



**BOARD OF EDUCATION MEETING
MINUTES**

February 19, 2015

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, February 19, 2015, 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. The 4:36 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 5:57 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 §54956.9(d)(2) (10)
CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – SIGNIFICANT EXPOSURE TO LITIGATION
 - DN-1005-14/15 (Special Education)
This item was postponed to a future board meeting.
- Government Code §54957 (5)
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
- Government Code §54957.6 (5)
CONFERENCE WITH LABOR NEGOTIATORS
 - Agency designated representative: Sandra Lyon
Unrepresented Employee: Assistant Superintendent, Human Resources
- Government Code §54957 (5)
PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT
 - Title: Assistant Superintendent, Human Resources
- Government Code §54956.9(d)(1) (35)
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
 - Malibu Community Preservation Alliance and Malibu Township Council, Inc. vs. City of Malibu, City Council of the City of Malibu, and SMMUSD; Superior Court Case #BS138633

OPEN SESSION (5:30 p.m.)

5:57 pm

III. CALL TO ORDER

A. Roll Call

Board of Education Members

Laurie Lieberman – President
 Jose Escarce – Vice President
 Oscar de la Torre
 Craig Foster

Maria Leon-Vazquez – *absent*
 Ralph Mechur
 Richard Tahvildaran-Jesswein

5:57 pm

B. Pledge of Allegiance

Led by Ms. Mokhtari

C. Reorder Board Member Seats at Dais – *did not occur*

5:59 pm	IV. APPROVAL OF THE AGENDA <i>It was moved by Mr. de la Torre, seconded by Mr. Mechur, and voted 6/0 (Ms. Leon-Vazquez was absent) to approve the agenda.</i>	
5:59 pm	V. APPROVAL OF MINUTES A.01 February 5, 2015.....	1
6:00 pm	VI. BOARD OF EDUCATION – COMMENDATIONS / RECOGNITIONS (20 minutes) <ul style="list-style-type: none"> • National Board Certified Teachers (20) <i>Ms. Mary Anna Noveck summarized the National Board Certified teachers program, and then introduced the teachers who were newly certified and those who had recertified: Hayde Cervantes, Guadalupe Mireles, Ursula Caise, Sheryl Murdock, Kate Song, Christina Staroschak, Brian Tickler, Nathaniel Acker, Adrienne Karyade, Chon Lee, Jill Matthews, Cyndie Weinstock, Sharon Hart, Susan Scheer, and Erica Ross. The board presented the teachers with flowers and certificates.</i> 	
	VII. STUDY SESSION (60 minutes) These items are staff presentations and/or updates to the Board of Education.	
6:27 pm	S.01 School Site Presentation (40)..... <i>McKinley Elementary School</i> <i>Franklin Elementary School</i>	2
6:46 pm	S.02 High School Six-Period Day (20).....	3
	VIII. COMMUNICATIONS (35 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.	
7:32 pm	A. Student Board Member Reports (15) <ol style="list-style-type: none"> 1. Alaleh Mokhtari – Santa Monica High School (5) <i>Student Board Member Mokhtari reported that ASB held a fundraiser at the local restaurant King Boba. Senior Steering held a fundraiser dinner on February 13 in the cafeteria. Applications to serve on next year’s ASB are due. The applications will be assessed by advisors and qualified students. M House will be hosting an ice cream sandwich social on February 20. The African-American Student Union is hosting the annual Apollo Night on February 20 in Barnum Hall. ASB is holding auditions on March 3 for students to perform at the Spring Rally. The UCLA blood drive will be on March 23. The annual Dodgeball competition will be during lunch March 24-27. Both the boys’ and girls’ basketball teams will be playing Eastville Roosevelt this Friday. The boys’ soccer team lost against Santa Paula yesterday. The cross country team competed in the Indoor Track State Competition meet on February 14. Samohi had six students qualify: Lucas Jackson, Ariel Silverman, Oliver Peake, Brighton Mills, Halimat Adeyemi, and Marcel Espinoza. Ms. Silverman set a school record and Mr. Espinoza set a school and meet record.</i> 	
7:36 pm	<ol style="list-style-type: none"> 2. Skylar Washington – Malibu High School (5) <i>Student Board Member Washington reported that Principal Jackson was hospitalized last week for an intestinal blockage. He is recovering, but will not return to school until after spring break. Ms. Pat Cairns and Assistant Principal Regan will ensure the daily duties</i> 	

of running the school continue. On February 13, the Choral department delivered Valentine Grams and ASB provided students with match-maker surveys. Juniors are encouraged to meet with college counselor Ms. Rowley this week for individual advisement and to plan for post-graduation goals. There will be an SAT boot camp for juniors and seniors February 28-March 1. SMC is hosting a workshop for seniors who plan to enroll at SMC in the summer or fall 2015. Course registration has begun for all students for the 2015-2016 school year. Last night, the boys' basketball team lost against El Segundo HS. The girls' soccer team is scheduled to play Marlborough and girls' basketball will play Desert Hills High School. Girls' water polo lost to Wilson Hacienda Heights on Wednesday. Malibu is very happy to have four sports teams participate in the first round of CIF playoffs. This week, juniors are participating in the online Stock Game hosted by history teachers Mr. Punish, Mr. Meyer, and Mr. Ervin. Each junior is given "\$100,000" to invest in real stocks, and the winning student will have project priority in the project convention called Decades Day. On February 3-7, both the high school and middle school held their Winter Pep Rallies. The spring blood drive will be on March 5. Students will be able to showcase their talents at MASQUE, a variety show fundraiser that will take place March 5-7. Next week, parents are invited to have coffee with the counselors. An informational meeting for parents regarding the various sports teams will be held on February 24.

3. Maia Joseph – Olympic High School (5) – no report

7:42 pm

B. SMMCTA Update – Ms. Sarah Braff (5)

Ms. Braff said she was proud of the National Board Certified Teachers. She thanked the elementary school teachers for getting report cards out, despite Illuminate crashing. She thanked high school teachers for demonstrating flexibility while transitioning student loads from first to second semester. In regards to the district adopting new math and English language arts textbooks, Ms. Braff said she was interested in the district also teaching digital literacy and coding. She supported the board approving the Certified Nursing Assistant and Principles of Engineering courses. The union expects ROP courses to be part of the high school programming for next year. Cleaning in the classrooms continues to be an issue at sites, and the hot weather will return, which concerns staff at Edison. Ms. Braff said she was pleased to hear about the SMC/SMMUSD collaborative. SMMCTA is sunshining its negotiations proposal under Information on this agenda. IBB training will be March 2-3. The board wished Ms. Braff a happy birthday.

7:46 pm

C. SEIU Update – Ms. Keryl Cartee-McNeely (5)

Ms. Maez read Ms. Cartee-McNeely's report into the record. Ms. Cartee-McNeely is actively engaged in labor management teams for both the Operations/Grounds and Transportation Departments. The operations team is actively preparing for summer cleaning. The goal is to roll out the plan early enough to allow staff to prepare for the cleaning. Ms. Cartee-McNeely reported that she was proud of the custodial staff, saying they eagerly await the cleaning video that is being produce.

7:48 pm

D. PTA Council – Ms. Rochelle Fanali (5)

Ms. Fanali reported that representatives from SMMPTA attended last week's California State PA Conference in Sacramento. They learned about the new student assessment process, immunization legislation, and heard from

political leaders. While the state is a great fiscal year for schools, Ms. Fanali said that PTA leaders reminded the legislatures that funding levels have still not recovered. The PTA Council is interested in ways to support students and staff at Olympic HS because they do not have a PTA. As a result, PTA Council is granting \$1,000 to the campus for school supplies. Registration for summer school adventure begins on March 23.

Ms. Fanali introduced Erin Einstein-Dale, Franklin PTA President, who is working closely with the Education Foundation to increase parent participation. Schools are concerned that if the foundation does not meet its fundraising goal, programs funded through VSS will be cut.

7:56 pm

E. Samohi Alumni Association – Mr. Jon Arenberg (15)

Mr. Arenberg introduced himself, a product of Santa Monica schools. He highlighted the achievements of the Samohi alumni body and the alumni newsletter. The group is planning for the 125 Anniversary of the founding of Samohi. It is the goal of the alumni body to inspire and support students through programs, volunteerism, scholarships, and the student emergency fund. The association works hard to be the connecting fiber among alumni as well as back to the school and community. Mr. de la Torre asked if any part of the facilities master planning at Samohi could support the work of the association. Mr. Arenberg replied that the group would like a larger presence on campus to encourage alumni giving. Dr. Tahvildaran-Jesswein recommended that Mr. Arenberg connect with the Education Foundation to increase alumni giving. Mr. Arenberg said he has already been meeting with SMMEF and the Viking Fund.

IX. SENIOR STAFF REPORTS (20 minutes)

8:15 pm

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

Dr. Deloria announced that the textbook and supplemental textbooks scheduled for adoption on March 5 can be found in the hallway for public viewing. She reminded everyone of the Tuesday Shoes Day fundraiser. In response to a board members' earlier question, she explained the adoption process for supplemental textbooks. She will include in the Friday packet the protocol the committee uses when evaluating supplemental textbooks. Dr. Deloria shared a photo of a McKinley ES School Smarts cohort graduation.

8:17 pm

B. Asst. Supt., Human Resources – Dr. Mark Kelly (5)

Dr. Kelly said he was enjoying his transition into the Human Resources Department. He has been busy meeting with both unions and other district leaders. He thanked Mary Anna Navack for filling in for Lila Daruty in BTSA and at Grant ES. Other retiring administrators have been filling in throughout the district, including Pat Cairns at MHS and Pat Samarge at Roosevelt ES. Dr. Kelly announced that intra- and interdistrict permits are now available online. The Health and Safety DAC wrote a letter to the editor supporting the district's efforts to encourage parents to vaccinate their children. Dr. Kelly and Dr. Deloria met with ROP leaders to discuss the future of the program.

8:19 pm

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

Ms. Maez announced that Terry Kamibayashi, Manager of Maintenance and Constructoin, would be graduating from PROGRAM soon. As the final part of his requirements, Mr. Kamibayashi will be delivering a presentation at the upcoming CASH conference. The conference offers a variety of workshops that are very informative for non-teaching administrators and managers. Ms. Maez reported that the recruitment for the Measure ES Bond Program Manager had begun.

D. Superintendent – Ms. Sandra Lyon (5)

Ms. Lyon clarified action the board has taken so far regarding the ROP program. She assured everyone that there would be no sweeping reductions in ROP, and that the preliminary action the board took at the last meeting did not guarantee that cuts would occur. Students should not be discouraged from enrolling in ROP courses for next year; in fact, courses that are robust and meet student needs will continue to be offered. The district will be converting staff who teach those courses from hourly to full-time equivalent status, like other teachers. For SMMUSD, the state used to provide the funding for this program to a consortium of districts through the Los Angeles County Office of Education, but that funding has now become part of the base funding for LACOE. Twenty-three superintendents, including Ms. Lyon, have been working together to ask the county to agree to a step-down approach over a couple of years, rather than removing funding all at once. The superintendents have sent a letter to LACOE and the Board of Supervisors asking support of the consortium’s request to support such an approach. While the consortium understands the county is entitled to that base funding, the superintendents agree that the loss of ROP funds is an unintended consequence of LCFF. Members of the consortium had a meeting with Dr. Delgado to make their case. The Governor’s budget proposal has a provision for ROP/CTE grants that will require matching funds to support existing programs. Ms. Lyon also reported that the Superintendent’s Advisory Committee (SAC) will be meeting on Monday to discuss programs for next year that are funded by SMMEF. She announced that the Roosevelt ES PTA will donate \$10,000 to the Education Foundation.

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.....4
 A.03 Overnight Field Trip(s) 2014-20155
 A.04 Conference and Travel Approval / Ratification6-10
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 All District Schools 12
 A.07 Approval of Special Education Contracts – 2014-201513-15

Business and Fiscal

A.08 Award of Purchase Orders – 2014-2015.....16-16d
 A.09 Acceptance of Gifts – 2014/201517-18
 A.10 Award of Contract for Internet Access to LACOE – e-Rate Application 19
 A.11 Acceptance of Work Completed – Airtek Indoor Air Solutions
 for Duct Cleaning at Malibu High and Cabrillo Elementary
 Schools – Bid #15.0220

Facilities Improvement Projects

A.12 Amendment to Contract – Lease Leaseback – Santa Monica
 High School – Science & Technology Site Improvements
 Project – Erickson-Hall Construction Company – Measure BB.....21-22

A.13	Contract Amendment #40 – Santa Monica High School – Science and Technology Classroom Building Phase 2 West Site Improvements – R.L. Binder FAIA Architects, LLP – Measure BB.....	23-24
A.14	Accept Work as Completed – Multiple Purchase Orders Projects – Capital Fund & Measure BB	25

Personnel

A.15	Certificated Personnel – Elections, Separations.....	26-28
A.16	Classified Personnel – Merit	29-32
A.17	Classified Personnel – Non-Merit.....	33
A.18	Increase in Staffing (FTE) – Special Education	34

General

A.19	Approve Employment Agreement for Assistant Superintendent for Human Resources	35
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8:32 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 (the following rules apply to both general public comments as well as comments about a specific agenda item). 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. Individual members of the public who submit a public speaking card prior to the Board hearing an agenda item or general public comments shall be allowed three (3) minutes to address the Board on each agenda or nonagenda item, depending on the number of speakers. If there are ten or more speakers on an agenda or nonagenda item, the Board shall limit the allowed time to two (2) minutes per speaker. Individual speakers who submit a public speaking card after the Board begins to hear an agenda item or general public comments shall be allowed one (1) minute to address the Board. A public speaker may yield his/her time to another speaker, but must be present when his/her name is called. The donor would then give up his/her opportunity to speak. The public speaker who receives the donated minutes shall speak for no more than four (4) minutes maximum. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. Individuals represented by a common point of view may be asked to select one individual to speak for the group. The president may, at his/her discretion, allow five (5) minutes for those who are serving as a spokesperson for a group or organization. The Board may limit the total time for public input on each item to thirty (30) 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.**

- *Bill Wishart, Alexandra Kawano, Andrew Freeman, Andrew Glassman, Michael Flores, Marie Huber, Alina Garcia Taormina, Carmelo Lopez, Eric Weintraub, Naveed Mahboobian, Ara Bevacqua, Diego Yanez, Dawn Smith, Aubrey Sassoon, Andrew Jimenez, Jonathan Spencer, Ray Freedman, Zoe Blue, Janet McKeithen, Grayson Shapiro, and Lucas Godlewski expressed their support for the ROP program. Mr. Foster requested legal opinion regarding what comments board members can and cannot say in regards to a future vote. Mr. Mechur wondered when student enrollment for next year will reveal interest for specific ROP courses. Dr. Kelly said he would speak with Samohi about course requests that began in January.*

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 (110 minutes)

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

11:28 pm	D.01	Smarter Balanced Assessments (SBAC) Parent Reports (20)	36
11:41 pm	D.02	Local Control Accountability Plan (LCAP) Update (20).....	37
9:23 pm	D.03	Allocation of Measure ES Bond Funds (45).....	38-42
	D.04	Consider Deleting BP and AR 0420.1 – School-Based Program Coordination (5).....	43-45
11:45 pm	D.05	Consider Revising BP 5146 and Deleting AR 5146 – Married / Pregnant / Parenting Students (5).....	46-51
	D.06	Consider Deleting AR 5148.1 – Child Care Services for Parenting Students (5).....	52-54
11:47 pm	D.07	Consider Revising BP 6142.92 – Mathematics Instruction (5).....	55-57
	D.08	Consider Revising BP and AR 6142.91 – Reading/Language Arts Instruction (5).....	58-61

XIII. MAJOR ITEMS (65 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.

11:52 pm	A.20	Approval of the 2012-13 and 2013-14 Annual Measure “R” Audit Reports (20).....	62
11:57 pm	A.21	Course Approval – Principles of Engineering (10).....	63-70
11:58 pm	A.22	Course Approval – Certified Nursing Assistant (10).....	71-77
12:02 am	A.23	2014-15 Second Budget Revision (10).....	78-86
12:04 am	A.24	Assignment of Board of Education Liaisons to District Advisory Committees, Financial Oversight Committee, Facilities Advisory and Citizens’ Oversight Committees, PTA Council, and Education Foundation (5).....	87
12:06 am	A.25	Certification of Authorized Signatures (5).....	88-89
12:07 am	A.26	2015 CSBA Delegate Assembly Election for Region 24 (5)	90-09b

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	SMMCTA Sunshine	91-92
I.02	Textbooks	93
I.03	Supplemental Textbooks.....	94

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."

- *Dr. Tahvildaran-Jesswein shared that he has a goal to tour all of the school sites by June.*

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 Mr. Foster, and voted 6/0 (Ms. Leon-Vazquez was absent) to adjourn the meeting at 12:11 a.m. The next regular meeting is scheduled for 5:30 p.m. on **Thursday, March 5, 2015**, in the **District Administrative Offices**: 1651 16th Street, Santa Monica, CA.

Approved: 3-5-15



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.

SMMUSD Board of Education Meeting Schedule 2014-2015

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

July through December 2014					
Month	1 st Thursday	2 nd Thursday	3 rd Thursday	4 th Thursday	Special Note:
July			7/16* DO		*Wednesday, 7/16
August		8/13* DO		8/28 DO	*Wednesday: 8/13 First day of school: 8/19
September	9/4* DO		9/18 DO	9/25* DO	*9/4: MS Back to School Night *9/25: Admissions Day Holiday
October	10/2 M DO		10/16 DO	10/30* DO	*10/30: 5 th Thursday
November	11/6 M		11/20 DO		Thanksgiving: 11/27-28
December		12/11 DO		winter break	
Winter Break: December 22 – January 2					
January through June 2015					
Winter Break: December 22 – January 2					
January	winter break	1/15 DO	1/20* DO		*1/20: Special Meeting (Tues.)
February	2/5 M		2/19 DO		
March	3/5 DO		3/19 M		
Spring Break: March 30 – April 10					
April	spring break	spring break		4/23 DO	
May	5/7 M		5/21 DO		
June		6/11 DO		6/24* DO	Last day of school: 6/5 *Wednesday: 6/24

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
02/19/15

RECOMMENDATION NO. A.01

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

February 5, 2015

Mr. Foster expressed his concern that the February 5th discussions regarding the sunset of funding for ROP programs could be interpreted to mean that ROP programs would not be continued. The superintendent said she would clarify those points during her report.

MOTION MADE BY: Mr. Foster
SECONDED BY: Mr. Mechur
STUDENT ADVISORY VOTE: Aye
AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)
NOES: 0
ABSENT: 1 (Leon-Vazquez)

STUDY SESSION

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

STUDY SESSION
02/19/15

STUDY SESSION ITEM NO. S.01

Ms. Susan Yakich, Principal of McKinley Elementary School, and Ms. Deanna Sinfield, Principal of Franklin Elementary School, will share substantive, current school information. Principals were asked to provide information on two topics:

1. Implementation of Vision for Student Success (VSS) programs funded by the Santa Monica-Malibu Education Foundation (SMMEF)
2. Progress update on one of the district's PERCS goals:
 - a. Professional Learning Communities (PLCs)
 - b. Equity and Access for Student Success
 - c. Response to Instruction and Intervention (RTI²)
 - d. Common Core State Standards (CCSS)
 - e. Science, Technology, Engineering, and Mathematics (STEM) Curriculum

Ms. Yakich's and Ms. Sinfield's presentations can be found under Attachments at the end of these minutes.

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / TERRY DELORIA
RE: HIGH SCHOOL SIX-PERIOD DAY

STUDY SESSION
02/19/15

STUDY SESSION ITEM NO. S.02

Curriculum, courses and opportunities are growing and changing for our high school students. Besides meeting graduation requirements, SMMUSD high school students have access to a rich course offering that lets them align their strengths and interests to their post-secondary goals. Increased state funding, along with a growing number of resources funded by the Santa Monica-Malibu Education Foundation, PTAs, and postsecondary partnerships, mean students have even more options. Often students' interests are greater than what a typical high school schedule can support (six periods per day for four academic years.)

As funding and resources increase, additional programming will likely be designed. Having a common mental model of the high school six-period day is beneficial – opportunities can be promoted and barriers overcome. This presentation will review coursework related to the following:

1. High School Diploma
2. A-G minimum requirements
3. Competitive college preparatory programming

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Dr. Deloria's presentations can be found under Attachments at the end of these minutes.

Board members were asked to view the presentation through the lens of a specific type of student – such as an AVID student, long-term English learner, music student, a student in the engineering or child care pathway – in order to better understand the challenges and opportunities associated with a high school master schedule. Dr. Escarce stressed the importance of advisors. He requested data on the number of students who have taken AM classes over the past four years. Ms. Lyon added that the data would also compare the initial AM class enrollment versus the end of the year. Ms. Mokhtari shared her own high school experience. Dr. Tahvildaran-Jesswein announced that SMMUSD students who enroll in dual enrollment classes at SMC will be able to do so tuition free. He suggested that perhaps SMC professors could teach 7th period classes, as opposed to AM classes, in order to allow high school students to take seven periods without waking up earlier. Mr. de la Torre wondered if the Samohi house system could be themed by career interests/pathways. Ms. Lieberman cautioned that if not done properly, house themes could segregate students or force students into career decisions at too young of an age.

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/19/15

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 2014-15 budget.

Contractor/ Contract Dates	Description	Site	Funding (Measure BB)
Simpson & Simpson Not to exceed: \$1,450,520 \$1,125,520 (Original contract for \$338,000; 7/24/13: increased to \$722,000; 7/16/14: increased to \$1,125,520)	Project Liaison Construction Activities & Operations (Allocation for claims & CO Disputes for Edison, JAMS, Samohi & Lincoln)	Measure BB / Capital Improvements	83-90500-0-00000-85000-5802-XXX-2600 *Funded by Program Reserves

Contractor/ Contract Dates	Description	Site	Funding
Karen Orlansky 9/1/14 – 6/30/15 Not to exceed: <u>\$7,500</u> \$5,000 (10/2/14: original contract for \$2,500; 1/20/14: increased to \$5,000)	Facilitate “learning conversations” with Santa Monica community regarding “Muir Woods” mural at Olympic High School	Superintendent’s Office	01-00000-0-00000-71500-5820-020-1200
Bud Coffey 7/1/14 to 6/30/15 Not to exceed: <u>\$10,000</u> \$5,000 (7/16/14: original contract for \$3,000; 11/6/14: increased to \$5,000)	To perform specialized technical theatre support for Theatre Operations rentals in Barnum Hall and other District Theaters.	Business Services / Facility use	01-90110-0-81000-54000-5802-046-2460 (Facility Use)
Growing Educators 2/19/15 to 5/29/15 Amend Amount not to exceed: \$40,000	Provide literacy support for Will Rogers Learning Community staff.	Educational Services	01-00021-0-11100-100000-5802-002-4020 (VSS stretch grant)

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / TERRY DELORIA
 RE: OVERNIGHT FIELD TRIP(S) 2014-2015

ACTION/CONSENT
 02/19/15

RECOMMENDATION NO. A.03

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2014-2015 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	Santa Clara, CA 2/26/15-3/1/15	E. Mayoral / M. Shafiey	\$400 per student paid for by parent donations and fundraising	ROP	State Conference/ Competition in business & Marketing with DECA
Santa Monica High 9 th -12 th 8	Oakland, CA 3/14/15-3/16/15	E. Mayoral / T. Jones	\$380 per student paid for by parent donations and fundraising	ROP	Oakland Trade Show and Competition at the Oakland Convention Center
Santa Monica High 9 th -12 th 10	New York, NY 4/11/15-4/16/15	E. Mayoral / T. Jones / L. Wells	\$1,380 per student paid for by parent donations and fundraising	ROP	New York Virtual Enterprise Business Plan & Trade Show Competition
Santa Monica High 9 th -12 th 55	San Francisco/ San Jose 3/26/15-3/29/15	E. Mayoral / J. Huls	\$550 per student paid for by parent donations and fundraising	Performing Choral	San Francisco Choral Festival
Santa Monica High 9 th -12 th 75	San Francisco Bay Area 3/19/15-3/22/15	E. Mayoral / J. Aiello / J. Swenson	\$500 per student paid for by parent donations and fundraising	Orchestra	UC Berkeley Clinic and attending a performance of the San Francisco Symphony.
Santa Monica High 9 th -12 th 64	New York City, NY 3/29/15-4/3/15	E. Mayoral / K. McKeown	\$2,000 per student paid for by parent donations and fundraising	Band	Performing and attending performances as well as musical history of NYC.

MOTION MADE BY: Dr. Tahvildaran-Jesswein
 SECONDED BY: Mr. Foster
 STUDENT ADVISORY VOTE: Aye
 AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)
 NOES: 0
 ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/19/15

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	<u>CONFERENCE NAME</u> <u>LOCATION</u> DATE (S)	<u>COST</u> <u>ESTIMATE</u>
<u>ASHER, Jeanette</u> Adams Middle 01-00021-0-11100-10000-5220-011-4110 General Fund- Resource: VSS	CAHPERD Annual State Conference Los Angeles, CA March 5 – 8, 2015	\$436 +1 SUB
<u>BARTELHEIM, Evan</u> Ed Services 01-00000-0-19600-21000-5220-030-1300 General Fund- Function: Supervision of Instruction	2014-2015 Categorical Programs Director Meetings Downey, CA 1/29/15, 2/26/15, 3/26/15, 4/23/15, 5/21/15	\$150
<u>BARTELHEIM, Evan</u> Ed Services 01-00000-0-19510-31600-5220-030-1300 General Fund- Function: Pupil Testing Services	2015 CAASPP SBAC On Line Workshop Santa Fe Springs, CA January 30, 2015	\$35
<u>BARTELHEIM, Evan</u> Ed Services 01-74050-0-11100-10000-5220-035-1300 General Fund- Resource: Common Core	CISC Leadership Symposium Garden Grove, CA February 11 – 13, 2015	\$1,050
<u>BARTELHEIM, Evan</u> Ed Services 01-00000-0-19510-31600-5220-030-1300 General Fund- Function: Pupil Testing Services	2015 Illuminate User Conference Anaheim, CA February 26 - 27, 2015	\$400
<u>BROWN, Tara</u> Student Services 01-00000-0-11100-39000-5220-040-2400 General Fund- Function: Other Pupil Services	Annual Legislative Update Downey, CA December 12, 2014	\$45

<u>BROWN, Tara</u> Student Services 01-00000-0-11100-39000-5220-040-2400 General Fund- Function: Other Pupil Services	Courageous Conversations Alhambra, CA February 18, 2015	\$45
<u>BROWN, Tara</u> Student Services 01-00000-0-11100-39000-5220-040-2400 General Fund- Function: Other Pupil Services	6 th Annual Symposium-Street Gangs and School Safety Downey, CA February 20, 2015	\$60
<u>BROWN, Tara</u> Student Services 01-00000-0-11100-39000-5220-040-2400 General Fund- Function: Other Pupil Services	All Hazards Approach to Mental Health Downey, CA February 27, 2015	\$60
<u>CORPUZ, Nestor</u> Special Ed 01-65200-0-57700-11900-5220-044-1400 General Fund- Resource: Workability	Bridge to the Future II Institute San Diego, CA February 10 – 12, 2015	\$1,300
<u>DELORIA, Terry</u> Ed Services 01-00000-0-19600-21000-5220-030-1300 General Fund- Function: Supervision of Instruction	School Services Governor's Budget Ontario, CA January 14, 2015	\$195
<u>GATES, Janie</u> Olympic High 01-00020-0-11100-10000-5220-014-1400 General Fund- Resource: VSS	All Hazards Approach to Mental Health Downey, CA February 27, 2015	\$45
<u>GRIEGO, Orlando</u> Food and Nutrition Services 13-53100-0-00000-37000-5220-057-2570 Cafeteria Fund- Resource: Child Nutrition	Competitive Foods-C.D.E. Santa Ana, CA February 3, 2015	\$60
<u>HAGEN, Marcia</u> Human Resources 01-00000-0-00000-74000-5220-025-1250 General Fund- Function: Personnel/Human Resources	Credential Analysts and Counselors of California Fall Conference Sacramento, CA October 15 – 17, 2014	\$445
<u>HO, Pat</u> Fiscal Services 01-00000-0-00000-73100-5220-051-2510 General Fund- Function: Fiscal Services	PC LLL and Labor Training Downey, CA February 26, 2015	\$45
<u>HO, Pat</u> Fiscal Services 01-00000-0-00000-73100-5220-051-2510 General Fund- Function: Fiscal Services	Google Drive and Google Tool Downey, CA 3/19/15 and 4/11/15	\$150
<u>HYATT, Virginia</u> Purchasing 01-00000-0-00000-75300-5220-055-2550 General Fund- Function: Purchasing	CASH Conference on School Facilities Sacramento, CA February 23 – 25, 2015	\$2,600
<u>KAMIBAYASHI, Terry</u> Maintenance 01-81500-0-00000-81100-5220-061-2602 General Fund- Resource: Ongoing & Major Maint.	CASBO Winter Synergy Fontana, CA January 9, 2015	\$170

<u>KAMIBAYASHI, Terry</u> Maintenance 01-81500-0-00000-81100-5220-061-2602 General Fund- Resource: Ongoing & Major Maint.	CASH Conference on School Facilities Sacramento, CA February 23 – 25, 2015	\$1,200
<u>LE, Duc</u> Fiscal Services 01-00000-0-00000-73100-5220-051-2510 General Fund- Function: Fiscal Services	E-Books on Your Mobile Device Downey, CA February 17, 2015	\$35
<u>LYON, Sandra</u> District Office 01-00000-0-00000-71500-5220-020-1200 General Fund- Function: Superintendent	SSC Governors Budget Workshop Ontario, CA January 14, 2015	\$195
<u>LYON, Sandra</u> District Office 01-00000-0-00000-71500-5220-020-1200 General Fund- Function: Superintendent	ACSA Superintendents Symposium Monterey, CA January 27 – 30, 2015	\$960
<u>MCGREGORY, Cynthia</u> Olympic High School 01-00020-0-11100-10000-5220-014-4110 General Fund- Resource: VSS	Symposium on Street Gangs and School Safety Downey, CA February 20, 2015	\$45 +1 SUB
<u>MCGREGORY, Cynthia</u> Olympic High School 01-00020-0-11100-10000-5220-014-4110 General Fund- Resource: VSS	Drug Impairment Training for Educational Professionals Downey, CA February 25 – 26, 2015	\$95 +1 SUB
<u>MILLER, Stephanie</u> Olympic High 01-00020-0-11100-10000-5220-014-4110 General Fund- Resource: VSS	Symposium on Street Gangs and School Safety Downey, CA February 20, 2015	\$45
<u>SAM, Stuart</u> Washington South 83-90500-0-00000-85000-5220-050-2600 Measure BB Fund- Resource: BB Construction	36th Annual Conference on School Facilities Sacramento, CA February 23 – 25, 2015	\$1,700
<u>SIEMER, Deborah</u> Olympic High 01-00020-0-11100-10000-5220-014-4110 General Fund- Resource: VSS	Drug Impairment Training for Educational Professionals Downey, CA February 25 – 26, 2015	\$95 +1 SUB
<u>WOOLVERTON, Sara</u> Special Ed 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	SEIS CSC 2015 CEDR Systems Conference Garden Grove, CA May 21 – 22, 2015	\$400
<u>WEBB, Suzanne</u> Lincoln Middle No Cost to District	California Gold Ribbon Program Sacramento, CA February 3 – 6, 2015	\$0

Adjustments <i>(Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)</i>		
<u>DIAZ, Aida</u> Ed Services 01-42010-0-47600-10000-5220-035-1300 General Fund- Resource: Title III	2014 Accountability Leadership Institute San Diego, CA December 7 – 9, 2014	\$790 Plus an Overage of \$124.06
<u>WOOLVERTON, Sara</u> <u>+2 Additional Staff</u> Special education 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	Every Child Counts Symposium Monterey, CA January 14 - 16, 2015	\$1,875 Plus an Overage of \$2,725.10

Group Conference and Travel: In-State <i>* a complete list of conference participants is on file in the Department of Fiscal Services</i>		
<u>ANDINO, Melisa</u> <u>NEIER, Chris</u> Malibu High	California Activity Director Association San Diego, CA February 25 – 28, 2015	\$700 +1 SUB Paid Directly by ASB
<u>CHUNG, Alice</u> <u>+2 Additional Staff</u> Child Development Services No Cost to District	ERSEA Training Santa Fe Springs, CA January 8, 2015	\$0
<u>DUANE, Janeen</u> <u>+3 Additional Staff</u> Malibu High 01-00020-0-11100-10000-5220-010-4100 General Fund- Resource: VSS	National Science Teacher Association Long Beach, CA December 4 – 6, 2014	\$3,000
<u>HOLMSTROM Toni</u> <u>+14 Additional Staff</u> Special Ed 01-56400-0-00000-39000-5220-043-1400 General Fund- Resource: Medi-Cal	California Speech and Hearing Conference Long Beach, CA March 5 – 8, 2015	\$6,246
<u>MANGLE, Ruthy</u> <u>MAGALLANES, Joy</u> Computer Services 01-00001-0-19100-21000-5220-054-2540 General Fund- Resource: Measure “R”	QSS User Conference Visalia, CA March 1 – 4, 2015	\$1,000

Out-of-State Conferences: Individual		
NONE		

Out-of-State Conferences: Group		
NONE		

MOTION MADE BY: Dr. Tahvildaran-Jesswein
 SECONDED BY: Mr. Foster
 STUDENT ADVISORY VOTE: Aye
 AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)
 NOES: 0
 ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/19/15

FROM: SANDRA LYON / TERRY DELORIA / ALICE CHUNG

RE: HEAD START – ERSEA PLAN

RECOMMENDATION NO. A.05

It is recommended that the Board of Education approve the attached Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Plan for program year 2015-2016 for the Head Start Program.

COMMENT: The ERSEA Plan outlines policy, procedures, and responsibilities and includes the agency's Contingency Plan. The ERSEA plan is implemented to ensure that age eligible and income eligible children are enrolled into the program, and that families with greatest need are provided services.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)



Santa Monica-Malibu Unified School District

Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Plan

Program Year 2015 - 2016



Overview

Santa Monica-Malibu Unified School District (SMMUSD) Head Start Program provides services to 160 children in 8 classes on 5 different campuses throughout the school district. SMMUSD blends Head Start funds with California State Preschool Program funds (CSPP) and Los Angeles Universal Preschool (LAUP) to provide full day part year (180 days) classes to meet the needs of Santa Monica, Bel-Air, Brentwood, Century City, Cheviot Hills, Malibu, Marina del Rey, Rancho Park, Sawtelle, Venice, Veterans Administration and Westwood families.

Santa Monica-Malibu Unified School District's ERSEA Plan follows the March 16, 2013 ERSEA procedures, guidance, and reporting system set forth by Los Angeles County of Education (LACOE GIM).

Policy Committee (PC) members work in partnership with SMMUSD key management staff to develop, review, and approve the criteria for defining recruitment, selection, and enrollment priorities in accordance with the requirements of 45 CFR part 1305 and LACOE contract. SMMUSD Board of Education reviews and approves the ERSEA Plan at the monthly Board meeting.

Santa Monica-Malibu Unified School District Head Start designs its Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Plan based on community needs, which are derived from data gathered from the agency's Community Assessment.

ERSEA Plan outlines policy, procedures, and responsibilities and includes the agency's Contingency Plan. The ERSEA plan is implemented to ensure that age eligible and income eligible children are enrolled into the program, and that families with greatest need are provided services.

Santa Monica Malibu Unified School District uses the ChildPlus Software as its comprehensive database system for record keeping, reporting, ongoing monitoring and follow-up. Monthly, quarterly, and the annual Program Information Report are generated from ChildPlus.



Definitions

Performance Standards 1305.2

- a. **Children with disabilities** means children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities who, by reason thereof need special education and related services and have an Individualized Education Plan (IEP).
- b. **Enrollment** means the official acceptance of a family by the Head Start/State Preschool program and the completion of all procedures necessary for a child and family to begin receiving services.
- c. **Enrollment opportunities** mean vacancies that exist at the beginning of the enrollment year, or during the year because of children who leave the program, that must be filled for a program to achieve and maintain its funded enrollment.
- d. **Enrollment year** means the period of time, not to exceed twelve months, during which a Head Start/State preschool program provides center or home based services to a group of children and their families.
- e. **Family** means all persons living in the same household who are:
 1. Supported by the income of the parent(s) or guardian(s) of the child enrolling in the program, and
 2. related to the parent or guardian by blood, marriage or adoption.
- f. **Funded enrollment** means the number of children which the Head Start/State Preschool delegate agency is given federal funds to serve.
- g. **Head Start eligible** means a child that meets the requirements for the age and family income as established by the federal income guidelines. Head Start families must also meet criteria set forth by the performance standards and The Office of Head Start. Up to ten percent of the children enrolled may be from families that exceed the low-income guidelines.



- h. **Income** means gross cash income and includes earned income, military income, veteran's benefits, Social Security benefits, unemployment compensation and public assistance benefits. Refer to complete definition of income form.
- i. **Income guidelines** mean the official poverty line specified in section 652 of the Head Start Act.
- j. **Low Income family** means a family whose total annual income before taxes is equal to, or less than, the income guidelines. For the purpose of eligibility, a child from a family that is receiving TANF or SSI assistance, a child in foster care, and families meeting the criteria of "homeless" using the McKinney-Vento act are eligible even if the family income exceeds the income guidelines.
- k. **Migrant family** means, for purposes, of head Start eligibility, a family with children under the age of compulsory school attendance who change their residence by moving from one geographic location to another, or intrastate, within the past twelve months, for the purpose of engaging in agricultural work that involves the production and harvesting of tree and field crops and whose family income comes primarily from this activity.
- l. **Recruitment** means the systematic way in which a Head Start/State Preschool program identified families whose children are eligible for Head Start/State Preschool services, informs them of the service available, and encourages them to apply for enrollment in program.
- m. **Recruitment area** means that geographic locality within which Head Start/State Preschool seeks to enroll children and families.
- n. **Selection** means the systematic process used to review all applicants for Head Start/State Preschool services and to identify those children and families that are to be enrolled in the program.
- o. **Vacancy** means an unfilled enrollment opportunity for a child and family in the Head Start/State Preschool program.



Santa Monica-Malibu Unified School District Head Start Policies & Procedures

Recruitment

The Head Start concept is promoted in our community to search out eligible families through a specific recruitment process. The recruitment process focuses on the low income population, as well as reaching the required 10% of the funded enrollment with children who have special needs or disabilities. SMMUSD provides services to Santa Monica, Bel-Air, Brentwood, Century City, Cheviot Hills, Malibu, Marina del Rey, Rancho Park, Sawtelle, Venice, Veterans Administration and Westwood area.

SMMUSD will target the communities with the greatest need for services: Santa Monica, Venice and Sawtelle.

The recruitment efforts begin in February for the upcoming enrollment year. During the months of February and March, parents and staff are part of The Kindergarten Round up team, which visits and recruits at local elementary sites. The Preschool Fun Festival in May is part of SMMUSD recruitment efforts to share information and resources to the community.

- a. Activities and timelines for recruitment:
 1. In January SMMUSD begins building an interest list.
 - a. All interested families are entered into ChildPlus system as “New”.
 2. In March SMMUSD will roll over the age eligible current year “new” in ChildPlus providing the new program year is made available.
 3. SMMUSD utilizes LACOE’s pamphlets, stickers, book marks and PreKKid hotline to support our recruitment efforts;
- b. SMMUSD targets the communities with the greatest need for services: Santa Monica, Venice, and Sawtelle.
 1. Names and addresses of recruited families will be verified in the LACOE Head Start Agencies Referral System (HARS) to ensure family resides in area;
 2. Initial contact is obtained using page 1 of the application by the Family Advocate (FA) to develop an interest list on ongoing basis. During the recruitment period, beginning in March the FAs will review the interest list



monthly and send a letter to request income documentation (including those families that did not get enrolled in the current year and may be interested in applying for the new program year).

3. FA will follow-up with phone calls if information has not been received from the family within 30 days.
4. All SMMUSD staff are involved/assist in recruitment activities. In March SMMUSD hosts a Preschool Conference; In May a Family Fun Festival; FAs present at community events throughout the year; Director presents at monthly Santa Monica City meetings; and staff present at Kindergarten roundups.
5. For monitoring purposes, the Computer Operator will run a report showing a list of the “New” children on a monthly basis to give to the Director/FAs. In addition, a recruitment log is maintained to record activity to make sure it is ongoing.
6. Outreach strategies for recruitment include:
Contacting the families from the DCFS/Foster Referrals provided by LACOE; homeless families; families on TANF or SSI; and children with disabilities.
7. Flyers describe the qualifications for the program and also encourage the recruitment of children with special needs. They are distributed in February and May or whenever needed. Flyers and/or letters in English and Spanish are distributed or mailed to the following locations bi-annually:
 - a. Sojourn (Domestic Violence Shelter);
Bible Tabernacle (Homeless Shelter);
Upward Bound (Homeless Shelter);
Collaborative meetings with LAUSD and SMMUSD (Special Education Department);
Santa Monica College;
Elementary Schools in the District;
Community Centers: PAL, Virginia Park, Reed Park, Jocelyn Park
Health Department
Markets: Ralphs, Albertson's, Carnicerias, specialty shops
Libraries: Fairview, Pico
Food Stamps-Olympic/Purdue



Apartment building lobbies – Community Corporations SM,
Affordable Housing
Laundromats: Lincoln, Ocean Park, Rose & 4th
Hospitals and other facilities: Saint John's Hospital, UCLA
Health clinics: Les Kelly, Venice, Burke, Westside Family Health
Center, La Vida Medical
District Search and Serve State;
WIC;
99 Cent Store;
Thrift shops
Venice Skills Center;
Ocean Park Community Center
District's website advertising services;

- b. Articles and announcements describing the Head Start Program, qualification requirements, and encouraging the registration of children with special needs are submitted to local papers (Santa Monica Mirror, Santa Monica Daily Press, Santa Monica Surf the Outlook, The Argonaut, Santa Monica Star, La Opinion) throughout the year;
8. Community Partnerships - Information is provided through church bulletins within the community; Regional Center and other organizations serving children with special needs; Letters are sent through the local Resource and Referral; and Connections for Children; VFC Children First EHS.
9. The FAs will coordinate recruitment efforts with the SMMUSD Adult Education program, Santa Monica College, and District-operated Infant/Toddler Center;
10. SMMUSD Parents are involved in distributing flyers about Head Start openings and recruitment of children including children with special needs;
11. Recruitment priorities that are tied into the community needs assessment are reviewed and established by parents and voted on at a Policy Committee meeting approving refunding priorities annually;
12. SMMUSD utilizes ChildPlus to document and track “new” applications.



Eligibility

Eligible families with children ages 3-5, must live, work or go to school in Santa Monica, Venice, Bel-Air, Brentwood, Century City, Cheviot Hills, Malibu, Marina del Rey, Rancho Park, Sawtelle, Veterans Administration or Westwood. In order to provide full day services, Head Start services are enhanced with LAUP, California State Preschool and Special Education.

- a. Age Verification of the Child:
Staff must verify the age of the child by examining one of the following:

1. Certified Birth Certificate
2. Hospital Record
3. Health Department Certificate
4. Immunization Card
5. Passport

A copy of the verifying document will be attached to the application and originals will be returned to parent or guardian.

- b. Income Eligibility:

1. When computing family income the staff will use the twelve-month period immediately preceding the month in which application for enrollment in Head Start is made. Alternatively the staff can use the calendar year immediately preceding the calendar year in which the application is made.
2. Calculation of income is to be completed by staff on the section of the Application for Services. Returning eligible students are remaining eligible to return for a second year. Parent needs to fill out page one of the application.
3. Staff will check income against the current Head Start Income Guidelines. (Note: a family may exceed the Health and Human Services (HHS) Poverty Guidelines, yet be eligible for the program due to public assistance, homelessness or foster care. A family may also exceed the HHS Poverty Guidelines and yet be eligible for the Head Start program if a child has a current IEP/IFSP according to the agency's recruitment plan until 10% enrollment for children with disabilities is achieved by January 31st. If enrollment is not met, agency will contact Grantee for assistance to request a waiver.



c. Verification of Income:

1. As part of the application and selection process, the program must verify family income before determining the child is eligible. Staff will verify the income by examining any of the following:
 - a. Individual Income Tax Form 1040
 - b. W-2 forms
 - c. Pay stubs
 - d. Written statements from employers
 - e. Documentation showing current status of public assistance
 - f. Self-declaration (Note: Parents that are unable to provide any of the official documentation of income, such as day laborers, will be asked to provide a statement self-declaring income that is signed under penalty of perjury)

Documents used to verify income are to be copied and returned to the parent or guardian after completion of the Income Eligibility on to the Application for Services.

2. If child has an IEP/IFSP, staff will make a copy of the IEP/IFSP and any other supporting documentation and give copies to the Nurse.
3. If an over income family does not meet any of the eligibility criteria, staff will refer them to another community preschool program.
4. SMMUSD will consider a family's "current situation" as a possible case for eligibility in the program.
 - a. Collect the historical documentation that must be presented to consider a family's eligibility.
 - b. Collect proof of 12 months of prior income (paycheck stubs, payroll reports, unemployment, etc.).
 - c. Determine the number of months that a family's "current situation" exists in order to be considered (e.g., a family whose circumstances changed within the last six months). Eligibility Points Criteria (EPC) points will be used to rank these families against other applicants.
 - d. All families must be approved by the Director on a case by case basis to be considered part of the eligible families for selection.



d. Over Income Families:

1. Children identified as over income will have an over income rationale and meet SMMUSD criteria to be waitlisted for selection in July. For students over the California Department of Education guidelines, LACOE approval will be requested prior to enrollment.
2. For families that are not eligible for Head Start, SMMUSD will refer their family to other programs such as CSPP Part Day, CSPP Full day, LAUP and other local preschools.
3. Staff will review the check stub, W2 or Federal Income Tax and document on the Application for Services to determine the family's income eligibility.
4. Children that are over income and meet one of the selection criteria but surpass the state guidelines must be approved by LACOE. SMMUSD will submit an Over State Income Grantee Approval Form.

e. Residency Verification:

1. Staff must verify their residency by examining one of the following:
 - a. Residency Questionnaire
 - b. Gas bill
 - c. Electric bill
 - d. Water bill
 - e. Rental Agreement

A copy of the verifying document will be attached to application and originals will be returned to parent or guardian.

2. For out of service area families that work or go to school in the service areas, the staff will complete an Interagency Agreement, obtain Director's signature, make a copy for our files and forward a copy to the appropriate Agency for approval. For eligible families that may live in the another Grantee's area, staff will complete a Grantee to Grantee Request, obtain Director's signature and forward a copy to LACOE to request Grantee and Office of Head Start approval.



f. Additional Eligibility Factors:

1. Verification of the following information may influence the Selection Process based on the Head Start Eligibility Point Criteria (EPC) points:
 - a. Documents of custody or guardianship
 - b. Referrals from other agencies e.g. MOU
 - c. Documentation of receipt of public assistance such as: CalWorks, SSI, homelessness or receipt of foster care
2. Staff will contact the families via telephone to let them know that they are on the “Wait List”.
3. To ensure SMMUSD enrolls categorically and income-eligible returning children:
 - a. Parent fills out the Head Start application (page 1), Computer Operator will update the EPC points for the new school year into ChildPlus. Returning children received higher EPC points. Returning children will be eligible to remain in the program until they transition into Kindergarten.
 - b. Children that are returning and have previous year’s approval based on IEP will be allowed to return.
 - c. SMMUSD reserved 10% of slots for children that are over income especially for the children that have IEPs as long as the family is not over the 130%.
 - d. FA’s will meet with parent to fill out the Application of Services for those income/categorical eligible children returning for the next program year by mid-April. Parent and staff sign on the bottom of page 2. Stickers will be used on page 2 documenting “Eligibility information captured in Year 1”.
 - e. Returning families that were enrolled as Over Income without an IEP, will need to have their income verified for the new school year.



- f. The Computer Operator will print the Head Start Eligibility Verification (HSEV) forms for staff to complete/sign for any new or over income returning (without an IEP). The HSEV is submitted for approval by the Director before the child is put on the “waitlist”.
- g. The Computer Operator will update ChildPlus for approved HSEV’s from “New” to “Wait List” using the date form was signed.
- h. If determination of eligibility is incorrect, staff will proceed with due diligence to collect additional information from parents.

Selection

SMMUSD will determine the selection criteria according to the Community Assessment and Recruitment Plan. All eligible families will be selected according to the eligibility point criteria ranking system in ChildPlus as vacancies occur. The FAs, Admin Leadership Team, and Policy Committee (PC) member analyzes the Community Assessment provided by LACOE to update the selection criteria and present a recommendation for selection criteria to the Head Start Policy Committee by January of each year.

When an opening occurs, staff will take the following steps to ensure that the child with the highest priority is contacted and offered the program:

- a. Check for enrolled children who wish to transfer into the center with the opening. (Children wishing to transfer have priority.)
- b. If there are no children that wish to transfer, the Computer Operator will run the priority waitlist in ChildPlus and identify the child with the highest priority points based by site request.
- c. Higher EPC points are given to categorical eligible families (e.g. homeless families).
- d. Children with disabilities also given higher EPC points



If there are two children with the same ranking and only one slot available the family that applied first will be selected.

Selection Criteria	Item in CP Drop Down	Agency Points	Notes
Age	Newborn to less than 6 months		N/A
	6 months to 11 months		N/A
	1 year to 1.11 years		N/A
	2 years to 2.5 years		N/A
	2.6 years to 2.11 years		N/A
	3 years	40	
	4 years	20	
	5 years (when Kindergarten is not available)	20	
Categorical	Homeless (including transitional Homeless families)	65	
	Foster Care	60	
	Public Assistance (TANF or SSI)	60	
Child in Protective Services?	Yes	60	
Disability Status	Child with IEP	50	
	Child with IFSP	20	
	Response to Intervention/ Recognition and Response Plan	15	



Selection Criteria	Item in CP Drop Down	Agency Points	Notes
	Suspected Disability	15	
Dual Language Learner?	Yes	15	
Employment Status	Both parents employed	50	
	Both parents in school or job training program	50	
	One parent employed	20	
	One parent in school or job training program	20	
Incarcerated Parent	Mother	10	
	Father	10	
Income Eligible		60	
Military Family		10	
Parent(s) less than high school education	one parent	5	
	both parents	10	
Pregnant Teen		10	
Parenting Teen		20	
Postpartum Depression	Yes	10	
Returning Child		70	



Selection Criteria	Item in CP Drop Down	Agency Points	Notes
Single Parent		20	
Transitioning	From Early Head Start to Head Start	10	
	From other Head Start Program	10	

- e. Once the child has been identified, the staff will make at least three attempts to contact the family via telephone within five business days. If phone calls were not successful after third attempt, a home visit is made.
- f. If the family does not respond, one more phone call will be attempted by the FA. If the family does not respond, the child will remain on the prioritized-waitlist for another selection cycle.
- g. The FA will document the phone calls on the Contact Log Sheet. The Contact Log Sheet/application copies of the attached to the Eligibility Application and file in the pending file at the SMMUSD CDS office.
- h. When a family has accepted the program slot, the FA will document it in the Contact Log Sheet and schedule an appointment with the family. The FA will ask the family to bring the following enrollment documents to the appointment:
 - 1. Current monthly income verification for State eligibility and Annual Income for the past year
 - 2. Employment verification form and/or school schedule
 - 3. Immunizations
- i. During the appointment, staff will give the Parent/Guardian an enrollment packet and complete the following with the parent:
 - 1. Residency Verification
 - 2. Pre-Enrollment Application
 - 3. Income and Eligibility Form



- j. Another appointment will be made to return the enrollment packet. Following the second appointment, the staff will inform and provide the parent of any missing documents needed to continue the enrollment process and document this conversation on the Contact Log Sheet. If there is a health, nutrition or disability issue identified on the health history form, the staff will highlight the issue on the form.
- k. Once the documents have been completed with the family, the Computer Operator will change the status of the child to “accept” in ChildPlus.
- l. The staff will collect the following documents to develop a children file that will remain at the SMMUSD CDS Office:
 - 1. Application for Services
 - 2. Copy of Birth Certificate
 - 3. Head Start Eligibility Form
- n. A file will be created by the staff and labeled with child's name, DOB, and the name of the center the child will be attending as well as the child’s start date.
- o. Applications will be maintained for all families requesting Head Start services. A list of families with over income will be kept in the possibility full enrollment is not achieved. Selection and enrollment will only be available based on LACOE approval.
- p. Children with disabilities will be obtained in collaboration with SMMUSD and LAUSD Special Education. SMMUSD identifies 10 families to participate in the inclusion partnership at McKinley site. Returning students with IEP are given priority for enrollment due to higher EPC points. Based on ASQ and ASQ/SE results children will be referred for assessment.
- q. Age eligible children who were enrolled in Head Start the previous program year will be considered returning children and will be considered age and income eligible for the new program year. The verification documentation used for the prior program year will be attached to the Head Start Eligibility Verification form and maintained in the child’s file. Children enrolled as over income (except IEP) will recertify for the second year.
- r. Once roll-over process is determined by the Grantee, SMMUSD will update the returning children from “New” to the “Wait List” with updated EPC points for the



- upcoming program year. Documentation on the Application of Services' note section of 2nd page will have a sticker stating "Eligibility captured on Year 1".
- s. When a vacancy occurs, the Computer Operator will use ChildPlus waitlist to identify the family with the highest EPC points. FA will repeat steps 3-11 to complete the enrollment within 30 days.
 - t. The Computer Operator will generate ongoing reports for the Director and FA. Reports will be reviewed biweekly to ensure enrollment is maintained and vacancies are filled in a timely manner.
 - u. The status of Enrollment report will be provided to Policy Committee and Board monthly.
 - v. Children eligible for Head Start and enrolled are able to remain in Head Start until they reach appropriate age to enter kindergarten.
 - w. For families requesting enrollment in the Full Day classroom(s), documentation must be presented at the time of income verification that demonstrates enrollment as a student, employment or job training. ChildPlus Eligibility Notes section is where FA can document that families requested and meet Full Day requirements.
 - 1. For families with other special needs that may justify full day services, their documentation must be presented by the FA to the Director/Assistant Director for review and approval.
 - x. To ensure all applications are accurately filled out, income calculation correct, and all required documentations are in files, every Friday the Director reviews files using LACOE checklist.

Enrollment

Once the family has accepted the placement, the Computer Operator will enroll the child in ChildPlus and enter the start date and any notes in the enrollment screen within seven days.

- a. SMMUSD incorporates ChildPlus throughout the enrollment process and uses the system to:
 - 1. To ensure full enrollment 30 days prior to start date, the Computer Operator will run a report showing a list of the "New" children on a weekly basis to give to the Director/FAs starting 60 days prior to start date.



2. Director will monitor through ChildPlus reports to ensure vacancies are filled within 30 calendar days and full enrollment is maintained throughout the program year.
 3. Director/designated staff will ensure all enrolled families are eligible by reviewing all applications using the LACOE checklist.
- b. If a vacancy occurs within the last 60 days of the school year, the opening will not be filled. SMMUSD stops enrollment within the last 60 days of the program year.
 - c. SMMUSD's process for determining classroom assignment is based on families site preference.
 - d. To ensure SMMUSD meets the 10 percent disabilities mandate by January 31st, the Coordinator meets with district Special Ed Coordinator and LAUSD Special Ed Coordinator prior to school start date as well as throughout year.
 - e. To ensure full enrollment, the computer operator generates reports from ChildPlus on a weekly basis to give to the Director/FAs.
 1. Family Advocates and Computer Operator attend training provided by LACOE.
 2. The Director request T/TA from LACOE Program Development Specialist to work with staff one-on-one as needed.
 - f. Reports are shared with the Policy Committee and Board on a monthly basis.

Attendance

Children enrolled in SMMUSD programs are expected to attend school on a consistent basis. Teachers and FAs are expected to encourage parents/guardians to bring their children to school and provide support and resources when necessary to assist parent/guardian in bringing their child to school regularly.

- a. Parents must sign in and out on the Sign-In/Out Sheet each day and include the time that the child arrives and departs. The Teacher in each class will monitor that parents/guardian sign in and out on a daily basis.



1. The parent/guardian is expected to call the center if the child cannot attend and give a reason for the absence.
 2. The Center staff will record the specific reason for absence i.e. has fever, ear infection, family illness, etc. on the child's sign in sheets.
 3. If a child is going to be absent for an extended period of time, the Teacher or FA will have the parent/guardian sign a Limited Term Leave Request form (10 days).
 4. If a child does not show up on the 3rd day of school, the child will be considering as "no show" on the 4th day.
 5. The Teachers will collect Sign-In/Out Sheets each month and review attendance for parent signatures.
 6. The Teachers will give the Sign-In/Out Sheets to the Computer Operator on the first business day of the month for previous month's attendance.
 7. The Computer Operator will reconcile attendance in ChildPlus, complete the monthly attendance report for LACOE, calculate attendance percentage, and analyze the reasons for falling under 85%.
 8. The Computer Operator will submit the report to the Director and the Family Advocates for review.
 9. Director shared the attendance report to Policy Committee and Board monthly.
- b. Steps to follow in case of absence:
1. Staff needs to write an **A** in red ink on the day of the absence and highlight the appropriate box to signal a reason for absence and Parent/Guardian signature is needed on the monthly sign-in sheet.
 2. When a parent does not call-in the absence, the Teacher or Teacher Assistant will call the family on the same day of the absence to obtain the reason for the absence.
 3. If the parent is unable to be reached, the Teacher will continue to attempt to contact the family by calling the emergency contacts listed on the Emergency Card for three (3) consecutive school days. The attempts will be documented on the back of the sign-in sheet. At least once a



- week the FAs will check the sign-in sheets for any absences that have not been verified for three days.
4. The Teacher or Teacher Assistant will send an email to their FA to let them know to contact the family by calling all the emergency contacts on the Emergency Card.
 5. If no contact is made the FA will make a home visit to attempt to contact the family. If parent is not available, a letter will be left for the family asking them to contact Child Development Services immediately as their child may be dropped from the program if contact is not made by a certain date.
 6. In cases, when a child is frequently absent, staff will fill out an In-house referral which will go to the Nurse for processing.
 7. Chronic absenteeism means patterns of absences such as every Monday or every Friday, or a few times every week. When a child has been absent for more than ten consecutive days and site staff members have exhausted all efforts to contact the family, then, the Director will make the final decision if the child is going to be dropped from the program. The child's file will also reflect the efforts to address the chronic absenteeism.
 8. SMMUSD will not charge any fees for children participating in the Head Start program.
- c. If contact is not made by the deadline, the following steps will be taken:
1. The FA will notify the Director/Assistant Director of the intent to drop the child.
 2. With Director/Assistant Director's approval, the FA will assign a drop date to the child and process the child's file as a termination.
 3. The FA will provide termination dates and reason for termination on the drop form and the Computer Operator will enter this data into ChildPlus.
- d. Recording Attendance and Absences:



1. The Teacher or Teacher Assistant will track attendance on Monthly Attendance Summary sheets.
 2. The Computer Operator will enter the attendance data and meal counts on a monthly basis.
 3. For children with modified schedule per IEP, the Computer Operator will adjust the participation days in ChildPlus attendance tab.
- e. Entering Attendance in ChildPlus:
1. When you first log in, click on the *Entry Express*.
 2. Click on *Attendance*.
 3. Use the *Site* drop-down menu to select the site you wish to record attendance.
 4. Use the *Classroom* drop-down menu to select the appropriate classroom.
 5. Use the *Month/Year* arrows on the calendar to select the appropriate month/year.
 6. Click on the *Day* on the calendar to select with date you wish to record attendance.
 7. All children enrolled in the class you specified will appear as “Present” automatically.
 8. If a child was absent, use the drop-down box to select one of the following: Excused or Unexcused. If you select Excused select the appropriate reason for the absence.
- f. Attendance Monitoring:
1. The Computer Operator will compare the Sign-in/Sign-out sheets with the Monthly Summary reports to verify accuracy on a monthly basis.
 2. The Computer Operator will generate an Attendance % reporting the average daily attendance (ADA) and give it to the Assistant Director, Family Advocates, Director, Policy Committee and Board to review.
 3. If the agency as a whole is below 85% ADA, the Computer Operator will analyze trends and contributing factors. The report will be sent to notify the Grantee (LACOE) by the 7th of the month.



4. If a plan of action is necessary, the Assistant Director/Director will involve all applicable staff in the development and implementation of the action plan.
5. On-going concerns are shared with the Assistant Director/Director monthly for review and plan of action if necessary.
6. In cases of late pick up or late arrival: Parent receives a first late pick up notice; for second notice, parent receives a phone call from the Assistant Director and third notice parent needs to meet with the Assistant Director.



Santa Monica-Malibu Unified School District Head Start

Contingency Plan

Guidelines for Disruption of Services

Purpose:

To provide for continuance of services to children and families in the Head Start Program in the event of a disruption to the normal operating services provided.

Background:

The Santa Monica-Malibu Unified School District Head Start Program currently operates 8 classes on 5 different campuses throughout the school district. If there is a need to close a center, the days of service missed will be earned during breaks.

Procedure:

Upon notification of the need to disrupt services or delay in start date at a site, the Child Development Services (CDS) Director will notify the Los Angeles County Office of Education-Head Start Division, Head Start families and all management staff. Plans will be determined on a case by case model dependent on the reason for the disruption of services. Management staff will then be responsible that information is communicated to appropriate personnel within each unit and that all steps are followed to ensure a continuation of services.

The following steps must be followed. Any additional steps deemed necessary must be approved by the Head Start Director before implementation.

1. Verbal and written, via e-mail, notification to district personnel, including:
Superintendent, Head Start Policy Committee Executive Board, school site Principal, Director of Food Services and Director of Facilities.
2. Formal meeting with parents followed by written notification.
3. Written notification to the assigned agency analyst from the Community Care and Licensing department.



4. Family Advocates along with the classroom teacher will meet with each family to determine the family's ability to adapt to the change in services. Accommodations will be made to the extent possible to ensure services are met.

A summary report will be developed by the CDS Director and forwarded to the Policy Committee Chairperson, Board and the assigned Los Angeles County Office of Education Program Design Consultant and Business Services Consultant on an as needed basis to ensure that all parties are kept informed of all relevant information.

In the event that multiple sites are affected by a disruption of services, delay in start date or it is determined that the above plan would cause hardship on families, the agency would implement a

Twilight session, 4:00 p.m. -7:30 p.m. at an existing non-affected site closer to the home school or implement a Home Based option until normal service delivery could be established. By providing home-based services, no make-up days will be required.

In the event of facility lock down, SMMUSD will follow the District Comprehensive School Safety Plan and Emergency Procedures. Staff will notify parents via telephone to give parents directive on regarding the event.

The CDS Director will be responsible for ensuring that all steps are followed including notification to the Grantee, Governing Bodies and staff and parents at affected site with 24 hours.

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/19/15

FROM: SANDY LYON / MARK O. KELLY / TARA BROWN

RE: APPROVE COMPREHENSIVE SCHOOL SAFETY PLANS 2014-2015 FOR ALL DISTRICT SCHOOLS

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve the Comprehensive School Safety Plan for each district school.

COMMENT: California legislation mandates that the governing board of the school district adopt each school's Comprehensive School Safety Plan (CSSP) (Education Code 32288). Each school's CSSP is part of the district's Emergency Operations Plan.

All schools have emergency response plans, procedures, routines and structures that are consistent with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Each site's CSSP includes, but is not limited to, roles and responsibilities of faculty and staff members during an emergency; emergency procedures; evacuation locations and school maps.

Additionally, schools describe strategies for ensuring a safe and orderly school conducive to learning including describing what they do to ensure a safe physical environment and to ensure a safe, respectful and orderly school community.

This item will return to the Board annually.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/19/15

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2014-2015

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2014-2015 as follows:

NPS

2014-2015 Budget 01-65000-0-57500-11800-5125-043-1400

2014-2015 Budget 01-65120-0-57500-31400-5890-043-1400

Nonpublic School	SSID	Service Description	Contract Number	Cost Not to Exceed
Summit View Westside	8103127678	NPS	56-SPED15114	\$31,700
Summit View Westside	8103149278	NPS	57-SPED15115	\$34,651
Summit View Westside	5103129712	NPS	58-SPED15118	\$13,631
Summit View Westside	4103158590	NPS	59-SPED15119	\$30,680
Summit View Westside	9061749551	NPS	60-SPED15120	\$28,530
Summit View Westside	2042683637	NPS	61-SPED15121	\$28,568
Summit View Westside	9103197431	NPS	62-SPED15122	\$32,856
Summit View Westside	4103150220	NPS	63-SPED15123	\$30,672

Amount Budgeted NPS 14/15		\$ 1,595,000
Amount Budgeted Mental Health Services 14/15		\$ 735,000
Total Budgeted		\$ 2,330,000
Prior Board Authorization as of 2/5/15		\$ 1,635,271
	Balance	\$ 694,729
Positive Adjustment (See Below)		\$ 0
		\$ 694,729
Total Amount for these Contracts		\$ 231,289
	Balance	\$ 463,441

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 2014-2015 in the amount of \$477,899 as of 2/5/15.

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

NPA

2014-2015 Budget 01-65000-0-57500-11800-5126-043-1400

Nonpublic Agency	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted NPA 14/15		\$ 583,000
Prior Board Authorization as of 2/5/15		\$ 459,081
	Balance	\$ 123,919
Positive Adjustment (See Below)		\$ 0
		\$ 123,919
Total Amount for these Contracts		\$ 0
	Balance	\$ 123,919

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 2014-2015 in the amount of \$36,875 as of 2/5/15					
NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Instructional Consultants

2014-2015 Budget 01-65000-0-57500-11900-5802-043-1400

2014-2015 Budget 01-33100-0-57500-11900-5802-044-1400

Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Instructional Consultants 14/15		\$ 324,920
Amount Budgeted Instructional Consultants (33100) 14/15		\$ 25,080
Total Budgeted		\$ 350,000
Prior Board Authorization as of 2/5/15		\$ 317,231
	Balance	\$ 32,769
Positive Adjustment (See Below)		\$ 0
		\$ 32,769
Total Amount for these Contracts		\$ 0
	Balance	\$ 32,769

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 2014-2015 in the amount of \$8,540 as of 2/5/15.					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Non-Instructional Consultants

2014-2015 Budget 01-65000-0-57500-11900-5890-043-1400

Non-Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Mark Power	8138280598	IEE (fluency specialist)	59-SPED15113	\$600
Sharon Grandinette, MS, CBIST	6168088034	Traumatic Brain Injury classroom consultation	60-SPED15116	\$620
Sharon Grandinette, MS, CBIST	3174631727	Brain Injury IEE & IEP attendance	61-SPED15117	\$4,565
Parent Reimbursement	7131049266	Therapeutic Visit	58-SPED15112	\$1,200

Amount Budgeted Non-Instructional Consultants 14/15		\$ 220,000
Prior Board Authorization as of 2/5/15		\$ 322,836
	Balance	\$ -102,836
Positive Adjustment (See Below)		\$ 0
		\$ -102,836
Total Amount for these Contracts		\$ 6,985
	Balance	\$ -109,821

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 2014-2015 in the amount of \$3,000 as of 2/5/15					
Non- Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

LEA

2014-2015 Budget 01-56400-0-00000-39000-5802-043-1400

LEA Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted LEA 14/15		\$	42,400
Prior Board Authorization as of 2/5/15		\$	27,513
	Balance	\$	14,887
Positive Adjustment (See Below)		\$	0
		\$	0
Total Amount for these Contracts		\$	0
	Balance	\$	14,887

Adjustment					
LEA Budget 01-56400-0-00000-39000-5802-043-1400					
There has been a reduction in authorized expenditures of LEA contracts for FY 2014-2015 in the amount of \$0 as of 2/5/15					
LEA Consultant	Service Description	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: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/19/15

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

RE: AWARD OF PURCHASE ORDERS – 2014-15

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from January 26, 2015, through February 9, 2015, for fiscal year 2014-15.

Mr. Foster requested a conversation regarding the Environ contract amount. Ms. Lyon said Environ will explain cost expenditures as part of the environmental study session at the March 19 board meeting.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF FEBRUARY 19, 2015

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	
<u>*** NEW PURCHASE ORDERS ***</u>					
153828	A Z BUS SALES INC	OPEN PO FOR PARTS	TRANSPORTATION	3,000.00	U
153911	AAA ELECTRIC MOTOR SALES	HVAC MOTOR SALES	FACILITY MAINTENANCE	5,000.00	R
153733	ACCREDITING COMMISSION	ACCREDITION COST	MALIBU HIGH SCHOOL	820.00	U
153829	ADVANCED ELECTRONICS	RADIO PURCHASE AND INSTALL.	TRANSPORTATION	563.30	U
153767	ALTA ENVIRONMENTAL	WASTE PICK-UP	FACILITY MAINTENANCE	3,891.05	R
153836	AMERICAN WATER WORKS	OPEN PO FOR SUPPLIES	GROUNDS MAINTENANCE	100.00	R
153859	ANAWALT LUMBER CO.INC	LUMBER SUPPLIES	FACILITY MAINTENANCE	1,000.00	R
153800	APPLE COMPUTER CORP	COMPUTER LAT EQUIPMENT	EDISON ELEMENTARY SCHOOL	596.56	R
153846	APPLE COMPUTER CORP	IPAD AIR 2	SANTA MONICA HIGH SCHOOL	626.51	R
153937	APPLE COMPUTER CORP	COMPUTER	SANTA MONICA HIGH SCHOOL	1,446.66	R
153295	APPLE INC	APPLE COMPUTERS	GRANT ELEMENTARY SCHOOL	26,642.17	R
153842	ARCHITECTURAL SIGN IDENTITY	SIGNAGE	SANTA MONICA HIGH SCHOOL	5,246.61	R
153972	ATLAS BACKFLOW	FAILED DEVICES	FACILITY MAINTENANCE	2,070.00	DF
153973	ATLAS BACKFLOW	DEVICE TESTING	FACILITY MAINTENANCE	500.00	DF
153820	AVON CAR RENTAL	Truck rental to pick up items	THEATER OPERATIONS&FACILITY PR	600.00	R
153840	AVON CAR RENTAL	TRANSPORTATION	SANTA MONICA HIGH SCHOOL	1,400.00	U
153723	B & H PHOTO VIDEO	Batteries and Charger Lincoln	THEATER OPERATIONS&FACILITY PR	386.14	R
153867	BARNES & NOBLE/SANTA MONICA	LIBRARY BOOKS	SANTA MONICA HIGH SCHOOL	300.00	U
153941	BARNES & NOBLE/SANTA MONICA	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	98.71	R
153757	BISHOP COMPANY	GARDENING SUPPLIES NEEDED	GROUNDS MAINTENANCE	1,720.65	R
153827	BOURGET BROS	OPEN PO FOR SUPPLIES	GROUNDS MAINTENANCE	1,500.00	R
153901	BUD COFFEY PRODUCTIONS	Additional for Ind.contractor	THEATER OPERATIONS&FACILITY PR	2,000.00	R
153915	C R LAURENCE CO	WINDOW REPAIR MATERIALS	FACILITY MAINTENANCE	200.00	R
153760	CALIFORNIA OFFICE SYSTEMS INC	OPEN ORDER/ADMIN SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	1,500.00	U
153942	CALIFORNIA OFFICE SYSTEMS INC	CLASSROOM SUPPLIES	SANTA MONICA HIGH SCHOOL	949.39	U
153816	CANON SOLUTIONS AMERICA INC	STAPLES FOR CANON COPIER	PURCHASING/WAREHOUSE	196.15	U
153850	CDW-G COMPUTING SOLUTIONS	TARGUS IPAD CASE KB	SANTA MONICA HIGH SCHOOL	178.75	R
153879	CDW-G COMPUTING SOLUTIONS	Headphones for the sbac test	STATE AND FEDERAL PROJECTS	1,149.75	R
153959	CHEVRON U.S.A. INC.	FUEL FOR OPS & GROUNDS	GROUNDS MAINTENANCE	10,000.00	R
153841	CHEVRON/TEXACO BUSINESS CARD	GAS	SANTA MONICA HIGH SCHOOL	900.00	U
153742	CHOURA EVENTS	TABLES AND CHAIRS FOR CASHEE	MALIBU HIGH SCHOOL	1,082.45	U
153746	CHUNG, ALICE	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	1,000.00	CD
153954	CITIZENS MEDICAL GROUP	NEW EMPLOYEE PHYSICALS	PERSONNEL SERVICES	9,000.00	U
153913	CLARK SECURITY PRODUCTS	KEYS AND LOCKS	FACILITY MAINTENANCE	3,000.00	R
153892	COMPLETE OFFICE OF CA	furniture for Evan's office	CURRICULUM AND IMC	1,341.48	U
153927	COMPLETE OFFICE OF CA	BOOKCASES	WILL ROGERS ELEMENTARY SCHOOL	432.30	U
153884	CRE OUTREACH FOUNDATION INC	SEMI-PRIVATE MUSIC LESSONS	CURRICULUM AND IMC	45,803.68	R
153928	CSBA	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	3,150.00	U
153753	CUSTOMINK LLC	OPEN ORDER: T-SHIRTS	LINCOLN MIDDLE SCHOOL	1,700.00	R
153559	DEMCO INC	LIBRARY SHELVING	PT DUME ELEMENTARY SCHOOL	995.70	R
153925	DIAGNOSTICS DIRECT INC	CHANGING TABLE ROLLS	CHILD DEVELOPMENT CENTER	398.28	CD
153747	DISCOUNT SCHOOL SUPPLY	HS/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	604.39	CD
153921	DISCOUNT SCHOOL SUPPLY	BIG BOOK DISPLAY	ROOSEVELT ELEMENTARY SCHOOL	175.25	U
153883	ELEMENTAL STRINGS	SEMI-PRIVATE MUSIC LESSONS	CURRICULUM AND IMC	21,580.58	R
153914	ELY JR'S PUMPING	MALIBU POOL PUMPING	FACILITY MAINTENANCE	816.00	R
153789	ENVIRON INTERNATIONAL CORP.	ENVIRONMENTAL REMEDIATION SVCS	BUSINESS SERVICES	750,000.00	D
153815	FAST DEER BUS CHARTER INC	TRANSPORTATION EXPENSES	LINCOLN MIDDLE SCHOOL	850.00	R

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF FEBRUARY 19, 2015

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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	
153839	FAST DEER BUS CHARTER INC	TRANSPORTATION	SANTA MONICA HIGH SCHOOL	1,620.00	U
153943	FAST DEER BUS CHARTER INC	Open PO for 5th gr. field trip	FRANKLIN ELEMENTARY SCHOOL	5,450.25	R
153909	FISHER HARDWARE INC	GENERAL MAINT. SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
153821	FOLLETT EDUCATIONAL SERVICES	SCIENCE TEXTSBOOKS	CURRICULUM AND IMC	2,104.04	U
153675	FORUM FESTIVALS OF MUSIC INC	INVITATIONAL W/ CA ADVENTURES	LINCOLN MIDDLE SCHOOL	7,470.00	R
153953	G2SOLUTIONS INC	FINGERPRINT TRANSMISSION	PERSONNEL SERVICES	250.00	U
153763	GALE SUPPLY CO	CUSTODIAL SUPPLIES/PERMIT	JOHN ADAMS MIDDLE SCHOOL	1,209.43	R
153811	GALE SUPPLY CO	CUSTODIAL SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	2,381.57	R
153922	GALE SUPPLY CO	HEALTH/SAFETY	CDC: CCTR	106.98	CD
153845	GALLS	SECURITY UNIFORMS	SANTA MONICA HIGH SCHOOL	171.85	U
153854	GALLS	SECURITY OFFICER SUPPLIES	ADULT EDUCATION CENTER	140.65	A
153904	GEORGE'S HARDWARE	Open PO for Supplies	GROUNDS MAINTENANCE	1,700.00	R
153787	GREENFIELD LEARNING INC	COMPUTER LICENSES	GRANT ELEMENTARY SCHOOL	1,200.00	R
153955	HERITAGE FOOD SERVICES GROUP	TEMP CONTROL FOR ADAMS FREEZER	FOOD SERVICES	361.82	F
153948	HIRSCH PIPE & SUPPLY	PLUMBING SUPPLIES	FACILITY MAINTENANCE	5,000.00	R
153777	IMPERIAL AWARDS	STAIRWAY PLAQUES	CURRICULUM AND IMC	884.78	R
153880	INTELLI-TECH	NON-CAPITAL EQUIPMENT	BOE/SUPERINTENDENT	1,765.44	R
153898	INTERNATIONAL PAPER	COPIER PAPER	PT DUME ELEMENTARY SCHOOL	1,391.10	R
153771	JAFAKLOU, HOUSSAM	INSTALLATION OF HVAC EQUIP	EDISON ELEMENTARY SCHOOL	4,500.00	BB
153703	JIANG, JI-LI	PAYMENT: INDEPENDENT CONTRACTR	LINCOLN MIDDLE SCHOOL	800.00	R
153745	JOSTENS/DIPLOMAS	DIPLOMAS AND COVERS	MALIBU HIGH SCHOOL	2,396.92	U
153857	JOSTENS/DIPLOMAS	GRADUATION SUPPLIES	ADULT EDUCATION CENTER	432.57	A
153762	KHAVARIAN ENTERPRISES INC.	SECURITY RADIO BATTERY/PTSA	JOHN ADAMS MIDDLE SCHOOL	75.56	R
150168	KORADE & ASSOCIATE BUILDERS	BLINDS FOR MCKINLEY	MCKINLEY ELEMENTARY SCHOOL	7,208.00	R
153818	KORADE & ASSOCIATE BUILDERS	WINDOW COVERINGS FOR ROP PHOTO	R O P	2,487.00	R
153813	LACOE	CPU publications Order form	STATE AND FEDERAL PROJECTS	282.66	R
153778	LAKESHORE	QUIET TIME PRIVACY CUBE	SMASH SCHOOL	307.70	R
153907	LAKESHORE	crafts for choice/reqwards	SPECIAL EDUCATION REGULAR YEAR	90.01	R
153930	LAKESHORE	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	175.00	CD
153935	LAKESHORE	OPEN ORDER/INSTRUCTIONAL	CDC: CCTR	150.00	CD
153749	LAKESHORE CURRICULUM	HS/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,142.91	CD
153920	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	153.99	CD
153947	LEE & LOW BOOKS INC.	TC Assessment for McKinley	STATE AND FEDERAL PROJECTS	2,638.50	R
153761	MAKE MUSIC INC	INSTRU MUSIC SUPPIES/GIFT	JOHN ADAMS MIDDLE SCHOOL	316.00	R
153445	METRO TRUCK BODY INC	TRUCK REPAIR	GROUNDS MAINTENANCE	3,932.63	R
153751	MIRACLE RECREATION EQUIP CO	PLAY EQUIPMENT FOR MUIR CCC	CHILD DEVELOPMENT CENTER	630.63	CD
153853	NATHANSON, EVA	TUITION REFUND	ADULT EDUCATION CENTER	75.00	A
153819	NELI'S INC	B TSA SUPPLIES	PERSONNEL SERVICES	625.00	U
153952	NELI'S INC	NEGOTIATIONS SUPPLIES	EMPLOYEE RELATIONS	1,500.00	U
153877	NICK RAIL MUSIC	MUSICAL INSTRUMENT REPAIRS	CURRICULUM AND IMC	3,000.00	U
153720	OJAI FOUNDATION, THE	6 & 8TH GRADE COUNSELING SRVS	MALIBU HIGH SCHOOL	17,400.00	U
153750	ORTCO INC.	INSTALLATION OF PLAY EQUIPMENT	CHILD DEVELOPMENT CENTER	1,650.00	CD
153830	PATTONS PHARMACY	TB SERUM & SYRINGES	HEALTH SERVICES	441.25	U
153946	PLACEWORKS INC	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	875.00	U
153354	PRESS LINE INC & SUPPLY	BUSINESS CARDS	JOHN ADAMS MIDDLE SCHOOL	87.60	U
153644	PRESS LINE INC & SUPPLY	BUSINESS CARDS FOR BOE	BOE/SUPERINTENDENT	87.60	U
153831	PRIORITY MAILING SYSTEMS INC	OFFICE SUPPLIES	SANTA MONICA HIGH SCHOOL	192.28	U
153776	PROJECT LEAD THE WAY	ENGINEERING PARTICIPATION FEE	CURRICULUM AND IMC	3,000.00	U
153933	RALPH'S	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	75.00	CD
153858	REALLY GOOD STUFF INCORP	SUPPLEMENTAL BOOKS	WILL ROGERS ELEMENTARY SCHOOL	1,073.83	U

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF FEBRUARY 19, 2015

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
153902	REGENCY ENTERPRISES INC.	FLUORESCENT LIGHTS	PT DUME ELEMENTARY SCHOOL	307.38	R
153938	REGENCY ENTERPRISES INC.	CUSTODIAL	CHILD DEVELOPMENT CENTER	157.68	CD
153817	RICOH USA INC.	COPY MACHINE OVERAGE CHARGES	PERSONNEL SERVICES	400.00	U
153873	SANDLER BROS	OPEN PO FOR SUPPLIES	GROUNDS MAINTENANCE	1,500.00	R
153900	SANDLER BROS	NITRILE GLOVES PLUMBERS	FACILITY MAINTENANCE	1,000.00	R
153862	SANTA MONICA DAILY PRESS	LEGAL/PUBLIC NOTICES	PURCHASING/WAREHOUSE	1,500.00	U
153957	SANTA MONICA FENCE CO	GATE REPAIR	FACILITY MAINTENANCE	1,749.94	R
153903	SANTA MONICA FORD	REPAIR OF MAINT VEHICLE #74	FACILITY MAINTENANCE	1,033.17	R
153729	SCHOOL HEALTH CORPORATION	NURSE SUPPLIES	MALIBU HIGH SCHOOL	110.34	U
153797	SCHOOL NURSE SUPPLY INC	SUPPLIES FOR NURSES OFFICE	EDISON ELEMENTARY SCHOOL	126.76	R
153852	SEA CLEAR POOLS	POOL HEATER REPLACEMENT:MALIBU	FACILITY MAINTENANCE	64,904.18	SR
153795	SEHI COMPUTER PRODUCTS	PRINTER FOR COMM.LIASIAN	EDISON ELEMENTARY SCHOOL	819.29	R
153832	SEHI COMPUTER PRODUCTS	INK	SANTA MONICA HIGH SCHOOL	1,500.00	R
153843	SEHI COMPUTER PRODUCTS	PRINTER	MCKINLEY ELEMENTARY SCHOOL	199.88	R
153874	SEHI COMPUTER PRODUCTS	INK CARTRIDGES	SPECIAL EDUCATION REGULAR YEAR	197.67	R
153971	SEHI COMPUTER PRODUCTS	PRINTER CARTRIDGES	OLYMPIC CONTINUATION SCHOOL	342.29	U
153814	SIR SPEEDY PRINTING #0245	PRINT FOR K ROUNDUP	JOHN MUIR ELEMENTARY SCHOOL	200.00	U
153931	SMART & FINAL	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	50.00	CD
153934	SMART & FINAL	OPEN ORDER/COOKING/SCIENCE	CDC: CCTR	75.00	CD
153951	SMART & FINAL	NEGOTIATIONS SUPPLIES	PERSONNEL SERVICES	300.00	U
153768	SOLOMON, JASON	EXTERIOR PAINTING	FACILITY MAINTENANCE	25,300.00	SR
153833	SOS SURVIVAL PRODUCTS INC	EMERGENCY LOCKDOWN KITS	STUDENT SERVICES	495.26	R
153844	SOS SURVIVAL PRODUCTS INC	EMERGENCY LOCKDOWN KITS	STUDENT SERVICES	437.23	R
153847	SOS SURVIVAL PRODUCTS INC	EMERGENCY LOCKDOWN KITS	STUDENT SERVICES	2,117.86	R
153848	SOS SURVIVAL PRODUCTS INC	EMERGENCY LOCKDOWN KITS	STUDENT SERVICES	408.21	R
153849	SOS SURVIVAL PRODUCTS INC	EMERGENCY LOCKDOWN KITS	STUDENT SERVICES	611.33	R
153851	SOS SURVIVAL PRODUCTS INC	EMERGENCY LOCKDOWN KITS	STUDENT SERVICES	553.30	R
153956	SOUTHERN CALIFORNIA DISPOSAL	DISPOSAL & DUMP FEES	FACILITY MAINTENANCE	5,500.00	U
153702	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	146.18	U
153809	SOUTHWEST SCHOOL SUPPLY	CLASSROOM OFFICE SUPPLIES	CABRILLO ELEMENTARY SCHOOL	1,000.00	U
153798	SPECTRASYSTEMS INC	GROUND COVER/TURF REPAIR	EDISON ELEMENTARY SCHOOL	1,129.60	BB
153701	STAPLES BUSINESS ADVANTAGE	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	103.85	U
153891	STAPLES BUSINESS ADVANTAGE	Open PO for supplies	FRANKLIN ELEMENTARY SCHOOL	2,000.00	R
153893	STAPLES BUSINESS ADVANTAGE	OPEN ORDER 2014-2015	WILL ROGERS ELEMENTARY SCHOOL	1,000.00	R
153896	STATE OF CALIFORNIA	ELEVATOR FEES REQUIRED BY CA	FACILITY MAINTENANCE	1,500.00	R
153744	STUDENT TRANSPORTATION OF AMER	ATHLETIC TRANSPORTATION	MALIBU HIGH SCHOOL	1,095.00	R
153741	SWRCB ACCOUNTING OFFICE	WATER BOARD FEES	FACILITY MAINTENANCE	1,044.00	R
153932	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	150.00	CD
153785	THE BELL GROUP	INSTRUCTIONAL SUPPLIES	ADULT EDUCATION CENTER	881.53	A
153732	TUMBLEWEED TRANSPORTATION	ATHLETIC TRANSPORTATION	MALIBU HIGH SCHOOL	710.00	U
153825	TUMBLEWEED TRANSPORTATION	ROP FIELD TRIP TRANSPORTATION	R O P	389.00	R
153866	TUMBLEWEED TRANSPORTATION	TRANSPORTATION	SPECIAL EDUCATION REGULAR YEAR	1,595.00	R
153770	U S BANK (GOVT CARD SERVICES)	CONFERENCE LODGING	PURCHASING/WAREHOUSE	928.40	U
153894	U S BANK (GOVT CARD SERVICES)	BALANCE DUE ON AIRLINE TICKETS	LINCOLN MIDDLE SCHOOL	6,978.20	R
153949	U S BANK (GOVT CARD SERVICES)	INCIDENTAL BUSINESS EXPENSES	PERSONNEL SERVICES	1,000.00	U
153773	U.S. POSTAL SERVICE	POSTAGE	PURCHASING/WAREHOUSE	10,000.00	U
153765	UNCLE SAM'S DISTRIBUTING	REPAIRS TO MACHINES	GROUNDS MAINTENANCE	2,403.48	U
153824	UNIVERSITY OF SO CALIF	PRO DEVELOPMENT	STATE AND FEDERAL PROJECTS	38,000.00	R
153752	VAN NUYS AWNING COMPANY INC	HS	CHILD DEVELOPMENT CENTER	2,682.31	CD
153872	VIRCO MFG CORP	CAFETERIA TABLES	LINCOLN MIDDLE SCHOOL	600.11	R
153826	WALTERS WHOLESALE ELECTRIC CO	ELECTRICAL SUPPLIES	FACILITY MAINTENANCE	2,000.00	R

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
153727	WAXIE SANITARY SUPPLY	CUSTODIAL SUPPLIES	MALIBU HIGH SCHOOL	142.46	R
153764	WAXIE SANITARY SUPPLY	CUSTODIAL SUP/PERMIT	JOHN ADAMS MIDDLE SCHOOL	763.00	R
153936	WAXIE SANITARY SUPPLY	CUSTODIAL	CHILD DEVELOPMENT CENTER	114.45	CD
153835	WILSON & VALLELY TOWING	TOWING OF MAINT. VEHICLE #74	FACILITY MAINTENANCE	102.00	R
153923	YOUNG PS ACQUISITIONS LLC	TOOTHBRUSHES	CHILD DEVELOPMENT CENTER	115.63	CD
153885	ZANOLLI VON OEYEN, NANCY	SEMI-PRIVATE MUSIC LESSONS	CURRICULUM AND IMC	5,285.04	R

** NEW PURCHASE ORDERS 1,206,819.17

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

153887	BRODART BOOKS	BOOK DROP CART	LINCOLN MIDDLE SCHOOL	615.32	BB
153786	HEARTLAND PAYMENT SYSTEM	FS HARDWARE:SAMOHI FF&E	SANTA MONICA HIGH SCHOOL	350.00	BB
153890	KI	LIB.CHAIR FOR CIRC DESK	LINCOLN MIDDLE SCHOOL	427.49	BB
153812	KORADE & ASSOCIATE BUILDERS	SUPPLY & INSTALL DOOR HANDLES	LINCOLN MIDDLE SCHOOL	961.00	BB
153796	SANTA MONICA MUN BUS LINES	BUS PASSES	SANTA MONICA HIGH SCHOOL	12,216.00	BB
153772	U S BANK (GOVT CARD SERVICES)	PART REPLACEMENT & REPAIR	CHILD DEVELOPMENT CENTER	400.00	BB
153888	WENGER CORPORATION	SKIRTING FOR STAGE RISER	LINCOLN MIDDLE SCHOOL	927.07	BB

** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES 16,857.88

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / JANECE L. MAEZ / PAT HO
RE: ACCEPTANCE OF GIFTS – 2014/2015

ACTION/CONSENT
02/19/15

RECOMMENDATION NO. A.09

It is recommended that the Board of Education accept, with gratitude, checks totaling **\$14,991.30** 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 2014-2015 income and appropriations by **\$14,991.30** 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: Dr. Tahvildaran-Jesswein
SECONDED BY: Mr. Foster
STUDENT ADVISORY VOTE: Aye
AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)
NOES: 0
ABSENT: 1 (Leon-Vazquez)

School/Site Account Number	Cash Amount	Item Description	Purpose	Donor
Adams Middle School 01-90120-0-00000-00000-8699-011-0000	\$ 107.04		General Supplies and Materials	Various
Franklin Elementary School 01-90120-0-00000-00000-8699-002-0000	\$ 1,064.78		General Supplies and Materials	Corner Stone Photography
Lincoln Middle School 01-90120-0-00000-00000-8699-012-0000	\$ 420.92		Other Operating Expenses	Barnes and Noble
Malibu High School 01-90120-0-00000-00000-8699-010-0000	\$ 5,000.00		Coach Assistant, Hourly	MHS-Booster Club
McKinley Elementary School 01-90120-0-00000-00000-8699-004-0000	\$ 1,721.00 \$ 1,600.00 \$ 1,235.00		Field Trip Field Trip General Supplies and Materials	Various Various Various
Olympic High School 01-90120-0-00000-00000-8699-014-0000	\$ 1,000.00		General Supplies and Materials	SMMUSD PTA
Rogers Elementary 01-90120-0-00000-00000-8699-006-0000	\$ 1,725.00		Other Operating Expenses	Various
Roosevelt Elementary 01-90120-0-00000-00000-8699-007-0000	\$ 1,117.56		General Supplies and Materials	Corner Stone Photography
TOTAL	\$ 14,991.30			

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/19/15

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

RE: AWARD OF CONTRACT FOR INTERNET ACCESS TO LACOE – E-RATE APPLICATION

RECOMMENDATION NO. A.10

It is recommended that the Board of Education approve a contract with LACOE for internet services in an amount of \$20,550 per quarter/\$82,200 annually for a period of three years, with two one-year extensions (for a total of five years) for two 1 Gig circuits, beginning July 1, 2015. It is further recommended that approval is given for the additional 1 Gig circuit at a rate of \$9,300/quarter from February 2015 to June 30, 2015, until which time the E-Rate reimbursable contract begins.

Funding Information

Budgeted: Yes
Fund: Unrestricted General Fund
Source: General
Account Number: 01-00000-0-00000-77000-5840-000-0000

COMMENTS: The District's current contract with LACOE for 1Gig of bandwidth for internet access will expire on June 30, 2015. Due to increased bandwidth needed for State testing, video streaming and other needs, the 1Gig circuit currently under contract is inadequate. A second 1 Gig circuit will be added, per district's RFP requirements released in November 2014 to meet E-rate requirements and to take advantage of lower rates. E-Rate applications require that all services not under contract be placed on the E-rate application website for 28 days to allow any vendor access to the requested contract services. Bids were sent to eight (8) service providers, two (2) were received, with LACOE providing continuity of service, lowest pricing and expedited installation. The District is currently paying \$87,420 annually for 1Gig of service.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/19/15

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

RE: ACCEPTANCE OF WORK COMPLETED – AIRTEK INDOOR AIR SOLUTIONS FOR DUCT CLEANING AT MALIBU HIGH AND CABRILLO ELEMENTARY SCHOOLS BID #15.02

RECOMMENDATION NO. A.11

It is recommended that the Board of Education accept as completed all work contracted with Airtek Indoor Air Solutions for Duct Cleaning at Malibu High and Cabrillo Elementary Schools in an amount not to exceed \$78,655.25.

Funding Information

Budgeted: Yes
Fund: 25
Source: Capital Facilities Fund
Account Number: 25-90100-0-00000-82000-5890-050-1500

COMMENT: The contract with Airtek Indoor Air Solutions has been completed. In order to facilitate the release of the retention being held by the District, A Notice of Completion must be filed for thirty five (35) days with the County of Los Angeles pending Board approval.

ORIGINAL CONTRACT AMOUNT	\$59,980.00
PREVIOUSLY APPROVED	
<u>CO #1-4</u>	<u>\$18,675.25</u>
TOTAL CONTRACT AMOUNT	\$78,655.25

MOTION MADE BY: Dr. Tahvildaran-Jesswein
SECONDED BY: Mr. Foster
STUDENT ADVISORY VOTE: Aye
AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)
NOES: 0
ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION/CONSENT
02/19/15

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

RE: AMENDMENT TO CONTRACT – LEASE LEASEBACK – SANTA MONICA HIGH SCHOOL –SCIENCE & TECHNOLOGY SITE IMPROVEMENTS PROJECT – ERICKSON-HALL CONSTRUCTION COMPANY – MEASURE BB

RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve Deductive Change Order No. 02 for the Lease Leaseback – Santa Monica High School – Science & Technology Building – Phase 2 West Site Improvements Project to Erickson Hall Construction Company, for an amount of (\$3,122.00) for a total contract amount of \$2,327,607 and 0 days of schedule impact.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-6200-015-2600
Budget Category: Hard Costs/Construction/Construction Contracts
DSA #: 03-113443

COMMENTS: On September 15th, 2013, the Santa Monica-Malibu Unified School District Board of Education awarded Erickson-Hall Construction Co., the Lease Leaseback contract for the Santa Monica High School Science & Technology – Site Improvements Project in the amount not to exceed \$5,000,000.

Notice to proceed was issued to Erickson-Hall Construction Co., on April 7th, 2014 in the amount of \$280,858.00 for the scope of work associated with the 7th Court Alley project. Contract Amendment #1 was issued on April 22nd, 2014 which amended Exhibit C “Guaranteed Project Cost and Other Project Cost Funding and payment provisions; Exhibit G “Schedule of Values. Contract Amendment #2 was issued on July 9th, 2014 to increase the scope of work to include the 6th Street Driveway for a revised total contract amount of \$2,256,497.00. Change Order Nos. 01A and 01B were both approved on October 16, 2014 for a total contract amount of \$2,322,729.00

Change Order No. 02, in the deductive amount of (\$3,122.00), is written to offset the cost of additional architectural services that were required as the result of work installed by the developer contractor that deviated from the DSA-approved documents.

The funds from Change Order No. 02 will be transferred to Soft Costs/Design/Architects to offset the associated design fees.

(continued on next page)

A separate board item for the additional architectural service will be presented to accompany this item.

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

ORIGINAL CONTRACT AMOUNT (Amendment #1)	\$280,858.00
AMENDMENT #2	\$1,975,639.00
CHANGE ORDER NO. 1A	\$66,132.00
CHANGE ORDER NO. 1B	\$8,100.00
CHANGE ORDER NO. 2	(\$3,122.00)
<hr/> TOTAL CONTRACT	<hr/> \$2,327,607.00

Change Order No. 01 (CO-01) includes no increase to the contract time:

ORIGINAL CONTRACT AMOUNT	59 Days
AMENDMENT #2	96 Days
CHANGE ORDER NO. 1A	0 Days
CHANGE ORDER NO. 1B	0 Days
CHANGE ORDER NO. 2	0 Days
<hr/> TOTAL CONTRACT AMOUNT	<hr/> 155 DAYS

MOTION MADE BY: Dr. Tahvildaran-Jesswein
SECONDED BY: Mr. Foster
STUDENT ADVISORY VOTE: Aye
AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)
NOES: 0
ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION CONSENT

02/19/15

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

RE: CONTRACT AMENDMENT #40 – SANTA MONICA HIGH SCHOOL – SCIENCE AND TECHNOLOGY CLASSROOM BUILDING PHASE 2 WEST SITE IMPROVEMENTS – R. L. BINDER FAIA ARCHITECTS, LLP – MEASURE BB

RECOMMENDATION NO. A.13

It is recommended that the Board of Education authorize Contract Amendment #40 for Architectural and Engineering services - Santa Monica High School - Science & Technology Building - Phase 2 Site Improvements - R. L. Binder FAIA Architects, LLP - in the amount of \$3,122 for a total contract amount of \$8,897,911.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-5802-15-2600
Budget Category: Soft Costs/Design/Architects
DSA #: 03-114959

COMMENTS: Contract Amendment #40, in the amount of \$3,122, is for additional design and Construction Administration (CA) services related to contractor deviations.

In performing the work along 6th Street adjacent to the tennis courts, it was discovered that adjustments were made that created ADA compliance issues for the sidewalk. By making certain modifications to the drawings pertaining to the companion seating locations adjacent to the benches, compliance will be achieved.

The services were not anticipated in the original scope and were site and project driven and not the actions of the Architect. The contractor developer has agreed to a deductive change order.

A separate board item for the deductive change order will be present to accompany this item.

This Contract Amendment #40, in the amount of \$3,122.00, is for additional services for the Phase 2 West Site Improvements Project. The revised contract total will be \$8,897,911.

(continued on next page)

ORIGINAL CONTRACT AMOUNT	\$1,209,688	\$1,085,157
CONTRACT AMENDMENT #1 & 2 (Siting Study)		\$180,000
CONTRACT AMENDMENT #3 (not issued)		\$0
CONTRACT AMENDMENT #4 (Programming additional services)		\$209,244
CONTRACT AMENDMENT #5 (DD/CD/CA)		\$4,878,254
CONTRACT AMENDMENT #6 (Fire protection design)		\$36,720
CONTRACT AMENDMENT #7 (Revision to siting study)		\$11,000
CONTRACT AMENDMENT #8 (Mechanical cooling design)		\$25,300
CONTRACT AMENDMENT #9 (Geotech revisions impact)	\$54,720	\$38,708
CONTRACT AMENDMENT #10 (50% CD review comments) Study #1		\$3,120
CONTRACT AMENDMENT #11 (50% CD review comments) Study #2		\$31,333
CONTRACT AMENDMENT #12 (50% CD review comments) Study #4		\$61,800
CONTRACT AMENDMENT #13 (50% CD review comments) Study #5		\$127,975
CONTRACT AMENDMENT #17 (1500kW Transformer)		\$73,299
CONTRACT AMENDMENT #20 (Unforeseen utility & fence re-design)		\$31,742
CONTRACT AMENDMENT #21 (Substitution)		\$6,036
CONTRACT AMENDMENT #22 (Phase 2 Area design)		\$231,900
CONTRACT AMENDMENT #23 (Re-Orientation & Electrical Transformer)		\$339,422
CONTRACT AMENDMENT #24 (Additional Arch./Eng. design services)		\$71,978
CONTRACT AMENDMENT #25 (Arch/Eng. Services)		\$10,824
CONTRACT AMENDMENT #26 (Arch/Eng. Services)		\$22,138
CONTRACT AMENDMENT #27 (Arch/Eng. Services)		\$20,863
CONTRACT AMENDMENT #28 (Arch/Eng. Services, Auto Shop Design Serv.)		\$26,516
CONTRACT AMENDMENT #29 (Arch/Eng. Services)		\$191,960
CONTRACT AMENDMENT #30 (Arch/Eng. Services)		\$75,278
CONTRACT AMENDMENT #31 (Arch/Eng. Services)		\$16,803
CONTRACT AMENDMENT #32 (Arch/Eng. Services)		\$7,044
CONTRACT AMENDMENT #33 (Arch/Eng. Services)		\$152,139
CONTRACT AMENDMENT #34 (Arch/Eng. Services)		\$30,184
CONTRACT AMENDMENT #35 (Arch/Eng. Services)		\$284,000
CONTRACT AMENDMENT #36 (Arch/Eng. Services)		\$211,190
CONTRACT AMENDMENT #37 (Arch/Eng. Services)		\$40,969
CONTRACT AMENDMENT #38 (Arch/Eng. Services)		\$7,393
CONTRACT AMENDMENT #39 (Arch/Eng. Services)		\$354,500
CONTRACT AMENDMENT #40 (Arch/Eng. Services)		\$3,122
TOTAL CONTRACT		\$8,897,911

R. L. BINDER FAIA ARCHITECTS, LLP AMENDMENTS UNDER SEPARATE FUNDING SOURCE

CONTRACT AMENDMENT #14 (Siting Study II)	\$153,950
CONTRACT AMENDMENT #15 (CCJUP Siting Study 2)	\$429,728
CONTRACT AMENDMENT #16 (APEOP Synthetic Turf Field)	\$63,486
CONTRACT AMENDMENT #18 (CCJUP MOU#2 Storm Drain)	\$8,750
CONTRACT AMENDMENT #19 (CCJUP MOU#2 Storm Drain)	\$3,910
TOTAL CONTRACT	\$659,824

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION/CONSENT
2/19/15

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.14

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

Santa Monica High School – Science & Technology Building and Site Improvements Project

Vendor Name/Project	PO Number	Amount	Substantial Completion Date
Raffi's Metal Design	143689	\$24,050	1/20/15

Edison Language Academy – New Construction Project

Vendor Name/Project	PO Number	Amount	Substantial Completion Date
Raffi's Metal Design	151221	\$44,250	1/27/15

Edison Language Academy – New Construction Project

Vendor Name/Project	PO Number	Amount	Substantial Completion Date
Korade & Associate Builders, Inc.	153359	\$44,589	1/1/15

Edison Language Academy – New Construction Project

Vendor Name/Project	PO Number	Amount	Substantial Completion Date
AC Pros, Inc.	151435	\$40,660	1/28/15

John Adams Middle School – Modernization Project

Vendor Name/Project	PO Number	Amount	Substantial Completion Date
AC Pros, Inc.	151358	\$43,800	1/28/15

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: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / MARK O. KELLY
 RE: CERTIFICATED PERSONNEL – Elections, Separations

ACTION/CONSENT
 02/19/15

RECOMMENDATION NO. A.15

Unless otherwise noted, all items are included in the 2014/2015 approved budget.

ADDITIONAL ASSIGNMENTS

ADAMS MIDDLE SCHOOL

Avedian, Ray	11.88 hrs @\$42.08	1/23/15-2/1/15	Est Hrly/\$500
Brown, Daniel	11.88 hrs @\$42.08	1/23/15-2/1/15	Est Hrly/\$500
Garnreiter, Sean	11.88 hrs @\$42.08	1/23/15-2/1/15	Est Hrly/\$500
Hart, Matthew	11.88 hrs @\$42.08	1/23/15-2/1/15	Est Hrly/\$500
Jurewicz, Kristin	11.88 hrs @\$42.08	1/23/15-2/1/15	Est Hrly/\$500
LaDuke, Stacy	11.88 hrs @\$42.08	1/23/15-2/1/15	Est Hrly/\$500
TOTAL ESTABLISHED HOURLY			\$3,000

Comment: Chaperone Astrocamp Trips
 01-Formula & Old Tier III

Rajabali, Jahan	\$42.08, as needed	1/21/15-6/5/15	Est Hrly/\$----
TOTAL ESTABLISHED HOURLY			\$----

Comment: Science Magnet Seminars Substitute
 01-Formula & Old Tier III

EDISON ELEMENTARY SCHOOL

Tejeda de Leon, Karina	\$42.08, as needed	1/5/15-2/28/15	Est Hrly/\$----
TOTAL ESTABLISHED HOURLY			\$----

Comment: English Language Arts Intervention Substitute
 01-Reimbursed by PTA

EDUCATIONAL SERVICES

Cedillo, Sofia	190.2 hrs @\$42.08	1/15/15-7/17/15	Est Hrly/\$8,004
Moe, Eric	190.2 hrs @\$42.08	1/15/15-7/17/15	Est Hrly/\$8,004
Sanschagrín, Marc	190.2 hrs @\$42.08	1/15/15-7/17/15	Est Hrly/\$8,004
Suffolk, Stefanie	190.2 hrs @\$42.08	1/15/15-7/17/15	Est Hrly/\$8,004
Thoreson, Bonita	190.2 hrs @\$42.08	1/15/15-7/17/15	Est Hrly/\$8,004
TOTAL ESTABLISHED HOURLY			\$40,020

Comment: Summer Administrative Interns
 01-Gifts – Equity Fund

FRANKLIN ELEMENTARY SCHOOL

Micale, Monica	74.26 hrs @\$42.08	10/14/14-6/2/15	Est Hrly/\$3,125
TOTAL ESTABLISHED HOURLY			\$3,125

Comment: Professional Development Leader
 01-Vision for Student Success

GRANT ELEMENTARY SCHOOL

Croft, Susan	10 hrs @\$42.08	12/15/14-3/14/15	Est Hrly/\$421
Hynding, Sheri	4 hrs @\$42.08	12/15/14-3/14/15	Est Hrly/\$168
Kooy, Tracy	10 hrs @\$42.08	12/15/14-3/14/15	Est Hrly/\$421
Ware, Andrea	4 hrs @\$42.08	12/15/14-3/14/15	Est Hrly/\$168
TOTAL ESTABLISHED HOURLY			\$1,178

Comment: Math Olympiad
 01-Formula & Old Tier III

Kooy, Tracy	25 hrs @\$42.08	8/19/14-6/5/15	<u>Est Hrly/\$1,052</u>
		TOTAL ESTABLISHED HOURLY	\$1,052

Comment: Student Council
01-Formula & Old Tier III

Caamal-Murcia, Gabriela	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Croft, Susan	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Cueva, Olga	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Donovan, Michael	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Gormley, Brynn	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Hopkins, Miriam	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Kooy, Tracy	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Krogman, Allyson	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Marek-Young, Mallory	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Mauck, Rachel	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Petrilyak, David	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Pollack, Lori	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Ripley, Virginia	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Smith, Shelley	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Spanos, Christina	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Thomas, Christine	2 hrs @\$42.08	4/17/15	Est Hrly/\$84
Warren, Natara	2 hrs @\$42.08	4/17/15	<u>Est Hrly/\$84</u>
		TOTAL ESTABLISHED HOURLY	\$1,428

Comment: Math Night
01-Formula & Old Tier III

ROGERS ELEMENTARY SCHOOL

De La Rosa, Mary	60 hrs @\$42.08	2/2/15-6/1/15	<u>Est Hrly/\$2,525</u>
		TOTAL ESTABLISHED HOURLY	\$2,525

Comment: Reading Instruction
01-IASA: Title I Basic-LW Inc/Neg

SPECIAL EDUCATION

Boewe, Juliette	30 hrs @\$66.88	1/23/15-6/5/15	Own Hrly/\$2,006
Brinkworth, Shannon	50 hrs @\$50.03	1/23/15-6/5/15	Own Hrly/\$2,502
Shekhtmeyster, Zhanna	24 hrs @\$57.74	1/23/15-6/5/15	<u>Own Hrly/\$1,386</u>
		TOTAL OWN HOURLY	\$5,894

Comment: Extra Hours for Assessments
01-Special Education

HOURLY TEACHERS

STUDENT SERVICES

Grant, Sandy	\$42.08, as needed	1/23/15-6/5/15	Est Hrly/\$----
Harrington, Caitlin	\$42.08, as needed	1/6/15-6/5/15	<u>Est Hrly/\$----</u>
		TOTAL ESTABLISHED HOURLY	\$----

Comment: Home Instructor
01-Unrestricted Resource

TOTAL ESTABLISHED HOURLY, AND OWN HOURLY = \$52,222

NEW HIRES

TEMPORARY CONTRACTS

<u>Name/Assignment/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Beasley, Sierra/Counselor John Adams Middle School	20%	2/1/15-6/5/15

Takahashi, Ashley Lucas/SSA
Santa Monica High School

100%

1/20/15-6/5/15

CHANGE IN ASSIGNMENT

LaDuke, Stacy
John Adams MS/Counselor

Effective
2/1/15-6/5/15

From: 100%
To: 80%

Sheinbaum, Adriana
Muir Elementary/3rd Grade
From: 60% Reading Teacher
To: 100% 3rd Grade Teacher

3/1/15-6/5/15

LEAVE OF ABSENCE (with pay)

Name/Location
Hunt, Mark
Lincoln Middle School

Effective
1/20/15-2/23/15
[Medical FMLA/CFRA]

Ovadya, Stacey
Special Education

12/30/14-4/8/15
[CFRA]

Quin, Kimberly
Malibu High School

1/5/15-2/17/15
[Medical]

TERMINATION DUE TO EXHAUSTION OF ALL PAID LEAVES

Name/Location
AU3565091
Lincoln Middle School

Effective
2/24/15

HK8011368
Malibu High School

2/17/15

RESIGNATION

Name/Location
Wheeler, Daniel
Muir Elementary School

Effective
2/27/15

RETIREMENT

Name/Location
Cary, John
Malibu High School

Effective
6/5/15

MOTION MADE BY: Dr. Tahvildaran-Jesswein
SECONDED BY: Mr. Foster
STUDENT ADVISORY VOTE: Aye
AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)
NOES: 0
ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / BRANDON TIETZE
 RE: CLASSIFIED PERSONNEL – MERIT

ACTION/CONSENT
 02/19/15

RECOMMENDATION NO. A.16

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

<u>NEW HIRES</u>		<u>EFFECTIVE DATE</u>
Brynjegard, Peter Pt. Dume ES	Inst Assistant - Classroom 3 Hrs/SY/Range: 18 Step: B	1/26/15
Castellanos, Joseph Operations	Plant Supervisor 8 Hrs/12 Mo/Range: M41 Step: A	1/26/15
Fink, Conor Special Ed-Pt. Dume ES	Paraeducator 1 6 Hrs/SY/Range: 20 Step: A	1/20/15
Hernandez, Christopher Rogers ES	Inst Assistant - Classroom 3.5 Hrs/SY/Range: 18 Step: B	1/20/15
Lambert, Natasha Roosevelt ES	Inst Assistant - Classroom 3 Hrs/SY/Range: 18 Step: B	1/5/15
Ortega, Alyssa Roosevelt ES	Inst Assistant - Classroom 3 Hrs/SY/Range: 18 Step: B	1/20/15
Osorio, Amanda Special Ed-McKinley ES	Paraeducator 2 4 Hrs/SY/Range: 23 Step: A	1/23/15
<u>TEMP/ADDITIONAL ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Adeyemi, Latrina Facility Use	Custodian [overtime; Facility Use events]	1/1/15-6/30/15
Birdsall, Garrett Facility Use	Technical Theater Technician [overtime; Facility Use events]	12/3/14-6/30/15
Bonilla, Leroy Facility Use	Custodian [overtime; Facility Use events]	1/1/15-6/30/15
Chavez, Dennis Maintenance	Facilities Technician [overtime; District projects and emergencies]	1/1/15-6/30/15
Cobbs, Rufus Facility Use	Custodian [additional hours; Facility Use events]	12/1/14-6/30/15
Cobbs, Rufus Facility Use	Custodian [overtime; Facility Use events]	12/1/14-6/30/15
Cobbs, Rufus Santa Monica HS	Custodian [overtime; school events]	1/7/15-6/5/15
Freeman, Lakesha Facility Use	Campus Security Officer [additional hours; Facility Use events]	1/1/15-6/30/15

Fuller, Charesse Facility Use	Custodian [additional hours; Facility Use events]	12/1/14-6/30/15
Fuller, Charesse Facility Use	Custodian [overtime; Facility Use events]	12/1/14-6/30/15
Fuller, Charesse Lincoln MS	Custodian [additional hours; performing arts support]	1/24/15-1/25/15
Gonzalez, Art Lincoln MS	Custodian [overtime; performing arts support]	1/24/15
Gutierrez-Prada, Nancy Santa Monica HS	Bilingual Community Liaison [overtime; translation - academic planning presentation]	1/10/15
Hendler, Nanette Special Ed-Muir ES	Paraeducator 1 [overtime; overnight field trip]	1/26/15-1/30/15
Hernandez, Johnny Facility Use	Technical Theater Technician [overtime; Facility Use events]	12/1/14-6/30/15
Herrada, Joe Lincoln MS	Custodian [overtime; performing arts support]	1/23/15
Johnson, Peter Facility Use	Custodian [overtime; Facility Use events]	12/1/14-6/30/15
Lindholm, Nicholas Facility Use	Technical Theater Technician [overtime; Facility Use events]	12/3/14-6/30/15
Mamon, Stephaniee Facility Use	Custodian [additional hours; Facility Use events]	12/1/14-6/30/15
Mamon, Stephaniee Facility Use	Custodian [overtime; Facility Use events]	12/1/14-6/30/15
Martin, Charles Lincoln MS	Campus Security Officer [overtime; performing arts support]	1/23/15-1/25/15
Nunez, Sherry Lincoln MS	Campus Security Officer [overtime; performing arts support]	1/23/15-1/25/15
Windt, Neil Facility Use	Accompanist [additional hours; Facility Use events]	1/1/15-6/30/15
Woodard, Christopher Special Ed-Muir ES	Paraeducator 1 [overtime; overnight field trip]	1/26/15-1/30/15
Worthington, Jamie Special Ed-Muir ES	Paraeducator 1 [overtime; overnight field trip]	1/26/15-1/30/15
<u>SUBSTITUTES</u>		<u>EFFECTIVE DATE</u>
Gonzales, Diane Special Education	Paraeducator 2	1/1/15-6/5/15
Gutierrez, Adriana Food and Nutrition Services	Cafeteria Worker I	1/14/15-6/5/15
Morales, Rosa Food and Nutrition Services	Cafeteria Worker I	1/28/15-6/5/15

Plascencia, Henry District	Campus Security Officer	1/28/15-6/30/15
Ramirez, Armida Child Development Services	Children's Center Assistant 1	1/22/15-6/30/15
Tapia, Giovanni District	Campus Security Officer	1/14/15-6/30/15

CHANGE IN ASSIGNMENT

Granadino, Frank Transportation	Bus Driver 7.75 Hrs/10 Mo From: 7.5 Hrs/10 Mo	<u>EFFECTIVE DATE</u> 1/6/15
Yates-Lomax, Kathy Transportation	Bus Driver 7.5 Hrs/10 Mo From: 7 Hrs/10 Mo	1/14/15

PROFESSIONAL GROWTH

Cueva, Sandra Child Develop Svcs-Washington West	Children's Center Assistant 2	<u>EFFECTIVE DATE</u> 2/1/15
De Los Santos, Gabriela Muir ES	Inst Assistant - Classroom	2/1/15
Harris, Kenneth Roosevelt ES	Custodian	2/1/15
Murray, April Lincoln MS	Swimming Instructor-Lifeguard	2/1/15
Santiago, Guillermo Roosevelt ES	Paraeducator 1	2/1/15

ABOLISHMENT OF POSITION

Cafeteria Worker I 3 Hrs/SY; FNS-Santa Monica HS	<u>EFFECTIVE DATE</u> 1/5/15
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DISQUALIFICATION FROM PROBATION

TQ7792494	Physical Activities Specialist	<u>EFFECTIVE DATE</u> 2/18/15
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RESCIND DISQUALIFICATION FROM PROBATION

HB6294658	Paraeducator 1	<u>EFFECTIVE DATE</u> 2/6/15
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RESCIND DISMISSAL

ZU1909011 Facility Use	<u>EFFECTIVE DATE</u> 2/6/15
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WORKING OUT OF CLASS

Islas, Gloria FNS-Grant ES	Cafeteria Worker II From: Cafeteria Worker I	<u>EFFECTIVE DATE</u> 1/27/15-6/30/15
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TERMINATION DUE TO EXHAUSTION OF ALL PAID LEAVES

(39-MONTH MEDICAL REEMPLOYMENT LIST)

		<u>EFFECTIVE DATE</u>
MP4551004	Paraeducator 1	2/17/15
Special Education		

RESIGNATION

		<u>EFFECTIVE DATE</u>
Bechkovski, Stephan	Lifeguard-Swim Instr	2/5/15
Facility Use		

Welles, Mark	Paraeducator 1	1/30/15
Special Ed-Lincoln MS		

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/19/15

FROM: SANDRA LYON / MARK O. KELLY / BRANDON TIETZE

RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.17

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

Cannon, Kermit	Santa Monica HS	1/8/15-6/30/15
Goldberg, Vincent	Malibu HS	11/1/14-6/30/15
Hernandez, Rafael	Santa Monica HS	9/19/14-6/30/15
Martin, Daniel	Santa Monica HS	1/12/15-6/30/15

NOON SUPERVISION AIDE

Brynjegard, Peter	Pt. Dume ES	1/26/15-6/5/15
Cano, Karen	McKinley ES	12/1/14-6/5/15
Karabatos, Andrea	Webster ES	12/8/14-6/30/15
Ortega, Alyssa	Roosevelt ES	1/20/15-6/5/15
Rodriguez, Maria	Muir ES	1/5/15-6/5/15

TECHNICAL SPECIALIST – LEVEL III

Granger, Alexander	Lincoln MS [Violin Instructor] - Funding: Gifts – Band and Orchestra Fund	1/5/15
Hsu, Grace	Lincoln MS [Cello Instructor] - Funding: Gifts – Band and Orchestra Fund	1/5/15

STUDENT WORKER – WORKABILITY

Bachman, Samantha	Special Education	1/7/15-6/30/15
Houzel, Ife	Special Education	1/7/15-6/30/17
Johnson, Shanees	Special Education	1/12/15-6/30/15
Morales, Arturo	Special Education	1/7/15-6/30/17
Kovacs, Sarah	Special Education	1/6/15-6/30/18
Reynaga, Stephanie	Special Education	1/21/15-6/30/15

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/19/15

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: INCREASE IN STAFFING (FTE) – SPECIAL EDUCATION

RECOMMENDATION NO. A.18

It is recommended that the Board of Education approve the following position in Special Education in order to meet IEP requirements and student needs.

Paraeducator 1	5-hour (0.625 FTE)	Roosevelt Elementary School
Paraeducator 3	6-hour (0.75 FTE)	Lincoln Middle School

FUNDING NOTE: The 2014-2015 budget will be adjusted \$32,394 for salary and benefits.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/19/15

FROM: SANDRA LYON

RE: APPROVE EMPLOYMENT AGREEMENT FOR ASSISTANT
SUPERINTENDENT, HUMAN RESOURCES

RECOMMENDATION NO. A.19

It is recommended that the Board of Education approve the employment agreement with Dr. Mark Kelly, Assistant Superintendent, Human Resources of the Santa Monica-Malibu Unified School District, effective February 1, 2015, through June 30, 2018.

COMMENT: Dr. Kelly's contract is available in the Superintendent's office.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: Aye

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION ITEM

02/19/15

FROM: SANDRA LYON / TERRY DELORIA / EVAN BARTELHEIM

RE: SMARTER BALANCED ASSESSMENTS (SBAC) PARENT REPORTS

DISCUSSION ITEM NO. D.01

The Smarter Balanced Assessment will provide a rich array of data about student performance. The online score reporting system will provide parents and teachers with access to detailed information about student performance. As part of ongoing Smarter Balanced updates, staff will be share the significant changes to the scoring system and what educators and families should expect from the initial results.

Mr. Bartelheim's presentations can be found under Attachments at the end of these minutes.

Mr. Bartelheim answered questions regarding how the data from districts and states participating in SBAC will be able to be compared to one another. The SBAC data, however, will not be able to be compared to previous years' CST results.

TO: BOARD OF EDUCATION

DISCUSSION

02/19/15

FROM: SANDRA LYON / TERRY DELORIA

RE: LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) UPDATE

DISCUSSION ITEM NO. D.02

With the move to the Local Control Funding Formula (LCFF), school districts were required to develop a Local Control Accountability Plan (LCAP). Our District's LCAP was approved by the Board of Education in June 2014 and by the Los Angeles County Office of Education (LACOE) in August 2014. School districts must now engage stakeholders in the implementation, evaluation and revision of their plans. Staff will provide the board with an LCAP progress report at this meeting related to the highlighted state priorities below:

Priority 1: Basic Conditions (Williams')

Priority 2: Implementation of Standards

Priority 3: Parent Involvement

Priority 4: Pupil Achievement (API, a-g rate, etc.)

Priority 5: Pupil Engagement (attendance, 8th/12th grade drop-out rates)

Priority 6: School Climate (suspension/expulsion rates)

Priority 7: Course Access (AP, honors, etc.)

Priority 8: Pupil Outcomes (grades in coursework)

***** ***** ***** ***** ***** *****

While the board decided to pull this item, Dr. Deloria did highlight data that showed gains had been made in the percent of students who qualify for admission to UCs/CSUs.

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / JANECE L. MAEZ
RE: ALLOCATION OF MEASURE ES BOND FUNDS

DISCUSSION
02/19/15

DISCUSSION ITEM NO. D.03

The purpose of this item is to provide the Board an opportunity to discuss Measure ES Bond fund allocations. While some activities related to Measure ES have begun, others require Board approval of fund allocations before expenditures can be made. In order to facilitate the discussion, staff is providing background information and a progress report on activities to date. It is expected that after this discussion, staff will prepare a Board item for action at the March 5, 2015 meeting.

Background

School districts in California have the ability to meet their capital facility needs through a voter approved process that repays bonded debt with an assessment made to property owners based on property assessed valuation. Santa Monica-Malibu Unified School District has utilized this funding mechanism several times over the past 20 to 25 years. Prior to Measure ES, the most recent funds were provided by Measure BB. Measure BB, a \$268 million bond, included projects at the district's secondary sites, the construction of a new elementary school, technology infrastructure upgrades, and many smaller safety related projects. Many of the projects in Measure BB have been completed; others are in various stages of completion, and construction on other projects has yet to begin. While Measure BB met many of the identified facility needs in the District, master plan work conducted prior to 2006 valued the total facility need in the District in excess of \$1.2 billion dollars. Therefore, on August 1, 2012, the Board approved another bond election asking the voters in the communities of Santa Monica and Malibu to approve Measure ES and provide a source of funds to the District for further improvement, upgrading, and expansion of facilities throughout the District. The measure was passed by the voters on November 6, 2012.

Excerpts from the Board resolution adopted on August 1, 2012 ordering the election in which voters approved a \$385 million authorization to issue bond debt reads as follows:

WHEREAS, the Board of Education (the "Board") of the Santa Monica Malibu Unified School District (the "District") is committed to improving the quality of education in Santa Monica and Malibu public schools by upgrading aging schools, classrooms, science labs and computer systems to keep pace with learning technology; and

NOW THEREFORE, THE BOARD OF EDUCATION OF THE SANTA MONICA MALIBU UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the Board, pursuant to Education Code Sections 15100 et seq., 15264 et seq., and Government Code Section 53506, hereby requests the Los Angeles County Registrar of Voters to conduct an election under the provisions of Proposition 39 and the Act and submit to the electors of the District the question of whether bonds of the District in the aggregate principal amount of \$385,000,000 (the "Bonds") shall be issued and sold for the purpose of raising money for the projects described in Exhibits "A" and "B" hereto. Both exhibits are directed to be printed in the voter pamphlet.

Section 3. That the purpose of the election shall be for the voters in the District to vote on a proposition, a copy of which is attached hereto and marked Exhibit "A," incorporated by reference herein, and containing the question of

whether the District shall issue the Bonds to pay for improvements to the extent permitted by such proposition. In compliance with Proposition 39 and the Act, the ballot propositions in Exhibits "A" and "B" are subject to the following requirements and determinations

Section 4. That not less than 20 percent of the total net proceeds of the general obligation bonds issued, in the event the election called for herein is successful, will be spent on projects (including related soft costs and incidentals) benefitting the schools within the Malibu area, including the City of Malibu and the unincorporated areas adjacent to the City of Malibu.

*Ballot Language
EXHIBIT A*

LOCAL SCHOOL MODERNIZATION, ACADEMIC IMPROVEMENT AND EARTHQUAKE AND FIRE SAFETY BOND. "To improve academic instruction and school safety by modernizing high school classrooms and campuses, repairing aging elementary schools, ensuring every school meets current earthquake and fire safety standards to protect students, and constructing, acquiring, modernizing, and/or repairing classrooms, sites, facilities, equipment, computers, and learning technology to raise student achievement, shall the Santa Monica-Malibu Unified School District issue \$385,000,000 in bonds at legal rates, with independent fiscal oversight, mandatory audits, and all funds for Santa Monica and Malibu schools?"

EXHIBIT B

PROJECT LIST

Therefore, in approving this Project List, the Board of Education determines that the District MUST:

- o Upgrade and modernize classrooms, science labs, and computer systems with 21st Century instructional technology to meet modern academic standards.*
- o Increase earthquake safety of all school buildings.*
- o Support classroom programs to retain qualified teachers and protect the quality of classroom instruction in core subjects like reading, math and science.*
- o Improve fire safety systems at all schools, so kids are safe.*
- o Repair or replace old, leaky roofs, worn-out floors, rusty plumbing and faulty electrical systems.*

Progress Report

The District began the work of planning and prioritizing the use of Measure ES funds by contracting with Heery International to build upon our current successful bond program and develop strategies for improving the process. Heery conducted a series of interviews with SMMUSD representatives, community members, and Measure BB consultants. They were provided documents from previous bond programs to do their analysis. At the November 6, 2014, Board of Education meeting, Heery representatives reviewed their progress to date and presented their recommendations for Measure ES. The update included the steps being taken to engage a Bond Program Manager; the updating and integrating of previous facility plans; and developing and implementing a process for project prioritization and budgeting.

The recruitment of the Bond Program Manager began with the posting of the flyer to the District's website on February 12, 2015. Interested parties have until March 31, 2015, to submit their applications. There will be a comprehensive interviewing and selection process that will result with Board approval before the end of this fiscal year. Heery representatives continue to review the numerous facility and campus plans that have been developed over time for the district as a whole as well as those that are specific to certain sites. They have met with the current architect who developed the campus plan for Samohi at the time the Civic Center Joint Use Project (CCJUP) was being considered. Additionally, they have begun reviewing other plans drafted for the Samohi campus. Their immediate recommendations will be included with the description of Measure ES next steps below. Heery is also providing assistance and guidance to the district in the area of facility standards and policies and will develop a comprehensive document to be used throughout Measure ES program.

Allocation Discussion

From the early conversations regarding Measure ES, the language incorporated into Board resolution authorizing the election and previous Board actions, it is clear there are several distinct components to the allocation of Measure ES funds. Those components include the previous Board allocation for the Technology portion of Measure ES; the language of the resolution that indicates that at least 20% of the net proceeds shall be spent at school sites in the Malibu community; and that a significant portion of the funds should be allocated to Santa Monica High School based upon the facility needs at that site. Other considerations for the allocation of funds include: previously designed changes at elementary sites, the shortfall of funds in Measure BB, and newly identified issues.

Technology Allocation – At the October 16, 2014 Board of Education meeting, an allocation of \$34,431,359 was approved for the first phase of funding of technology projects. The recommendation was brought to the Board by the District Technology Team (DTT) that included: infrastructure, SBAC devices, 21st century classroom components, library upgrades, expanded computer labs, and staff development. Expenditures from this allocation are well underway and regular updates by Assistant Superintendent, Terry Deloria have been made to the Board.

Malibu 20% - The language of the bond resolution clearly identified an amount, no less than 20% of net bond proceeds, to be established for Malibu specific projects. This amount is \$77,000,000. A Facility Advisory Committee – Malibu is to be established from a broad representation of Malibu residents to make recommendations for expenditures from this allocation.

Samohi – Santa Monica High School has clearly been identified as the site with the greatest and most significant needs in the district. While Measure BB has provided an exceptional new facility with the Innovation Building, the other needs on the campus continue. During a time when the District believed that the Redevelopment Agency of the City of Santa Monica would be able to provide funding for new and upgraded athletic facilities, a campus plan was developed that outlined improvements and new facilities over time. It essentially was a “master plan” for developing Samohi. Additionally, the staff of Measure BB developed another planning document that should be reviewed for the information it can provide. Both documents provide a plan for the campus that includes a number of projects that are staged to allow continued operation of the site while construction is underway. The build-out of any plan for Samohi will take from ten to fifteen years at a minimum to complete. Costs estimates for individual projects at the time of these plans ranged from \$50 to \$100 million in 2012 dollars. Current estimates, including all project costs will be significantly higher. Staff is recommending that the Board consider an allocation of \$180 million towards improvements at Samohi. The initial steps should be to engage a consultant to update and determine a comprehensive campus plan for the site. After approval of the plan, recommendations and specific projects can be considered.

Other (Unallocated) – At this time staff is recommending the Board leave any remaining balance as unallocated. Staff has identified three primary areas that will need to be considered before specific allocations should be made. Those include the following:

1. Measure BB shortfall – Staff is preparing for Board review and approval an update to the Measure BB program. A majority of the projects in the program are either completed or well into the construction phase. Some projects; however, are not at that point in the process. For a number of reasons that will be detailed in the future Board item, it is apparent that the amount of funds currently in the program balance will not be sufficient to complete the expected projects. Staff will be outlining the size of the shortfall (which is anticipated to be nearly \$30 million); explain how the loss of RDA funding; the unexpected delays on many projects; and other difficulties that have caused this overrun. Staff will be asking the Board to consider funding this shortfall with Measure ES funds.
2. Elementary campuses – During the Measure BB process, schematic designs were completed for elementary campuses throughout the District. There is an expectation that those plans would be considered at the time future bond funds were available. To honor the work done during the Measure BB process, those plans should be reviewed and analyzed to determine if they are still in line with the District's comprehensive facility plan.
3. Emerging Considerations – As staff review and consider the current status of our facility needs, there are several new concerns that have been identified. Those concerns include facility issues related to environmental concerns; issues related to heat and indoor air quality; demographic issues related to shifting enrollment patterns throughout the district; and programmatic issues related to such things as Pre-Kindergarten (PreK), Transitional Kindergarten (TK) and a Day Treatment Center for Special Education students.

Summary and Next Steps

To summarize, staff is asking the Board to consider and discuss an initial allocation for Measure ES as outlined in the chart that follows and direct staff to continue the process to establish the Facility Advisory Committees for both Malibu and Santa Monica; engage a consultant to begin the updating of the Samohi campus plan; return at the next Board meeting with an update on the status of the Measure BB budget; and continue the work with Heery International on the recruitment of a Bond Program Manager.

***** ***** ***** ***** ***** *****

Public Comments:

- *Claire Goldberg, Michael Lappen, Indu Korambath, Olive Sherman, Donica Jameson, Jaleh Mamita, Aysen Ozkan, Carissa Smuker, Paula Goldman, Winnie Wechsler, Karen Melick, Shari Davis, Lori Whitesell, Judith Meister, Elizabeth Sterns, Debbie Mulvaney, Lisa Blafus, Joan Krenik, Alisa Bunting, Jeff Finkelstein, Ann Hoover, Jainee Eccleston, Nicole Faries, Jon Kean, Jennifer Smith, Rose Nelson, and Patti Braun addressed the board regarding this item.*

Ms. Maez's presentations can be found under Attachments at the end of these minutes.

Ms. Lieberman added to the list of recommendations: initiate a needs assessment for the remaining sites. Mr. Mechur said he would like to see a list of next steps on projects by June. Following discussion, the board agreed that the \$180M allocation for Samohi would be a minimum.

MEASURE ES ALLOCATION

FOR DISCUSSION PURPOSES ONLY

BOND AUTHORIZATION	385,000,000
TECHNOLGY ALLOCATION	34,431,359
MALIBU 20%	77,000,000
SAMOHI	180,000,000
UNALLOCATED	<hr/> 93,568,641

TO: BOARD OF EDUCATION

DISCUSSION

02/19/15

FROM: SANDRA LYON

RE: CONSIDER DELETING BP AND AR 0420.1 – SCHOOL-BASED PROGRAM COORDINATION

DISCUSSION ITEM NO. D.04

It is recommended that the Board of Education consider revising BP and AR 0420.1 – School-Based Program Coordination.

COMMENTS: CSBA recommends deleting this policy and regulation since School-Based Program Coordination was effectively eliminated by the local control funding formula (LCFF).

***** ***** ***** ***** ***** *****

This item will return for action at the next board meeting.

~~SCHOOL-BASED PROGRAM COORDINATION~~

~~In order to best serve students with special needs and students participating in designated educational programs, the Board of Education encourages school-based program coordination as a means for achieving flexibility in the use of the categorical funds received by each school. The Board believes that resources acquired to assist students in one program often can benefit other students without in any way depriving the originally targeted group.~~

~~A school site council shall be established at each school to consider whether or not it wishes the school to participate in school-based program coordination. All interested persons shall have an opportunity to meet in public to establish the site council. (Education Code 52852.5)~~

~~The school site council of any participating school shall develop, for approval by the Board, a school plan that addresses the components specified in Education Code 52853. This plan shall be incorporated into the school's single plan for student achievement required for the state's consolidated application process. (Education Code 52853, 64001)~~

~~Evaluation of each participating school's educational program shall include an assessment of the school's effectiveness in meeting the needs of each student population originally targeted by the categorical programs.~~

~~Legal Reference:~~

~~EDUCATION CODE~~

~~8750-8754 Conservation education~~

~~41500-41573 Categorical education block grants~~

~~44520-44534 New Careers Program~~

~~51870-51874 Education technology~~

~~52200-52212 Gifted and Talented Education Program~~

~~52340-52346 California Regional Career Guidance Centers~~

~~52800-52887 School-Based Program Coordination Act~~

~~54000-54028 Educationally Disadvantaged Youth Programs~~

~~54100-54145 Miller-Unruh Basic Reading Act~~

~~54650-54659 Education Improvement Incentive Program~~

~~56000-56867 Special education~~

~~64000 Categorical programs included in consolidated application~~

~~64001 Single school plan for student achievement, consolidated application programs~~

~~MILITARY AND VETERANS CODE~~

~~500-520.1 California Cadet Corps~~

~~Management Resources:~~

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Voluntary Template for the Single Plan for Student Achievement~~

~~WEB SITES~~

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

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

~~SCHOOL-BASED PROGRAM COORDINATION~~

~~The Superintendent or designee shall provide information about the School-Based Program Coordination Act to each principal. Each principal shall provide this information to teachers, other school personnel, parents/guardians, and secondary students. (Education Code 52852.5)~~

~~Categorical funds coordinated under this program may include funding for: (Education Code 52851)~~

- ~~1. Conservation Education (Education Code 8750-8754)~~
- ~~2. New Careers Program (Education Code 44520-44534)~~
- ~~3. Education Technology (Education Code 51870-51874)~~
- ~~4. Gifted and Talented Education Program (Education Code 52200-52212)~~
- ~~5. California Regional Career Guidance Centers (Education Code 52340-52346)~~
- ~~6. Educationally Disadvantaged Youth Programs (Education Code 54000-54028)~~
- ~~7. Miller-Unruh Basic Reading Act (Education Code 54100-54145)~~
- ~~8. Special Education (Education Code 56000-56867)~~
- ~~9. California Cadet Corps (Military and Veterans Code 500-520.1)~~

~~Funds coordinated under this program shall be used to supplement, not supplant, existing state and local appropriations. (Education Code 52852.5)~~

~~Any school participating in school-based program coordination shall not be required to meet any state laws or regulations for any coordinated program listed above, except as specifically provided under the School-Based Program Coordination Act. (Education Code 52851)~~

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

TO: BOARD OF EDUCATION

DISCUSSION

02/19/15

FROM: SANDRA LYON / TERRY DELORIA

RE: CONSIDER REVISING BP AND DELETING AR 5146 – MARRIED / PREGNANT / PARENTING STUDENTS

DISCUSSION ITEM NO. D.05

It is recommended that the Board of Education consider revising BP 5146 and deleting AR 5146 – Married/Pregnant/Parenting Students.

COMMENTS: CSBA recommends this updating this policy to reflect new law (AB 97), which redirects funding for the California School Age Families Education (Cal-SAFE) program into the LCFF and thereby eliminates the mandate for program participants to adopt related policy. The material related to pregnancy prevention will also be deleted, since the issue is appropriately addressed in other policies. In addition, the policy will be revised to (1) require the use of uniform complaint procedures for complaints regarding discrimination on the basis of a student's marital, pregnancy, or parental status; (2) add material on program evaluation; (3) reflect new U.S. Department of Education Guidance regarding reasonable accommodations to enable pregnant and parenting students to access the educational program; and (4) reflect federal regulations addressing the circumstances under which a student may be required to obtain medical certification in order to participate in a program or activity.

The regulation will be deleted, since funding for the Cal-SAFE program was redirected into the LCFF pursuant to new law (AB 97).

***** ***** ***** ***** ***** *****

This item will return for action at the next board meeting.

MARRIED / PREGNANT / PARENTING STUDENTS

The Board of Education recognizes that early marriage, pregnancy or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to provide instruction and services designed to assist in pregnancy prevention. The Board also desires to support male and female expectant and parenting students to attain strong academic and parenting skills and to promote the healthy development of their children.

The district shall not discriminate against any student on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

~~Married, expectant and parenting students shall have the same educational and extracurricular opportunities as all students. Participation in special programs or schools shall be voluntary. Any education program or activity, including any class or extracurricular activity, that is offered separately to such students shall be comparable to that offered to other district students. A student's participation in such programs shall be voluntary.~~

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures.

For school-related purposes, married students under the age of 18 ~~are emancipated minors and~~ have all the rights and privileges of students who are 18, even if the marriage has been dissolved. ~~(Family Code 7002)~~

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

Expectant and Parenting Students

~~The Board is committed to providing to expectant and parenting students and their children a comprehensive, continuous, community-linked program that reflects the cultural and linguistic diversity of the community.~~

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or his/her child.

When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. A lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

~~The Superintendent or designee shall collaborate with the County Superintendent of Schools and other community agencies and organizations to ensure that appropriate educational and related support services are available to meet the needs of expectant and parenting students their children.~~

~~Expectant and parenting students retain the right to participate in any comprehensive school or educational alternative programs. School placement and instructional strategies for participating students shall be based on the needs and learning styles of individual students. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the individual student and/or child. (Education Code 54745)~~

~~In addition to providing a quality education program for expectant and parenting students, the district's program shall provide parenting education and life skills instruction, special school nutrition supplements for pregnant and lactating students, and a child care and development program on or near the school site for the children of enrolled students. The district's program may provide other support services authorized by Education Code 54746 as necessary to meet the needs of students and their children. (Education Code 54745)~~

To the extent feasible, educational and related support services shall be provided, either through the district or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities
2. Parenting education and life skills instruction
3. Academic and personal counseling
4. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with BP/AR 5113 - Absences and Excuses. The Superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began.

A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent

Pregnancy Prevention Program

~~The Superintendent or designee shall ensure that age-appropriate, culturally sensitive and community-sensitive instruction and services are available to assist in the prevention of pregnancy among minors. The district's program shall be based on strategies that have proven effective in reducing the incidence of pregnancy among school-age youth. Instruction shall be consistent with the district's family life/sex education curriculum.~~

Legal Reference:

EDUCATION CODE

230 Sex discrimination

8200-8498 Child Care and Development Services Act

48205 Excused absences

48220 Compulsory education requirement

48410 Persons exempted from continuation classes

49553 Nutrition supplements for pregnant/lactating students

51220.5 Parenting skills and education

51745 Independent study

52610.5 Enrollment of pregnant and parenting students in adult education

54740-54749.5 California School Age Families Education Program (Cal-SAFE)

FAMILY CODE

7002 Description of emancipated minor

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4950 Nondiscrimination, marital and parental status

CODE OF REGULATIONS, TITLE 22

101151-101239.2 General licensing requirements for child care centers

101351-101439.1 Infant care centers

UNITED STATES CODE, TITLE 42

1786 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

ATTORNEY GENERAL OPINIONS

87 Ops. Cal. Atty. Gen. 168 (2004)

COURT DECISIONS

American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS

Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements

The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013

WEB SITES

CDE: <http://www.cde.ca.gov>

California Women's Law Center: <http://www.cwlc.org>

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

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

MARRIED / PREGNANT / PARENTING STUDENTS

The Superintendent or designee may grant a student a leave of absence due to pregnancy, childbirth or abortion for as long as it is deemed medically necessary. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began. (34 CFR 106.40)

A pregnant or parenting student also may request exemption from attendance because of a physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

Cal-SAFE Program

A male or female student shall be eligible to enroll in the district's California School Age Families Education (Cal-SAFE) program if he/she: (Education Code 54747, 56026)

1. Is an expectant parent, custodial parent, or noncustodial parent taking an active role in the care and supervision of the child
2. Has not earned a high school diploma or its equivalent
3. Meets one of the following additional conditions:
 - a. Is age 18 years of age or younger.
 - b. Is age 19 and has been continuously enrolled in the program since before his/her 19th birthday. Such a student may be enrolled in the program for one additional semester.
 - c. The student is below age 22 and has an active individualized education plan.

Students shall be enrolled in the program on an open-entry and open-exit basis. (Education Code 54745)

A student shall not be denied initial or continuous enrollment because of having had multiple pregnancies, more than one child, or a change in eligibility status from expectant to parenting. (Education Code 54747)

No fees shall be charged to students or their families for services provided through the district's Cal-SAFE program. (Education Code 54745)

The Superintendent or designee shall complete an intake procedure regarding each student upon entry into the program, and periodically thereafter as necessary, to determine appropriate levels and types of services to be provided. (Education Code 54746)

The Superintendent or designee shall provide staff development and conduct community outreach in order to establish a positive learning environment and supportive school policies. (Education Code 54745)

~~The Superintendent or designee shall participate in the development of the county service coordination plan for providing educational and related support services to expectant and parenting teens and their children. He/she also shall participate in data collection and evaluation of the program. (Education Code 54744, 54745)~~

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

TO: BOARD OF EDUCATION

DISCUSSION

02/19/15

FROM: SANDRA LYON / TERRY DELORIA

RE: CONSIDER DELETING AR 5148.1 – CHILD CARE SERVICES FOR PARENTING STUDENTS

DISCUSSION ITEM NO. D.06

It is recommended that the Board of Education consider deleting AR 5148.1 – Child Care Services for Parenting Students.

COMMENTS: CSBA recommends this regulation be deleted, since new law (AB 97) redirects funding for the Cal-SAFE program into the LCFF.

***** ***** ***** ***** ***** *****

This item will return for action at the next board meeting.

CHILD CARE SERVICES FOR PARENTING STUDENTS**Cal-SAFE Program**

~~The district shall provide child care and development services on or near the school site for the children of teen parents enrolled in the district's California School Age Families Education (Cal-SAFE) program. Such services shall be available whenever enrolled teen parents are participating in a school-approved activity during or outside the school day. (Education Code 54743, 54745, 54746)~~

~~Participation in the child care and development services shall be voluntary. (Education Code 54746)~~

~~No fees shall be assessed for child care and development services provided through the Cal-SAFE program. (Education Code 54745)~~

~~Children of teen parents shall be eligible for enrollment from birth to age five years or until they enroll in kindergarten, whichever occurs first, as long as the teen parent is enrolled in the district's Cal-SAFE program. If the teen parent is enrolled in a summer school program or a school program operating more than 180 days, eligibility shall be determined by the parent's hours of enrollment and only for those hours necessary to further the completion of the parent's educational program. (Education Code 54746, 54749)~~

~~Before a child is enrolled in the program or allowed on the school campus, he/she shall have a health evaluation form signed by a physician or the physician's designee. Health screening and immunizations shall not be required when the child's parent/guardian annually files a written request pursuant to Education Code 49451 or Health and Safety Code 120365. (Education Code 54746)~~

~~The Superintendent or designee shall complete an intake procedure regarding each child upon entry into the program, and periodically as needed thereafter, and shall maintain a developmental profile for each child in order to design a program that meets the child's developmental needs. (Education Code 54746)~~

~~Child care and development services shall operate pursuant to applicable sections of Education Code 8200-8498, the Child Care and Development Services Act, and shall meet the health and safety requirements of 22 CCR 101151-10123.92 and 101351-101439.1. (Education Code 54746)~~

~~The child care site shall be available as a laboratory for parenting or related courses, with priority given to teen parents enrolled in the district's Cal-SAFE program. (Education Code 54746)~~

Legal References:

EDUCATION CODE

~~8200-8498 Child Care and Development Services Act~~

~~49451 Exemption from physical examination~~

~~54740-54749 Cal-SAFE program for pregnant/parenting students and their children~~

HEALTH AND SAFETY CODE

~~120365 Exemption from immunization~~

CODE OF REGULATIONS, TITLE 22

~~101151-101239.2 General licensing requirements for child care centers~~

~~101351-101439.1 Infant Care Centers~~

Management Resources:

WEB SITES

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

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

TO: BOARD OF EDUCATION

DISCUSSION

02/19/15

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

RE: CONSIDER REVISING BP 6142.92 – MATHEMATICS INSTRUCTION

DISCUSSION ITEM NO. D.07

It is recommended that the Board of Education consider revising BP 6142.92 on Mathematics Instruction.

COMMENTS: CSBA recommends this update to reflect Common Core State Standards and new state curriculum framework for mathematics. The policy is also updated to 1) reflect new law AB 166, which requires the SBE, concurrent with the next revision of textbooks or the curriculum framework in mathematics, to ensure the integrating of financial literacy; 2) reflect new law AB 97, which eliminates the professional development block grant and the mathematics and reading professional development program; and 3) add material on program evaluation.

This item will return for action at the next board meeting.

MATHEMATICS INSTRUCTION

The Board of Education desires to offer a rigorous mathematics program that ~~provides a strong foundation in basic mathematical skills and prepares students to apply mathematics in real life.~~ progressively develops the knowledge and skills students will need to succeed in college and career. The district's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

For each grade level, the Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

~~The Superintendent or designee shall develop grade-level curricula that offer a balanced instructional program, including but not limited to:~~

- ~~1. Basic mathematical skills: quantification, basic facts, sorting and classification, and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares and square roots~~
- ~~2. Conceptual understanding: knowledge and application of facts and definitions, identification of principles, understanding of relationships among mathematical concepts, recognition and application of signs, symbols and terms~~
- ~~3. Problem solving: use of mathematical concepts, skills, tools and reasoning strategies to formulate and solve problems in a variety of situations~~

~~The mathematics program shall develop such knowledge and skills in the subject areas of numbers, measurement, geometry, functions, statistics and probability, logic, algebra and discrete mathematics. Students should know, understand and demonstrate concepts through their application to classroom and real-life situations.~~

The district's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision
2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others
3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically
4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

In addition, the program shall be aligned with grade-level standards for mathematics content.

For grades K-8, content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement

and data, geometry, ratios and proportional relationships, functions, expression and equations, the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

~~The Superintendent or designee shall ensure that all students have many opportunities to take the full range of mathematics course options.~~

For higher mathematics, the district shall offer a pathway of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, trigonometry, statistics and probability, and calculus.

~~The Board shall establish specific content and performance standards in mathematical skills, concepts and problem-solving ability for each grade level. Students at risk of failing to meet performance standards shall receive additional assistance and intervention.~~

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

The Superintendent or designee shall ensure that students shall have access to sufficient instructional materials, including manipulatives and technology, to support a balanced mathematics program.

The Superintendent or designee shall provide the Board with data from state and district mathematics assessments and program evaluations to enable the Board to monitor program effectiveness.

Legal Reference:

EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

51224.5 Algebra in course of study for grades 7-12

51225.3 High school graduation requirements

51284 Financial literacy

60605 State-adopted content and performance standards in core curricular areas

60605.8 Common Core standards

Management Resources:

CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013

California Common Core State Standards: Mathematics, rev. January 2013

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

WEB SITES

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

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

Common Core State Standards Initiative: <http://www.corestandards.org/math>

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

TO: BOARD OF EDUCATION

DISCUSSION

02/19/15

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

RE: CONSIDER REVISING BP 6142.91 – READING / LANGUAGE ARTS
INSTRUCTION

DISCUSSION ITEM NO. D.08

It is recommended that the Board of Education consider revising BP 6142.91 on Reading/Language Arts instruction.

COMMENTS: CSBA recommends this update to align the district's reading/language arts program with CCSS for English language arts. In addition, material related to the Professional Development Block Grant, the Math and reading Professional Development Block grant, and the intensive reading program for grades K-4 funding through the Pupil Retention Block Grant should be deleted, since new law AB 97 redirects funding for those programs into the LCFF.

***** ***** ***** ***** ***** *****

This item will return for action at the next board meeting.

READING / LANGUAGE ARTS INSTRUCTION

The Board of Education recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. Students should develop an appreciation for literature and for reading as a means to acquire knowledge. They also should develop oral and written language skills that enable them to effectively communicate with others.

The Board desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning. The program shall integrate reading, writing, speaking, and listening activities in order to build effective communication skills.

For each grade level, the Board shall adopt academic standards ~~in reading, speaking, and writing, including spelling and grammar that meet or exceed state standards. The district's program also shall be aligned with the state framework for reading/language arts instruction.~~ that meet or exceed Common Core State Standards in the following strands:

1. Reading: Foundational skills, text complexity and analysis, and the growth of comprehension
2. Writing: Text types, responding to reading, production and distribution of writings, and research
3. Speaking and listening: Oral language development, comprehension, flexible communication, and collaboration
4. Language: Conventions, effective use, knowledge of language, and vocabulary

Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers.

The Superintendent or designee shall provide professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' developing literacy, and the ability to draw from a variety of instructional strategies and materials.

The Superintendent or designee shall ensure that the district's reading/language arts program offers sufficient access to standards-aligned textbooks and other instructional materials. The program shall provide instructional materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

Teachers are expected to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers. The program shall provide ongoing diagnosis of students' skills and, as needed, may provide supplementary instruction during the school day and/or outside the regular school session to assist students who are experiencing difficulty learning to read.

The Superintendent or designee shall make available professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' literacy levels, and mastery of a variety of instructional strategies and materials.

The Superintendent or designee shall regularly provide the Board with data from state and district reading assessments and program evaluations to enable the Board to monitor program effectiveness.

Grades K-3

~~The goal of the district's early literacy program shall be to ensure that students are able to read fluently and at grade level by the end of third grade. To reach this goal, the Superintendent or designee shall design a balanced and comprehensive reading/language arts program with the following components:~~

- ~~1. Explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills~~
- ~~2. A strong literature, language, and comprehension program that includes a balance of oral and written language~~
- ~~3. Ongoing diagnosis of students' skills~~
- ~~4. An early intervention program that provides assistance to students at risk of reading failure~~

Grades 4-12

~~The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4-12.~~

~~The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing other communications skills.~~

~~When students in these grades do not have fully developed reading/language arts skills, the Superintendent or designee shall make resources available to assist them in reaching a reading level sufficient to meet the demands of grade-level material. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding students' literacy skills.~~

Supplementary Reading Instruction for Grades K-4

~~When state funding is available, the Board may offer students in grades K-4 increased instructional opportunities before or after school and/or outside the regular school session to assist those students who are experiencing difficulty learning to read and to increase the reading skills and reading enjoyment of all students.~~

Legal Reference:

EDUCATION CODE

41505-41508 Pupil Retention Block Grant
41530-41532 Professional Development Block Grant
44735 Teaching as a Priority Block Grant
44755-44757.5 Teacher Reading Instruction Development Program, K-3
51210 Areas of study, grades 1-6
51220 Areas of study, grades 7-12
60119 Sufficiency of textbooks and instructional materials
60200.4 Fundamental skills
60207 Curriculum frameworks
60350-60352 Core reading program instructional materials
60605 State-adopted content and performance standards in core curricular areas
60605.8 Common Core standards
99220-99221 California Reading Professional Development Institutes
99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)
CODE OF REGULATIONS, TITLE 5
9535 Purchase of nonadopted core reading program instructional materials
11980-11985 Mathematics and Reading Professional Development Program (AB 466 trainings)
11991-11991.2 Reading First achievement index
UNITED STATES CODE, TITLE 20
6381-6381k Even Start Family Literacy Program
6383 Improving literacy through school libraries

Management Resources:

CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Common Core State Standards for English Language Arts, August 2010

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve

WEB SITES

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

California Department of Education, Reading/Language Arts:

<http://www.cde.ca.gov/ci/rl>

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

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR
02/19/15

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

RE: APPROVAL OF 2012-13 AND 2013-14 ANNUAL MEASURE "R" AUDIT
REPORTS

RECOMMENDATION NO. A.20

It is recommended that the Board of Education accept the 2012-13 and 2013-14 Annual Measure R Audit Reports and approve management discussion and analysis/the administrative responses to the "Findings" & "Recommendations" as contained in the Subject audit.

COMMENTS: In response to California Education Code mandate, the 2012-13 and 2013-14 financial audit has been completed by the audit firm of Christy White Accountancy Corporation. The Board of Education and the Financial Oversight Committee have previously received copies of the audit report and an information copy is available for public review in the Office of the Superintendent.

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

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Lieberman, Escarce, de la Torre, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 2 (Foster, Leon-Vazquez)

TO: BOARD OF EDUCATION

ACTION/MAJOR
02/19/15

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: COURSE APPROVAL – PRINCIPLES OF ENGINEERING (POE)

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 both Santa Monica High School and Malibu High School.

COMMENT: Staff is requesting Principles of Engineering (POE), the second in the sequence of four foundation courses in the Project Lead the Way high school engineering pathway. The course applies and concurrently develops secondary knowledge and skills in math, science, and technology. The credits granted for this course will count towards graduation. This course was developed by Project Lead the Way (PLTW) and approved by the UC as a “g” elective.

COURSE: Principles of Engineering (POE)

NUMBER OF CREDITS: 10 DURATION: Year

DEPARTMENT: Science/CTE UC g-elective

COURSE DESCRIPTION/OVERVIEW:

This survey course of engineering exposes students to some of the major concepts they’ll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for 10th, 11th grade students.

COURSE OBJECTIVES / GOALS:

Students will demonstrate:

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- an ability to function on multi-disciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively
- recognition of the need for, and an ability to engage in life-long learning
- a knowledge of contemporary issues
- an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice
- an ability to read at least 100 pages of technical reading

Sample Course Activities/Projects/Assessments:

- design projects using Inventor design software
- team projects using Fischertechnik materials
- problem solving activities
- exploration of engineering careers
- student presentations
- engineering log

Evaluation of students' mastery levels will be assessed through a variety of means including individual and group problem and project based learning components.

Attached is the PLTW – POE Course Curriculum.

MOTION MADE BY: Dr. Escarce

SECONDED BY: Mr. de la Torre

STUDENT ADVISORY VOTE: N/A

AYES: 5 (Lieberman, Escarce, de la Torre, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 2 (Foster, Leon-Vazquez)

Principles of Engineering (POE) Detailed Outline

Unit 1: Energy and Power (49 days)

Lesson 1.1 Mechanisms (15 days)

Understandings:

1. Engineers and engineering technologists apply math, science, and discipline-specific skills to solve problems.
2. Engineering and engineering technology careers offer creative job opportunities for individuals with a wide variety of backgrounds and goals.
3. Technical communication can be accomplished in oral, written, and visual forms and must be organized in a clear and concise manner.
4. Most mechanisms are composed of gears, sprockets, pulley systems, and simple machines.
5. Mechanisms are used to redirect energy within a system by manipulating force, speed, and distance.
6. Mechanical advantage ratios mathematically evaluate input work versus output work of mechanisms.

Knowledge and Skills

It is expected that students will:

- Differentiate between engineering and engineering technology.
- Conduct a professional interview and reflect on it in writing.
- Identify and differentiate among different engineering disciplines.
- Measure forces and distances related to mechanisms.
- Distinguish between the six simple machines, their attributes, and components.
- Calculate mechanical advantage and drive ratios of mechanisms.
- Design, create, and test gear, pulley, and sprocket systems.
- Calculate work and power in mechanical systems.
- Determine efficiency in a mechanical system.
- Design, create, test, and evaluate a compound machine design.

Lesson 1.2 Energy Sources (11 days)

Understandings:

1. Energy source classifications include nonrenewable, renewable, and inexhaustible.
2. Energy source processes include harnessing, storing, transporting, and converting.
3. Energy often needs to be converted from one form to another to meet the needs of a given system.
4. An understanding of work, energy, and power is required to determine system efficiency.
5. An understanding of the basics of electricity requires the understanding of three fundamental Understandings of voltage, current, and resistance.
6. The atomic structure of a material determines whether it is a conductor, an insulator, or a semiconductor.

Knowledge and Skills

It is expected that students will:

- Identify and categorize energy sources as nonrenewable, renewable, or inexhaustible.
- Create and deliver a presentation to explain a specific energy source.
- Summarize and reflect upon information collected during a visit to a local utility company.
- Define the possible types of power conversion.
- Calculate work and power.
- Demonstrate the correct use of a digital multimeter.
- Calculate power in a system that converts energy from electrical to mechanical.
- Determine efficiency of a system that converts an electrical input to a mechanical output.
- Calculate circuit resistance, current, and voltage using Ohm's law.

- Understand the advantages and disadvantages of parallel and series circuit design in an application.

Lesson 1.3 Energy Applications (10 days)

Understandings:

1. Energy management is focused on efficient and accessible energy use.
2. System energy requirements must be understood in order to select the proper energy source.
3. Energy systems can include multiple energy sources that can be combined to convert energy into useful forms.
4. Hydrogen fuel cells create electricity and heat through an electrochemical process that converts hydrogen and oxygen into water.
5. Solar cells convert light energy into electricity by using photons to create electron flow.
6. Thermodynamics is the study of the effects of work, thermo energy, and energy on a system.
7. Thermo energy can transfer via convection, conduction, or radiation.
8. Material conductivity, resistance, and energy transfer can be calculated.

Knowledge and Skills

It is expected that students will:

- Test and apply the relationship between voltage, current, and resistance relating to a photovoltaic cell and a hydrogen fuel cell.
- Experiment with a solar hydrogen system to produce mechanical power.
- Design, construct, and test recyclable insulation materials.
- Test and apply the relationship between R-values and recyclable insulation.
- Complete calculations for conduction, R-values, and radiation.

Lesson 1.4 Design Problem – Energy and Power (13 days)

Understandings:

1. Design problems can be solved by individuals or in teams.
2. Engineers use a design process to create solutions to existing problems.
3. Design briefs are used to identify the problem specifications and to establish project constraints.
4. Teamwork requires constant communication to achieve the desired goal.
5. Design teams conduct research to develop their knowledge base, stimulate creative ideas, and make informed decisions.

Knowledge and Skills

It is expected that students will:

- Brainstorm and sketch possible solutions to an existing design problem.
- Create a decision-making matrix for a design problem.
- Select an approach that meets or satisfies the constraints provided in a design brief.
- Create a detailed pictorial sketch or use 3D modeling software to document the best choice, based upon the design team's decision matrix.
- Present a workable solution to the design problem.

Unit 2: Materials and Structures (40 days)

Lesson 2.1 Statics (14 Days)

Understandings:

1. Laws of motion describe the interaction of forces acting on a body.
2. Structural member properties including centroid location, moment of inertia, and modulus of elasticity are important considerations for structure design.
3. Static equilibrium occurs when the sum of all forces acting on a body are equal to zero.
4. Applied forces are vector quantities with a defined magnitude, direction, and sense, and can be broken into vector components.
5. Forces acting at a distance from an axis or point attempt or cause an object to rotate.

6. In a statically determinate truss, translational and rotational equilibrium equations can be used to calculate external and internal forces.
7. Free body diagrams are used to illustrate and calculate forces acting upon a given body.

Knowledge and Skills

It is expected that students will:

- Create free body diagrams of objects, identifying all forces acting on the object.
- Mathematically locate the centroid of structural members.
- Calculate moment of inertia of structural members.
- Differentiate between scalar and vector quantities.
- Identify magnitude, direction, and sense of a vector.
- Calculate the X and Y components given a vector.
- Calculate moment forces given a specified axis.
- Use equations of equilibrium to calculate unknown forces.
- Use the method of joints strategy to determine forces in the members of a statically determinate truss.

Lesson 2.2 Material Properties (11 Days)

Understandings:

1. Materials are the substances with which all objects are made.
2. Materials are composed of elements and are categorized by physical and chemical properties.
3. Materials consist of pure elements, compounds and mixtures and are typically classified as metallic, ceramic, organic, polymeric, and composite.
4. Material properties including recyclability and cost are important considerations for engineers when choosing appropriate materials for a design.
5. Material selection is based upon mechanical, thermal, electromagnetic, and chemical properties.
6. Raw materials undergo various manufacturing processes in the production of consumer goods.

Knowledge and Skills

It is expected that students will:

- Investigate specific material properties related to a common household product.
- Conduct investigative non-destructive material property tests on selected common household products. Property testing conducted to identify continuity, ferrous metal, hardness, and flexure.
- Calculate weight, volume, mass, density, and surface area of selected common household product
- Identify the manufacturing processes used to create the selected common household product.
- Identify the recycling codes.
- Promote recycling using current media trends.

Lesson 2.3 Material Testing (10 Days)

Understandings:

1. Engineers utilize a design process and mathematical formulas to solve and document design problems.
2. Material testing aids in determining a product's reliability, safety, and predictability in function.
3. Engineers perform destructive and non-destructive tests on material specimens for the purpose of identifying and verifying the properties of various materials.
4. Material testing provides a reproducible evaluation of material properties.
5. Tensile testing data is used to create a test sample stress strain curve.

6. Stress strain data points are used to identify and calculate sample material properties including elastic range, proportional limit, modulus of elasticity, elastic limit, resilience, yield point, plastic deformation, ultimate strength, failure, and ductility.

Knowledge and Skills

It is expected that students will:

- Utilize a five-step technique to solve word problems.
- Obtain measurements of material samples.
- Tensile test a material test sample.
- Identify and calculate test sample material properties using a stress strain curve.

Lesson 2.4 Design Problem – Materials and Structures (5 days)

Understandings:

1. Design problems can be solved by individuals or in teams.
2. Engineers use a design process to create solutions to existing problems.
3. Design briefs are used to identify the problem specifications and establish project constraints.
4. Teamwork requires constant communication to achieve the desired goal.
5. Design teams conduct research to develop their knowledge base, stimulate creative ideas, and make informed decisions.

Knowledge and Skills

It is expected that students will:

- Brainstorm and sketch possible solutions to an existing design problem.
- Create a decision making matrix for the design problem.
- Select an approach that meets or satisfies the constraints given in a design brief.
- Create a detailed pictorial sketch or use 3D modeling software to document the best choice, based upon your team's decision matrix.
- Present a workable design solution.

Unit 3: Control Systems (46 days)

Lesson 3.1 Machine Control (16 days)

Understandings:

1. Flowcharts provide a step by step schematic representation of an algorithm or process.
2. Control systems are designed to provide consistent process control and reliability.
3. Control system protocols are an established set of commands or functions typically created in a computer programming language.
4. Closed loop systems use digital and analog sensor feedback to make operational and process decisions.
5. Open loop systems use programming constants such as time to make operational and process decisions.

Knowledge and Skills

It is expected that students will:

- Create detailed flow charts utilizing a computer software application.
- Create control system operating programs utilizing computer software.
- Create system control programs that utilize flowchart logic.
- Choose appropriate inputs and output devices based on the need of a technological system.
- Differentiate between the characteristics of digital and analog devices.
- Judge between open and closed loop systems in order to choose the most appropriate system for a given technological problem.
- Design and create a control system based on given needs and constraints.

Lesson 3.2 Fluid Power (15 days)

Understandings:

1. Fluid power systems are categorized as either pneumatic, which utilizes gas, or hydraulic, which utilizes liquid.
2. Fluid power is possible because in a system of confined fluid, pressure acts equally in all directions.
3. The most basic components of all fluid power systems include a reservoir or receiver, a pump or compressor, a valve, and a cylinder.
4. Fluid power systems are designed to transmit force over great distances, multiply an input force, and increase the distance that an output will move.
5. Laws about the behavior of fluid systems and standard conventions for calculating values within fluid systems aid in the design and understanding of such systems.
6. Standard schematic symbols and conventions are used to communicate fluid power designs.

Knowledge and Skills

It is expected that students will:

- Identify devices that utilize fluid power.
- Identify and explain basic components and functions of fluid power devices.
- Differentiate between the characteristics of pneumatic and hydraulic systems.
- Distinguish between hydrodynamic and hydrostatic systems.
- Design, create, and test a hydraulic device.
- Design, create, and test a pneumatic device.
- Calculate values in a fluid power system utilizing Pascal's Law.
- Distinguish between pressure and absolute pressure.
- Distinguish between temperature and absolute temperature.
- Calculate values in a pneumatic system, utilizing the perfect gas laws.
- Calculate flow rate, flow velocity, and mechanical advantage in a hydraulic system.

Lesson 3.3 Design Problem – Control Systems (15 days)

Understandings:

1. Design problems can be solved by individuals or in teams.
2. Engineers use a design process to create solutions to existing problems.
3. Design briefs are used to identify the problem specifications and to establish project constraints.
4. Teamwork requires constant communication to achieve the desired goal.
5. Design teams conduct research to develop their knowledge base, stimulate creative ideas, and make informed decisions.

Knowledge and Skills

It is expected that students will:

- Brainstorm and sketch possible solutions to an existing design problem.
- Create a decision-making matrix for a design problem.
- Select an approach that meets or satisfies the constraints provided in a design brief.
- Create a detailed pictorial sketch or use 3D modeling software to document the best choice, based upon the design team's decision matrix.
- Present a workable solution to the design problem.

Unit 4: Statistics and Kinematics (30 days)

Lesson 4.1 Statistics (5 days)

Understandings:

1. Engineers use statistics to make informed decisions based upon established principles.
2. Visual representations of data analyses allow for easy distribution and understanding of data.
3. Statistics is based upon both theoretical and experimental data analysis.

Knowledge and Skills

It is expected that students will:

- Calculate the theoretical probability that an event will occur.
- Calculate the experimental frequency distribution of an event occurring.
- Apply the Bernoulli process to events that only have two distinct possible outcomes.
- Apply AND, OR, and NOT logic to probability.
- Apply Bayes' theorem to calculate the probability of multiple events occurring.
- Create a histogram to illustrate frequency distribution.
- Calculate the central tendency of a data array, including mean, median, and mode.
- Calculate data variation, including range, standard deviation, and variance.

Lesson 4.2 Kinematics (10 Days)

Understandings:

1. When working with bodies in motion, engineers must be able to differentiate and calculate distance, displacement, speed, velocity, and acceleration.
2. When air resistance is not taken into account, released objects will experience acceleration due to gravity, also known as freefall.
3. Projectile motion can be predicted and controlled using kinematics equations.
4. When a projectile is launched, velocity in the x direction remains constant; whereas, with time, the velocity in the Y direction in magnitude and direction changes due to gravity.

Knowledge and Skills

It is expected that students will:

- Calculate distance, displacement, speed, velocity, and acceleration from data.
- Design, build, and test a vehicle that stores and releases potential energy for propulsion.
- Calculate acceleration due to gravity given data from a free fall device.
- Calculate the X and Y components of a projectile motion.
- Determine the angle needed to launch a projectile a specific range given the projectile's initial velocity.

TO: BOARD OF EDUCATION

ACTION/MAJOR
02/19/15

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: COURSE APPROVAL – CERTIFIED NURSING ASSISTANT

RECOMMENDATION NO. A.22

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

COMMENT: Olympic HS staff would like to expand CTE elective course offerings for both Olympic HS and Adult Education students. The requested CTE Science elective, *Certified Nursing Assistant* course will provide students with the training and the skills necessary to sit for both the state licensing CNA and HHA exams. Students will learn the health care giver's role in caring for patients and will acquire vocational skills that will take them into a well-paying position upon graduation with their high school diploma. Students may then choose to continue their education in the health care industry for a higher paying position, or may work in a CNA position as an income source as they train for a career in another or related field. In either case, the CNA training will provide grounding in the acquisition of life and career skills.

COURSE: Certified Nursing Assistant

NUMBER OF CREDITS: 10 **DURATION:** Year

DEPARTMENT: Science / CTE Elective

COURSE DESCRIPTION/OVERVIEW: The Certified Nursing Assistant course (CNA) will provide students with training in the health care team-role of the caregiver. Students will learn of the caregiving issues of an aging population, how to address basic human needs, and the ethical and legal issues of patient care giving. Students will engage in classroom instructional time while also participating in clinical hours in a convalescent hospital. Students will be prepared to take both the State of California Certified Nursing Assistant (CNA) and the Home Health Aide (HHA) exams by the end of the course.

COURSE OBJECTIVES / GOALS:

- Learn the role of the health care, caregiver.
- Ethical and legal issues of the caregiver.
- Communication skills needed in the role of the caregiver.
- Conditions of delirium, dementia, Alzheimer's disease, and depression
- Managing conditions of infection control
- Addressing basic human needs
- Normal changes in the aging process
- Body mechanics; wheelchair use, and safety
- Ambulation with a cane/walker; transferring between a chair, wheelchair, and/or bed
- Nutrition and fluid balance; menu planning
- Documentation of care
- Managing personal care of patients (brushing teeth, nail care, bathing, shaving, etc.)
- Providing bowel and bladder care; incontinence
- Managing caregiver stress
- Taking safety precautions; fire safety
- Preparation for the CNA test examination

Instruction will utilize classroom instruction, supplemental readings, and a significant amount of clinical practicum hours. Evaluation of students' mastery levels will be assessed through a variety of means including individual and group problem and project based learning components.

Attached is the Wise and Healthy Aging state approved course curriculum.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Dr. Tahvildaran-Jesswein

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

CERTIFIED NURSE ASSISTANT Curriculum

THEORY

MODULE (1): Introduction

- A. Role and responsibilities of Certified Nurse Assistant (CNA)
- B. Title 22
- C. Requirements for nurse assistant certification
- D. Professionalism
- E. Ethics and confidentiality

MODULE (2): Patients' Rights

- A. Title 22
- B. Health and Safety Code
- C. Code of Federal Regulations

MODULE (3): Communication/ Interpersonal Skills

- A. Communications
- B. Defense mechanisms
- C. Socio-cultural factors
- D. Attitudes illness/health care
- E. Family interaction

MODULE (4): Prevention and Management of Catastrophe and Unusual Occurrences

- A. Emergency
- B. General safety rules
- C. Fire and disaster plans
- D. Roles and procedures for CNA
- E. Patient safety

MODULE (5): Body Mechanics

- A. Basic body mechanics
- B. Transfer techniques
- C. Ambulation
- D. Proper body mechanics/positioning techniques

MODULE (6): Medical and Surgical Asepsis

- A. Microorganisms
- B. Universal Precautions
- C. Principles of Asepsis

MODULE (7): Weights and Measures

- A. Metric system
- B. Weight, length, and liquid volume
- C. Military time, i.e., a 24-hour clock

MODULE (8): Patient Care Skills

- A. Bathing/medicinal baths
- B. Dressing
- C. Oral Hygiene
- D. Hair care, shampoo, medicinal shampoo, nail care, shaving
- E. Prosthetic devices
- F. Skin care/decubitus
- G. Elimination needs
- H. Bowel and bladder retraining
- I. Weigh and measure patient

MODULE (9): Patient Care Procedures

- A. Collection of specimens, including: stool, urine, and sputum
- B. Care of patient with tubing, gastric oxygen, urinary, IV. This care does not include inserting, suctioning, or changing the tubes.
- C. I and O
- D. Bed making
- E. Cleansing Enemas, laxative suppositories
- F. Admission, transfer, discharge
- G. Bandages, nonsterile dry dressing application of nonlegend topical ointments to intact skin.

MODULE (10): Vital Signs

- A. Purpose of vital signs
- B. Factors affecting vital signs
- C. Normal ranges
- D. Methods of measurement
- E. Temperature, pulse, respiration
- F. Blood pressure
- G. Abnormalities
- H. Recording

MODULE (11): Nutrition

- A. Proper nutrition
- B. Feeding technique
- C. Diet therapy

MODULE (12): Emergency Procedures

- A. Signs and symptoms of distress
- B. Immediate and temporary intervention
- C. Emergency codes

MODULE (13): Long-Term Care Patient

- A. Needs of persons with retardation, Alzheimer's, cerebral palsy, epilepsy, dementia, mental illness
- B. Introduction to anatomy and physiology
- C. Physical and behavioral needs and changes
- D. Community resources available
- E. Psychological, social, and recreational needs
- F. Common diseases/disorders including signs and symptoms

MODULE (14): Rehabilitative Nursing

- A. Promoting patient potential
- B. Devices and equipment
- C. ADLs
- D. Family interactions
- E. Complications of inactivity
- F. Ambulation
- G. ROM

MODULE (15): Observation and Charting

- A. Observation of patients and reporting responsibilities
- B. Patient care plan
- C. Patient care documentation
- D. Legal issues of charting
- E. Medical terminology and abbreviations

MODULE (16):

- A. Stages of grief
- B. Emotional and spiritual needs of patient and family
- C. Rights of dying patient
- D. Signs of approaching death
- E. Monitoring the patient
- F. Postmortem care

CLINICAL**MODULE (2): Resident's Rights**

- A. Knocks on door before entering
- B. Pulls privacy curtain during personal care
- C. Keeps resident records confidential
- D. Treats resident with dignity and respect
- E. Encourages resident to make choices
- F. Explains procedure to residents

MODULE (5): Body Mechanics

- A. Use of gait belt
- B. Helping the helpless resident up to head of bed with 2 assistants
- C. Turning and positioning the resident
 - Supine
 - Side lying
 - Use of lift sheet
- A. Assisting transfers from bed to chair/wheelchair
- B. Assisting transfer from chair or wheelchair to bed
- C. Mechanical lift

MODULE (6): Medical and Surgical Asepsis

- A. Hand washing
- B. Proper handling of linen
- C. Universal Precautions
 - Gloving
 - Gowning
 - Applying mask
 - Double bagging

Emergency Procedures and Prevention of Catastrophe

- A. Applying postural supports (safety devices)
- B. Applying soft wrist/ankle restraint as safety device
- C. Heimlich maneuver for the conscious resident
- D. Heimlich maneuver for the unconscious resident
- E. Positioning of call light
- F. Demonstrates fire/disaster procedures
- G. Handles O2 safely
- H. Use of the fire extinguisher

MODULE (7): Weights and Measures

- A. Measuring oral intake
- B. Measuring urinary output
- C. Measuring the height of resident in bed
- D. Weighing the resident in bed
- E. Measuring and weighing the resident using an upright scale
- F. Documents in military time

MODULE (8): Patient Care Skills

- A. Back rub
- B. Bed bath/partial bath
- C. Tub bath
- D. Shower
- E. Assisting with oral hygiene
- F. Mouth care of the unconscious resident
- G. Denture care
- H. Nail care
- I. Combing the resident's hair
- J. Shampoo of bedridden resident
- K. Shampoo with shower or tub bath
- L. Medicinal Shampoo
- M. Shaving-electrical shaver
- N. Shaving-razor blade
- O. Dressing and undressing the resident
- P. Changing the clothes of resident with IV
- Q. Assist in the use of urinal
- R. Assist in the use of the bedpan
- S. Assisting resident to commode/toilet
- T. Bladder retraining
- U. Bowel retraining
- V. Perineal care
- W. Artificial limbs
- X. Splints
- Y. applying a behind-the-ear hearing aid
- Z. Removing a behind-the-ear hearing aid
- AA. Removing, cleaning, and reinserting an artificial eye

MODULE (9): Resident Care Procedures

- A. Collect and identify specimen
 - Sputum Specimen
 - Urine specimen: clean catch
 - Urine specimen: routine UA
 - Stool specimen
- B. Occupied bed making
- C. Unoccupied bed making
- D. Administering the commercially prepared cleansing enema
- E. Administering enemas- tap water, soap suds
- F. Administering laxative suppository
- G. Empty urinary bags
- H. Care of resident with tubing
 - Oxygen
 - IV
 - Gastrostomy
 - Nasogastric
 - Urinary catheter
- I. Ant embolic hose, elastic stockings ((TED) Hose)
- J. Admitting the resident
- K. Transferring the resident
- L. Discharging the resident
- M. application of nonsterile dressing
- N. Application of nonlegend topical ointments

MODULE (10): Vital Signs

Measure and Record Vital Signs

- A. Temperature
 - Oral
 - Axillary
 - Rectal
 - Electronic
- B. Pulse
 - Radial
 - Apical
- C. Respiration
- D. Blood pressure

MODULE (11): Nutrition

- A. Proper nutrition
- B. Feeding technique
- C. Diet therapy

MODULE (13): Long-Term Care Patient

- A. Needs of persons with retardation, Alzheimer's, cerebral palsy, epilepsy, dementia, mental illness
- B. Introduction to anatomy and physiology
- C. Physical and behavioral needs and changes
- D. Community resources available
- E. Psychological, social, and recreational needs
- F. Common diseases/disorders including signs and symptoms

MODULE (14): Rehabilitative/ Restorative Care

- A. Range of motion exercises
- B. Assisting the resident to ambulate with gait belt
- C. Assisting the resident to ambulate with walker
- D. Assisting the resident to ambulate with cane
- E. Rehabilitative devices

MODULE (15): Observation and Charting

- A. Reports appropriate information to charge nurse
- B. Documents V/S, ADLs timely/correctly
- C. Documents changes in resident's body functions/behavior
- D. Participates in resident care planning

HOME HEALTH AIDE CURRICULUM

- A. Introduction to Aide And Agency Role
- B. Interpretation of Medical And Social Needs Of People Being Served
- C. Home Health Aide Curriculum
- D. Interpretation of Medical And Social Needs Of People Being Served
- E. Personal Care Services
- F. Cleaning and Care Tasks In The Home

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / JANECE L. MAEZ / PAT HO
RE: 2014-15 BUDGET REVISIONS

ACTION/MAJOR
02/19/15

RECOMMENDATION NO. A.23

It is recommended that the Board of Education approve the following budget transfers, as described on the following pages, for these below-listed Funds. These routine paper transfers are intended to accomplish the formal/final shifting to recognize the accounting of previously-approved activities prior to the 2nd Interim Report.

Fund 01	-	General Fund (Unrestricted & Restricted)
Fund 11	-	Adult Education Fund
Fund 12	-	Child Development Fund
Fund 13	-	Cafeteria Fund
Fund 21.0	-	Building Fund /Measure BB Series A
Fund 21.1	-	Building Fund /Measure BB Series B
Fund 21.2	-	Building Fund /Measure BB Series C
Fund 21.3	-	Building Fund /Measure BB Series D
Fund 21.4	-	Building Fund /Measure ES Series A
Fund 25	-	Capital Facilities Fund
Fund 40	-	Special Reserve Fund for Capital Outlay Projects

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

Fund: 01 Unrestricted General Fund				
		2014-15 1st Interim Budget	Revised Budget as of 1/31/15	changes
Object	Description	Budget	as of 1/31/15	changes
	Beginning Fund Balance	21,775,362	21,775,362	
8011-8099	LCFF Revenue	75,665,455	75,609,284	(56,171)
8100-8299	Federal Revenue	100,000	-	(100,000)
8300-8590	State Revenue	1,864,563	2,587,916	723,353
8600-8799	Local Revenue	33,385,800	33,758,154	372,354
8930-8939	Proceeds From Capital Lease		137,119	137,119
8980-8999	Local General Fund Contributions	(20,709,889)	(21,172,610)	(462,721)
	Total Revenue	90,305,929	90,919,863	613,934
1000-1999	Certificated Salaries	46,984,776	47,147,825	163,049
2000-2999	Classified Salaries	16,294,645	16,310,179	15,534
3000-3999	Employee Benefits	21,109,182	20,784,898	(324,284)
4000-4999	Books and Supplies	2,757,004	2,610,644	(146,360)
5000-5999	Services and Other Operating Costs	8,581,913	8,717,669	135,756
6000-6999	Capital Outlay	64,500	201,619	137,119
7100-7299	Other Outgo	60,400	60,400	-
7300-7399	Indirect Costs	(1,036,906)	(1,070,933)	(34,027)
7600-7629	Transfer Out/ Fund 12 & 13	445,494	445,494	-
	Total Expenditures	95,261,008	95,207,795	(53,213)
	Increase /(Decrease) Fund Balance	(4,955,079)	(4,287,932)	667,147
	Projected Fund Balance	16,820,283	17,487,430	

Major Changes

Revenues:

\$ (56,171)	Decrease in LCFF funding due to the decrease of projected ADA
\$ (100,000)	Decrease in MAA Revenue
\$ 723,353	Increase in Madated Reim. One -tme Prior Year Funds
\$ 137,116	Proceeds From Capital Lease - two Special Ed Buses
\$ (462,721)	Increase in Local General Fund Contribution for Special Ed and On-Going Maintenance

Expenditures:

\$ 163,049	Increase in Certificated Salaries
\$ 15,534	Increase in Classified Salaries
\$ (324,284)	Decrease in Employee Benefits
\$ (146,360)	Decrease in Books & Supplies
\$ 135,756	Increase in Services and Operating Costs
\$ 137,119	Increase in Capital Outlay - 2 Special Ed Buses
\$ 34,027	Increase in Indirect Charge to Categorical Programs

Fund: 01		Restricted General Fund		
		2014-15	Revised	
		1st Interim	Budget	
Object	Description	Budget	as of 1/31/15	Changes
	Beginning Fund Balance	5,502,052	5,502,052	
8100-8299	Federal Revenue	4,521,081	4,775,614	254,533
8300-8590	State Revenue	937,031	937,031	-
8600-8799	Local Revenue	9,667,099	10,315,278	648,179
8980-8999	Local General Fund Contributions	20,709,889	21,172,610	462,721
	Total Revenue	35,835,100	37,200,533	1,365,433
1000-1999	Certificated Salaries	12,104,959	12,246,804	141,845
2000-2999	Classified Salaries	8,997,381	9,160,467	163,086
3000-3999	Employee Benefits	7,179,993	7,183,805	3,812
4000-4999	Books and Supplies	3,884,136	4,445,762	561,626
5000-5999	Services and Other Operating Costs	6,721,501	7,031,041	309,540
6000-6999	Capital Outlay	196,559	234,526	37,967
7300-7399	Indirect Costs	540,075	558,332	18,257
	Total Expenditures	39,624,604	40,860,737	1,236,133
	Increase /(Decrease) Fund Balance	(3,789,504)	(3,660,204)	129,300
	Projected Fund Balance	1,712,548	1,841,848	

Major Changes

Revenues:

\$ 197,906	Increase of Title I, II and III federal programs.
\$ 56,627	Increase of IDEA programs
\$ (144,407)	Decrease in Special Ed State Revenue
\$ 792,586	Increase of various local programs - PTA, GIFTS.PERMITS....
\$ 312,984	Increase in General Fund Contribution to Special Education
\$ 149,737	Increase in General Fund Contribution to On-Going Maintenance program

Expenditures:

Expenditure increases reflect the new funding from various categorical programs

\$ 141,845	Increase in Certificated Salaries
\$ 163,086	Increase in Classified Salaries
\$ 3,812	Increase in Employee Benefits
\$ 561,626	Increase in Books and Supplies
\$ 309,540	increase in Services and Other Operating Costs
\$ 37,967	increase in Equipment
\$ 18,257	Increase in indirect costs to Unrestricted General Fund

Fund: 11 Adult Education Fund				
		2014-15	Revised	
		1st Interim	Budget	
Object	Description	Budget	as of 1/31/15	Changes
	Beginning Fund Balance	318,904	318,904	
8010-8099	LCFF Sources	262,628	262,628	
8100-8299	Federal Revenue	49,434	49,434	-
8300-8590	Other State Revenue	180,901	180,901	-
8600-8799	Local Revenue	49,851	49,851	-
	Total Revenues	542,814	542,814	-
1000-1999	Certificated Salaries	223,383	223,383	-
2000-2999	Classified Salaries	135,817	136,256	439
3000-3999	Employee Benefits	98,304	97,343	(961)
4000-4999	Books and Supplies	46,021	46,468	447
5000-5999	Services and Other Operating Costs	83,534	83,609	75
7300-7399	Indirect Costs	6,958	6,958	-
	Total Expenditures	594,017	594,017	-
	Increase /(Decrease) Fund Balance	(51,203)	(51,203)	-
	Projected Fund Balance	267,701	267,701	

Fund: 12		Child Development Fund		
		2014-15	Revised	
		1st Interim	Budget	
Object	Description	Budget	as of 1/31/15	Changes
	Beginning Fund Balance	28,244	28,244	
8100-8299	Federal Revenue	1,604,442	1,988,280	383,838
8300-8590	State Revenue	2,806,039	2,983,329	177,290
8600-8799	Local Revenue	2,879,310	3,343,258	463,948
8900-8929	Interfund Transfer	185,494	185,494	
	Total Revenues	7,475,285	8,500,361	1,025,076
1000-1999	Certificated Salaries	2,354,047	2,641,025	286,978
2000-2999	Classified Salaries	2,271,214	2,350,924	79,710
3000-3999	Employee Benefits	1,693,392	1,764,720	71,328
4000-4999	Books and Supplies	128,428	420,797	292,369
5000-5999	Services and Other Operating Costs	670,832	947,566	276,734
6000-6999	Capital Outlay	40,890	40,890	-
7300-7399	Indirect Costs	316,482	334,439	17,957
	Total Expenditures	7,475,285	8,500,361	1,025,076
	Increase /(Decrease) Fund Balance	-	-	-
	Projected Fund Balance	28,244	28,244	
Major Changes:				
Revenues:				
\$ 383,838	Increase in Head Start			
\$ 177,290	Increase in State Preschool Programs			
\$ 436,873	Increase in Child Development Parent Fees			
Expenditures:				
\$ 286,978	Increase in Certificated salary			
\$ 79,710	Increase in Classified salary			
\$ 71,328	Increase in Benefits			
\$ 292,096	Increase in Supplies			
\$ 276,734	Increase in Services and Other Operating Costs			
\$ 18,230	Increase in Indirect Costs			

Fund: 13 Cafeteria Fund				
		2014-15	Revised	
		1st Interim	Budget	
Object	Description	Budget	as of 1/31/15	Changes
	Beginning Fund Balance	51,883	51,883	
8100-8299	Federal Revenue	1,235,000	1,235,000	-
8300-8590	State Revenue	100,000	100,000	-
8600-8799	Local Revenue	1,613,000	1,613,000	-
8900-8929	Interfund Transfer	260,000	260,000	-
	Total Revenues	3,208,000	3,208,000	-
2000-2999	Classified Salaries	1,448,290	1,436,142	(12,148)
3000-3999	Employee Benefits	571,302	545,014	(26,288)
4000-4999	Books and Supplies	1,415,000	1,417,000	2,000
5000-5999	Services and Other Operating Costs	(387,300)	(389,300)	(2,000)
6000-6999	Capital Outlay	-	-	-
7300-7399	Indirect Costs	173,391	171,204	(2,187)
	Total Expenditures	3,220,683	3,180,060	(40,623)
	Increase /(Decrease) Fund Balance	(12,683)	27,940	40,623
	Projected Fund Balance	39,200	79,823	
Major Changes:				
Expenditures:				
	\$ (12,148) Decrease in Salaries			
	\$ (26,288) Decrease in Benefits			

Fund: 21.0 Building Fund /Measure "BB" Series A				
		2014-15	Revised	
		1st Interim	Budget	
Object	Description	Budget	as of 1/31/15	Changes
	Beginning Fund Balance	8,912,923	8,912,923	
8600-8799	Local Revenue	30,000	30,000	-
	Total Revenues	30,000	30,000	-
4000-4999	Books and Supplies	10,200	10,200	-
5000-5999	Services and Other Operating Costs	801,300	1,066,300	265,000
6000-6999	Capital Outlay	4,007,400	4,017,400	10,000
	Total Expenditures	4,818,900	5,093,900	275,000
	Increase /(Decrease) Fund Balance	(4,788,900)	(5,063,900)	(275,000)
	Projected Fund Balance	4,124,023	3,849,023	

Fund: 21.1 Building Fund /Measure "BB" Series B		2014-15	Revised	
		1st Interim	Budget	
Object	Description	Budget	as of 1/31/15	Changes
	Beginning Fund Balance	10,150,358	10,150,358	
8600-8799	Local Revenue	50,000	50,000	-
	Total Revenues	50,000	50,000	-
4000-4999	Books and Supplies	3,000	3,000	-
5000-5999	Services and Other Operating Costs	379,650	1,627,650	1,248,000
6000-6999	Capital Outlay	5,000,100	5,000,100	-
	Total Expenditures	5,382,750	6,630,750	1,248,000
	Increase /(Decrease) Fund Balance	(5,332,750)	(6,580,750)	(1,248,000)
	Projected Fund Balance	4,817,608	3,569,608	
Fund: 21.2 Building Fund / Measure "BB" Series C				
		2014-15	Revised	
		1st Interim	Budget	
Object	Description	Budget	as of 1/31/15	Changes
	Beginning Fund Balance	3,391,082	3,391,082	
8600-8799	Local Revenue	40,000	40,000	-
8980-8999	Bond Proceeds	-	-	-
	Total Revenues	40,000	40,000	-
4000-4999	Books and Supplies	2,100	2,100	-
5000-5999	Services and Other Operating Costs	118,600	127,100	8,500
6000-6999	Capital Outlay	500,000	680,000	180,000
	Total Expenditure	620,700	809,200	188,500
	Increase /(Decrease) Fund Balance	(580,700)	(769,200)	(188,500)
	Projected Fund Balance	2,810,382	2,621,882	
Fund: 21.3 Building Fund / Measure "BB" Series D				
		2014-15	Revised	
		1st Interim	Budget	
Object	Description	Budget	as of 1/31/15	Changes
	Beginning Fund Balance	43,193,439	43,193,439	
8600-8799	Local Revenue	150,000	150,000	-
8980-8999	Bond Proceeds			-
	Total Revenues	150,000	150,000	-
2000-2999	Classified Salaries	556,605	556,605	-
3000-3999	Employee Benefits	259,782	261,582	1,800
4000-4999	Books and Supplies	16,900	18,900	2,000
5000-5999	Services and Other Operating Costs	2,790,300	3,756,800	966,500
6000-6999	Capital Outlay	15,100,000	15,700,000	600,000
	Total Expenditure	18,723,587	20,293,887	1,570,300
	Increase /(Decrease) Fund Balance	(18,573,587)	(20,143,887)	(1,570,300)
	Projected Fund Balance	24,619,852	23,049,552	

Fund: 21.4		Building Fund / Measure "ES" Series A		
		2014-15	Revised	
		1st Interim	Budget	
Object	Description	Budget	as of 1/31/15	Changes
	Beginning Fund Balance	-	-	
8600-8799	Local Revenue	160,000	160,000	-
8980-8999	Bond Proceeds	30,000,000	30,000,000	-
	Total Revenues	30,160,000	30,160,000	-
2000-2999	Classified Salaries	67,600	67,600	-
3000-3999	Employee Benefits	32,360	32,360	-
4000-4999	Books and Supplies	5,862,028	6,068,028	206,000
5000-5999	Services and Other Operating Costs	288,700	628,700	340,000
6000-6999	Capital Outlay	10,654,230	10,654,230	-
	Total Expenditure	16,904,918	17,450,918	546,000
	Increase /(Decrease) Fund	13,255,082	12,709,082	(546,000)
	Balance			
	Projected Fund Balance	13,255,082	12,709,082	

Fund: 25		Capital Facilities Fund		
		2014-15	Revised	
		1st Interim	Budget	
Object	Description	Budget	as of 1/31/15	Changes
	Beginning Fund Balance	8,861,921	8,861,921	-
8600-8799	Local Revenue	870,000	870,000	-
	Total Revenues	870,000	870,000	-
2000-2999	Classified Salaries		10,000	10,000
3000-3999	Benefits		1,195	1,195
4000-4999	Supplies	2,000	2,100	100
5000-5999	Services and Other Operating Costs	2,998,000	4,634,967	1,636,967
6000-6999	Capital Outlay	-	5,050,000	5,050,000
	Total Expenditures	3,000,000	9,698,262	6,698,262
	Increase /(Decrease) Fund Balance	(2,130,000)	(8,828,262)	(6,698,262)
	Projected Fund Balance	6,731,921	33,659	

Major Changes:

Expenditures:

\$1,636,967	Increase in Contractor and Other Operating Costs for Malibu Environmental issues		
\$5,000,000	Increase in Measure BB Construction projects		

Fund: 40		Special Reserve Fund for Capital Outlay Project		
		2014-15	Revised	
		1st Interim	Budget	
Object	Description	Budget	as of 1/31/15	Changes
	Beginning Fund Balance	8,920,535	8,920,535	
8600-8799	Local Revenue	2,268,574	2,268,574	-
	Total Revenues	2,268,574	2,268,574	-
4000-4999	Supplies	-	-	-
5000-5999	Services and Other Operating Costs	647,208	647,208	-
6000-6999	Capital Outlay	50,000	5,235,000	5,185,000
7400-7499	COPS Payments	1,461,882	1,461,882	-
	Total Expenditures	2,159,090	7,344,090	5,185,000
	Increase /(Decrease) Fund Balance	109,484	(5,075,516)	(5,185,000)
	Projected Fund Balance	9,030,019	3,845,019	
Major Changes:				
Expenditure:				
\$ 120,000	Replace Lincoln and Malibu generators			
\$ 65,000	Replace Malibu Pool Heaters			
\$ 5,000,000	Increase in Measure BB Construction Projects			

TO: BOARD OF EDUCATION

ACTION/MAJOR
02/19/15

FROM: LAURIE LIEBERMAN / SANDRA LYON

RE: ASSIGNMENT OF BOARD OF EDUCATION LIAISONS TO DISTRICT ADVISORY COMMITTEES, FINANCIAL OVERSIGHT COMMITTEE, FACILITIES ADVISORY AND CITIZENS' OVERSIGHT COMMITTEES, PTA COUNCIL, AND EDUCATION FOUNDATION

RECOMMENDATION NO. A.24

It is recommended that the Board of Education approve the following assignments as board liaisons to the District Advisory Committees (DACs).

DACs	Board Liaison
Early Childcare and Development	Laurie Lieberman
Health and Safety	Jose Escarce Ralph Mechur
English Learners (DELAC)	Maria Leon-Vazquez
Intercultural Equity & Excellence (IEE) DAC	Oscar de la Torre Richard Tahvildaran-Jesswein
Special Education (SEDAC)	Oscar de la Torre Richard Tahvildaran-Jesswein
Visual and Performing Arts (VAPA)	Maria Leon-Vazquez Ralph Mechur

Other Committees/Organizations	Board Liaison
Education Foundation	Oscar de la Torre Richard Tahvildaran-Jesswein
Financial Oversight (FOC)	Craig Foster Laurie Lieberman
Facilities Advisory Committee	Craig Foster Laurie Lieberman Ralph Mechur
Measure BB Citizens' Bond Oversight Committee	Craig Foster Maria Leon-Vazquez
PTA Council	Jose Escarce Laurie Lieberman

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / JANECE L. MAEZ
RE: CERTIFICATION OF AUTHORIZED SIGNATURES

ACTION/MAJOR
02/19/15

RECOMMENDATION NO. A.25

It is recommended that the Board of Education amend the Certification of Signatures, as presented on December 11, 2014, in Recommendation No. A.22, to change the signature authority to include Mr. Ralph Mechur as Member of the Board Trustees/Education and Mr. Evan Bartelheim as Director of Assessment, Research, and Evaluation, and delete the name of Dr. Maureen Bradford, former Director of Assessment, Research and Evaluation.

It is further recommended that the attached document "Certification of Signatures" be completed and filed with the County Superintendent of School in accordance with Education Code Section §42633. Mr. Mechur's and Mr. Bartelheim's signature will be considered valid as of January 15, 2015.

COMMENTS: Due to Ben Allen being elected to the California State Senate in November 2014, there was a vacancy on the Board of Education. Dr. Bradford retired January 30, 2015.

The Board of Education approved the appointment of Mr. Evan Bartelheim as Director of Assessment, Research, and Evaluation (Item A.18) and Mr. Ralph Mechur as Member of the Board Trustees/Education (Item A.22) on January 15, 2015.

Approval of this Board Action will authorize Mr. Mechur and Mr. Bartelheim to sign warrants, orders for salary or commercial payments, notices of employment, contracts, invoices and other documents as directed by the Board of Education.

MOTION MADE BY: Dr. Tahvildaran-Jesswein
SECONDED BY: Mr. Foster
STUDENT ADVISORY VOTE: N/A
AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)
NOES: 0
ABSENT: 1 (Leon-Vazquez)

Santa Monica-Malibu Unified School District

Addendum to

CERTIFICATION OF SIGNATURES

As Secretary to the governing board of the above-named school district, I certify that the signature as shown below is the verified signature of the person authorized to sign contracts, invoices and other documents as directed by the Board of Education. This certification is made in accordance with the provisions of Education Code Sections:

K-12 Districts: §35143, §42632 and §42633

This approved signature is valid for the period from January 15, 2015 through December 10, 2015, in accordance with governing board approval dated December 11, 2014.

Signature: _____

Sandra Lyon
Superintendent & Secretary to the Board

Signature of Personnel authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, Contracts and Other Documents as directed by the Board of Education:

SIGNATURE	INITIALS
TYPED NAME Evan Bartelheim	
TITLE Director of Assessment, Research, and Evaluation	

SIGNATURE	INITIALS
TYPED NAME Ralph Mechur	
TITLE Member of the Board Trustees/Education	

TO: BOARD OF EDUCATION

ACTION/MAJOR

02/19/15

FROM: SANDRA LYON

RE: 2015 CSBA DELEGATE ASSEMBLY ELECTION FOR REGION 24

RECOMMENDATION NO. A.26

It is recommended that the Board of Education hold elections to fill six (6) vacant seats that represent Region 24 in the California School Board Association (CSBA) Delegate Assembly.

COMMENT: The board as a whole may vote for up to the number of vacancies in the region or sub-region as indicated on the ballot. For Region 24, to which SMMUSD belongs, there are six (6) vacancies; therefore, the board as a whole may vote for up to six individuals. Regardless of the vacancies, the board may cast no more than one vote for any one candidate.

The ballot must be signed by the Superintendent and returned to the CSBA office no later than March 16, 2015. Election results will be available no later than April 1, 2015. If there is a tie vote, a run-off election will be held. All re-elected and newly elected delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017. The next meeting of the delegate assembly is on Saturday, May 16 – Sunday, May 17 in Sacramento.

A copy of the official ballot listing the candidates is attached.

***** ***** ***** ***** ***** *****

The board agreed to vote for all six candidates to fill the six vacancies.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Lieberman, Escarce, de la Torre, Foster, Tahvildaran-Jesswein, Mechur)

NOES: 0

ABSENT: 1 (Leon-Vazquez)

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MONDAY, MARCH 16, 2015**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2015 DELEGATE ASSEMBLY BALLOT
REGION 24
(Los Angeles County)

Number of vacancies: 6 (Vote for no more than 6 candidates)

Delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017

**denotes incumbent*

- Micah Ali (Compton USD)
- Jan Baird (South Whittier ESD)
- Lisa R. Claypoole (Hermosa Beach City SD)
- Jose Lara (El Rancho USD)
- Sharon Stys (South Whittier ESD)*
- Ana Valencia (Norwalk-La Mirada USD)*

Provision for Write-in Candidate Name

School District

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

Region 24 – Donald LaPlante, Director (Downey USD)
16 Delegates (14 elected/2 appointed)

Below is a list of all the current Delegates from this Region.

Leighton Anderson (Whittier Union HSD), elected term expires 2016
Paul Gardiner (East Whittier City ESD), elected term expires 2016
Eugene M. Krank (Hawthorne SD), elected term expires 2016
Maynard G. Law (ABC USD), elected term expires 2015
Sylvia V. Macias (South Whittier SD), elected term expires 2016
John McGinnis (Long Beach USD), district appointed - term expires 2016
Mark Morris (Downey USD), elected term expires 2015
Karen Morrison (Norwalk-La Mirada USD), elected term expires 2016
Ann Phillips (Lawndale ESD), elected term expires 2016
Margarita Rios (Norwalk-La Mirada USD), elected term expires 2016
Emma Sharif (Compton USD), elected term expires 2016
Sharon Stys (South Whittier ESD), elected term expires 2015
Sophia M. Tse (ABC USD), elected term expires 2015
Ana Valencia (Norwalk-La Mirada USD), elected term expires 2015
Felton Williams (Long Beach USD), district appointed - term expires 2015
Vacant, elected term expires 2015

Counties

Los Angeles

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

02/19/15

FROM: SANDRA LYON / MARK O. KELLY

RE: SANTA MONICA-MALIBU CLASSROOM TEACHERS ASSOCIATION
(SMMCTA) SUNSHINE PROPOSAL TO OPEN NEGOTIATIONS WITH THE
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT (SMMUSD) FOR THE
SUCCESSOR COLLECTIVE BARGAINING AGREEMENT

INFORMATION ITEM NO. I.01

This is to inform the Board of Education that the Santa Monica-Malibu Classroom Teachers Association (SMMCTA) intends to open negotiations with the district regarding the bargaining of a new successor agreement.

The Rodda Act requires parties negotiating a collective bargaining agreement to sunshine their proposals at a public meeting. By “sunshining” proposals in this fashion, SMMCTA is announcing their intent to negotiate.

The district will “sunshine” its proposal at a future board meeting, and the public will be invited to comment on SMMCTA’s and the district’s proposals at a public hearing to be scheduled for a future board meeting.

**SANTA MONICA-MALIBU CLASSROOM TEACHERS' ASSOCIATION
PROPOSAL**

FOR NEGOTIATIONS WITH THE

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

This proposal is submitted for purposes of informing the public pursuant to Government Code Section 3547. The Santa Monica Malibu Classroom Teachers Association/CTA requests that the Santa Monica Malibu Unified School District Board of Education present this proposal at the regularly scheduled School Board meeting on February 19, 2015.

The Collective Bargaining Agreement is subject to negotiations at this time. The union proposes to negotiate the following Articles and related Appendices:

- Article VI Assigned Days And Hours Of Work
- Article VIII Class Size
- Article IX Leaves Of Absence
- Article XIV Student Behavior And Discipline
- Article XV Safety and Working Conditions
- Article XXII Substitute Teachers
- Article XXIII Salary
- Article XXIV Additional Compensation
- Article XXV Health And Welfare Benefits
- Article XXVI Retirement Incentive
- Article XXXI Academic Freedom
- Article XXXIII Shared Space
- Article XXXVI Term Of Agreement

The union reserves the right to bring any other issues at a later time.

TO: BOARD OF EDUCATION

INFORMATION

02/19/15

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

RE: TEXTBOOKS

INFORMATION ITEM NO. I.02

It is recommended that the textbooks 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 1630 – 17th Street, Santa Monica, CA 90404

My Math California Premium System, 8-year subscription: Grades TK-5, English and Spanish Student Editions, lead authors Carter, John, Cuevas, Gilbert, Malloy, Carol, Day, Roger. Adoption requested by Elementary school textbook adoption committee.

- My Math Student Edition, Vol 1, Grade
- My Math Student Edition, Vol 2, Grade
- My Math Interactive Guide SE, Grade
- My Math Teacher Edition Package Grade
- My Math Interactive Guide TE, Grade
- My Math - Assessment Masters Grade
- My Math - SBAC Assessment - Grade
- My Math Learning Station Grade
- Math Gr K Deluxe On-Level Real World Problem Solving Reader 6-Pack
- My Math Real World Problem Solving Level Reader Teacher Guide Grade
- Math Gr K Real World Problem Solving Readers Approaching Level 1 Each
- Math Gr K Real World Problem Solving Readers Beyond Level 1 Each
- Math Gr K Classroom Manipulative Kit
- My Math Intervention Resource Guide, Grade K, Volume 1

TO: BOARD OF EDUCATION

INFORMATION

2/19/15

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: SUPPLEMENTAL TEXTBOOKS

INFORMATION ITEM NO. I.03

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

COMMENT: In accordance with the Board of Education policy, the supplemental textbooks 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

The Boys in the Boat, by Daniel James Brown, for summer reading for incoming 11 AP students. Adoption requested by Meredith Louria, Samohi English/S House Teacher Leader.

Ready Player One, by Ernest Cline, for summer reading for all Samohi students who are/will be enrolled in 2015-16. Adoption requested by Meredith Louria, Samohi English/S House Teacher Leader.

Mosby's Textbook for Nursing Assistants, 8th Edition, by Sorrentino, Remmert, to supplement the CNA CTE elective course. Adoption requested by the Olympic High School staff.

Schmieding Certified Home Caregiver Training, Alzheimer's Disease and Dementia Student Handbook, by Schmieding, to supplement the CNA CTE elective course. Adoption requested by the Olympic High School staff.

Schmieding Certified Home Caregiver Training, Wise ElderPal, Student Handbook, California Edition, Book 1, by Schmieding, to supplement the CNA CTE elective course. Adoption requested by the Olympic High School staff.

Schmieding Certified Home Caregiver Training, Personal Care Assistant, Student Handbook, California Edition, Book 2, by Schmieding, to supplement the CNA CTE elective course. Adoption requested by the Olympic High School staff.

Schmieding Certified Home Caregiver Training, Home Care Assistant, Student Handbook, California Edition, Book 3, by Schmieding, to supplement the CNA CTE elective course. Adoption requested by the Olympic High School staff.

Wise Caregiver Training Academy, Certified Nurse Assistant and Home Health Aide Training Curriculum, 1 of 2, to supplement the CNA CTE elective course. Adoption requested by the Olympic High School staff.

Wise Caregiver Training Academy, Certified Nurse Assistant and Home Health Aide Training Curriculum, 2 of 2, to supplement the CNA CTE elective course. Adoption requested by the Olympic High School staff.

ATTACHMENTS

ATTACHED ARE THE FOLLOWING DOCUMENTS

- Presentation: “McKinley Elementary School” (*associated with Item No. S.01*)
- Presentation: “Franklin Elementary School” (*associated with Item No. S.01*)
- Presentation: “High School Six-Period Day” (*associated with Item No. S.02*)
- Document: “Smarter Balanced Assessment Reporting and Scoring” (*associated with Item No. D.01*)
- Presentation: “Allocation of Measure ES Bond Funds” (*associated with Item No. D.03*)



Choosing Excellence: National Board Certification

“National Board Certification is one of many pathways for teachers to be recognized as accomplished practitioners in their profession.”

*Lily Eskelsen Garcia
President of the National Education Assoc.*

National Board for Professional Teaching Standards



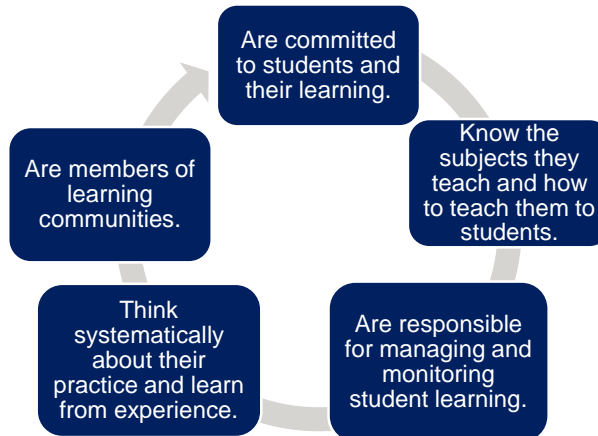
National Board Certification is

- a voluntary professional development opportunity that allows teachers to reflect on their own practice.
- developed by teachers, with teachers, and for teachers, and is a symbol of professional teaching excellence.

National Board for Professional Teaching Standards 2



It's about the Five Core Propositions



National Board Certification Consists of four components:

- Written assessments of content knowledge,
- Reflection on student work samples,
- Video and analysis of teaching practice,
- Documented impact and accomplishments as a teaching professional.



NBPTS

Candidate Support

Application Fee
Reimbursement



Sub days during
the certification
process

One on One
Candidate support
from NBCTs

Annual stipend
throughout 10 year
certification



NBPTS

New Revisions to Certification Process 2014-2015 school year

Certification has been revised to make the process

- More flexible and efficient for teachers
- Incorporate the latest research,
- And reduce the cost of certification to \$1,900.



How our NBCTs are Serving SMMUSD*

Option Number

	1	2	3	4	5	6	7	Total
Elementary	3	8	6	1	0	8	8	34
Secondary	8	8	5	1	3	3	11	39
Level	11	16	11	2	3	11	19	73

*Some teachers have split their hours in more than one option.



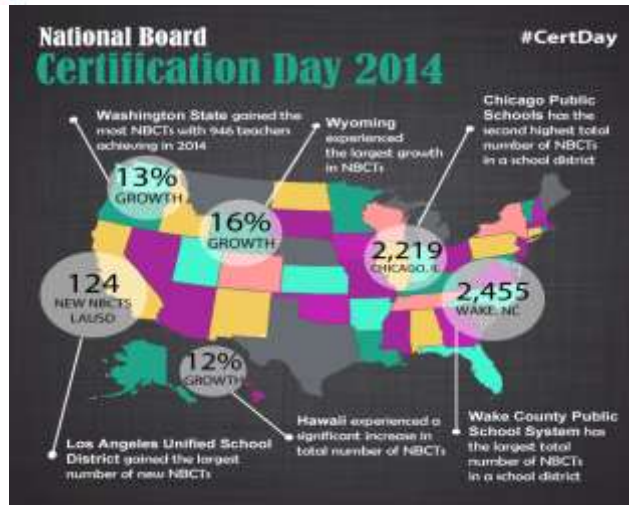
NBCT's Options for Professional Development Activities 2014-2015

1. Serve as a BTSA Support Provider.
2. In collaboration with the site administrator focus on a professional development priority for colleagues based on District Initiatives or School Improvement Plan (SIP).
3. In conjunction with the district initiatives, serve as a site Instructional Leader.
4. In conjunction with the district initiatives, serve as a site Formative Assessment Leader.
5. Support a new candidate through the National Board Certification process.
6. Provide Common Core Content Standards Support.
7. Provide other Professional Development Facilitation.





NBPTS



NBPTS

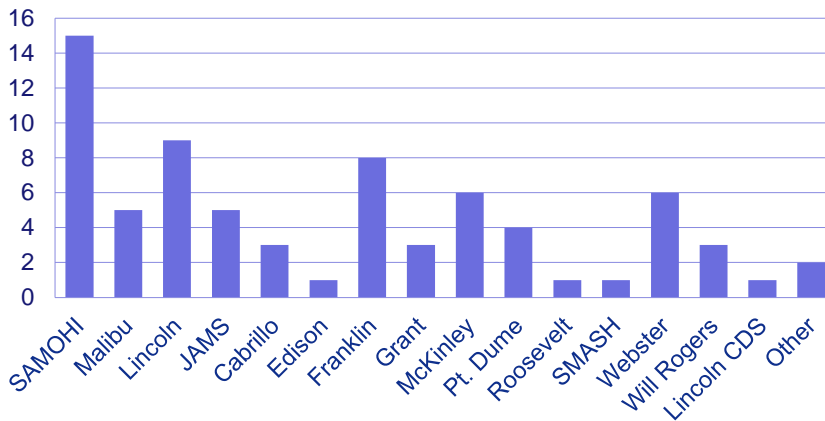
SMMUSD is small but Mighty!

	Newly Certified in 2014	Renewed in 2014	Total in 2014	Total Teaching Staff	Percentage of NBCT'
State of California	269	n/a	6,249	288, 239	2%
LAUSD	124	n/a	2,119	33,503	6%
SMMUSD	8	9	73	543	13%



NBPTS

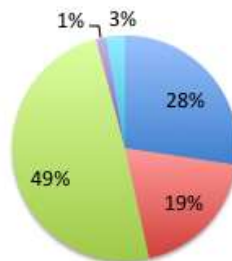
Distribution of NBCT's by Schools



NBPTS

Distribution of NBCT's in SMMUSD

■ High School ■ Middle School ■ Elementary ■ Pre-School ■ Other





For the 2014-2015 school year:

8 – First Time NBCTs

5 Secondary and 3 Elementary

9 – Renewal NBCTs

**3 Secondary, 1 Intermediate and 5
Elementary**



**Congratulations to our first
time NBCTs!**



NBPTS

Hayde Cervantes

- Hayde is a 5th grade teacher at McKinley Elementary.
- Hayde has been teaching for 8 years teaching – all of which with SMMUSD.
- Hayde received her NB certification in the area of Middle Childhood Generalist.



NBPTS

Guadalupe Mireles

- Guadalupe teaches Spanish at SAMOHI.
- She has been teaching for 7 years – all of which have been at SAMOHI.
- Guadalupe received her NB certification in Early Adolescence through Young Adulthood – World Languages.



Ursula Caise

- Ursula teaches 4th grade at Franklin.
- She has been teaching for 17 years – and 6 months with SMMUSD.
- Ursula received her NB certification in Early Childhood Generalist.



Additional First Time NBCT's

▪ Sheryl Murdock

- Teaches TK at Webster.
- Earned her NB certification in Early Childhood Generalist.

▪ Kate Song

- Teaches Science at SAMOHI.
- Earned her NB certification in Adolescence and Young Adulthood Science.

National Board for Professional Teaching Standards



NBPTS[®]

Additional First Time NBCT' s

Christina Staroschak

- Teaches Science at SAMOHI.
- Earned her NB certification in Adolescence and Young Adulthood Science.

Brian Tickler

- Teaches History at SAMOHI.
- Earned his NB in Adolescence and Young Adult Level in Social Studies - History.

National Board for Professional Teaching Standards



NBPTS[®]

Additional First Time NBCT' s

▪ Nathaniel Acker

- Teaches Social Studies at SAMOHI.
- Earned NB certification in Adolescence and Young Adulthood Social Studies-History.

National Board for Professional Teaching Standards



Congratulations to our Renewal NBCTS



Adrienne Karyade

- **Adrienne Karadi teaches Freshman Seminar and World History at Santa Monica High School.**
- **She has been teaching 24 years~ 12 years in SMMUSD!**
- **Adrienne earned her NB certification in Adolescence and Young Adulthood in Social Studies - History.**

National Board for Professional Teaching Standards



Chon Lee

- Chon Lee teaches English at Santa Monica High School.
- He has been teaching 14 years~ 12 of those years in SMMUSD!
- Chon earned his NB certification in Adolescence and Young Adulthood English Language Arts.



Jill Matthews

- Jill Matthews teaches 4th and 5th grade at Cabrillo Elementary School.
- She has been teaching 25 years~ all of which are in SMMUSD!
- Jill earned her NB certification as a Middle Childhood Generalist.



Cyndie Weinstock

- Cyndi Weinstock is a K/1 teacher at Juan Cabrillo Elementary School.
- She has been teacher for 35 years, 20 of which have been with SMMUSD.
- Cyndi earned her NB certification as a Early Childhood Generalist.

National Board for Professional Teaching Standards



Additional Renewal NBCT' s

Sharon Hart

- Humanities Teacher at Lincoln Middle School.
- Earned her NB Certification in Early Adolescence English Language Arts.

Susan Scheer

- A 2nd and 3rd grade teacher at Juan Cabrillo.
- Earned her NB Certification in Early Childhood Generalist.

National Board for Professional Teaching Standards



NBPTS

Additional Renewal NBCT' s

Amy Bisson

- **Social Studies Teacher at SAMOHI.**
- **Earned her NB Certification in Early Adolescence through Young Adulthood Social Studies - History.**

Cynthia Johnson

- **A 2nd grade teacher at Point Dume.**
- **Earned her NB Certification in Early Childhood Generalist**

National Board for Professional Teaching Standards



NBPTS

Additional Renewal NBCT' s

Erica Ross

- **A first grade teacher at Webster.**
- **Earned her NB Certification in Secondary Social Studies.**

National Board for Professional Teaching Standards



Congratulations to both our new and Renewal NBCTs



Benefits to Students and Schools

“NBCTs have supported their colleagues in a wide range of coaching and professional development activities.”





NBPTS

Benefits to Students and Schools

“My national board teachers are well regarded on our faculty. They each serve on important committees within the school and district.”

“Research shows that the best route to student achievement is by effective first teaching in the regular classroom. Therefore having NBCTs on the Cabrillo campus ensures ALL Cabrillo students reach their potential.”

National Board for Professional Teaching Standards 31



NBPTS

Benefits to Students and Schools

“Almost half of our teaching staff is now National Board Certified (6 out of 13 teachers). They are in our primary grades and focus on student development.”

“NBCTs have proven themselves to be thoughtful contributors to our school community on multiple levels.”

“NBCTs have positively impacted student achievement by exposing students to engaging, research-based lessons.”

National Board for Professional Teaching Standards 32



NBPTS

“NBCTs have supported their colleagues in a wide range of coaching and professional development activities. From 1:1 coaching to coordinating PD to facilitating team planning, NBCTs have helped colleagues deepen their practice in ELA, mathematics and science.”



National Board for Professional Teaching Standards 33



NBPTS

Thank You to...

- Site Administrators
- SMMCTA

National Board for Professional Teaching Standards 34

McKinley Elementary

February 2015



School Demographics

- Total students: 510
- English Language Learners: 22%
- Socio-Economically Disadvantaged: 41%
- 18 K-5 classrooms, 6 special education classrooms (includes preschool-grade 5 Life Skills & SAI)
- 2 TK classrooms
- Support staff: Literacy Coach, Reading Teacher, ELD Teacher



LITERACY COACH

ART

PD LEADER



P. E.





S C I E N C E

M U S I C



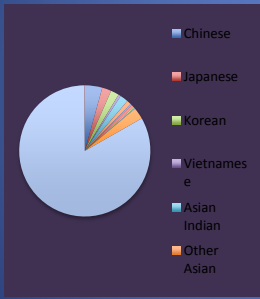
PERCS





Franklin School

- Demographics



Total K-5: 822 without Preschool
 Females: 373
 Males: 449

of Students per grade:
 Preschool (2 classes)
 Kindergarten: 126
 1st grade: 146
 2nd grade: 139
 3rd grade: 138
 4th grade: 138
 5th grade: 135

55 English Language Learners
 Approx. 95 students with IEP's

Vision for Student Success (VSS)

- 4 extra assistants= 45 hours of aide time per day.
- STAR Science for 8 weeks for 4th & 5th graders.
- Training for all staff in Thinking Maps/ Write From The Beginning.
- Professional Development grants provided to staff.
- Sending 12 teachers to the CGI conference.
- Sent Literacy Coaches to Thinking Maps Training to become trainers.
- Purchased Math Sleeves and Manipulatives.
- Provided a day for teachers to review data, plan, and observe.



Response to Intervention²

- Tier III small group pull-out program
- Literacy Coaches
- Math Coaches
- Homework club and after school intervention
- Write From the Beginning training
- Reader's and Writer's Workshop
- Cognitively Guided Instruction
- Differentiated Instruction
- Mentoring program
- Computer-based programs
- Afterschool GATE classes in Science and Engineering
- Learning Extensions- Writing Club, Spelling Bee, Math Club, Student Committee
- Cross-age tutoring
- Leveled groupings for parts of the day



STEAM

- Science Club
- Science Fair
- STAR Science for 4th and 5th grade
- Experiments in class- examples: Car solar cooker, volcanoes, Mentos & coke propelled cars, 5 senses, marine mammals, matter, balance and motion, dissections, magnetism
- The "Hour of Code"
- Chromebooks for grades 2-5
- PS Arts
- Outdoor weekly Art Party
- Successmaker Math, Accelerated Math
- Cognitively Guided Instruction
- Spring Math Competition





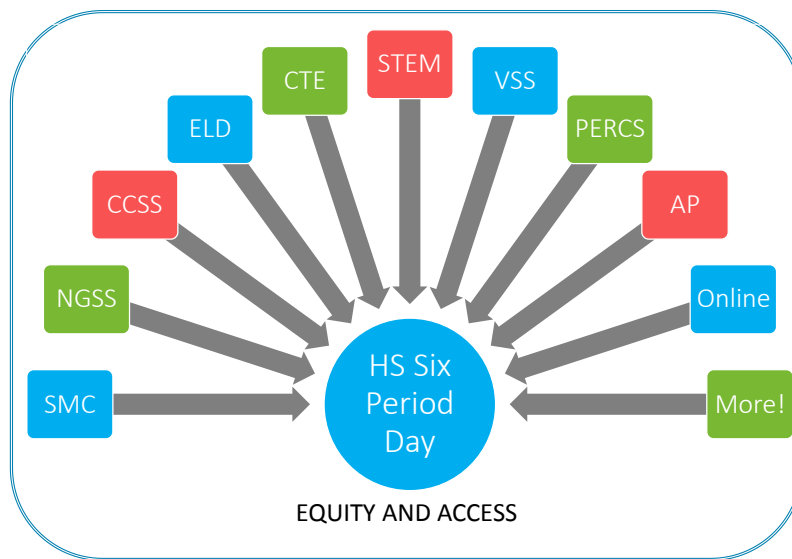
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

High School Six-Period Day


Board of Education

February 19, 2015

Curriculum, courses and opportunities are growing and changing for secondary students. Here are some of the catalysts:




2



Essential Question: What are the opportunities and challenges to consider when working with a high school six-period day?


3



Back To High School

- Pick one of the student profile tents.
- Have the required courses facing you.
- Listen to the presentation through the lens of this student.
- Mark up your presentation as necessary.


4



Graduation Requirements (EC 51225.3)

- Three courses in English
- Two courses in math, including one year of Algebra I
- Two courses in science, including biological and physical sciences
- Three courses in social studies, including US history, world history and one semester each of US Government and economics
- One course in CTE, VAPA or foreign language (FL)
- Two courses in PE


5



Required Courses for Graduation in California

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1	English	English	English	
Period 2	Algebra 1	Math		
Period 3		World History	American History	Economics & US Government
Period 4	Biology	Physical Science		
Period 5	PE	PE		
Period 6	CTE, FL OR VAPA			
CA EC				

6




Required Courses for Graduation in SMMUSD

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1	English	English	English	English
Period 2	Algebra 1	Math	Math	
Period 3		World History	American History	Economics & US Government
Period 4	Biology	Chemistry or Physics		
Period 5	PE	PE		
Period 6	CTE, FL OR VAPA			

CA EC

SMMUSD
BP 6146.1

7



Required Courses for Graduation in SMMUSD and Freshmen Seminar


	Grade 9	Grade 10	Grade 11	Grade 12
Period 1	English	English	English	English
Period 2	Algebra 1	Math	Math	
Period 3	Freshmen Seminar	World History	American History	Economics & US Government
Period 4	Biology	Chemistry or Physics		
Period 5	PE	PE		
Period 6	CTE, FL OR VAPA			

CA EC

SMMUSD
BP 6146.1

SMMUSD

8




Required Courses: Minimum *a-g*

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1	English*	English*	English*	English *
Period 2	Algebra 1*	Math*	Math *	
Period 3	Freshmen Seminar	World * History	American History *	Economics & US Government
Period 4	Biology *	Chemistry * or Physics *		
Period 5	PE	PE	<i>g</i> Elective	
Period 6	CTE, FL 1 * OR VAPA *	FL 1, FL 2 or VAPA	FL 2 or VAPA	

CA EC	SMMUSD BP 6146.1	SMMUSD	* Minimum <i>a-g</i>		
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9



A-G Minimal Requirements

- **History/social science (“a”)** – *Two years*, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- **English (“b”)** – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- **Mathematics (“c”)** – *Three years* of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- **Laboratory science (“d”)** – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- **Language other than English (“e”)** – *Two years* of the same language other than English or equivalent to the second-level of high school instruction. [Three recommended.](#)
- **Visual and performing arts (“f”)** – *One year* chosen from dance, drama/theater, music or visual art.
- **College-preparatory elective (“g”)** – *One year* chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

10




Required Courses: Competitive *a-g*

	Grade 9	Grade 10	Grade 11	Grade 12
Period 1	English	English	English	English*
Period 2	Algebra 1	Math	Math*	Math
Period 3	Freshmen Seminar	World History	American History	Economics & US Government
Period 4	Biology	Chemistry or Physics	Chemistry or Physics	
Period 5	PE	PE	<i>g</i> Elective*	
Period 6	CTE, FL * OR VAPA *	FL 1, FL 2 or VAPA	FL 2 or VAPA	FL 3

CA EC	SMMUSD BP 6146.1	SMMUSD	Minimum <i>a-g</i> (*)	<i>a-g</i> Competitive	
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11



Discussion

- Share one opportunity or challenge through your assigned lens.


12



Structures/Ideas that Support Master Schedule Flexibility

- District or other accredited agency's online/blended learning courses
- Dual/Concurrent Enrollment
- Summer School
- Early Academic Planning (more than a four year plan)

13



Questions?

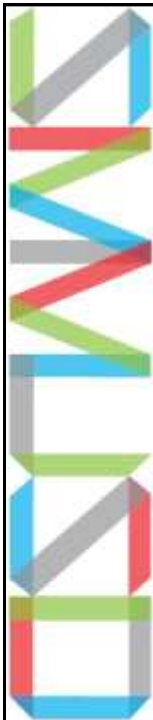
14



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT


Smarter Balanced Assessment Reporting & Scoring

An Update to the Board of Education
February 19, 2015



SBAC Score Reporting System


- Online access for district
- Latest encryption and security technology
- Disaggregate and Individual Reports: Grade, Student
- Three aggregate report types: State, District, School



Updated Scoring System


Three significant scores reported for each student:

- Performance relative to the assessment’s “claims”
- Scaled Score for ELA & Math
- Achievement Level Descriptors – identify differing performance within grade level



Performance to Claims

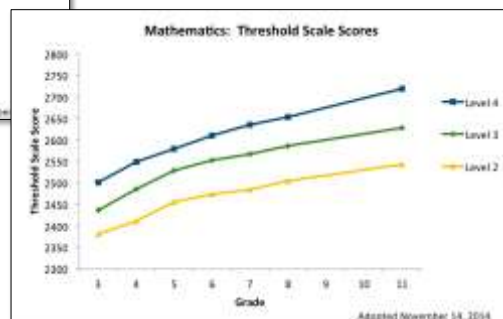
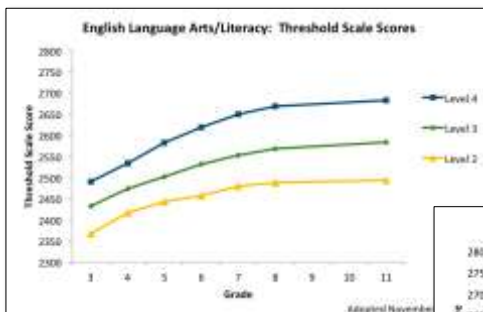
- Measure of student performance against the claims tested in ELA & Math
- Measure of “claims” in each content area
- Claims being measured are composed of clusters of related standards
- Provides three levels of performance specific to each claim
 - Below Standard, At/Near Standard, or Above Standard



Scaled Scores

- Fall along a continuous vertical scale that increases across grade levels
- Can demonstrate student's current level of achievement
- Can demonstrate growth over time
- Provide "error bands" to estimate range of possible scores


Scaled Score Continuum



Provides ongoing measure of student growth!



Achievement Level Descriptors

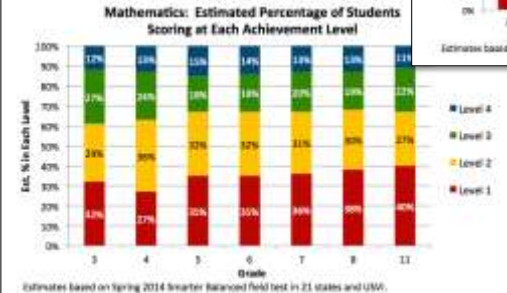


- **Four Levels of Proficiency**
 - Level 4: Thorough understanding
 - Level 3: Adequate understanding
 - Level 2: Partial understanding
 - Level 1: Minimal understanding
- **Complies with NCLB**
- **Proficiency levels are set high**
- **Can't be compared to CST**

Achievement Level Expectations

Based on Spring 2014 SBAC Field Test
(CA 75% of Results)

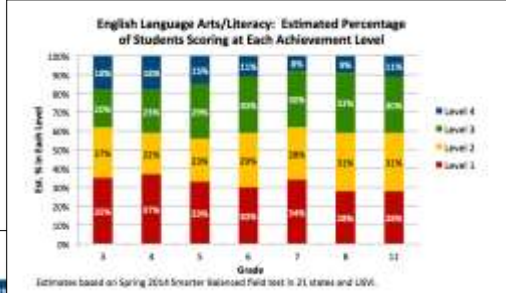
Mathematics: Estimated Percentage of Students Scoring at Each Achievement Level



Grade	Level 4	Level 3	Level 2	Level 1
3	12%	27%	30%	31%
4	13%	28%	30%	29%
5	15%	28%	32%	25%
6	14%	28%	32%	26%
7	13%	27%	31%	29%
8	15%	28%	30%	27%
11	13%	27%	32%	28%


Estimates based on Spring 2014 Smarter Balanced field test in 21 states and USV.

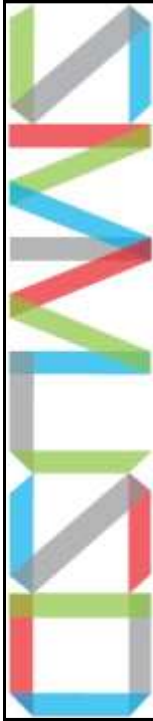
English Language Arts/Literacy: Estimated Percentage of Students Scoring at Each Achievement Level



Grade	Level 4	Level 3	Level 2	Level 1
3	12%	27%	37%	24%
4	13%	28%	32%	27%
5	15%	28%	32%	25%
6	12%	28%	32%	28%
7	9%	29%	38%	24%
8	9%	27%	32%	32%
11	11%	28%	32%	29%

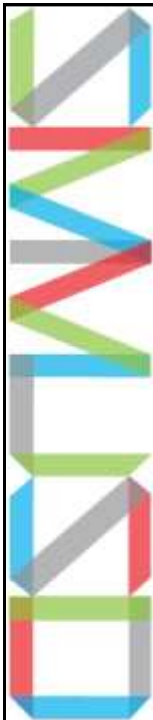
Estimates based on Spring 2014 Smarter Balanced field test in 21 states and USV.





Communicating about SBAC across the District

- Test Site Coordinators meetings
- Principal meeting updates
- *Getting Smarter* newsletters
- PTSA and other parent group presentations
- Board packet items and presentations



Questions and Discussion



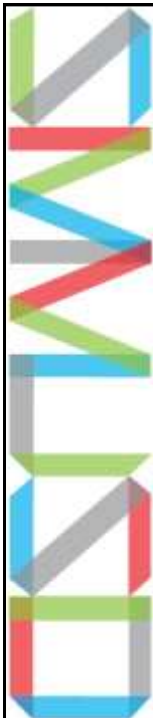
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

ALLOCATION OF MEASURE ES BOND FUNDS

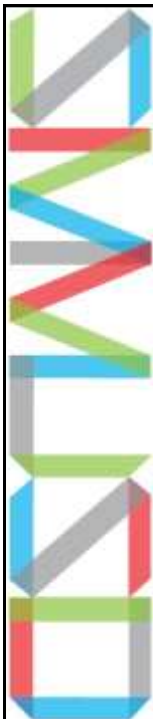
FEBRUARY 19, 2015

AGENDA ITEM D.03



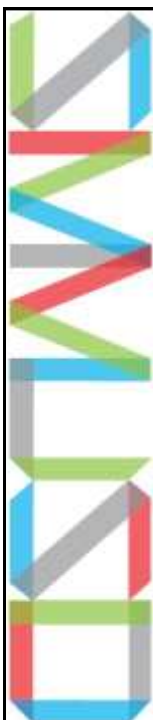
District Facility Needs

- Prior to 2006, facility needs estimated to be in excess of \$1.2 billion
- Measure BB provided \$268 million (expanded to \$285 million through the use of other funds)
- On August 1, 2012, Board adopted resolution asking voters for additional bond authorization
- On November 6, 2012, voters of Santa Monica and Malibu approved Measure ES providing an additional \$385 million



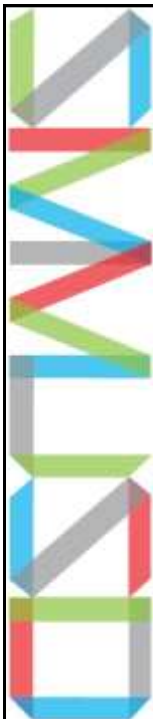
Measure BB

- Many projects have been completed, some are in various stages of construction, and others have yet to begin
- Projects included modernization upgrades, renovations, and new construction
- Primary focus was secondary sites (JAMS, Lincoln, Samohi, Malibu, Olympic)
- A new school at Edison Language Academy was constructed
- Other safety and technology infrastructure projects were also completed



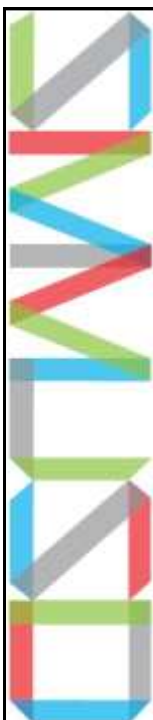
Measure ES Ballot Language

“To improve academic instruction and school safety by modernizing high school classrooms and campuses, repairing aging elementary schools, ensuring every school meets current earthquake and fire safety standards to protect students, and constructing, acquiring, modernizing, and/or repairing classrooms, sites, facilities, equipment, computers, and learning technology to raise student achievement, shall the Santa Monica-Malibu Unified School District issue \$385,000,000 in bonds at legal rates, with independent fiscal oversight, mandatory audits, and all funds for Santa Monica and Malibu schools?”



Measure ES Project List

- Upgrade and modernize classrooms, science labs, and computer systems with 21st Century instructional technology to meet modern academic standards
- Increase earthquake safety of all school buildings
- Support classroom programs to retain qualified teachers and protect the quality of classroom instruction in core subjects like reading, math and science
- Improve fire safety systems at all schools, so kids are safe
- Repair or replace old, leaky roofs, worn-out floors, rusty plumbing, and faulty electrical systems



Update on Heery International

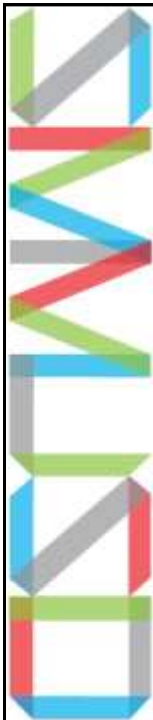
Working with district staff, Heery:

- Reviewed the successes of Measure BB program
- Identified where improvements could be achieved
- Reported to the Board on November 6, 2014
- Posted a recruitment for Bond Program Manager Consultant position on February 12, 2015
- Continues to review facility and campus plans for district sites
- Is in the process of developing districtwide facility standards/policies for consideration
- Has begun discussions with the current Samohi architect to update a campus plan for that site



Allocation Categories

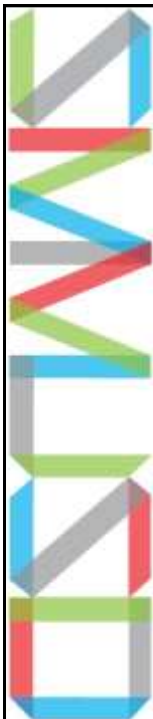
- Technology
- Malibu 20%
- Santa Monica High School
- Other Considerations (Unallocated)



Technology

On October 16, 2014, the Board approved \$34,431,359 based on District Technology Team (DTT) recommendation for:

- Infrastructure
- SBAC devices
- 21st century classrooms
- Library upgrades
- Expanded computer labs
- Staff development

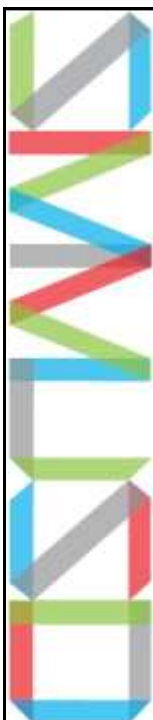


Malibu 20%

- As part of the resolution ordering the election, the Board adopted the following language:

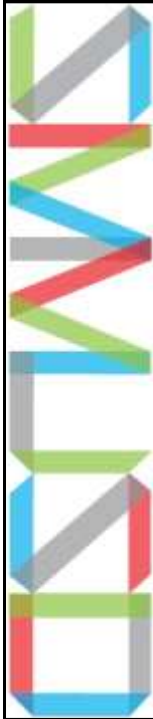
“That not less than 20 percent of the total net proceeds ... benefitting the schools within the Malibu area, ...”

- That amount is \$77,000,000
- A Facility Advisory Committee – Malibu will be established – representing Malibu residents



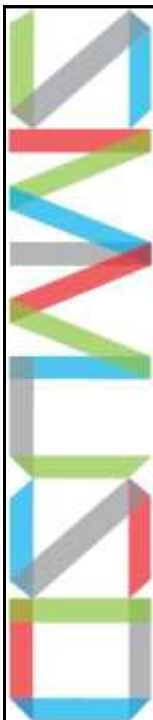
Samohi

- Identified as the site with the greatest need
- A campus plan exists that outlines improvements and new facilities over time
- Build out at the site is between 10 and 15 years; probably longer, with several projects
- Cost estimates range from \$50 to \$100 million per project



Samohi – Staff Recommendation

- Initiate a small working group to outline next steps for the campus – to include site administrators and staff, an individual with master planning experience, and a parent representative
- Re-establish a Samohi Advisory Committee – to include site administrators and staff, parents, students, and district representatives
- Engage a consultant/architect to work with staff and other constituencies to fully develop a comprehensive campus plan
- Allocation recommendation - \$180 million



Other Considerations

- Staff is recommending that the Board consider leaving the balance of the authorization as Unallocated at this time
- Three (3) distinct areas should be considered when determining how to allocate the remaining balance:
 1. Measure BB Shortfall
 2. Elementary Campuses
 3. Emerging Considerations
 - Environmental concerns
 - Heat and indoor air quality
 - Shifting enrollment patterns
 - Facility issues relating to Pre-K, TK and Special Education



MEASURE ES ALLOCATION

FOR DISCUSSION PURPOSES ONLY

BOND AUTHORIZATION	385,000,000
TECHNOLGY ALLOCATION	34,431,359
MALIBU 20%	77,000,000
SAMOHI	180,000,000
UNALLOCATED	93,568,641

