted and replaced with a single combined form reflecting all types of allowable parental waivers.

This item will return for board approval at the May 1, 2014, meeting.

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Board of Education intends to provide English language learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study. ~~in order to assist students in accessing the full educational program and achieving the district's academic standards.~~ English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards.

The district's program shall be based on sound instructional theory and ~~shall be adequately supported in order to assist students in accessing the full educational program.~~ so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

~~The Board encourages staff to exchange information with staff in other districts and the county office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.~~

Identification and Assessment

The Superintendent or designee shall maintain procedures which provide for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English. ~~and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations.~~ Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in administrative regulation.

~~Type of Instruction~~ Placement of English Learners

Students who are English language learners shall be educated through one of two approaches. "Sheltered English immersion" or "structured English immersion" as defined in law and administrative regulation, shall be provided for English learners during a temporary transition period not normally intended to exceed one year until students move into an English language mainstream program. A dual immersion approach shall also offered to English learners under the Parental Exception Waiver process noted below. "Nearly all" of the classroom instruction in the district's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)

For purposes of determining the amount of instruction conducted in English in the structured English immersion classroom, ~~The district has defined the term "nearly all"~~ shall be defined as follows:

All classroom instruction will be conducted occur in English, except for clarification, explanation, and with primary language support provided only as needed.

When an English language learner has acquired a reasonable level of English proficiency as

measured by any of the state-designated assessments approved by the California Department of Education or any ~~locally~~ district developed assessments and using other criteria adopted by the Board ~~developed by the district~~, he/she shall be transferred from a structured English immersion program to an English language mainstream program in which the instruction is "overwhelmingly" in English. (Education Code 305-~~306~~; 5 CCR 11301)

An English language learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

* Early Advanced or Advanced Proficiency Level on the CELDT

~~Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream program. (5 CCR 11301)~~

Parental Exception Waivers

At any time during the school year, the parent/guardian of an English language learner may have his/her child moved into an English language mainstream program. (5 CCR 11301)

When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual education techniques, such as dual immersion, or other generally recognized educational methodologies permitted by law. (Education Code 310-311)

Each waiver request shall be considered on its individual merits with deference given to parental preference for student placement.

A waiver request ~~Parent/guardian requests for waivers from Education Code 305 regarding placement in a sheltered English immersion program shall be granted in accordance with law and administrative regulation, unless the principal and educational staff have determined that an alternative program would not be better suited to the student's overall educational development. (5 CCR 11309)~~

If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the Superintendent's decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

Program Evaluation

To evaluate ~~the program~~ effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding the progress of English learners towards proficiency in English, ~~regularly examine program results, including reports of the English language learners' academic achievement, their progress towards proficiency in English and the progress of students who have been redesignated as fluent English proficient.~~ the number and percentage of English learners reclassified as fluent English proficient, the number and percentage of English learners who are or are at risk of being classified as long-term English learners, the achievement of English learners on standards-based tests in core curricular areas, and a comparison of current data with data from at least the previous year.

The Superintendent or designee shall annually report these findings to the Board and shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:

EDUCATION CODE

300-340 English language education

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

44253.1-44253.11 Qualifications for teaching English learners

48985 Notices to parents in language other than English

51101-51101.1 Rights of parents

52130-52135 Impacted Languages Act of 1984

52160-52178 Bilingual Bicultural Act

52180-52186 Bilingual teacher training assistance program

54000-54028 Programs for disadvantaged children

60200.7 Suspension of state instructional materials adoptions

60605.87 Supplemental instructional materials, English language development

60810-60812 Assessment of language development

62005.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

11300-11316 English learner education

11510-11517 California English Language Development Test

UNITED STATES CODE, TITLE 20

1701-1705 Equal Educational Opportunities Act

6312 Local education agency plans

6801-6871 Title III, Language instruction for limited English proficient and immigrant students

7012 Parental notification

COURT DECISIONS

Valeria G. v. Wilson, (2002) 307 F.3d 1036

California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196

Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California English Language Development Test (CELDT): 2012-13 CELDT Information Guide, 2012

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments

U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE

Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007

WEB SITES

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

U.S. Department of Education: <http://www.ed.gov>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: August 19, 2009 Santa Monica, California**

EDUCATION FOR ENGLISH LANGUAGE LEARNERS**Definitions**

English learner, ~~also known as a limited English proficient student~~, means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English; ~~also known as a limited English proficient or LEP child.~~ (Education Code 306)

Long-term English learner means an English learner who is enrolled in grades 6-12, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the California English Language Development Test (CELDT) or any successor test, and scores far below basic or below basic on the English language arts test of the California Standards Tests or any successor test. (Education Code 313.1)

English learner at risk of becoming a long-term English learner means an English learner who is enrolled in grades 5-11 in the United States for four years, scores at the intermediate level or below on the CELDT or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts test of the California Standards Tests or any successor test. (Education Code 313.1)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Sheltered English immersion or structured English immersion means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

Identification and Assessment

Upon enrollment ~~in the district~~, each student's primary language shall be determined through use of a home language survey. (5 CCR 11307)

~~Within 30 calendar days of their initial enrollment~~ Any students who ~~are~~ is identified as having a primary language other than English as determined by the home language survey, and who has not been previously identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language development proficiency test, shall be assessed for English proficiency using the California English Language Development Test (CELDT). The test shall be administered between 60 calendar days before the date of first enrollment in a district school and 30 calendar days after the date of first enrollment, but not before July 1 of that school year. (5 CCR 11511)

The CELDT shall be administered in accordance with 5 CCR 11511-11516.7.

~~All students shall have sufficient time to complete the CELDT as provided in the directions for test administration. (5 CCR 11516)~~

Variations and accommodations in test administration may be provided pursuant to 5 CCR 11516-11516.7. Any student with a disability shall be allowed to take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. If he/she is unable to participate in the assessment or a portion of the assessment with such accommodations, he/she shall be administered an alternate assessment for English language proficiency as set forth in his/her IEP. (5 CCR 11516-11516.7)

Parental Notifications

The district shall notify parents/guardians of their child's results on the CELDT within 30 calendar days following receipt of the results from the test contractor. (5 CCR 11511.5)

At the beginning of each school year, parents/guardians shall be informed of the placement of their child in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)

~~Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (former Education Code 52164.1, 62002)~~

~~Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)~~

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC ~~6312~~ 7012)

1. The reason for the student's classification as English language learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:
 - a. The manner in which the program will meet the educational strengths and needs of the student
 - b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner

students, and the expected rate of graduation from secondary school ~~if Title I funds are used for students in secondary schools if applicable~~

- d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program
5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

~~Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)~~

Parental Exception Waivers

~~At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)~~

A parent/guardian may, by personally visiting the school, request that the district waive the requirements of ~~Education Code 305~~, pertaining to the placement of a student in a structured English immersion program if the one of the following circumstances exists:
(Education Code 310-311)

1. ~~Students who already know English:~~ The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower. ~~(Education Code 311(a))~~
2. ~~Older students:~~ The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. ~~(Education Code 311(b))~~
3. ~~Students with special needs:~~ The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development. ~~(Education Code 311(c))~~

~~The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)~~

Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11309)

1. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices

2. For a request for waiver pursuant to ~~Education Code 311(c)~~, item #3 above for students with special needs, ~~notification the Superintendent or designee shall notify the parent/guardian~~ that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the waiver that the Superintendent must approve the waiver pursuant to Board of Education guidelines (Education Code 310, 311; 5 CCR 11309)

~~Pursuant to Education Code 311(b) and 311(c)~~. The principal and educational staff may recommend a waiver to a parent/guardian pursuant to item #2 or #3 above, for a student 10 years or older and a student with special needs. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (Education Code 311; 5 CCR 11309)

When evaluating waiver requests pursuant to Education Code 311(a), item #1 above, for students who already know English and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include local district standards and assessments, ~~local standards~~ and teacher evaluations of such students.

Parental exception waivers pursuant to Education Code 311(b), item #2 above, for students 10 years or older shall be granted by the Superintendent if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills.

Parental exception waivers pursuant to Education Code 311(c), item #3 above, for students with special needs shall be granted by the Superintendent if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development.

~~Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.~~

The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c), item #3 above for students with special needs, shall not be acted upon during the 30-day placement in an English language classroom. ~~These~~ Such waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer ~~such a program~~ an alternative class where the students are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law; ~~Otherwise, they must allow~~ the students shall be allowed to

transfer to a public school in which such a class is offered. (Education Code 310)

Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.

In cases where a parental exception waiver pursuant to item #2 or #3 above, Education Code 311(b) or (c) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have: (5 CCR 11302)

1. Demonstrated English language proficiency comparable to that of the district's average native English language speakers
2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English language learners shall be ~~redesignated~~ reclassified as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The following measures shall be used to determine whether an English language learner shall be reclassified as fluent English proficient: (Education Code 313; 5 CCR 11303)

1. Assessment of English language proficiency ~~utilizing~~ using an objective assessment instrument, including, but not limited to, the CELDT as the primary criterion, and objective assessment of the student's English reading and writing skills
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions
3. Parent/guardian opinion and consultation. ~~during a redesignation interview~~

The Superintendent or designee shall provide the parent/guardian shall receive with notice and a description of the ~~redesignation~~ reclassification process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.

4. Comparison of Student performance in basic skills, including performance on the English-Language Arts section of the California Standards Test on a statewide assessment of basic skills in English
5. ~~Objective data on the student's academic performance in English~~

The Superintendent or designee shall ~~provide subsequent monitoring and support~~ monitor the progress of reclassified students ~~for redesignated students, including but not limited to monitoring the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and~~ to ensuring their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall develop a process to monitor the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help ensure language and academic success for each English language learner.

Students shall be monitored for at least two years following their reclassification. As part of this evaluation, the Superintendent or designee shall identify whether the student needs any additional academic support to ensure his/her language and academic success.

Advisory Committees

At the district level when there are more than 50 English language learners in the district and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. (5 CCR 11308)

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176)

The district's English language advisory committee shall advise the Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures
7. Review of and comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR 11300-11316

In order to assist advisory members in carrying out their responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: August 19, 2009 Santa Monica, California

EDUCATION FOR ENGLISH LANGUAGE LEARNERS**PARENTAL EXCEPTION WAIVER**EDUCATION CODE 311(a): ~~Children who know English~~

Student's Name: _____ Grade: _____

School: _____ Date of Birth: _____

~~Language Designation:~~ Student's Primary Language:

~~My child possesses good English language skills and for that reason I request a waiver of the placement of my child in the school's structured/sheltered English immersion language program for the following reason: I understand that the objective for my child is to be taught English as rapidly and effectively as possible.~~

___ My child possesses good English language skills. (Education Code 311(a))

___ My child is 10 years of age or older and I believe that an alternate course of study is better suited to my child's rapid acquisition of English. (Education Code 311(b))

___ I believe that my child has special needs and that an alternate course of study is better suited to his/her educational development. (Education Code 311(c))

I understand that the objective for my child is to be taught English as rapidly and effectively as possible. I have been provided a full written description of the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.

I have personally visited the school to apply for this waiver.

I understand that I must request that this waiver be reconsidered annually, each school year.

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

For School Use Only:

For waivers pursuant to Education Code 311(a), student's ~~Child's~~ English standardized test scores:

Scores must be at or above the state average for the child's grade level or above the 5th grade average: _____

Waiver Granted/Denied: _____ Date: _____

Signature: _____ Title: _____

Exhibit SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
version: August 19, 2009 Santa Monica, California

Exhibit 2

Education For English Language Learners

~~PARENTAL EXCEPTION WAIVER~~
~~EDUCATION CODE 311(b): Children age 10 or older~~

~~Name: Grade:~~

~~School: _____ Date of Birth: _____~~

~~Language Designation: _____~~

~~My child is 10 years of age or older and I believe that an alternate course of study is better suited to my child's rapid acquisition of English. For that reason, I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible.~~

~~I have personally visited the school to apply for this waiver.~~

~~I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.~~

~~I understand that I must request that this waiver be reconsidered annually, each school year.~~

~~Parent/Guardian Signature: _____ Date: _____~~

~~Address: _____~~

~~City: _____ State: _____ Zip: _____~~

~~Phone Number: _____~~

~~For School Use Only:~~
~~_____~~

~~Waiver Granted/Denied: _____ Date: _____~~

~~Signature: _____~~

~~Exhibit _____~~ **SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**
~~version: August 19, 2009~~ **Santa Monica, California**

Exhibit 3

Education For English Language Learners

~~PARENTAL EXCEPTION WAIVER~~
~~EDUCATION CODE 311(c): Children with Special Needs~~

Name: Grade:

School: _____ Date of Birth: _____

Language Designation: _____

~~I believe that my child has special needs and that an alternate course of study is better suited to his/her educational development. (Check all that apply and provide a brief statement)~~

~~_____ Educational Needs _____ Physical Needs _____~~
~~Emotional/Psychological Needs~~

~~Therefore, I request a waiver of the school's Structured/Sheltered English language program. I understand that the objective for my child is to be taught English as rapidly and effectively as possible. I have personally visited the school to apply for this waiver.~~

~~I understand that my child must be placed in an English language classroom for 30 calendar days and that this waiver will be considered by the Superintendent pursuant to Board-established guidelines.~~

~~I have been provided a full written description of: the intent and content of the structured English immersion program; any alternative courses of study offered by the district and made available to my child; all educational opportunities offered by the district and made available to my child; and the educational materials to be used in the different educational program choices.~~

~~I understand that I must request that this waiver be reconsidered annually, each school year.~~

Parent/Guardian Signature: _____ Date: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

For School Use Only:

Waiver Granted/Denied: _____ Date: _____

Signature: _____

Exhibit _____ SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
version: August 19, 2009 Santa Monica, California

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR

04/03/14

FROM: SANDRA LYON / JANECE L. MAEZ

7:00pm

RE: PUBLIC HEARING – MEASURE R PARCEL TAX 2014-15 ANNUAL PLAN

RECOMMENDATION NO. A.20

It is recommended that the Board of Education hold a public hearing on the matter of the Measure R parcel tax to allow for public input on whether the priority programs to be supported by Funding Measure revenues should be modified in the Proposed Annual Plan. The hearing is scheduled for April 3, 2014.

COMMENT: Proposed Annual Plan: Section 5.B., ACCOUNTABILITY, PLANNING, PUBLIC INFORMATION, AND COMPLIANCE REVIEW PROVISIONS-Annual Plan, requires that an expenditure plan shall be developed annually for the succeeding fiscal year that will recommend expenditures of the tax proceeds, consistent with the intent of the Funding Measure. It further states that “The Proposed Annual Plan shall be presented for Board action each fiscal year in conjunction with the District’s annual budget adoption process for the subsequent fiscal year. To facilitate public discussion, the Proposed Annual Plan shall be made available for public review ninety (90) calendar days prior to Board adoption of its annual budget.” The Plan is attached and has been available for public review on the District’s website and in the Office of the Superintendent since March 24, 2014.

Public Comment Process: Section 5.C. provides that “No fewer than 60 calendar days before the Board acts on the annual budget for the subsequent fiscal year, the Board shall hold a noticed public hearing on the Proposed Annual Plan in order to allow for public input on whether the priority programs to be supported by Fund Measure revenues should be modified. No fewer than 30 calendar days before the Board acts on the annual budget for the subsequent fiscal year, the Proposed Annual Plan and the findings from the public hearing shall be reviewed by the Independent Citizens Oversight Committee which shall forward its recommendations to the Board.” It also states that “Members of the public may comment on the plans, reports, and conditions of the Funding Measure during the public comment period of any meeting of the Independent Citizens Oversight Committee or any meeting of the Board.”

Open Hearing (7:00pm):

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: (Leon-Vazquez, Mechur, Allen, Patel, Lieberman)

NOES: None (0)

ABSENT: (de la Torre, Escarce)

Close Hearing (7:00pm):

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Ms. Patel

STUDENT ADVISORY VOTE: N/A

AYES: (Leon-Vazquez, Mechur, Allen, Patel, Lieberman)

NOES: None (0)

ABSENT: (de la Torre, Escarce)



Santa Monica Malibu Schools

Santa Monica-Malibu Unified School District
1651 Sixteenth Street • Santa Monica, California 90404 • 310.450.8338

Office of Janece L. Maez, Assistant Superintendent
Business and Fiscal Services
Chief Financial Officer

TO: For Public Review
FROM: Janece L. Maez
RE: Proposed Annual Plan of Measure R Expenditures for 2014-15
DATE: March 24, 2014

In accordance with *The Santa Monica-Malibu Schools Quality Education Funding Renewal Measure* (Measure R) Section 5.B, Accountability, Planning, Public Information, and Compliance Review Provisions-Annual Plan, the District must develop a Proposed Annual Plan to recommend expenditures of the tax proceeds that are consistent with the intent of Measure R, which shall be made available for public review ninety (90) calendar days prior to Board adoption of its annual budget.

Below is the Proposed Annual Plan of Measure R Expenditures for the 2014-15 fiscal year:

SANTA MONICA MALIBU UNIFIED SCHOOL DISTRICT PARCEL TAX - MEASURE "R" BUDGET

	2013-14 BUDGET		2014-15 PROPOSED	
	FTE		FTE	
REVENUE:		11,164,948		11,388,247
EXPENDITURES:				
COST TO ADMINISTER		27,984		28,737
PHYSICAL EDUCATION	13.5750	626,154	16.0000	777,893
COMMUNITY SERVICES	1.0000	61,190	1.0000	62,953
TECHNOLOGY	14.0000	1,599,446	18.0000	1,945,151
ART AND MUSIC PROGRAMS	15.7500	1,271,914	15.7500	1,281,693
LIBRARY PROGRAM	18.0000	1,245,939	18.0000	1,295,964
SUBTOTAL EXPENDITURES FOR MEASURE "R"	61.3250	4,840,933	67.7500	5,426,427
BALANCE USED TO PRESERVE PROGRAMS AND REPLACE FUNDS LOST DUE TO INADEQUATE STATE FUNDING		6,324,015		5,961,820
TOTAL BUDGET MEASURE "R"		11,164,948		11,388,247

In accordance with Section 5.C-Public Comment Process, the Board shall hold a noticed public hearing on this plan no fewer than 60 calendar days before the annual budget is adopted for the subsequent fiscal year. Public notice will be published for the public hearing, to be held at the April 3, 2014 Board Meeting at the District's Administration Offices Board Room, 1651 16th Street, Santa Monica, CA 90404-3891. Section 5.C also states that no fewer than 30 days prior to the annual budget adoption, the Independent Citizens Oversight Committee will review the public hearing findings and make its recommendation to the Board.

JLM/kn

TO: BOARD OF EDUCATION

ACTION/MAJOR

04/03/14

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: HIGH SCHOOL COURSE APPROVAL – LACROSSE GIRLS

RECOMMENDATION NO. A.21

It is recommended that the Board of Education approve the granting of elective credits for the following course to be offered at Santa Monica High School.

COMMENT: Santa Monica High School staff is requesting the approval of the proposed athletic team sport course in order to enhance the current athletic course offerings available to secondary students. This proposed athletic team course will provide opportunity to secondary students, who are interested in competing on various levels of either Lacrosse Girls, in grades 9-12. The credits granted for this course will count towards graduation. This course will not fulfill the required courses for admission to California's public universities ("a-g" requirements).

COURSE: LACROSSE GIRLS

NUMBER OF CREDITS: 5/ 10 **DURATION:** Semester/ Year

DEPARTMENT: Athletics

COURSE DESCRIPTION/OVERVIEW: Lacrosse Girls, an athletic team sport provides secondary students in grades 9-12 the opportunity to compete on various levels while providing an alternative to the traditional athletic events at Santa Monica HS.

COURSE OBJECTIVES / GOALS: Lacrosse athletic competition strives to demonstrate high ethical standards and sportsmanship. Students will develop competencies in and knowledge of Lacrosse training, skills, strategies and practice techniques. This includes the ability to demonstrate competency in motor skills and movement patterns related to Lacrosse such as:

1. Passing with dominant hand to stationary or moving target
2. Passing with off-hand to a stationary or moving target
3. Catching with dominant hand from stationary or moving position
4. Catching with off-hand from a stationary or moving target
5. Scooping ground balls from stationary position
6. Shooting balls from stationary position or from a run.
7. Cradling the ball with stick in dominant hand or off-hand

Instructional activities will include direct instruction, small group and collaborative work, independent, demonstration and observation.

Students' mastery levels will be evaluated using multiple indicators including observation, one on one diagnostic evaluations of physical skills, and self-assessment. Performance assessments will be graded through the use of a task specific rubric.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: Six (6) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman, Mr. de la Torre)

NOES: None (0)

ABSENT: One (1) (Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/MAJOR

04/03/14

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: HIGH SCHOOL COURSE APPROVAL – LACROSSE BOYS

RECOMMENDATION NO. A.22

It is recommended that the Board of Education approve the granting of elective credits for the following course to be offered at Santa Monica High School.

COMMENT: Santa Monica High School staff is requesting the approval of the proposed athletic team sport course in order to enhance the current athletic course offerings available to secondary students. This proposed athletic team course will provide opportunity to secondary students, who are interested in competing on various levels of Lacrosse Boys, in grades 9-12. The credits granted for this course will count towards graduation. This course will not fulfill the required courses for admission to California's public universities ("a-g" requirements).

COURSE: LACROSSE BOYS

NUMBER OF CREDITS: 5/ 10 **DURATION:** Semester/ Year

DEPARTMENT: Athletics

COURSE DESCRIPTION/OVERVIEW: Lacrosse Boys, an athletic team sport provides secondary students in grades 9-12 the opportunity to compete on various levels while providing an alternative to the traditional athletic events at Santa Monica HS.

COURSE OBJECTIVES / GOALS: Lacrosse athletic competition strives to demonstrate high ethical standards and sportsmanship. Students will develop competencies in and knowledge of Lacrosse training, skills, strategies and practice techniques. This includes the ability to demonstrate competency in motor skills and movement patterns related to Lacrosse such as:

1. Passing with dominant hand to stationary or moving target
2. Passing with off-hand to a stationary or moving target
3. Catching with dominant hand from stationary or moving position
4. Catching with off-hand from a stationary or moving target
5. Scooping ground balls from stationary position
6. Shooting balls from stationary position or from a run.
7. Cradling the ball with stick in dominant hand or off-hand

Instructional activities will include direct instruction, small group and collaborative work, independent, demonstration and observation.

Students' mastery levels will be evaluated using multiple indicators including observation, one on one diagnostic evaluations of physical skills, and self-assessment. Performance assessments will be graded through the use of a task specific rubric.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: Six (6) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman, Mr. de la Torre)

NOES: None (0)

ABSENT: One (1) (Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/MAJOR

04/03/14

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: ESTABLISH POSITION – EXECUTIVE DIRECTOR, STUDENT AND PROFESSIONAL SERVICES

RECOMMENDATION NO. A.23

It is recommended that the Board of Education establish a new position, Executive Director of Student and Professional Services, in order to better serve the needs of District students and staff, as we work to build capacity, one of the Board goals and part of the strategic plan.

COMMENT: The Executive Director of Student and Professional Services will provide direct oversight to the Director of Student Services and perform some Human Resources functions, including coaching, developing and supporting and evaluating principals, supporting the BTSA program and being trained in negotiations and serving on the negotiations team. This position will report to the Assistant Superintendent of Human Resources and sit on the Executive Cabinet. (See attached job description.)

Between now and the end of the 2014 calendar year, a thorough examination of the current management organizational structure will be taken and after the beginning of the 2015 calendar year, recommendations for any changes will be brought to the BOE for discussion and action

This administrative position will have a 222-day work year and salary will be determined by appropriate placement on the SMMUSD Certificated Management Salary Schedule following approval of this item. This position will be effective beginning July 1, 2014. The 2014-2015 budget will be adjusted for the salary and benefits for this position.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: Six (6) (Ms. Leon-Vazquez, Mr. Mechur, Mr. Allen, Mr. Patel, Ms. Lieberman, Mr. de la Torre)

NOES: None (0)

ABSENT: One (1) (Dr. Escarce)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Department of Human Resources

CERTIFICATED JOB DESCRIPTION EXECUTIVE DIRECTOR, STUDENT AND PROFESSIONAL SERVICES

DEFINITION

Under professional direction of the Assistant Superintendent of Human Resources, to support and oversee all aspects of the work done by the Director of Student Services, which includes pupil records, student attendance and welfare, student behavior and discipline, health services, inter/intra-district attendance, School Attendance Review Board (SARB), school security and safety, disaster/emergency preparation and alternative education issues; to plan, organize, manage and direct all aspects of professional services as directed by the Assistant Superintendent of Human Resources, which includes principal coaching, support and evaluation, developing and training district administrators, BTSA and negotiations; to participate and provide leadership in the District's planning activities; to interface with Santa Monica and Malibu city leaders and organizations; and to do other related functions as directed.

DISTINGUISHING CHARACTERISTICS

This position classification requires administrative expertise and knowledge in pupil personnel services and related educational programs, student discipline procedures and all administrative/legal aspects of pupil personnel services. Directly related administrative experience is necessary to assure success in this leadership role. The job requires the ability to analyze and offer alternative solutions to problems. Decisions are made by the incumbent that have a critical impact on the goals, organization and administration of educational programs and services of the entire organization. The position classification has supervisory responsibility for planning, assigning, reviewing, and evaluation of the quality and quantity of work of professional certificated staff as well as technical and clerical employees. The Executive Director frequently meets with parents and community leaders, principals, and other administrators, teachers, nurses and other educational personnel to influence motivate and monitor the result objectives of the Student Services and Professional Services operation. This is a sedentary position classification that performs light work, but it does require walking and standing for extended periods. The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

EXAMPLES OF DUTIES

- Provides support for, and oversees the work of, the Director of Student Services
- Plans and oversees the needs assessment and service inquiries in determining the effectiveness of the Student Services program and in the development of improves processes and procedures.
- Provides leadership and expertise in identifying, formulating, and implementing the District Student Services goals and objectives in compliance with state and federal legal mandates, Superintendent and Board goals and objectives and other guidelines.

- Provides support and oversees the development of processes, strategies, and feasibility planning to ensure the necessary human and monetary resources are properly and appropriately utilized in order to achieve the student service result expectancies.
- Facilitates the planning, organization, development and implementation of the professional development program for administrators and supports the Director of Student Services in other professional development needs for staff
- Provides leadership in site administrator coaching, development and evaluation
- Researches and responds to inquiries from school administrators concerning capacity building and coaching-related issues
- Conducts building and classroom visitations to assess educational and operational effectiveness and assist school administrators in establishing and maintaining a positive learning and working environment
- Collaborates with and maintains open communication with all Assistant Superintendents
- Assists in the oversight of the BTSA program
- Supports the Assistant Superintendent of Human Resources in negotiations and is a part of the management negotiations team
- Develops curricular offerings, with Student Services team, that support health and wellbeing
- Plans, organizes and oversees the enrollment and staffing plan for the school district
- Provides leadership and oversight regarding current practices, laws and regulations that affect the Student Services Department including alternatives to suspension/expulsion, managing student records, required state and federal reporting, attendance and school safety
- Provides leadership, support and guidance, to the Director of Student Services as well as other district staff and community groups to ensure thorough and complete communication about the Student Services program
- Provides leadership and support in communication endeavors to staff and community
- Provides leadership, guidance and support for athletic programs at secondary schools
- Serves as district representative at community and district functions
- Develops and maintains Board policies and administrative regulations in accordance with the CSBA guidelines

QUALIFICATIONS

Knowledge of:

1. Principles, practices, trends, goals and objectives of public education;
2. Philosophical, educational, fiscal, legal and health-related aspects affecting a student service program;
3. Principles, practices and operational understanding of school sites
4. Organization, management, planning, and evaluation strategies, techniques, and procedures;
5. Student service design and delivery systems, including audit and evaluation processes which determine process effectiveness;
6. Research and development strategies, processes, and techniques;
7. Human relationships, conflict resolution strategies and procedures, and team strategies and techniques.

Ability to:

1. Provide oversight of, and direction to, the District Student Services program
2. Plan, organize, develop, and implement budget planning and expenditures control processes and procedures;

3. Demonstrate leadership qualities and strategies that allow all staff to develop and implement an operational model that is student-centered, cost –effective, productive and grounded in best practices;
4. Evaluate and analyze complex problems, issues, and concerns, recommend appropriate solutions and make effective and timely decisions
5. Communicate effectively in oral and written form using language that is discernible to professionals and members of the wider community
6. Establish and maintain cooperative organizational, public, and educational community relationships.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill. A typical way to obtain the required knowledge and skill would be:

Experience:

1. Minimum of three (3) years of successful experience in a responsible administrative position performing pupil personnel services and/or related functions.
2. Minimum of three to five (3-5) years as a successful school principal.

Education:

1. Master of arts or higher degree in education, educational administration, pupil personnel services, counseling and guidance or closely related fields.

CERTIFICATION, LICENSES AND CONDITIONS

Certification Requirement

1. Possession of, or the ability to qualify for, a California Administrative Services Credential.
2. Possession of, or the ability to qualify for, a California credential authorizing service as a classroom teacher, counselor, school psychologist, school nurse or other related field.

License Requirement

1. Possession of a valid Motor Vehicle Operator's License.

Condition of Employment

1. Insurability by the District's liability insurance carrier.

Job Description Approved:

Debra Moore Washington
Assistant Superintendent of Human Resources

Date

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

04/03/14

FROM: SANDRA LYON / JANECE L. MAEZ

RE: REPLACEMENT OF AR 3543 – TRANSPORTATION SAFETY AND
EMERGENCIES

INFORMATION ITEM NO. I.01

This is to inform the Board of Education that AR 3543 – Transportation Safety and Emergencies has been replaced.

COMMENTS: CSBA recommends updating this regulation to reflect new law (AB 1536), which allows the use of voice-operated and hands-free electronic wireless communications devices for text-based communications while driving a motor vehicle, including a school bus or student activity bus. The regulation has also been expanded to reflect existing law related to daily safety inspections of buses, bus driver's obligation to report accidents, and placement of fire extinguishers in wheelchair school buses.

These changes were discussed at the March 20, 2014, board meeting.

TRANSPORTATION SAFETY AND EMERGENCIES

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment listed in 13 CCR 1215, including any defect or deficiency discovered by or reported to him/her which would affect safe operation or result in mechanical breakdown of the bus, or indicating that no defect or deficiency was discovered or reported. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

In the event of a school bus accident, the driver shall immediately notify the California Highway Patrol, the Superintendent or designee, and, if the bus is operated under contract, the driver's employer. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary and no student can be sent for help. (13 CCR 1219)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

Passenger Restraint Systems

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus manufactured on or after July 1, 2005 which is designed for carrying more than 16 passengers and the driver
2. Is a Type 2 school bus or student activity bus manufactured on or after July 1, 2004 which meets one of the following criteria:
 - a. Is designed for carrying 16 or fewer passengers and the driver
 - b. Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. In addition, a wheelchair school bus shall have an additional fire extinguisher placed at or near the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

Electronic Communications Devices

A person may not drive a schoolbus or transit vehicle while using a wireless or hands-free telephone, or similar device, except for a driver using a wireless telephone for work-related or emergency purposes, including but not limited to, an emergency call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. (Vehicle Codes 23123, 23125)

A bus driver shall not drive while using an electronic wireless communications device to write, send, or read a text-based communication, including, but not limited to, text messages, instant messages, and email, unless the device is specifically designed and configured to allow voice-operated and hands-free operation and is used in that manner. This prohibition does not include reading, selecting, or entering a telephone number or name in an electronic wireless communications device for the purpose of making or receiving a telephone call. (Vehicle Code 23123.5)

Safe Bus Operations

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

Unauthorized Entry

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall include all of the following: (Education Code 39831.3)

1. Procedures for determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops

3. Procedures for boarding and exiting a school bus at a school or other trip destination

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol. (Education Code 39831.3)

Parental Notifications

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions for safety while walking to and from school bus stops

Student Instruction

Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
 - a. Proper loading and unloading procedures, including escorting by the driver
 - b. How to safely cross the street, highway, or private road
 - c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
 - d. Proper passenger conduct
 - e. Bus evacuation procedures
 - f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency

exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

- a. District name
- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the California Highway Patrol.

- 3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

Safety Equipment

~~Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. (Education Code 39838; 13 CCR 1242)~~

~~The Superintendent or designee shall ensure that any school bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)~~

- ~~1. Is a Type 1 school bus designed for carrying more than 16 passengers and the driver and is manufactured on or after July 1, 2005~~
- ~~2. Is a Type 2 school bus or student activity bus designed for carrying 16 or fewer passengers and the driver, or designed for carrying 20 or fewer passengers and the driver and having a manufacturer's vehicle weight rating of 10,000 pounds or less, and is manufactured on or after July 1, 2004~~

~~When a school bus or student activity bus is equipped with a passenger restraint system, all~~

~~passengers shall use the passenger restraint system. (5 CCR 14105)~~

~~Bus drivers shall be informed of procedures to be followed to reasonably enforce proper use of the passenger restraint system.~~

Safe Bus Operations

~~School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety.~~

~~School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)~~

~~A person shall not drive a motor vehicle while using a wireless telephone, except under the following conditions: (Vehicle Code 23123, 23125)~~

- ~~1. For emergency purposes, including, but not limited to, an emergency call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity~~
- ~~2. In the case of a school bus driver, for work-related purposes~~

~~A person shall not drive a motor vehicle while using an electronic wireless communications device to write, send, or read a text-based communication, including, but not limited to, text messages, instant messages, and email. This prohibition does not include reading, selecting, or entering a telephone number or name in an electronic wireless communications device for the purpose of making or receiving a telephone call. (Vehicle Code 23123.5)~~

~~The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.~~

~~The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)~~

Transportation Safety Plan for Boarding and Exiting Buses

~~The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall include all of the following: (Education Code 39831.3)~~

- ~~1. Procedures for determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22142~~
- ~~2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops~~
- ~~3. Procedures for boarding and exiting a school bus at a school or other trip destination~~

~~A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol. (Education Code 39831.3)~~

Notifications

~~The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)~~

- ~~1. A list of school bus stops near each student's home~~
- ~~2. General rules of conduct at school bus loading zones~~
- ~~3. Red light crossing instructions~~
- ~~4. A description of the school bus danger zone~~
- ~~5. Instructions for safety while walking to and from school bus stops~~

Student Instruction

~~All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code 39831.5)~~

~~The Superintendent or designee shall ensure that instruction is provided to students as follows:~~

- ~~1. The Superintendent or designee shall annually provide appropriate instruction in safe riding practices and emergency evacuation drills to each student who receives home-to-school transportation in a school bus. (5 CCR 14102)~~
- ~~2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to: (Education Code 39831.5)~~
 - ~~a. Proper loading and unloading procedures, including escorting by the driver~~
 - ~~b. How to safely cross the street, highway, or private road~~
 - ~~c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use~~
 - ~~d. Proper passenger conduct~~
 - ~~e. Bus evacuation procedures~~
 - ~~f. Location of emergency equipment~~

~~As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)~~

~~Each time the above instruction is given, the following information shall be documented:~~

~~(Education Code 39831.5)~~

- a. ~~_____ District name~~
- b. ~~_____ School name and location~~
- c. ~~_____ Date of instruction~~
- d. ~~_____ Names of supervising adults~~
- e. ~~_____ Number of students participating~~
- f. ~~_____ Grade levels of students~~
- g. ~~_____ Subjects covered in instruction~~
- h. ~~_____ Amount of time taken for instruction~~
- i. ~~_____ Bus driver's name~~
- j. ~~_____ Bus number~~
- k. ~~_____ Additional remarks~~

~~This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the California Highway Patrol. (Education Code 39831.5)~~

3. ~~_____ Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to:
(Education Code 39831.5)~~

- a. ~~_____ Location of emergency exits~~
- b. ~~_____ Location and use of emergency equipment~~

~~This instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)~~

Legal Reference:

EDUCATION CODE

39830-39842 *Transportation, school buses*

51202 *Instruction in personal and public health and safety*

PENAL CODE

241.3 *Assault against school bus driver*

243.3 *Battery against school bus driver*

VEHICLE CODE

415 *Definition of motor vehicle*

545-546 *Definition of school bus and student activity bus*

22112 *Loading and unloading passengers*

23123 *Use of wireless telephone prohibited while driving motor vehicle*

23123.5 *Text communications prohibited while driving motor vehicle*

23125 *Use of wireless telephone prohibited while driving school bus*

27316-27316.5 *Passenger restraint systems*

34500 *California Highway Patrol responsibility to regulate safe operation of school buses*

34501.5 *California Highway Patrol responsibility to adopt rules re: safe operation of school buses*

34501.6 *School buses; reduced visibility*

34508 *California Highway Patrol responsibility to adopt rules re: equipment and operations of school buses*

CODE OF REGULATIONS, TITLE 5
14100-14105 School buses and student activity buses
CODE OF REGULATIONS, TITLE 13
1200-1293 Motor carrier safety
2480 Airborne toxic control measure; limitation on bus idling
CODE OF REGULATIONS, TITLE 19
574-575.3 Inspection and maintenance of fire extinguishers
CODE OF FEDERAL REGULATIONS, TITLE 49
571.1-571.500 Motor vehicle standards, including school buses

Management Resources:

WEB SITES

California Association of School Business Officials: <http://www.casbo.org>
California Association of School Transportation Officials: <http://www.castoways.org>
California Department of Education, Office of School Transportation: <http://www.cde.ca.gov/ls/tn>
California Highway Patrol: <http://www.chp.ca.gov>
National Coalition for School Bus Safety: <http://www.ncsbs.org>
National Transportation Safety Board: <http://www.nts.gov>
U.S. Department of Transportation, National Highway Traffic Safety Administration: <http://www.nhtsa.dot.gov>

Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: August 19, 2009 Santa Monica, California

TO: BOARD OF EDUCATION

INFORMATION

04/03/14

FROM: SANDRA LYON / JANECE L. MAEZ

RE: REVISION TO AR 7214 – GENERAL OBLIGATION BONDS

INFORMATION ITEM NO. I.02

This is to inform the Board of Education that AR 7214 – General Obligation Bonds has been revised.

COMMENTS: CSBA recommends updating this regulation to reflect new law (AB 1199), which authorizes members of a citizens' oversight committee to serve for three consecutive terms rather than two. The regulation has also been updated to delete the requirement for certain reports repealed pursuant to new law (AB 97).

These changes were discussed at the March 20, 2014, board meeting. The corresponding policy can be found under Consent in this agenda.

GENERAL OBLIGATION BONDS**Election Notice**

The Superintendent or designee shall ensure that election notice and ballot requirements are satisfied in accordance with Education Code 15120-15126 and 15272.

Citizens' Oversight Committee

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

The citizens' oversight committee shall consist of at least seven members including, but not limited to: (Education Code 15282)

1. One member active in a business organization representing the business community located within the district
2. One member active in a senior citizens organization
3. One member active in a bona fide taxpayers' organization
4. One member who is a parent/guardian of a child enrolled in the district
5. One member who is a parent/guardian of a child enrolled in the district and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council

Members of the citizens' oversight committee shall be subject to the conflict of interest prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1099. (Education Code 15282)

No employee, official, vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. (Education Code 15282)

Members of the citizens' oversight committee shall serve for no more than three consecutive terms of two year each. They shall serve without compensation. ~~a term of two years without compensation and for no more than two consecutive terms.~~ (Education Code 15282)

The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The committee shall actively review and report on the proper expenditure of taxpayers' money for school construction and shall convene to provide oversight for, but not limited to, the following: (Education Code 15278)

1. Ensuring that bond revenues are expended only for the purposes described in Article 13A, Section 1(b)(3) of the California Constitution including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing

and equipping of school facilities, or the acquisition or lease of real property for school facilities

2. Ensuring that, as prohibited by Article 13A, Section 1(b)(3)(A) of the California Constitution, no funds are used for any teacher and administrative salaries or other school operating expenses
3. Ensuring that the annual, independent performance and financial audits required by Article 13A, Section 1(b)(3)(C) and (D) of the California Constitution are issued in accordance with the U.S. Comptroller General's Government Auditing Standards for performance and financial audits (Education Code 15286)

In furtherance of its purpose, the committee may engage in any of the following activities: (Education Code 15278)

1. Receiving and reviewing copies of the annual, independent performance audit required by Article 13A, Section 1(b)(3)(C) of the California Constitution
2. Receiving and reviewing copies of the annual, independent financial audit required by Article 13A, Section 1(b)(3)(D) of the California Constitution
3. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article 13(A), Section 1(b)(3) of the California Constitution
4. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district, including any reports required by Education Code 17584.1
5. Reviewing efforts by the district to maximize bond revenues by implementing cost-saving measures including, but not limited to, the following:
 - a. Mechanisms designed to reduce the costs of professional fees
 - b. Mechanisms designed to reduce the costs of site preparation
 - c. Recommendations regarding the joint use of core facilities
 - d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design
 - e. Recommendations regarding the use of cost-effective and efficient reusable facility plans

The ~~Board~~ district shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions. (Education Code 15280)

~~All~~ The citizens' oversight committee proceedings shall be open to the public and noticed in the same manner as proceedings of the Board. Committee meetings shall be subject to the provisions of the Ralph M. Brown Act. (Education Code 15280; Government Code 54952)

The oversight committee shall issue regular reports, at least once a year, on the results of its activities. Minutes of the proceedings and all documents received and reports issued shall be a

matter of public record and shall be made available on the district's web site. (Education Code 15280)

~~Members of the oversight committee shall be subject to prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1098. (Education Code 15282)~~

~~The citizens' oversight committee may be disbanded following its review of the final performance and financial audits.~~

Reports

Within 30 days after the end of each fiscal year, the Board shall submit to the County Superintendent of Schools a report concerning any bond election(s) containing the following information: (Education Code 15111)

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved
2. The percentage of registered electors who voted at the election
3. The results of the election, with the percentage of votes cast for and against the proposition

Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: June 25, 2009 Santa Monica, California
revised: August 24, 2011; July 18, 2012

TO: BOARD OF EDUCATION

INFORMATION

04/03/14

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: SUPPLEMENTAL TEXTBOOKS

INFORMATION ITEM NO. I.03

It is recommended that the supplemental textbook listed below be adopted for the Santa Monica-Malibu Unified School District.

COMMENT: In accordance with the Board of Education policy, the textbooks(s) listed below will be on public display for the next two weeks in the Educational Services Department at 1638 – 17th Street, Santa Monica, CA 90404

Great Expectations, by Charles Dickens, for grades 6th through 8th middle school English classes. Adoption requested by Sara Greenfield, Lincoln Middle School English teacher.

A Little Princess, by Frances Hodgson Burnett, for grades 6th through 8th middle school English classes. Adoption requested by Sara Greenfield, Lincoln Middle School English teacher.

Frankenstein, by Mary W. Shelley, for grades 6th through 8th middle school English classes. Adoption requested by Sara Greenfield, Lincoln Middle School English teacher.

Peter Pan, by J.M. Barrie, for grades 6th through 8th middle school English classes. Adoption requested by Sara Greenfield, Lincoln Middle School English teacher.

Princess Bride, by William Goldman, for grades 6th through 8th middle school English classes. Adoption requested by Sara Greenfield, Lincoln Middle School English teacher.

The Legend of Sleepy Hollow, by Washington Irving, for grades 6th through 8th middle school English classes. Adoption requested by Sara Greenfield, Lincoln Middle School English teacher.

The Adventures of Robin Hood, collected and retold by Roger Lancelyn Green, for grades 6th through 8th middle school English classes. Adoption requested by Sara Greenfield, Lincoln Middle School English teacher.

The Hound of the Baskervilles, By Author C. Doyle, for grades 6th through 8th middle school English classes. Adoption requested by Sara Greenfield, Lincoln Middle School English teacher.

The Time Machine, by H.G. Wells, for grades 6th through 8th middle school English classes. Adoption requested by Sara Greenfield, Lincoln Middle School English teacher.

H.I.V.E. (Series): Higher Institute of Villainous Education, The Overlord Protocol, Escape Velocity, Dreadnought, Rogue, Zero Hour, Aftershock, By Mark Walden, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Alex Riders (Series): Stormbreaker, Point Blank, Skeleton Key, Eagle Strike, Scorpia, Ark Angel, Snakehead, Crocodile Tears, Scorpia Rising, Russian Roulette, by Anthony Horowitz, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Maximum Ride (Series): The Angel Experiment, School's Out Forever, Saving the World and Other Extreme Sports, The Final Warning, Max, Fang, Angel, Nevermore, by James Patterson, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Young Sherlock Holmes (Series): Death Cloud, Rebel Fire, Black Ice, Fire Strom, Snake Bite, by Andrew Lane, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Al Capone (Series): Al Capone Does My Shirts, Al Capone Shines My Shoes, Al Capone Does My Homework, by Gennifer Choldenko, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Last Shot/The Sports Beat (Series): Last Shot, Vanishing Act, Cover0Up, The Rivalry: Mystery at the Army-Navy Game, Rush for the Gold, by John Feinstein, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

The Secrets of the Immortal Nicholas Flamel (Series): The Alchemyst, The Magician, The Sorceress, The Necromancer, The Warlock, The Enchantress, by Michael Scott, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Uglies (Series): Uglies, Pretties, Specials, Extras, by Scott Westerfeld, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Sleeping Freshmen Never Lie, by David Lubar, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Hope Solo: My Story, (Young readers' Edition), by Hope Solo, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Peak, by Roland Smith, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

How Tia Lola Came to Visit Stay, by Julia Alvarez, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

The Watch that Ends the Night: Voices from the Titanic, by Allan Wolf, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

The Book Thief, by Markus Zusak, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Heat, by Mike Lupica, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Crispin: the Cross of Lead, by Avi, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Emma, by Jane Austen, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Maus: a Survivor's Tale, by Art Spiegelman, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Ender's Game, by Orson Scott Card, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

That Was Then, This Is Now, by S.E. Hinton, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

Flygirl, by Sherri, Smith, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

The Name of the Star, by Maureen Johnson, for grades 6th through 8th middle school summer reading list. Adoption requested by Kelly Urtz, Lincoln Middle School librarian and Susan Bodok, John Adams Middle School librarian.

TO: BOARD OF EDUCATION

INFORMATION

04/03/14

FROM: SANDRA LYON

RE: QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS

INFORMATION ITEM NO. I.04

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.



Valenzuela/CAHSEE Lawsuit Settlement
Quarterly Report on Williams Uniform Complaints

District Name: Santa Monica-Malibu Unified

Date: March 31, 2014

Person Completing this Form: Debra Moore Washington Title: Asst. Superintendent

Quarter covered by this report (check one below):

 1st QTR July 1 to September 30 Due 15-Oct
 2nd QTR October 1 to December 31 Due 15-Jan
X 3rd QTR January 1 to March 31 Due 15-Apr
 4th QTR April 1 to June 30 Due 15-Jul

Date for information to be reported publicly at governing board meeting: April 3, 2014

Please check the box that applies:

X No complaints were filed with any school in the district during the quarter indicated above.

 Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	0		
Facilities	0		
Teacher Vacancy and Misassignment	0		
CAHSEE Intensive Instruction and Services	0		
TOTAL	0		

Print name of District Superintendent: Sandra Lyon

Signature of District Superintendent:  Date: March 31, 2014

Return the Quarterly Summary to:
Williams Legislation Implementation Project
Los Angeles County Office of Education
c/o Kirir Chauhan, Williams Settlement Legislation
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8227
Fax: (562) 803-8325
E-Mail: Chauhan_Kirit@lacoed.edu

ATTACHMENTS

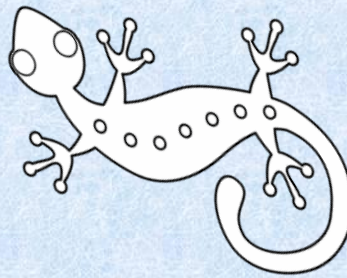
ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Presentation: “Grant Elementary School” (*associated with Item No. S.01*)
- Presentation: “John Muir Elementary School” (*associated with Item No. S.01*)
- Presentation: “Lincoln Middle School” (*associated with Item No. S.01*)
- Presentation: “Cognitively Guided Instruction (CGI) PreK-5” (*associated with Item No. D.01*)
- Presentation: “Local Control Accountability Plan (LCAP) Update (*associated with Item No. D.02*)
- Presentation: “Getting Smarter about Assessment: Smarter Balanced Field Test” (*associated with Item No. D.03*)
- Presentation: “Increasing Achievement in Secondary Math” (*associated with Item NO. D.04*)



Grant Elementary School

April 3rd, 2014



1

Our School

TOTAL ENROLLMENT: 659

ENROLLMENT BY RACE:

2001-2002

58% CAUCASIAN

32% HISPANIC

5% AFRICAN AMERICAN

5% ASIAN AMERICAN

2004-2005

56% CAUCASIAN

32% HISPANIC

6% ASIAN AMERICAN

5% AFRICAN AMERICAN

1% UNKNOWN

2009-10

54% CAUCASIAN

31% HISPANIC

9% AFRICAN AMERICAN

4% ASIAN AMERICAN

2% UNKNOWN

2013-2014

50% CAUCASIAN

30% HISPANIC

9% AFRICAN AMERICAN

7% ASIAN AMERICAN

1% TWO OR MORE RACES

1% FILIPINO

1% AMERICAN INDIAN

1% UNKNOWN

SOCIO-ECONOMICALLY DISADVANTAGED:

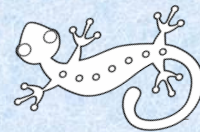
29.34%

SPECIAL EDUCATION:

13%

ENGLISH LEARNERS:

7%



Common Core State Standards



Math Coaching:

(Oct./Dec./Feb./Apr.)

- EnVision Math Tech Training
- Mathematical Practices
- Curriculum Mapping
- Progressions Documents
- Lessons/Units of Study Research
- Common Grade Level Focus Activities (i.e. Counting and Cardinality)

Math Work

- After school Math Clubs
- Singapore Math Buddies Research and Review
- Vertical Alignment
- Common Assessments



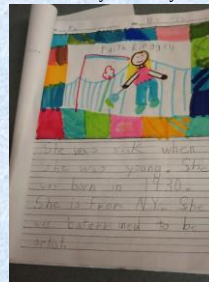
E/LA Coaching:

(Nov./Jan./Mar./May)

- Close Reading
- Primary and Secondary Academic Vocabulary
- Reading Logs
- Argument/Opinion Writing
- Common Grade Level Assessments

Literacy Work:

- Anchor Standards Vertical Alignment
- Performance Tasks Research and Review
- English Language Development Services
- Writopia Lab Intervention Courses
- Leveling Classroom Libraries
- Latino Family Literacy Project Workshop



3



Grant's Professional Learning Community

- *Constant Review of 5 Essential Questions of PLCs
- *Pre and Post PLC Audit Data
- *Monthly Leadership Team Meetings
- *PLC Team Training Cohort I
- *Weekly Grade Level Meetings
- *PDs led by Math/ELA Coaches and NBCT Staff
- *Student/Master Teacher Partnerships
- *Administrative Designee Support
- *Multi-Year PD Plan
- *Best Practices Social Skills Workshops
- *STEM/NGSS Workshop for Elementary Educators
- *Summer Grade Level Planning



4

John Muir Elementary School

Our Work Linked to our District Goals in the
Common Core State Standards &
growing Professional Learning
Communities

John Muir Elementary

A Title I school,
nearly 50% of John
Muir students
qualify for free or
reduced lunch.

Our Base API is 823.

We have 14 highly
qualified and
dedicated teachers.

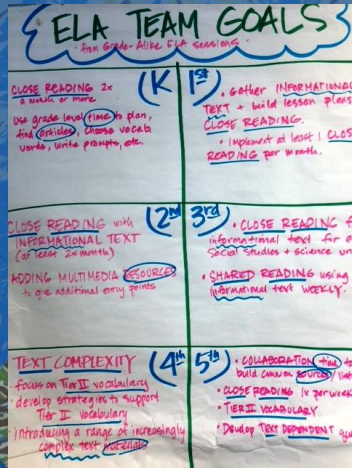
An inclusive
community, nearly
15% of our students
qualify for
Specialized
Academic
Instruction

■ Our Students:

- 43% White
- 41% Latino
- 10% African American
- 4% Asian
- 2% Filipino



Our work on the Common Core State Standards



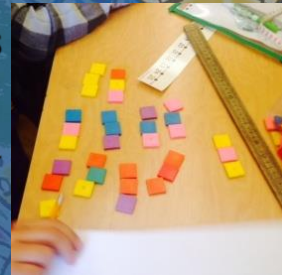
ELA TEAM GOALS <i>"All Grade-Level ELA Goals"</i>	
CLOSE READING 2x a week or more. Use grade level time to plan, and <u>guides</u> , choose vocab words, write prompts, etc.	(K) (1st) • Gather INFORMATIONAL TEXT + build lesson plans CLOSE READING . • Implement at least 1 CLOSE READING per month.
CLOSE READING with INFORMATIONAL TEXT (at least 2x/month) ADDING MULTIMEDIA resources + one additional story prompt	(2nd) (3rd) • CLOSE READING of informational text for one social studies + science unit • SHARED READING using informational text WEEKLY.
TEXT COMPLEXITY (4 th) (5 th) Focus on Tier II vocabulary develop strategies to support Tier II vocabulary introducing a range of increasingly complex text.	• COLLABORATION (how to build common purpose) (when) • CLOSE READING in per week • TIER II vocabulary • Develop TEXT DEPENDENT questions

■ English Language Arts

- Close Reading
- Informational Text
- Tier II Vocabulary
- Consistent Data Collection

■ Mathematics

- CGI across grade levels
- Common CGI-style word problems



Our work on growing a Professional Learning Community

- District-supported training
- Redefining our school's mission
- Collaboration around learning and instruction
- Next steps

Defining questions for our work

- What do we want students to learn?
- How will we know when they learn it?
- What will we do when they have not learned it yet?
- What will we do if they already know it?

Lincoln Middle School

- ✦ SMMUSD Board of Education Presentation
- ✦ April 3, 2014
- ✦ Suzanne Webb, Principal
- ✦ Sean Allstot, AP
- ✦ Paula Lytz, AP



*Chalkboard
Eraser*

LMS 2013-14 Demographics

- ✦ 1,020 students (~340 per grade level)
- ✦ 60% White
- ✦ 20% Latino
- ✦ 20% Lunch Program
- ✦ 10% Sp Ed
- ✦ Over 29 languages
- ✦ 35:1 (student to teacher ratio)
- ✦ 11 National Board Certified Teachers
- ✦ API 908



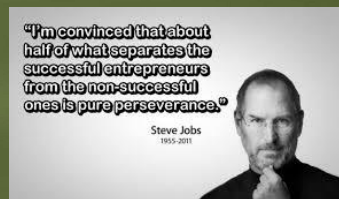
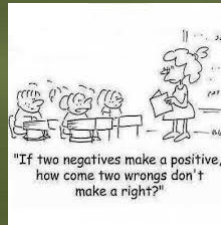
Professional Learning Communities

- Departments by Grade Level
- Common Assessments
- Celebrations
- Group Norms
- Creating a Focus on Learning



Common Core State Standards

Content Area Literacy



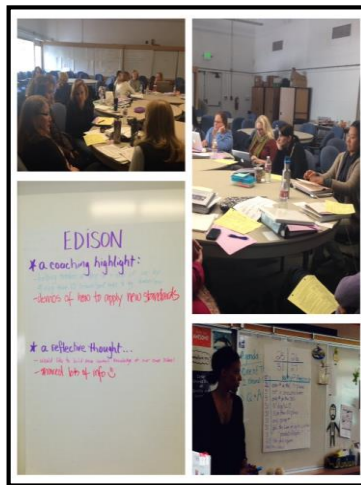


Cognitively Guided Instruction (CGI) PreK-5

April 3, 2014

Highlights from 2013-14

- Building capacity through our Math Coaches
- Transition to Common Core Content and Mathematical Practice Standards
- Differentiation of support for school sites



COGNITIVELY GUIDED INSTRUCTION PRINCIPLED IDEAS

Guiding principle:

- Children bring intuitive knowledge of mathematics to problem solving situations

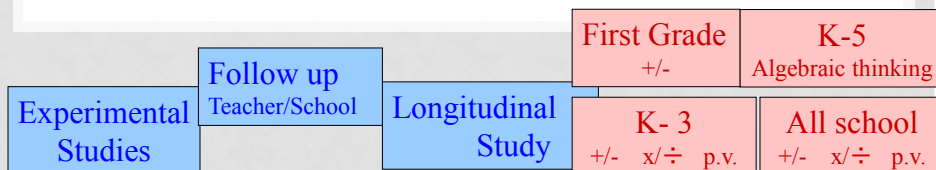
Teaching approach:

- Elicit children's mathematical thinking and use it as the basis for instructional decisions
- Connect new mathematics ideas to prior knowledge to promote learning math with conceptual understanding

Overarching goal:

- foster students' development as problem solvers who bring skill and confidence to mathematics situations
- develop "mathematically proficient" students

RESEARCH BASED APPROACH



Teachers' knowledge of their students' thinking was positively correlated with their students' achievement on computation and problem solving ($r = .32, .31$)

Teachers in CGI PD knew more about students' thinking spent more time on problem solving, elicited student thinking and encouraged a variety of strategies. Students more successful in problem solving. Students who used invented strategies more flexible problem solvers over time.

Students who explain their thinking in detail or engage with another's mathematical idea or someone engages in their higher achieving

HOW WOULD CHILDREN SOLVE THESE?

- Hannah had 12 balloons. Jacob had 7 balloons. How many more balloons does Hannah have than Jacob?
- 72.9% correct strategy
- Carla had 7 dollars. How many more dollars does she need to earn so that she will have 11 dollars to buy a puppy?
- 80.0% correct strategy
- Paco had 13 cookies. He ate 7 of them. How many cookies does Paco have left?
- 88.6% correct strategy

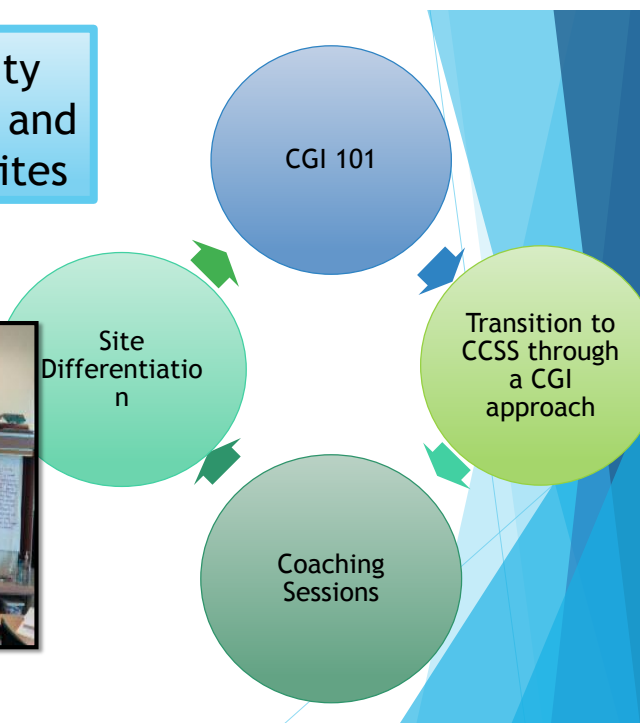
Table 1. Common addition and subtraction situations.³

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$
	Total Unknown	Addend Unknown	Both Addends Unknown ⁴
Put Together/ Take Apart⁴	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5$, $5 - 3 = ?$	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 - 0 + 5$, $5 - 5 + 0$ $5 - 1 + 4$, $5 - 4 + 1$ $5 - 2 + 3$, $5 - 3 + 2$
	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare⁴	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5$, $5 - 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?$, $3 + 2 = ?$	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? $5 - 3 = ?$, $? + 3 = 5$

PUFF BALLS



Building Capacity
across SMMUSD and
within School Sites



PROBLEM SOLVING

- Maggie had 3 packages of cupcakes. There were 4 cupcakes in each package. She ate 5 cupcakes. How many cupcakes were left?

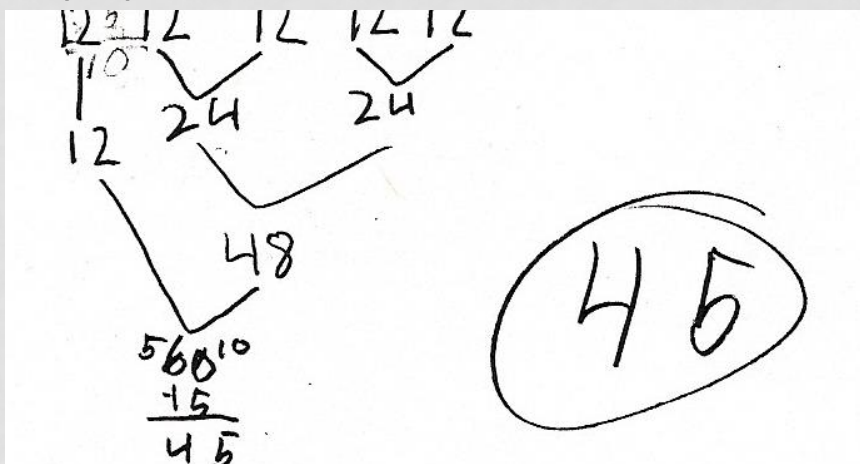
VIDEO



Maggie had 5 packages of cupcakes. There were 12 cupcakes in each package. She ate 15 cupcakes. How many cupcakes were left?



Maggie had 5 packages of cupcakes. There were 12 cupcakes in each package. She ate 15 cupcakes. How many cupcakes were left?



- Maggie had 5 packages of cupcakes. There were 12 cupcakes in each package. She ate 15 cupcakes. How many cupcakes were left?

$$\begin{array}{r}
 12 \ 12 \ 12 \ 12 \ 12 \\
 10 \ 10 \ 10 \ 10 = 50 \quad 60 \\
 2 \ 2 \ 2 \ 2 \ 2 = 10 \quad (45) \\
 \text{|||||} \text{|||||} \text{|||||}
 \end{array}$$

Local Control Accountability Plan (LCAP) Update

Board of Education
April 3, 2014

Tonight's Topics

- Review of LCAP Development, Priorities, & Timeline
- LCAP Template
- Initial Data
- Next Steps
- District LCAP Webpage

Review: What is LCAP?

- New Understanding: Districts must write a plan that details how *all district* funds (LCFF, LCAP, Measure \$, Lottery, etc.) will be spent.
- The intent of supplemental and concentration grants is to close achievement gaps.

3

Summary of District Funds

- LCFF:
 - Base Grant (Enrollment by grade span...)
 - Supplement Grant (\$2,114,863)
 - EIA-Allocated (\$785,233)
 - Balance (\$1,329,630*)
 - Concentration Grant☹
- Other revenue sources

*High Estimate Based on Moderate Enrollment Data: Plan for \$1.1M

4

LCAP Context

- 8 State Priorities
- District Goals
- Other Local Plan Goals
 - Title I/II/III PI
 - WASC
 - SPSAs
 - Technology

5

State Priorities*

1. Basic Services: HQT, Facilities, Instructional Materials
2. Student Outcomes (On Standards)
3. Parental Involvement
4. Student Achievement (API, a-g, AP, AMOs...)
5. Student Engagement (Attendance, drop-out rates, ...)
6. School climate (Suspensions, expulsions, local data)
7. Course Access (STEM, Honors, AP, CTE, ...)
8. Other Student Outcomes (Grades, enrollment rates, ...)

*I'm aligning our language with LACOE/CDE.

6

LCAP Development

1. Consultation Phase (Through 3/20)
2. Review Phase: LCAP Committee (Through 6/5)
 - Parents
 - ELAC/DELAC Parent(s)
 - School classified/certificated staff
 - DAC/Group leaders
 - Students
3. Comment Phase (Through 6/5)
4. Public Hearing (June 5)
5. Approval (June 26)

7

LCAP Template: Three Elements

1. Section 1: Stakeholder Engagement
 - How have stakeholders contributed to the LCAP?
2. Section 2: Goals and Progress Indicators
 - What are the SMMUSD annual goals?
 - What metrics will be used to measure outcomes?
3. Section 3: Actions, Services, and Expenditures
 - What activities are proposed to achieve goals?
 - How are activities funded?

8

LCAP Template: Section 2

Identified Need and Metric <small>(What needs have been identified and what metrics are used to measure progress?)</small>	Goals			Annual Update: Analysis of Progress	What will be different or improved for students? <small>(based on identified metric)</small>			Related State and Local Priorities <small>(All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</small>
	Description of Goal	Applicable Pupil Subgroup(s) <small>(Or indicate "all" for all students.)</small>	School(s) Affected <small>(Indicate "all" if the goal applies to all schools.)</small>		LCAP YEAR	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

9

LCAP Template for Section 3A (Activities & Expenditures for All Students)

Goals <small>(Include and identify all goals from Section 2)</small>	Related State and Local Priorities <small>(from Section 2)</small>	Actions and Services	Level of Service <small>(Indicate if school-wide or LEA-wide)</small>	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17

10

LCAP Template for Section 3B

(Activities & Expenditures for Student Subgroups)

Goals (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
		Low income pupils:					
		ELs					
		Foster youth:					
		RFEs					
		Other					
		Other					

LCAP Template for Section 3C

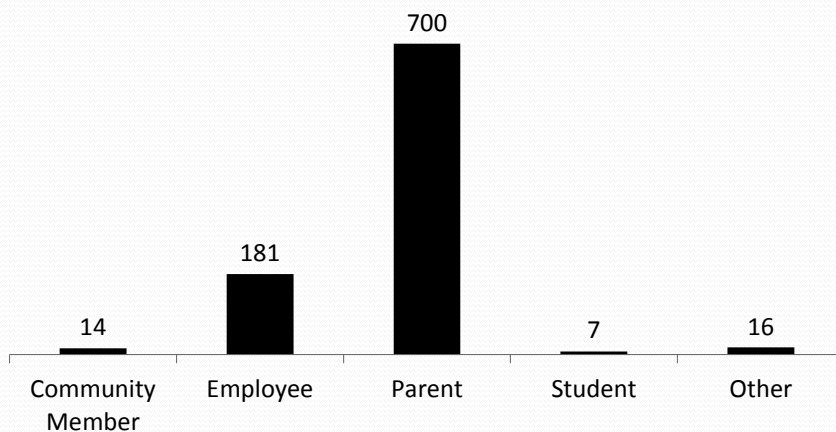
- Identify the increase in funds in the *LCAP* year, based on the unduplicated count of EL's, Foster Youth, Low-income students
- Describe how the LEA is expending these funds in the *LCAP* year
- Include a description and justification for the use of any funds in a district-wide or school-wide manner.

LCAP Template for Section 3D

- Demonstrate how the services provided in the LCAP year for unduplicated students provide for improved or increased services in proportion to the increase in funding provided.
- Identify the % by which services for unduplicated students must be increased/improved as compared to all students.

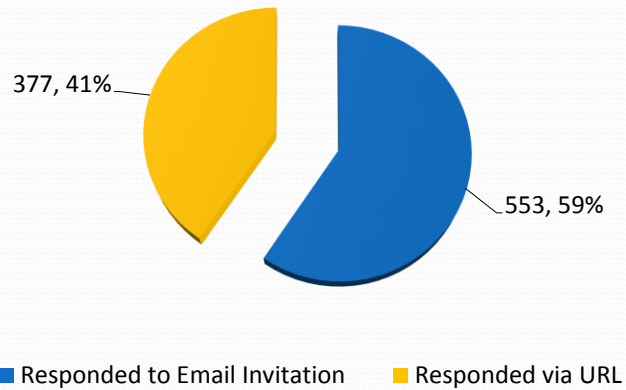
13

K-12 Insight Survey: Affiliation (N=918)



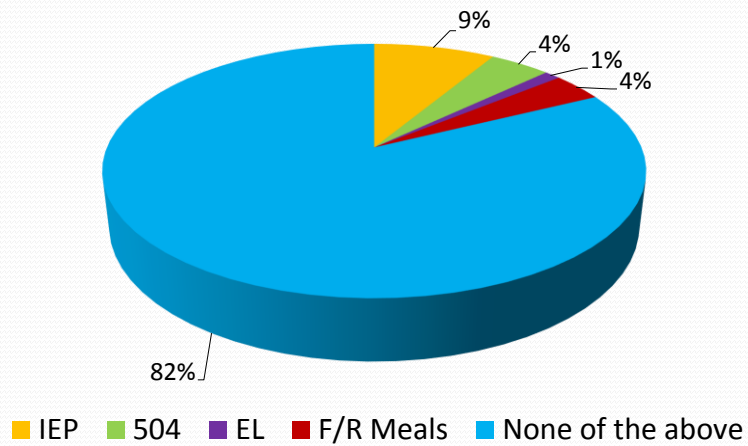
14

K-12 Insight Survey: Response Mode



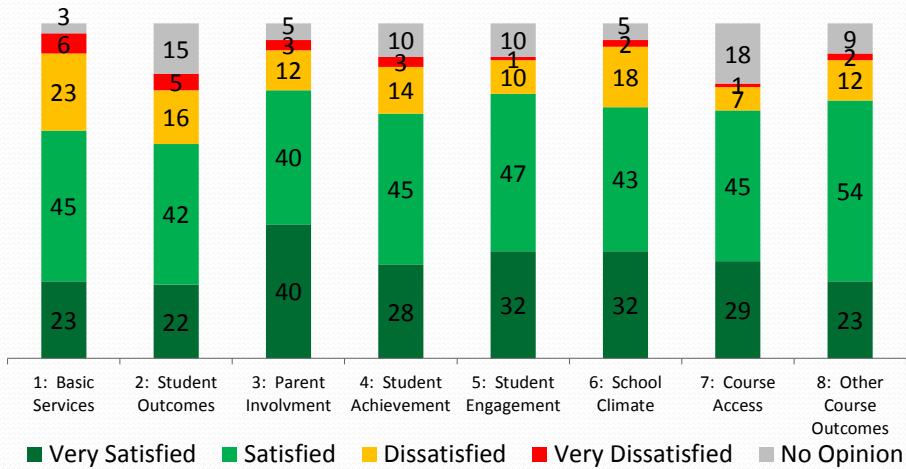
15

K-12 Insight Survey: Student Programs



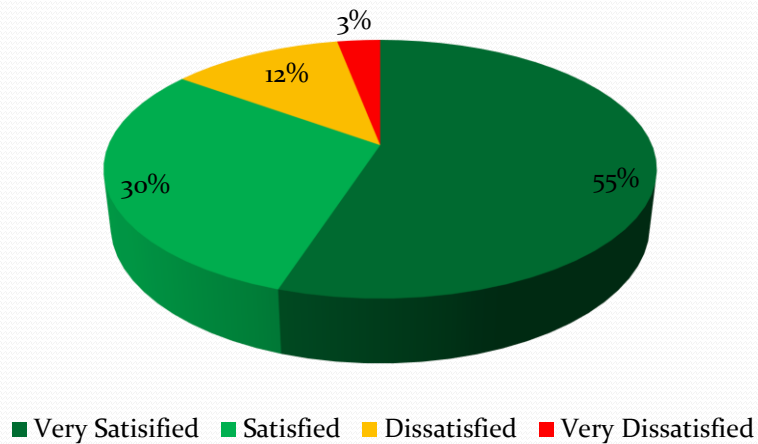
16

State Priorities: Satisfaction Level (%)



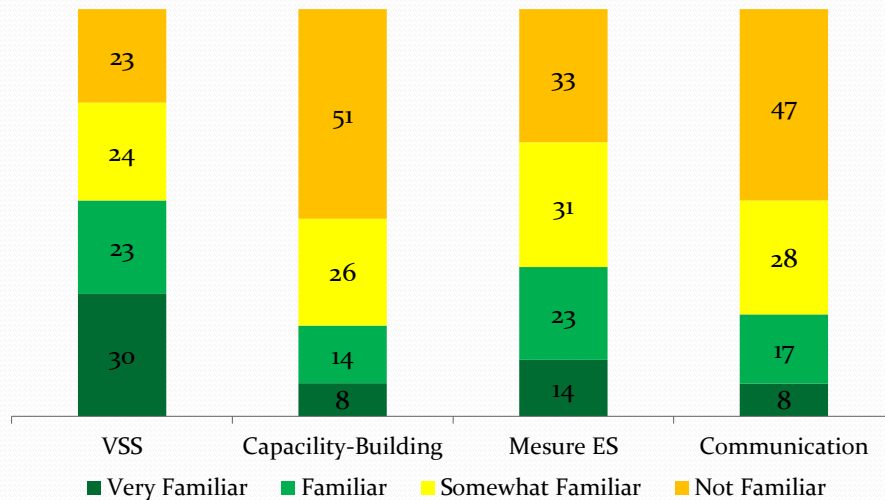
17

Quality of SMMUSD (%)



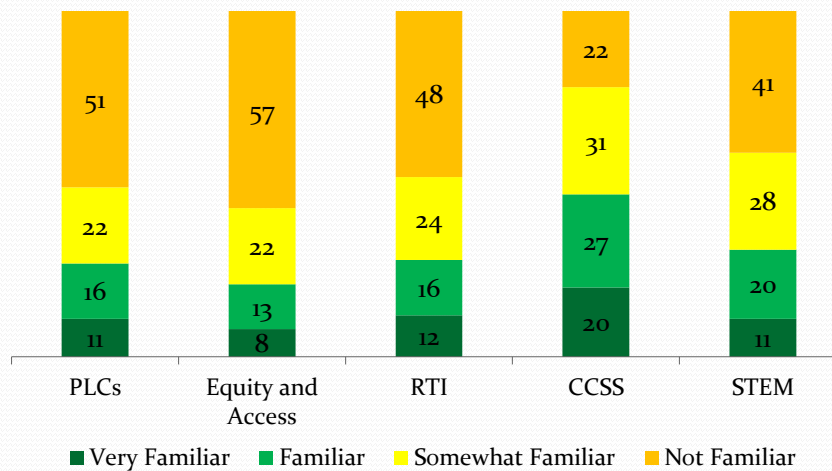
18

Board Goals: Familiarity (%)



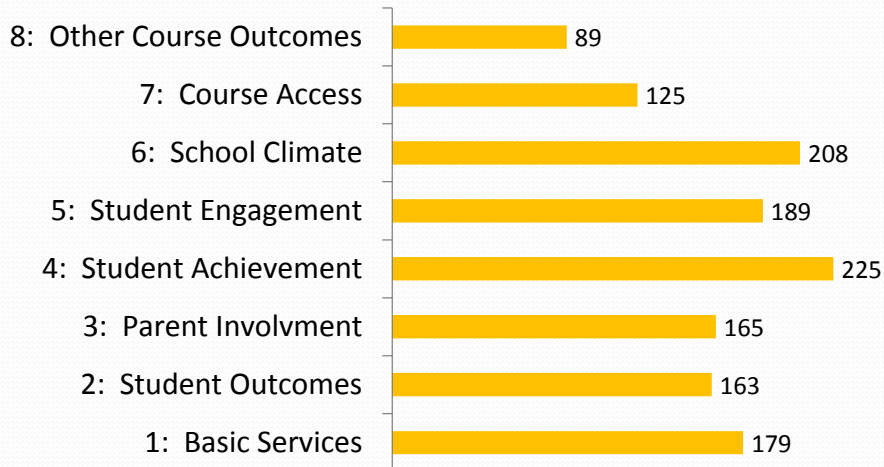
19

Superintendent's Goals: Familiarity (%)



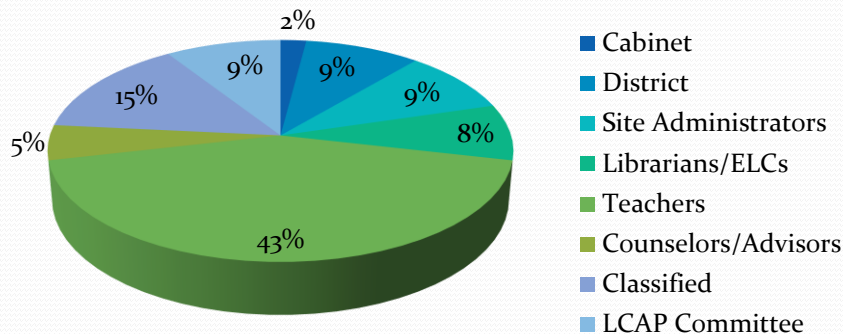
20

K-12 Insight: Suggestions



21

Internal Staff Survey: Participation (N=98; 9% of all staff)



22

Internal Staff Survey: Tasks

- Rank Suggested Activities/Expenditures
 - Rank on a scale of 1:4
 - 1: Highly-Likely to Close Gaps
 - 4: Not Likely to Close Gaps
- Propose New Staffing
- Propose New Service/Program

23

Data Use

- Goals
 - Ed. Services Division Created Goals
 - Vetted by Cabinet
 - Shared with LCAP Committee
- Activities/Expenditures
 - LCAP Committee : Sort by Priority
 - Ed. Services Division: Initial Selection
 - Cabinet: Input

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Next Steps: LCAP Template

- By April 18: Draft 1
 - Describe Engagement Process
 - Revise/Refine Goals
 - Add Activities/Expenditures
- Draft Review
 - Cabinet
 - LCAP Committee (April 23)

25

Internal Survey: First Twelve

Item	% Ranked as 1 or 2	Type
Reduction in class size	89	Program
Coaching for principals	87	PD
Multiple tiers of systematic support for English Learners	85	Program
Systematic intervention program for before/during/after school	84	Program
Additional literacy support at high needs/all schools	83	Staff
Release time for teachers to collaborate and look at student work	82	PD
Increased new teacher support	79	PD
District-wide Tier I/II Behavior Interventions	78	Program
District-wide supported Positive Behavior Support System	77	Program
Increased hours for general classroom instructional assistants	77	Staff
Uniform technology (continually refreshed) throughout the district in all schools built to a defined standard	77	Tech
Targeted, directive math support during the school day at secondary level	77	Program

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District LCAP Website

<http://www.smmusd.org/>

27

Whew! Questions?

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Getting Smarter About Assessment

Smarter Balanced Field Test



An update to the
Board of Education

Santa Monica-
Malibu
Unified School
District

April 3, 2014

What the average middle
school student knows about
the SBAC field tests...

A short video from CDE

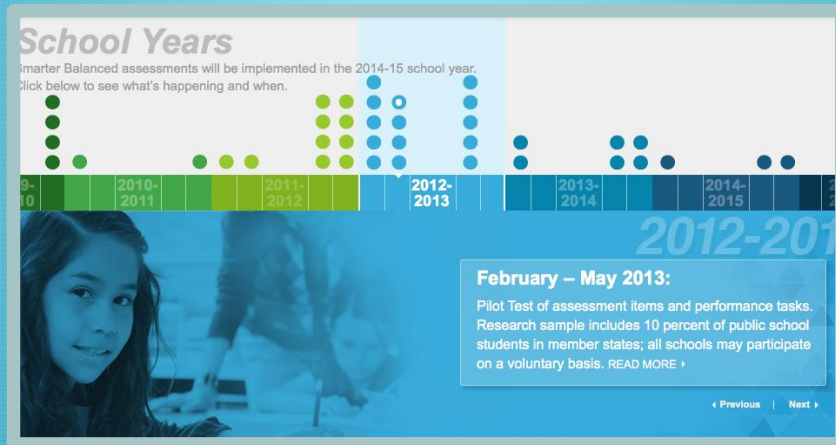
Review of SBAC Basics

- SBAC largely replaces STAR.
 - CAPA remains.
 - Grade 5, 8, 10 CST/CMA Science Remain.
- SBAC tests students in Grades 3 – 8 and Grade 11 in ELA and Math.
 - Grade 9 is also being field tested at Samohi.

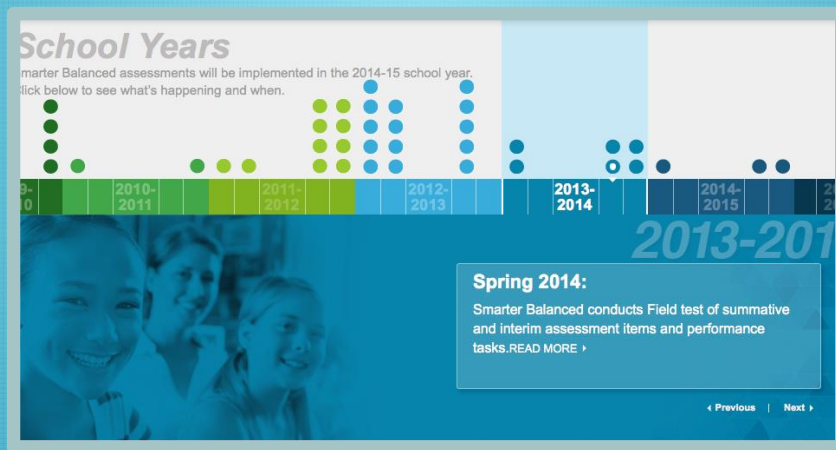
Review of SBAC Basics

- Students take a summative test and a performance task. Both are given **online**.
- We will receive **NO RESULTS** from the field tests this spring.
- API and AYP will be frozen at 2013 levels.
 - Exception: High Schools will receive new AYP reports, based on CAHSEE proficiency.

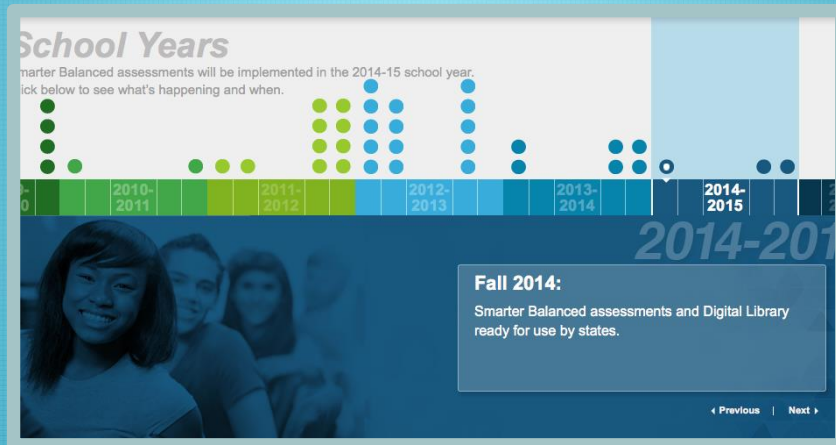
SBAC Timeline: Spring 2013



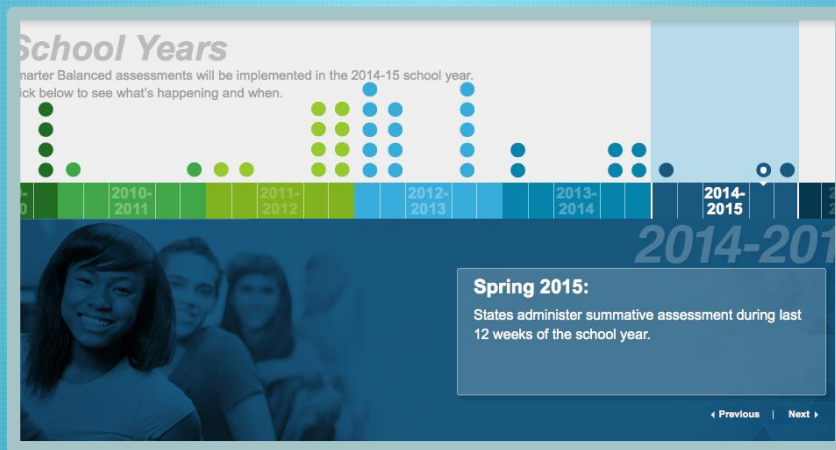
SBAC Timeline: Spring 2014



SBAC Timeline: Fall 2014



SBAC Timeline: Spring 2015



Our Planning and Preparation: Tech Inventory

Smarter Balanced Technology Readiness Calculator

This calculator estimates the number of days and associated network bandwidth required to administer English Language Arts (ELA) and Mathematics assessments given the number of students, number of computers, and number of hours per day computers are available for testing at a specific school. The estimates are displayed at the bottom of the screen below the buttons.

Number of students testing:

Number of computers available:

Computer hours available per day:

Internet connection speed:

Calculate

Reset

Our Planning and Preparation: Purchase and Set Up of Devices

400 Chromebooks



Additional Access Points



Laptop carts



1500 headphones



Extension cords and
Multiple plugs



Our Planning and Preparation Testing the Infrastructure

March 10: Test In Day!

- Did not reach anywhere near capacity for internet traffic – BUT, not all schools were able to participate at the same hour of the day.
- Students at some sites did experience crashes and unexpected log-offs.
 - Malibu High
 - Grant



Our Planning and Preparation: Training

Over the Past 12 Months:

- Principals
- Test Site Coordinators
- Teachers
 - Directions for Administration
 - Online Simulations for Test Administration

Our Planning and Preparation: Communication

Getting out the word:

- Principal Meetings
- Summer Curriculum Mapping and Benchmark Development Sessions
- Board Presentations
- Parent Webinars
- Parent Notification Letters
- Roadshows
 - Staff
 - PTSA
- Newsletters



Getting SMARTER about Assessment

A continuing series of news flashes and updates in preparation for the Smarter Balanced Assessment

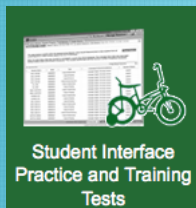
Volume 5: March 24, 2014

SMMUSD Educational Services

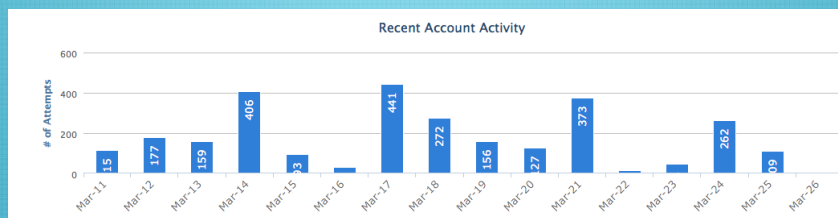
SBAC Field Tests Are Almost Here!

The window for the SBAC field test for most schools* opens after Spring Break. There are only three school weeks left to prepare! This new testing machine has many moving (and changing) parts.

Preparing Our Students



- Smarter Balanced Practice Tests
- TypingClub.Com



As of today...

1338 Samohi students have begun testing!

- Under the direction of O House Principal, Kelly Tabis, Smarter Balanced is going remarkably well!
 - Training sessions prepared teachers.
 - Thin client labs restored to operational status.
 - Connectivity was not an issue.
 - New Chrome Books deployed.
 - Support from **all** Samo administrators, Info Services, and Ed Services staff to help teachers get started.

As of today...

All other students in tested grade levels are experiencing the Practice Tests and will begin testing following spring break.

- Kudos to Mrs. Yoli Marmolejo and her 3rd graders at Will Rogers who have now completed all 4 practice tests!
- Assistant Principal, Liz Cochran, has trained her teachers well!

Lessons We Are Learning...

- It takes extra time to launch that first testing session.
- It helps to have “all hands on deck,” especially for each teacher’s first testing session.
- Students will need to develop stamina to complete their Smarter Balanced assessments.
 - For the field tests, we are trying to “get it done.” For operational tests, we will need to modify schedules and allow students to take breaks as needed.

Lessons We Are Learning...

Special Education data system needs to reflect accommodations as defined by SBAC.

District supplied headphones and student-owned ear buds have different volume sensitivities.

When We Return from Spring Break...

Unknown Factors

- How long will younger students take to complete each section of their exams?
- How will our bandwidth/connectivity hold up?
- How well-prepared do teachers and test site coordinators feel?
- What is the ideal device/student ratio to administer assessments with:
 - Least amount of classroom disruption?
 - Greatest amount of connectivity?

An Opportunity to Learn from the Field Test Experience



Questions and Discussion



Increasing Achievement in Secondary Math

Board of Education
April 3, 2014

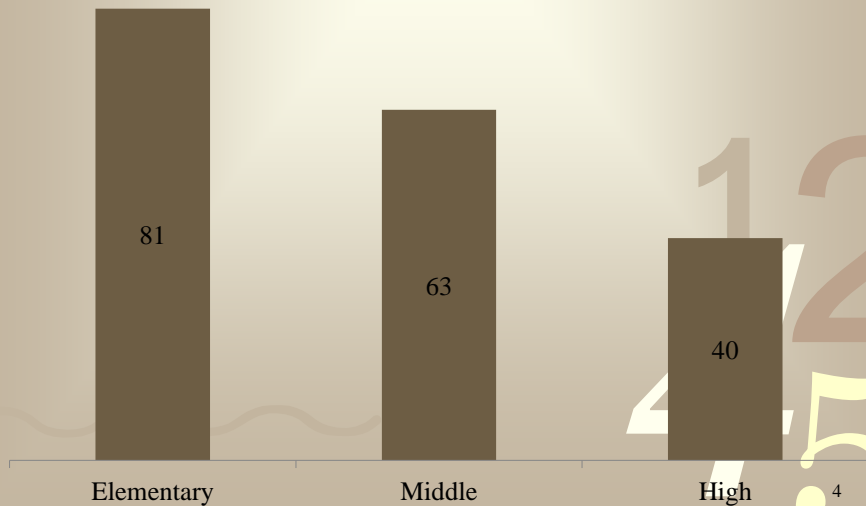
Outline

- Reminder☺ Why study math?
- Review of SMMUSD math data
- Review 2013-14 plan to increase secondary math achievement
- Professional Development
- Classroom Walk-Through Data
- Next Steps

Why Study Math?

- Math is useful in daily life.
- Math is required for college and career readiness.
- A mathematically-informed society will likely make better economic, political, and social decisions.
- Math is interesting and enjoyable.

% Proficient/Advanced by Grade Span: Math CSTs 2013

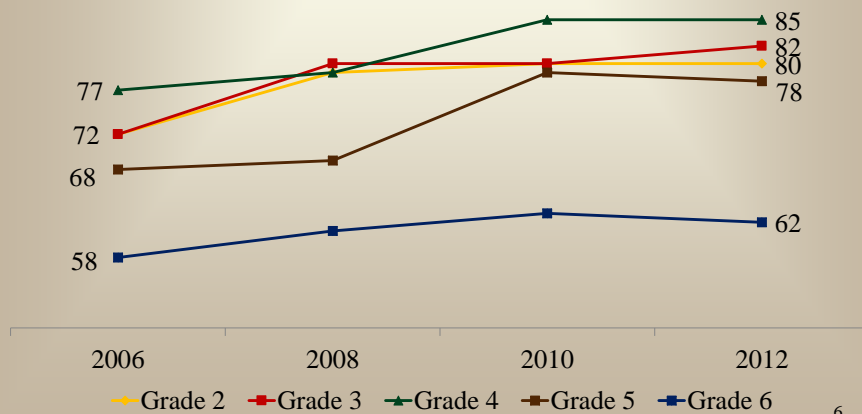


Decline in Upper Grades: Probable Reasons

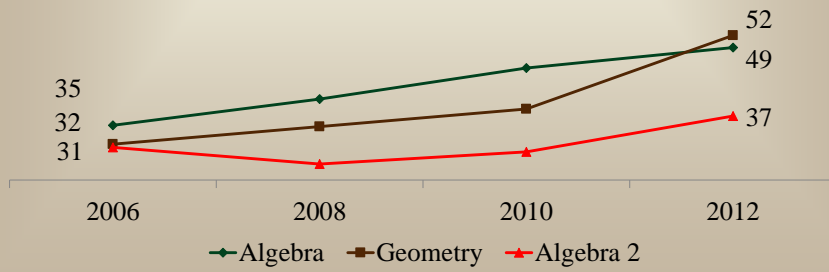
- Learning gaps over time
- Inequity (a few...)
 - Professional Development
 - Access to grade level content
 - Access to intervention
 - Practice alignment among staff/schools
 - Focus on elementary grades (“intervene early”)
- Tracking
- Curriculum Alignment with Assessments
- Monitoring
- Adult Mindsets
- And more

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45
5

SMMUSD Elementary CST Math Score Trends
% Proficient/Advanced

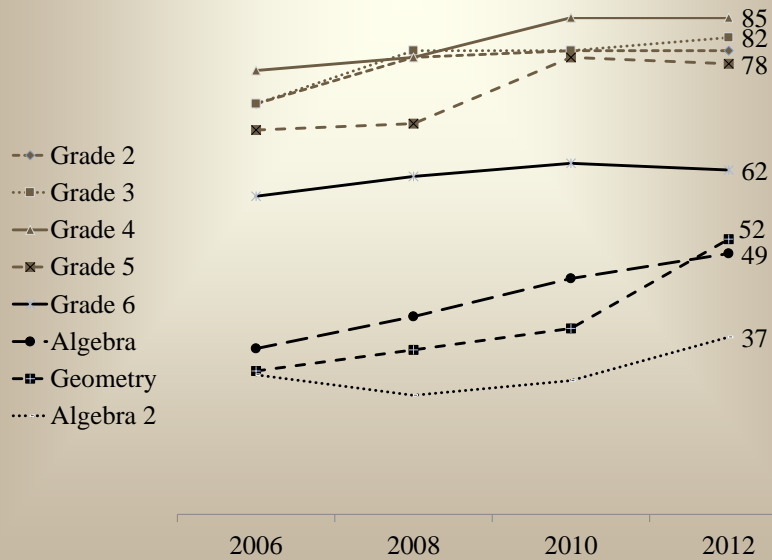


SMMUSD Secondary CST Math Score Trends
% Proficient/Advanced

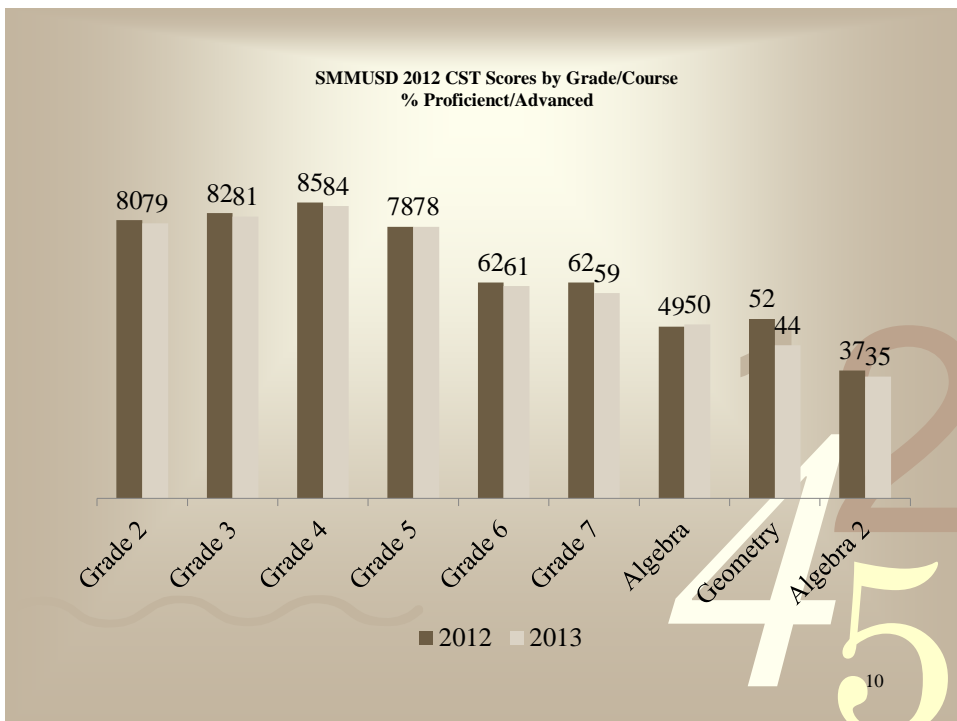
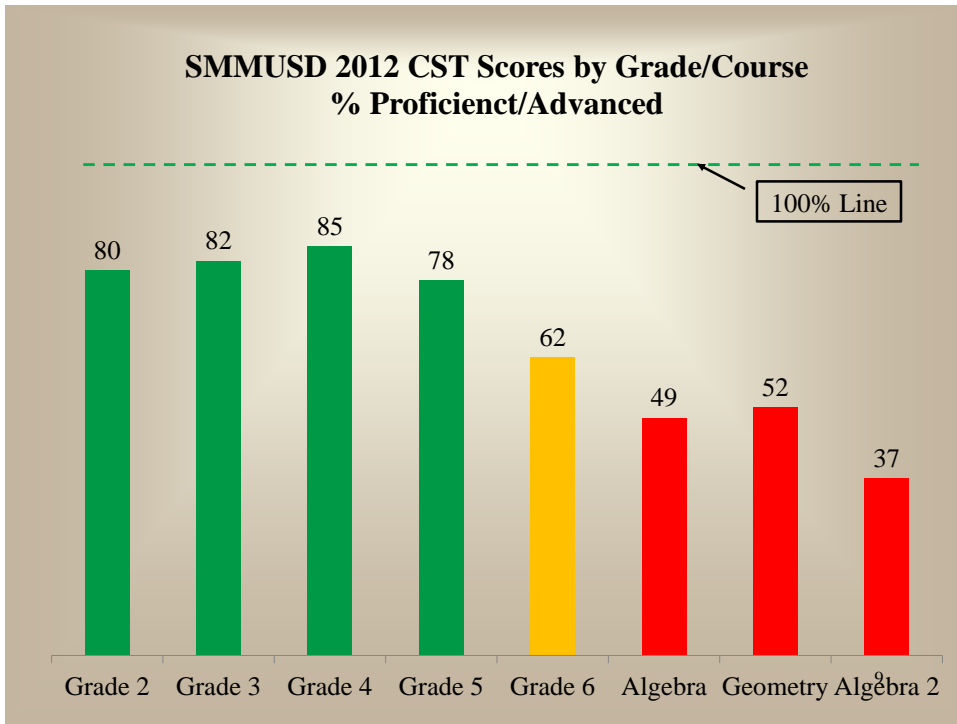


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% Proficient/Advanced Trends: CST Math by Grade



8



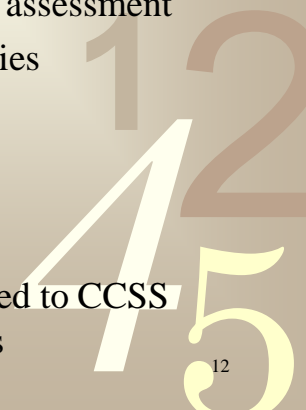
Plan to Increase Math Achievement: 2013-14 Components

- Curriculum ✓✓✓
- Assessment ✓✓
- Professional Development ✓✓
- Equity and Access ✓
- Homework ✓
- Co-Administrators and Counselors ✓
- Parent Involvement ✓
- Supervision ✓



Professional Development

- 3 days by course title
 - Build content knowledge
 - Build capacity in instruction and assessment
 - Teach active engagement strategies
 - Humor
 - Movement
 - Varying Intensity
 - Student Talk
 - Assist in designing lessons aligned to CCSS and/or other standards/objectives

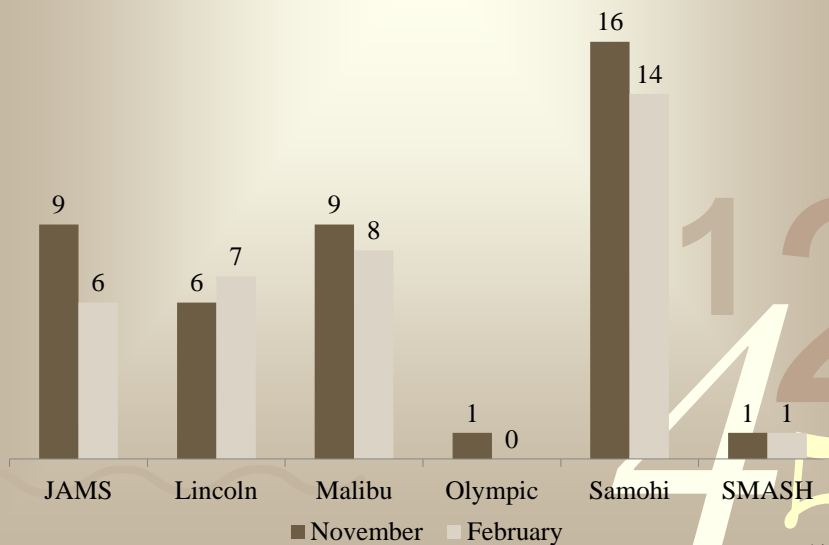


Supervision: Classroom Walk-Throughs

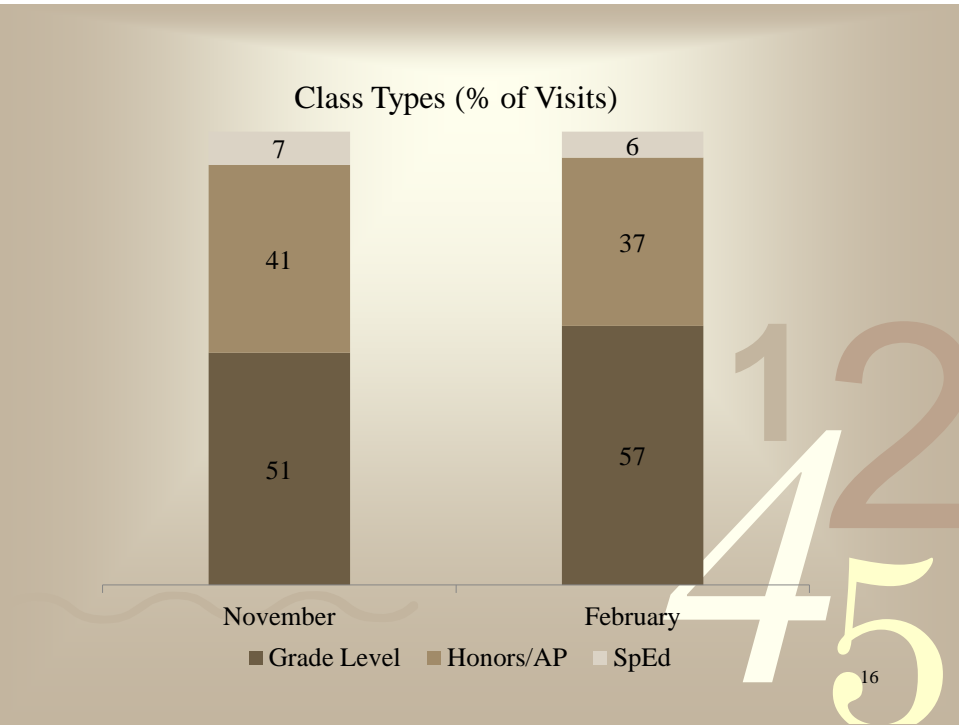
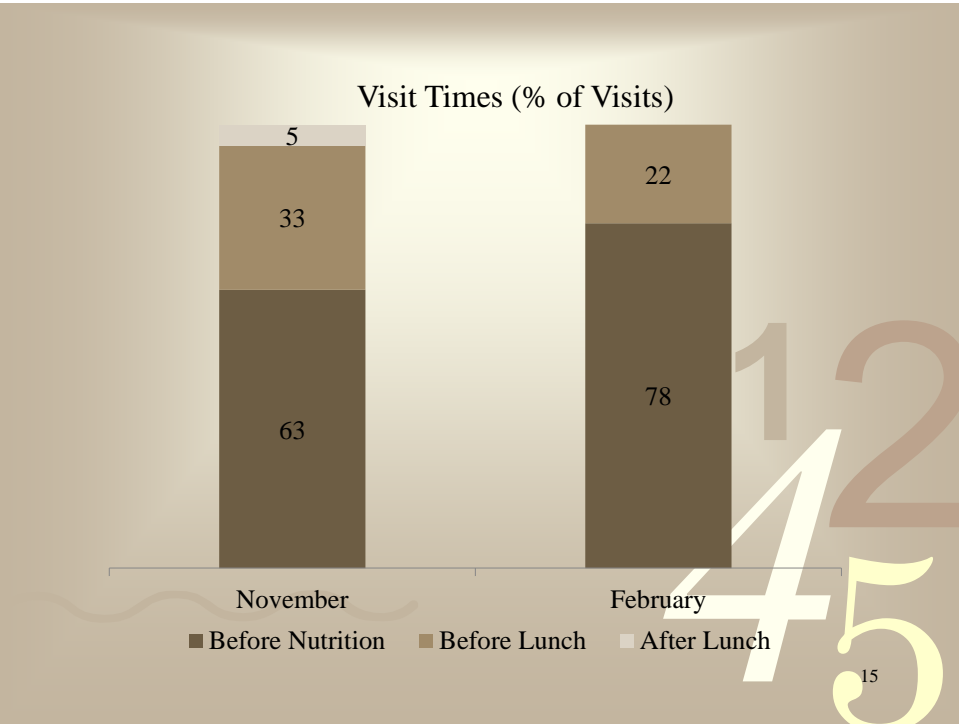
- Secondary principals, Rosa, Ellen, Terry
- Narrow focus: Recent PD
- 5-7 minutes (snapshot)
- iPad/cell phone collects data
- Calibrate after every observation
- Collaboratively discuss aggregate data
 - School/District Leaders
 - Math teachers
- Use data for goal-setting, progress-monitoring, and deciding next steps

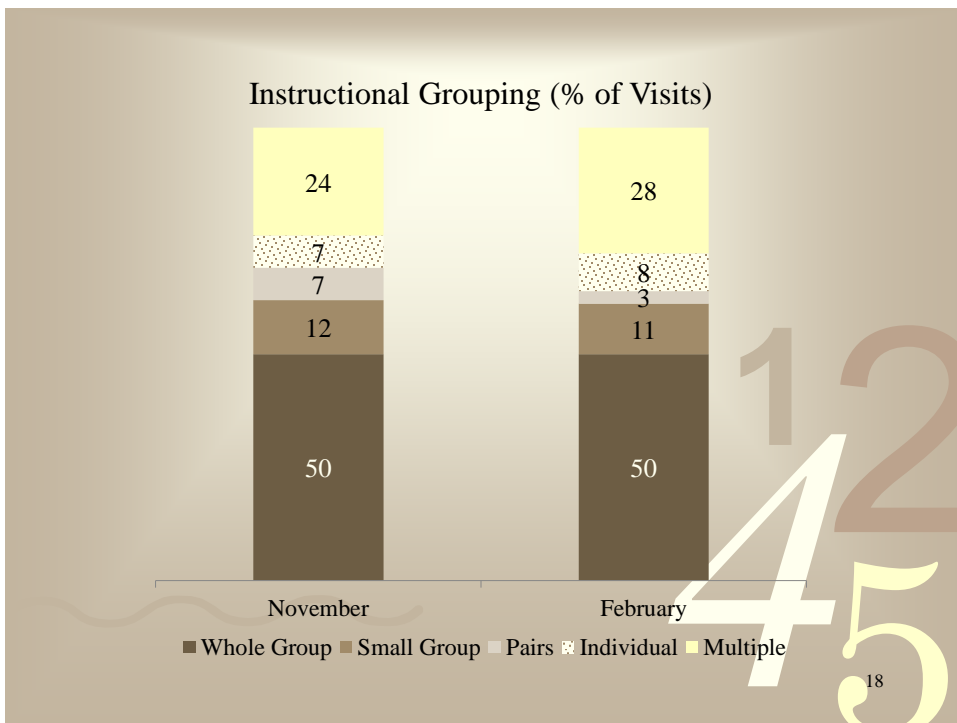
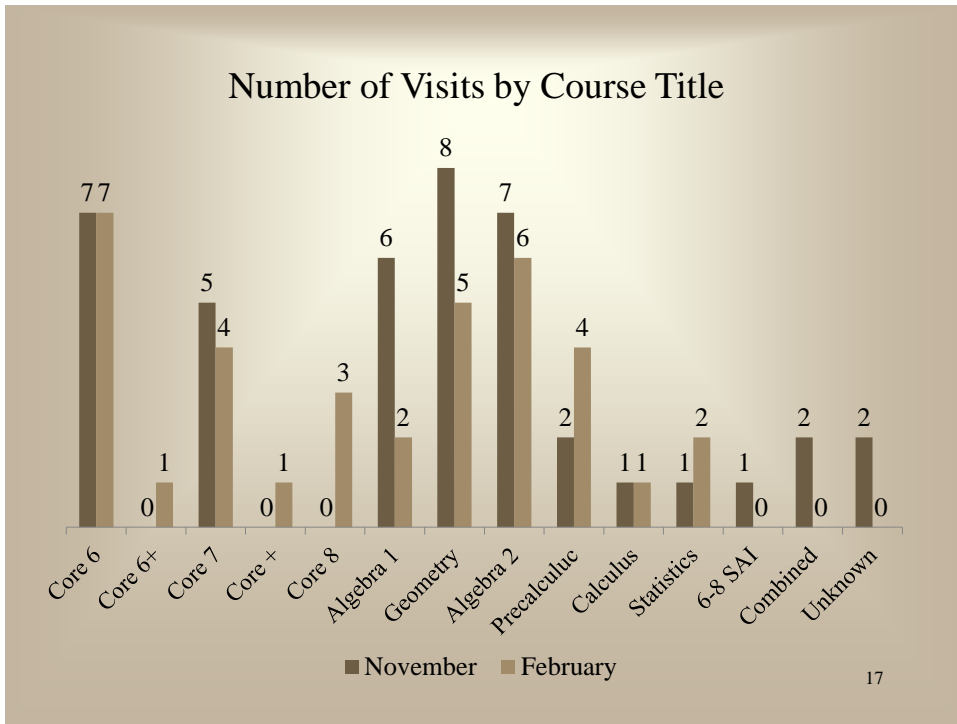
13

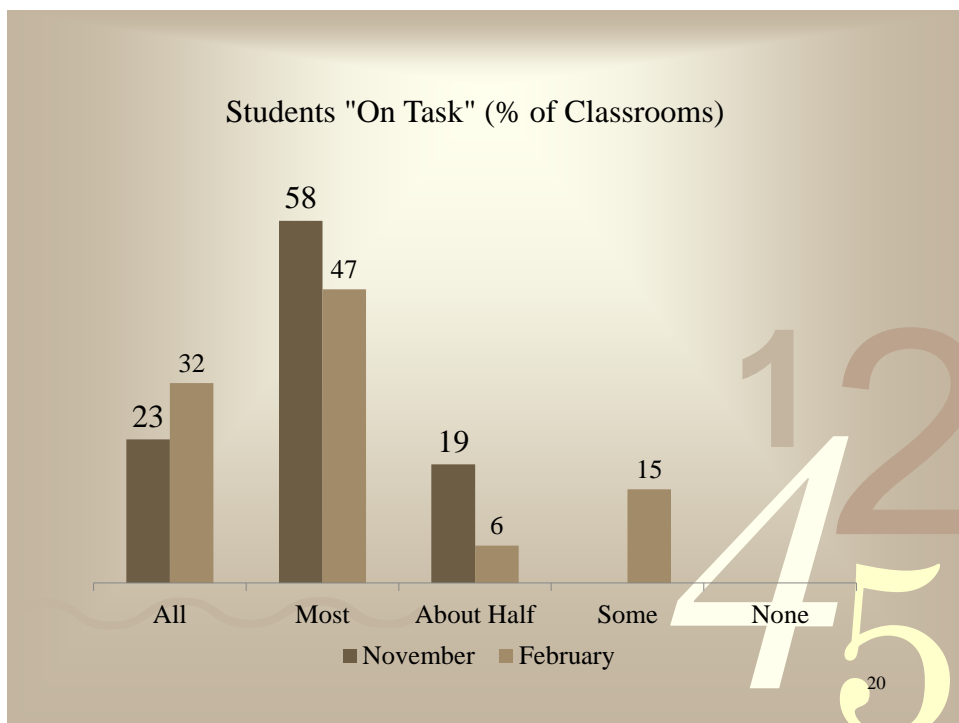
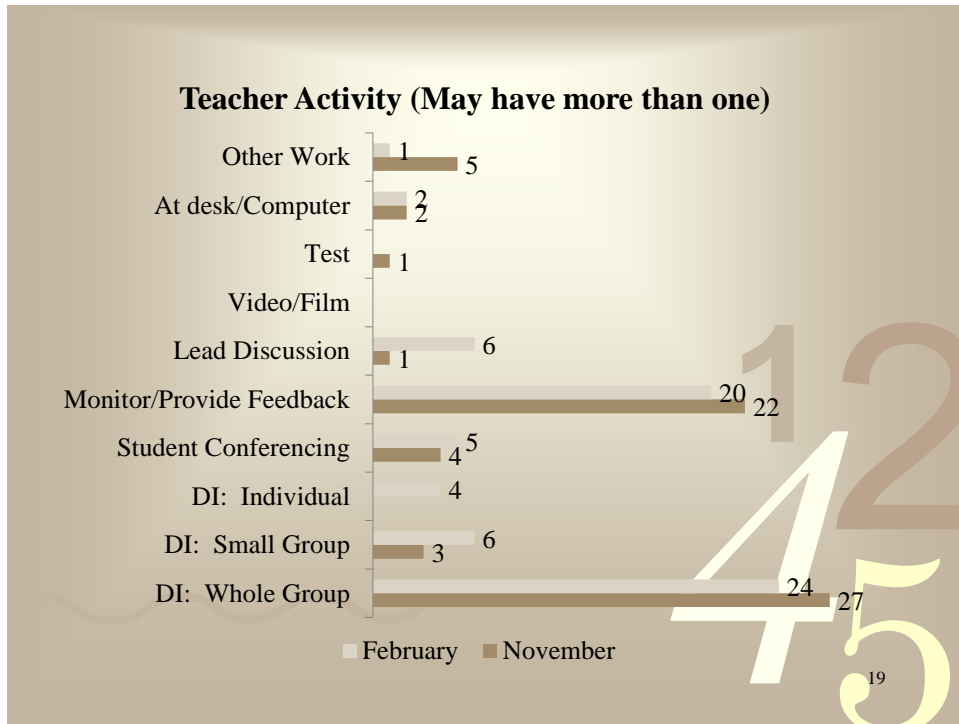
Number of Visits by School

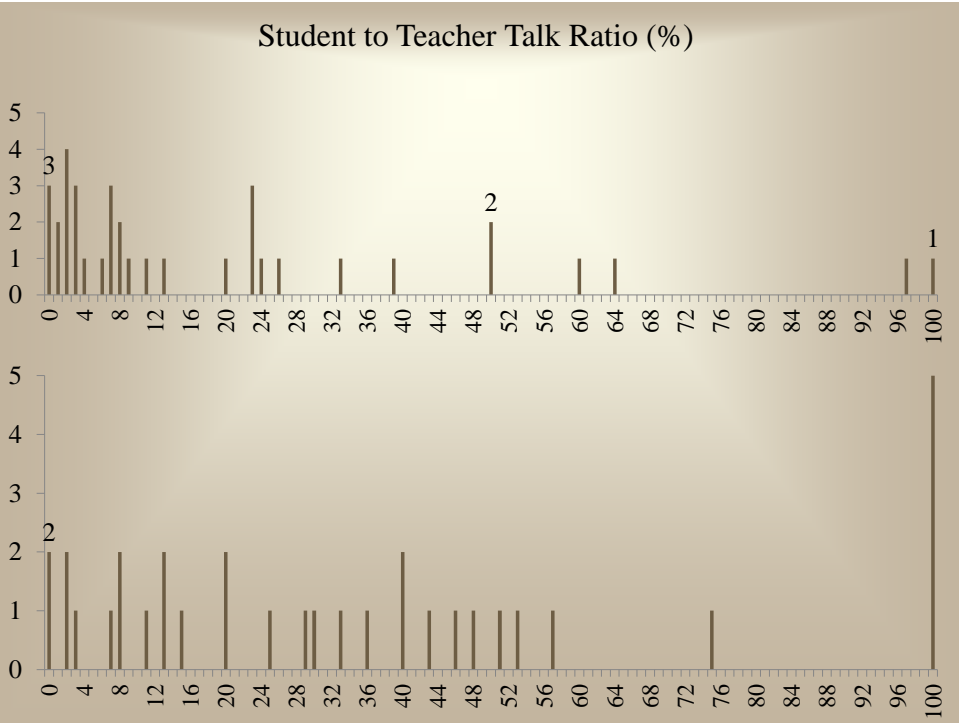
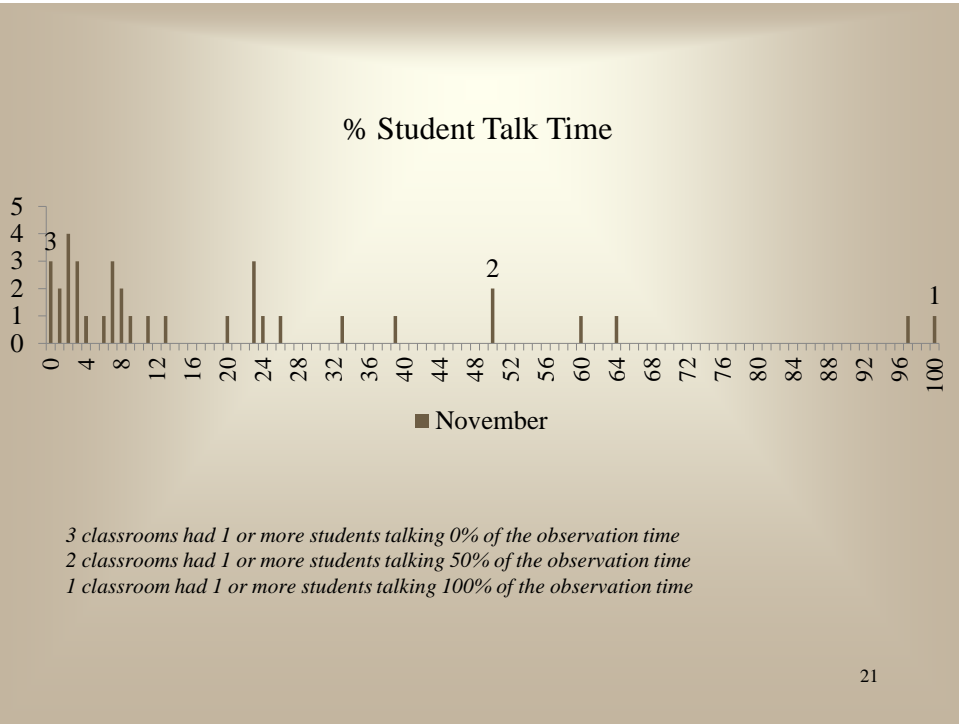


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Next Steps

- No CST achievement data for 2013-14
- SBAC data will be available in 2014-15
- Other sources of data to review
- LCAP
- VSS (Secondary Support), PERCS
- Professional Development Planning for 2014-15
 - Teachers
 - Administrators
 - Counselors/Advisors
 - Students
 - Parents



Questions?

