



**BOARD OF EDUCATION MEETING
MINUTES – MEETING FORMAT “B”**

March 17, 2016

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, March 17, 2016, in the Malibu City Council Chambers: 23825 Stuart Ranch Road, Malibu, CA. The Board of Education called the meeting to order at 4:50 p.m. in the Zuma Room at the Malibu City Hall. At 5:19 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 6:51 p.m. in the Council Chambers.

CLOSED SESSION (4:30-6:00 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.

- *Jennifer deNicola, Beth Lucas, Michelle Drueger, Kathy Feig, Caren Leib, Soniya Perl, Jacklyn Williams, Lisa Maier, Cristi Green, Yuseff Robb, Matt deNicola addressed the board regarding the first bullet point under closed session.*

II. CLOSED SESSION (60 minutes)

- Government Code §54956.9(d)(1) (15)
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
 - Name of Case: America Unites for Kids, and Public Employees for Environmental Responsibility vs. SMMUSD Superintendent, SMMUSD Associate Superintendent and Chief Financial Officer, and SMMUSD Board of Education; U.S. District Court Case No. 2:15-CV-2124
- Government Code §54956.9(d)(2 or 3) (30)
CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – SIGNIFICANT EXPOSURE TO LITIGATION
 - DN-1010-15/16 (Special Education)
The total cost for this case is not to exceed: \$18,500. It was moved Ms. Leon-Vazquez, seconded by Mr. Mechur, and voted 7/0 to approve the settlement case.
Ayes: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)
Noes: 0
 - 1 case
In closed session, the Board of Education took action to approve a settlement case regarding construction of the Innovation Building as part of Measure BB at Santa Monica High School. The district agrees to pay Land Mark Electric, Inc., a subcontractor of Sundt Construction, Inc., \$655,000, and Sundt Construction, Inc. agrees to pay Land Mark Electric, Inc. \$290,000, for a total settlement agreement not to exceed \$945,000.
Ayes: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)
Noes: 0
- Government Code §54957 (5)
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

- Government Code §54957.6 (40)
CONFERENCE WITH LABOR NEGOTIATORS
 - Agency designated representative: Sandra Lyon
 - Employee Organizations: SEIU and Unrepresented Bargaining Unit

OPEN SESSION (6:00 p.m.)

III. CALL TO ORDER

6:52 pm

A. Roll Call

Board of Education Members

Laurie Lieberman – President	Maria Leon-Vazquez
Ralph Mechur – Vice President	Craig Foster
Richard Tahvildaran-Jesswein	Jose Escarce
Oscar de la Torre – arrived at 4:53pm	

6:52 pm

B. Pledge of Allegiance

Led by Ms. Leon-Vazquez

6:53 pm

IV. APPROVAL OF THE AGENDA

It was moved by Ms. Leon-Vazquez, seconded by Mr. Mechur, and voted 7/0 to approve the agenda.

V. APPROVAL OF MINUTES

No minutes were ready for approval at this meeting.

6:53 pm

VI. 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.01	Approval of Independent Contractors.....	2
A.02	Overnight Field Trip(s) – 2015-16	3
A.03	Conference and Travel Approval / Ratification	4-5
A.04	Approval of the Single Plan for Student Achievement (SPSA)	6
A.05	Amendment to Award of Contracts for Supplemental Educational Services (SES) Program Improvement – Title I Edison, John Muir, McKinley, and Will Rogers Elementary Schools	7-8
A.06	Approval of Special Education Contracts – 2015-2016	9-11

Business and Fiscal

A.07	Award of Purchase Orders – 2015-2016	12-12d
A.08	Acceptance of Gifts – 2015/2016	13-14
A.09	Assessment of Penalty Pursuant to Public Contract Code Section 4110 Against A.W.I. Builder’s Inc. on the District’s IT Expansion Suite/Data Center Build Out – Bid #16.10-03-116118 for Violation of Public Contract Code Sections 4106 and 4109 (10)	15

Facilities Improvement Projects

A.10	Amendment to Contract with Sigmanet for Installation of Wireless Access Points, Telephone and Intermediate Distribution Frame (IDF) Equipment – Phase I Technology – Measure ES-2 – Change Order #4	16
A.11	Award of Contract to IVS Computer Technology for Installation of Classroom Audio/Visual Technologies, Single and Dual Projection System, Audio Enhancement Speakers, A/V Controllers,	

	and Electrical Upgrades for John Muir Elementary School, Santa Monica Alternative School House, John Adams Middle School – And to Approve the Piggyback into Bakersfield City School District Bid #1507-1 – Phase I Technology Measure ES-2 Bond Program	17
A.12	Authorization to Award Contract – Juan Cabrillo Elementary School – Bid #16.11.ES Window Replacement Building Project – Measure ES	18
A.13	Accept Work as Completed – Multiple Purchase Orders Projects – Capital Fund & Measure BB	19

Personnel

A.14	Certificated Personnel – Elections, Separations.....	20
A.15	Classified Personnel – Merit	21-24
A.16	Classified Personnel – Non-Merit.....	25

Personnel

A.17	Revise BP 5116.1 – Intradistrict Open Enrolment	26-28
A.18	Revise BP 5117 – Interdistrict Attendance	29-33
A.19	Revise BP 5121 – Grades / Evaluation of Student Work.....	34-36

6:55 pm

7:23 pm

VII. STUDY SESSION (60 minutes)

These items are staff presentations and/or updates to the Board of Education.

S.01	Math Pathways (60).....	37
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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.

VIII. DISCUSSION ITEMS (105 minutes)

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

9:45 pm	D.01	Project Lead the Way (PLTW) Update (10).....	38
10:46 pm	D.02	Consider Adoption of the SPARK Physical Education Program (10).....	39
10:51 pm	D.03	Consider Revising BP 3110 – Transfer of Funds (5).....	40-42
10:51 pm	D.04	Consider Deleting BP 3111 – Deferred Maintenance Funds (5).....	43-44
10:53 pm	D.05	Consider Replacing BP and AR 5111 – Admission (10).....	45-48
10:54 pm	D.06	Consider Revising BP and AR 5123 – Promotion / Acceleration / Retention (10).....	49-55
10:55 pm	D.07	Consider Revising BP and AR 5148 – Child Care and Development (10).....	56-66
10:55 pm	D.08	Consider Revising BP and AR 6112 – School Day (10).....	67-72
10:07 pm	D.09	Consider Revising BP, AR, and E 6158 – Independent Study (10).....	73-88
10:58 pm	D.10	Consider Revising BP 6170.1 – Transitional Kindergarten (10).....	89-91
10:59 pm	D.11	Consider Revising BP and AR 6178 – Career Technical Education (15).....	92-103

IX. MAJOR ITEMS (10 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.

11:01 pm	A.20	Course Approval – Digital Electronics (5).....	104-105
11:02 pm	A.21	Course Approval – Expository Reading and Writing (5)	106-107

11:03 pm **X. INFORMATIONAL ITEMS** (0 minutes)
 These items are submitted for the public record for information. These items do not require discussion nor action.

I.01	Supplemental Textbooks.....	108
I.02	Revision of AR 5121 – Grades / Evaluation of Student Work	109-113

11:05 pm **XI. GENERAL 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.

- *Dave Wilson addressed the board regarding the increase in facility use fee rental for the organization to which he belongs. Ms. Maez clarified information for the board.*

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

XIII. 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.

XIV. 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."

XV. 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.

XVI. CONTINUATION OF 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.

XVII. ADJOURNMENT

It was moved by Dr. Tahvildaran-Jesswein, seconded by Mr. Foster, and voted 7/0 to return to closed session at 11:15 p.m. in memory of Martha Paredes, who retired from our district after serving for many years at John Adams MS and Edison LA. Closed session adjourned at 12:15 a.m. The next meeting is a special meeting scheduled for 4:00 p.m. on **Thursday, April 7, 2016**, in the **Santa Monica High School cafeteria**: 601 Pico Blvd., Santa Monica, CA 90404. The next regular meeting is scheduled for 5:30 p.m. on **Thursday, April 14, 2016**, in the **District Office**: 1651 15 16th Street, Santa Monica, CA.

Approved: 5/5/16



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 2015-16

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

Meeting Date	Meeting Location	Meeting Format			Additional Notes
		"A" Format	"B" Format	Hybrid of "A" & "B"	
7/15/15 (W)	DO	Prior to new board meeting format going into effect			
8/12/15 (Th)	DO				
9/2/15 (W)	DO				
9/17/15 (Th)	DO				
9/19/15 (Sa)	DO				Special Meeting
9/29/15 (T)	Schools				Bus tour: LMS Pathway Schools
10/1/15 (Th)	M				
10/7/15 (W)	DO				Special Meeting: Retreat
10/8/15 (Th)	Schools				Bus tour: MHS Pathway Schools
10/15/15 (Th)	DO				
10/22/15 (Th)	Schools				Bus tour: Samohi & Olympic HS
11/5/15 (Th)	M				
11/19/15 (Th)	DO				
12/10/15 (Th)	DO				
12/17/15 (Th)	DO				Special Meeting
1/7/16 (Th)	DO				Special Meeting: Retreat
1/21/16 (Th)	DO				
2/4/16 (Th)	M		X		
2/18/16 (Th)	DO		X		
3/3/16 (Th)	DO	X			
3/17/16 (Th)	M		X		
4/7/16 (Th)	DO			Special Meeting: Retreat?	
4/14/16 (Th)	DO			X	
5/5/16 (Th)	M	X			
5/19/16 (Th)	DO		X		
6/2/16 (Th)	DO	X			
6/22/16 (W)	DO			Special Meeting	
6/29/16 (W)	DO		X		

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

Meeting Format Structures:

Meeting "A"	Meeting "B"	Hybrid of "A" and "B"
<ol style="list-style-type: none"> 1. Closed Session 2. Commendations/Recognitions 3. Study Session 4. Communications 5. Executive Staff Reports 6. Consent Calendar 7. General Public Comments <i>(max. 30 minutes)</i> 8. Discussion Items (as needed) 9. Major Items 10. Continuation of General Public Comments (if needed) 	<ol style="list-style-type: none"> 1. Closed Session 2. Consent Calendar 3. Study Session 4. Discussion Items 5. Major Items (as needed) 6. General Public Comments 	<ol style="list-style-type: none"> 1. Closed Session 2. Commendations/Recognitions 3. Study Session 4. Communications 5. Executive Staff Reports 6. Consent Calendar 7. General Public Comments <i>(max. 30 minutes)</i> 8. Discussion Items 9. Major Items 10. Continuation of General Public Comments (if needed)

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

ACTION
03/17/16

RECOMMENDATION NO. A.

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

No minutes were ready for approval at this meeting

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

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

FROM: SANDRA LYON / TERRY DELORIA / JANECE L. MAEZ / STEVE MASSETI

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.01

It is recommended that the Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2015-16 budget.

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

Contractor/ Contract Dates	Description	Site	Funding
Martha Ramirez- Oropeza 2/19/16-6/18/16 Not to exceed: \$9,000	Provide artwork/sketch on Migration Butterfly Mural on outside amphitheater	Edison Language Academy	01-00021-0-11100- 10000-5802-001-4010 (SMMEF-funded)
Angels at Risk/ Susie Spain 1/4/16 to 6/30/16 Not to exceed: \$2,500	To provide substance and alcohol counseling services to students and their families	Malibu High	01-00021-0-11100- 10000-5802-010-4100 (SMMEF-funded)

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / TERRY DELORIA
 RE: OVERNIGHT FIELD TRIP(S) 2015-2016

ACTION/CONSENT
 03/17/16

RECOMMENDATION NO. A.02

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2015-2016 school year. No child will be denied due to financial hardship.

School Grade # of students	Destination Dates of Trip	Principal/ Teacher	Cost Funding Source	Subject	Purpose Of Field Trip
JAMS 7 th & 8 th 12	Tokyo, Kyoto, Hiroshima, and Kizugawa, Japan 6/29/16-7/12/16	S. Richardson / K. Jurewicz	\$3,200 per student paid by parents & fundraising; \$7,500 need- based scholarship grant from City of Santa Monica	Middle school cultural exchange	Santa Monica Science Magnet Japanese student exchange program with homestays

MOTION MADE BY: Dr. Tahvildaran-Jesswein
 SECONDED BY: Ms. Leon-Vazquez
 STUDENT ADVISORY VOTE: N/A
 AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)
 NOES: 0

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

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

RE: CONFERENCE AND TRAVEL APPROVAL / RATIFICATION

RECOMMENDATION NO. A.03

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

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

<u>NAME</u> <u>SITE</u> Account Number Fund – Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>COSTANZO, Francis</u> Special Ed 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	6 th Annual Statewide Acquired Brain Injury Conference Los Angeles, CA May 25, 2016	\$145
<u>DEMELLO, Flavia</u> Adult Ed 11-78100-0-41100-21500-5220-035-1300 Adult Education Fund- Resource: Other State: Locally Defined	Regional Adult Education Block Grant Workshop Walnut, CA October 13, 2015	\$60
<u>DEMELLO, Flavia</u> Adult Ed 11-78100-0-41100-21500-5220-035-1300 Adult Education Fund- Resource: Other State: Locally Defined	5 th Annual English Literacy/Civics Education Norwalk, CA January 29, 2016	\$40
<u>HERNANDEZ, Patricia</u> Adult Education 11-78100-0-41100-21500-5220-035-1300 Adult Education Fund- Resource: Other State: Locally Defined	Bridges to Citizenship Los Angeles, CA January 27 – 28, 2016	\$100
<u>HYATT, Virginia</u> Purchasing Department 01-00000-0-00000-75300-5220-055-2550 General Fund- Function: Purchasing	SCE Outage School Meeting Torrance, CA February 23, 2016	\$25
<u>ROMAN, Bertha</u> Ed Services 01-90120-0-19100-10000-5220-030-1300 General Fund- Resource: Gifts	Computer Using Educators National Conference 2016 Palm Springs, CA March 18 – 19, 2016	\$500
<u>ROUSSEAU, Harmony</u> Adult Ed 01-00001-0-17100-10000-5220-030-1300 General Fund- Resource: Measure “R”	2016 California Council for Adult Education State Conference San Francisco, CA April 21 – 23, 2016	\$1,750

<u>SUDARSO, Sarah</u> Special Ed 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	61 st Annual Speech & Language Conference Lakewood, CA January 27, 2016	\$60
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Adjustments <i>(Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)</i>		
NONE		

Group Conference and Travel: In-State <i>* a complete list of conference participants is on file in the Department of Fiscal Services</i>		
<u>COSTANZO, Francis</u> <u>KELEHER, Darci</u> Special Ed 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	Special Education Spring Symposium Glendale, CA February 26, 2016	\$390
<u>KAZEE, Pam</u> <u>+5 Additional Staff</u> Special Ed 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	Atkinson, Andelson, Loya, Rudd & Romo 2016 Special Education Training Academy Cerritos, CA March 11, 2016	\$225
<u>KOMLOS, Tristan</u> <u>MARKUSSEN, Julie</u> Santa Monica High 01-00010-0-11100-10000-5220-015-4150 General Fund- Resource: Formula	Get Focused, Stay Focused Santa Barbara, CA January 7 – 8, 2016	\$1,300
<u>TATE, Alia</u> <u>+8 Additional Staff</u> Rogers Elementary 01-30100-0-11100-10000-5220-006-4060 General Fund- Resource: Title I	California Writing Institute Calabasas, CA June 13 – 17, 2016	\$8,500

Out-of-State Conferences: Individual		
<u>O'BRIEN, Marianna</u> Lincoln Middle 01-00021-0-11100-10000-5220-012-4120 General Fund- Resource: SMMEF	64 th National Science Teachers Association Science Empowering Performance Conference Nashville, TN March 31 – April 3, 2016	\$1,900

Out-of-State Conferences: Group		
NONE		

MOTION MADE BY: Dr. Tahvildaran-Jesswein
 SECONDED BY: Ms. Leon-Vazquez
 STUDENT ADVISORY VOTE: N/A
 AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)
 NOES: 0

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

FROM: SANDRA LYON / TERRY DELORIA / EVAN BARTELHEIM

RE: APPROVAL OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

RECOMMENDATION NO. A.04

It is recommended that the Board of Education approve the Single Plan for Student Achievement (SPSA) for John Adams MS. Approval of the SPSA for 2015-16 authorizes schools to continue engaging in planned activities and expenditures through the beginning of the 2016-17 school year, until their new plans come before the Board.

COMMENTS: The Single Plan for Student Achievement establishes a focus for raising the academic performance of students to meet or exceed state standards. The plan includes how the school allocates its categorical and site formula funds in support of improvement goals. Each School Site Council (SSC) is responsible for the development, implementation, and review of its SPSA. The development of the plan consists of the following steps:

- 1) Obtain the input of the school community
- 2) Review the school characteristics
- 3) Analyze current educational practices and staffing
- 4) Analyze student performance data
- 5) Establish school goals
- 6) Review available resources
- 7) Select specific improvements
- 8) Consider centralized services
- 9) Recommend the plan to the local governing board
- 10) Monitor progress
- 11) Evaluate the effectiveness of planned activities
- 12) Modify the plan

The SPSAs are considered working documents. Plans may be modified throughout the course of the year, as School Site Councils continually monitor their implementation. One public copy of each plan will be available at the Board of Education meeting. Hard copies of each school's SPSA are available for viewing at each school office and in the Educational Services Department of the District Office.

The SPSAs for Grant ES, Roosevelt ES, Cabrillo ES, SMASH, McKinley ES, and Webster ES were approved on 2/4/16. The SPSAs for Edison LA, Franklin ES, Muir ES, Rogers LC, Lincoln MS, Malibu HS, and Point Dume MSS were approved on 2/18/16. The SPSA for Olympic HS was approved on 3/3/16.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

FROM: SANDRA LYON / TERRY DELORIA / EVAN BARTELHEIM

RE: AMENDMENT TO AWARD OF CONTRACTS FOR SUPPLEMENTAL EDUCATIONAL SERVICES (SES) PROGRAM IMPROVEMENT – TITLE I EDISON, JOHN MUIR, MCKINLEY, AND WILL ROGERS ELEMENTARY SCHOOLS

RECOMMENDATION NO. A.05

It is recommended that the Board of Education approve amended contracts for Supplemental Educational Services (SES) Program Improvement for Edison, John Muir, McKinley and Will Rogers students to vendors as listed below, not to exceed \$714.52 per student. These amendments are the result of a second round of SES offered to families who had not yet participated in Supplemental Educational Services. By offering a second round of SES, SMMUSD demonstrates good faith in expending the required set aside for SES purposes.

Funding Information

Budgeted: Yes

Fund/Source: General Fund

Account Number: 01-30100-0-11100-10000-5802-035-1300

Description: Title I

COMMENTS: Schools that receive Title I funding under ESEA/NCLB are subject to Program Improvement status when one or more criteria for Adequate Yearly Progress is missed for two consecutive years. When a school is in its second year or more of Program Improvement, the district must offer Supplemental Educational Services (SES) to eligible students. Eligible students are those who participate in the National School Lunch Program. SES is provided by vendors that have been approved by the State Board of Education to provide tutoring to students outside of the school day.

The district is required to set aside 20% of Title I funds to pay for SES and transportation costs associated with School Choice. Should the demand for SES and Choice exceed the 20% set aside, the district will give priority for SES to the lowest achieving eligible students.

Each vendor determines its hourly rate for services, the instructional materials used for tutoring, and the method of assessing and monitoring student progress. The state has set a maximum of \$714.52 per student for SES in our district for the 2015-16 school year.

Per ESEA/NCLB, families have the right to select the vendor of their choice. Families of eligible students at Edison, John Muir, McKinley, and Will Rogers Learning Community who did not participate in SES in the first round were notified of this second opportunity for SES through a packet of information that went home at the end of February. The vendors on the following page were those selected to provide services for this second round. The number of second round students and new not to exceed total costs are provided below.

SES

Title I: 01-30100-0-11100-10000-5802-035-1300

SES Vendor	Original Contract Amount \$714.52 per Student	Amended Contract Amount \$714.52 per Student	Service Description	Requisition Number
!!!1 st Choice Android Smart-Phone Tutoring	\$7,145.20		No Additional SES Students	
A Better Tomorrow Education	\$7,145.20		No Additional SES Students	
Total Education Solutions	\$4,287.12		No Additional SES Students	
Advanced Reading Solutions LLC dba UROK Learning Institute	\$28,580.80	\$13,575.88	19 Additional SES Students	264126
# 1 Achieve Academic Excellence	\$8,574.24		No Additional SES Students	
ETS Educational & Tutorial Services, LLC	\$14,290.40		No Additional SES Students	
!Alpha! Innovation through Education	\$41,442.16		No Additional SES Students	
123 Math	\$5,716.16		No Additional SES Students	
A + Educational Centers	\$2,858.08	5,001.64	7 Additional SES Students	264131
Sylvan Learning Beverly Hills, Operated by Starwin Corp.	\$8,574.24	\$3,572.60	5 Additional SES Students	264132
A Tree of Knowledge Educational Services, Inc.	\$5,001.64		No Additional SES Students	
! # 1 WE CAN Querer es Poder with NOOK TABLETS!!	\$27,151.76	\$10,003.28	14 Additional SES Students	264134
Club Z! In-Home Tutoring Services, Inc.	\$5,716.16		No Additional SES Students	
Total Cost Not to Exceed	(233 students) \$166,483.16	(45 students) \$32,153.40	45 students	

MOTION MADE BY: Dr. Tahvildaran-Jesswein
 SECONDED BY: Ms. Leon-Vazquez
 STUDENT ADVISORY VOTE: N/A
 AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)
 NOES: 0

TO: BOARD OF EDUCATION

ACTION/CONSENT
03/17/16

FROM: SANDRA LYON / TERRY DELORIA / PAMELA KAZEE

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2015-2016

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2015-2016 as follows:

NPS

2015-2016 Budget 01-65000-0-57500-11800-5125-043-1400

2015-2016 Budget 01-65120-0-57500-31400-5890-043-1400

Nonpublic School	SSID	Service Description	Contract Number	Cost Not to Exceed
Heritage School	1192825203	NPS-RTC	53-SPED16095	\$74,267

Amount Budgeted NPS 15/16		\$ 1,380,000
Amount Budgeted Mental Health Services 15/16		\$ 1,175,000
Total Budgeted		\$ 2,555,000
Prior Board Authorization as of 3/3/16		\$ 2,562,907
	Balance	\$ -7,907
Positive Adjustment (See Below)		\$ 113,652
		\$ 105,746
Total Amount for these Contracts		\$ 158,861
	Balance	\$ 31,479

Adjustment

NPS Budget 01-65000-0-57500-11800-5125-043-1400
NPS Budget 01-65120-0-57500-31400-5890-043-1400

There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2015-2016 in the amount of \$31,554 as of 3/3/16.

NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Vista	NPS	36-SPED16064	R	\$338	Decr. service
Vista	NPS	35-SPED16063	Reduce/End	\$13,702	Transfer
Beach Cities Learning Center	NPS	24-SPED16038	Reduce/End	\$32,202	Transfer
Red Rock Canyon School	NPS - RTC	15-SPED16021	Reduce/End	\$67,411	Exit

NPA

2015-2016 Budget 01-65000-0-57500-11800-5126-043-1400

Nonpublic Agency	SSID	Service Description	Contract Number	Cost Not to Exceed
ERA Ed/STAR of California	6103148714	Consultation	59-SPED16108	\$270
EBS	various	Psychologist	64-SPED16117	\$10,920
ERA Ed/STAR of California	6145844264	Behavior Therapy	65-SPED16119	\$1,530

Amount Budgeted NPA 15/16		\$ 475,000
Prior Board Authorization as of 3/3/16		\$ 523,996
	Balance	\$ -48,996
Positive Adjustment (See Below)		\$ 41,064
		\$ -7,031
Total Amount for these Contracts		\$ 12,720
	Balance	\$ -19,751

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 2015-2016 in the amount of \$0 as of 3/3/16.					
NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
CARD	Behavior 1:1	7-SPED16012	Reduce/End	\$41,964	Change providers

Instructional Consultants

2015-2016 Budget 01-65000-0-57500-11900-5802-043-1400

2015-2016 Budget 01-33100-0-57500-11900-5802-044-1400

Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
CABA	3183840797	Behavior 1:1	54-SPED16115	\$28,760

Amount Budgeted Instructional Consultants 15/16	\$ 190,000
Amount Budgeted Instructional Consultants (33100) 15/16	\$ 0
Total Budgeted	\$ 190,000
Prior Board Authorization as of 3/3/16	\$ 242,788
	Balance
	\$ -52,788
Positive Adjustment (See Below)	\$ 0
	\$ -52,788
Total Amount for these Contracts	\$ 28,760
	Balance
	\$ -81,548

Adjustment					
Instructional Consultants Budget 01-65000-0-57500-11900-5802-043-1400					
Instructional Consultants Budget 01-33100-0-57500-11900-5802-044-1400					
There has been a reduction in authorized expenditures of Instructional Consultants contracts for FY 2015-2016 in the amount of \$0 as of 3/3/16.					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Non-Instructional Consultants

2015-2016 Budget 01-65000-0-57500-11900-5890-043-1400

Non-Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Malibu Yellow Cab	9091761208	Transportation (taxi)	55-SPED16116	\$2,741
Parent Reimbursement	8138280598	Rental car for student transport to therapy	27-SPED16060	\$291
Taxi! Taxi!	8634421631	Transportation (taxi)	45-SPED16096	\$330
Taxi! Taxi!	3047784096	Transportation (taxi)	56-SPED16118	\$570

Amount Budgeted Non-Instructional Consultants 15/16	\$ 159,000
Prior Board Authorization as of 3/3/16	\$ 175,275
	Balance
	\$ 16,275
Positive Adjustment (See Below)	\$ 14,789
	\$ -1,486
Total Amount for these Contracts	\$ 3,932
	Balance
	\$ -5,418

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 2015-2016 in the amount of \$2,795 as of 3/3/16.					

Non- Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
West Shield Adolescent Services	Escort Transportation	47-SPED16099	E	\$3,700	Dupl.
West Shield Adolescent Services	Escort Transportation	53-SPED16112	R	\$854	Total billed
Taxi! Taxi!	Transportation (taxi)	15-SPED16037	Reduce/End	\$3,050	Transfer
Taxi! Taxi!	Transportation (taxi)	24-SPED16053	Reduce/End	\$5,985	Transfer
Parent Reimbursement	Therapeutic Visit	12-SPED16033	E	\$1,200	Dupl.

LEA

2015-2016 Budget 01-56400-0-00000-39000-5802-043-1400

2015-2016 Budget 01-56400-0-00000-39000-5890-043-1400

LEA Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Instructional Consultants 15/16		\$ 50,000
Amount Budgeted Instructional Consultants (5890)	15/16	\$ 70,000
Total Budgeted		\$ 120,000
Prior Board Authorization as of 3/3/16		\$ 110,500
	Balance	\$ 9,500
Positive Adjustment (See Below)		\$ 0
Total Amount for these Contracts		\$ 0
	Balance	\$ 9,500

Adjustment					
LEA Budget 01-56400-0-00000-39000-5802-043-1400					
LEA Budget 01-56400-0-00000-39000-5890-043-1400					
There has been a reduction in authorized expenditures of LEA contracts for FY 2015-2016 in the amount of \$0 as of 3/3/16.					
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: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

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

RE: AWARD OF PURCHASE ORDERS – 2015-16

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from February 24, 2016, to March 9, 2016, for fiscal year 2015-16.

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

Considering the Pillsbury PO is a clerical duplicate from the previous agenda, Mr. Foster requested to remove this duplicate from these minutes.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF MARCH 17, 2016

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 ES-BOND

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
<u>*** NEW PURCHASE ORDERS ***</u>					
164405	A & R WHOLESALE DISTRIBUTORS	OPEN ORDER FOR SNACK FOOD	SAMOHI STUDENT STORE	2,500.00	U
164226	A 1 LAWNMOWER	OPEN PO FOR REPAIRS	GROUNDS MAINTENANCE	500.00	R
164356	AAA ELECTRIC MOTOR SALES	HVAC SUPPLIES	FACILITY MAINTENANCE	2,500.00	R
164292	ABLENET	LIFE SKILLS CLASS SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	213.91	R
164317	ACCO ENGINEERED SYSTEMS INC	HVAC SERVICE INNOVATION BLDG	FACILITY MAINTENANCE	21,788.00	R
164414	ADT MEDEQUIP INC	PHYSICAL THERAPY	SPECIAL EDUCATION REGULAR YEAR	798.04	R
164358	AIRGAS INC (SO CAL AIRGAS)	WELDING SUPPLIES	FACILITY MAINTENANCE	800.00	R
164360	AMERICAN TIME	CLOCKS	FACILITY MAINTENANCE	2,390.62	R
164402	APPLE COMPUTER CORP	ASSISTIVE TECHNOLOGY	SPECIAL EDUCATION REGULAR YEAR	300.00	R
164221	B & H PHOTO VIDEO	POWER-SAVING BACK-UPS	WILL ROGERS ELEMENTARY SCHOOL	186.83	U
164236	B & H PHOTO VIDEO	DJ PERFORMANCE CONTROLLER	LINCOLN MIDDLE SCHOOL	1,336.59	R
164214	BARNES & NOBLE/SANTA MONICA	OPEN ORDER/CLASSROOM BOOKS	JOHN ADAMS MIDDLE SCHOOL	107.00	R
164363	BATTUNG III, JOHN A.	PRINTED T-SHIRTS	SANTA MONICA HIGH SCHOOL	324.00	U
164215	BENJAMIN, ASHLEY	Reimbursement for Spirit Squad	FRANKLIN ELEMENTARY SCHOOL	201.99	R
164403	BILINGUAL SOLUTIONS INC	TEACHER TESTING MATERIALS	SPECIAL EDUCATION REGULAR YEAR	255.23	R
164158	BOOKSOURCE,THE	CLASSROOM LIBRARY: 2ND GRADE	WILL ROGERS ELEMENTARY SCHOOL	357.84	R
164325	BOOKSOURCE,THE	CLASSROOM LIBRARY- 3RD GR	WILL ROGERS ELEMENTARY SCHOOL	550.57	R
164423	BOOKSOURCE,THE	CLASSROOM LIBRARY: 2ND GRADE	WILL ROGERS ELEMENTARY SCHOOL	357.84	R
164254	BOURGET BROS	GENERAL MAINT. SUPPLIES	FACILITY MAINTENANCE	1,200.00	R
164272	CALIFORNIA CHICKEN CAFE	OPEN ORDER/STAFF DEVELOPMENT	CDC: CCTR	500.00	CD
164180	CLASSROOM PRODUCTS LLC	DESKTOP CARRELLS	WILL ROGERS ELEMENTARY SCHOOL	380.49	U
164252	COASTAL ENTERPRISES	REORDER PE CLOTHES	SAMOHI STUDENT STORE	2,500.00	U
164237	COMPLETE BUSINESS SYSTEMS	DUPLO SUPPLIES	LINCOLN MIDDLE SCHOOL	2,467.76	U
164200	COMPLETE OFFICE OF CA	GENERAL SUPPLIES/MATERIALS	BOE/SUPERINTENDENT	800.00	U
164202	COMPLETE OFFICE OF CA	OFFICE SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	2,000.00	R
164220	COMPLETE OFFICE OF CA	FURNITURE: LITERACY LAB, RM106	WILL ROGERS ELEMENTARY SCHOOL	2,240.37	R
164224	COMPLETE OFFICE OF CA	BOOKSHELF FOR COUNSELOR	JOHN ADAMS MIDDLE SCHOOL	648.24	R
164279	COMPLETE OFFICE OF CA	CLASSROOM SUPPLIES	OLYMPIC CONTINUATION SCHOOL	208.83	R
164336	COMPLETE OFFICE OF CA	ERGOTRON WORKFIT-S SIT-STAND	BOE/SUPERINTENDENT	782.91	U
164345	COMPLETE OFFICE OF CA	OPEN ORDER/INST SUP	JOHN ADAMS MIDDLE SCHOOL	176.00	R
164199	CONJUGUEMOS	website for kids for Spanish	MALIBU HIGH SCHOOL	65.00	R
164238	CONNETT, DEVA	INDEPENDENT CONTRACTOR PAYMENT	LINCOLN MIDDLE SCHOOL	1,275.00	R
164166	CORRIGAN,BRIAN	REIMBURSEMENT ROBOTICS SUPPLY	MALIBU HIGH SCHOOL	2,054.66	R
164357	COX PAINT INC	FOR PAINT	FACILITY MAINTENANCE	500.00	R
164407	CRUZ, CONNY SANTA	OPEN ORDER FOR SNACKS/MISC	SAMOHI STUDENT STORE	2,500.00	U
164194	CUTTING EDGE FORMULATIONS INC	ORGANIC WEED KILLER	GROUNDS MAINTENANCE	2,277.60	U
164261	DANIELS TIRE SERVICE	OPEN PO FOR TIRES FOR VEHICLES	GROUNDS MAINTENANCE	1,999.00	R
164277	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CDC: CCTR	179.55	CD
164281	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,733.98	CD
164340	DISCOUNT SCHOOL SUPPLY	CLASSROOM SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	159.09	R
164369	DISCOUNT SCHOOL SUPPLY	SPRING BREAK/INSTRUCTIONAL	CDC: CCTR	305.14	CD
164276	DOUGLAS, JENNIFER	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	70.00	CD
164432	DURHAM TRANSPORTATION	SPORTS TRANSPORTATION COSTS	MALIBU HIGH SCHOOL	6,550.56	R
164186	EAI EDUCATION	CLASSROOM SUPPLIES - HODGES	JOHN MUIR ELEMENTARY SCHOOL	87.60	U
164351	EAI EDUCATION	CALCULATORS FOR MATH CLASSES	JOHN ADAMS MIDDLE SCHOOL	1,001.44	R
164287	EL POLLO LOCO	FOOD FOR STUDENTS	SANTA MONICA HIGH SCHOOL	650.19	U
163230	EQUAL OPPORTUNITY SCHOOLS	SERVICE FEES FOR PD-2015-16 SY	CURRICULUM AND IMC	10,000.00	U
164364	FAST DEER BUS CHARTER INC	TRANSPORTATION	SANTA MONICA HIGH SCHOOL	831.86	U
164433	FAST DEER BUS CHARTER INC	TO PAY FOR ATHLETIC TRANSP.	MALIBU HIGH SCHOOL	1,462.20	R

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 DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION ES-BOND

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
164256	FISHER HARDWARE INC	GENERAL MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	4,000.00	R
164247	GALE SUPPLY CO	Vacuum Cleaner	THEATER OPERATIONS&FACILITY PR	251.55	R
164283	GALE SUPPLY CO	Open PO for Supplies	FACILITY OPERATIONS	10,044.00	U
164233	GALLS	SECURITY OFFICER SUPPLIES	ADULT EDUCATION CENTER	261.25	A
164393	GODEC, KATHERINE	INDEPENDENT CONTRACT/VOCAL MUS	JOHN ADAMS MIDDLE SCHOOL	200.00	R
164266	HERITAGE FOOD SERVICES GROUP	GASKET FOR ADAMS/BLOWER FOR ED	FOOD SERVICES	542.63	F
164189	HILL, DENISE	STAIRWAY T-SHIRTS-2ND ORDER	CURRICULUM AND IMC	197.10	R
164274	HOME DEPOT- L.A.	OPEN ORDER/SPRING BREAK	CDC: CCTR	500.00	CD
164245	INSTRUMENT PLACE INC, THE	RECORDER BOOKS FOR 3RD GRADERS	CURRICULUM AND IMC	4,835.91	R
164181	INTELLI-TECH	Computer for Malibu SFA's	THEATER OPERATIONS&FACILITY PR	1,284.07	R
164204	INTELLI-TECH	LAPTOP FOR TIM GREEN	FACILITY MAINTENANCE	1,861.23	R
164416	INTERNATIONAL PAPER	COPIER PAPER	PT DUME ELEMENTARY SCHOOL	1,464.39	R
164406	JEFF & TONY'S DSD LLC	OPEN ORDER FOR FROZEN SNACKS	SAMOHI STUDENT STORE	2,500.00	U
164346	KILPATRICK,GENEVIEVE	CLASSROOM SUPPLIES FOR CLUB	JOHN ADAMS MIDDLE SCHOOL	155.22	R
163844	KYA SERVICES LLC	MALIBU TRACK REPAIR	GROUNDS MAINTENANCE	9,750.00	U
164227	LA LIBRERIA	OTHER BOOKS	STATE AND FEDERAL PROJECTS	646.05	R
164241	LACOE	LACOE AVID ELD TRAINING	STATE AND FEDERAL PROJECTS	4,900.00	R
164246	LACSTA	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	125.00	U
164230	LAGUNA CLAY COMPANY	ART SUPPLIES	SANTA MONICA HIGH SCHOOL	1,334.78	R
164273	LAKESHORE	OPEN ORDER/SPRING BREAK	CDC: CCTR	500.00	CD
164168	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	5,088.86	CD
164278	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	200.67	CD
164282	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	722.46	CD
164210	LITERACY RESOURCES INC.	LEVELED LITERACY READING	WILL ROGERS ELEMENTARY SCHOOL	896.04	R
164217	MARTINEZ, YOLANDA	Independent Contractor	FRANKLIN ELEMENTARY SCHOOL	3,000.00	U
164167	MCDERMOTT PUMPING INC.	SEPTIC PUMPING MALIBU SCHOOL	FACILITY MAINTENANCE	1,110.00	R
164400	MCGRAW-HILL EDUCATION INC	TEACHING MANUALS	SPECIAL EDUCATION REGULAR YEAR	373.71	R
164389	MERIDIAN IT INC	Migration COmmunication	INFORMATION SERVICES	2,012.50	U
164390	MERIDIAN IT INC	Virtualization Upgrade	INFORMATION SERVICES	1,200.00	U
164391	MERIDIAN IT INC	Malware Protection Lic	INFORMATION SERVICES	15,694.00	U
164394	MERIDIAN IT INC	CISCO ESA MIGRATION	INFORMATION SERVICES	5,920.00	U
164399	MULTI-HEALTH SYSTEMS INC	PSYCH ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	640.58	R
163924	MUNOZ, JUAN FILIPE MOLANO	STAIRWAY ORCH.GUEST CONDUCTOR	CURRICULUM AND IMC	1,775.00	R
164218	OLIVER WORLDCLASS LABS INC	Replacement Lamp for projector	FRANKLIN ELEMENTARY SCHOOL	219.58	R
164205	PALI MOUNTAIN RETREAT AND	5TH GRADE OUTDOOR SCIENCE CAMP	WILL ROGERS ELEMENTARY SCHOOL	15,046.50	R
164398	PEARSON CLINICAL ASSESSMENT	PSYCH ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	1,481.80	R
164197	PILLSBURY	LEGAL COUNSEL	BUSINESS SERVICES	500,000.00	D
164165	POLARIS LIGHTING ASSOCIATES	Lighting Supplies	THEATER OPERATIONS&FACILITY PR	334.19	R
164291	POSTMASTER-MALIBU	Bulk mailing for report crds	MALIBU HIGH SCHOOL	585.00	U
164377	PRIORITY MAILING SYSTEMS INC	OFFICE SUPPLIES	SANTA MONICA HIGH SCHOOL	210.48	U
164196	REGENCY ENTERPRISES INC.	LIGHTS FOR SCHOOL DISTRICT	FACILITY OPERATIONS	2,332.35	U
164228	REPTACULAR ANIMALS CORPORATION	SPRING BREAK	CHILD DEVELOPMENT CENTER	1,335.00	CD
164378	ROADRUNNER SHUTTLE	TRANSPORTATION	SANTA MONICA HIGH SCHOOL	870.00	U
164382	SANTA MONICA MUN BUS LINES	BIG BLUE BUS PASSES	STUDENT SERVICES	14,680.00	U
164248	SANTA MONICA MUSIC CTR	RECORDERS FOR 3RD GRADERS	CURRICULUM AND IMC	1,660.02	R
164288	SARTTPI, SYAVASH	FOOD FOR STUDENTS	SANTA MONICA HIGH SCHOOL	529.98	U
164185	SCHOLASTIC INC	CLASSROOM READING BOOKS	EDISON ELEMENTARY SCHOOL	212.82	U
164209	SCHOOL SPECIALTY INC	TABLE FOR ELD TEACHER	ROOSEVELT ELEMENTARY SCHOOL	154.40	U
164297	SCHOOL SPECIALTY INC	SCHOOL SUPPLIES	GRANT ELEMENTARY SCHOOL	147.44	U
164342	SCHOOL SPECIALTY INC	OCCUPATIONAL THERAPY	SPECIAL EDUCATION REGULAR YEAR	75.36	R
164353	SCHOOL SPECIALTY INC	INST SUP	JOHN ADAMS MIDDLE SCHOOL	50.00	R

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF MARCH 17, 2016

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 SF-SPECIAL FINANCING (FLEX) BB,X-BONDS D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
 DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION ES-BOND

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
164392	SCHOOL SPECIALTY INC	OPEN ORDER/INST SUP	JOHN ADAMS MIDDLE SCHOOL	70.00	R
164219	SEHI COMPUTER PRODUCTS	PRINTER	WILL ROGERS ELEMENTARY SCHOOL	291.13	R
164326	SEHI COMPUTER PRODUCTS	INK	SANTA MONICA HIGH SCHOOL	2,500.00	U
164335	SEHI COMPUTER PRODUCTS	HP INK CARTRIDGES	EDISON ELEMENTARY SCHOOL	481.56	R
164409	SHRED-IT US JV LLC	DOCUMENT SHREDDING	SANTA MONICA HIGH SCHOOL	1,700.00	U
164275	SIMON, MONICA	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	400.00	CD
164370	SIMON, MONICA	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	200.00	CD
164347	SIR SPEEDY PRINTING #0245	BUSINESS CARDS/ADMIN	JOHN ADAMS MIDDLE SCHOOL	54.75	U
164437	SIR SPEEDY PRINTING #0245	BMP Confirmation Sheets	FACILITY OPERATIONS	98.55	U
164250	SMART & FINAL	OPEN ORDER/INST SUP	JOHN ADAMS MIDDLE SCHOOL	89.00	R
164289	SMART & FINAL	FOOD FOR STUDENTS	SANTA MONICA HIGH SCHOOL	400.00	U
164315	SMART & FINAL	REFRESHMENTS	OLYMPIC CONTINUATION SCHOOL	250.00	R
164371	SMART & FINAL	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	70.00	CD
164422	SMART & FINAL	CLASSROOM INCENTIVES	SPECIAL EDUCATION REGULAR YEAR	75.00	R
164234	SMITH, BRADFORD	INSTRUC. SUPPLIES & MATERIALS	ADULT EDUCATION CENTER	485.00	A
164207	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	411.41	U
164208	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	360.17	U
164324	SOUTHWEST SCHOOL SUPPLY	Open Order Office/Class	CABRILLO ELEMENTARY SCHOOL	1,900.00	R
164379	SOUTHWEST SCHOOL SUPPLY	OPEN ORDER:CLASSROOM SUPPLIES	LINCOLN MIDDLE SCHOOL	800.00	U
164421	SOUTHWEST SCHOOL SUPPLY	OFFICE/CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	800.00	U
164388	SOUTHWEST STRINGS	VIOLIN CASES	CURRICULUM AND IMC	438.00	R
164240	SPANOS, CHRISTINA	REIMBURSEMENT	GRANT ELEMENTARY SCHOOL	191.63	R
164216	STAPLES BUSINESS ADVANTAGE	INSTRUCTNL SUPPLIES:3RD-16/17	WILL ROGERS ELEMENTARY SCHOOL	2,465.84	R
164269	STAPLES BUSINESS ADVANTAGE	VISION IMP. CLASSROOM SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	200.00	R
164352	STAPLES BUSINESS ADVANTAGE	SCHOOL SUPPLIES	WEBSTER ELEMENTARY SCHOOL	1,500.00	R
164213	STAPLES/P-U/SANTA MONICA/WILSH	OPEN ORDER/INST SUP	JOHN ADAMS MIDDLE SCHOOL	107.00	R
164258	STAPLES/P-U/SANTA MONICA/WILSH	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	250.00	U
164344	STAPLES/P-U/SANTA MONICA/WILSH	OPEN ORDER/INST SUP	JOHN ADAMS MIDDLE SCHOOL	82.00	R
164211	STAPLES/P-U/VENICE/LINCOLN BL	OPEN ORDER/INST SUP	JOHN ADAMS MIDDLE SCHOOL	67.00	R
164373	STAPLES/P-U/VENICE/LINCOLN BL	OPEN ORDER/INST SUP	JOHN ADAMS MIDDLE SCHOOL	50.00	R
164298	STAPLES/P-U/WLA/CUST#240174490	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	375.00	U
164300	STAPLES/P-U/WLA/CUST#240174490	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	60.00	U
164301	STAPLES/P-U/WLA/CUST#240174490	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	120.00	U
164396	STEELDECK INC.	GRADUATION	SANTA MONICA HIGH SCHOOL	3,319.90	R
164242	STOVER SEED CO	Open PO for Supplies	GROUNDS MAINTENANCE	5,452.00	U
164231	SULLIVAN, JAMES C	KILN REPAIR	SANTA MONICA HIGH SCHOOL	237.72	U
164222	TARPLEY, SHIRLEY	REIMBURSEMENT/P.E. SUP	JOHN ADAMS MIDDLE SCHOOL	214.14	R
164223	TEACHER'S DISCOVERY	INSTRUCTIONAL SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	134.66	R
164260	TEXTBOOK WAREHOUSE INC.	TEACHER REFERENCE BOOKS	LINCOLN MIDDLE SCHOOL	743.51	R
164191	TEXTHELP INC	STUDENT TECHNOLOGY	SPECIAL EDUCATION REGULAR YEAR	100.00	R
164239	THOMAS, CHRISTINE	REIMBURSEMENT	GRANT ELEMENTARY SCHOOL	800.00	R
164263	THYSSENKRUPP ELEVATOR CORP	ELEVATOR REPAIR MALIBU	FACILITY MAINTENANCE	2,184.00	R
164293	TREEPEOPLE	FIELD TRIP FEES	GRANT ELEMENTARY SCHOOL	600.00	R
164365	TUMBLEWEED TRANSPORTATION	TUMBLEWEED TRANSPORTATION	SMASH SCHOOL	355.95	R
164259	U S BANK (GOVT CARD SERVICES)	WATER FILTER FOR REFRIGERATOR	JOHN ADAMS MIDDLE SCHOOL	110.10	U
164355	U S BANK (GOVT CARD SERVICES)	BUSINESS EXPENSES	PERSONNEL SERVICES	3,055.00	U
164376	U S BANK (GOVT CARD SERVICES)	REFRIGERATOR	CHILD DEVELOPMENT CENTER	788.39	CD
164410	U S BANK (GOVT CARD SERVICES)	CORD STATIONS	LINCOLN MIDDLE SCHOOL	101.40	R
164450	U S BANK (GOVT CARD SERVICES)	INSERVICE SUPPLIES	CURRICULUM AND IMC	2,000.00	U
164264	VILLAGE GRAPHICS	Student Course Catalogs	MALIBU HIGH SCHOOL	1,976.48	R

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF MARCH 17, 2016

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 ES-BOND

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
164380	WATERLINE TECHNOLOGIES INC	POOL CHEMICALS	FACILITY MAINTENANCE	6,000.00	R
164271	WAXIE SANITARY SUPPLY	OPEN PO FOR SUPPLIES	FACILITY OPERATIONS	5,000.00	U
164257	WESTERN FENCE & SUPPLY CO	SERVICE FOR DISTRICT AUTO GATE	FACILITY MAINTENANCE	790.00	R
164294	WESTONE LABORATORIES INC	DHH MATERIALS	SPECIAL EDUCATION REGULAR YEAR	2,000.00	R
164190	WINSOR LEARNING INC	PSYCH ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	1,100.00	R
				** NEW PURCHASE ORDERS	761,394.14

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

164307	APPLE COMPUTER CORP	COMPUTER LAB UPGRADE FRANKLIN	CURRICULUM AND IMC	58,476.12	ES
164308	APPLE COMPUTER CORP	COMPUTER LAB UPGRADE GRANT	CURRICULUM AND IMC	58,476.12	ES
164309	APPLE COMPUTER CORP	COMPUTER LAB UPGRADE MCKINLEY	CURRICULUM AND IMC	54,932.11	ES
164310	APPLE COMPUTER CORP	COMPUTER LAB UPGRADE ROGERS	CURRICULUM AND IMC	56,704.12	ES
164312	APPLE COMPUTER CORP	COMPUTER LAB UPGRADE PT DUME	CURRICULUM AND IMC	60,248.13	ES
164313	APPLE COMPUTER CORP	COMPUTER LAB UPGRADE WEBSTER	CURRICULUM AND IMC	60,248.13	ES
164314	APPLE COMPUTER CORP	COMPUTER LAB UPGRADE MALIBU	CURRICULUM AND IMC	60,248.13	ES
164319	APPLE COMPUTER CORP	COMPUTER LAB UPGRADE ROOSEVELT	CURRICULUM AND IMC	62,020.13	ES
164320	APPLE COMPUTER CORP	COMP UPGRADE SAMOHI DIG DESIGN	CURRICULUM AND IMC	54,932.11	ES
164321	APPLE COMPUTER CORP	COMPUTER LAB UPGRADE JAMS	CURRICULUM AND IMC	65,564.14	ES
164322	APPLE COMPUTER CORP	COMPUTER LAB UPGRADE LINCOLN	CURRICULUM AND IMC	65,564.14	ES
164323	APPLE COMPUTER CORP	COMPUTER LAB UPGRADE SAMOHI	CURRICULUM AND IMC	72,652.15	ES
164452	APPLE COMPUTER CORP	APPLE-TEACHER LAPTOPS (SPARES)	CURRICULUM AND IMC	432.53	ES
164374	INTELLI-TECH	MALIBU COMPUTER LAB UPGRADE	CURRICULUM AND IMC	38,725.04	ES
164362	IPEVO INC	DOCUMENT CAMERA FOR TEACHERS	CURRICULUM AND IMC	5,479.38	ES
163772	IVS COMPUTER TECHNOLOGY	IVS DUMPSTER-MULTIPLE SITES	CURRICULUM AND IMC	6,608.60	ES
164107	IVS COMPUTER TECHNOLOGY	OLYMPIC-SITE DUMPSTER	CURRICULUM AND IMC	444.00	ES
164192	IVS COMPUTER TECHNOLOGY	21ST CENTURY CLASSROOM-MALIBU	CURRICULUM AND IMC	571,102.91	ES
164149	J K MIKLIN INC	EDISON SEASIDE PRESCHOOL	EDISON ELEMENTARY SCHOOL	1,899.71	BB
164152	KI	EDISON SEASIDE PRESCHOOL	EDISON ELEMENTARY SCHOOL	3,435.02	BB
164137	KORADE & ASSOCIATE BUILDERS	EDISON SEASIDE PRESCHOOL	EDISON ELEMENTARY SCHOOL	1,782.00	BB
164280	MASSETTI CONSULTING LLC	SUBCONSULT.PRECONST. SERVICES	BUSINESS SERVICES	194,762.00	ES
164143	PACIFIC OFFICE INTERIORS	EDISON SEASIDE PRESCHOOL	EDISON ELEMENTARY SCHOOL	1,070.76	BB
164154	PACIFIC OFFICE INTERIORS	EDISON SEASIDE PRESCHOOL	EDISON ELEMENTARY SCHOOL	4,757.78	BB
164316	SIGMANET INC	INFRASTRUCTURE NETWORK UPGRADE	CURRICULUM AND IMC	8,581.00	ES
164470	STATE OF CALIFORNIA	PLANCHECK REVIEW	CABRILLO ELEMENTARY SCHOOL	10,487.50	ES
164284	STATE WATER RESOURCES	ANNUAL PERMIT FEES	SANTA MONICA HIGH SCHOOL	622.00	BB

** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES 1,580,688.29

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

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

RE: ACCEPTANCE OF GIFTS – 2015/2016

RECOMMENDATION NO. A.08

It is recommended that the Board of Education accept, with gratitude, checks totaling **\$6,076.34** 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 2015-2016 income and appropriations by **\$6,076.34** 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: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

School/Site Account Number	Cash Amount	Item Description	Purpose	Donor
Adams Middle School 01-90120-0-00000-00000-8699-011-0000	\$ 273.73		General Supplies and Materials	Target
Edison Elementary 01-90120-0-00000-00000-8699-001-0000	\$ 50.00		General Supplies and Materials	County of Los Angeles
Franklin Elementary School 01-90120-0-00000-00000-8699-002-0000	\$ 304.31		General Supplies and Materials	Target
Lincoln Middle School 01-90120-0-00000-00000-8699-012-0000	\$ 149.69		General Supplies and Materials	Target
Malibu High School 01-90120-0-00000-00000-8699-010-0000	\$ 385.08		General Supplies and Materials	Target
Olympic High School 01-90120-0-00000-00000-8699-014-0000	\$ 41.60		General Supplies and Materials	Target
Rogers Elementary School 01-90120-0-00000-00000-8699-006-0000	\$ 3,540.50 \$ 268.25		Field Trip General Supplies and Materials	Various Target
Santa Monica High School 01-90120-0-00000-00000-8699-015-0000	\$ 770.26		General Supplies and Materials	Target
Webster Elementary School 01-90120-0-00000-00000-8699-008-0000	\$ 292.92		General Supplies and Materials	Target
TOTAL	\$ 6,076.34			

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

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

RE: ASSESSMENT OF PENALTY PURSUANT TO PUBLIC CONTRACT CODE SECTION 4110 AGAINST A.W.I. BUILDER'S INC. ON THE DISTRICT'S IT EXPANSION SUITE / DATA CENTER BUILD OUT – BID #16.10-03-116118 FOR VIOLATION OF PUBLIC CONTRACT CODE SECTIONS 4106 AND 4109

RECOMMENDATION NO. A.09

Public Contract Code Section 4106 subjects a contractor to penalties if, after award of the contract, the prime contractor [here A.W.I. Builders, Inc. ("AWI")] subcontracts any portion of the work in excess of one-half of one percent of the prime contractor's total bid. AWI now proposes to have Chapman Coast Roof Co., Inc. ("CCRC") perform roofing work scope for work not listed in AWI's bid to the District as being in excess of one-half of one percent of AWI's bid to the District. CCRC's bid of \$27,500.00 is greater than one-half of one percent of AWI's \$1,433,911 bid to the District.

Public Contract Code Section 4110 provides the District the option to either cancel AWI's contract or assess a penalty of not more than ten percent of the amount of the subcontract involved. In any proceedings under this section the prime contractor shall be entitled to a public hearing and to a five days' notice of the time and place thereof. A public hearing is not necessary as AWI has indicated that they will not protest the penalty.

District Staff has received and reviewed the CCRC bid and proposed contract. CCRC's bid to AWI is \$27,500 for the roofing work. District staff recommends a penalty amount of \$2,750.00, or ten percent of the amount of the CCRC subcontract involved. This penalty is particularly appropriate because of the staff time taken to address and resolve this subcontractor issue with AWI. This penalty will be reflected in the final paperwork at Project closeout. Additionally, District staff has notified AWI by mail of this item on the Board's agenda.

It is therefore recommended that the Board take the following actions:

1. Direct Staff shall assess a \$2,750.00 penalty pursuant to Public Contract Code Section 4110 against AWI for violations of Public Contract Code Section 4106 on the District's IT Expansion Suite/Data Center Build Out, Bid #16.10-03-116118.
2. Confirm that AWI's contract with the District may remain in effect and that AWI may contract with CCRC for the roofing portion of work on the Project.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

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

RE: AMENDMENT TO CONTRACT WITH SIGMANET FOR INSTALLATION OF WIRELESS ACCESS POINTS, TELEPHONE AND INTERMEDIATE DISTRIBUTION FRAME (IDF) EQUIPMENT – PHASE I TECHNOLOGY – MEASURE ES-2 – CHANGE ORDER #4

RECOMMENDATION NO. A.10

It is recommended that the Board of Education approve Change Order #4 for the cost of Labor and materials required for asbestos removal during installation of network at Franklin Elementary School, in an amount not to exceed \$8,581, for a total contract amount not to exceed \$1,213,942.39.

Funding Information

Budgeted: Yes
Fund: 84
Source: Measure ES
Budget Category: Infrastructure Technology
Account Number: 84-90903-0-00000-85000-6200-030-1300

COMMENT: This change order represents the labor and material cost for removal of identified asbestos in building B.

ORIGINAL CONTRACT AMOUNT	\$ 825,091.00
CHANGE ORDER #1	\$ 83,462.39
CHANGE ORDER #2	\$ 288,650.00
CHANGE ORDER #3	\$ 8,158.00 (PO 161558)
CHANGE ORDER #4	\$ 8,581.00 (PO 164316)
<u>TOTAL CONTRACT AMOUNT</u>	<u>\$1,213,942.39</u>

The Board of Education approved the budget for Measure ES-2 Technology purchases during the Board meeting of October 16, 2014 (Item A.23). This purchase will utilize a portion of the infrastructure allocations.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

FROM: SANDRA LYON / TERRY DELORIA / BERTHA ROMAN

RE: AWARD OF CONTRACT TO IVS COMPUTER TECHNOLOGY FOR INSTALLATION OF CLASSROOM AUDIO VISUAL TECHNOLOGIES, SINGLE AND DUAL PROJECTION SYSTEM, AUDIO ENHANCEMENT SPEAKERS, A/V CONTROLLERS, AND ELECTRICAL UPGRADES FOR JOHN MUIR ELEMENTARY, SANTA MONICA ALTERNATIVE SCHOOL HOUSE, JOHN ADAMS MIDDLE SCHOOL – AND TO APPROVE THE PIGGYBACK ONTO BAKERSFIELD CITY SCHOOL DISTRICT BID 1507-1 – PHASE I TECHNOLOGY MEASURE ES-2 BOND PROGRAM

RECOMMENDATION NO. A.11

It is recommended that the Board of Education award the installation of audio visual classroom technologies including dual screen projection systems, audio enhancement speakers, A/V controllers, and electrical upgrades at John Muir Elementary, Santa Monica Alternative School House, John Adams Middle School in an amount not to exceed \$1,028,094.88, piggybacking Bakersfield City School District Bid BD 1507-1.

Funding Information

Budgeted: Yes
Fund: 84
Source: Measure ES
Account Number: 84-90903-0-00000-85000-6200-030-1300

COMMENT: Classroom technology standards were developed by the 21st Century Classroom subcommittee of the District Technology Team in the Fall of 2014. The elementary classroom standard includes the installation of dual projection systems, audio enhancement speakers with teacher and student microphones and audio visual controllers.

School district governing boards have the authority to “piggyback” on another public agency’s bid per public contract code section 20118 and 20652 when it is determined to be in the “best interest of the district”. It is often advantageous for district to utilize piggyback bids when contract items are identical to the districts specifications. Using piggyback contracts saves time and money, and they often provide lower prices than a single jurisdiction would be able to obtain.

The Board of Education approved the budget for Measure ES-2 Technology purchases during the Board meeting of August 28, 2014 (Item S.01). This purchase will utilize a portion of the 21st Century Classrooms allocation.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

FROM: SANDRA LYON / JANECE L. MAEZ / STEVE MASSETTI

RE: AUTHORIZATION TO AWARD CONTRACT – JUAN CABRILLO ELEMENTARY SCHOOL – BID #16.11.ES WINDOW REPLACEMENT BUILDING F PROJECT – MEASURE ES

RECOMMENDATION NO. A.12

It is recommended that the Board of Education authorize award of contract for Bid# 16.11.ES, Juan Cabrillo Elementary School – Window Replacement Building F Project.

Funding Information

Budgeted: Yes
Fund: 85
Source: ES
Account Number: 85-90905-0-00000-82000-6200-010-2600
Description: Window, Paint & Flooring Project

COMMENTS: The Bidding opportunity was advertised on Monday, 2/15/16 & Monday, 2/22/16 in the Daily Breeze & Santa Monica Daily Press. ARC Southern California announced the opportunity to 301 “B” licensed Contractors that have registered to be on the District’s interested bidders list. Additionally, the opportunity was sent to the required trade journals per CUCCAC requirements and was posted on the FIP website. Malibu Surfside news advertisement was run on Wednesday, 2/17/16. The mandatory job walk was held on Thursday, 2/25/16 and ten (10) general contractors attended, which are noted below:

1. Gamma Builders, Inc.
2. Unispec Construction, Inc.
3. Amazing Electric, Inc.
4. Omega Construction Co., Inc.
5. Dovi Alon Construction
6. 1st California Construction, Inc.
7. Y.Ko. Construction Co., Inc.
8. JEvansConstruction
9. Graph Company
10. Custom Designs Construction

The cost of this was estimated to be between \$120,000 and \$150,000. Bids were due Tuesday, 3/8/16 at 2:00pm. Bids received were opened and read aloud. Due to lead time to manufacture & procure the windows for Building F, District needs to award a contract to the lowest responsive responsible bidder prior to the 4/14/16 Board of Education meeting.

Therefore, it is recommended that the Board of Education authorize District to award the contract to the lowest responsive responsible bidder and then ratify the contract during the 4/14/16 Board of Education meeting.

A Friday memo will accompany this Board Item.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

FROM: SANDRA LYON / JANECE L. MAEZ / STEVE MASSETTI

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

RECOMMENDATION NO. A.13

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

Samohi Science & Technology Bldg. and Site Improvements Project

Vendor Name/Project	PO Number	Amount	Substantial Completion Date
McDowell & Craig Ofc Syst Inc.	163234	\$20,621.04	2/15/16

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: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

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

ACTION/CONSENT
03/17/16

RECOMMENDATION NO. A.14

Unless otherwise noted, all items are included in the 2015/2016 approved budget.

NEW HIRES

SUBSTITUTE TEACHERS
LONG-TERM ASSIGNMENT

Effective

(@\$232.00 Daily Rate)

Blair, Amanda	2/22/16-3/9/16
Johnston, Kim	2/16/16-3/18/16
Klenk, Heather	1/27/16
Nolen, Charelle	2/22/16-3/18/16
Scott, Beverly	2/29/16-3/18/16
Thatcher, Cynthia	2/16/16-3/18/16
Von der Lieth, Jady	2/3/16

LEVEL 1 SUBSTITUTES

(@\$179.00 Daily Rate)

Lee-Garcia, Mikaela	2/29/16
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RESIGNATION

Name/Location

Effective

Fairchild, Lauren Santa Monica High School	6/9/16
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Sharmokh, Steve Santa Monica High School	6/30/16
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MOTION MADE BY: Dr. Tahvildaran-Jesswein
SECONDED BY: Ms. Leon-Vazquez
STUDENT ADVISORY VOTE: N/A
AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)
NOES: 0

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / MARK KELLY / MICHAEL COOL
 RE: CLASSIFIED PERSONNEL - MERIT

ACTION/CONSENT
 03/17/16

RECOMMENDATION NO. A.15

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>
Benjamin, Venecia FNS-Lincoln MS	Cafeteria Worker I 3.5 Hrs/SY/Range: 11 Step: A	2/22/16
Grewohl, Catherine Franklin ES	Instructional Assistant - Classroom 3 Hrs/SY/Range: 18 Step: F	2/1/16
Jelks, Curtis Lincoln MS	Campus Security Officer 8 Hrs/10 Mo/Range: 25 Step: A	2/22/16
Reveles, Favio Operations	Plant Supervisor 8 Hrs/12 Mo/Range: 41 Step: A	2/12/16

<u>PROMOTION</u>		<u>EFFECTIVE DATE</u>
Buendia, Carolina Special Ed-Santa Monica HS	Paraeducator-3 6.2 Hrs/SY/Range: 26 Step: D From: Paraeducator-1: 6 Hrs/SY	2/12/16

<u>TEMP/ADDITIONAL ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Allen, Scott Grant ES	Physical Activity Specialist [additional hours; professional development]	1/29/16
Alvarado, Nivia Educational Services	Bilingual Community Liaison [additional hours; written translations]	2/8/16-3/18/16
Baghoomian, Edwin Maintenance	HVAC Mechanic [overtime; District projects]	11/2/15-6/30/16
Berman, Terri Franklin ES	Instructional Assistant - Classroom [additional hours; classroom support]	2/2/16-2/23/16
Burkett, Deena Facility Use	Audience Services Coordinator [overtime; Facility Use events]	12/1/15-6/30/16
Cojan, Carmen Food and Nutrition Services	Cafeteria Worker II [overtime; cafeteria support]	8/19/15-6/5/16
Daniels, Megan Rogers ES	Instructional Assistant - Classroom [additional hours; classroom and field trips support]	2/1/16-6/9/16
De La Rosa Isaac, Johanna Educational Services	Bilingual Community Liaison [overtime; Cabrillo ES and Malibu HS IEP interpretations]	2/8/16-3/18/16
Escobar, Victoria Food and Nutrition Services	Cafeteria Worker II [overtime; cafeteria support]	8/19/15-6/5/16

Farley, Barbara Franklin ES	Instructional Assistant - Classroom [additional hours; classroom support]	2/2/16-2/23/16
Hansberry, Felicia Special Education	Office Specialist [additional hours; clerical support]	2/1/16-2/29/16
Hill, Erin Franklin ES	Instructional Assistant - Classroom [additional hours; classroom support]	2/2/16-2/23/16
Johnson, Joseph Santa Monica HS	Campus Security Officer [overtime; school events]	9/15/15-6/30/16
Kubicz-Preis, Anna Educational Services	Administrative Assistant [overtime; LCAP PAC meeting]	2/8/16
Martinez, Santiago Educational Services	Technology Support Assistant [overtime; McKinley ES image and data transfer]	2/1/16-6/30/16
Menendez, Joshua FNS-Franklin ES	Cafeteria Worker I [additional hours; cafeteria support]	8/19/15-6/5/16
Miranda, Karla Food and Nutrition Services	Cafeteria Worker II [overtime; cafeteria support]	8/19/15-6/5/16
Moore, Sandra Food and Nutrition Services	Cafeteria Worker II [overtime; cafeteria support]	8/19/15-6/5/16
Nava, Virginia Food and Nutrition Services	Cafeteria Worker II [overtime; cafeteria support]	8/19/15-6/5/16
Nolen, Henry Food and Nutrition Services	Cafeteria Worker II [overtime; cafeteria support]	8/19/15-6/5/16
Olitt, Lee Muir ES	Physical Activity Specialist [additional hours; professional development]	2/10/16
Ortiz, Alondra Business Services	Office Specialist [additional hours; clerical support]	3/1/16-8/31/16
Ridley, Tischa Food and Nutrition Services	Cafeteria Worker II [overtime; cafeteria support]	8/19/15-6/5/16
Romo, Jennifer Food and Nutrition Services	Cafeteria Worker II [overtime; cafeteria support]	8/19/15-6/5/16
Rubalcaba, Antonio Maintenance	Facilities Technician [overtime; District projects]	1/4/16-6/30/16
Rugamas, Angel Transportation	Vehicle and Equipment Mechanic [additional hours; garage support]	2/8/16-3/4/16
Smith, Dylon Grant ES	Physical Activity Specialist [additional hours; professional development]	1/29/16
Tirado, Leticia Food and Nutrition Services	Cafeteria Worker II [overtime; cafeteria support]	8/19/15-6/5/16
Trujillo, Sandy CDS-Adams Preschool	Children's Center Assistant-2 [additional hours; bus supervision]	12/1/15-6/5/16

Villalobos, Elizabeth Maintenance	Facilities Technician [overtime; District projects]	12/4/15-6/30/16
<u>SUBSTITUTES</u>		
Arzu, David Operations	Custodian	<u>EFFECTIVE DATE</u> 2/17/16-6/30/16
Fuller, Michelle Operations	Custodian	2/17/16-6/30/16
Jackson, Luetta Operations	Custodian	2/11/16-6/30/16
Jensen, Adam Facility Use	Sports Facility Attendant	2/1/16-6/30/16
Johnson, Joseph District	Campus Security Officer	2/1/16-6/30/16
Phelps, Sterland Operations	Custodian	2/10/16-6/30/16
Shaw, Jonathan Child Development Services	Children's Center Assistant-2	2/16/16-6/20/16
Shaw, Jonathan District	Instructional Assistant – Physical Education	2/16/16-6/30/16
Smith, Dylen Facility Use	Sports Facility Attendant	2/1/16-6/30/16
<u>CHANGE IN ASSIGNMENT</u>		
Fuentes, Mario Operations	Gardener 8 Hrs/12 Mo From: 5.6 Hrs/12 Mo/Operations	<u>EFFECTIVE DATE</u> 2/5/16
Morales, Alejandra Special Ed-Point Dume ES	Paraeducator-2 5.5 Hrs/SY From: 5 Hrs/SY/Special Ed-Point Dume ES	9/5/15
Sheppard, Billy Facility Use	Sports Facility Attendant 8 Hrs/12 Mo From: 5 Hrs/12 Mo/Facility Use	2/8/16
<u>PROFESSIONAL GROWTH</u>		
Castillo, John Information Services	Network Engineer	<u>EFFECTIVE DATE</u> 3/1/16
<u>INVOLUNTARY TRANSFER</u>		
Castaneda, Laura Special Ed-Lincoln MS	Paraeducator-3 6 Hrs/SY From: 6 Hrs/SY/Special Ed-Roosevelt ES	<u>EFFECTIVE DATE</u> 1/14/16
<u>BILINGUAL STIPEND/SPANISH</u>		
Navarro, Nancy Muir ES	Senior Office Specialist	<u>EFFECTIVE DATE</u> 2/22/16

LEAVE OF ABSENCE (UNPAID)

Aguilar, Jacqueline
Franklin ES

Physical Activities Specialist
Personal

EFFECTIVE DATE

2/22/16-6/9/16

WORKING OUT OF CLASS

Goldbach, Eder
Special Ed-Franklin ES

Paraeducator-3
From: Paraeducator-1

EFFECTIVE DATE

1/5/16-2/3/16

Jackson, Sheralynn
Special Ed-Santa Monica HS

Paraeducator-2
From: Paraeducator-1

10/30/15-11/20/15

RESIGNATION

Crockett, Della
CDS-Lincoln Preschool

Children's Center Assistant-2

EFFECTIVE DATE

2/23/16

SUSPENSION WITHOUT PAY

FS2084097
Special Education

EFFECTIVE DATE

Paraeducator-1

3/9/16; 3/15/16

4/7/16; 4/13/16

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / MARK KELLY / MICHAEL COOL
RE: CLASSIFIED PERSONNEL – NON-MERIT

ACTION/CONSENT
03/17/16

RECOMMENDATION NO. A.16

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

Bender, Danielle	Malibu HS	2/8/16-6/30/16
Campbell, Leigh	Santa Monica HS	1/4/16-6/9/16
Cervantes, Juan	Santa Monica HS	9/1/15-12/18/15
Curry, Krishna	Santa Monica HS	1/5/16-6/9/16
Doyle, Joe	Santa Monica HS	8/20/15-6/9/16
Fearon, Mark	Santa Monica HS	1/5/16-6/9/16
Hulbert, Daniel	Santa Monica HS	9/1/15-12/18/15
Nakao, Kalie	Santa Monica HS	1/4/16-6/9/16
Richards, James	Santa Monica HS	1/5/16-6/9/16
Slama, Samantha	Santa Monica HS	3/1/16-5/31/16

STUDENT WORKER - WORKABILITY

Martin, Vanessa	Santa Monica HS	2/3/16-6/30/16
Schiff, Zachery	Santa Monica HS	2/1/16-6/30/16

MOTION MADE BY: Dr. Tahvildaran-Jesswein
SECONDED BY: Ms. Leon-Vazquez
STUDENT ADVISORY VOTE: N/A
AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)
NOES: 0

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/17/16

FROM: SANDRA LYON / MARK KELLY / TARA BROWN

RE: REVISE BP 5116.1 – INTRADISTRICT OPEN ENROLLMENT

RECOMMENDATION NO. A.17

It is recommended that the Board of Education revise BP 5116.1 – Intradistrict Open Enrollment.

COMMENTS: The board discussed the proposed changes at the December 10, 2015, and February 18, 2016, board meetings.

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

INTRADISTRICT OPEN ENROLLMENT

The Board of Education desires to provide enrollment options that meet the diverse needs and interests of district students. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (Education Code 35160.5)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

Priority for attendance outside a student's attendance area shall be given as follows:

1. The Board believes it is the best interest of students that firm ties are established between families and schools. Therefore, once a family has received an intradistrict permit, the receiving school shall be regarded as the home school of that family, and all siblings in the family may attend that school. Enrollment of intradistrict siblings will be automatic, and shall not be subject to permit priorities or space availability.
2. If a district school receiving Title I funds is identified for program improvement, corrective action, or restructuring, all students enrolled in that school shall be provided an option to transfer to another non-Title I district school or charter school. (20 USC 6316)
3. If while on school grounds a student becomes the victim of a violent criminal offense, he/she shall be provided an option to transfer to another district school or charter school. (20 USC 7912)
4. If a student attends a school designated by the California Department of Education as "persistently dangerous," he/she shall be provided an option to transfer to another district school or charter school. (20 USC 7912; 5 CCR 11992)
5. The Superintendent or designee may approve a student's transfer to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student.

To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)

- a. A written statement from a representative of an appropriate state or local agency, such as a law enforcement official, social worker, or a properly licensed or registered professional, such as a psychiatrist, psychologist, or marriage and family therapist
- b. A court order, including a temporary restraining order and injunction

For all other applications for enrollment from outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. A school's capacity shall be calculated in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for advanced learners (gifted and talented students). (Education Code 35160.5)

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

~~In addition to lack of space, applicants' requests for intradistrict transfer may be denied if it is determined that approving such requests increases the proportion of socio-economically disadvantaged students at the sending school.~~

Transportation

Except as required by 20 USC 6316 for transfers out of Title I program improvement schools, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

Legal Reference:

EDUCATION CODE

[200](#) Prohibition against discrimination

[35160.5](#) District policies; rules and regulations

[35291](#) Rules

[35351](#) Assignment of students to particular schools

[46600-46611](#) Interdistrict attendance agreements

[48200](#) Compulsory attendance

[48204](#) Residency requirements for school attendance

[48300-48316](#) Student attendance alternatives, school district of choice program

[48350-48361](#) Open Enrollment Act

[48980](#) Notice at beginning of term

CODE OF REGULATIONS, TITLE 5

[11992-11994](#) Definition of persistently dangerous schools

UNITED STATES CODE, TITLE 20

[6316](#) Transfers from program improvement schools

[7912](#) Transfers from persistently dangerous schools

CODE OF FEDERAL REGULATIONS, TITLE 34

[200.36](#) Dissemination of information

[200.37](#) Notice of program improvement status, option to transfer

[200.39](#) Program improvement, transfer option

[200.42](#) Corrective action, transfer option

[200.43](#) Restructuring, transfer option

[200.44](#) Public school choice, program improvement schools

[200.48](#) Transportation funding for public school choice

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:

U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE

Public School Choice, January 2009

Unsafe School Choice Option, May 2004

WEB SITES

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

California Department of Education, Unsafe School Choice Option: <http://www.cde.ca.gov/ls/ss/se/usco.asp>

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: August 19, 2009 Santa Monica, California

revised: September 8, 2011; February 6, 2014

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / MARK KELLY / TARA BROWN
RE: REVISE BP 5117 – INTERDISTRICT ATTENDANCE

ACTION/CONSENT
03/03/16

RECOMMENDATION NO. A.18

It is recommended that the Board of Education revise BP 5117 – Interdistrict Attendance.

COMMENTS: The board discussed the following proposed changes at the December 10, 2015, and February 18, 2016, board meeting:

- Section D: Replace “GATE” with “advanced learners” and “ELLs” with “English learners”
- Section E.1: Update the school year
- Sections E.3 and F: Clarify language

MOTION MADE BY: Dr. Tahvildaran-Jesswein

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

INTERDISTRICT ATTENDANCE

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

Parents must submit verification of continuing enrollment annually. Students enrolled prior to the 2005-06 school year on a PERT or DERT permit will not be affected by this change.

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

Students "in good standing" who have been attending school/s within SMMUSD as a resident of the district for a minimum period of three complete school years, and subsequently relocate outside the boundaries of SMMUSD, will be allowed to remain in the Santa Monica-Malibu School district as permit students, upon receiving a permit release from their district of residence and meeting all the conditions of students attending Santa Monica-Malibu Unified School District on a permit. Permits will be granted per the language of sections D and F below.

- B. Permits of this type are to be initiated by the student's parent or guardian who attests to the fact or shows evidence that the permit would be in the student's best interests. Cancellation of the permit shall occur if certain provisions are not adhered to by the student or parent/guardian, or if overcrowding should occur at the school of acceptance.
- C. The Board is committed to providing a quality education for all district students legally enrolled and will provide fair and consistent treatment for students and parent/guardians regardless of their residence or permit status. All applications for a permit will be treated in a fair and consistent manner.
- D. Final approval of permits for all students, including students needing specialized programs, ~~such as~~ including, but not limited to, GATE advanced learners, special education, and ~~ELL~~ English learners, etc., shall rest at the district and shall be contingent upon space, budget and staff availability. Additionally, approval is contingent on applicants demonstrating they meet requirements for retaining a permit including standards of behavior, attendance and academic effort. The district will not pay excess costs to provide specialized services to students on permit.

- E. The district will accept applications for interdistrict permits in grades TK through 11. Permits will be granted per the language of section D. above.
1. The total number of all new interdistrict permits that will be accepted and approved for the ~~2015—2016~~ 2016 – 2017 school year will not exceed 350.
 - a. The total number of new permits accepted and approved for kindergarten will not exceed 100.
 - b. The total number of new permits accepted and approved for grades 1 through 5 will be issued on a space available basis.
 - c. The total number of new permits accepted and approved for John Adams Middle School and Lincoln Middle School for grade 6 will not exceed 10.
 - d. The total number of new permits accepted and approved for grades 7 and 8 at John Adams Middle School and Lincoln Middle School will not exceed 10 per grade level.
 - e. The total number of permits accepted and approved for grades 9 through 11 at Santa Monica High School will not exceed 20 per grade level.
 - f. Permits will be accepted to Olympic High School on a case by case basis for students currently enrolled in SMMUSD.
 - g. The district will continue to accept all qualifying permit applications to Malibu schools.
 - h. International High School students will be accepted and approved on a case-by-case basis.
 2. All students currently attending on an interdistrict permit will be allowed to remain in the district until they leave or graduate, assuming that they submit a verification of continuing enrollment annually and uphold appropriate standards of behavior, attendance, and academic effort. Interdistrict attendance permits for 11th and 12th graders may not be rescinded.
 3. Guidelines ~~previously~~ applied to SMASH, Edison, and the ~~including the~~ immersion program through Grade 8, and our preschools ~~will~~ remain in effect.
- F. Requests for new permits will be ~~received (granted)~~ granted in the following order (Based on the timelines identified in Administrative Regulations 5117):
1. Intradistrict permits allowing children who are residents of the cities of Santa Monica and/or Malibu to attend a school other than their neighborhood school;

It is the intention of the district to provide same-school placement for all siblings in a family once an intradistrict permit has been granted, except in cases where students need a specialized program which is only available on another campus.
 2. If a district school receiving Title I funds is identified for program improvement, corrective action, or restructuring, all students enrolled in that school shall be provided an option to transfer to another non-Title I district school or charter school. (20 USC 6316)

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

It is the intention of the district to provide a seat in a district school (K-12) to all children of district employees who have requested a new interdistrict permit, with the understanding that Section D will be considered. Staff will do its best to accommodate requests for a specific school but will not guarantee requested placement. On-going permit holders are not affected and will continue in the home school being currently attended.

4. If space, staffing and budget allow, interdistrict permits for:
 - a. Those students "in good standing" who have been attending school/s within SMMUSD as a resident of the district, for a minimum period of three complete school years, and subsequently relocate outside the boundaries of SMMUSD. Permits will be granted per the language of section D above.
 - b. Siblings of current interdistrict permit holders. If a permit is received (granted) there is no guarantee of same-school placement. On-going permit holders are not affected and will continue in the home school being currently attended.
 - c. International High School students on a case-by-case basis.
 - d. Children of employees of the cities of Malibu or Santa Monica.
 - e. Children of full-time, permanent employees of Santa Monica College.
 - f. Children of alumni of Santa Monica High School, Malibu High School, or Olympic High School. Parent must attach a copy of graduation diploma to the permit application.
 - g. Grandchildren of individuals who have been living within the boundaries of SMMUSD for a minimum of five years.
 - h. Children of individuals working within the boundaries of SMMUSD.
 - i. Students requesting to be admitted who do not meet any criteria described in Section F1-F4h.

Legal Reference:

EDUCATION CODE

[41020](#) Annual district audits

[46600-46611](#) Interdistrict attendance agreements

[48204](#) Residency requirements for school attendance

[48300-48316](#) Student attendance alternatives, school district of choice program

[48350-48361](#) Open Enrollment Act

[48915](#) Expulsion; particular circumstances

[48915.1](#) Expelled individuals: enrollment in another district

[48918](#) Rules governing expulsion procedures

[48980](#) Notice at beginning of term

[52317](#) Regional Occupational Center/Program, enrollment of students, interdistrict attendance

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

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

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

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: January 27, 1994 Santa Monica, California

revised: February 17, 2005; February 20, 2003; March 3, 2011; March 15, 2012;

March 5, 2013; February 6, 2014

TO: BOARD OF EDUCATION ACTION/CONSENT
03/17/16
FROM: SANDRA LYON / TERRY DELORIA / EVAN BARTELHEIM
RE: REVISE BP 5121 – GRADES / EVALUATION OF STUDENT ACHIEVEMENT

RECOMMENDATION NO. A.19

It is recommended that the Board of Education revise BP 5121 – Grades / Evaluation of Student Achievement.

COMMENTS: CSBA recommends updating this policy to establish a uniform grading system. The policy has also been updated to allow for the inclusion of information regarding a student's disability in a report card, but not in official transcripts. The policy also allows for a district to determine a methodology for calculating extra grade weighting in GPA for Advanced Placement, honors, and/or concurrent postsecondary courses.

The revised regulation can be found under Item No. I.02 in this agenda.

These changes were discussed at the February 18, 2016, board meeting. During that discussion, the following changes were suggested:

- Experiential learning added to the end of the third paragraph.

Based on discussions with secondary school staff following the February 18 meeting, revised language regarding weighted GPA has been included in the regulation.

The board pulled this item from consent to discuss it separately.

Ms. Lyon explained the rationale behind the language changes related to weighted GPA since the last discussion item. She added to the AR in the last paragraph under Grades for Achievement: "...shall be available on transcripts, report cards..." Staff answered board members' questions regarding: adding a CSU measurement in addition to the UC measurement for a weighted GPA; and a student's ability to make up missed classwork due to an unexcused absence. Mr. Foster expressed concern about adding language regarding a UC and/or CSU GPA weighting without a full discussion by the board.

Mr. Mechur MOVED to continue the discussion on this item tonight. Mr. de la Torre SECONDED the motion. Mr. Mechur withdrew his motion following board discussion.

Mr. Mechur MOVED to approve the item as written with the Superintendent's and Dr. Tahvildaran-Jesswein's additions.

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

GRADES / EVALUATION OF STUDENT ACHIEVEMENT

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

The Superintendent or designee shall establish a uniform grading system based on standards that apply to all students in that course and grade level. ~~Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level. The Superintendent or designee shall establish and regularly evaluate a uniform grading system, and Principals and teachers shall ensure that student grades conform to this system.~~ Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

A teacher shall base a student's grades ~~Grades should be based~~ on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and ~~objectives~~ district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests, ~~and~~ portfolios, ~~and~~ experiential learning.

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy and administrative regulation. (Education Code 49066)

Students in grades K-3 shall receive progress reports rather than letter grades. ~~Students in grades K-3 shall receive narrative evaluations rather than letter grades in order to give parents/guardians more information about their children's developmental levels and also promote students' self-esteem and experiences of success.~~

When reporting student performance grades to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

Effect of Absences on Grades ~~Unexcused Absences~~

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance.

Grade Point Average (GPA)

The Superintendent or designee shall ~~recommend to the Board~~ determine the methodology to be used in calculating students' grade point averages (GPA), ~~including the courses to be~~

included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, honors, and/or concurrent postsecondary courses.

Legal Reference:

EDUCATION CODE

48070 Promotion and retention

48205 Excused absences

48800-48802 Enrollment of gifted students in community college

48904-48904.3 Withholding grades, diplomas, or transcripts

49066 Grades; finalization; physical education class

49067 Mandated regulations regarding student's achievement

49069.5 Students in foster care, grades and credits

51242 Exemption from physical education based on participation in interscholastic athletics

69432.9 Cal Grant program; notification of grade point average

76000-76002 Enrollment in community college

CODE OF REGULATIONS, TITLE 5

10060 Criteria for reporting physical education achievement, high schools

30008 Definition of high school grade point average for student aid eligibility

UNITED STATES CODE, TITLE 20

1232g Family Education Rights and Privacy Act (FERPA)

6101-6251 School-to-Work Opportunities Act of 1994

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

COURT DECISIONS

Owasso Independent School District v. Falvo, (2002) 534 U.S. 426

Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1

Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764

Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d 593

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Aiming High: High Schools for the 21st Century, 2002

Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students, 2001

Elementary Makes the Grade!, 2000

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCE

Report Cards and Transcripts for Students with Disabilities, October 17, 2008

WEB SITES

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

California Student Aid Commission: <http://www.csac.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

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

STUDY SESSION

TO: BOARD OF EDUCATION

STUDY SESSION

03/17/16

FROM: SANDRA LYON / TERRY DELORIA / EVAN BARTELHEIM

RE: MATH PATHWAYS

STUDY SESSION ITEM NO. S.01

Per the direction of the Board of Education at their May 21, 2015, meeting, district staff will provide the board members with an update of the impact of the district's middle school math pathways on student enrollment and achievement.

Staff will share the following:

- A brief description of the middle school math course sequence and pathways
- A brief review of the math pathways development process
- Enrollment data for middle school courses for the last five years
- Achievement results from the CAASPP Math Assessment for 2014-15
- Grade Distribution for the middle school courses
- Achievement data from districts' of similar size and demographics with varying pathways
- Next Steps

Public Comments:

- *Nikki Kolhoff and Molly White addressed the board regarding this item.*

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

Staff answered board members' questions regarding how to interpret the specific data; the demographics of students included in the data; the effects of accelerated math pathways; the effects Common Core and CGI have had on math scores; the possibility of summer courses to prepare students during summer months whose diagnostic scores are borderline; and student achievement data sources used for student placement.

Dr. Tahvildaran-Jesswein requested: the demographic information on the sixteen seniors who are taking Algebra II; the number of students placed in the 7/8 course who had to move to core 7; and the number of sixth graders who were accelerated, but ended up back in core 6 and still went on to 7/8. Dr. Escarce asked that the presentation come back as a discussion item in the fall. He asked that staff seek a way, at that time, to identify the number of students who benefited from the 7th-grade acceleration point and "blossomed" in Grade 6, allowing them to reach an accelerated pathway, which might not have been recommended in Grade 6. Mr. de la Torre requested that next year's presentation align with the release of the testing data in the fall. He requested information on what types of tutoring services parents of middle school math students retain.

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

03/17/16

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: PROJECT LEAD THE WAY (PLTW) UPDATE

DISCUSSION ITEM NO. D.01

This presentation will provide an update on our high school engineering pathway known as Project Lead the Way (PLTW), which is offered at both Santa Monica HS and Malibu HS.

Dr. Edeburn's presentation can be found under Attachments at the end of these minutes.

Dr. Edeburn will provide more information to the board regarding recruiting students.

TO: BOARD OF EDUCATION

DISCUSSION

03/17/16

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

RE: CONSIDER ADOPTION OF THE SPARK PHYSICAL EDUCATION PROGRAM

DISCUSSION ITEM NO. D.02

It is recommended that Board of Education consider adopting the SPARK Physical Education Program for grades K-5.

COMMENT: SPARK is a researched-based organization (San Diego State University Research Foundation) disseminated by School Specialty, Inc. The program aligns with California Physical Education Model Content Standards (2005). The Curriculum Council recommends this program adoption.

SMMUSD will be using the SPARK program for grades K-5 districtwide.

The program costs \$79,132.72 for the entire three-year membership. Purchase for each elementary school site includes instructional materials, equipment and the training program. (Funding source: 01-00000-0-11100-10000-4140-030-1300)

- **K-2 Physical Education Set #3**
- 3yr Membership
- K-2 PE Manual
- K-2 PE Music CD
- K-2 PE SPARKfolio
- Access to SPARKfamily.org

- **3-6 Physical Education Set #3**
- 3yr Membership
- 3-6 PE Manual
- 3-6 PE Music CD
- 3-6 PE SPARKfolio
- Access to SPARKfamily.org

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Staff's presentation can be found under Attachments at the end of these minutes.

This item will come back for action at the next meeting.

TO: BOARD OF EDUCATION

DISCUSSION

03/17/16

FROM: SANDRA LYON / JANECE L. MAEZ

RE: CONSIDER REVISING BP 3110 – TRANSFER OF FUNDS

DISCUSSION ITEM NO. D.03

It is recommended that the Board of Education consider revising BP 3110 – Transfer of Funds.

COMMENTS: CSBA has revised this policy updated to delete the section on "Tier 3 Categorical Flexibility" since new law (AB 97, 2013) repeals the law providing this flexibility and redirects the funding into the local control funding formula. The policy also reflects the repeal, pursuant to AB 97, of the law providing a process for the transfer of excess local funds in the deferred maintenance fund to any other expenditure classifications whenever state funds for deferred maintenance are insufficient to fully match local funds. The revised policy adds items reflecting circumstances under which the board may transfer monies between funds or accounts.

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This item will return for action at the next meeting.

TRANSFER OF FUNDS

The Board of Education recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

The Board may transfer funds during or at the end of the fiscal year in accordance with law as necessary to meet district needs or to permit the payment of district obligations. (Education Code 16095, 17582-17592, 42600-42603, 42605, 42841-42843, 52616.4)

The total amount budgeted by the district for each major classification of expenditures, as listed in the California Department of Education's budget forms, shall be the maximum amount which the district may expend for that classification for the school year. (Education Code 42600)

However, when it is in the best interest of the district, the Board may:

1. At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the county auditor. (Education Code 42600)
2. Direct the temporary transfer of monies held in any district fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum amount held in any fund or account during the current fiscal year may be transferred. Amounts transferred shall be repaid in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. (Education Code 42603)
3. Transfer monies between other funds or accounts when authorized by law.

Tier 3 Categorical Flexibility

~~The Board has determined that it is in the best interest of the district to utilize the categorical program flexibility authorized by Education Code 42605. Funds received for programs identified by law as Tier 3 categoricals may be expended for any educational purpose.~~

~~Before expending any Tier 3 categorical program funds for another educational purpose, the Board shall hold a public hearing to take testimony from the public, discuss, and approve or disapprove the proposed use of the funding, and shall make explicit for each of the categorical budget items the purposes for which the funds will be used. (Education Code 42605)~~

~~Any such public hearing shall be held prior to and independent of the Board's regular budget-adoption meeting. Whenever the proposed use of the funding will result in the elimination of a program, the notice of the public hearing shall identify the program to be eliminated. (Education Code 42605)~~

~~During the hearing, the Board shall consider the district's goals for student learning and determine funding priorities and program focus. The Board may also discuss statutory~~

~~constraints, available resources, and whether program modifications might improve educational outcomes.~~

~~The Superintendent or designee shall regularly report to the Board regarding how the district is exercising the flexibility and whether the desired results are being achieved. He/she shall also complete any necessary reports required by the California Department of Education.~~

Legal Reference:

EDUCATION CODE

78 Definition, governing board

5200 Districts governed by boards of education

16095 Transfer of district funds to district state school building fund

41301 Section A state school fund allocation schedule

42125 Designated and unappropriated fund balances

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42600 District budget limitation on expenditure

42601 Transfers between funds to permit payment of obligations at close of year

42603 Transfer of monies held in any fund or account to another fund; repayment

42840-42843 Special reserve fund

52616.4 Expenditures from adult education fund

Management Resources:

WEB SITES

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

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

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: 19, 2009 Santa Monica, California
revised: August 1, 2012**

TO: BOARD OF EDUCATION

DISCUSSION

03/17/16

FROM: SANDRA LYON / JANECE L. MAEZ

RE: CONSIDER DELETING BP 3111 – DEFERRED MAINTENANCE FUNDS

DISCUSSION ITEM NO. D.04

It is recommended that the Board of Education consider deleting BP 3111 – Deferred Maintenance Funds.

COMMENTS: CSBA has deleted this policy, since new law (AB 97) repealed sections of law containing requirements pertaining to deferred maintenance categorical funds. Pursuant to AB 97, such funds have been redirected into the LCFF and the board has exclusive authority over the use of the funds.

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This item will return for action at the next meeting.

DEFERRED MAINTENANCE FUNDS

~~In order to help meet the district's facility maintenance needs, the Board of Education shall discuss proposals and plans for expenditures of deferred maintenance facility funds at a regularly scheduled public hearing.~~

~~In any year that the district does not set aside one-half of one percent of its current year revenue limit average daily attendance for deferred maintenance, the Board shall submit a report, by March 1, to the Legislature, with copies to the Superintendent of Public Instruction, the State Board of Education, the Department of Finance, and the State Allocation Board. (Education Code 17584.1)~~

~~The report shall include all of the following: (Education Code 17584.1)~~

- ~~1. A schedule of the complete school facilities deferred maintenance needs of the district for the current year, including a schedule of costs per school site and total costs~~
- ~~2. A detailed description of the district's spending priorities for the current year, and an explanation of why those priorities, or any other considerations, have prevented the district from setting aside sufficient local funds so as to permit it to fully fund its deferred maintenance program and, if eligible, to participate in the state deferred maintenance funding program as set forth in Education Code 17584~~
- ~~3. An explanation of how the Board plans to meet its current year facilities deferred maintenance needs without setting aside the funds set forth in Education Code 17584~~

~~Copies of the report shall be made available at each school site and shall be provided to the public upon request. (Education Code 17584.1)~~

Legal Reference:

EDUCATION CODE

~~17565-17591 Property maintenance and control, especially:~~

~~17584 Deferred maintenance~~

~~17584.1 Deferred maintenance reports~~

Management Resources:

WEB SITES

~~Department of General Services, Office of Public School Construction: <http://www.dgs.ca.gov/opsc/>~~

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

TO: BOARD OF EDUCATION

DISCUSSION

03/17/16

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

RE: CONSIDER REPLACING BP AND AR 5111 – ADMISSION

DISCUSSION ITEM NO. D.05

It is recommended that the Board of Education consider replacing BP and AR 5111 Admission.

COMMENTS: The proposed BP an AR 5111 are being updated to reflect various changes in law. The proposed policy includes language to ensure that enrollment of a homeless student, foster youth or child of a military family is not delayed for lack of records. Additionally, the policy prohibits districts from denying enrollment to children from juvenile court schools for the sole reason of their contact with the juvenile court system (AB 2276).

The proposed regulation is updated to reflect age eligibility for TK, kindergarten and first grade.

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This item will return for action at the next meeting.

ADMISSION

~~The Board of Education believes that all children should have the opportunity to receive educational services. Staff shall encourage parents/guardians to enroll all school-aged children in school.~~

~~The Superintendent or designee shall maintain procedures that provide for verification of all entrance requirements specified in law and in Board policies and regulations.~~

The Board of Education encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of children entering a district school at any grade level about admission requirements and shall assist them with enrollment procedures.

Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, residency, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.

The Superintendent or designee shall ensure that the enrollment of a homeless or foster child or a child of a military family is not delayed because of outstanding fees or fines owed to the child's last school or for his/her inability to produce previous academic, medical, or other records normally required for enrollment.

In addition, no child shall be denied enrollment in a district school solely on the basis of his/her arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)

Legal Reference:EDUCATION CODE

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

46600 Agreements for admission of students desiring interdistrict attendance

48000 Minimum age of admission (kindergarten)

48002 Evidence of minimum age required to enter kindergarten or first grade

48010 Minimum age of admission (first grade)

48011 Admission from kindergarten or other school; minimum age

48050-48053 Nonresidents

48200 Children between ages of 6 and 18 years (compulsory full-time education)

48350-48361 Open Enrollment Act

48850-48859 Educational placement of homeless and foster youth

49076 Access to records by persons without written consent or under judicial order

49408 Information of use in emergencies

49452.9 Health care coverage options and enrollment assistance

49700-49704 Education of children of military families

HEALTH AND SAFETY CODE

120325-120380 Education and child care facility immunization requirements

121475-121520 Tuberculosis tests for students

CODE OF REGULATIONS, TITLE 5

200 Promotion from kindergarten to first grade

201 Admission to high school

CODE OF REGULATIONS, TITLE 17

6000-6075 School attendance immunization requirements

UNITED STATES CODE, TITLE 42

11431-11435 McKinney Homeless Assistance Act

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter, May 6, 2011

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/about/offices/list/ocr>

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

ADMISSION**Age of Admission**

~~Proof of age shall be required of all enrolling students. The legal evidences of age, in order of desirability, are a birth certificate, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from the parent/guardian.~~

~~A child who will reach the age of five on or before December 2 of the school year shall be eligible for enrollment in kindergarten at the beginning of that school year or at any later time in the same year. (Education Code 48000)~~

~~A child who will reach the age of five on or before December 2 of the school year shall be eligible for enrollment in the district pre-kindergarten summer program. (Education Code 48000)~~

~~A child who will have reached the age of six years on or before December 2 of the current school year shall be eligible for enrollment in the first grade. (Education Code 48010)~~

Age of Admittance to Kindergarten and First Grade

At the beginning of each school year, the Superintendent or designee shall enroll any otherwise eligible child who will have his/her fifth or sixth birthday on or before September 1 of that year into kindergarten or first grade, as applicable. (Education Code 48000, 48010)

Any child who will have his/her fifth birthday from September 2 through December 2 of the school year shall be offered a transitional kindergarten (TK) program in accordance with law and Board policy. (Education Code 48000)

Documentation of Age/Grade

Prior to the admission of a child to kindergarten or first grade, the parent/guardian shall present proof of the child's age. (Education Code 48002)

Evidence of the child's age may include: (Education Code 48002)

1. A certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
2. A duly attested baptism certificate
3. A passport

When none of the foregoing is obtainable, the parent/guardian may provide any other appropriate means of proving the age of the child. (Education Code 48002)

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

TO: BOARD OF EDUCATION

DISCUSSION

03/17/16

FROM: SANDRA LYON / TERRY DELORIA

RE: CONSIDER REVISING BP AND AR 5123 – PROMOTION / ACCELERATION / RETENTION

DISCUSSION ITEM NO. D.06

It is recommended that the Board of Education consider revising BP and AR 5123 – Promotion / Acceleration / Retention.

COMMENT: This mandated policy has been updated to provide for students to be identified for retention as early in the school year, and as early in their school careers, as possible. The policy reflects new law (AB 484), which establishes a new state assessment system, impacting the indicators that may be used to identify a student for retention. The policy also reflects new law (AB 97), which redirects into the LCFF funding for supplemental instruction for students in grades 2-9 who have been retained or recommended for retention (without eliminating the district's responsibility to provide supplemental instruction for such students) and for students in grades 2-6 who have been identified as being at risk of retention. The policy contains material formerly in the AR regarding grade levels at which students will be identified for retention, subjects that will be used as the basis for identifying students for retention, responsibility for retention decision when the student has more than one teacher, and requirement for an appeals process.

The mandated regulation has been updated to reflect the California Department of Education's (CDE) recommendation regarding the timing of approving a student's continuation in kindergarten for an additional year and to clarify the process for parent/guardian appeal of a teacher's decision to promote or retain a student.

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This item will return for action at the next meeting.

PROMOTION/ACCELERATION/RETENTION

The Board of Education expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic support when needed.

Promotion

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

~~Progress toward high school graduation shall be based on students' ability to pass the subjects and electives necessary to earn the required number of credits and beginning with the class of 2006, on their ability to pass the state high school exit examination.~~

Acceleration

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher-grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Retention

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and in students' school careers, as practical. ~~the Superintendent or designee shall identify students who may be at risk of retention or recommended for retention in accordance with law, Board policy, administrative regulation and the following criteria.~~ Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between grades 5 and 6
5. Between grades 8 and 9

Students shall be identified on the basis of a combination of multiple measures. The following indicators of academic achievement shall be used:

1. Teacher grades
2. State-wide achievement test scores (e.g. ~~California Standards Tests~~ California Assessment of Student Performance and Progress)
3. Other performance-based assessments designed by the district
4. In the case of English Language Learners, student progress toward proficiency in use of

the English language.

5. In the case of Special Education students, individual progress toward completion of Individualized Education Program (IEP) objectives.

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

~~When a student in grades 2 through 9 is retained or recommended for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. The district also may offer supplemental instruction to a student in grades 2-6 who is identified as being at risk for retention. programs of direct, systematic and intensive supplemental instruction in accordance with Education Code 37252.2, to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, Saturday school programs, weekend school programs and summer school programs.~~

~~When a student is identified as being at risk of retention or recommended for retention, the Superintendent or designee shall so notify the student's parents/guardians in writing early in the school year. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)~~

~~The Superintendent/designee shall also provide a copy of the district's promotion/retention guidelines to those parents/guardians who have been notified that his/her child is eligible for retention.~~

~~Before retaining a student, the principal or designee shall determine that:~~

- ~~1. The student has not met standards of expected student achievement.~~
- ~~2. Remedial help has been provided consistently but has not sufficiently prepared the student for advancement.~~
- ~~3. Appropriate support targeted to the student's needs and maturity will be provided in addition to retention.~~

~~Parent agreement with the decision is suggested but not required except at the kindergarten level.~~

~~Retained students may be given the opportunity to attend a different district school.~~

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing average daily attendance

48010 Admittance to first grade

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

WEB SITES

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

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

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

PROMOTION/ACCELERATION/RETENTION**Acceleration from Kindergarten to First Grade**

~~A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first grade work. (Education Code 48011)~~ Any student who meets the age eligibility requirement and has completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten. (Education Code 48010, 48011)

~~Admission shall be subject to the following minimum criteria: (5 CCR 200)~~ A student who does not meet the age eligibility requirement may be admitted to first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian upon determination that the student is ready for first-grade work, subject to the following minimum criteria: (Education Code 48011; 5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.

Continuation in Kindergarten

~~Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)~~

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300)

The Superintendent or designee shall not approve a student's continuation in kindergarten until the student has been enrolled in kindergarten for close to one school year.

Retention at Other Grade Levels

~~The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels: (Education Code 48070.5)~~

1. ~~Between grades 2 and 3~~

- ~~2. Between grades 3 and 4~~
- ~~3. Between grades 4 and 5~~
- ~~4. Between the end of the intermediate grades and the beginning of the middle school grades~~
- ~~5. Between the end of the middle school grades and the beginning of the high school grades~~

~~Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)~~

~~Students shall be identified on the basis of either statewide assessment results or grades and other indicators of academic achievement, as established by Board policy.~~

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

~~If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)~~

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

Appeal Process

The teacher's decision to promote or retain a student may be appealed consistent with Board of Education policy, administrative regulation and law. To appeal a teacher's decision, the parent/guardian shall submit a written request to the Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

The burden shall be on the appealing party to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Governing Board within 15 school days. Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

If the decision of the Superintendent or designee is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

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

TO: BOARD OF EDUCATION

DISCUSSION

03/17/16

FROM: SANDRA LYON / TERRY DELORIA / ALICE CHUNG

RE: CONSIDER REVISING BP AND AR 5148 – CHILD CARE AND DEVELOPMENT

DISCUSSION ITEM NO. D.07

It is recommended that the Board of Education consider revising BP and AR 5148 – Child Care and Development.

COMMENTS: CSBA has updated this BP and AR several times since our last update.

The policy has been updated to expand optional priorities for child care services to include children of district students, adds language addressing facilities for child care and development services, and add new section on "Complaints." The policy deletes the reference to school-age community child care services (repealed), deletes options related to ages of children served (now addressed in AR) and hours of operation, revises material on program evaluation to more directly reflect state requirements, and adds a new section on "Complaints."

The regulation has been updated to reflect new law (AB 1944, 2014), which deletes the requirement for parents/guardians of a child age 11-12 to certify in writing that they need child care services because a before-school or after-school program is unavailable. The regulation has also been revised to clarify eligibility for subsidized services, reflect the new fee schedule that went into effect July 1, 2014, provide for reassessment of fees when a family is recertified or experiences a change in status, and reflect renumbering of legal citations. The regulation also reflects new law (AB 2084, 2010), which establishes beverage standards for licensed child care centers effective January 1, 2012. The section on "Eligibility and Enrollment" (1) reflects new law (SB 70, 2011), which changes the income threshold for subsidized services, (2) reflects new law (AB 114, 2011,) which restores the pre-SB 70 age limit for eligibility for subsidized services, (3) adds legal requirements pertaining to subsidized services for children ages 11-12, and (4) explains that, since the "centralized eligibility list" is not currently funded by the state, it is only available if a county chooses to provide this service at its own expense. The regulation has also been updated to add a new section on "Disenrollment" reflecting new law (SB 1016, 2012) and new CDE Management Bulletin, which address the order of disenrolling families from subsidized child care and development programs when funding levels are reduced. The regulation also reflects a provision of SB 1016, which encourages "wraparound child care services" in conjunction with part-day preschool programs and specifies that the fees for these services are subject to the same fee schedule adopted by the Superintendent of Public Instruction for general child care services. The section on "Program Components" includes a requirement to provide access to drinking water throughout the day and adds an optional component promoting physical activity opportunities. The regulation also reflects new law (AB 1991, 2012), which revises the criteria for "public recreation programs" to be exempted from licensure.

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This item will return for action at the next meeting.

CHILD CARE AND DEVELOPMENT

The Board of Education desires to provide child care and development services which meet the developmental needs of children, ~~provide an opportunity for parenting students to receive assistance while continuing their education,~~ and offer a convenient child care alternative for parents/guardians in the community.

The Board shall enter into a contract with the California Department of Education (CDE) for the provision of child care and development services by the district.

The Superintendent or designee shall work cooperatively with the local child care and development planning council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and inform parents/guardians about child care options.

The Board shall approve for the district's child care and development program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

Eligibility and Enrollment

Child care admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the child care center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and health examination requirements. (5 CCR 18105; 22 CCR 101218)

~~To the extent possible, child care and development services may be made available during the regular school day, before and after normal school hours, during school vacations and intersessions.~~

~~These services shall be available to school-age children in grades K-9.~~

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment ~~admissions~~ priorities in accordance with Education Code 8263 and 5 CCR 18106. ~~In addition to priorities for subsidized care, priority for admissions shall be given to district students and children of district employees.~~

To the extent that space is available after the enrollment of children who are eligible for subsidized services, priority for admissions shall be given to district students, children of district students, and children of district employees.

Staffing

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements.

Facilities

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing district facilities that have capacity
2. Renovation or improvement of district facilities to make them suitable for such services
3. Purchase of relocatable child care facilities
4. Inclusion of child care facilities in any new construction
5. Agreement with a public agency or community organization for the use of community facilities

The Superintendent or designee shall ensure that facilities used for child care services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

Complaints

For a licensed child care center, any complaint alleging health and safety violations shall be referred to the California Department of Social Services. For a license-exempt facility, such complaints shall be referred to the appropriate Child Development regional administrator. Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures.

Program Evaluation

The Superintendent or designee shall annually conduct an ~~develop and implement an annual plan for~~ evaluation of the district's child care ~~and development in accordance with state requirements~~ ~~services which conforms to state requirements~~. The evaluation report shall be submitted to the Board and the CDE along with an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement. (5 CCR 18279-18281)

Legal Reference:

EDUCATION CODE

8200-8499.10 Child Care and Development Services Act, especially:
8200-8209 General provisions for child care and development services
8210-8216 Resource and referral program
8220-8226 Alternative payment program
8230-8233 Migrant child care and development program
8235-8239 California state preschool program
8240-8244 General child care programs
8250-8252 Programs for children with special needs
8263 Eligibility and priorities for subsidized child development services
8263.3 Disenrollment of families due to reduced funding levels
8263.4 Enrollment of students ages 11-12 years
8273-8273.3 Fees
8278.3 Child Care Facilities Revolving Fund
8360-8370 Personnel qualifications
8400-8409 Contracts
8482-8484.65 After-school education and safety program

8484.7-8484.8 21st Century community learning centers
 8493-8498 Facilities
 8499-8499.7 Local planning councils
 49540-49546 Child care food program
 49570 National School Lunch program
 56244 Staff development funding
 HEALTH AND SAFETY CODE
 1596.70-1596.895 California Child Day Care Act
 1596.90-1597.21 Day care centers
 120325-120380 Immunization requirements
 CODE OF REGULATIONS, TITLE 5
 4610-4687 Uniform complaint procedures
 18000-18434 Child care and development programs, especially:
 18012-18122 General requirements
 18180-18192 Federal and state migrant programs
 18210-18213 Severely handicapped program
 18220-18231 Alternative payment program
 18240-18248 Resource and referral program
 18270-18281 Program quality, accountability
 18290-18292 Staffing ratios
 CODE OF REGULATIONS, TITLE 5 (continued)
 18295 Waiver of qualifications for site supervisor
 18300-18308 Appeals and dispute resolution
 80105-80125 Commission on Teacher Credentialing, child care and development permits
 CODE OF REGULATIONS, TITLE 22
 101151-101239.2 General requirements, licensed child care centers, especially:
 101151-101163 Licensing and application procedures
 101212-101231 Continuing requirements
 101237-101239.2 Facilities and equipment
 UNITED STATES CODE, TITLE 42
 1751-1769 School lunch programs
 9831-9852 Head Start programs
 9858-9858q Child care and development block grant
 CODE OF FEDERAL REGULATIONS, TITLE 7
 210.1-210.31 National School Lunch program
 CODE OF FEDERAL REGULATIONS, TITLE 45
 98.2-98.93 Child care and development fund
 COURT DECISIONS
 CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services, (2001) 91 Cal.App.4th 892

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

14-03a Revised Child Care and Development Fee Schedule, Management Bulletin, September 2014

Uniform Complaint Procedures, 2014

12-07 Disenrollment due to Maximum Reimbursable Amount Reduction, Management Bulletin, July 2012

Keeping Children Healthy in California's Child Care Environments: Recommendations to Improve Nutrition and Increase Physical Activity, 2010

WEB SITES

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

California Association for the Education of Young Children: <http://www.caeyc.org>

California Child Development Administrators Association: <http://www.ccdaa.org>

California Department of Education, Early Education and Support Division: <http://www.cde.ca.gov/sp/cd>

California Department of Education, Early Education Management Bulletins:

<http://www.cde.ca.gov/sp/cd/ci/allmbs.asp>

California Department of Social Services, Licensing Information: <http://cclld.ca.gov/PG492.htm>

California Head Start Association: <http://caheadstart.org>

California School-Age Consortium: <http://calsac.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Association for the Education of Young Children: <http://www.naeyc.org>

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

Policy **SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**
adopted: August 19, 2009 Santa Monica, California
revised: November 28, 2010

CHILD CARE AND DEVELOPMENT**Licensing**

All district child care and development services shall be licensed by the California Department of Social Services, unless exempted pursuant to Health and Safety Code 1596.792 or 22 CCR 101158.

The license shall be posted in a prominent, publicly accessible location in the facility. (Health and Safety Code 1596.8555)

Licensed child care centers shall be subject to the requirements of Health and Safety Code 1596.70-1597.21, 22 CCR 101151-101239.2, and, when applicable, 22 CCR 101451-101539.

Program Components

The district's child care and development program shall include the following components ~~but not be limited to:~~

1. A developmental profile recording each child's physical, cognitive, social, and emotional development which shall be used to plan and conduct developmentally and age-appropriate activities (Education Code 8203.5; 5 CCR 18272)

Program staff shall complete the "Desired Results Developmental Profile," available from the California Department of Education (CDE), for each child who is enrolled in the program for at least 10 hours per week and for any child with disabilities regardless of the number of hours enrolled. The profile shall be completed within 60 days of enrollment and at least once every six months thereafter for children of all ages. (Education Code 8203.5; 5 CCR 18270.5, 18272)

2. An educational program which complies with 5 CCR 18273, including the provision of services that are developmentally, linguistically, and culturally appropriate and inclusive of children with special needs
3. A staff development program which complies with 5 CCR 18274
4. Parent/guardian involvement and education which comply with 5 CCR 18275 and involve parents/guardians through an orientation, at least two individual conferences per year, meetings with program staff, an advisory committee, participation in daily activities, and information regarding their child's progress
5. A health and social services component which complies with 5 CCR 18276 and includes referrals to appropriate community agencies as needed
6. A community involvement component which complies with 5 CCR 18277
7. A nutrition component which ensures that children in the program are provided nutritious meals, beverages, and snacks that meet state and federal standards and have access to drinking water throughout the day, including at meal times (Health and Safety Code 1596.808; 5 CCR 18278; 42 USC 1766)

8. An annual plan for program evaluation which conforms with the state's "Desired Results for Children and Families" system and includes, but is not limited to, a self-evaluation, parent survey, and environment rating scale using forms provided by the CDE (5 CCR 18270.5, 18279, 18280)
9. Programs that promote age-appropriate structured and unstructured opportunities for physical activity and that limit the amount of time spent in sedentary activities to an appropriate level
 1. ~~An educational program which: (5 CCR 18273)~~
 - a. ~~Is developmentally, linguistically and culturally appropriate~~
 - b. ~~Is inclusive of children with special needs~~
 - c. ~~Encourages respect for others~~
 - d. ~~Supports children's physical, cognitive, language, social and emotional development~~
 - e. ~~Promotes and maintains practices that are healthy and safe~~
 2. ~~A staff development program which: (5 CCR 18274)~~
 - a. ~~Identifies training needs~~
 - b. ~~Provides written job descriptions~~
 - c. ~~Provides an orientation plan for new employees~~
 - d. ~~Provides staff development opportunities related to the functions in each employee's job description and identified training needs~~
 - e. ~~Provides for annual written performance evaluations, unless a different frequency is specified in a collective bargaining agreement~~
 - f. ~~Provides each staff member with information necessary to perform his/her duties~~
 3. ~~Parent/guardian involvement and education, including: (5 CCR 18275)~~
 - a. ~~An orientation for parents/guardians~~
 - b. ~~At least two individual conferences per year~~
 - c. ~~Parent/guardian meetings with program staff~~
 - d. ~~An open door policy that encourages parents/guardians to participate in the daily activities whenever possible~~
 - e. ~~A parent/guardian advisory committee to advise the district on issues related to services to families and children~~
 - f. ~~Sharing of information regarding children's progress~~
 4. ~~A health and social services component which: (5 CCR 18276)~~

- a. ~~Identifies the needs of the child and the family for health or social services~~
 - b. ~~Refers a child and/or family to appropriate agencies in the community as needed~~
 - c. ~~Conducts follow-up procedures with the parent/guardian to ensure that the needs have been met~~
5. ~~A community involvement component which includes soliciting community support and providing information to the community regarding available services (5 CCR 18277)~~
6. ~~A nutrition component which ensures that children in the program have nutritious meals and snacks that meet federal guidelines for child care programs or the National School Lunch program (5 CCR 18278)~~

Staffing Ratios

The district's child care and development program shall maintain at least the minimum adult-child and teacher-child ratios specified in 5 CCR 18290-18292: based on the ages of the children served.

Eligibility and Enrollment Admissions

The district's subsidized child care and development services may be available to infants and children through age 12 years and to individuals with disabilities through age 21 years in accordance with their individualized education program and Education Code 8208. (Education Code 8208, 8263.4; 5 CCR 18089, 18407, 18422)

Eligible families shall be those who document both an eligibility basis and a need for care, as follows: (Education Code 8263)

1. The family is eligible for subsidized services on the basis of being a current aid recipient, income eligible, or homeless and/or the family's children are recipients of protective services or have been identified as being, or at risk of being, abused, neglected, or exploited.
2. The family has a need for child care based on the unavailability of the parents/guardians to care for and supervise their children for some portion of the day because they are either working, seeking employment, participating in vocational education and training programs, seeking permanent housing for family stability, or temporarily or permanently incapacitated. Alternatively, a family satisfies the need requirement if the child is identified by a legal, medical, social services agency, or emergency shelter as a recipient of child protective services or as being, or at risk of being, neglected, abused, or exploited.

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

First priority for enrollment shall be given to neglected or abused children who are recipients of child protective services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8263)

Second priority for enrollment shall be given to families who are income eligible, as defined in Education Code 8263.1. Families with the lowest gross monthly income in relation to family size shall be admitted first. If two or more families are in the same priority in relation to income, the family that has a child with disabilities shall be admitted first or, if there is no child with disabilities, the family that has been on the waiting list for the longest time shall be admitted first. (Education Code 8263, 8263.1)

The district shall allow eligible children ages 11-12 years to combine enrollment in a before-school or after-school program with subsidized child care services during the time that the before-school or after-school program does not operate. Children ages 11-12 years, except for children with disabilities, shall be eligible for subsidized child care services only for the portion of care needed that is not available in a before-school or after-school program. (Education Code 8263.4)

After all children eligible for subsidized services have been enrolled, the district may enroll children in accordance with the priorities established by the Governing Board.

The district's decision to approve or deny services shall be communicated to the parent/guardian through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18118)

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that he/she no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

The Superintendent or designee shall establish and maintain a basic data file for each family receiving child care and development services containing the completed and signed application for services, documentation used to determine the child's eligibility and need, and copies of all Notices of Action. (5 CCR 18081, 18095)

~~Admissions policies shall include criteria designating those children whose needs can be met by the center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions and a medical assessment requirement. (5 CCR 18105; 22 CCR 101218)~~

~~Child care and development services shall accord equal treatment and access to services in accordance with law.~~

~~A physical examination and evaluation, including age-appropriate immunization, shall be required prior to or within six weeks of enrollment, unless the parent/guardian submits a letter stating that such examination is contrary to his/her religious beliefs. (Education Code 8263)~~

Fees and Charges

~~Fees may be charged~~ Except when offering a program which is prohibited by law from charging any fees, the Superintendent or designee may charge fees for services according to the fee schedule established by the Superintendent of Public Instruction, the actual cost of services or the maximum daily/hourly rate specified in the contract, whichever is least. (Education Code 8250, 8263, 8273, 8273.1, 8273.2, 8447; 5 CCR 18078, 18108-18110, 18109)

~~No fee shall be assessed for families whose income level, in relation to family size, is less than the first entry in the fee schedule, whose children are enrolled because of a need for child protective services, or whose children are participating in programs prohibited by law from assessing fees. Eligibility for subsidized child care and development services shall be determined in accordance with Education Code 8263. (Education Code 8250, 8263, 54745; 5 CCR 18110)~~

However, no fee shall be charged to a family that is receiving CalWORKS cash aid, an income-eligible family whose child is enrolled in a part-day California State Preschool Program, or a family whose income level, in relation to family size, is less than the first entry in the fee schedule. (Education Code 8273.1; 5 CCR 18110)

In addition, any family receiving child care on the basis of having a child who is a recipient of child protective services, or having a certification by a county child welfare agency that child care services continue to be necessary, may be exempt from these fees for up to 12 months. Any family whose child is receiving child care on the basis of being at risk of abuse, neglect, or exploitation may be exempt from these fees for up to three months, unless the family becomes eligible based on receipt of child protective services or certification of need by a county child welfare agency. The cumulative period of exemption for these purposes shall not exceed 12 months. (Education Code 8273.1)

Fees shall be assessed at initial enrollment and reassessed when a family is recertified or experiences a change in status. Fees shall be collected prior to providing services and shall be considered delinquent after seven days from the date that fees are due. Parents/guardians shall be notified in the event that fees are delinquent. If a reasonable plan for payment of the delinquent fees has not been provided by the parents/guardians, services shall be terminated if all delinquent fees are not paid within two weeks of such notification. Parents/guardians shall receive a copy of the district's regulations regarding fee collection at the time of initial enrollment into the program. (Education Code 8273; 5 CCR 18082, 18114, 18115)

The Superintendent or designee shall establish a process which includes parents/guardians in determining whether to require parents/guardians to provide diapers. This process shall also be used to determine whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. This process also shall be used to determine whether to require parents/guardians to provide diapers. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8263)

Disenrollment

When necessary due to a reduction in state reimbursements, families shall be disenrolled from subsidized child care and development services in the following order: (Education Code 8263.3)

1. Families with the highest income in relation to family size shall be disenrolled first.
2. If two or more families have the same income ranking, children without disabilities who have been enrolled in child care services the longest shall be disenrolled first. After all children without disabilities have been disenrolled, children with disabilities shall be disenrolled, with those who have been enrolled in child care services the longest being disenrolled first.
3. Families whose children are receiving child protective services or are at risk of neglect, abuse, or exploitation, regardless of family income, shall be disenrolled last.

Whenever the district issues a notice to the families who will be disenrolled due to funding reduction, a parent/guardian may appeal the decision only on the grounds that the factors used to determine the family's disenrollment are incorrect. He/she shall submit the appeal within 14 calendar days of receipt of the notice, or within 19 calendar days if the notice was mailed.

The Superintendent or designee shall review the appeal and notify the parent/guardian, in writing, of the district's final decision within 10 calendar days of receiving the appeal request. Services shall continue to be provided pending the appeal decision.

Health Examination

A physical examination and evaluation, including age-appropriate immunization, shall be required prior to or within six weeks of enrollment, unless the parent/guardian submits a letter stating that such examination is contrary to his/her religious beliefs. (Education Code 8263)

Attendance

Sign-in and sign-out sheets shall be used daily for all children for attendance accounting purposes. (5 CCR 18065)

Attendance records shall include verification of excused absences, including the child's name, date(s) of absence, specific reason for absence and signature of parent/guardian or district representative. (5 CCR 18066)

Absences shall be excused for the following reasons:

1. Illness or quarantine of the child or of the parent/guardian (Education Code 8208)
2. Family emergency (Education Code 8208)

A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, has an accident or is required to appear in court.

3. Time spent with a parent/guardian or other relative as required by a court of law (Education Code 8208)
4. Time spent with a parent/guardian or other relative which is clearly in the best interest of the child (Education Code 8208)

An absence shall be considered to be in the best interest of the child when the time is spent with the child's parent/guardian or other relative for reasons deemed justifiable by the program coordinator or site supervisor.

Except for children who are recipients of protective services or at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to 10 days during the contract period. (5 CCR 18066)

Any absence due to a reason other than the above, or without the required verification, shall be considered an unexcused absence. After three unexcused absences during the year, the program coordinator or site supervisor shall notify the parents/guardians. Children who continue to have excessive unexcused absences may be removed from the program at the discretion of the program coordinator in order to accommodate other families on the waiting list for admission.

Parents/guardians shall be notified of the policies and procedures related to excused and unexcused absences for child care and development services. (5 CCR [18066](#))

Rights of Parents/Guardians

At the time a child is accepted into a licensed child care and development center, the child's parent/guardian or authorized representative shall be notified of his/her rights as specified in 22 CCR [101218.1](#), including but not limited to, the right to enter and inspect the child care facility and the right to be informed, upon request, of the name and type of association to the center of any adult who has been granted a criminal record exemption. (22 CCR [101218.1](#))

~~The Superintendent or designee shall inform parents/guardians of their right to enter the child care facility without advance notice during normal operating hours or any time their child is receiving services in the facilities.~~

The written notice of parent/guardian rights also shall be permanently posted within the facility in a location accessible to parents/guardians. Notwithstanding these rights, access to the facility may be denied to an adult whose behavior presents a risk to children present in the facility or to noncustodial parents/guardians when so requested by the responsible parent/guardian. (Health and Safety Code 1596.857)

Records

The Superintendent or designee shall maintain records of enrollment, attendance, types of families served, income received from all families participating in the district's child care and development program, and any other records required by the CDE. ~~establish and maintain a basic data file for each family receiving child care and development services which shall contain the data specified in 5 CCR [18081](#).~~

~~A developmental profile measuring the child's physical, cognitive, social and emotional development shall be completed in accordance with 5 CCR [18272](#). (Education Code [8203.5](#); 5 CCR [18272](#))~~

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

TO: BOARD OF EDUCATION

DISCUSSION

03/17/16

FROM: SANDRA LYON / TERRY DELORIA

RE: CONSIDER REVISING BP AND AR 6112 – SCHOOL DAY

DISCUSSION ITEM NO. D.08

It is recommended that the Board of Education consider revising BP and AR 6112 – School Day.

COMMENTS: The policy adds material regarding the length of the school day for students with disabilities and the minimum amount of recess time in elementary schools, and moves material from AR to BP regarding requirements for board consultations and public hearings prior to establishing a block schedule.

The regulation has been updated to clarify legal requirements pertaining to the minimum and maximum school day at various grade levels and to reflect the minimum number of courses in which high school seniors must be enrolled. The regulation also expands material on exceptions to the 240-minute minimum school day for grades 9-12 to include regional occupational centers, concurrent enrollment in colleges classes, evening high schools, and, as added by new law (SB 1316, 2012), early and middle college high schools.

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

Staff will examine the accuracy of the classroom minutes for a regular school day for grades 1-3. This item will return for action at the next meeting.

SCHOOL DAY

The Board of Education shall fix the length of the school day subject to the provisions of law. (Education Code 46100)

The length of the school day shall apply equally to students with disabilities unless otherwise specified in the student's individualized education program or Section 504 plan.

The schedule for elementary schools shall include at least one daily period of recess of at least 15 minutes in length in order to provide students with unstructured but supervised opportunities for physical activity.

The Superintendent or designee shall schedule class periods giving consideration to course requirements and curricular demands, availability of school facilities, the age and attention span of students, and legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

Prior to implementing a block schedule program in which secondary students attend class for fewer school days, the Board shall consult with the certificated and classified employees of the school in a good faith effort to reach agreement and shall also consult with parents/guardians of the students who would be affected by the change and the community at large. Such consultation shall include at least one public hearing for which the Board has given adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162)

Legal Reference:EDUCATION CODE

8970-8974 Early primary program, including extended-day kindergarten

37202 Equal time in all schools

37670 Year-round schools

46010 Total days of attendance

46100 Length of school day

46110-46119 Kindergarten and elementary schools, day of attendance

46140-46147 Junior high school and high school, day of attendance

46160-46162 Alternative schedule - junior high and high school

46170 Continuation schools, minimum day

46180 Opportunity schools, minimum day

46190-46192 Adult education classes, day of attendance

46200-46206 Incentives for longer instructional day and year

48200 Compulsory attendance for minimum school day

48663 Community day school, minimum school day

48800-48802 Concurrent enrollment in community college

51222 Physical education, instructional minutes

51760-51769.5 Work experience education

52325 Regional occupational center, minimum day

Management Resources:

NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION POSITION STATEMENTS

Recess for Elementary School Students, 2006

STATE BOARD OF EDUCATION POLICY STATEMENTS

99-03 Physical Education (PE) Requirements for Block Schedules, July 2006

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Extending Learning Time for Disadvantaged Students, August 1995

WEST ED PUBLICATIONS

Full-Day Kindergarten: Expanding Learning Opportunities, Policy Brief, April 2005

WEB SITES

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

National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>

State Board of Education: <http://www.cde.ca.gov/re/lr/wr/waiverpolicies.asp>

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

WestEd: <http://www.wested.org>

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

SCHOOL DAY**Kindergarten**

The regular school day for kindergarten students shall be at least 200 minutes, including recesses but excluding noon intermissions. The minimum school day for kindergarten students shall be 180 minutes, including recesses but excluding noon intermissions. The maximum school day for kindergarten students shall be four hours (240 minutes), excluding recesses. (Education Codes 46115, 46111)

The kindergarten school day may exceed four hours, excluding recess, if the district has established an early primary program pursuant to Education Code 8970-8974 and meets both of the following conditions: (Education Code 8973)

1. The Board of Education declares that the extended-day kindergarten program does not exceed the length of the primary school day.
2. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

Elementary Schools

~~The regular school day for students in elementary schools shall be at least:~~

- ~~1. 295 minutes for students in grades 1-3.~~
- ~~2. 300 minutes for students in grades 4-8.~~

~~The minimum school day for students in elementary schools shall be:~~

- ~~1. 230 minutes for students in grades 1-3 (Education Code 46112)~~
- ~~2. 240 minutes for students in grades 4-8 (Education Code 46113)~~

~~For students in grades 1-8, the minimum school day excludes both noon intermissions and recesses. (Education Code 46115)~~

~~The above minimum days do not apply to situations in grades 1-3 in which the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions. (Education Code 46112, 46113)~~

Grades 1 – 8

Except as otherwise provided by law, the school day for elementary and middle school students shall be:

1. At least 230 minutes for students in grades 1-3, unless the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions, in which case the minimum school day shall be 200 minutes. (Education Code 46112, 46142)

2. At least 240 minutes for students in grades 4-8 (Education Code 46113, 46142)

In determining the number of minutes for purposes of compliance with the minimum school day for students in grades 1-8, both noon intermissions and recesses shall be excluded. (Education Code 46115)

Secondary Schools Grades 9-12

The regular school day for students in grades 9 — 12 shall be at least 300 minutes in grades 6-8 and 360 minutes for grades 9-12.

The minimum school day for grades 6-12 students shall be 240 minutes unless otherwise provided by law. (Education Code 46141-46147)

The minimum school day shall be 180 minutes for students enrolled in a continuation high school, continuation education classes, opportunity school or classes, adult education classes, special day or Saturday vocational training program, or specified work experience program. (Education Code 46144, 46170, 46180, 46190)

The school day for students in grades 9-12 shall be at least 240 minutes. (Education Code 46141, 46142) However, the school day may be less than 240 minutes when authorized by law. Programs that have a minimum school day of 180 minutes include, but are not necessarily limited to:

1. Continuation high school or classes (Education Code 46141, 46170)

2. Opportunity school or classes (Education Code 46141, 46180)

3. Work experience education program approved pursuant to Education Code 51760-51769.5 (Education Code 46141, 46144)

A student in grade 12 who is enrolled in work experience education and is in his/her last semester or quarter before graduation may be permitted to attend school for less than 180 minutes per school day if he/she would complete all requirements for graduation, except physical education courses, in less than 180 minutes each day. (Education Code 46147)

4. Concurrent enrollment in a community college pursuant to Education Code 48800-48802 or, for students in grades 11-12, part-time enrollment in classes of the California State University or University of California, provided academic credit will be awarded upon satisfactory completion of enrolled courses (Education Code 46146)

7. Special day or Saturday vocational training program conducted under a federally approved plan for career technical education (Education Code 46141, 46144)

8. Adult education classes (Education Code 46190)

Students in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses each quarter. This requirement shall not apply to students enrolled in regional occupational centers or programs, courses at accredited postsecondary institutions, independent study (Not independent study PE), special education programs in which the student's individualized education program establishes a different number of courses,

continuation education classes, work experience education programs, or any other course of study authorized by the Board that is equivalent to the approved high school course of study. (Education Code 46145)

Alternative Block Schedule for Middle and High Schools

The Board may authorize any student to attend fewer school days in any district middle school or high school as long as the student attends classes for at least 1,200 minutes during any five school day period or 2,400 minutes during any 10 school day period to accommodate career technical education, regional occupational center and program courses, or block or other alternative school class schedules. (Education Code 46160)

Prior to implementing the block schedule program in which students attend class for fewer school days, the Board shall consult in good faith in an effort to reach agreement with the certificated and classified employees of the school, with the parents/guardians of the students who would be affected by the change, and with the community at large. Such consultation shall include at least one public hearing for which the Board has given adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162)

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

TO: BOARD OF EDUCATION

DISCUSSION
03/17/16

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: CONSIDER REVISING BP, AR, AND E 6158 – INDEPENDENT STUDY

DISCUSSION ITEM NO. D.09

It is recommended that the Board of Education consider revising BP, AR, and Exhibit 6158 – Independent Study

COMMENTS: CSBA recommends updating this policy to reflect new law (SB858), which changes the maximum length of the written master agreement and mandates policy with specified components as a condition of offering a program of course-based independent study beginning in the 2015-16 school year. The policy also adds material on the variety of independent study formats that may be offered, deletes recommendation for weekly student-teacher conference in order to be more flexible, and expands material on program evaluation to include comparison of student performance data of independent study students with students in classroom-based instruction.

The regulation has been updated to reflect new law (SB 858), which changes the maximum length of the written master agreement, mandates policy with specified components as a condition of offering a program of course-based independent study beginning in the 2015-16 school year, and clarifies that the teacher-student ratio must be equivalent with that of all other educational programs at the applicable grade span unless a new higher or lower grade span ratio is negotiated.

Education Code 51745-51749.6 authorize districts to establish independent study programs to meet the educational needs of students. Independent study may be offered as a program within a school, as a charter school, or as an alternative school of choice pursuant to Education Code 58500-58512 (see AR 0420.4 – Charter School Authorization, BP 6146.11 – Alternative Credits Toward Graduation, and BP/AR 6181 – Alternative Schools/Programs of Choice). Education Code 51747 mandates that the Governing Board adopt a policy with specified components as a condition of receiving state apportionments for independent study students. In addition, Education Code 51749.5, as added by SB 858 (Ch. 32, Statutes of 2014), mandates that the Board adopt policy with specified components as a condition of offering a program of course-based independent study beginning in the 2015-16 school year. The mandated components are reflected throughout this policy and the accompanying administrative regulation. When developing policy on independent study, 5 CCR 11701 requires the Board to consider, in a public hearing, (1) the scope of its existing or prospective use of independent study as an instructional strategy, (2) its purposes in authorizing independent study, and (3) factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult students.

Public Comments:

- *Stefania Kachadoorian addressed the board regarding this item.*

Staff suggested several additional changes to the policy and regulation. Following discussion, the board and staff agreed that this item will return for further discussion at a future meeting. Dr. Escarce wondered about a mechanism to address different interpretations of the policy at our various schools.

INDEPENDENT STUDY

The Board of Education authorizes independent study as an optional alternative instructional strategy ~~by which students in grades K-12 and adult education may reach curriculum objectives and fulfill graduation requirements.~~ for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan ~~for to serve students whose needs may be met best through study outside of the regular classroom setting.~~ who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, a home-based format, and an online course.

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700)

Parents/guardians of students who are interested in independent study shall contact ~~the school principal~~ the Superintendent or designee. ~~The school principal~~ Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

The minimum period of time for any independent study option shall be five consecutive school days. (Not Independent Study PE)

Additionally, the Board desires to ensure that students are also physically fit and leading active lives and wishes to provide the students with expanded opportunities for access to alternative ways of meeting the physical education requirements.

Independent Study Physical Education

The requirement for students in grade 6 ~~are mandate~~ not less than 200 minutes each 10 school days and in grades 7-12; and not less than 400 minutes each 10 school days in grades 9-12 (for a total of 2 years). (Education Codes 51210 and 51210). Independent Study PE (ISPE) is a voluntary alternative instructional strategy for providing regular education. Students work independently, according to a written agreement, and under the general supervision of a credentialed teacher. Attendance in ISPE is based on the time value of the student's work product, as determined by the student's supervising teacher. Because ISPE is an alternative instructional strategy, not an alternative curriculum, students follow the same course of study and meet the same academic standards as classroom-based students. ISPE students must adhere to EC sections 51222, 51225.3, 51241, and 60800, the latter requiring all students in grades five, seven, and nine to be tested in the state's physical performance test (Fitnessgram®). ISPE is offered at the option of the district, and not all districts offer this alternative instructional strategy.

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in independent study to complete the district's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources as are available to other students in the school.

The Superintendent or designee shall determine that the prospective independent study student understands and is prepared to meet the district's requirements for independent study. Independent study entails a commitment by both the parent/guardian and the student. As the student gets older, he/she assumes a greater portion of the responsibility involved. Independent study may be offered only to students who can achieve in this program as well as or better than they would in the regular classroom.

~~The Board recognizes that independent study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of independent study assignments, within the limits specified by the Board in order to help identify students falling behind in their work or in danger of failing or dropping out of school.~~

Written Agreements

The Superintendent or designee shall ensure that a written master independent study agreement, and as appropriate, a learning agreement for students participating in course-based independent study exist for each participating student as prescribed by law. ~~exists for each participating student.~~ (Education Code 51747, 51749.5)

The ~~written master~~ agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be no more than one week for all grade levels and types of program. ~~Independent study assignments shall be no more than one week for all grade levels and types of program.~~ However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date of an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student misses three assignments, unless the student's written agreement specifies a lower or higher number of missed assignments based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

Student-Teacher Conferences

Supervising teachers should establish an appropriate schedule for student-teacher conferences in order to help identify students falling behind in their work ~~carefully set the duration of independent study assignments, within the limits specified above, and establish an appropriate schedule for student-teacher conferences in order to help identify students falling behind in their work~~ or in danger of failing or dropping out of school. Teachers are expected to monitor student progress and work closely with each student to determine the amount and type of contact needed for the student to be successful in the program.

Missing appointments with the supervising teacher without valid reasons may trigger an evaluation to determine whether the student should remain in independent study.

~~Except in unusual circumstances, it is expected that the supervising teacher will meet with each~~

~~participating student at least once a week to discuss the student's progress.~~

~~When any student fails to complete consecutive independent study assignments, in a period of 15 school days, or misses two appointments with his/her supervising teacher without valid reasons, the Superintendent or designee shall conduct an evaluation to determine whether it is in the student's best interest to remain in independent study. Evaluation findings shall be kept in the student's permanent record.~~

Home-Based Independent Study

The Superintendent or designees shall encourage parents/guardians desiring to teach their children at home to have their children participate in independent study. Such participation allows continued contact and cooperation between the school system and the home-based student. Students participating in Home-Based Independent Study shall be enrolled in the District's independent study program through their home school. Students who complete all requirements for high school graduation shall graduate from their home school.

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance (ADA) generated for apportionment purposes, ~~the quality of these students' work~~ student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities
41976.2 Independent study programs; adult education funding
42238 Revenue limits
42238.05 Local control funding formula; average daily attendance
44865 Qualifications for home teachers and teachers in special classes and schools
46200-46208 Instructional day and year
46300-46307.1 Methods of computing average daily attendance
47612.5 Independent study in charter schools
48204 Residency
48206.3 Home or hospital instruction; students with temporary disabilities
48220 Classes of children exempted
48340 Improvement of pupil attendance
48915 Expulsion; particular circumstances
48916.1 Educational program requirements for expelled students
48917 Suspension of expulsion order
49011 Student fees
51225.3 Requirements for high school graduation
51745-51749.6 Independent study programs
52522 Adult education alternative instructional delivery
52523 Adult education as supplement to high school curriculum; criteria
56026 Individuals with exceptional needs
58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

19819 State audit compliance

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365
EDUCATION AUDIT APPEALS PANEL DECISIONS
Lucerne Valley Unified School District, Case No. 03-02 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

Approaches to Satisfying No Child Left Behind Act of 2001 Teacher Requirements for Independent Study in Secondary Schools, January 28, 2010

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: January 7, 1999 Santa Monica, California

revised: August 19, 2010; February 3, 2011

INDEPENDENT STUDY

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction (Education Code 6143)
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum.
4. Continuing and special study during travel.
5. Volunteer community service activities that support and strengthen student achievement

In addition, when requested by the parent/guardian due to emergencies, vacation, arts or competitive performances or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes. ~~Short-term independent study shall be offered more than five (5) consecutive school days and no more than twenty (20) consecutive school days.~~

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, ~~thus enabling to enable participating students participating in independent study~~ to complete the district's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

Physical Education

Independent Study Physical Education (ISPE) is provided through the options of each individual Local Education Agency (LEA). In order to provide students with educational opportunities that are accessible through independent study physical education instruction, the following are the SMMUSD guidelines for implementation:

1. All students requesting to participate in independent study physical education (ISPE) opportunities must be enrolled in grades 6-12. Students in grades 1-5 will not be eligible for independent study PE.

2. The student and his/her parent or guardian shall complete the District application ~~form~~ packet and must obtain school administration approval prior to participation in independent study PE with a District approved contract.
3. The organizations or athletic coaches that provides the independent study PE instruction of the particular sport or athletic training shall be certified under the respective governing organizations.
4. These organizations or athletic coaches shall be provided with the state approved grade level PE content standards with the expectations that the coach/instructor will incorporate the content standards in the sports program the students are participating in the independent study PE.
5. The organizations or athletic coaches that provide the independent study PE instruction of the particular sport or athletic training shall submit to the school the independent study PE's course of study based on the proposed schedule including learning activities.
6. The participating students shall maintain a written schedule/log documenting weekly participation in the learning activities and submit it to the school administration or school site designee weekly and two (2) weeks prior to the final date of school in order to receive grade and credits. The schedule/log shall include weekly dates and times of learning activities and a brief description of the activities that have been successfully completed, reflecting a minimum of 250 minutes per week for 6th grade and a minimum of 400 minutes per 10 days for 7th thru 12th grade students.
7. The students who participate in Independent Study PE shall receive a grade of "P" for "pass" if they have completed satisfactorily the required program and fulfilled the instructional minutes requirements. The organizations or athletic coaches shall certify as such. The high schools, in accordance with the District's policies, shall grant credits earned.
8. Failure to comply with the District requirements regarding independent study PE shall render the student ineligible to receive any grade, credit, or recognition of participation in physical education.
9. Any student who does not receive a passing grade "P" at first semester grading period will be enrolled in a physical education course to begin immediately at the beginning of second semester, and the independent study PE contract will become null and void.
10. The school administration shall evaluate the quality and effectiveness of the independent study PE annually at each site and recommend for continuance.
11. Students approved for Independent PE must be present on campus for any and all state physical education assessments assigned to their specific grade level such as the Fitnessgram in grades 7 and 9

Eligibility for Independent Study

Provided that experienced certificated staff are available to effectively supervise students in independent study, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. A student whose academic performance is not at grade level may participate in independent stud only if the ~~school~~ program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic

assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

~~Parents/guardians of students who are interested in independent study should contact the principal or designee. Approval for participation shall be based on the following criteria:~~

- ~~1. Evidence that the student will work independently to complete the program~~
- ~~2. Availability of experienced certificated staff with adequate time to effectively supervise the student~~

A student's participation in independent study shall be voluntary. (Education Code 51747)

A student ~~Students~~ participating in independent study must be residents of the ~~local~~ county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

For a ~~A~~ student with disabilities, as defined in Education Code 56026, ~~shall not participate~~ participation in independent study shall be approved only if ~~unless~~ his/her individualized education program specifically provides for such participation. (Education Code 51745)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or by the Board of Education. (Education Code 46300.1, 46300.4)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study ~~at any given time.~~ (Education Code 51745)

Written Master Agreements

A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The ~~written~~ independent study agreement for each participating student shall include, but not be limited to, all of the following: (Education Code 51747)

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her progress
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work
3. The specific resources, including materials and personnel that will be made available to

the student

4. A The statement of the Board's independent study policy describing detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments by grade level and type of program, which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one ~~semester, or one-half year if the school is on a year-round calendar~~
6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a suspended or expelled student who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
9. Signatures of the student, the parent/guardian or caregiver of the student if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

~~The agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and supervising teacher.~~

~~The curriculum and methods of study specified in the written agreement shall be consistent with Board policy, administrative regulations and procedures for curriculum and instruction. (5 CCR 11702)~~

~~Before beginning the independent study, each written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student if the student is under age 18, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747; 5 CCR 11702)~~

~~The parent/guardian signature on the agreement shall state that the parent/guardian's signature confirms his/her permission shall constitute permission for the student's to receive instruction through independent study as specified in the agreement.~~

The signed, dated agreement may be maintained on file electronically. (Education Code 51747)

Student Rights and Responsibilities

Students participating in independent study shall have the right, continuously, to enter or return to the regular classroom mode of instruction, including upon termination of the agreement.

Course-Based Independent Study

The district shall offer a course-based independent study program for students in grades K-12

subject to the following requirements: (Education Code 51749.5)

1. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential, meet the requirements for highly qualified teachers pursuant to 20 USC 6301, and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.
2. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality as equivalent classroom-based courses and shall be aligned to all relevant local and state content standards. This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses.
3. Students enrolled in these courses shall meet the applicable age requirements established pursuant to Education Code 46300.1 and 46300.4 and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 48204, and 51747.3.
4. Teachers shall communicate with each student in person, by telephone, or by any other live visual or audio connection at least twice per calendar month to assess whether the student is making satisfactory educational progress. For this purpose, satisfactory educational progress includes, but is not limited to, applicable statewide accountability measures and the completion of assignments, examinations, or other indicators that the student is working on assignments, learning required concepts, and progressing toward successful completion of the course, as determined by the teacher providing instruction.

Written or computer-based evidence of satisfactory educational progress shall be retained for each course and student, including, at a minimum, a grade book or summary document that lists all assignments, examinations, and associated grades for each course.

If satisfactory educational progress is not being made, the teacher shall notify the student and, if the student is under age 18 years, his/her parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether he/she should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

5. Examinations shall be administered by a proctor.
6. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
7. A student shall not be required to enroll in courses included in this program.
8. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.

9. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.
10. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
11. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.
12. A student shall not be prohibited from participating in independent study solely on the basis that he/she does not have the materials, equipment, or Internet access necessary to participate in the course.

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, his/her parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to this program
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources, including materials and personnel, that will be made available to the student
6. A statement that the student is not required to enroll in courses in this program
7. Signatures of the student, the student's parent/guardian if the student is under age 18 years, and all teachers providing instruction

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Monitoring Student Progress

The Independent study administrator and/or supervising teacher shall promptly and directly address any ~~students who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as tardy or truant~~ failure by the student to meet the terms of his/her written agreement. However, the independent study administrator shall promptly and directly

~~address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:~~

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

~~When the student has missed the number of assignments specified in Board policy and the written independent study agreement as precipitating~~ requiring an evaluation, the Superintendent or designee shall conduct an evaluation which may result in termination of the independent study agreement and the student's return to a regular classroom or alternative instructional program. to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.

Responsibilities of Administration of Independent Study Administrator

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

The responsibilities of the independent study administrator include, but are not limited ~~shall be~~ to:

1. ~~Ensure that the district's independent study option is operated in accordance with law, Board policy and administrative regulation and is substantially equal in quality and quantity to the classroom instruction~~
2. ~~Obtain and maintain current information and skills required for the operation of an independent study program that meets established standards for the district's educational programs~~
3. ~~Facilitate the completion of written independent study agreements~~
4. ~~Approve all credits earned through independent study and forward the information to the appropriate staff so that the information becomes part of the student's record~~
5. ~~Authorize the selection of staff to be assigned to supervise independent study~~
6. ~~Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator~~
7. ~~Complete or coordinate the preparation of all necessary records and reports~~

- ~~8. Establish and maintain in a systematic manner all records required by law, Board policy and administrative regulation~~
- ~~9. Monitor student participation in independent study so that the district stays within prescribed limits and income to the district is maximized~~
- ~~10. Develop and manage the budget for independent study~~
- ~~11. Obtain and maintain current information and skills required for the operation of an independent study strategy that meets established standards for the district's educational programs~~
- ~~12. Assure a smooth transition into and out of the independent study mode of instruction~~
- ~~13. Prepare and submit reports as required by the Board or Superintendent~~
1. Recommending certificated staff to be assigned as independent study teachers and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Supervising Teachers

~~The principal may recommend and the independent study administrator shall approve the assignment of teachers to directly supervise independent study. The teacher may be the student's regular classroom teacher, particularly for elementary students.~~

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The teacher supervising ~~independent~~ teacher study shall include but are not limited to:

1. Complete designated portions of the written independent study agreement and add additional information to the written agreement when appropriate
2. Supervise and approve Supervising and approving coursework and assignment

3. ~~Design all lesson plans and assignments~~ Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. ~~Assess all student work and determine and assign grades or other approved measures of achievement~~ Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records" below
5. ~~Personally judge the time value of assigned work or work products completed and submitted by the student~~ Providing direct instruction and counsel as necessary for individual student success
6. ~~Select and save with each agreement representative samples of the student's completed and evaluated assignments on not less than a monthly basis, preferably biweekly, and signed or initialed and dated in accordance with item #3 in the section on "Records" below~~ Regularly meeting with the student to discuss the student's progress
7. ~~Sign and complete the agreement when the student has reached his/her objectives or the agreement is terminated~~ Determining the time value of assigned work or work products completed and submitted by the student
8. ~~Maintain a daily or hourly attendance register in accordance with item #4 in the section on "Records" below~~ Assessing student work and assigning grades or other approved measures of achievement
9. ~~Maintain any other required records and files on a current basis~~

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes. ~~the Superintendent or designee shall maintain the following records.~~ These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. ~~A separate listing of the students and adult education students, by grade level, program and school, who have participated in independent study, identifying along with the units of the curriculum attempted and units of the curriculum completed by students in grades K-8 and the identifying course credits attempted by and awarded to students in grades 9-12 and in adult education, as specified in their written agreements~~
3. A file of all agreements, with representative samples of each student's ~~or adult education student's~~ work products bearing the supervising teacher's ~~signed or initialed and dated~~ notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program a daily or hourly attendance register, as appropriate to the program in which the students are participating, that is separate from classroom attendance records, and maintained on a current basis as time values of student ~~or adult education work~~ products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

The Superintendent or designee ~~also~~ shall maintain a record of grades and other evaluations issued to each student for independent study assignments ~~for three years excluding the current fiscal year.~~

~~Each school shall maintain records for the students at that school.~~

~~A written record of the findings of any evaluation conducted after the student has missed the number of assignments specified in Board policy shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)~~

Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: January 13, 2011 Santa Monica, California

INDEPENDENT STUDY

Exhibit 1

Independent Study and Independent Study Physical Education (ISPE) Application and Agreement ~~maybe downloaded in PDF form from www.smmusd.org/pdfs/E6158ispeappagglog.pdf~~ are available at each secondary school site's counselor and/or advisor office locations.

~~Or you may request a form be mailed to you by contacting the district office at 310-450-8338.~~

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

TO: BOARD OF EDUCATION

DISCUSSION

03/17/16

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

RE: CONSIDER REVISING BP 6170.1 – TRANSITIONAL KINDERGARTEN

DISCUSSION ITEM NO. D.10

It is recommended that the board considering adoption revisions to BP 6170.1 Transitional Kindergarten.

Comments: The policy has been updated to reflect new law (SB 876, 2014), which establishes certain qualifications for teachers assigned to a TK program after July 1, 2015, and new law (SB 858, 2014), which states legislative intent that the TK curriculum be aligned to the California Preschool Learning Foundations. The policy also deletes outdated dates related to student eligibility for the program, adds immunization requirement, and adds requirement to obtain a signed Kindergarten Continuance Form when a child who is age-eligible for kindergarten is enrolled in TK and then continues into kindergarten the following year.

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

This item will return for action at the next meeting.

TRANSITIONAL KINDERGARTEN

The Board of Education desires to offer a high-quality Transitional Kindergarten program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's transitional kindergarten shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

Eligibility

The district's Transitional Kindergarten program shall admit children whose fifth birthday ~~lies between:~~ is from September 2 through December 2. (Education Code 48000)

1. ~~November 2 and December 2 in the 2012-13 school year~~
2. ~~October 2 and December 2 in the 2013-14 school year~~
3. ~~September 2 and December 2 in the 2014-15 school year and each school year thereafter~~

Parents/guardians of eligible children shall be notified of the availability of ~~this the~~ the Transitional Kindergarten program and the age, residency, and any other enrollment requirements. Enrollment in the Transitional Kindergarten program shall be voluntary.

Curriculum and Instruction

The district's transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

~~Upon recommendation by the Superintendent or designee, the Board shall approve academic standards for transitional kindergarten that bridge preschool learning foundations and kindergarten standards. Such standards shall be designed to facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, social sciences, English language development, and social-emotional development.~~

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The number of instructional minutes offered in transitional kindergarten shall be the same as that required for the district's kindergarten program.

Transitional kindergarten students may be placed in the same classrooms as kindergarten

students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

Teachers assigned to teach in Transitional Kindergarten classes shall possess a teaching credential or permit ~~that authorizes instruction at the kindergarten grade level.~~
from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

The Superintendent or designee may provide professional development as needed to ensure that Transitional Kindergarten teachers are knowledgeable about district standards and effective instructional methods for teaching young children.

Continuation to Kindergarten

Students who complete the transitional kindergarten program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed parental permission form for kindergarten attendance.

A student shall not attend more than two years in a combination of Transitional Kindergarten and kindergarten. (Education Code 46300)

Assessment Program Evaluation

The Superintendent or designee ~~shall~~ may develop or identify appropriate formal and/or informal assessments of transitional kindergarten students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

Legal Reference:

EDUCATION CODE

8973 *Extended-day kindergarten*

37202 *School calendar; equivalency of instructional minutes*

44258.9 *Assignment monitoring by county superintendent of schools*

46111 *Kindergarten, hours of attendance*

46114-46119 *Minimum school day, kindergarten*

46300 *Computation of ADA, inclusion of kindergarten and transitional kindergarten*

48000 *Age of admission, kindergarten and transitional kindergarten*

48002 *Evidence of minimum age required to enter kindergarten or first grade*

48200 *Compulsory education, starting at age six*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

WEB SITES

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

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

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://www.tkcalifornia.org>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: June 27, 2012 Santa Monica, California**

TO: BOARD OF EDUCATION

DISCUSSION ITEM

03/17/16

FROM: SANDRA LYON / TERRY DELORIA / EVAN BARTELHEIM

RE: CONSIDER REVISING BP AND AR 6178 – CAREER TECHNICAL EDUCATION

DISCUSSION ITEM NO. D.11

It is recommended that the Board of Education consider revising BP and AR 6178 – Career Technical Education.

COMMENTS: Updates to BP and AR 6178 require increased involvement of stakeholders in the district's CTE Programs to ensure high quality programs that reflect the labor market. The policy and regulation require that the district develop partnerships with local businesses and industries to ensure course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments that have real-world relevance and reflect labor market needs and priorities. They also emphasize the importance of individualized career guidance and academic counseling that provides students with information about academic and CTE opportunities related to the their career goals.

These updates also define the role of the district's CTE Committee, the composition of which is detailed in policy, for the purposes of the Carl Perkins federal CTE grant. The district was eligible again for Perkins funding after many years and this language must be added back to policy.

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

Mr. Bartelheim answered board members' questions regarding a CTE advisory committee. This will return for action at the next meeting.

CAREER TECHNICAL EDUCATION

The ~~Board of Education~~ Governing Board desires to provide a comprehensive career technical education (CTE) program ~~in grades 7-12~~ which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

In the event that a District will receive Perkins funding the Board shall review and approve all district plans and applications for the use of state and/or federal funds supporting CTE.

The Board shall adopt district standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

In the event that a District will receive Perkins funding at least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)

The Superintendent or designee shall systematically review the district's CTE classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Board shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure ~~that classroom instruction has real-world relevance and reflects labor market needs and priorities. He/she also shall work to develop connections with employers to provide students with work-based learning opportunities.~~ that course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments have real-world relevance and reflect labor market needs and priorities. He/she also shall work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

The Superintendent or designee shall inform all secondary students and their parents/guardians about the CTE experiences available in the district, CTE courses that satisfy college admission criteria, and, if applicable, CTE courses that satisfy high school graduation requirements. In

addition, secondary students shall receive individualized career guidance and academic counseling which provides information about academic and CTE opportunities related to the student's career goals.

In the event that a District will receive Perkins funding the Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. He/she also shall provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and ways to integrate technical and occupational instruction with academic instruction. and shall provide opportunities for CTE teachers to collaborate with teachers of academic courses in the development and implementation of integrated curriculum models.

~~The district shall provide services to support students in the CTE program, including comprehensive career guidance and academic counseling.~~ The Superintendent or designee shall provide counselors with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work ~~–based learning experience~~ opportunities, and postsecondary education and employment options following high school.

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.

Nondiscrimination

In the event that a District will receive Perkins funding the District's program shall provide equal access to and shall not unlawfully discriminate against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; single pregnant females; students with limited English proficiency; and students preparing for nontraditional fields. Nontraditional fields include occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work. ~~students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency.~~
(20 USC 2302, 2354, 2373)

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to ~~race, color, national origin, sex, or disability.~~ (34 CFR 104.8, 106.9) any actual or perceived characteristic protected from discrimination by law. (34 CFR 100.B, 104.8, 106.9)

The above notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354; 34 CFR 100.B)

School and Community Involvement ~~Advisory Committee~~

The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of at least one or more representatives of the general public knowledgeable about the disadvantaged; students; teachers; business; industry; school administration; one student, teacher, business representative, industry representative, school administrator, member of the general public knowledgeable about the disadvantaged, and

representative of the field office of the California Department of Employment Development. (Education Code 8070)

~~This committee may be expanded to include parents/guardians, representatives of labor organizations, representatives of special populations, and other interested individuals in order to involve them in the development, implementation, and evaluation of CTE programs funded through the federal Carl D. Perkins Career and Technical Education Act.~~

Program Evaluation

~~The Board shall monitor and evaluate the achievement of students participating in the district's CTE program. The Superintendent or designee shall annually report to the Board on program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields as defined in 20 USC 2302; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment.~~

~~At least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)~~

~~The Superintendent or designee shall systematically review the district's CTE classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Board shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)~~

In the event that a District will receive Perkins funding the District also shall involve parents/guardians; students; academic and CTE teachers; administrators; career guidance and academic counselors; representatives of tech prep consortia if applicable, business and industry, labor organizations, and special populations; and other interested individuals in the development, implementation, and evaluation of CTE programs. (20 USC 2354)

In the event that a District will receive Perkins funding the Board shall monitor the achievement of students participating in the district's CTE program in order to determine the need for program improvements. The Superintendent or designee shall annually report to the Board and the California Department of Education on program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields as defined in 20 USC 2302; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment. Data shall be disaggregated, in accordance with 20 USC 2323, by race, ethnicity, gender, disability status, migrant status, English proficiency, and economic disadvantage status and for each special population as defined in 20 USC 2302 and listed in the section "Nondiscrimination" above.

Legal Reference:

EDUCATION CODE

1205 Classification of counties

8006-8155 Career technical education

17078.70-17078.72 Career technical education facilities

33430-33432 Health science and medical technology grants
 35168 Inventory of equipment
 41540-41544 Targeted instructional improvement block grant
 44257.3 CTC recognition of study in linked learning teaching methods
 44260-44260.1 Designated subjects career technical education credential
 44260.9 Designated subjects career technical education credential
 48430 Legislative intent; continuation education schools and classes
 48980 Parental notifications
 51220-51229 Courses of study, grades 7-12
 51760-51769.5 Work experience education
 52300-52499.66 Career technical education
 52519-52520 Adult education, occupational training
 53080-53084 School-to-career initiatives
 53086 California Career Resource Network
 54690-54699.1 California Partnership Academies
 54750-54760 California Partnership Academies, green technology and goods movement occupations
 56363 Related services for students with disabilities; specially designed career technical education
 66205.5-66205.9 Approval of career technical education courses for admission to California colleges
 88500-88551 Community college economic and workforce development program
 GOVERNMENT CODE
 54950-54963 Brown Act
 LABOR CODE
 3070-3099.5 Apprenticeships
 CODE OF REGULATIONS, TITLE 5
 1635 Credit for work experience education
 3051.14 Specially designed career technical education for students with disabilities
 10070-10075 Work experience education
 10080-10092 Community classrooms
 10100-10111 Cooperative vocational education
 11535-11538 Career technical education contracts with private postsecondary schools
 11610-11611 Regional adult and vocational education councils
 CODE OF REGULATIONS, TITLE 8
 200-240 Apprenticeships
 UNITED STATES CODE, TITLE 20
 2301-2414 Carl D. Perkins Career and Technical Education Act of 2006
 6301-6578 Improving the Academic Achievement of the Disadvantaged
 CODE OF FEDERAL REGULATIONS, TITLE 34
 76.730-76.731 Records related to federal grant programs
 80.32 Equipment acquired with federal funds
 80.42 Record retention
 100.B Appendix B Guidelines for eliminating discrimination in career technical education programs
 104.1-104.39 Section 504 of the Rehabilitation Act of 1973
 106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Orientation to Apprenticeship Overview, Construction Management Task Force Fact Sheet, November 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education

Multiple Pathways to Student Success: Envisioning the New California High School, 2010

Regional Occupational Centers and Programs Operations Handbook March 2008

Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs (ROCPs), rev. October 2007

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

Management of Vocational Education Equipment, April 2000

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF APPRENTICESHIP STANDARDS PUBLICATIONS

Orientation to Apprenticeships: A Guide for Educators, January 2001

WEB SITES

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

Association for Career and Technical Education: <http://www.acteonline.org>

California Career Resource Network: <http://www.californiacareers.info>

California Department of Education, Career Technical Education: <http://www.cde.ca.gov/ci/ct>

California Department of Employment Development: <http://www.edd.ca.gov>

California Department of Industrial Relations: <http://www.dir.ca.gov>

California Workforce Investment Board: <http://www.calwia.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

University of California, a-g Course Submissions: http://www.ucop.edu/a-gGuide/ag/course_submissions

U.S. Department of Education, Office of Vocational and Adult Education:

<http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>

U.S. Department of Labor, Bureau of Labor Statistics: <http://www.bls.gov>

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

CAREER TECHNICAL EDUCATION**Perkins Basic Grants for Career Technical Education**

~~The Superintendent or designee shall submit to the California Department of Education a district plan for the career technical education (CTE) program funded by the federal Carl D. Perkins Career and Technical Education Act. The plan shall: (20 USC 2354)~~

In the event that a District will receive Perkins funding for any District program of career technical education (CTE) funded through a basic grant of the federal Carl D. Perkins Career and Technical Education Act, the District shall submit to the California Department of Education a districtwide plan addressing the components specified in 20 USC 2354 and any additional requirements specified in the state plan developed pursuant to 20 USC 2342. The multi-year district plan shall cover the same time period covered by the state plan. (20 USC 2354)

The district shall offer at least one CTE program of study which shall: (20 USC 2342, 2354, 2355)

1. Improve the academic and career technical skills of participating students by integrating coherent and rigorous academic content and relevant CTE programs~~Describe how program funds will be used to provide the CTE program components required by 20 USC 2355(b)~~
2. Link CTE at the secondary and postsecondary levels through at least one of the strategies specified in 20 USC 2342~~Describe how activities will be carried out in order to meet levels of performance established pursuant to 20 USC 2323~~
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences

~~Describe how the district will:~~

- a. ~~Offer the appropriate courses of at least one CTE program of study described in 20 USC 2342~~
 - b. ~~Improve the academic and technical skills of participating students by strengthening the academic and career technical components of such programs through the integration of coherent and rigorous academic content and relevant CTE programs to ensure learning in the core academic and career technical subjects~~
 - c. ~~Provide students with strong experience in and understanding of all aspects of an industry~~
 - d. ~~Ensure that participating students are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students~~
 - e. ~~Encourage participating students to enroll in rigorous and challenging courses in core academic subjects~~
4. Develop, improve, or expand the use of technology in CTE~~Describe how CTE,~~

academic, guidance, and administrative personnel will be provided comprehensive professional development, including initial teacher preparation, that promotes the integration of coherent and rigorous content aligned with academic standards with relevant CTE, including curriculum development

5. Provide professional development to teachers, administrators, and career guidance and academic counselors who are involved with integrated CTE programs Describe how parents/guardians, students, academic and CTE teachers, administrators, career guidance and academic counselors, representatives of tech prep consortia if applicable, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals will be involved in the development, implementation, and evaluation of CTE programs, and how such individuals and entities will be effectively informed about, and assisted in understanding, the requirements of the federal program
6. Develop and implement program evaluations, including an assessment of how the needs of special populations, as defined in 20 USC 2302 and Board policy, are being met Provide assurances that the district's CTE program is of such size, scope, and quality to bring about improvement in the quality of CTE
7. Initiate, improve, expand, and modernize quality CTE programs, including relevant technology Describe the process that will be used to evaluate and continuously improve the district's performance
8. Describe how the district will:
 - a. Review CTE programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the program for special populations, as defined in 20 USC 2302 and Board policy
 - b. Provide programs that are designed to enable special populations to meet established performance level targets
 - c. Provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency— Provide services and activities that are of sufficient size, scope, and quality to be effective
89. Describe how the district will ensure that individuals will not be discriminated against on the basis of their status as members of special populations— Provide activities to prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency
10. Describe how funds will be used to promote preparation for nontraditional fields

Nontraditional fields means occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work. (20 USC 2302)
11. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities
12. Describe efforts to improve:

- a. ~~The recruitment and retention of CTE teachers and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession~~
- b. ~~The transition to teaching from business and industry~~

Tech Prep Programs

~~The district shall, jointly in a consortium with an institution of postsecondary education and other partners as appropriate, offer a technical preparation program in accordance with 20 USC 2371-2376. The program shall: (20 USC 2373)~~

- 1. ~~Be carried out under an articulation agreement with the postsecondary institution and any other consortium partners~~
- 2. ~~Consist of a program of study that:

 - a. ~~Combines at least two years of tech prep at the secondary level which is linked to at least two years of either postsecondary education in a sequential, nonduplicative course of study or an apprenticeship program~~
 - b. ~~Integrates academic and career technical instruction and utilizes work-based and work-site learning experiences as appropriate and available~~
 - c. ~~Provides technical preparation in a career field, including high-skill, high-wage, or high-demand occupations~~
 - d. ~~Builds student competence in technical skills and in core academic subjects, as appropriate, through applied, contextual, and integrated instruction in a coherent sequence of courses~~
 - e. ~~Leads to technical skill proficiency, an industry-recognized credential, a certificate, or a degree in a specific career field~~
 - f. ~~Leads to placement in high-skill or high-wage employment or to further education~~
 - g. ~~Utilizes CTE programs of study, to the extent practicable~~
 - h. ~~Meets state academic standards~~
 - i. ~~Investigates opportunities for tech prep students to enroll concurrently in secondary education and postsecondary education courses~~~~
- 3. ~~Uses educational technology and distance learning, as appropriate, to involve consortium partners more fully in the development and operation of programs~~
- 4. ~~Includes in-service professional development for teachers, administrators, and counselors that addresses the goals identified in 20 USC 2373~~
- 5. ~~Provides equal access to the full range of tech prep programs to individuals who are members of special populations, as defined in 20 USC 2302 and Board policy, including the development of tech prep program services appropriate to the needs of special populations~~
- 6. ~~Provides for preparatory services that assist participating students~~

~~7. — Coordinates with activities conducted under Title I of the No Child Left Behind Act~~

Participation of Private Schools

~~Upon written request from representatives of nonprofit private schools within the geographical area served by the district, the Superintendent or designee shall: (20 USC 2397)~~

- ~~1. — Consult with the private school representatives in a timely and meaningful manner and, if the district so chooses, provide for the participation of private school secondary students in the district's CTE programs and activities funded under the federal Carl D. Perkins Career and Technical Education Act~~
- ~~2. — To the extent practicable, permit participation of CTE teachers, administrators and other personnel from private schools in the district's in-service and preservice CTE professional development programs funded through the Perkins Act~~

Partnership Academies

~~The district shall operate one or more partnership academies as a school within a school focused on a broad career theme. The program shall be available to students in grades 10-12 who are identified as at-risk of dropping out of school or who satisfy other criteria specified in Education Code 54690 and 54691. The district's program shall provide: (Education Code 54692)~~

- ~~1. — Instruction in at least three academic subjects each regular school term that prepares students for a regular high school diploma and contributes to an understanding of the occupational field of the academy~~
- ~~2. — A "laboratory class" related to the academy's occupational field~~
- ~~3. — Classes that are block scheduled in a cluster whenever possible to provide flexibility to academy teachers and which may vary in number during grade 12~~
- ~~4. — A mentor from the business community for students during grade 11~~
- ~~5. — An internship or paid job related to the academy's occupational field or work experience to improve employment skills, during the summer following grade 11 except when a student must attend summer school for purposes of completing graduation requirements~~
- ~~6. — Additional motivational activities with private sector involvement to encourage academic and occupational preparation~~

~~Attendance in the classes described in items #1-2 above shall be limited to students in the academy. (Education Code 54692)~~

~~The Superintendent or designee shall establish an advisory committee consisting of individuals involved in academy operations, including district and school administrators, lead teachers, and representatives of the private sector. (Education Code 54692)~~

Pre-Apprenticeship and Apprenticeship Programs

~~The district shall offer an orientation program for high school and/or adult education students that acquaints students with a broad range of career options, provides information regarding available apprenticeship programs, and provides classroom instructional job training which~~

~~guides students to a registered apprenticeable occupation. The district's program shall:~~

- ~~1. Introduce students to what they need to know in order to apply, test, and interview for acceptance into an apprenticeship program~~
- ~~2. Demonstrate the need for proficiency in reading and comprehension, mathematics, science, and technology~~
- ~~3. Emphasize the necessity to have the ability to communicate in reading, writing, speaking, listening, and numeration skills~~
- ~~4. Identify the knowledge, skills, and attitudes needed to enter and successfully complete an apprenticeship program~~
- ~~5. Provide an orientation to a specific craft or trade or to an industry~~

~~The Superintendent or designee may enter into an agreement with a local business, labor or management apprenticeship committee, and/or joint labor-management apprenticeship committee that has been approved to sponsor an apprenticeship program in order to develop and deliver related and supplemental instruction to students participating in a registered apprenticeship program. (Labor Code 3074, 3075, 3078)~~

Linked Learning Programs

In the event that a District will receive Perkins funding the District shall offer one or more comprehensive, multi-year linked learning programs in grades 9-12 that are organized around a broad theme, interest area, or industry sector including, but not limited to, the industry sectors identified in model standards adopted by the State Board of Education pursuant to Education Code 51226. The program shall provide all participating students with curriculum choices that prepare them for career entry and a full range of postsecondary options, including two-year and four-year college, apprenticeship, and formal employment training.

At a minimum, the district's linked learning program shall include:

1. An integrated core curriculum that meets the eligibility requirements for admission to the University of California and the California State University and is delivered through project-based learning and other engaging instructional strategies that bring real-world context and relevance to the curriculum where broad themes, interest areas, and CTE are emphasized
2. An integrated technical core of a sequence of at least four related courses that may reflect CTE standards-based courses and that provide students with career skills, are aligned to academic principles, and fulfill academic core requirements described in item #1 above to the extent possible
3. A series of work-based learning opportunities that begin with mentoring and job shadowing and evolve into intensive internships, school-based enterprises, or virtual apprenticeships
4. Support services, including supplemental instruction in reading and mathematics, that help students master the advanced academic and technical content that is necessary for success in college and career

Student Organizations

The district may provide support, including supplies, materials, activities, and advisor expenses,

to student organizations which engage in activities that are integral to the CTE program. The district may provide funding for supplies, materials, activities, and advisor expenses of such student organizations. However, no state or federal funds but shall be used not use state or federal funding to pay students' membership dues, food or lodging expenses, out-of-state travel, or the cost of a social activity or assemblage.

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

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR
03/17/16

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: COURSE APPROVAL – DIGITAL ELECTRONICS

RECOMMENDATION NO. A.20

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 Digital Electronics (DE), the third 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” interdisciplinary elective.

COURSE: Digital Electronics

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

DEPARTMENT: Science UC g-interdisciplinary elective

COURSE DESCRIPTION/OVERVIEW:

This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. From smart phones to appliances, digital circuits are all around us. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. This course in applied logic encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. 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” interdisciplinary elective.

COURSE OBJECTIVES / GOALS:

The major focus of the DE Course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will analyze, design, and build digital electronic circuits. While implementing these designs, students will continually hone their professional skills, creative abilities, and understanding of the circuit design process.

While many students may have been exposed to basic circuits and electricity in a science course, Digital Electronics is typically a unique experience for students because of its focus on understanding and implementing circuit design skills. The course is planned for a rigorous pace, and it is likely to contain more material than a skilled teacher new to the course will be able to

complete in the first iteration. Building enthusiasm for rigorous exploration of electronics and circuit design for students is a primary goal of the course.

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

DE Unit Summary

- Unit 1.....Foundations in Electronics
- Unit 2.....Combinational Logic
- Unit 3.....Sequential Logic
- Unit 4.....Controlling Real World Systems

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Tahvildaran-Jesswein
STUDENT ADVISORY VOTE: N/A
AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)
NOES: 0

TO: BOARD OF EDUCATION

ACTION/MAJOR

03/17/16

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: COURSE APPROVAL – EXPOSITORY READING AND WRITING

RECOMMENDATION NO. A.21

It is recommended that the Board of Education approve the granting of required credits for the following course to be offered at Santa Monica High School, Malibu High School and Olympic High School.

COMMENT: Staff is requesting CSU Expository Reading and Writing. This course was developed by California State University and approved by the UC as a “b” English subject requirement.

COURSE: CSU Expository Reading and Writing

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

DEPARTMENT: English / UC b- subject requirement

COURSE DESCRIPTION/OVERVIEW:

Staff is requesting the CSU’s Expository Reading Writing course. The course goal is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Students will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. This course is aligned with the new California State Standards for English Language Arts and Literacy.

COURSE OBJECTIVES / GOALS:

Divided into two semesters, course readings are high interest topics. Across the two-semester grade 12 course, students will read and produce increasingly varied and complex styles and genres. Both their analytical reading abilities and their rhetorical writing abilities will expand over time; both reading and writing modules will grow in complexity. [Student readings have been analyzed for text complexity in keeping with the California standards.] A set of six text-based grammar units aligned with the first six modules in the program are designed to make students proficient, independent editors of their own writing.

1st Semester

1. What's Next? Thinking About Life After High School
2. The Rhetoric of the Op-Ed Page: Ethos, Pathos, and Logos
3. Racial Profiling
4. The Value of Life
5. Good Food/Bad Food
6. *Into the Wild* (Book module)

2nd Semester

1. Bring a Text to Class: Bridging Out-of-School and In-School Literacies
2. Juvenile Justice
3. Language, Gender, and Culture
4. *1984* (Book module)
5. *Brave New World* (Book module)
6. Bullying: A Research Project

Written assessments and holistic scoring guides conclude each unit.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

03/17/16

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: SUPPLEMENTAL TEXTBOOKS

INFORMATION ITEM NO. I.01

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 1630 17th Street, Santa Monica, CA 90404

Nimona, Noelle Stevenson, for summer reading 2016 for all 9th - 10th grade students at Malibu High School. Adoption requested by Bonnie Thoreson, English Teacher.

The Complete Persepolis, by Marjane Satrapi, for summer reading 2016 for all 11th - 12th grade students at Malibu High School. Adoption requested by Bonnie Thoreson, English Teacher.

How It Went Down, by Kekla Magoon, for summer reading 2016 for all 9th - 12th grade students at Santa Monica High School. Adoption requested by Kathleen Faas, English Teacher.

Career Choices and Changes Text, by Mindy Bingham, Academic Innovations publisher for 9th grade high school students. (Santa Monica HS, Olympic HS, Malibu HS) requested by Eva Mayoral, principal.

Workbook and Portfolio for Career Choices and Changes by Mindy Bingham, Academic Innovations publisher for 9th grade high school students. (Santa Monica HS, Olympic HS, Malibu HS) requested by Eva Mayoral, principal.

Career Choices and Changes Instructor's Guide 7th Edition, by Mindy Bingham, Academic Innovations publisher for 9th grade high school students. (Santa Monica HS, Olympic HS, Malibu HS) requested by Eva Mayoral, principal.

TO: BOARD OF EDUCATION

INFORMATION

03/17/16

FROM: SANDRA LYON / TERRY DELORIA / EVAN BARTELHEIM

RE: REVISION OF AR 5121 – GRADES / EVALUATION OF STUDENT
ACHIEVEMENT

INFORMATION ITEM NO. I.02

This is to inform the Board of Education that AR 5121 – Grades / Evaluation of Student Achievement has been revised.

COMMENTS: The regulation has been updated to reflect new law (AB 2160, 2014), which requires districts to submit the grade point average (GPA) of students in grade 12 to the Cal Grant program. The revised regulation condenses material prohibiting lowering of a foster youth's grades for absences due to a change in placement or specified court-related activities, also addressed in BP 6173.1 – Education for Foster Youth. The regulation also replaces two options regarding grading for repeated classes with optional language that the highest grade received will be used in calculating the GPA.

The revised policy can be found under Item No. A.19 in this agenda.

These changes were discussed at the February 18, 2016, board meeting. During that discussion and in conversations with staff following, the following changes were suggested:

- In the second paragraph, add: "Teachers and site administrators are encouraged to develop multiple tiers of support."
- In the Grades for Citizenship section, change "shall" to "may."
- Differentiating between the "official" (unweighted) GPA and the "University of California GPA"

GRADES / EVALUATION OF STUDENT ACHIEVEMENT

Written report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. Teachers and site administrators are encouraged to develop multiple tiers of support. (Education Code 49067)

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

Grades for Achievement

~~Grades for achievement shall be reported for each marking period as follows:~~

~~"A" – Superior. Consistent work of markedly superior quality, quantity and originality. Maintains superior rate of growth in subject. Shows superior ability to apply principles, and exhibits initiative and leadership in class activities.~~

~~"B" – Above average. Consistent work of above average quality and quantity. Maintains above average rate of growth in subject. Consistently completes all assignments accurately and on time, and contributes materially to class activities.~~

~~"C" – Average. Does assigned work with average accomplishment. Maintains average rate of growth in subject. Completes required assignments on time, and takes part in class activities.~~

~~"D" – Below average. Barely meets requirements for credit and shows below average growth in understanding the subject. Works inconsistently and often carelessly, does not keep up with the required assignments, seldom works in class, and is indifferent to class activities.~~

~~"F" – Does not satisfy the requirements of the course and makes virtually no progress in grasping the areas taught. This may include failure to fulfill required assignments and indifference to class activities.~~

For grades K-5, students' level of progress toward mastery of the standards shall be reported as follows:

- 4 Masters standards
- 3 Approaching mastery
- 2 Making some progress towards standards
- 1 Making little progress towards standards
- NA Not assessed at this time

For grades 6-12, grades for achievement shall be reported for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or No Achievement	0 grade points
I		Incomplete	0 grade points

“P” may be issued when it would be in the best interest of the student not to assign an A, B, C, D, grade. Credit is granted; the grade does not count in the grade point average.

~~Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)~~

An Incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

While the official GPA shall remain unweighted, the district will also calculate the “University of California GPA” and “California State University GPA” using the exact formula and weighting scheme that the UC and CSU systems use. These UC and CSU GPAs shall be available on transcripts, report cards and in the student information system. Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A	(90-100%)	Outstanding Achievement	5.0 grade points
B	(80-89%)	Above Average Achievement	4.0 grade points
C	(70-79%)	Average Achievement	3.0 grade points

Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests.

Grades for Citizenship and Effort

Grades for citizenship and effort ~~shall~~ may be reported each marking period as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement

Pass/Fail Grading

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of an A-F letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive an F grade shall not receive credit for taking the course.

Peer Grading

At their discretion, teachers may use peer grading of student tests, papers and assignments as appropriate to reinforce lessons.

Repeating Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course. The highest grade received shall be used in determining the student's overall grade point average (GPA).

~~The two grades shall be averaged in determining the student's overall grade point average.~~

Dropping/Adding/Transferring Classes

Within the first three weeks of the semester students may drop a course by meeting with their advisors/counselors to discuss the impact of such a decision. Dropping a class during the fourth and fifth week of the semester may only be done with the administrator's review. A student who drops a course after the first nine weeks of the semester shall receive a Withdrawal-Fail (WF) grade on his permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances. The grade earned at the time of drop shall be carried to the next class unless the student is assigned to a completely different subject (e.g. AP to Honors, Honors to College Prep, AP to College Prep).

Effect of Absences on Grades ~~Absences from School~~

Teachers who withhold class credit because of excessive unexcused absences shall so inform the class and parents/guardians at the beginning of the semester.

When an unexcused absence occurs, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

~~Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)~~

- ~~1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school~~
- ~~2. A verified court appearance or related court-ordered activity~~

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.

Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade point assigned to each letter grade in accordance with the scale described in the section "Grades for Achievement" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. Pass/Fail grades shall not be included in the determination of a student's GPA.

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

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

ATTACHMENTS

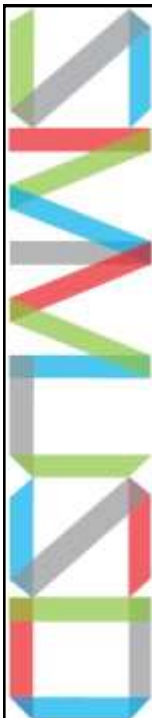
ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Presentation: “Update on Impact of Middle School Math Pathways” (*associated with Item No. S.01*)
- Presentation: “Project Lead the Way Update” (*associated with Item No. D.01*)
- Presentation: “SPARK Program” (*associated with Item No. D.02*)



UPDATE ON IMPACT OF MIDDLE SCHOOL MATH PATHWAYS

Board of Education
March 17, 2016




Why?

In May 2015, the BOE, requested that district staff to provide an evaluation of our current math pathways, including the impact on enrollment and student achievement.

With the understanding that success at the highest levels of math is desirable and achievable for all students, the following questions must be considered:


- What is the best model for acceleration in middle school based on the distribution of significant concepts in the CA standards?
- When should students begin to accelerate?
- How do these decisions affect the achievement and opportunity for all students?



Data for Consideration

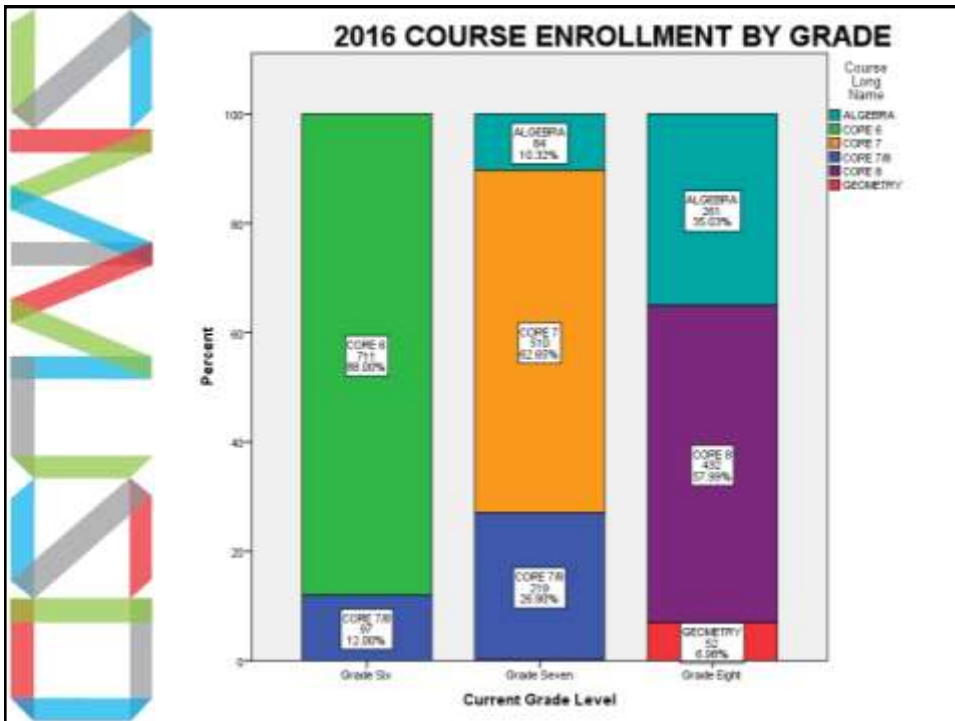
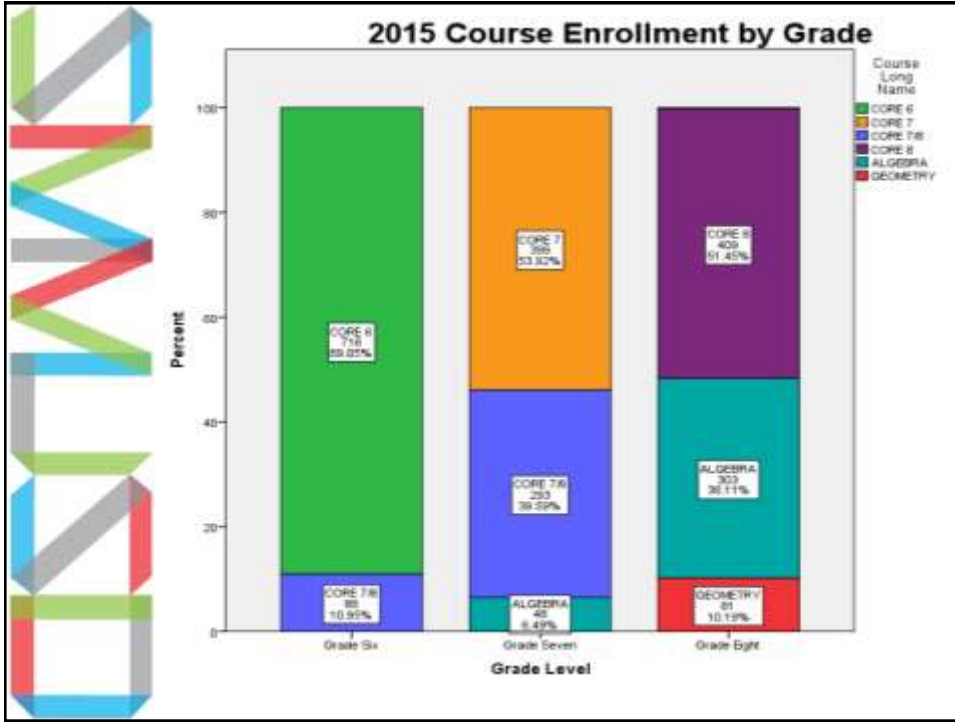
- Enrollment by grade & course (current and prior)
- Disaggregated enrollment by course
- Grade distribution by course
- CAASPP math performance by course
- Comparing math performance on CAASPP to demographically similar districts

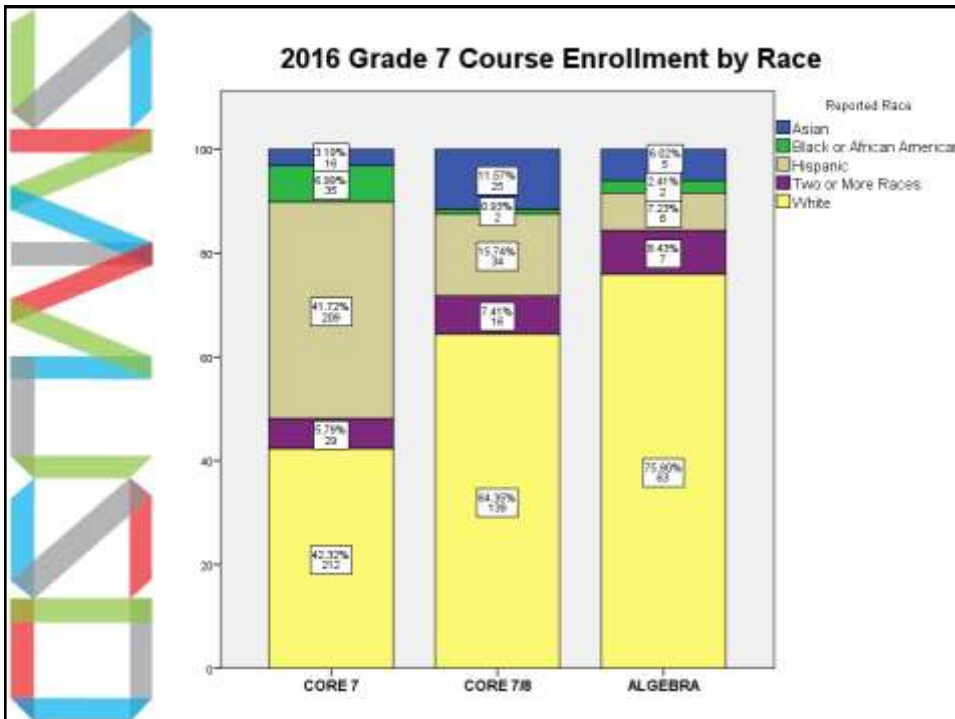
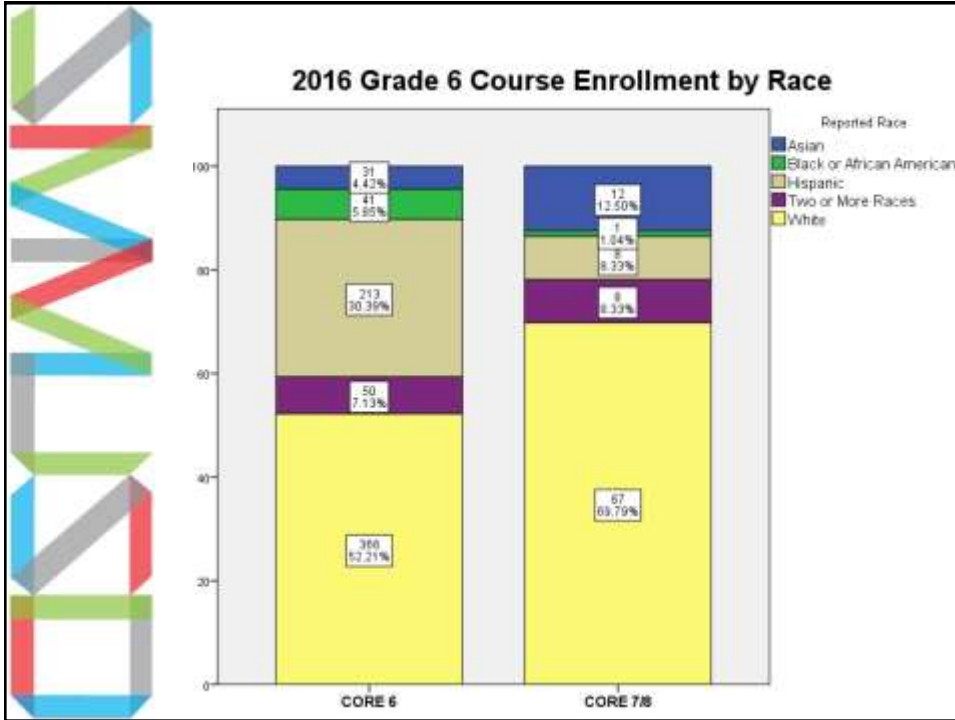
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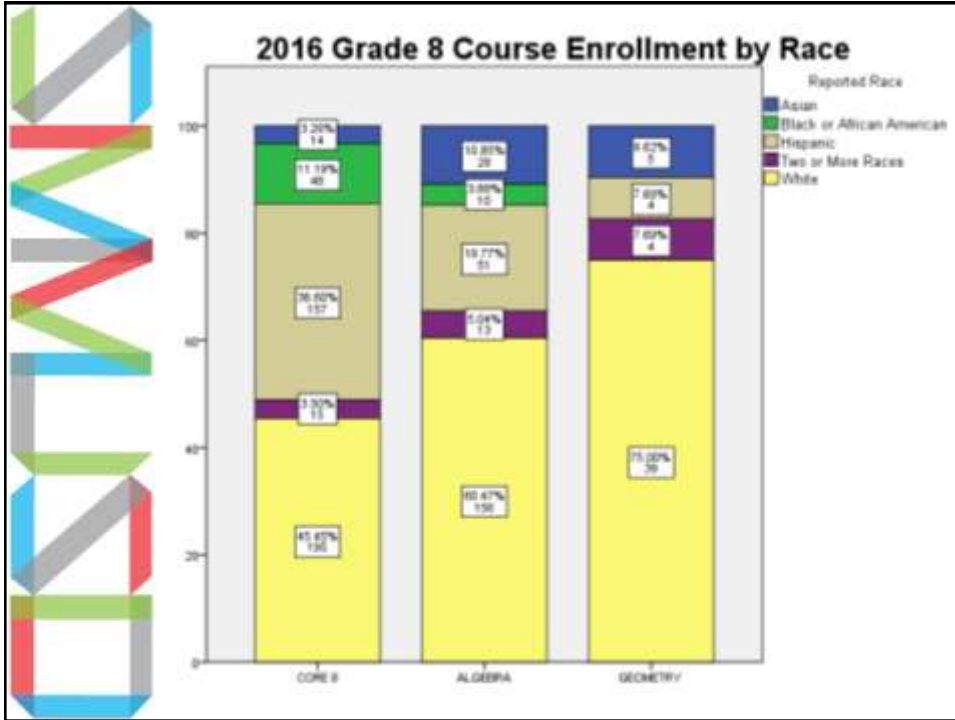


Questions









Course Enrollment & CST Results 2011-13

2011 CST	Alg. Gr 7	Alg. Gr 8	Geo. Gr 8
Students Tested	84	480	80
% of Total Enrollment	9.20%	53.60%	8.90%
% Advanced	71%	23%	64%
% Proficient	25%	49%	36%
% Basic	1%	21%	0%
% Below Basic	2%	6%	0%
% Far Below Basic	0%	1%	0%

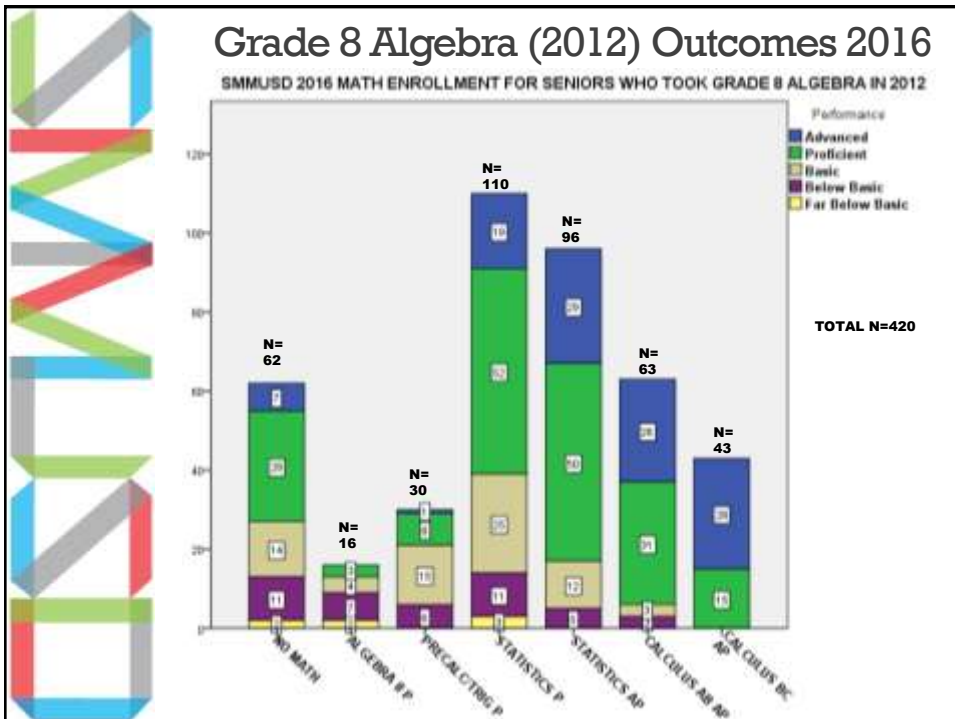
2012 CST	Alg. Gr 7	Alg. Gr 8	Geo. Gr 8
Students Tested	104	525	82
% of Enrollment	11.70%	56.00%	8.70%
% Advanced	70%	25%	74%
% Proficient	27%	45%	22%
% Basic	2%	19%	4%
% Below Basic	0%	9%	0%
% Far Below Basic	1%	2%	0%

2013 CST	Alg. Gr 7	Alg. Gr 8	Geo. Gr 8
Students Tested	98	529	99
% of Enrollment	11.50%	59.40%	11.10%
% Advanced	64%	22%	59%
% Proficient	36%	44%	37%
% Basic	0%	23%	4%
% Below Basic	0%	9%	0%
% Far Below Basic	0%	2%	0%

Gr. 10 Algebra II CST Results 2011-13


Gr. 10 Algebra II CST			
	2011	2012	2013
Students Tested	389	403	403
% of Enrollment	40.30%	43.10%	43.80%
% Advanced	10%	14%	6%
% Proficient	26%	30%	33%
% Basic	35%	27%	37%
% Below Basic	21%	20%	18%
% Far Below Basic	8%	8%	6%

Note the percentage of students performing at the Proficient or Advanced levels on the Algebra II CST when taken in Grade 10, for the most part having taken Algebra in Grade 8. The 403 students in the 2013 cohort (down from 480 who tested in Gr. 8 Algebra in 2011), 61% performed at Basic, Below Basic or Far Below Basic.



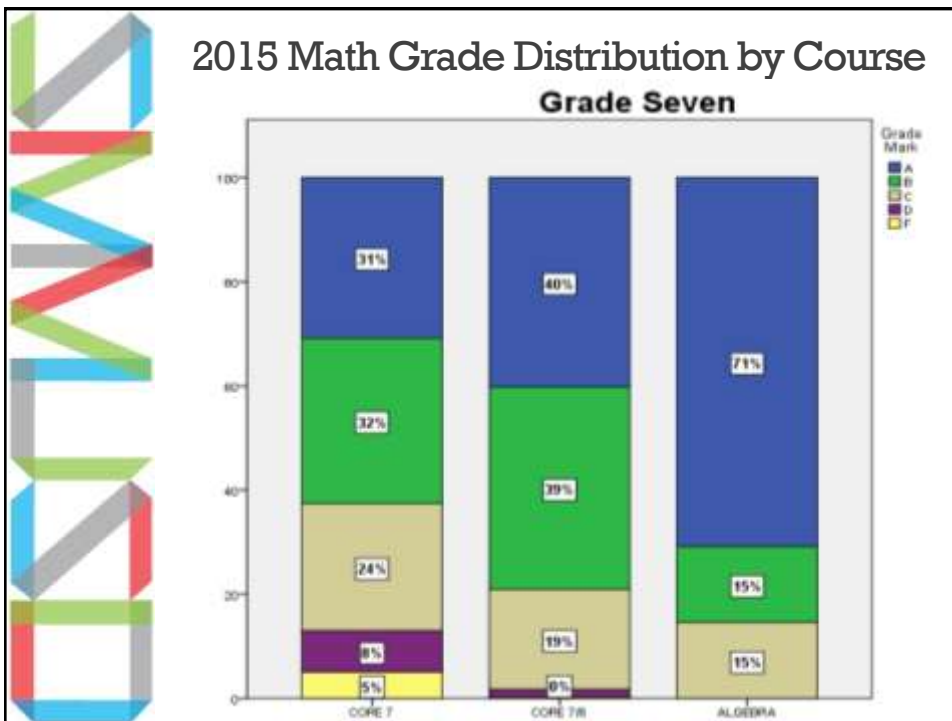
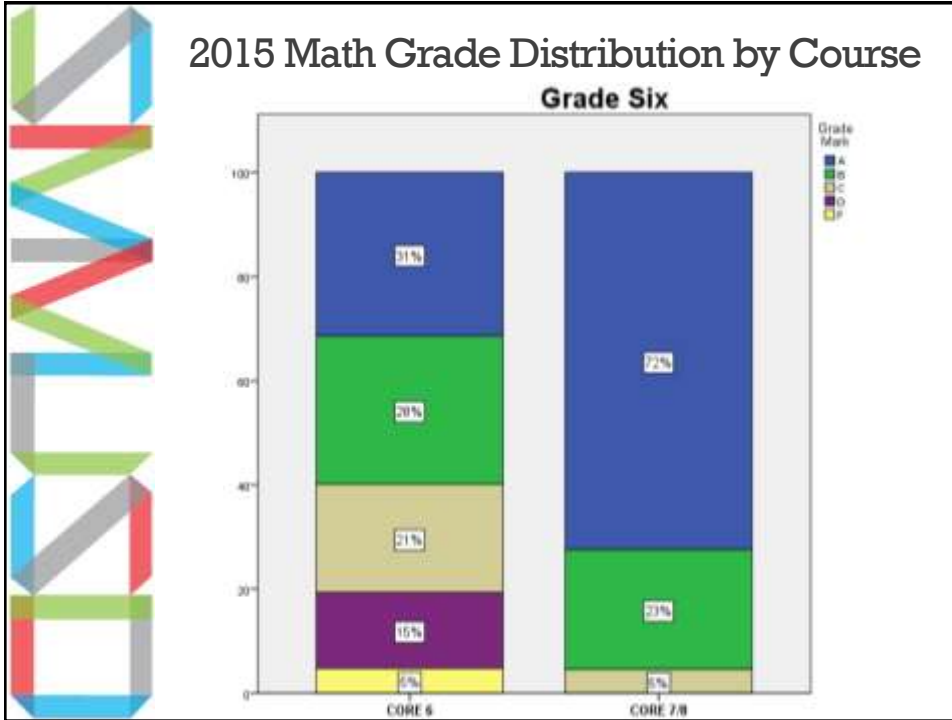


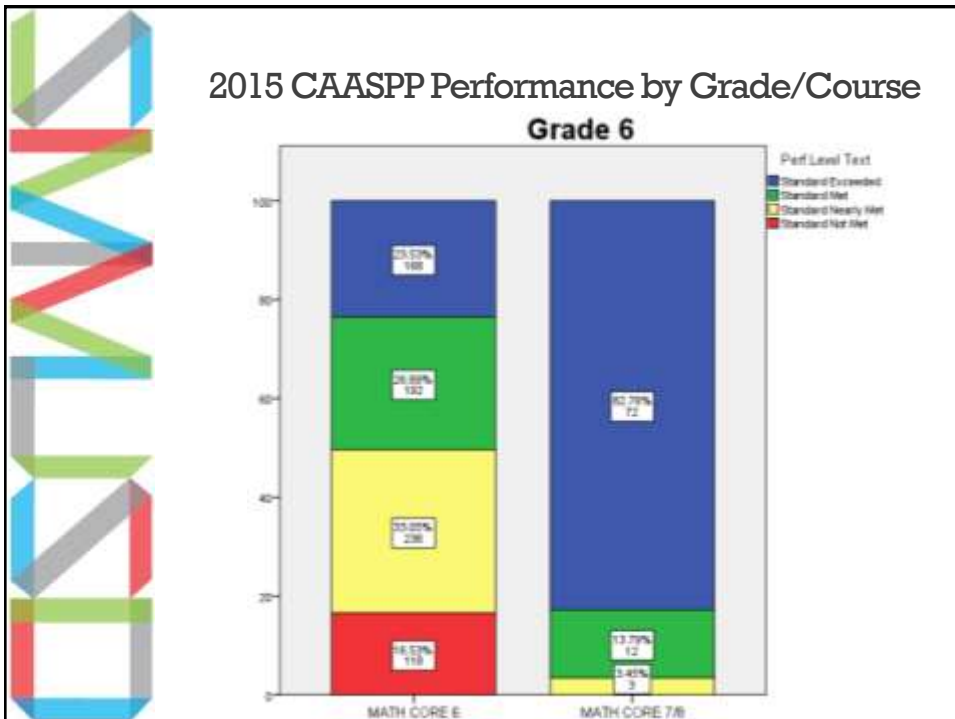
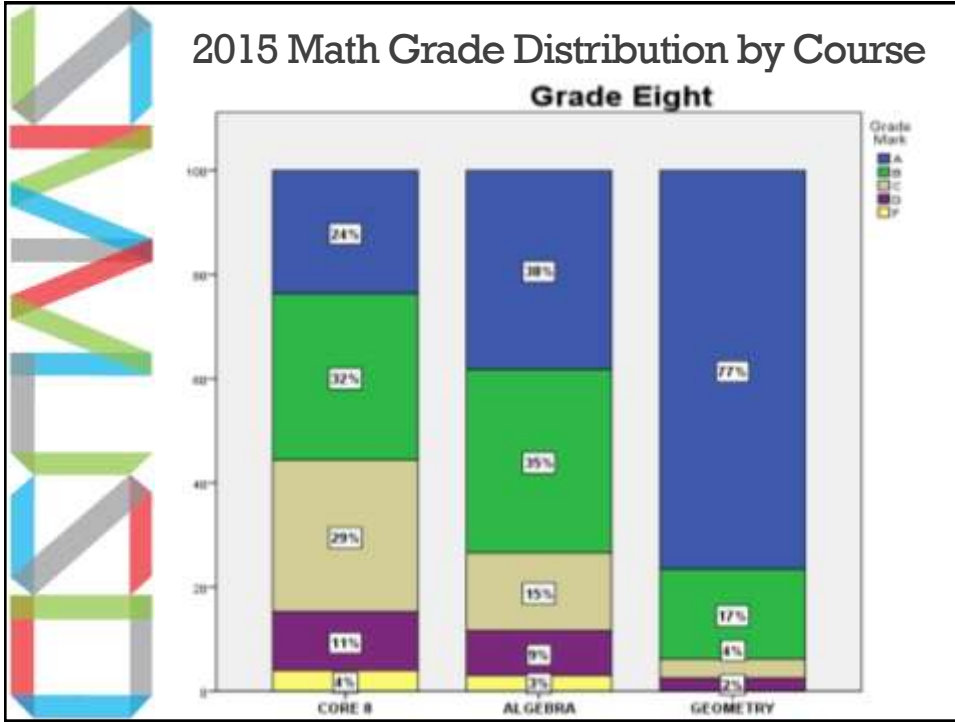
Questions

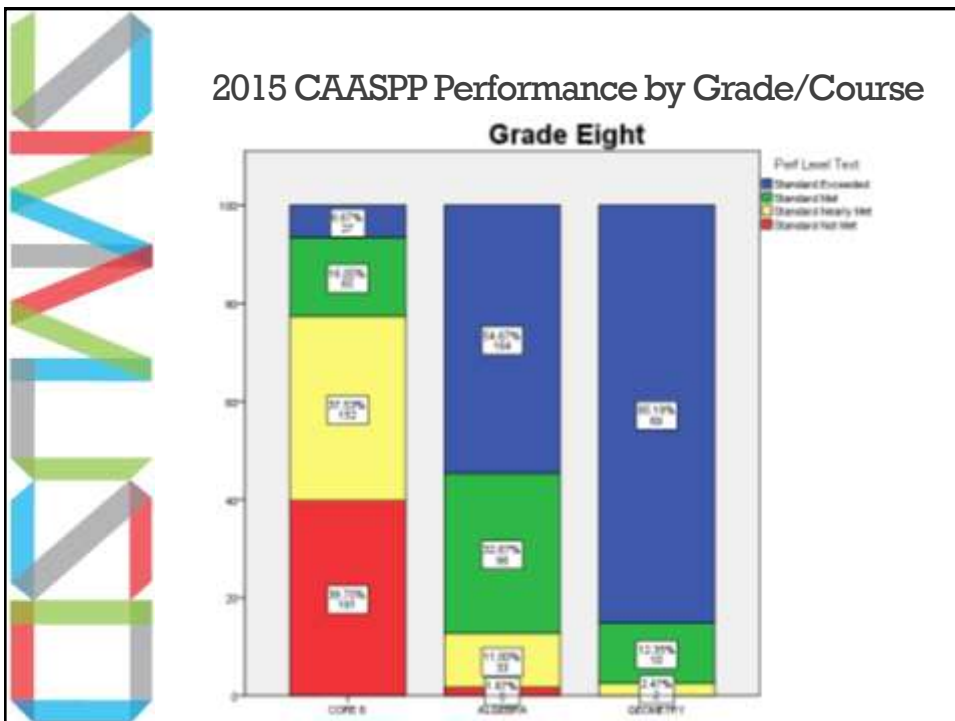
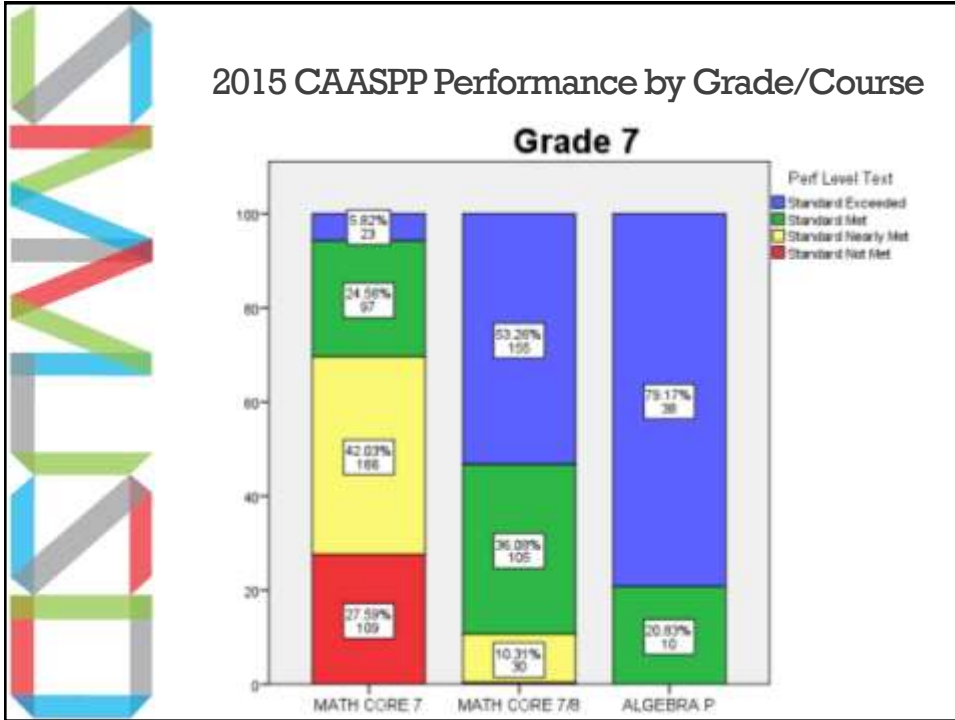


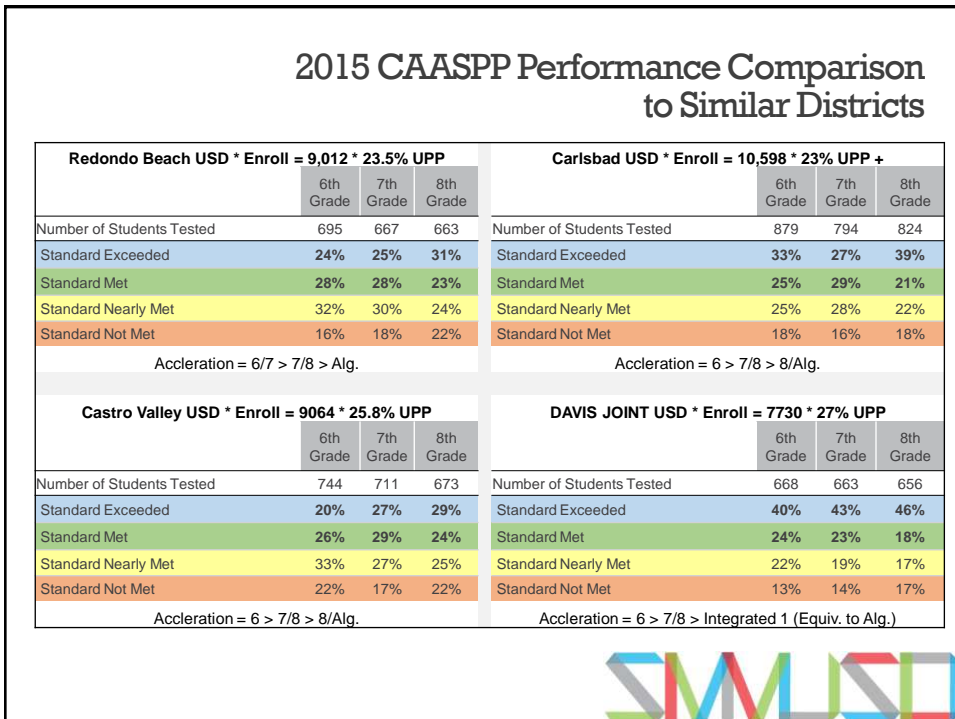
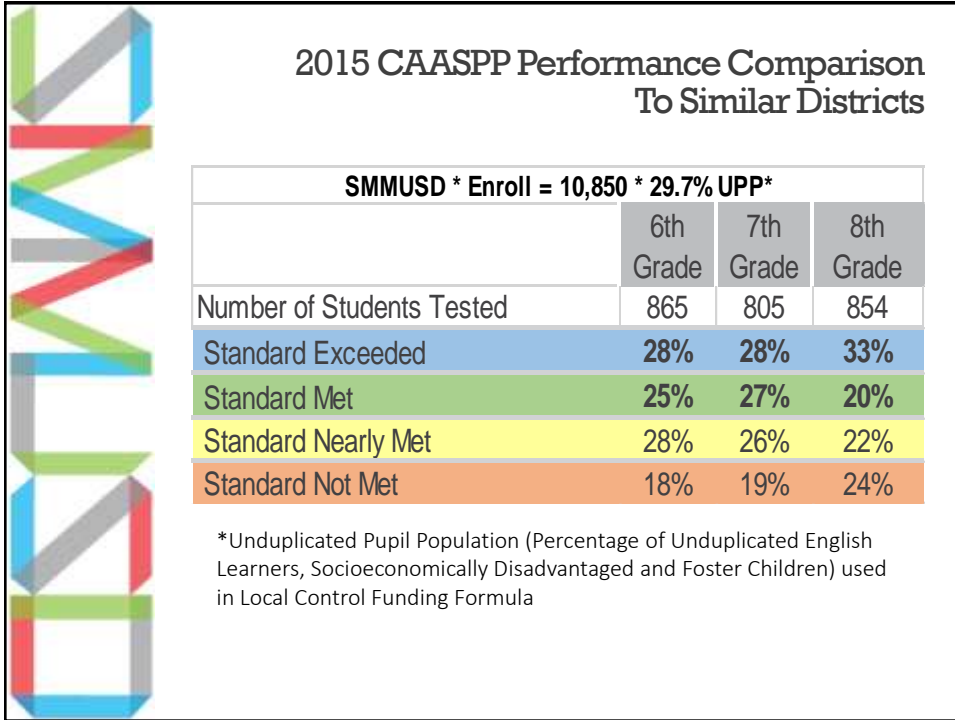
Evaluating Student Achievement

- Acceleration's impact on achievement has measured by Grades/CAASPP
- Initial administration of CAASPP
- Long-term goal of improving student performance on higher level math cannot be known immediately
- No longer provided course-ending assessment (misalignment)













Questions



Recommendations

- Data suggests current pathways have positive impact on learning and achievement
- Teachers still refining current model – not the time to change it
- Enrollment in the accelerated pathway is a concern – particularly for Hispanic and African American students



Recommendations

- Support MS math teachers through training for differentiated instruction
- Provide targeted summer intervention for 6th and 7th grade students based on UC/CSU diagnostic assessment to increase enrollment in 8th grade Algebra



Questions






SPARK Program

Recommendation to Adopt
Elementary Physical Education

Purpose:

To recommend the adoption of the
SPARK Program for our SMMUSD
Elementary P.E. Program.

To discuss the process and rationale for
the recommendation.




Why

- Last Adoption 1997-98
- Revised CA Physical Education Standards, 2005
- Feedback from Sites
- Alignment with District Priorities



**2014-15
Professional Development**


- Physical Education Standards
- Development of Program Goals
- Lesson Ideas
- Site Support



2014-15 Program Goals


All Students:

- Demonstrate good sportsmanship
- Engage in activities at all times
- Are active in a variety of structured group settings throughout the week
- Participate 3-4 times per week in an activity that increases heart rate



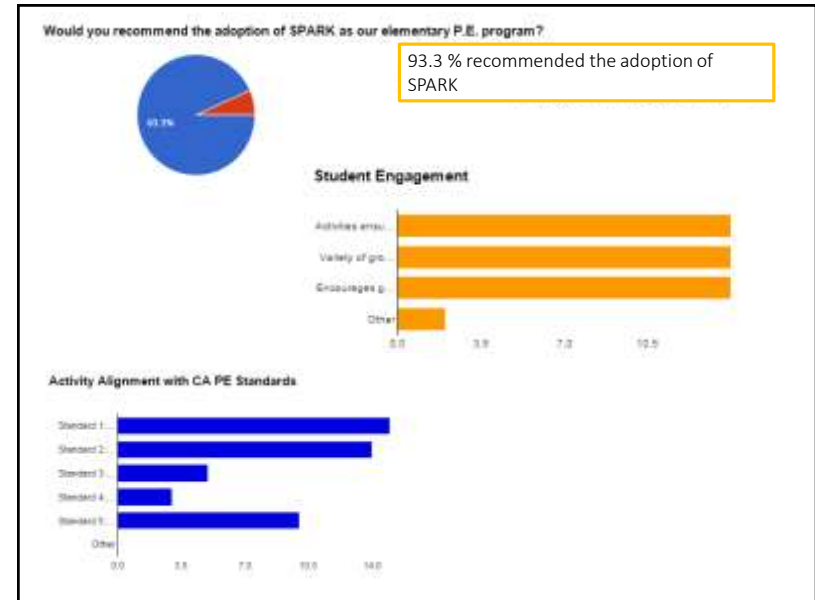
2015-16 Pilot Process

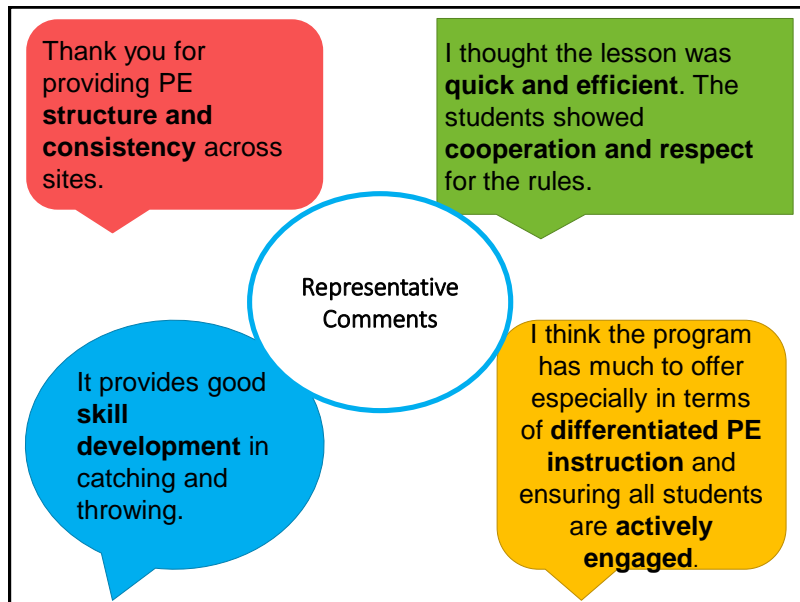
- Identified P.E. programs aligned with CA standards
- Consultation
- Professional Development
- SPARK Lessons
- Coaching and Support
- Observations and Feedback



2015-16 SPARK Program Overview


- ✓ K-2 and 3-6
- ✓ 10-12 Instructional Units
- ✓ Scope and Sequence aligned to National and CA Standards
- ✓ Warm-ups and Daily Lessons
- ✓ Variety of Formats
- ✓ Academic and Social Skills Integration
- ✓ Easy to Learn and Use





Curriculum Council Discussion

- Google Observation Form responses
- Alignment with Board Policy
- Alignment with PERCS



Curriculum Council Discussion

- Observation Responses
- Board Policy
- PERCS
- Professional Development & Support
- Accommodations
- Early Childhood

**Thank you for considering
the adoption of SPARK!**

