



BOARD OF EDUCATION MEETING MINUTES – “HYBRID” MEETING FORMAT

April 14, 2016

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, April 14, 2016, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:30 p.m. in the Board Conference Room at the District Offices. At 4:31 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 5:32 p.m. in the Board Room.

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

I. PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

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

II. CLOSED SESSION (60 minutes)

- Government Code §54956.9(d)(2) (40)
CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – SIGNIFICANT EXPOSURE TO LITIGATION
 - DN-1011-15/16 (Special Education)
 - *Parent reimbursement: \$23,000*
Legal fees: \$25,000
The total cost for this case is not to exceed \$48,000. It was moved by Mr. Mechur, seconded by Ms. Leon-Vazquez, and voted 7/0 to approve the settlement case.
Ayes: 7 (Lieberman, Mechur, de la Torre, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)
Noes: 0
 - DN-1012-15/16 (Special Education)
 - *The district agrees to contract with John Tracy Clinic and Speech Bananas and to reimburse parents for mileage. It was moved by Mr. de la Torre, seconded by Dr. Tahvildaran-Jesswein, 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
- Government Code §54957 (5)
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
- Government Code §54957.6 (15)
CONFERENCE WITH LABOR NEGOTIATORS
 - Agency designated representative: Sandra Lyon
Employee Organizations: SEIU and Unrepresented Bargaining Unit

OPEN SESSION (5:30 p.m.)

III. CALL TO ORDER

5:32 pm

A. Roll Call

Board of Education Members

Laurie Lieberman – President
Ralph Mechur – Vice President
Jose Escarce
Oscar de la Torre – *arrived at 5:00pm*

Maria Leon-Vazquez
Craig Foster
Richard Tahvildaran-Jesswein

5:32 pm

B. Pledge of Allegiance

Led by Mr. Mechur

6:09 pm

IV. APPROVAL OF THE AGENDA

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

6:09 pm

V. APPROVAL OF MINUTES

A.01 March 3, 2016.....1

VI. BOARD OF EDUCATION – COMMENDATIONS / RECOGNITIONS (20 minutes)

5:58 pm

- **Samohi Student Carlos Bustos (perfect Spanish AP test score)** (5)
Dr. Edeburn explained the impressive data behind Mr. Bustos’s achievement. Staff presented his mother with flowers, and the board presented Mr. Bustos with a certificate. He attributed his success to his mother, teachers, and the immersion program. He will be attending Stanford in the fall.

5:38 pm

- **Honoring César Chávez’s Birthday** (10)
Dr. Gonzalez-Castillo introduced Will Rogers Learning Community Principal Liz Cochran and teachers Rebecca Urias and Martha Duran-Contreras. Their students Marie, Zoey, Maribel, and Forest read paragraphs they wrote about Chavez and his efforts to improve the lives and working conditions of farmer workers. One of the classes wrote a book and the other created a Seeds of Hope banner highlighting what they had learned. They sang “De Colores.” Ms. Cochran thanked her teachers and students. Ms. Leon-Vazquez and Mr. de la Torre shared their own personal stories.

5:33 pm

- **Week of the Young Child – April 10-16, 2016** (5)
Dr. Chung explained the purpose of the Week of the Young Child, which was established in 1971. Ms. Dorie Meek and her students from the Dream Room at the Pine Street Preschool sang two songs: “Cooperation” and “Twinkle, Twinkle Traffic Light.”

6:10 pm

VII. STUDY SESSION (120 minutes)

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

S.01 Samohi Campus Plan (120).....2

Moved to A.38 at 7:03 pm; resumed S.01 at 7:15 pm

VIII. COMMUNICATIONS (30 minutes)

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

8:40 pm

A. Student Board Member Reports (15)

1. Mirai Miura – Santa Monica High School (5)

Ms. Miura reported that the spring performance of The 25th Annual Putnam County Spelling Bee started last Friday and will be performing

April 15-17 in Barnum Hall. The proceeds from April 17 will benefit English teacher Jennifer Pust, who is fighting breast cancer. The sophomore steering committee is hosting the Egg Stravaganza, during which students find hidden eggs around campus. The band concert was on April 12 in Barnum Hall. ASB is hosting a restaurant fundraiser at Fuddruckers on April 22. The film festival on April 26 will feature student work. The boys' golf, tennis, baseball, and volleyball compete today. The girls' softball team also has a game today. The track, swimming, and lacrosse teams all compete today, as well. Students have expressed an interest in the following issues: better bathrooms with locks and electric dryers, student parking, security guards who can open all campus gates, and a larger walk space at the Michigan gate stairs.

8:43 pm

2. Ally Sidley – Malibu High School (5)

Ms. Sidley explained that she missed the last meeting because she was helping with the production of *Masque*, the school's yearly talent show, which serves as a prom fundraising event for the juniors. Prom is on May 13 on the top of the US Bank building in downtown LA. This year's high school musical will be the "25th Annual Putnam County Spelling Bee" on April 22-24. Spring sports are in full swing. Last week, MHS ASB joined ASB from Beverly Hills, Taft, and Pali to exchange ideas and events that take place at each of the schools. Today, AB filmed a lip dub, a video where students did a lip sync to songs while showcasing parts of the school. The video will be posted online to promote the school. Students are preparing for AP exams, which begin in May. The WASC team observed classes Monday, Tuesday, and Wednesday, and talked to students about the school. Seniors are deciding on which colleges they will attend next year. The students would like to thank Malibu High and the district for the guidance and resources they have received. Dr. Tahvildaran-Jesswein wondered if Ms. Sidley could provide a copy of the lip sync video at the May 5 board meeting in Malibu.

3. Rasika Flores – Olympic High School (5) – not present

8:47 pm

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

Ms. Braff remarked that she was excited about the district moving forward with next steps related to Dr. Noguera's report. She expressed concern that some teachers might not be receiving conference and travel reimbursement in a timely manner. She encouraged the district and staff to evaluate the effectiveness of various programs. She also worried that providing optional professional development opportunities in the evenings could create inequity among teachers who do not have child care options. Ms. Lyon clarified the professional development plan.

8:53 pm

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

Ms. Cartee-McNeely she was pleased with pleased and excited by Dr. Noguera's report, remarking that it gives all of us something around which to unify our efforts. It made her feel proud about the work SEIU has been undertaking with district and labor management team meetings. Today's labor management meeting was with custodians.

8:55 pm

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

Ms. Lori Whitesell delivered the report for Ms. Fanali. PTAs are engaged in electing new officers for next school year. PTA Council elections are also underway. PTA will be sending invitations for the annual Honorary Service Awards breakfast to board members soon. PTA Council will be discussing chapter 11 of Dr. Noguera’s report at its meeting on April 26. The State PTA convention is in San Diego this year. Dr. Tahvildaran-Jesswein asked how many site PTA leaders attended the special board meeting to hear the Equity Report; he would like to hear their perspective. Ms. Whitesell said she would ask Ms. Fanali. Lori will ask Rochelle.

IX. SENIOR STAFF REPORTS (20 minutes)

8:59 pm

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

Dr. Deloria shared a photo from the 2nd Annual Professional Development Planning Day, which was held today at the PDLC. (The photo can be found under Attachments at the end of these minutes.) Following opening remarks from the superintendent, the group discussed student engagement, backwards mapping, and planning for the 2016-17 school year. Dr. Deloria reported that she has been meeting with Georgia Lorenz from SMC regarding dual enrollment opportunities for next year.

9:03 pm

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

Dr. Kelly reported that a committee, led by Lora Morn, has been working to update the wellness policy. HR staff has been visiting sites to discuss enrollment and staffing for next year. Open positions are posted on EdJoin.

C. Assoc. Supt., Business/Fiscal Services/CFO–Ms. Janece Maez (5) – no report

9:05 pm

D. Superintendent – Ms. Sandra Lyon (5)

Ms. Lyon thanked everyone who attended the special board meeting to hear the Equity Report. The documents are online. The video will be posted online when ready. Staff will begin working on the next steps with principals and site staff, with a goal to have the board approve an action plan by the end of June. Ms. Lyon encouraged board members to sign up to attend open houses. The Ed Foundation wine auction is this Sunday. The business services team is at the annual CASBO conference. Dr. Tahvildaran-Jesswein asked Ms. Lyon about the Ed Foundation’s local Dancing with the Stars fundraiser. Ms. Lyon reported that she, along with Chief Seabrooks and Mayor Vazquez and others, will be competing and dancing to raise money for the foundation.

9:10 pm

X. CONSENT CALENDAR (10 minutes)

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

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*Underlined
item from
Addendum*

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A.12	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 #5	20
A.13	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 Franklin and Roosevelt Elementary Schools – And to Approve the Piggyback onto Bakersfield City School District Bid #1507-1 – Phase I Technology – Measure ES-2 Bond Program	21
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A.29 Establish Position – Literacy and Language Interventionist.....56-59

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A.36 Revise BP 6170.1 – Transitional Kindergarten.....79-81

A.37 Revise BP 6178 – Career Technical Education.....82-87

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. The Board may limit the total time for public input on each item to thirty (30) minutes. If the number of persons wishing to address the Board of Education exceeds the time limit, additional time will be provided in **Section XVI. CONTINUATION OF PUBLIC COMMENTS.**

DISCUSSION and MAJOR Items

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

XII. DISCUSSION ITEMS (15 minutes)

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

D.01 Consider Revising BP 6142.92 – Math Instruction (15).....88-90

XIII. MAJOR ITEMS (5 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.

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

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I.08	Revision of AR 6112 – School Day	111-114
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XV. BOARD MEMBER ITEMS

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

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

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

XVII. CONTINUATION OF PUBLIC COMMENTS

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

9:41 pm

XVIII. BOARD MEMBER COMMENTS

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

- *Ms. Leon-Vazquez reported that she attended the VAPA DAC meeting last night. The DAC members would like to know if they should move forward with their end-of-year report. They also requested that child care services be provided at DAC meetings, allowing more parents to become involved and attend meetings. They also wondered if the committee meetings could be streamed for remote observation. Ms. Lieberman replied that the board’s subcommittee on DACs needs to meet to discuss these issues.*
- *Dr. Tahvildaran-Jesswein reported that he met with IEE DAC leadership, who asked about next steps related to Dr. Noguera’s equity report.*
- *Following comments made by some board members, other board members questioned whether they were appropriate for this section of the agenda. Ms. Lyon suggested having an organization such as CSBA provide a workshop on Brown Act requirements and governance to address these concerns.*

XIV. FUTURE AGENDA ITEMS

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

XX. ADJOURNMENT

It was moved by Mr. Foster, seconded by Mr. de la Torre, and voted 7/0 to return to closed session at 10:01 p.m. Closed session adjourned at 11:05 p.m. The next regular meeting is scheduled for 5:30 p.m. on **Thursday, May 5, 2016**, in the **Malibu City Council Chambers**: 23825 Stuart Ranch Road, Malibu, 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)	Samohi			Special Meeting	
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"
1. Closed Session	1. Closed Session	1. Closed Session
2. Commendations/Recognitions	2. Consent Calendar	2. Commendations/Recognitions
3. Study Session	3. Study Session	3. Study Session
4. Communications	4. Discussion Items	4. Communications
5. Executive Staff Reports	5. Major Items (as needed)	5. Executive Staff Reports
6. Consent Calendar	6. General Public Comments	6. Consent Calendar
7. General Public Comments <i>(max. 30 minutes)</i>		7. General Public Comments <i>(max. 30 minutes)</i>
8. Discussion Items (as needed)		8. Discussion Items
9. Major Items		9. Major Items
10. Continuation of General Public Comments (if needed)		10. Continuation of General Public Comments (if needed)

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

ACTION
04/14/16

RECOMMENDATION NO. A.01

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

March 3, 2016

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

STUDY SESSION

TO: BOARD OF EDUCATION

STUDY SESSION

04/14/16

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

RE: SAMOHI CAMPUS PLAN

STUDY SESSION ITEM NO. S.01

On July 15, 2015, the Board of Education authorized R. L. Binder FAIA Architects, LLP to develop a Campus Plan for Santa Monica High School. The work involved development of educational planning parameters, space inventory, space programing, and potential swing spaces as well as development of a land use plan.

R. L. Binder will present two concepts for the future work at Samohi for the Board’s consideration. The purpose of this study session will be to present the options and discuss the differences and strengths of each concept, as well as to obtain guidance as to which plan should be developed further.

Bond Program Manager Consultant, Steve Massetti, along with representatives from R. L. Binder, will present the current status of the Samohi Campus Plan and discuss the concepts presented and will be available for questions and discussion at the meeting.

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

Public Comments:

- *Craig Hamilton and Joan Krenik addressed the board regarding this item.*

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

Staff and architects presented two separate concepts for the Samohi campus plan – “gold” and “blue” – and answered the board members’ question regarding: facility flexibility associated with both plans; existing and future landscaping plans; accessibility around the area of Prospect Hill; the location of the track and football field in relation to the freeway; outdoor spaces for extended learning options; the mural at the Olympic circle; maintenance costs associated with new, larger buildings; parking options and potential traffic patterns in both concepts; a bridge connecting the existing Innovation Building to the new proposed buildings in the blue concept; and water drainage as a result of new elevations.

Following discussion, the board directed staff to pursue the next steps associated with the blue design concept.

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/14/16

FROM: SANDRA LYON / TERRY DELORIA / JANECE L. MAEZ /
CAREY UPTON / STEVE MASSETTI

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.02

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

Contractor/ Contract Dates	Description	Site	Funding (Measure BB)
Orbach, Huff and Suarez California, LLC Contract Amendment #12 amount not to exceed: \$2,000,000 <i>(Total BB contract amount: \$4,045,495)</i>	Anticipated legal fees for Measure BB program	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5820-XXX-2600 (Funded from Program Reserves)

Contractor/ Contract Dates	Description	Site	Funding
Debra Moore Washington 3/10/16 – 6/30/16 Not-to-exceed: \$8,000 <i>(daily rate: \$800)</i>	Develop diverse work force recruitment/retention plan.	Superintendent Office	01-00000-0-00000-71500-5802-020-1200
Center for Responsive Schools, Inc. 08/08/16 – 8/11/16 Not to exceed: \$19,950	Four-day (28 hours) Responsive Classroom Course (RCC) for up to 30 staff, focusing on the skills and practices of building positive community, effective management, and engaging academics.	Educational Services	01-62640-0-11100-10000-5802-035-1300 (Educator Effectiveness)
Burke Williams & Sorenson LLP Extend contract date to 12/31/16 <i>original approval 5/17/15</i> Not to exceed hourly amount: \$310 (senior partners) \$270 (partners) \$240 (associates) \$140 (paralegals)	To provide legal services to the District as the Project Labor Agreement (PLA) is negotiated	Business	01-00000-0-00000-73000-5820-050-1500 (Districtwide Facility and Land Use Issues)

The Flippen Group 8/1/16-8/2/16 Not to exceed: \$52,000	To provide training for two day Management Team Retreat, up to 100 staff.	Educational Services	01-62640-0-11100-10000-5802-035-1300 (Educator Effectiveness)
Hanover 6/30/16 – 6/29/17 Not to exceed: \$40,000	Provide custom research services on any topic for program evaluation, data analysis, primary/secondary research.	Educational Services	01-00030-0-11100-10000-5802-030-1300 (LCAP)
Karen Orlansky 4/7/16 – 6/30/16 Not to exceed hourly rate: \$150	Facilitate Malibu Unification Negotiations Committee Meetings	Superintendent's Office	01-00000-0-00000-71500-5802-020-1200

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
 04/14/16

RECOMMENDATION NO. A.03

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
Santa Monica High 9 th - 12 th 5	Fresno, CA 3/11/16-3/13/16	E. Mayoral / S. Sharmokh	\$300 per student / Parent donations and Fundraising	Social Studies	Black Student Union leadership convention
Santa Monica High 9 th - 12 th 12	Oahu, HI 8/8/16-8/15/16	E. Mayoral / L. Sato	\$2,500 per student / Parent donations and Fundraising	Athletics	Ann Kang Invitational Volleyball Tournament
Santa Monica High 9 th - 12 th 25	Italy 4/4/16-4/12/16	E. Mayoral / C. Khem	\$3,444 per student / Parent donations and Fundraising	Latin	Escorted tour of Italy to examine cultures and products of Latin language
Santa Monica High 9 th - 12 th 15	Los Angeles, CA 4/8/16-4/10/16	E. Mayoral / M. Chacon	\$205 per student / Parent donations and Fundraising	Social Studies	Junior State of America's Spring State convention
SMASH 8 th graders 24	Bar 717 Ranch Hayfork, CA 5/30/16-6/3/16	J. Rishe / E. Haendel	\$461/student Parent & student fundraising	Science/ Nature	Students will participate firsthand with the environment, including the structure & function of living things and their adaptation to the environment. Community building.

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

04/14/16

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

RE: CONFERENCE AND TRAVEL APPROVAL / RATIFICATION

RECOMMENDATION NO. A.04

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

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

<u>NAME</u> <u>SITE</u> Account Number Fund – Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>CEDILLO, Sofia</u> Rogers/SMASH 01-42030-0-47600-10000-5220-035-1300 General Fund- Resource: Title III	Academic Language: Integrated ELD Downey, CA January 10 – 20, 2016	\$350
<u>CHAVEZ, Dennis</u> Maintenance Department 01-81500-0-00000-81100-5220-061-2602 General Fund- Resource: Ongoing & Major Maint.	Hazardous Waste Compliance Training Garden Grove, CA June 7 – 9, 2016	\$1,020
<u>COGAN, Lisa</u> Special Education 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	New Proven & Effective Interventions Torrance, CA April 15, 2016	\$200 +1 SUB
<u>DELORIA, Terry</u> Ed Services 01-00000-0-21000-10000-5220-030-1300 General Fund- Function: Supervision of Instruction	May Revision Conference Ontario, CA May 18, 2016	\$350
<u>CHAVEZ, Dennis</u> Maintenance Department 01-81500-0-00000-81100-5220-061-2602 General Fund- Resource: Ongoing & Major Maint.	Hazardous Waste Compliance Training Redondo Beach, CA April 12 – 14, 2016	\$1,020
<u>GONZALEZ-CASTILLO, Irene</u> Ed Service 01-42030-0-47600-10000-5220-035-1300 General Fund- Resource: Title III	Title III Plan Goal 2 Plan and 2016-17 Budget Alhambra, CA March 18, 2016	\$55 Mileage Only
<u>HO, Pat</u> Fiscal Services 01-00000-0-00000-73100-5220-051-2510 General Fund- Resource: Fiscal Services	May Revision Workshop Ontario, CA May 18, 2016	\$180

<u>KELLY, Mark</u> Human Resources 01-00000-0-00000-74000-5220-025-1250 General Fund- Function: Personnel/Human Resources	May Revision Workshop Ontario, CA May 18, 2016	\$155
<u>KIM, Sandra</u> McKinley Elementary 01-00021-0-11100-10000-5220-004-4040 General Fund- Resource: SMMEF	2016 Summer Conference for Balanced Literacy Wilmington, CA June 21 – 24, 2016	\$650
<u>KONEGNI, Joshua</u> Olympic High No Cost to District	Expository Reading & Writing Course Professional Learning Northridge, CA 3/3/16, 3/10/16, 4/7/16, 4/28/16	\$0 +1 SUB
<u>LYON, Sandra</u> District Office/Superintendent 01-00000-0-00000-71500-5220-020-1200 General Fund- Function: Superintendent	No./So. Cal Superintendents' Symposium Huntington Beach, CA May 5 – 7, 2016	\$850
<u>MAEZ, Jan</u> Business Services 01-00000-0-00000-73000-5220-050-1500 General Fund- Function: Business Services	May Revision Workshop Camarillo, CA May 20, 2016	\$155
<u>MARKUSSEN, Julie</u> Santa Monica High 01-00010-0-11100-10000-5220-015-4150 General Fund- Resource: Formula	Get Focused, Stay Focused Carpinteria, CA March 11 – 12, 2016	\$250
<u>MORN, Laura</u> District Office 01-00000-0-11100-31400-5220-041-2400 General Fund- Function: Health Services	Autism Spectrum Disorder and LEA/MAA Updates Culver City, CA March 5, 2016	\$85
<u>RUBALCABA, Antonio</u> Maintenance Department 01-81500-0-00000-81100-5220-061-2602 General Fund- Function: Ongoing & Major Maint.	Hazardous Waste Compliance Training Garden Grove, CA June 7 – 9, 2016	\$1,020
<u>SLOBODA, Jaclyn</u> Special Education 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	Early Childhood Interventions & Autism Santa Clarita, CA April 15, 2016	\$235
<u>VILLALOBOS, Elizabeth</u> Maintenance Department 01-81500-0-00000-81100-5220-061-2602 General Fund- Resource: Ongoing & Major Maint.	Hazardous Waste Compliance Training Redondo Beach, CA August 2 – 4, 2016	\$1,020

Adjustments

(Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)

<u>PINSKER, Gail</u> District Office 01-00000-0-00000-71800-5220-020-1200 General Fund- Function: Public Information	California School PR Association (CalSPRA) North Hollywood, CA March 3 – 5, 2016	\$300 Plus an Overage of \$46.10
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<u>EDEBURN, Ellen</u> <u>+2 Additional Staff</u> Educational Services 01-42030-0-47600-10000-5220-035-1300 General Fund- Resource: Title III – LEP	Instructional Materials Fair Downey, CA January 27 – 28, 2016	\$90 Plus an Overage of \$55.00
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Group Conference and Travel: In-State		
<i>* a complete list of conference participants is on file in the Department of Fiscal Services</i>		
<u>ARENAS, Erica</u> <u>+2 Additional Staff</u> Adams/Rogers 01-42030-0-47600-10000-5220-035-1300 General Fund- Resource: Title III	CABE Southern California Parent and Para-Educators Conference Anaheim, CA April 27, 2016	\$583
<u>BROWN, Tara</u> <u>+7 Additional Staff</u> SMASH/Malibu High 01-90450-0-11100-39000-5220-040-2400 General Fund- Resource: ASCIP Local Grant Awards	OLWEUS Certification Course (TCC) Part II Rancho Mirage, CA February 29 – March 1, 2016	\$2,277 +4 SUBS
<u>GONZALEZ, CASTILLO, Irene</u> <u>+8 Additional Staff and 18 Parents</u> Ed Services 01-42030-0-47600-10000-5220-035-1300 General Fund- Resource: Title III	CABE Southern California Parent and Para-Educators Conference Anaheim, CA April 27, 2016	\$3,985 +1 SUB
<u>MAEZ, Jan</u> <u>+15 Additional Staff</u> District Office 01-90120-0-00000-73000-5220-050-1500 General Fund- Resource: Gifts	CASBO Pasadena, CA April 13 – 15, 2016	\$29,000
<u>WEBB, Suzanne</u> <u>KAMKAR, Vida</u> Human Resources 01-00000-0-00000-74000-5220-025-1250 General Fund- Resource: Personnel/Human Resources	AESOP Advanced Seminar Irvine, CA April 28, 2016	\$600

Out-of-State Conferences: Individual		
<u>HWANG, Genie</u> SMASH 01-90121-0-11100-10000-5220-009-4090 General Fund- Resource: Gifts-Equity Fund	Opal School Summer Symposium 2016 Portland, OR June 16 – 18, 2016	\$2,888
<u>MEJIA, Rosa</u> Santa Monica High No Cost to District	Johns Hopkins Counselor Visit Program Baltimore, MD April 28 – 30, 2016	\$0
<u>SLOBODA, Jaclyn</u> Special Education 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	American Physical Therapy Association Innovations in School-Based Pt Practice Milwaukee, WI July 29 – 30, 2016	\$275

Out-of-State Conferences: Group

<u>BUSHIN, Gregory</u> <u>TRAN, Anh</u> Olympic High 01-40350-0-11100-10000-5220-014-4140 General Fund- Resource: Title II Teacher Quality	2016 National Arts Education Association Chicago, IL March 17 – 19, 2016	\$2,136 +2 SUBS
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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

ACTION/CONSENT

04/14/16

FROM: SANDRA LYON / TERRY DELORIA / ALICE CHUNG

RE: CHILD DEVELOPMENT SERVICES – JOHN ADAMS / WASHINGTON WEST
MEMORANDUM OF UNDERSTANDING

RECOMMENDATION NO. A.05

It is recommended that the Board of Education approve the agreement between the Santa Monica-Malibu Unified School District (SMMUSD) and Santa Monica Community College (SMC) effective July 1, 2016, through June 30, 2017.

COMMENT: The purpose of this agreement is to establish the delineation of responsibilities for each party functioning as the Santa Monica Preschool Collaborative. The mission of the Santa Monica Preschool Collaborative is to provide childcare and child development services for up to 108 Santa Monica area children under the age of six at John Adams Child Development Center and Washington West Preschool. Both centers will operate full-day (7:30 a.m. to 6:00 p.m.), full-year (year-round 245 days/year).

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

Memorandum of Understanding by and between Santa Monica Preschool Collaborative,
comprised of the Santa Monica Malibu Unified School District and the Santa Monica
Community College

July 1, 2016 – June 30, 2017

1. This agreement is entered into between the Santa Monica Malibu Unified School District (SMMUSD) and Santa Monica Community College (SMC). The purpose of this agreement is the establishment and delineation of responsibilities for each party functioning as the Santa Monica Preschool Collaborative (Collaborative).

It is our hope and dream that this collaborative arrangement can pool resources to target the most needy children and families in our area and provide them the support they need to not only break the cycle of poverty, but to become our future leaders. We are investing in the children with safe, educationally oriented programming available all day if needed. We are investing in children's parents to continue their education, and we are investing in the community as we train interested candidates to become qualified providers for the critical shortage of childcare professionals.

2. The mission of the Santa Monica Preschool Collaborative is to provide childcare and child development services for up to 108 Santa Monica area children under the age of six.
3. SMMUSD will be the operational agent for the Collaborative. The responsibility of the operational agent will be the staffing, management and oversight of the identified centers.
4. Child care and child development services will be delivered at two sites through the Collaborative:

John Adams Child Development Center
2320 17th Street
Santa Monica, Ca. 90405

Washington West Preschool
2802 4th St
Santa Monica, CA 90405

Both facilities and any other future location deemed appropriate by the parties, will be made available throughout the year rent-free, and maintained at no cost to the Collaborative.

5. SMMUSD will operate the licenses at both centers.
6. Child development services to be provided through the Collaborative will include:
 - a. Full-day (7:30 a.m. to 6:00 p.m.), full year (year-round 245 days/year), care will be provided for children from low-income families, 64 full-time childcare slots are funded through a contract between the State Department of Education, Child Development

Division and SMMUSD and 40 children are funded by 7 Head Start, the State CDE and SMMUSD. Some of the Children are partly or fully funded by parent fees.

- b. Head Start services will be provided at Washington West; funded and staffed by SMMUSD.
 - c. Extended hours of childcare for Head Start families are funded by State CDE: The intent is to serve Head Start families that require full-day care at Washington West Preschool.
 - d. Childcare for up to 25 Children of SMC students, faculty and staff; funded through parent fees, CalWORKs and/or other sources. The intent is to make childcare available to the children of SMC students, faculty and staff from 7:30 a.m. to 6:00 p.m. every day that the program is operational.
 - e. The Collaborative will assure that the child care programs at Adams and Washington West are of high quality and include developmentally appropriate curriculum, consultation by social services professionals as resources are identified, parent support and education. Nutritious meals and snacks consistent with program hours will be supported by participation in the SMMUSD food program.
7. The Program Advisory Committee composed of representatives from SMMUSD and SMC will guide the Collaborative. The Committee will meet at least quarterly and will review the quality of the programs, coordination of curriculum and enrichment activities, staff development, parent education and similar activities. The ECE classroom staff will meet monthly with an SMC & SMMUSD Advisory Committee representative.
 8. With input from the Program Advisory Committee, SMMUSD will be ultimately responsible for recruiting, selecting, training and supervising the staff at Adams and Washington West.
 9. Daily custodial support, along with facility maintenance and repair will be provided by SMMUSD for sites, identified in paragraph Four.
 10. The responsibilities of SMMUSD are set forth below:
 - a. SMMUSD will offer priority enrollment to students, faculty and staff of SMC whenever there are vacancies in the program.
 - b. SMMUSD will maintain a waiting list of children eligible for the State subsidy. SMC will maintain a waiting list of children eligible for the reserved SMC spaces. When there is an opening in the program, the next child of the appropriate age on the relevant waiting list will be enrolled. The intent is to maintain full enrollment, with 108 Children funded through the State Department of Education, Head Start/Special Education students, or SMC/or other community children, recognizing that many are dually enrolled.
 - c. SMMUSD will work with SMC to establish the Collaborative preschools as work/study sites. The intent is to utilize work/study students to inspire SMC students to enter the field of child development through a positive work experience.

- d. SMMUSD and SMC will work together to offer an internship program wherein students can participate and learn within a regulatory setting of 1) a general child care setting, 2) State Department of Education preschool and/or infant toddler programs, 3) the federally supported Head Start program.
- e. SMMUSD will work with SMC on the implementation of the Mentor program, encouraging and supporting both mentors and protégées at the child development centers, encouraging both best practices and a career path within early childhood education.
- f. SMMUSD will assume responsibility for daily operations of the Adams and Washington West sites including all of the requirements as set forth by licensing.
- g. SMMUSD will be responsible for meeting all of the requirements as set forth in the preschool services contract with the Department of Education.
- h. SMMUSD will be responsible for encouraging opportunities for inclusion of children with special needs with typically developing children thereby encouraging best practices for all children.
- i. SMMUSD will coordinate therapeutic services for children with the intent that, whenever possible, children requiring special services will receive them on-site, during their regular hours of attendance.
- j. SMMUSD will be responsible for meeting all Head Start requirements.

11. SMC responsibilities are as follows:

- a. SMC will supervise practicum students from child development and early childhood education classes at all the sites.
- b. SMC will provide training on desired results, and other areas or topics around Early Childhood Education; as well as assist with professional development planning for teachers and assistants.
- c. SMC will coordinate recruitment and child-find efforts with other members of the collaborative.
- d. SMC will continue to assign one SMC employee to teach at one the sites. In the event that the SMC preschool teacher terminates employment with SMC, the Santa Monica Community College District will augment the Collaborative budget in the amount sufficient to cover the replacement expenses by SMMUSD.
- e. In addition, SMC will underwrite the Collaborative to assure that SMMUSD expenses are covered, to a limit of \$114,750 annually. SMMUSD will provide quarterly accounting to SMC detailing income and expenditures. If there is a deficit, SMC will reimburse SMMUSD within 60 days. In the event that income exceeds expenses, the

excess will be applied to the following quarter. The budget will be evaluated by the College, District and SMMUSD administration at mid-year, and at year-end, and adjusted as necessary. The intent of SMMUSD is to operate the Collaborative on a break-even basis.

12. If these goals cannot be met and/or if it is not in the best interest of any of the parties, this agreement can be terminated with written notice provided to all of the members of the Collaborative 45 days prior to any party separating from the collaborative.”

13. This agreement shall be in effect from July 1, 2015 through June 30, 2016.

Signed:

_____ Date: _____
For the Santa Monica Malibu Unified School District

_____ Date: _____
For the Santa Monica Malibu Unified School District

_____ Date: _____
For the Santa Monica Community College

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/14/16

FROM: SANDY LYON / TERRY DELORIA / ALICE CHUNG

RE: AMENDMENT #01 TO THE GENERAL CHILD CARE & DEVELOPMENT PROGRAMS (CCTR) FOR FISCAL YEAR 2015-16

RECOMMENDATION NO. A.05a

It is recommended that the Board of Education approve Amendment #01 to the CCTR-5118 contract with the State Department of Education (CDE), Child Development Division wherein the State agrees to pay the Santa Monica-Malibu District Child Development Fund/CDC an amount not to exceed \$1,274,934 (was \$1,197,532).

Funding Information:

Source: Child Development Fund – Restricted

Currently Budgeted: Yes

Account Number: 12-61050-0-00000-00000-8590-090-0000 \$726,838

12-50250-0-00000-00000-8290-090-0000 \$548,096

Description: CCTR Apportionment - CDS

COMMENT: The Maximum Reimbursable Amount has been increased from \$1,197,532 to \$1,274,934. The maximum rate per child increases from \$36.10 to \$38.29 and the days of operation stays the same (246 days).

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

04/14/16

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: SUPPLEMENTAL TEXTBOOKS

RECOMMENDATION NO. A.06

It is recommended that the Board of Education adopt the supplemental textbooks listed below.

COMMENT: In accordance with the Board of Education policy, the supplemental textbooks listed below will be on public display for the past 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.

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

04/14/16

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

RE: ADOPT THE SPARK PHYSICAL EDUCATION PROGRAM

RECOMMENDATION NO. A.07

It is recommended that Board of Education adopt 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

This adoption was discussed at the March 17, 2016, board meeting.

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

04/14/16

FROM: SANDRA LYON / TERRY DELORIA / PAMELA KAZEE

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2015-2016

RECOMMENDATION NO. A.08

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
John Tracy Clinic	DOB 12/22/11	Basic Ed, SLP, AVT, APE	66-SPED16122	\$15,000

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 3/17/16		\$ 2,523,521
	Balance	\$ 31,479
Positive Adjustment (See Below)		\$ 617
		\$ 32,095
Total Amount for these Contracts		\$ 15,000
	Balance	\$ 17,095

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 contracts for FY 2015-2016 in the amount of \$132,872 as of 3/17/16.

NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
THG West	NPS	31-SPED16054	R	\$617	Decr. service

NPA

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

Nonpublic Agency	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted NPA 15/16		\$ 475,000
Prior Board Authorization as of 3/17/16		\$ 494,751
	Balance	\$ -19,751
Positive Adjustment (See Below)		\$ 0
		\$ -19,751
Total Amount for these Contracts		\$ 0
	Balance	\$ -19,751

Adjustment

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

There has been a reduction in authorized expenditures of NPA contracts for FY 2015-2016 in the amount of \$41,964 as of 3/17/16.

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

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
K&M Center	8138280598	Tutoring	58-SPED16121	\$3,850

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 3/17/16		\$ 271,548
	Balance	\$ -81,548
Positive Adjustment (See Below)		\$ 0
		\$ -81,548
Total Amount for these Contracts		\$ 3,850
	Balance	\$ -85,398

Adjustment					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
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 3/17/16.					

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
Parent Reimbursement	8138280598	Rental car for student transport to therapy	27-SPED16060	\$295
Parent Reimbursement	1192825203	Therapeutic Visit - Heritage	46-SPED16097	\$132
Sandra Kaler R.N., Ph.D.	2115956193	IEE, observation, IEP attendance	57-SPED16120	\$4,750

Amount Budgeted Non-Instructional Consultants 15/16		\$ 159,000
Prior Board Authorization as of 3/17/16		\$ 164,418
	Balance	\$ -5,418
Positive Adjustment (See Below)		\$ 0
		\$ -5,418
Total Amount for these Contracts		\$ 5,177
	Balance	\$ -10,595

Adjustment					
Non- Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
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 \$17,584 as of 3/17/16.					

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 3/17/16.					
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

04/14/16

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

RE: AWARD OF PURCHASE ORDERS – 2015-16

RECOMMENDATION NO. A.09

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from March 9, 2016, through April 6, 2016, for fiscal year 2015-16.

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

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF APRIL 14, 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	
*** NEW PURCHASE ORDERS ***					
164459	A Z BUS SALES INC	Engine Replacement - Bus # 7	TRANSPORTATION	22,216.10	U
164553	A Z BUS SALES INC	Open order for Parts	TRANSPORTATION	4,000.00	U
164676	A Z BUS SALES INC	Repair of bus #10	TRANSPORTATION	3,804.95	U
164150	A+ EDUCATIONAL CENTERS	SES 2nd round 7 students	STATE AND FEDERAL PROJECTS	5,001.64	R
164535	A.J. FISTES CORPORATION	MUIR HEADSTART PAINTING	FACILITY MAINTENANCE	996.00	R
164565	A.J. FISTES CORPORATION	MCKINELY HEADSTART PAINTING	FACILITY MAINTENANCE	7,810.85	SR
164722	ABLENET	SPEECH LANGUAGE SERVICES	SPECIAL EDUCATION REGULAR YEAR	190.01	R
164490	ACADEMIC INNOVATION	CAREER TEXTBOOKS FOR SAMOHI	STATE AND FEDERAL PROJECTS	50,241.60	R
164375	ACCO BRANDS USA LLC DBA GBC	REPAIR OF LAMINATOR/ADMIN	JOHN ADAMS MIDDLE SCHOOL	312.00	U
164145	ADVANCED READING SOLUTIONS LLC	SES 2nd round 19_students	STATE AND FEDERAL PROJECTS	13,575.88	R
164747	AIR MANAGEMENT INDUSTRIES INC	DISTRICT OFFICE DUCT CLEANING	FACILITY MAINTENANCE	30,300.00	DF
164555	AMERITECH BANNERS	BANNERS	CHILD DEVELOPMENT CENTER	1,576.80	CD
164440	ANYTHING EDUCATIONAL PLUS	BTSA SUPPLIES	PERSONNEL SERVICES	91.85	U
164585	APPLE COMPUTER CORP	COMPUTERS FOR SCIENCE/GIFT	JOHN ADAMS MIDDLE SCHOOL	8,664.93	R
164586	APPLE COMPUTER CORP	SOFTWARE LICENSE	JOHN ADAMS MIDDLE SCHOOL	79.99	R
164612	APPLE COMPUTER CORP	Computer	INFORMATION SERVICES	1,808.66	U
164621	APPLE COMPUTER CORP	COMPUTERS FOR LIBRARY	LINCOLN MIDDLE SCHOOL	7,629.93	R
164532	ASCD	ADMIN PD RESOURCE MATERIAL	STATE AND FEDERAL PROJECTS	494.51	R
164514	B.E. MCCARTY INC.	Towing charges Bus 10	TRANSPORTATION	1,500.00	U
164531	BAKER & TAYLOR	LIBRARY AXIS	CURRICULUM AND IMC	250.00	U
164384	BARNES & NOBLE/SANTA MONICA	KINDERGARTEN SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	349.31	U
164475	BARNES & NOBLE/SANTA MONICA	BOOKS FOR CLASSROOM	JOHN MUIR ELEMENTARY SCHOOL	100.00	U
164476	BARNES & NOBLE/SANTA MONICA	SUPPLIES FOR TEACHER	JOHN MUIR ELEMENTARY SCHOOL	100.00	U
164508	BARNES & NOBLE/SANTA MONICA	CLASSROOM READING BOOKS	GRANT ELEMENTARY SCHOOL	139.23	U
164516	BENIK CORPORATION	OCCUPATIONAL THERAPY	SPECIAL EDUCATION REGULAR YEAR	75.56	R
164715	BENIK CORPORATION	OCCUPATIONAL THERAPY	SPECIAL EDUCATION REGULAR YEAR	87.56	R
164545	BEYOND PLAY	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	251.06	U
164598	BOOKSOURCE,THE	BOOKS	MCKINLEY ELEMENTARY SCHOOL	612.18	R
164613	BOOKSOURCE,THE	CLASSROOM LIBRARY: 3RD GR	WILL ROGERS ELEMENTARY SCHOOL	544.64	R
164614	BOOKSOURCE,THE	CLASSROOM LIBRARY - 3RD GR	WILL ROGERS ELEMENTARY SCHOOL	550.57	R
164617	BOOKSOURCE,THE	CLASSROOM BOOKS	MCKINLEY ELEMENTARY SCHOOL	14,995.28	U
164702	BSN SPORTS/SPORT SUPPLY GROUP	PORTABLE BENCHES FOR JAMS	THEATER OPERATIONS&FACILITY PR	1,889.91	U
162297	BUD COFFEY PRODUCTIONS	Additional for Ind.Contracto	THEATER OPERATIONS&FACILITY PR	860.00	R
164734	BURKE WILLIAMS & SORENSEN LLP	CONSULTANT FOR PLA	BUSINESS SERVICES	10,000.00	U
164733	C.A.T. SPECIALTIES INC	Printed T-Shirts & Jackets	THEATER OPERATIONS&FACILITY PR	1,233.69	R
164429	CANON SOLUTIONS AMERICA INC	QUARTERLY MAINT FOR 2 COPIERS	MALIBU HIGH SCHOOL	3,867.00	R
164466	CARQUEST AUTO PARTS	Parts	TRANSPORTATION	1,156.37	U
164644	CDW-G COMPUTING SOLUTIONS	SUPPLIES	INFORMATION SERVICES	2,000.00	U
164489	CENGAGE LEARNING	ACADEMIC VOCABULARY TOOLKIT	STATE AND FEDERAL PROJECTS	5,063.81	R
164754	CHEFS TOYS	TRAULSEN FREEZER FOR WEBSTER	FOOD SERVICES	4,245.75	U
164538	CHILDRENS BOOK WORLD	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	150.00	U
164511	CHOURA EVENTS	GRADUATION CHAIRS	SANTA MONICA HIGH SCHOOL	1,318.75	R
164465	CINTAS CORPORATION	Open order for Clean. Shop T.	TRANSPORTATION	4,000.00	U
164725	CITY OF SANTA MONICA FIRE DEPT	SMFD OPERATING PERMITS	FACILITY MAINTENANCE	8,897.59	R
164426	CLASSROOM DIRECT	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	129.92	U
163346	COMPLETE OFFICE OF CA	OFFICE CHAIRS	WILL ROGERS ELEMENTARY SCHOOL	451.14	U
164473	COMPLETE OFFICE OF CA	DATE/TIME MACHINE	PURCHASING/WAREHOUSE	383.24	U
164519	COMPLETE OFFICE OF CA	CLASSROOM TECH SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	425.09	R
164539	COMPLETE OFFICE OF CA	OFFICE FURNITURE	GRANT ELEMENTARY SCHOOL	695.33	U

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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	
164683	COMPLETE OFFICE OF CA	M&O OFFICE CHAIRS	FACILITY MAINTENANCE	3,490.93	R
164643	DABASH, REHAM	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	1,500.00	CD
164622	DEMCO INC	HEADPHONES	LINCOLN MIDDLE SCHOOL	164.91	R
164492	DEPARTMENT OF TOXIC	DTSC VOLUNTARY INVESTIGATION	BUSINESS SERVICES	20,000.00	D
164558	DIAGNOSTICS DIRECT INC	SUPPLIES	CHILD DEVELOPMENT CENTER	301.07	CD
164537	DICK BLICK - PICK UP ONLY	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	345.00	U
164603	DICK BLICK - PICK UP ONLY	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	150.00	U
164303	DISCOUNT SCHOOL SUPPLY	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	78.11	U
164500	DISCOUNT SCHOOL SUPPLY	SPRING BREAK/INSTRUCTIONAL	CDC: CCTR	123.19	CD
164496	ECOTECH OFFICE SOLUTIONS INC	general cleaning for scanner	STUDENT SERVICES	95.00	U
164556	EL POLLO LOCO	OPEN ORDER	CHILD DEVELOPMENT CENTER	500.00	CD
164536	EMS SAFETY SERVICES INC	CPR CLASS SUPPLIES	HEALTH SERVICES	575.18	U
164448	ERVIN, ALYSSA L.	LIVE TRAPPING OF SQUIRRELS	GROUNDS MAINTENANCE	5,200.00	U
164488	FAST DEER BUS CHARTER INC	TRANSPORTATION	SANTA MONICA HIGH SCHOOL	831.86	U
164542	FAST DEER BUS CHARTER INC	Field Trip	TRANSPORTATION	1,373.81	U
164663	FOLLETT SCHOOL SOLUTIONS INC	LIBRARY BOOKS	FRANKLIN ELEMENTARY SCHOOL	1,000.00	R
164679	FOLLETT SCHOOL SOLUTIONS INC	LANGUAGE ARTS BOOKS	WEBSTER ELEMENTARY SCHOOL	3,005.51	R
164686	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	778.00	R
164687	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	865.00	R
164688	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	2,395.00	R
164689	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	1,045.00	R
164690	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	2,080.00	R
164691	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	1,585.00	R
164692	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	1,225.00	R
164693	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	730.00	R
164694	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	2,485.00	R
164695	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	2,485.00	R
164696	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	865.00	R
164697	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	820.00	R
164698	FOLLETT SCHOOL SOLUTIONS INC	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	725.00	R
164664	FULLER, ANTHONY	WASC REIMBURSEMENT	OLYMPIC CONTINUATION SCHOOL	2,867.13	U
164497	GALE SUPPLY CO	SUPPLIES & MATERIALS	ADULT EDUCATION CENTER	213.96	A
164557	GALE SUPPLY CO	SUPPLIES	CHILD DEVELOPMENT CENTER	275.23	CD
164638	GALE SUPPLY CO	CUSTODIAL	CHILD DEVELOPMENT CENTER	500.31	CD
164709	GALE SUPPLY CO	Open order for supplies	TRANSPORTATION	400.00	U
164659	GOLDAK INC	PUSH ROD	FACILITY MAINTENANCE	1,330.43	R
164563	HANDWRITING WITHOUT TEARS INC	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	60.70	U
164740	HATCH INC	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	956.00	CD
164741	HATCH INC	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,434.00	CD
164742	HATCH INC	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,434.00	CD
164743	HATCH INC	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	478.00	CD
164744	HATCH INC	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	478.00	CD
164745	HATCH INC	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	440.00	CD
164746	HATCH INC	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,434.00	CD
164397	HEINEMANN	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	3,795.08	U
164642	HEINEMANN	READERS WORKSHOP	JOHN MUIR ELEMENTARY SCHOOL	479.10	R
164752	HOME DEPOT- L.A.	OPEN ORDER/HS	CHILD DEVELOPMENT CENTER	400.00	CD
164520	INTELLI-TECH	STUDENT CHROMEBOOK MCKINLEY	CURRICULUM AND IMC	28,163.52	U
164608	INTELLI-TECH	Replacement Computers	INFORMATION SERVICES	4,923.18	U
164609	INTELLI-TECH	John Replace Workstation	INFORMATION SERVICES	2,452.80	U
164649	INTELLI-TECH	Annual Maintenance	INFORMATION SERVICES	69,168.17	U

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
164731	INTELLI-TECH	STUDENT CHROMEBOOK MUIR ELEM.	CURRICULUM AND IMC	14,491.98	U
164739	INTELLI-TECH	COMPUTER	JOHN ADAMS MIDDLE SCHOOL	1,861.23	R
164464	INTERNATIONAL PAPER	COPY PAPER	EDISON ELEMENTARY SCHOOL	414.63	R
164548	INTERNATIONAL PAPER	COPY PAPER	GRANT ELEMENTARY SCHOOL	1,800.00	U
164736	INTERNATIONAL PAPER	COPY WHITE PAPER	PERSONNEL COMMISION	414.63	U
164708	ISHLER DESIGN & ENGINEERING	ENGINEERING SERVICES	FACILITY MAINTENANCE	5,000.00	R
164533	IZQUERDO, ISAAC RUBEN	PROVIDING MUSIC FOR PLAY	EDISON ELEMENTARY SCHOOL	150.00	U
164587	JIANG, JI-LI	INDEPENDENT CONTRACT/AUTHOR	JOHN ADAMS MIDDLE SCHOOL	800.00	R
164503	KAPLAN EARLY LEARNING CO.	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	514.16	CD
164668	KONICA MINOLTA BUSINESS	SCANNING OF PAYROLL CARDS	FISCAL SERVICES	12,000.00	R
164491	KOTIN, ALLAN D.	DOUBLETREE HOTEL VALUATION	BUSINESS SERVICES	40,000.00	U
164419	KYA SERVICES LLC	SAMO TRACK REPAIR	GROUNDS MAINTENANCE	7,150.00	U
164685	LA LIBRERIA	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	280.00	R
164579	LACOE	N2 MEDIA STREAMING	CABRILLO ELEMENTARY SCHOOL	400.00	R
164302	LAKESHORE	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	50.00	U
164477	LAKESHORE	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	75.00	U
164478	LAKESHORE	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	75.00	U
164481	LAKESHORE	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	495.00	U
164509	LAKESHORE	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	200.00	U
164593	LAKESHORE	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	300.00	CD
164646	LAKESHORE	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	266.00	U
164501	LAKESHORE CURRICULUM	SPRING BREAK/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	117.27	CD
164502	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	667.98	CD
164504	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,129.93	CD
164546	LAKESHORE CURRICULUM	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	301.45	U
164567	LAKESHORE CURRICULUM	CLASSROOM SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	1,503.19	U
164748	LANGLEY, ZOE	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	200.00	CD
164339	MALIBU TIMES	NOTICE OF PUBLIC HRG-MEASURE R	BUSINESS SERVICES	161.64	U
164499	MICRO BIO-MEDICS/ORDERS	Nurse's office supplies	FRANKLIN ELEMENTARY SCHOOL	148.55	R
164543	MICRO BIO-MEDICS/ORDERS	NURSE SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	134.91	U
164528	MULTI-HEALTH SYSTEMS INC	PSYCH ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	191.20	R
164064	MUSCO SPORTS LIGHTING LLC	Samo's field lights repair	THEATER OPERATIONS&FACILITY PR	5,000.00	U
164662	MUSCO SPORTS LIGHTING LLC	ADDITIONAL TO LIGHTING REPAIR	THEATER OPERATIONS&FACILITY PR	2,000.00	U
164526	MUSIC CENTER OF LOS ANGELES	SCHOOL ASSEMBLY	EDISON ELEMENTARY SCHOOL	300.00	R
164549	NASCO WEST - MODESTO	PE SUPPLIES	GRANT ELEMENTARY SCHOOL	219.44	U
164607	NOGUERA, PEDRO A.	PLAN FOR CLOSING EQUITY GAP	CURRICULUM AND IMC	75,000.00	U
164570	NORM'S REFRIGERATION & ICE	ICEMACHINE SERVICE DISTRICT	FACILITY MAINTENANCE	165.00	R
164732	NORM'S REFRIGERATION & ICE	ICEMACHINE SERVICE DISTRICT	FACILITY MAINTENANCE	217.50	R
164724	NORTHERN SPEECH SERVICES INC	SPEECH LANGUAGE THERAPY	SPECIAL EDUCATION REGULAR YEAR	233.50	R
164640	NORTHERN TOOL & EQUIPMENT	GARDEN SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	164.88	R
164707	OKUMURA, HOWARD	Alignment & Wheel Balencing	FACILITY OPERATIONS	190.00	U
164441	PARSONS, TYLER	REIMBURSEMENT-NCLB COMPLIANCE	STATE AND FEDERAL PROJECTS	400.00	R
164590	PEARSON CLINICAL ASSESSMENT	PSYCH ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	1,671.98	R
164678	PENNER PARTITIONS INC	RESTROOM PARTITIONS	WEBSTER ELEMENTARY SCHOOL	15,570.00	R
164637	PERFORMANCE NURSERY CORP	CHERRY BLOSSOM TREE	MCKINLEY ELEMENTARY SCHOOL	116.18	R
164597	PERKINS, JANNINE	CONTRACT SERVICES	MCKINLEY ELEMENTARY SCHOOL	2,043.00	U
164699	PERMABOUND BOOKS	FOREIGN LANGUAGE LIBRARY BOOKS	STATE AND FEDERAL PROJECTS	725.00	R
164671	POSTMASTER-SANTA MONICA	FOREVER STAMPS	FRANKLIN ELEMENTARY SCHOOL	490.00	U
164753	POSTMASTER-SANTA MONICA	POSTAGE	CHILD DEVELOPMENT CENTER	735.00	CD
164510	PREMIER SCHOOL AGENDAS	16-17 5TH GR WEEKLY AGENDAS	WILL ROGERS ELEMENTARY SCHOOL	1,564.26	U
164591	PRO-ED	PSYCH ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	274.85	R

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
164719	PRO-ED	READING ASSESSMENTS	SPECIAL EDUCATION REGULAR YEAR	1,865.34	R
164652	PROMODAG	Maintenance	INFORMATION SERVICES	348.00	U
164534	RAMIREZ-OROPEZA, MARTHA	MURAL PAINTING	EDISON ELEMENTARY SCHOOL	9,000.00	U
164468	RANJOEL INC	Repairs to #54	TRANSPORTATION	2,534.30	U
164658	RANJOEL INC	Repairs to vehicle #75	TRANSPORTATION	990.79	U
164559	READ NATURALLY	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	166.11	U
164624	REDWOOD PRESS INC	NAMEPLATE LABEL	SANTA MONICA HIGH SCHOOL	648.24	R
164386	RESOURCES FOR EDUCATORS INC	READING CONNECTION	MCKINLEY ELEMENTARY SCHOOL	646.00	R
164457	RESPOND SYSTEMS	FIRST AID KITS-all fleet units	TRANSPORTATION	148.83	U
164594	RHYTHM CHILD NETWORK	HS PARENT ACTIVITY	CHILD DEVELOPMENT CENTER	200.00	CD
164595	RHYTHM CHILD NETWORK	HS PARENT ACTIVITY	CHILD DEVELOPMENT CENTER	400.00	CD
164494	RICOH USA INC.	COPY OVERAGES	SANTA MONICA HIGH SCHOOL	430.85	U
164540	RICOH USA INC.	LD190 COPY USAGE FROM 14-15	SANTA MONICA HIGH SCHOOL	6,731.98	U
164472	ROADRUNNER SHUTTLE	Open PO-Athletic Transportatn	MALIBU HIGH SCHOOL	4,000.00	R
164461	SAFETY-KLEEN CORP.	Open Order for Parts and Mat.	TRANSPORTATION	342.00	U
164629	SANTA MONICA DAILY PRESS	PUBLIC HEARING FOR MEASURE R	BUSINESS SERVICES	213.75	U
164395	SANTA MONICA FORD	VEHICLE REPLACEMENT FOR IT	INFORMATION SERVICES	57,274.62	U
164460	SANTA MONICA FORD	Bus Repairs Bus #23	TRANSPORTATION	1,026.11	U
164467	SANTA MONICA FORD	Open order for parts	TRANSPORTATION	2,000.00	U
164552	SANTA MONICA FORD	Parts Purchase	TRANSPORTATION	346.90	U
164657	SANTA MONICA FORD	Parts Purchase - special ed	TRANSPORTATION	2,302.10	U
164589	SANTA MONICA MOTORS	Open PO for Repairs	FACILITY OPERATIONS	300.00	U
164620	SANTA MONICA MOTORS	SMOG TEST ON VEHICLE 46	FOOD SERVICES	50.00	F
164348	SANTA MONICA MUSIC CTR	To pay for rental of music Int	MALIBU HIGH SCHOOL	1,642.50	R
164627	SANTA MONICA POLICE DEPT	GRADUATION SECURITY	SANTA MONICA HIGH SCHOOL	1,462.48	U
164506	SCHOLASTIC INC	Scholastic Magazines	JOHN ADAMS MIDDLE SCHOOL	651.38	R
164458	SCHOOL BUS PARTS CORP	Buckle Guard Purchase	TRANSPORTATION	107.13	U
164401	SCHOOL HEALTH CORPORATION	HEALTH OFFICE SUPPLIES	PT DUME ELEMENTARY SCHOOL	398.05	R
164635	SCHOOL NURSE SUPPLY INC	NURSE OFFICE SUPPLIES	GRANT ELEMENTARY SCHOOL	220.39	U
164385	SCHOOL SPECIALTY INC	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	1,320.07	U
164425	SCHOOL SPECIALTY INC	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	170.95	U
164493	SEA CLEAR POOLS	MALIBU POOL HEATER CONNECTION	FACILITY MAINTENANCE	6,978.43	R
164462	SEFAC INC.	Inspection and Services	TRANSPORTATION	900.00	U
164443	SEHI COMPUTER PRODUCTS	PRINTER INK	PERSONNEL SERVICES	916.34	U
164482	SEHI COMPUTER PRODUCTS	DRUM CART- OFFICE COPY MACHINE	WILL ROGERS ELEMENTARY SCHOOL	206.75	U
164507	SEHI COMPUTER PRODUCTS	SCHOOL SUPPLIES	GRANT ELEMENTARY SCHOOL	421.44	U
164584	SEHI COMPUTER PRODUCTS	INK FOR TEACHERS/OFFICE	JOHN MUIR ELEMENTARY SCHOOL	800.00	U
164717	SEHI COMPUTER PRODUCTS	PSYCH OFFICE TECHNOLOGY	SPECIAL EDUCATION REGULAR YEAR	297.70	R
164749	SIMON, MONICA	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	185.00	CD
164604	SIMPLEXGRINNELL	CONTROLLER REPAIR SAMOHI	FACILITY MAINTENANCE	5,312.08	R
164442	SIR SPEEDY PRINTING #0245	ENVELOPES	PERSONNEL SERVICES	147.83	U
164650	SIR SPEEDY PRINTING #0245	INCREASE OPEN PO #160708	THEATER OPERATIONS&FACILITY PR	800.00	R
164424	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	218.42	U
164428	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	60.38	U
164498	SOUTHWEST SCHOOL SUPPLY	Open PO for office items	MALIBU HIGH SCHOOL	800.00	U
164628	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	1,000.00	U
164633	SOUTHWEST SCHOOL SUPPLY	Classroom Supplies	GRANT ELEMENTARY SCHOOL	262.56	U
164341	SPAIN,SUSIE	CONTRACT FOR DRUG COUNSELING	MALIBU HIGH SCHOOL	2,500.00	U
164554	STAPLES BUSINESS ADVANTAGE	SUPPLIES	CHILD DEVELOPMENT CENTER	2,000.00	CD
164561	STAPLES BUSINESS ADVANTAGE	STAEDLER PRE-SHARPEN PENCILS	CURRICULUM AND IMC	252.03	U

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF APRIL 14, 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	
164562	STAPLES BUSINESS ADVANTAGE	STAEDLER PRE-SHARPEN PENCILS	CURRICULUM AND IMC	54.01	U
164564	STAPLES BUSINESS ADVANTAGE	STAEDLER PRE-SHARPEN PENCILS	CURRICULUM AND IMC	315.03	U
164571	STAPLES BUSINESS ADVANTAGE	Open PO for supplies	FRANKLIN ELEMENTARY SCHOOL	1,400.00	U
164616	STAPLES BUSINESS ADVANTAGE	TONER CARTRIDGES/ANTI-BACTERIA	WILL ROGERS ELEMENTARY SCHOOL	441.02	U
164755	STAPLES BUSINESS ADVANTAGE	STAPLES OPEN PO ED SERV TECH	CURRICULUM AND IMC	1,000.00	R
164479	STAPLES/P-U/SANTA MONICA/WILSH	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	320.00	U
164605	STAPLES/P-U/SANTA MONICA/WILSH	INSERVICE SUPPLIES	CURRICULUM AND IMC	1,500.00	U
164480	STAPLES/P-U/VENICE/LINCOLN BL	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	320.00	U
164569	STAPLES/P-U/VENICE/LINCOLN BL	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	200.00	U
164630	STAPLES/P-U/VENICE/LINCOLN BL	OPEN ORDER/INSTRUCTIONAL SUP	JOHN ADAMS MIDDLE SCHOOL	187.00	R
164645	STAPLES/P-U/WLA/CUST#240174490	CLASSROOM SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	489.00	U
164151	STARWIN CORP.	SES 2nd round 5 students	STATE AND FEDERAL PROJECTS	3,572.60	R
164656	STRESS LESS ENVIRONMENTAL LLC	Waste Oil Removal	TRANSPORTATION	315.00	U
164487	STUDENT TRANSPORTATION OF AMER	TRANSPORTATION	SANTA MONICA HIGH SCHOOL	1,690.00	U
164631	TAMAI, GLORIA	OPEN ORDER/HS NUTRITION	CHILD DEVELOPMENT CENTER	200.00	CD
164634	TEACHER DIRECT	CLASSROOM SUPPLIES	GRANT ELEMENTARY SCHOOL	349.08	U
164505	TEXTBOOK WAREHOUSE INC.	STORY TIME BOOKS	CHILD DEVELOPMENT CENTER	131.47	CD
164682	THYSSENKRUPP ELEVATOR CORP	ELEVATOR REPAIR	FACILITY MAINTENANCE	856.00	R
164469	TOM JOHN TOWING	BUS TOWING - BUS #21	TRANSPORTATION	577.50	U
164474	TOUCHLINE SOFTWARE INC	Student work permit software	MALIBU HIGH SCHOOL	305.00	R
164518	TRADENET ENTERPRISE INC	REPAIRS TO MARQUEE SIGNS	FACILITY MAINTENANCE	1,395.00	R
164463	U S BANK (GOVT CARD SERVICES)	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	1,000.00	U
164551	U S BANK (GOVT CARD SERVICES)	PRINTERHEAD	GRANT ELEMENTARY SCHOOL	130.29	U
164675	U S BANK (GOVT CARD SERVICES)	OPEN PO FOR WASC TO REIM. DIST	MALIBU HIGH SCHOOL	1,500.00	U
164547	UNDERWOOD FAMILY FARMS LP	FIELD TRIP ENTRANCE FEE	GRANT ELEMENTARY SCHOOL	1,092.00	R
164654	VERIZON CALIFORNIA	Line repair at Franklin	INFORMATION SERVICES	106.39	U
164653	WARREN DISTRIBUTING INC.	Brake Repair Van #70	INFORMATION SERVICES	121.63	U
164669	WAX, WENDY	INDEPENDENT CONTRACTORS/CONSLT	BOE/SUPERINTENDENT	41,000.00	U
164513	WITT COMPANY	COPY MACHINE SUPPLIES: TONER	WILL ROGERS ELEMENTARY SCHOOL	1,157.85	U
164568	WITT COMPANY	COPY MACHINE SUPPLIES: TONER	WILL ROGERS ELEMENTARY SCHOOL	1,212.44	U
				** NEW PURCHASE ORDERS	797,554.68

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

164726	A/C PROS INC	INSTALLATION	CHILD DEVELOPMENT CENTER	34,600.00	BB
164606	ALTA ENVIRONMENTAL	TESTING	CABRILLO ELEMENTARY SCHOOL	15,476.09	ES
164483	CITY OF SANTA MONICA	STAFF OFFSITE PARKING	SANTA MONICA HIGH SCHOOL	38,805.00	BB
164601	HOWARD INDUSTRIES	EQUIPMENT	CHILD DEVELOPMENT CENTER	20,236.24	BB
164729	INTELLI-TECH	MEASURE ES-STUDENT CHROMEBOOK	CURRICULUM AND IMC	5,873.33	ES
164267	IVS COMPUTER TECHNOLOGY	21ST CENTURY CLASSROOM-MCKIN	CURRICULUM AND IMC	10,593.33	ES
164666	IVS COMPUTER TECHNOLOGY	IVS ROGERS AV INSTALLATION	CURRICULUM AND IMC	554,191.20	ES
164667	IVS COMPUTER TECHNOLOGY	CLASSROOM TECH-MALIBU PHSE II	CURRICULUM AND IMC	125,308.45	ES
164727	RAINTREE-EVERGREEN LLC	OFF-SITE PARKING	EDISON ELEMENTARY SCHOOL	2,400.00	BB
164412	RS PLUMBING SOLUTIONS INC.	4" SS MAIN LINE REPLACMENT	CHILD DEVELOPMENT CENTER	15,200.00	BB

** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES 822,683.64

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/14/16

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

RE: ACCEPTANCE OF GIFTS – 2015/2016

RECOMMENDATION NO. A.10

It is recommended that the Board of Education accept, with gratitude, checks totaling **\$54,073.69** 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 **\$54,073.69** 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	\$ 8,664.93 \$ 410.00 \$ 200.00 \$ 60.00 \$ 47.94		Non-Capital Equipment General Supplies and Materials General Supplies and Materials General Supplies and Materials General Supplies and Materials	Santa Monica Science Magnet Various Guido Lamell Fine String Instruments Various Extra Credit, Inc.
Cabrillo Elementary 01-90120-0-00000-00000-8699-001-0000	\$ 2,858.95 \$ 120.00		Field Trip Field Trip	Various Various
Ed Services 01-90120-0-00000-00000-8699-030-0000	\$ 23,706.42 \$ 6,884.15 \$ 1,691.00 \$ 308.00 \$ 134.56		General Supplies and Materials General Supplies and Materials General Supplies and Materials General Supplies and Materials General Supplies and Materials	Various-Stairway Various-Stairway Various-Stairway Various-Stairway Various-Stairway
Franklin Elementary School 01-90120-0-00000-00000-8699-002-0000	\$ 575.00		General Supplies and Materials	Target Corporation
Malibu High School 01-90120-0-00000-00000-8699-010-0000	\$ 879.84 \$ 622.00		Maintenance Agreement Field Trip	Malibu PTSA MHS-Arts Angels
McKinley Elementary 01-90120-0-00000-00000-8699-004-0000	\$ 900.00 \$ 595.00 \$ 399.90		Field Trip Field Trip General Supplies and Materials	Pepperdine University Various Target
Rogers Elementary School 01-90120-0-00000-00000-8699-006-0000	\$ 4,016.00		Field Trip	Various
Santa Monica High School 01-90120-0-00000-00000-8699-015-0000	\$ 1,000.00		General Supplies and Materials	The Benevity Community Fund
TOTAL	\$ 54,073.69			

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/14/16

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

RE: APPROVAL TO PURCHASE BLUE BIRD ALL AMERICAN CNG TRANSIT SCHOOL BUS FROM AZ BUS SALES INC. THROUGH SCAQMD GRANT FOR SCHOOL BUS REPLACEMENT PA#2015-06 UTILIZING WATERFORD BID #01/12 SCHOOL BUSES

RECOMMENDATION NO. A.11

It is recommended that the Board of Education approve the purchase of one (1) Blue Bird All American CNG Transit school bus through AZ Bus Sales and fund the \$15,000 charges for optional District specifications which the South Coast AQMD School Bus Replacement Program PA#2015-06 does not cover.

COMMENTS: The State of California has allocated funds to the California Air Resources Board (ARB) to fund a Lower-Emission School Bus Replacement and Retrofit Program. The program is designed to replace older, in-use, high-emitting diesel school buses with lower-emission buses. The Board of Education approved the grant application during its Board meeting of March 7, 2015.

SCAQMD awarded grant #G16129 to SMMUSD in an amount of \$166,500 in October 2015 and received the executed contract authorizing the District to process the purchase order by SCAQMD on March 18, 2016.

The District currently has seven (7) CNG buses, out of a total of eleven (11) transit buses which have been replaced under past SCAQMD grants. Under PA#2015-06 the District will replace a 1992 Bluebird diesel bus (#10), with an odometer reading of 309,765 miles.

The program requires the district to cover \$15,000 of the cost for any discretionary option the District requires. Total purchase price for the bus is \$181,500 (in lieu of \$177,000).

Per contract, the bus should be received no later than January 30, 2017.

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

04/14/16

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 #5

RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve Change Order #5 for the cost of Labor and materials required for cabling of network at John Adams Middle School, in an amount of \$6,322, for a total contract amount not to exceed \$1,220,264.39.

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 cabling and wall mounted racks to Pre-School and room 26 at John Adams Middle School which was not included in the original scope of work.

ORIGINAL CONTRACT AMOUNT	\$ 825,091.00 (PO 155353)
CHANGE ORDER #1	\$ 83,462.39 (PO 155721)
CHANGE ORDER #2	\$ 288,650.00 (PO 161188)
CHANGE ORDER #3	\$ 8,158.00 (PO 161558)
CHANGE ORDER #4	\$ 8,581.00 (PO 164316)
CHANGE ORDER #5	\$ 6,322.00
TOTAL CONTRACT AMOUNT	\$1,220,264.39

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

04/14/16

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 FRANKLIN AND ROOSEVELT ELEMENTARY SCHOOLS – AND TO APPROVE THE PIGGYBACK ONTO BAKERSFIELD CITY SCHOOL DISTRICT BID #1507-1 – F PHASE I TECHNOLOGY – MEASURE ES-2 BOND PROGRAM

RECOMMENDATION NO. A.13

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 Franklin and Roosevelt Elementary Schools in an amount not to exceed \$1,047,385.41, 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

04/14/16

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

RE: CONTRACT AMENDMENT #01 FOR CONTINUED EXTENSION OF
CONSTRUCTION MANAGEMENT AND RELATED SERVICES – CALIFORNIA
CONSTRUCTION MANAGEMENT – MEASURE BB

RECOMMENDATION NO. A.14

It is recommended that the Board of Education approve Contract Amendment #01 with California Construction Management (CCM) for Construction Management Services in the amount of \$1,036,936.56 for a total contract amount of \$1,948,990.36.

Funding Information

Budgeted: No
Fund: 21, 81, 82, 83
Source: Measure BB
Account Number: XX-90500-0-00000-85000-5802—XXX-2600
Description: Construction Management
Friday Memo: 04/08/2016

COMMENTS: The Board of Education approved a Construction Management Services contract with CCM in April 2015. CCM has managed the construction projects throughout Measure BB.

The current proposal is an amendment to the contract with CCM to provide construction management services to complete the ongoing projects and close out the Samohi Innovation Building and Edison Language Academy; and manage construction activities for the Olympic High School project, as well as provide certain limited program management services.

The proposal is based upon hourly rates for the services required. All services have been provided by CCM and the continued services will not interrupt the progress or completion of the projects. It is recommended that the District continue these services until the end of June 2017.

Funding the continued service agreement will come from the program reserve shortfall.

Original Contract	\$ 912,053.80
Amendment #1	\$1,036,936.56
<hr/>	
Total Contract Amount:	\$1,948,990.36

MOTION MADE BY: Dr. Escarce

SECONDED BY: Mr. Foster

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Lieberman, Mechur, Escarce, Leon-Vazquez, Tahvildaran-Jesswein, Foster)

NOES: 0

ABSTAIN: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/14/16

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

RE: CONTRACT AMENDMENT #40 FOR PROFESSIONAL ENGINEERING AND SITE SURVEY SERVICES – SANTA MONICA HIGH SCHOOL – SCIENCE & TECHNOLOGY BUILDING AND SITE IMPROVEMENTS PROJECT – PSOMAS – MEASURE BB

RECOMMENDATION NO. A.15

It is recommended that the Board of Education award PSOMAS Contract Amendment #40 for professional engineering design, surveying, and utility detection services for design of a new ramp and stairway on the Samohi campus near the entrance gate at 7th St. and Michigan, in the amount of \$33,420, including reimbursable expenses for a total contract amount of \$1,221,830.

Funding Information

Budgeted: No
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-5802-015-2600
Budget Category: Civil Engineering, Surveys/Investigation, Survey/Utility Mapping
Friday Memo: 04/08/16

COMMENTS: The existing stairway between the Science Quad and the English Building is inadequate to provide proper student movement between classes and does not provide an adequate path of travel for students with disabilities, and should be replaced with a ramp and a larger stairway. The District has requested a proposal from Psomas to provide survey and design services for these improvements.

The scope of work includes a topographic survey, establishment of an accessible path of travel, design of a stairway, DSA processing, construction administration, and utility detection. This Contract Amendment #40, for \$33,420 will result in construction documents suitable for bidding the required work. The revised total contract amount under the Psomas contract will be \$1,221,830.

The funding for this CO will be through Program Reserve Shortage

ORIGINAL CONTRACT AMOUNT	\$ 249,450
Contract Amendment#1 (Survey, 4 Sites)	\$ 92,200
Contract Amendment#2 (Samohi Utilities Map)	\$ 39,600
Contract Amendment#3 (Survey, 2 Sites)	\$ 38,000
Contract Amendment#4 (Survey, 4 Sites)	\$ 63,000
Contract Amendment#5 (Survey, 4 Sites)	\$ 99,900
Contract Amendment#6 (Survey/Utilities Mapping, 4 Sites)	\$ 84,500
Contract Amendment#7 (Survey, 5 Sites)	\$ 72,600
Contract Amendment #8 (MMHS, Sewer, Easement)	\$ 63,500
Contract Amendment #9 (Samohi, Olympic)	\$ 99,000
Contract Amendment #10(Samohi survey)(A.16)	\$ 7,500
Contract Amendment #11(Lincoln survey)(A.17)	\$ 15,000
Contract Amendment #12 (MMHS survey)	\$ 5,500
Contract Amendment #13 (Webster survey)	\$ 22,500
Contract Amendment #14 (MMHS survey)	\$ 7,500
Contract Amendment #15 (MMHS slope analysis)	\$ 1,800

Contract Amendment #16 (JAMS design survey)	\$ 8,379
Contract Amendment #17 (MMHS design survey)	\$ 29,246
Contract Amendment #18 (PDES survey)	\$ 23,574
Contract Amendment #19 (Samohi)	\$ 24,232
Contract Amendment #20 (MMHS)	\$ 6,795
Contract Amendment #21 (Webster)	\$ 22,081
Contract Amendment #22 (MMHS)	\$ 2,560
Contract Amendment #23 (Samohi)	\$ 17,048
Contract Amendment #24 (JAMS confirmation survey)	\$ 2,500
Contract Amendment #25 (JAMS underground sewer survey)	\$ 21,556
Contract Amendment #26 (ELA design survey)	\$ 10,848
Contract Amendment #27 (JAMS revised survey)	\$ 1,496
Contract Amendment #28 (Rogers Survey for Relos)	\$ 11,646
Contract Amendment #29 (Rogers Utility Det. for Relos)	\$ 13,056
Contract Amendment #30 (JAMS Underground utilities)	\$ 2,170
Contract Amendment #31 (JAMS utility investigation - rels)	\$ 6,296
Contract Amendment #32 (JAMS subsurface investigation)	\$ 4,198
Contract Amendment #33 (Contract extension)	\$ 0
Contract Amendment #34 (Olympic subsurface investigation)	\$ 7,050
Contract Amendment #35 (Grant survey update)	\$ 600
Contract Amendment #36 (Webster survey update)	\$ 2,003
Contract Amendment #37 (Contract extension)	\$ 0
Contract Amendment #38 (Malibu survey update)	\$ 4,526
Contract Amendment #39 (Edison Easement)	\$ 5,000
Contract Amendment #40 (Samohi Ramp/Stairs Design/Survey)	\$ 31,420
TOTAL CONTRACT AMOUNT	\$1,221,830

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

04/14/16

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

RE: CONTRACT AMENDMENT #31 – LEASE-LEASEBACK - EDISON LANGUAGE ACADEMY - NEW CONSTRUCTION PROJECT - SWINERTON BUILDERS - MEASURE BB

RECOMMENDATION NO. A.16

It is recommended that the Board of Education authorize Contract Amendment #31 for additional work related to site conditions, irrigation, additional concrete reinforcement and installation of rubberized play surface for - Edison Language Academy - New Construction Project - Swinerton Builders - in the amount of \$140,954.78 for a total contract amount of \$36,366,839.94.

Funding Information

Budgeted: No
Fund: 81
Source: Measure BB
Account Number: 81-90500-00000-85000-6200-001-2600
Budget Category: Construction Contracts
DSA #: 03-112999
Friday Memo: 04/08/16

COMMENTS: On July 20, 2011, The Santa Monica Malibu Unified School District Board of Education awarded to Swinerton Builders the Lease Leaseback contract for the Edison Language Academy – New Construction Project in the amount of \$32,848,118.00.

The Change Order is necessary to complete this portion of construction. This additional work includes changes required to meet with current site conditions, weekend work, irrigation changes, additional concrete reinforcement, installation of rubberized play surface, and other related work. This work was in addition to Swinerton Builders original project scope of work.

Change Order No. 31 includes twenty-five (25) Proposed Change Orders (PCOs), which are not reflected in the Construction Documents.

(continued on next page)

Change Order No. 31 includes the following changes to the terms of the contract:

ORIGINAL CONTRACT AMOUNT.....	\$32,848,118.00
CHANGE ORDER NO. 1.....	93,232.00
CHANGE ORDER NO. 2.....	74,000.00
CHANGE ORDER NO. 3.....	76,746.00
CHANGE ORDER NO. 4.....	86,815.00
CHANGE ORDER NO. 5.....	68,372.00
CHANGE ORDER NO. 6.....	38,766.00
CHANGE ORDER NO. 7.....	72,552.00
CHANGE ORDER NO. 8.....	3,599.00
CHANGE ORDER NO. 9.....	73,414.00
CHANGE ORDER NO. 10.....	153,438.00
CHANGE ORDER NO. 11.....	223,597.00
CHANGE ORDER NO. 12.....	154,607.00
CHANGE ORDER NO. 13.....	70,770.00
CHANGE ORDER NO. 14.....	106,490.00
CHANGE ORDER NO. 15.....	106,096.00
CHANGE ORDER NO. 16.....	41,967.18
CHANGE ORDER NO. 17.....	343,247.13
CHANGE ORDER NO. 18.....	175,114.01
CHANGE ORDER NO. 19.....	188,621.07
CHANGE ORDER NO. 20.....	195,844.55
CHANGE ORDER NO. 21.....	43,445.80
CHANGE ORDER NO. 22.....	112,607.00
CHANGE ORDER NO. 23.....	155,713.07
CHANGE ORDER NO. 24.....	(14,819.87)
CHANGE ORDER NO. 25.....	356,200.00
CHANGE ORDER NO. 26.....	68,402.69
CHANGE ORDER NO. 27.....	69,281.38
CHANGE ORDER NO. 28.....	94,551.52
CHANGE ORDER NO. 29.....	87,489.06
CHANGE ORDER NO. 30.....	57,608.57
<u>CHANGE ORDER NO. 31.....</u>	<u>140,954.78</u>
TOTAL CONTRACT AMOUNT.....	\$36,366,839.94

Change Order No. 31 includes no increase to the Contract Time:

ORIGINAL CONTRACT TIME	1,054 Days
CHANGE ORDER NO. 1:	0 Days
CHANGE ORDER NO. 2:	0 Days
CHANGE ORDER NO. 3:	3 Days
CHANGE ORDER NO. 4:	0 Days
CHANGE ORDER NO. 5:	0 Days
CHANGE ORDER NO. 6:	0 Days
CHANGE ORDER NO. 7:	0 Days
CHANGE ORDER NO. 8:	0 Days
CHANGE ORDER NO. 9:	0 Days
CHANGE ORDER NO. 10:	0 Days
CHANGE ORDER NO. 11:	0 Days
CHANGE ORDER NO. 12:	0 Days
CHANGE ORDER NO. 13:	0 Days

CHANGE ORDER NO. 14:	0 Days
CHANGE ORDER NO. 15:	0 Days
CHANGE ORDER NO. 16:	0 Days
CHANGE ORDER NO. 17:	0 Days
CHANGE ORDER NO. 18:	0 Days
CHANGE ORDER NO. 19:	0 Days
CHANGE ORDER NO. 20:	0 Days
CHANGE ORDER NO. 21:	0 Days
CHANGE ORDER NO. 22:	0 Days
CHANGE ORDER NO. 23:	0 Days
CHANGE ORDER NO. 24:	0 Days
CHANGE ORDER NO. 25:	0 Days
CHANGE ORDER NO. 26:	0 Days
CHANGE ORDER NO. 27:	0 Days
CHANGE ORDER NO. 28:	0 Days
CHANGE ORDER NO. 29:	0 Days
CHANGE ORDER NO. 30:	0 Days
<u>CHANGE ORDER NO. 31:</u>	<u>0 Days</u>
TOTAL CONTRACT AMOUNT:	1,057 Days

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

04/14/16

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

RE: CONTRACT AMENDMENT #40 FOR ADDITIONAL ARCHITECTURAL SERVICES FOR THE MALIBU MIDDLE AND HIGH SCHOOL CAMPUS IMPROVEMENT PROJECT – HMC ARCHITECTS – MEASURE BB

RECOMMENDATION NO. A.17

It is recommended that the Board of Education approve Contract Amendment #40 to HMC Architects, to provide additional services for architectural and engineering services related to the parking lot/ESHA light meter readings for the Malibu Middle and High School Campus Improvement Project in the amount of \$14,000 for a total contract amount of \$7,866,591.

Funding Information

Budgeted:	No
Fund:	83
Source:	Measure BB
Account Number:	83-90500-0-00000-85000-5802-010-2600
Project:	Malibu HS, Campus Improvements Project
Budget Category:	Soft Costs \ Design Services \ Architects
Friday Memo:	04/08/16

COMMENTS: District requested HMC to provide Architectural / Engineer night lighting meter readings as requested for Parking Lot A along the Environmentally Sensitive Habitat Area (ESHA) at the project site. Scope of work to include & costs associated are:

\$6,000	Preliminary site visit with illuminance readings & analysis report
\$8,000	Calibrated meter readings, analysis report & illustrations report
\$14,000	Total Additional services

Contract Amendment #40 is proposed for \$14,000.00. The funds will be reallocated from the hard cost construction budget to the soft cost budget for this expenditure.

(continued on next page)

ORIGINAL CONTRACT AMOUNT (Programming/Schematic Design)	\$961,327	
CONTRACT AMENDMENT #1 (Cabrillo SDC-IS)		\$87,995
CONTRACT AMENDMENT #2 (FF&E Standards)		\$92,400
CONTRACT AMENDMENT #3 (DD/CD/CA Malibu Project)		\$3,562,894
CONTRACT AMENDMENT #4 (Pt. Dume/Webster Safety)		\$157,588
CONTRACT AMENDMENT #5 (Malibu Project Public Meetings/EIR)		\$25,144
CONTRACT AMENDMENT #6 (Cabrillo Safety Project)		\$10,304
CONTRACT AMENDMENT #7 (Webster Parking Safety Project)		\$62,344
CONTRACT AMENDMENT #8 (Cabrillo Septic Study)		\$21,647
CONTRACT AMENDMENT #9 (Malibu right turn lane study)		\$68,256
CONTRACT AMENDMENT #10 (Malibu fire protection)		\$25,991
CONTRACT AMENDMENT #11 (Malibu field renderings)		\$8,046
CONTRACT AMENDMENT #12 (Malibu wastewater study)		\$62,037
CONTRACT AMENDMENT #13 (Malibu electrical)		\$34,428
CONTRACT AMENDMENT #14 (Malibu EIR, Traffic, Parking)		\$372,321
CONTRACT AMENDMENT #15 (Webster fire alarm)		\$9,090
CONTRACT AMENDMENT #16 (Malibu, Additional Scope) _		\$228,405
CONTRACT AMENDMENT #17 (Malibu, Parking Lot "A")		\$57,340
CONTRACT AMENDMENT #18 (Cabrillo, Additional scope)		\$9,690
CONTRACT AMENDMENT #19 (OWTS, Webster)		\$57,330
CONTRACT AMENDMENT #20 (OWTS, Pt. Dume)		\$57,330
CONTRACT AMENDMENT #21 (Malibu HS, OWTS Construction Documents & CA)		\$245,375
CONTRACT AMENDMENT #22 (Structural investigation and design, Point Dume ES)		\$19,840
CONTRACT AMENDMENT #23 (CDP Exemption and Waivers, Malibu HS)		\$12,520
CONTRACT AMENDMENT #24 (DSA submittal for Access Review, Cabrillo ES Fencing)		\$3,700
CONTRACT AMENDMENT #25 (Separate Malibu FA into separate DSA & Bid Package)		\$69,210
CONTRACT AMENDMENT #26 (Additional Security Fencing, Gates, Erosion Control at Malibu HS)		\$83,090
CONTRACT AMENDMENT #27 (Cabrillo fencing and gate revisions)		\$7,065
CONTRACT AMENDMENT #28 (Webster, Parking and Drop-Off)		\$73,280
CONTRACT AMENDMENT #29 (Malibu, Campus Improvement)		\$8,000
CONTRACT AMENDMENT #30 (Malibu, Campus Improvement, EIR lighting study)		\$4,500
CONTRACT AMENDMENT #32 (Malibu HS, RWQCB, WDRs)		\$6,200
CONTRACT AMENDMENT #33 (Malibu HS, Fire Alarm, FCD)		\$7,315
CONTRACT AMENDMENT #34 (Malibu HS, SWPPP)		\$5,800
CONTRACT AMENDMENT #36 (Malibu HS, Coastal Development Permit, Hearing, redesign)		\$350,000
CONTRACT AMENDMENT #37 (Malibu HS, Redesign, OWTS Redesign)		\$444,444
CONTRACT AMENDMENT #38 (Malibu HS, Parking Lot Photo Renderings)		\$44,345
CONTRACT AMENDMENT #39 (Malibu HS, Wharf and Parking Lot E Design)		\$496,000
CONTRACT AMENDMENT #40 (Malibu HS, Parking lot/ESHA Light Meter Readings)		\$14,000
TOTAL CONTRACT AMOUNT:		\$7,866,591

Malibu Stadium Lighting:

CONTRACT AMENDMENT #31 (Malibu, Stadium Lighting, Architectural Services)	\$56,260
CONTRACT AMENDMENT #35 (Malibu, Stadium Lighting, Architectural Services)	\$12,795
	\$69,055

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

04/14/16

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

RE: CONTRACT RATIFICATION – JUAN CABRILLO ELEMENTARY SCHOOL – BID #16.11.ES WINDOW REPLACEMENT – WINDOWS, FLOORING & PAINT PROJECT – MEASURE ES

RECOMMENDATION NO. A.18

It is recommended that the Board of Education ratify award of contract for Bid# 16.11.ES, Juan Cabrillo Elementary School – Window Replacement Building F– Windows, Flooring & Paint Project, to JEC Inc., DBA J. Evans Construction in an amount not to exceed \$150,350.00.

Funding Information

Budgeted: Yes
Fund: 85
Source: ES
Account Number: 85-90905-0-00000-82000-6200-017-2600
Description: Windows, Flooring & Paint Project
Friday Memo: 04/08/16

COMMENTS: Bids were received Tuesday, March 8th, 2016 in the District office. Three bids were submitted. During the March 17th, 2016 board meeting Staff requested authorization to award the contract (Item No. A.12) to the lowest responsive responsible bidder due to lead times to manufacture & procure the windows for Building F. Bids were received from:

- | | |
|--|---------------------|
| 1. 1 st California Construction, Inc. | \$213,730.00 |
| 2. JEC Inc., DBA J. Evans Construction | \$150,350.00 |
| 3. Custom Designs Construction | \$222,000.00 |

Therefore, it is recommended that the Board of Education ratify award of contract to JEC Inc., DBA J. Evans Construction in an amount not to exceed \$150,350.00.

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

04/14/16

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

RE: AWARD OF CONTRACT – TRAFFIC AND PARKING STUDY – SANTA MONICA HIGH SCHOOL CAMPUS PLAN (PREVIOUSLY THE SAMOHI CAMPUS DEVELOPMENT PLAN) TO ITERIS – MEASURE ES

RECOMMENDATION NO. A.19

It is recommended that the Board of Education award a contract for Santa Monica High School Campus Plan (SCP) - Traffic and Parking Study to ITERIS in an amount not to exceed \$175,283.00.

Funding Information

Budgeted: Yes

Fund: 85

Source: Measure ES

Account Number: 85-90904-0-00000-85000-5802-015-2600

Description: Traffic and Parking Demand/Feasibility Study

Friday Memo: 04/08/16

COMMENTS: The Samohi Campus Plan, previously called the Samohi Campus Development Plan, option is being prepared by R.L. Binder Architects. A study of access points into the site, parking requirements and traffic analysis are required for the current and future needs of the campus. Iteris provided a proposal dated March 23, 2016 to perform the traffic and parking study. Deliverables will include assessments of:

- Initial Parking and Access Review
 - Kick-off and two (2) meetings with SMMUSD/SCP Consultant Team
 - Draft and final Memorandum summarizing assessment of parking and access
- Project Management and Coordination with Design Team
 - Four meetings with SMMUSD/SCP Consultant Team
 - Three meetings with City of Santa Monica staff
- Parking needs Assessment
 - Parking Demand Profiles
 - Parking User Survey compilation and results
 - Parking Demand Analysis and Feasibility Report
- Circulation Assessment
 - Existing Circulation Issues / impacts / Analysis Memorandum
- Traffic Impact Study
 - Draft and Final Traffic Impact Report

It is recommended that Iteris be awarded a contract in an amount not to exceed \$175,283.00 to perform the services & provide the deliverables described herein.

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

04/14/16

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

RE: CONTRACT AMENDMENT #47 FOR ADDITIONAL ARCHITECTURAL SERVICES
– LINCOLN MIDDLE SCHOOL – REPLACEMENT OF CLASSROOM BUILDING
C & SITE IMPROVEMENTS (PACKAGE 2) – DLR GROUP, INC. – MEASURE
BB

RECOMMENDATION NO. A.20

It is recommended that the Board of Education approve Contract Amendment #47 with DLR Group, Inc. for an Additional Reimbursable Allowance at Lincoln Middle School Replacement of Classroom Building C & Site Improvement Project (Package 2) in the amount of \$12,000.00 for a total contract amount of \$5,402,364.00.

Funding Information

Budgeted: No
Fund: 83
Source: Measure BB
Account Number: 81-90500-0-00000-85000-5802-012-2600
Budget Category: Soft Costs\Design\Architects
DSA #: 03-112865
Friday Memo: 04/08/16

COMMENTS: DLR Group is submitting this request for Additional Reimbursable Allowance for the Lincoln Middle School Replacement of Classroom Building C & Site Improvement Project (Package 2). The scope of this additional services is to cover the Additional Reimbursable costs in order to obtain DSA certification and close out the project.

This Contract Amendment #47, for \$12,000.00, is to cover the Additional Reimbursable costs for the Lincoln Middle School Project. The revised contract total will be \$5,402,364.00.

Funding for this CO will be through re-allocation from Hard Cost Construction Budget to Soft Cost Budget

(continued on next page)

ORIGINAL CONTRACT AMOUNT (Prog./Schematic Design)	\$ 936,032.00
CONTRACT AMENDMENT #1 (McKinley SDC, Roosevelt Preschool)	131,663.00
CONTRACT AMENDMENT #2 (Data Center)	99,420.00
CONTRACT AMENDMENT #3 (DD/CD/CA Lincoln)	2,195,078.00
CONTRACT AMENDMENT #4 (Roosevelt Revised Design)	70,435.00
CONTRACT AMENDMENT #5 (Data Center structural revisions)	6,925.00
CONTRACT AMENDMENT #6 (McKinley Safety Proj.)	168,697.00
CONTRACT AMENDMENT #7 (Lincoln MS Revised Design)	92,592.00
CONTRACT AMENDMENT #8 (Lincoln Fire Protection)	17,538.00
CONTRACT AMENDMENT #9 (Landscape and Planting Standards)	30,245.00
CONTRACT AMENDMENT #10 (Add'l Landscape Standards)	5,200.00
CONTRACT AMENDMENT #11 (PV Standard Specs)	26,100.00
CONTRACT AMENDMENT #12 (Lincoln Interim housing)	31,755.00
CONTRACT AMENDMENT #13 (Lincoln sewer line)	15,569.00
CONTRACT AMENDMENT #14 (Lincoln sprinklers at E)	54,933.00
CONTRACT AMENDMENT #15 (Data Center fire protection)	7,913.00
CONTRACT AMENDMENT #16 (Lincoln trash enclosure design)	14,989.00
CONTRACT AMENDMENT #17 (Lincoln additional hydrant)	3,989.00
CONTRACT AMENDMENT #18 (Data Center, Fire Protection, existing District Office building)	49,036.00
CONTRACT AMENDMENT #19 (Data Center, Previous DSA Application Certification Study)	13,181.00
CONTRACT AMENDMENT #20 (Lincoln carpet revisions)	2,264.00
CONTRACT AMENDMENT #21 (Lincoln hydrant revisions for relocatables)	5,100.00
CONTRACT AMENDMENT #22 (Data Center, Prev. DSA Appl. Certification Phase 2)	28,005.00
CONTRACT AMENDMENT #23 (Lincoln science lab revisions – new building)	11,198.00
CONTRACT AMENDMENT #24 (Lincoln science lab revisions - modernization)	11,198.00
CONTRACT AMENDMENT #25 (Data Center, Prev. DSA Appl. Certification Phase 2 Add)	13,077.00
CONTRACT AMENDMENT #26 (Lincoln, Previous DSA Application Certification Study)	24,440.00
CONTRACT AMENDMENT #27 (Data Center Design Revisions)	9,331.00
CONTRACT AMENDMENT #28 (Lincoln, Relocatables, site plan revisions, structural)	4,039.00
CONTRACT AMENDMENT #29 (Lincoln New Construction, SWPPP)	7,254.00
CONTRACT AMENDMENT #30 (District Office, Data Center, Design Revisions)	59,903.00
CONTRACT AMENDMENT #31 (Lincoln, Kitchen Fire Protection)	2,735.00
CONTRACT AMENDMENT #32 (McKinley, Casework Revisions)	2,445.00
CONTRACT AMENDMENT #33 (Lincoln, Value Engineering)	79,745.00
CONTRACT AMENDMENT #34 (District Office Data Center Design Revisions)	138,946.00
CONTRACT AMENDMENT #35 (Lincoln, Alternate Acoustics System)	6,333.00
CONTRACT AMENDMENT #36 (Lincoln Site Work Parking- 3Form Ceiling)	17,467.00
CONTRACT AMENDMENT #37 (Lincoln Additional Construction Documents)	151,533.00
CONTRACT AMENDMENT #38 (Lincoln, Additional Structural Services to Ramp and Eco Rain)	122,747.00
CONTRACT AMENDMENT #39 (Samohi Assessment and Report)	31,412.50
CONTRACT AMENDMENT #40 (Edison, Architectural Services)	281,694.00
CONTRACT AMENDMENT #41 (Edison, Engineering Services)	130,857.50
CONTRACT AMENDMENT #42 (Data Center Technology)	145,950.00
CONTRACT AMENDMENT #43 (Lincoln, Additional Structural Services for gate at Stair #2)	3,400.00
CONTRACT AMENDMENT #44 (Edison, Additional Services for previous PCO Review)	40,890.00
CONTRACT AMENDMENT #45 (Lincoln, Additional Structural Services CCD 28)	1,110.00
CONTRACT AMENDMENT #46 (Edison, Architectural, Engineering, Landscape Services)	86,000.00
CONTRACT AMENDMENT #47 (Lincoln, Additional Reimbursable Allowance)	12,000.00
TOTAL CONTRACT AMOUNT	\$5,402,364.00

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

04/14/16

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

RE: CONTRACT AMENDMENT #48 FOR ADDITIONAL ARCHITECTURAL SERVICES
– DISTRICT DATA CENTER PROJECT – DLR GROUP, INC. – MEASURE BB

RECOMMENDATION NO. A.21

It is recommended that the Board of Education approve Contract Amendment #48 with DLR Group, Inc. for additional mechanical, structural and architectural concrete pad layout changes to accommodate the substituted chiller and generator at the District Data Center Project in the amount of \$18,122.20 for a total contract amount of \$5,420,486.20.

Funding Information

Budgeted: Yes
Fund: 21
Source: Measure BB
Account Number: 21-90503-0-00000-85000-5802-054-2600
Budget Category: Soft Costs\Design\Architects
DSA #: 03-116118
Friday Memo: 04/08/16

COMMENTS: DLR Group is submitting this request for additional mechanical, structural and architectural concrete pad layout changes to accommodate the substituted chiller and generator for the District Data Center Project. The scope of this additional services is for the additional mechanical, structural and architectural concrete pad layout changes to accommodate the substituted chiller and generator.

This Contract Amendment #48, for \$18,122.20, is for the additional mechanical, structural and architectural concrete pad layout changes to accommodate the substituted chiller and generator. The revised contract total will be \$5,420,486.20

Funding for this CO will be through re-allocation of soft cost with the project

(continued on next page)

ORIGINAL CONTRACT AMOUNT (Prog./Schematic Design)	\$ 936,032.00
CONTRACT AMENDMENT #1 (McKinley SDC, Roosevelt Preschool)	131,663.00
CONTRACT AMENDMENT #2 (Data Center)	99,420.00
CONTRACT AMENDMENT #3 (DD/CD/CA Lincoln)	2,195,078.00
CONTRACT AMENDMENT #4 (Roosevelt Revised Design)	70,435.00
CONTRACT AMENDMENT #5 (Data Center structural revisions)	6,925.00
CONTRACT AMENDMENT #6 (McKinley Safety Proj.)	168,697.00
CONTRACT AMENDMENT #7 (Lincoln MS Revised Design)	92,592.00
CONTRACT AMENDMENT #8 (Lincoln Fire Protection)	17,538.00
CONTRACT AMENDMENT #9 (Landscape and Planting Standards)	30,245.00
CONTRACT AMENDMENT #10 (Add'l Landscape Standards)	5,200.00
CONTRACT AMENDMENT #11 (PV Standard Specs)	26,100.00
CONTRACT AMENDMENT #12 (Lincoln Interim housing)	31,755.00
CONTRACT AMENDMENT #13 (Lincoln sewer line)	15,569.00
CONTRACT AMENDMENT #14 (Lincoln sprinklers at E)	54,933.00
CONTRACT AMENDMENT #15 (Data Center fire protection)	7,913.00
CONTRACT AMENDMENT #16 (Lincoln trash enclosure design)	14,989.00
CONTRACT AMENDMENT #17 (Lincoln additional hydrant)	3,989.00
CONTRACT AMENDMENT #18 (Data Center, Fire Protection, existing District Office building)	49,036.00
CONTRACT AMENDMENT #19 (Data Center, Previous DSA Application Certification Study)	13,181.00
CONTRACT AMENDMENT #20 (Lincoln carpet revisions)	2,264.00
CONTRACT AMENDMENT #21 (Lincoln hydrant revisions for relocatables)	5,100.00
CONTRACT AMENDMENT #22 (Data Center, Prev. DSA Appl. Certification Phase 2)	28,005.00
CONTRACT AMENDMENT #23 (Lincoln science lab revisions – new building)	11,198.00
CONTRACT AMENDMENT #24 (Lincoln science lab revisions - modernization)	11,198.00
CONTRACT AMENDMENT #25 (Data Center, Prev. DSA Appl. Certification Phase 2 Add)	13,077.00
CONTRACT AMENDMENT #26 (Lincoln, Previous DSA Application Certification Study)	24,440.00
CONTRACT AMENDMENT #27 (Data Center Design Revisions)	9,331.00
CONTRACT AMENDMENT #28 (Lincoln, Relocatables, site plan revisions, structural)	4,039.00
CONTRACT AMENDMENT #29 (Lincoln New Construction, SWPPP)	7,254.00
CONTRACT AMENDMENT #30 (District Office, Data Center, Design Revisions)	59,903.00
CONTRACT AMENDMENT #31 (Lincoln, Kitchen Fire Protection)	2,735.00
CONTRACT AMENDMENT #32 (McKinley, Casework Revisions)	2,445.00
CONTRACT AMENDMENT #33 (Lincoln, Value Engineering)	79,745.00
CONTRACT AMENDMENT #34 (District Office Data Center Design Revisions)	138,946.00
CONTRACT AMENDMENT #35 (Lincoln, Alternate Acoustics System)	6,333.00
CONTRACT AMENDMENT #36 (Lincoln Site Work Parking- 3Form Ceiling)	17,467.00
CONTRACT AMENDMENT #37 (Lincoln Additional Construction Documents)	151,533.00
CONTRACT AMENDMENT #38 (Lincoln, Additional Structural Services to Ramp and Eco Rain)	122,747.00
CONTRACT AMENDMENT #39 (Samohi Assessment and Report)	31,412.50
CONTRACT AMENDMENT #40 (Edison, Architectural Services)	281,694.00
CONTRACT AMENDMENT #41 (Edison, Engineering Services)	130,857.50
CONTRACT AMENDMENT #42 (Data Center Technology)	145,950.00
CONTRACT AMENDMENT #43 (Lincoln, Additional Structural Services for gate at Stair #2)	3,400.00
CONTRACT AMENDMENT #44 (Edison, Additional Services for previous PCO Review)	40,890.00
CONTRACT AMENDMENT #45 (Lincoln, Additional Structural Services CCD 28)	1,110.00
CONTRACT AMENDMENT #46 (Edison, Architectural, Engineering, Landscape Services)	86,000.00
CONTRACT AMENDMENT #47 (Lincoln, Additional Reimbursable Allowance)	12,000.00
CONTRACT AMENDMENT #48 (Data Center Technology, Chiller & Generator)	18,122.20
TOTAL CONTRACT AMOUNT	\$5,420,486.20

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

04/14/16

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

RE: CONTRACT AMENDMENT #49 FOR ADDITIONAL ARCHITECTURAL
CONSTRUCTION ADMINISTRATION SERVICES – DISTRICT DATA CENTER -
DLR GROUP, INC. - MEASURE BB

RECOMMENDATION NO. A.22

It is recommended that the Board of Education approve Contract Amendment #49 with DLR Group, Inc. for additional construction administration services and the inclusion of an elevator shunt trip at the District Data Center Project in the amount of \$76,234.00 for a total contract amount of \$5,496,720.20.

Funding Information

Budgeted: No
Fund: 21
Source: Measure BB
Account Number: 21-90503-0-00000-85000-5802-054-2600
Budget Category: Soft Costs\Design\Architects
DSA #: 03-116118
Friday Memo: 04/08/16

COMMENTS: DLR Group is submitting this request for additional construction administration services and the inclusion of an elevator shunt trip for the District Data Center Project. The scope of this additional services is for the additional construction administration services due to the increased complexity and extended duration of the project. It also includes the addition of an elevator shunt trip.

This Contract Amendment #49, for \$76,234.00, is for additional construction administration services due to the increased complexity and extended duration of the project. It also includes the addition of an elevator shunt trip and includes \$5,000.00 for reimbursable expenses. The revised contract total will be \$5,496,720.20.

Funding for this CO will be partially through re-allocation of soft cost within the project and partially from Program Reserve Shortfall

(continued on next page)

ORIGINAL CONTRACT AMOUNT (Prog./Schematic Design)	\$ 936,032.00
CONTRACT AMENDMENT #1 (McKinley SDC, Roosevelt Preschool)	131,663.00
CONTRACT AMENDMENT #2 (Data Center)	99,420.00
CONTRACT AMENDMENT #3 (DD/CD/CA Lincoln)	2,195,078.00
CONTRACT AMENDMENT #4 (Roosevelt Revised Design)	70,435.00
CONTRACT AMENDMENT #5 (Data Center structural revisions)	6,925.00
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CONTRACT AMENDMENT #15 (Data Center fire protection)	7,913.00
CONTRACT AMENDMENT #16 (Lincoln trash enclosure design)	14,989.00
CONTRACT AMENDMENT #17 (Lincoln additional hydrant)	3,989.00
CONTRACT AMENDMENT #18 (Data Center, Fire Protection, existing District Office building)	49,036.00
CONTRACT AMENDMENT #19 (Data Center, Previous DSA Application Certification Study)	13,181.00
CONTRACT AMENDMENT #20 (Lincoln carpet revisions)	2,264.00
CONTRACT AMENDMENT #21 (Lincoln hydrant revisions for relocatables)	5,100.00
CONTRACT AMENDMENT #22 (Data Center, Prev. DSA Appl. Certification Phase 2)	28,005.00
CONTRACT AMENDMENT #23 (Lincoln science lab revisions – new building)	11,198.00
CONTRACT AMENDMENT #24 (Lincoln science lab revisions - modernization)	11,198.00
CONTRACT AMENDMENT #25 (Data Center, Prev. DSA Appl. Certification Phase 2 Add)	13,077.00
CONTRACT AMENDMENT #26 (Lincoln, Previous DSA Application Certification Study)	24,440.00
CONTRACT AMENDMENT #27 (Data Center Design Revisions)	9,331.00
CONTRACT AMENDMENT #28 (Lincoln, Relocatables, site plan revisions, structural)	4,039.00
CONTRACT AMENDMENT #29 (Lincoln New Construction, SWPPP)	7,254.00
CONTRACT AMENDMENT #30 (District Office, Data Center, Design Revisions)	59,903.00
CONTRACT AMENDMENT #31 (Lincoln, Kitchen Fire Protection)	2,735.00
CONTRACT AMENDMENT #32 (McKinley, Casework Revisions)	2,445.00
CONTRACT AMENDMENT #33 (Lincoln, Value Engineering)	79,745.00
CONTRACT AMENDMENT #34 (District Office Data Center Design Revisions)	138,946.00
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CONTRACT AMENDMENT #45 (Lincoln, Additional Structural Services CCD 28)	1,110.00
CONTRACT AMENDMENT #46 (Edison, Architectural, Engineering, Landscape Services)	86,000.00
CONTRACT AMENDMENT #47 (Lincoln, Additional Reimbursable Allowance)	12,000.00
CONTRACT AMENDMENT #48 (Data Center Technology, Chiller & Generator)	18,122.20
CONTRACT AMENDMENT #49 (Data Center Technology, Additional Construction Administration)	76,234.00
TOTAL CONTRACT AMOUNT	\$5,496,720.20

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

04/14/16

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

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

RECOMMENDATION NO. A.23

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

Edison Language Academy New Construction Project

Vendor Name/Project	PO Number	Amount	Substantial Completion Date
Korade & Associate Builders, Inc.	162115	\$11,881	2/19/16

COMMENT: A Notice of Completion must be filed for Purchase Orders over \$25,000 within thirty-five 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

ACTION/CONSENT

04/14/16

FROM: SANDRA LYON / MARK O. KELLY

RE: CERTIFICATED PERSONNEL – Elections, Separations

RECOMMENDATION NO. A.24

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

ADDITIONAL ASSIGNMENTS

ADAMS MIDDLE SCHOOL

Beeman-Solano, Amy	2 hrs @\$44.60	2/11/16	Est Hrly/\$89
Jurewicz, Kristin	2 hrs @\$44.60	2/11/16	Est Hrly/\$89
LaDuke, Stacy	2 hrs @\$44.60	2/11/16	Est Hrly/\$89
Murphy, Leticia	2 hrs @\$44.60	2/11/16	Est Hrly/\$89
O’Keefe, Eliana	2 hrs @\$44.60	2/11/16	Est Hrly/\$89
Scotland, Alva	2 hrs @\$44.60	2/11/16	<u>Est Hrly/\$89</u>
TOTAL ESTABLISHED HOURLY			\$534

Comment: Professional Development Team Meeting
01-IASA: Title II Teacher Quality

EDUCATIONAL SERVICES

Bartball, Dana	9 hrs @\$44.60	2/19/16	Est Hrly/\$401
Cierra, Jorge	9 hrs @\$44.60	2/19/16	Est Hrly/\$401
Herrera, Mayra	9 hrs @\$44.60	2/19/16	Est Hrly/\$401
Kariya, Emily	9 hrs @\$44.60	2/19/16	Est Hrly/\$401
Panish, Adam	9 hrs @\$44.60	2/19/16	Est Hrly/\$401
Ransom, Barbara	9 hrs @\$44.60	2/19/16	<u>Est Hrly/\$401</u>
TOTAL ESTABLISHED HOURLY			\$2,406

Comment: SIS Ad Hoc Committee – Phase 1 – Meeting
01-SMMEF-Funded

LINCOLN MIDDLE SCHOOL

Runyon, Gregory	50 days @\$572.75	3/16/16-6/3/16	<u>Own Daily/\$28,638</u>
TOTAL OWN DAILY			\$28,638

Comment: Interim Assistant Principal
01-Unrestricted Resource

MCKINLEY ELEMENTARY SCHOOL

Ostrom, Michael	15 hrs @\$44.60	10/7/15-3/15/16	Est Hrly/\$669
Scifres, Mary	15 hrs @\$44.60	10/7/15-3/15/16	<u>Est Hrly/\$669</u>
TOTAL ESTABLISHED HOURLY			\$1,338

Comment: Presentations for Literacy Nights
01-IASA: Title I Basic-LW Inc/Neg

MUIR ELEMENTARY SCHOOL

Davis, Skye	4 hrs @\$44.60	2/11/16-5/24/16	Est Hrly/\$178
Hamilton, LaDawna	4 hrs @\$44.60	2/11/16-5/24/16	Est Hrly/\$178
Sheinbaum, Adriana	4 hrs @\$44.60	2/11/16-5/24/16	Est Hrly/\$178
Trubo, Melissa	4 hrs @\$44.60	2/11/16-5/24/16	<u>Est Hrly/\$178</u>
TOTAL ESTABLISHED HOURLY			\$712

Comment: Professional Development Team Meetings
01-IASA: Title II Teacher Quality

ROGERS ELEMENTARY SCHOOL

Herrera, Mayra 32 hrs @\$44.60

1/26/16-3/18/16

Est Hrly/\$1,427

TOTAL ESTABLISHED HOURLY \$1,427

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

Alexander, Katja 2 hrs @\$44.60

2/3/16

Est Hrly/\$89

Duran-Contreras, Martha 2 hrs @\$44.60

2/3/16

Est Hrly/\$89

Fujiwara, Emma 2 hrs @\$44.60

2/3/16

Est Hrly/\$89

Gonzalez, Gabriela 2 hrs @\$44.60

2/3/16

Est Hrly/\$89

Schwengel, Tracey 2 hrs @\$44.60

2/3/16

Est Hrly/\$89

TOTAL ESTABLISHED HOURLY \$445

Comment: Literacy Data Meeting
01-IASA: Title I Basic-LW Inc/Neg

TOTAL ESTABLISHED HOURLY, AND OWN DAILY = \$ 35,500

NEW HIRES

PROBATIONARY CONTRACTS

Name/Assignment/Location

Not to Exceed

Effective

Phelan, James/SAI-Govt/Econ
Santa Monica High School

100%

3/8/16

TEMPORARY CONTRACTS

Name/Assignment/Location

Not to Exceed

Effective

Goodman, Jaclyn/SAI
Grant Elementary

50%

3/3/16-6/9/16

SUBSTITUTE TEACHERS

Effective

LONG-TERM ASSIGNMENT

(@\$232.00 Daily Rate)

Gridley, Steven

3/7/16-3/18/16

McGary, Sean

2/26/16-3/11/16

McNamara, Cheryl

3/7/16-4/28/16

LEVEL 1 SUBSTITUTES

(@\$179.00 Daily Rate)

Ehasz, Elizabeth

3/10/16

CHANGE IN ASSIGNMENT

Effective

Garrett, Chakesha

8/19/15

CDS-Franklin/School Age

From: 50%

To: 69%

LEAVE OF ABSENCE (with pay)

Name/Location

Effective

Alvarez, Judith

4/4/16-6/9/16

Edison Elementary

[Medical Maternity/FMLA/CFRA]

Andrew, Vy

3/21/16-5/31/16

Lincoln Middle School

[Medical Maternity/FMLA]

Burton, Natalie Roosevelt Elementary	2/16/16-3/8/16 [FMLA/CFRA]
Edwards, David McKinley Elementary	2/2/16-6/9/16 [Intermittent FMLA/CFRA]
Hirt, Mary Lincoln Middle School	2/16/16-2/26/16 [Medical/FMLA/CFRA]
Hylind, Amy Lincoln Middle School	2/9/16-2/15/16 [Medical/FMLA/CFRA]
Land, Rachel McKinley Elementary	4/18/16-6/9/16 [Medical Maternity/FMLA/CFRA]
Martinez, Emelita Child Develop Svcs/Rogers	2/29/16-3/11/16 [FMLA/CFRA]
McCance, Wendi Franklin Elementary	2/16/16-3/11/16 [Medical/FMLA/CFRA]
Papale, Jacqueline Rogers Elementary	3/1/16-3/31/16 [Medical]
Pust, Jennifer Santa Monica HS	2/24/16-4/25/16 [Medical/FMLA/CFRA]
Ramos, Irene Santa Monica HS	2/16/16-2/26/16 [Intermittent FMLA/CFRA]
Verham, Karen Webster Elementary	2/22/16-3/18/16 [FMLA/CFRA]
Wethern, Heather Santa Monica HS	3/7/16-4/18/16 [Medical/FMLA/CFRA]

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

04/14/16

FROM: SANDRA LYON / MARK O. KELLY / MICHAEL COOL

RE: CLASSIFIED PERSONNEL – MERIT

RECOMMENDATION NO. A.25

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

NEW HIRES

EFFECTIVE DATE

Burkett, Deena (Additional Assignment) Facility Use	Senior Office Specialist 4 Hrs/12 Mo/Range: 25 Step: C	3/22/16
Fuentes, Diolanie FNS-Adams MS	Cafeteria Worker I 3.5 Hrs/SY/Range: 11 Step: E	3/14/16
Molina Carranza, Adelma Malibu HS	Laboratory Technician 4 Hrs/SY/Range: 26 Step: A	4/4/16

TEMP/ADDITIONAL ASSIGNMENTS

EFFECTIVE DATE

Burkett, Deena Facility Use	Senior Office Specialist [limited term; clerical support]	3/1/16-3/11/16
Garcia, Mayra Special Ed-Rogers ES	Paraeducator-1 [overtime; overnight field trip]	3/16/16-3/18/16
Gaylor, Amanda Grant ES	Office Specialist [additional hours; enrollment support]	3/3/16-3/18/16
Gonzalez, Zuleima Franklin ES	Instructional Assistant - Classroom [additional hours; classroom support]	2/22/16-3/18/16
Marquez, Lily McKinley ES	Bilingual Community Liaison [overtime; parent advisory meeting]	3/9/16
Rodriguez, Maria Lincoln MS	Custodian [additional hours; school events]	1/22/16-1/24/16
Santillan Morales, Samantha Special Ed-Cabrillo ES	Paraeducator-1 [additional hours; bus supervision]	11/5/15-12/10/15
Stevens, Danielle Special Ed-Rogers ES	Paraeducator-1 [overtime; overnight field trip]	3/16/16-3/18/16
Tenison, Laura Special Ed-Grant ES	Paraeducator-3 [additional hours; professional development]	1/29/16-6/9/16

SUBSTITUTES

EFFECTIVE DATE

Hansberry, Felicia Special Education	Office Specialist	3/1/16-3/31/16
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CHANGE IN ASSIGNMENT

EFFECTIVE DATE

Johnson, Kerri Special Ed-Lincoln MS	Paraeducator-3 6.4 Hrs/SY From: 6 Hrs/SY/Special Ed-Roosevelt ES	3/4/16
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INVOLUNTARY TRANSFERJohnson, Kerri
Special Ed-Roosevelt ESParaeducator-3
6 Hrs/SY
From: 6 Hrs/SY/Special Ed-Santa Monica HS**EFFECTIVE DATE**

1/14/16

Mederos, Eden
Special EducationParaeducator-3
6.33 Hrs/SY
From: 6.33 Hrs/SY/Special Ed-Santa Monica HS

1/15/16

LEAVE OF ABSENCE (PAID)Amaya, Janene
CDS-Adams PreschoolChildren's Center Assistant-2
Medical**EFFECTIVE DATE**

2/24/16-3/22/16

Berumen, Theodore
PurchasingSenior Buyer
Medical

2/28/16-3/22/16

Davis, Jeffrey
MaintenanceCarpenter
Intermittent FMLA

2/26/16-8/9/16

Gardea-Perez, Guadalupe
Child Development ServicesBilingual Community Liaison
FMLA

2/26/16-3/26/16

Giagni, Pamela
Special Ed-Muir ESParaeducator-1
Medical

2/29/16-3/5/16

Hernandez, Maira
CDS-Adams PreschoolChildren's Center Assistant-2
Medical

2/17/16-2/28/16

Mitri, Veronica
Special Ed-Roosevelt ESParaeducator-3
Maternity

3/11/16-5/11/16

Ong, Mary Cate
Special Ed-Grant ESParaeducator-3
FMLA/CFRA

3/14/16-6/9/16

Oyenoki, Daniel
McKinley ESPhysical Activities Specialist
FMLA/CFRA

2/29/16-3/14/16

Williams, Steven
Food and Nutrition ServicesStock and Delivery Clerk
FMLA

4/4/16-4/8/16

LEAVE OF ABSENCE (UNPAID)Giagni, Pamela
Special Ed-Muir ESParaeducator-1
Personal**EFFECTIVE DATE**

3/7/16-3/18/16

Morrison, Catherine
Webster ESSenior Office Specialist
Personal

2/26/16-3/18/16

RESIGNATIONMorales, Alejandra
Special Ed- Pt. Dume ES

Paraeducator-2

EFFECTIVE DATE

3/18/16

Romero, Fredy
Grant ES

Physical Activities Specialist

4/8/16

Smith, Zekaia
CDS-Rogers ES

Children's Center Assistant-2

3/18/16

Zander, Maia Malibu HS	Instructional Assistant - Music	4/8/16
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RETIREMENT

Martin, Charles Lincoln MS	Campus Security Officer	<u>EFFECTIVE DATE</u> 6/10/16
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Navia, Mary Muir ES	Instructional Assistant - Classroom	6/9/16
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Wingate, Tanya Fiscal Services	Accounting Assistant II	4/30/16
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Ybarra, Jose Edison ES	Custodian	6/10/16
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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

ACTION/CONSENT

04/14/16

FROM: SANDRA LYON / MARK O. KELLY / MICHAEL COOL

RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.26

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.

NOON SUPERVISION AIDE

Bernet, Kenhalo McKinley ES 3/4/16-6/9/16

COACHING ASSISTANT

Austin, Matthew	Santa Monica HS	3/14/16-6/9/16
Burdick, Bart	Santa Monica HS	1/5/16-6/9/16
Burton, Jake	Santa Monica HS	1/5/16-6/9/16
Cary, John	Malibu HS	7/1/15-6/30/16
Cooley, Mark	Malibu HS	7/1/15-6/30/16
Humprey, Regence	Malibu HS	7/1/15-6/30/16
Keiser, Benjamin	Santa Monica HS	1/5/16-6/9/16
Lupi, Paul	Santa Monica HS	1/4/16-6/9/16
McConnell, Cynthia	Malibu HS	1/4/16-6/30/16
Parr, Breanne	Malibu HS	7/1/15-6/30/16
Poon, Wilston	Santa Monica HS	1/5/16-6/9/16
Quintana, Mario	Malibu HS	2/26/16-6/30/16
Shafer, Anthony	Malibu HS	1/4/16-6/9/16
Sweigart, Shane	Malibu HS	7/1/15-6/30/16
Ward, Tim	Malibu HS	1/4/16-6/9/16

TECHNICAL SPECIALIST – LEVEL II

Gottesman, Judith Muir ES/SMASH 9/8/15-6/2/16
[Music Accompanist]
- Funding: Measure "R"

STUDENT WORKER - WORKABILITY

Jones, Elijah Santa Monica HS 2/25/16-6/30/17

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

04/14/16

FROM: SANDRA LYON / MARK O. KELLY

RE: ESTABLISH POSITIONS – COORDINATOR, LITERACY AND LANGUAGE AND
COORDINATOR, PARENT AND STUDENT ENGAGEMENT

RECOMMENDATION NO. A.27

It is recommended that the Board of Education establish two new positions: Coordinator of Literacy and Language and Coordinator of Parent and Student Engagement to support SMMUSD's Local Control Accountability Plan (LCAP), federal and state requirements, curricular guidelines, and Board of Education priorities.

COMMENT: This item was discussed at the March 3, 2016, Board Meeting. Following Board discussion, revisions have been made to the attached job descriptions. This item is now being returned for action.

In order to align with SMMUSD's LCAP, as well as federal and state requirements, Educational Services proposes to reorganize certain job responsibilities and, as a result, establish two new Coordinator positions: Coordinator of Literacy and Language and Coordinator of Parent and Student Engagement.

The Coordinator of Literacy and Language will assist in the development and implementation of a standards-based, integrated literacy and language curriculum for PreK-12 students, utilizing the New California English Language Arts-Literacy and English Language Development Standards. This position will collaborate with Professional Learning Teams, site administrators and Educational Services staff to implement curriculum, and will analyze assessment data to guide instructional decision-making. It is the responsibility of the Coordinator, Literacy and Language to develop and deliver PreK-12 professional development to increase student achievement and close the achievement gap. (See attached job description.)

The Coordinator of Parent and Student Engagement will provide leadership and coordination of parent involvement activities and programs outlined in the SMMUSD LCAP, federal Elementary and Secondary Act (ESEA) and Every Student Succeeds Act (ESSA). This position will support efforts to seek parent input in decision-making at all school sites, and promote parent and student participation in programs required by the LCAP. The Coordinator, Parent and Student Engagement will coordinate the Bilingual Community Liaison program, and assist in the planning and facilitation of District advisory committees, including the District English Learner Advisory Committee (DELAC). (See attached job description.)

Both Coordinator positions will have a 200-day work calendar and be compensated at Range 60 on the SMMUSD Management Salary Schedule.

Salary and benefits for the Coordinator of Literacy and Language and the Coordinator of Parent and Student Engagement will be included in the proposed 2016-2017 budget.

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

Public Comments:

- *Nancy Gutierrez addressed the board regarding this item.*

Mr. Foster requested a copy of the Ed Services organizational chart. He would like to review that at the board's next retreat. Mr. de la Torre suggested adding the following language to the sixth bullet point on page 51: "...including culturally relevant methods of organizing parents and/or guardians, such as a train-the-trainer model." The board agreed to this change.

MOTION MADE BY: Dr. Escarce
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

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Department of Human Resources

CERTIFICATED JOB DESCRIPTION
COORDINATOR, LITERACY AND LANGUAGE

DEFINITION

Under professional direction of the Assistant Superintendent of Educational Services, and supervision of the Director of Curriculum and Instruction (PreK-5), the Coordinator of Literacy and Language will assist in the development and implementation of the new California English Language Arts-Literacy and English Language Development standards instructional program. It is the responsibility of the Coordinator of Literacy and Language to develop and deliver PreK-12 professional development to increase student achievement and close the achievement gap.

DISTINGUISHING CHARACTERISTICS

This position classification requires subject matter expertise and knowledge in English Language Arts, English Language Development and literacy, and experience in curriculum development and delivery methods. Directly-related leadership experience is necessary to manage the duties and responsibilities of this position. The job requires the ability to analyze, develop and offer alternative problem solutions to a variety of complex issues and concerns. The incumbent must be experienced in the use of technology for presentation and data analysis. Decisions are made by the incumbent that have a critical impact on the goals, organization and educational programs and services of the district. This position frequently meets with management, teachers, parents and support staff to influence, motivate and monitor the result objectives of the district and the operation of the Educational Services Department. This is a sedentary position classification which performs light work that involves sitting a portion of the time, but does require walking and standing for extended periods. This position requires accurate perceiving of sound, near and far vision, depth perception, working with educational materials and objects, and providing oral information and direction.

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

EXAMPLES OF DUTIES

- Develop a standards-based, integrated literacy and language curriculum for PreK-12;
- Collaborate with Professional Learning Teams, Educational Services staff and site administrators to implement the ELA/ELD curriculum;
- Develop and deliver District-wide professional development on literacy and learning;
- Collaborate with Dual Immersion program staff to ensure program alignment PreK-12 through professional development tailored to support Immersion;
- Identify formative and summative assessments to monitor the impact of the ELA/ELD curriculum as it relates to student achievement gains, with a special emphasis on Long-Term English Learners (LTELS);
- Analyze assessment data and use the results to guide instruction and curricula decision-making;
- Evaluate certificated staff;
- Provide on-going support to the district-adopted ELA and ELD instructional programs;

- Assist other Educational Services staff with the articulation, alignment and implementation of professional development to support literacy and language development;
- Perform other duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Principles, practices and trends in the field of education,
2. Literacy and language development,
3. Research and effective instructional practices in literacy and language development,
4. Curriculum development for PreK-12 programs,
5. Current research and best practices for promoting achievement of Long Term English Learners (LTELS),
6. Current research and best practices for Dual Immersion PreK-12 programs;
7. Effective practices in professional development and coaching,
8. Formative and summative assessment tools for progress monitoring and instructional decision-making,
9. Response to Instruction and Intervention (RTI²), as it relates to monitoring and planning for the academic and language development of English Learners,

Ability to:

1. Design and implement protocols to support the use of data to inform instructional practices,
2. Facilitate team meetings in Professional Learning Communities (PLCs),
3. Develop and deliver highly-effective professional development to large and small groups,
4. Exhibit effective coaching practices,
5. Collaborate with diverse stakeholders across the organization including teachers, site administrators, Educational Services staff, paraprofessionals, parents, and students,
6. Lead and coach in literacy and language development
7. Access and utilize current educational technology,
8. Demonstrate strong organizational and interpersonal skills,
9. Communicate effectively, both verbally and in writing, with a diverse and broad range of individuals and groups,
10. Use technology, including word processing, spreadsheet, database and presentation software.

EDUCATION AND EXPERIENCE

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

Experience:

- Minimum of three (3) years of teaching experience in English Language Arts or related subject;
- Successful leadership experience in leading literacy and language development efforts as a site-based leader and professional development provider for administrators, teachers, paraprofessionals and parents.

Education:

- Equivalent to the completion of a Master of Arts or higher degree in educational administration, professional development, instructional technology, curriculum development and design, or closely related field;
- Advanced degree and/or education and training in literacy and/or language preferred.

CERTIFICATIONS, LICENSES AND CONDITIONS

Certification Requirement

Possession or the ability to qualify for a valid California credential authorizing service as an elementary and secondary level administrator

License Requirement

Possession of a valid Motor Vehicle Operator's License

Condition of Employment

Insurability by the District's liability insurance carrier

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS:

- Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.
- This is a sedentary position classification with light work that involves sitting a portion of the time, but does require walking and standing for extended periods
- Requires the mobility to stand, stoop, balance, reach, kneel and bend. Requires mobility of arms to reach and dexterity of hands and fingers needed to operate a computer keyboard
- May require the need to push, pull or lift up to 20 pounds
- The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction.

This position will have a 200-day work calendar and be compensated at Range 60 of the SMMUSD Management Salary Schedule

Job Description Board Approved: _____

2/16; rev. 3/16

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Department of Human Resources

CERTIFICATED JOB DESCRIPTION COORDINATOR, PARENT AND STUDENT ENGAGEMENT

DEFINITION

Under professional direction of the Assistant Superintendent of Educational Services, and supervision of the Director of Assessment, Research and Evaluation, the Coordinator of Parent and Student Engagement will provide leadership and coordination of parent involvement activities and programs outlined in the SMMUSD Local Control Accountability Plan (LCAP), federal Elementary and Secondary Education Act (ESEA) and Board of Education priorities.

DISTINGUISHING CHARACTERISTICS

This position classification requires experience and knowledge in public school programs, curriculum, requirements, objectives, policies and concerns in regards to parent engagement and student success. Directly-related leadership experience is necessary to manage the duties and responsibilities of this position. The job requires the ability to analyze, develop and offer alternative problem solutions to a variety of complex issues and concerns. The incumbent must be experienced in the use of technology for data analysis and presentation. Decisions are made by the incumbent that have a critical impact on the goals, organization and educational programs and services of the district. This position frequently meets with management, teachers, parents, paraprofessionals and community members to influence, motivate and monitor the result objectives of the district and the operation of the Educational Services Department. This is a sedentary position classification that performs light work that involves sitting a portion of the time, but does require walking and standing for extended periods. This position requires accurate perceiving of sound, near and far vision, depth perception, working with educational materials and objects, and providing oral information and direction.

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

EXAMPLES OF DUTIES

- Support efforts to seek parent input in decision-making at all school sites and at the district level;
- Promote parent and student participation in programs for unduplicated students and special need subgroups, as required by the Local Control Accountability Plan (LCAP);
- Support the Educational Services Directors with the recruitment of parents from diverse subgroups to serve on parent advisory committees;
- Assist in the planning and facilitation of the District English Learner Advisory Committee (DELAC) and other District Advisory Committees;
- Coordinate the Community Liaison Program, providing professional development in the following areas: facilitation of parent involvement to students in under-performing subgroups, identification of school and community resources, and parent education program training;
- Support principals and teachers in developing best practices in parent and student engagement, including culturally relevant methods of organizing parents and/or guardians, such as a train-the-trainer model;
- Disseminate information regarding parent involvement goals and objectives;

- Serve as liaison between student, home, school and community resources, such as family service agencies, and collaborate with social workers, counselors and family resource providers;
- Interpret Every Student Succeeds Act (ESSA) requirements related to school activities/outreach programs that support parental involvement;
- Develop and administer parent and student engagement surveys and other data collection instruments;
- Plan and provide activities related to parent involvement to enhance a school's climate;
- Cooperate with site administrators in implementing the parent involvement program according to state and federal guidelines;
- Support principals in training and recruitment for the School Site Council and the development of the Single Plan for Student Achievement (SPSA);
- Coordinate translation services for school events, informational communication and marketing materials;
- Support marketing of district programs, for example, pre-school and dual immersion;
- Participate in on-going professional development by attending workshops, lectures and institutes on specific subjects to enhance job performance;
- Engage in programs with community partners, including the cities of Santa Monica and Malibu;
- Perform other duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Principles, practices and trends in the field of education,
2. Parent, school, student and community partnership models,
3. SMMUSD's English Language Learner programs,
4. SMMUSD's LCAP goals and metrics,
5. Knowledge and appreciation of, and successful experience working with, diverse cultures and populations of parents and students, including but not limited to Latinos, African-Americans, and immigrants,
6. Federal entitlement program (ESEA/ESSA) requirements,
7. Formative and summative assessment tools used for progress monitoring and instructional decision-making for sharing and interpretation for parents,
8. Single Plan for Student Achievement (SPSA) process,
9. School Smarts and other parent education programs,
10. School-site leadership,
11. Cultural competence in educational settings,
12. Effective practices in professional development and coaching,

Ability to:

1. Demonstrate effective instructional practices in English Language Development,
2. Facilitate meetings with teachers, paraprofessionals, parents and community groups,
3. Develop and deliver effective professional development,
4. Use technology for data collection and analysis,
5. Collaborate with diverse stakeholders across the organization including teachers, site administrators, Educational Services staff, paraprofessionals, parents, and students,
6. Communicate in Spanish, both orally and in writing,
7. Access and utilize current educational technology,
8. Model nondiscriminatory practices in all activities,
9. Exhibit strong organizational and interpersonal skills,

10. Communicate effectively, both orally and in writing, with a diverse and broad range of individuals and groups,
11. Use technology, including word processing, spreadsheet, database and presentation software.

EDUCATION AND EXPERIENCE

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

Experience:

- Minimum of three (3) years of teaching experience;
- Minimum of three (3) years of successful experience in parent and student engagement in a public school setting.
- Successful leadership experience at a school site, including School Site Council membership, instructional leader and/or professional development provider,
- Fluent bilingualism in Spanish required.

Education:

- Equivalent to the completion of a Master of Arts or higher degree in educational administration, professional development, instructional technology, curriculum development and design, or closely related field;

CERTIFICATIONS, LICENSES AND CONDITIONS

Certification Requirement

Possession or the ability to qualify for a valid California credential authorizing service as an elementary and secondary level administrator

License Requirement

Possession of a valid Motor Vehicle Operator's License

Condition of Employment

Insurability by the District's liability insurance carrier

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS:

- Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.
- This is a sedentary position classification with light work that involves sitting a portion of the time, but does require walking and standing for extended periods
- Requires the mobility to stand, stoop, balance, reach, kneel and bend. Requires mobility of arms to reach and dexterity of hands and fingers needed to operate a computer keyboard
- May require the need to push, pull or lift up to 20 pounds
- The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction.

This position will have a 200-day work calendar and be compensated at Range 60 of the SMMUSD Management Salary Schedule

Job Description Board Approved: _____

2/16; rev. 3/16

TO: BOARD OF EDUCATION

ACTION/MAJOR

04/14/16

FROM: SANDRA LYON / JANECE L. MAEZ

RE: ESTABLISHMENT OF A NEW CLASSIFICATION – CHIEF OPERATIONS OFFICER

RECOMMENDATION NO. A.28

It is recommended that the Board of Education approve the establishment of the new classification of Chief Operations Officer, in the Business Services Division.

COMMENT: The Chief Operations Officer will provide leadership, direction, planning and supervision for Facility Services Division in the Santa Monica-Malibu Unified School District in order to ensure a positive, well-maintained learning and work environment that supports the educational process and facilitates student achievement. The Chief Operations Officer (COO) will oversee and manage the Facility Services Division, including Maintenance, Operations, Facility Use, Facilities Improvement Projects and Transportation Departments. The COO will be responsible for planning, code compliance, environmental services, safety/security and intergovernmental relations as they pertain to school campuses and district facilities. This position will coordinate facility operations with the Board of Education, Executive Cabinet, Educational Services, Human Resources and the other departments in the Business Services Division.

On June 29, 2015, as a part of the 2015-2016 budget, the Board approved a new FTE (full-time classified management) for an Executive Director position. It has been determined that a Chief Operations Officer position would best serve the needs of the Business Services Division and the District's needs. The Chief Operations Officer classification will replace the Executive Director. This is a Senior Management position.

Below is an overview of the proposed duties for the position:

- Provide executive supervision and leadership to facility operation functions by planning, organizing and directing the Facility Services Division, including the Maintenance, Operations, Facility Use, Transportation and Facility Improvement Projects/Bond Management Departments;
- Improve the operation service levels offered to schools, students, parents, community and internal/external stakeholders, by developing a shared vision and culture of accountability and innovation within the Facility Services division;
- Develop and implement District facility goals, objectives, and policies, and Division procedures and practices;
- Facilitate long-range strategic planning to develop and implement educational facilities plans and construction of District facilities;
- Collaborate and communicate with numerous diverse external stakeholders about District operational plans and progress;
- Participate in making critical strategic decisions in conjunction with the Board of Education and Executive Cabinet, and advise the Chief Financial Officer on operations matters of the District;
- Coordinate with Superintendent, Senior Staff, Educational Services, Human Resources, and school sites to effectively implement the operation activities of the Facility Service Division and to support the functions of these operating areas;

- Regularly conduct school site visits to ensure operations and support activities are coordinated and effective;
- Represent the Board of Education and Superintendent as a visible leader in the community related to the facility operations of the District, and act as liaison to coordinate with governmental agencies and community organizations;
- Direct the establishment and maintenance of records and the presentation of reports related to facility use, construction, maintenance, and operations, and present reports to Board of Education and other District personnel;
- Inspire, challenge, align and develop the Facility Services Leadership team by providing high quality leadership, best practices, coaching and mentoring;
- Supervise and evaluate the performance of assigned personnel including scheduling, assigning and inspecting work, analyzing and making recommendations regarding staffing needs, and assuring supervisory personnel fulfill responsibilities in accordance with laws, rules, policies, and the provisions of the collective bargaining agreements;
- Ensure that the District is in compliance with appropriate laws, codes and regulations regarding construction, building safety, and safe work practices;
- Direct, prepare, develop and manage the annual preliminary budget for the all departments in the Facility Services Division, including analyzing budgetary and financial data, authorizing and controlling expenditures, and forecasting funding needs;
- Work with the Personnel Commission and Human Resources to recruit, hire, train and supervise an effective work force for the Facility Services Division;
- Lead the District's emergency preparedness and crisis prevention efforts;
- Perform other duties, as assigned.

As a Merit district, the position and duties are approved by the Board and the job description and qualification requirements for the position class are prepared and approved by the Personnel Commission. The Commission will classify the position, set minimum qualifications and designate the appropriate salary placement.

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

04/14/16

FROM: SANDRA LYON / MARK O. KELLY

RE: ESTABLISH POSITION – LITERACY AND LANGUAGE INTERVENTIONIST

RECOMMENDATION NO. A.29

It is recommended that the Board of Education establish a new position, Literacy and Language Interventionist, to support SMMUSD's Local Control Accountability Plan (LCAP), federal and state requirements, curricular guidelines and Board of Education priorities.

COMMENT: The Literacy and Language Interventionist will provide intensive reading and/or English Language intervention to identified elementary students. The Literacy and Language Interventionist will implement an intervention program anchored in California ELA/ELD Standards and the district curriculum. The position will work directly with site administrators, classroom teachers, literacy coaches and Educational Services staff to support and implement Response to Instruction and Intervention (RTI²). The Literacy and Language Interventionist will assist with administering, collecting, analyzing and interpreting data for students identified for intensive reading and/or language development support. The incumbent will participate in all district professional development in the area of literacy and language development. (See attached job description.)

The Literacy and Language Interventionist will have a TK-12 teacher work year (184 days) and salary will be determined by appropriate placement on the SMMUSD Certificated Teaching/Counseling Salary Schedule.

Salary and benefits for the Literacy and Language Interventionist will be included in the 2016-2017 budget.

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

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Department of Human Resources

CERTIFICATED JOB DESCRIPTION LITERACY AND LANGUAGE INTERVENTIONIST

DEFINITION

Under the direction of the Director of Curriculum and Instruction (PreK-5), Educational Services, the Literacy and Language Interventionist will provide intensive reading and/or English Language intervention to identified elementary students. The Literacy and Language Interventionist will implement an intervention program anchored in California ELA/ELD Standards and the district curriculum. This position will work directly with site administrators, classroom teachers, literacy coaches and Educational Services staff to support and implement the District's Response to Instruction and Intervention (RTI²) plan. The Literacy and Language Interventionist will assist with administering, collecting, analyzing and interpreting data for students identified for intensive reading and/or language development support. The incumbent will participate in all district professional development in the area of literacy and language development.

DISTINGUISHING CHARACTERISTICS

This position classification requires knowledge, experience, and expertise in the areas of reading, writing, literacy and language development, and English Language Development (ELD) instruction and strategies. Knowledge of the California ELA/ELD Standards and Framework and RTI² is necessary to fulfill the duties of this position. The Literacy and Language Interventionist will meet regularly with school administrators, teachers, students and other District staff.

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

EXAMPLES OF DUTIES

- Provide intensive intervention in reading and/or ELD programs identified by Educational Services including, direct instruction to small groups and individual students in the area of foundational literacy skills, reading comprehension, and language development;
- Administer progress-monitoring assessments to identified students and use assessment results to guide instructional decision-making;
- Work with site administrators, classroom teachers, literacy coaches and Educational Services staff to support and implement the District's RTI² plan;
- Collaborate and communicate regularly with classroom teachers, literacy coaches, the Coordinator of Literacy and Language, site administrators, and Educational Services staff regarding student progress and achievement data;
- Develop and monitor individual learning plans for identified students, in partnership with site staff and parents;
- Support the initial classification and reclassification process for English Learners;
- Participate in data team meetings, professional development opportunities, action research and professional reading;
- Other duties as assigned.

QUALIFICATIONS

Knowledge of:

13. Content in reading, writing, literacy and language development,
14. California ELA/ELD Standards and Framework, and Response to Instruction and Intervention (RTI²),
15. Current research, programs, techniques, strategies and resources in literacy,
16. English Language Development (ELD) strategies and their integration into literacy instruction,
17. Efficient and effective classroom management tools,
18. Data collection, data analysis and record-keeping.

Ability to:

12. Provide intensive reading and/or English Language intervention instruction,
13. Work successfully with striving readers,
14. Collect, evaluate and interpret student achievement data,
15. Access and utilize current educational technology,
16. Demonstrate strong organizational and interpersonal skills,
17. Communicate effectively, in oral and written form,
18. Use technology effectively, including word processing, spreadsheet, database and presentation software.

EDUCATION AND EXPERIENCE

Education:

A Multiple-Subject, elementary teaching credential with CLAD or EL authorization. Master's Degree in Reading or Reading credential desired.

Experience:

Minimum of three (3) years of successful teaching at the elementary level. Experience as a reading teacher or National Board Certified Teacher preferred. Bilingual in Spanish desired.

CERTIFICATIONS, LICENSES AND CONDITIONS

Certification Requirement

Possession of a valid Multiple-Subject, elementary teaching credential with CLAD or EL authorization

License Requirement

Possession of a valid Motor Vehicle Operator's License

Condition of Employment

Insurability by the District's liability insurance carrier

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS:

- Candidates must be able to perform essential duties with or without reasonable accommodation
- This is a sedentary position classification with light work that involves sitting a portion of the time, and includes walking and standing for extended periods

- Requires the mobility to stand, stoop, balance, reach, kneel and bend. Requires mobility of arms to reach and dexterity of hands and fingers needed to operate a computer keyboard
- May require the need to push, pull or lift up to 20 pounds
- The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction.

This position will have a TK-12 Teacher work year (184 days), and be compensated based on the SMMUSD Certificated Teaching/Counseling Salary Schedule.

Job Description Board Approved: _____

3/16

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / JANECE L. MAEZ
RE: REVISE BP 3110 – TRANSFER OF FUNDS

ACTION/CONSENT
04/14/16

RECOMMENDATION NO. A.30

It is recommended that the Board of Education revise 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.

These changes were discussed at the March 17, 2016, board meeting.

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

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: August 19, 2009 Santa Monica, California
revised: August 1, 2012**

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/14/16

FROM: SANDRA LYON / JANECE L. MAEZ

RE: DELETE BP 3111 – DEFERRED MAINTENANCE FUNDS

RECOMMENDATION NO. A.31

It is recommended that the Board of Education delete 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.

These changes were discussed at the March 17, 2016, board meeting.

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

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

ACTION/CONSENT

04/14/16

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

RE: REPLACE BP 5111 – ADMISSION

RECOMMENDATION NO. A.32

It is recommended that the Board of Education replace BP 5111 Admission.

COMMENTS: The proposed BP and 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.

These changes were discussed at the March 17, 2016, board meeting. Changes to the corresponding regulation can be found under Item No. I.05 in this agenda.

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

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**

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/14/16

FROM: SANDRA LYON / TERRY DELORIA

RE: REVISE BP 5123 – PROMOTION / ACCELERATION / RETENTION

RECOMMENDATION NO. A.33

It is recommended that the Board of Education revise BP 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.

These changes were discussed at the March 17, 2016, board meeting. Changes to the corresponding regulation can be found under Item No. I.06 in this agenda.

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

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**

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/14/16

FROM: SANDRA LYON / TERRY DELORIA / ALICE CHUNG

RE: REVISE BP 5148 – CHILD CARE AND DEVELOPMENT

RECOMMENDATION NO. A.34

It is recommended that the Board of Education revise BP 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 corresponding regulation can be found under Item No. I.07 in this agenda.

The board discussed these changes at the March 17, 2016, board meeting.

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

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

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / TERRY DELORIA
RE: REVISE BP 6112 – SCHOOL DAY

ACTION/CONSENT
04/14/16

RECOMMENDATION NO. A.35

It is recommended that the Board of Education revise BP 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 corresponding regulation can be found under Item No. I.08 in this agenda.

The board discussed these changes at the March 17, 2016, board meeting.

Dr. Deloria explained for the board the instructional minutes listed in the AR. She will provide more information regarding daily minutes by grade level to the board members.

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 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**

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/14/16

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

RE: REVISE BP 6170.1 – TRANSITIONAL KINDERGARTEN

RECOMMENDATION NO. A.36

It is recommended that the Board of Education revise 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.

The board discussed these changes at the March 17, 2016, board meeting.

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

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~~ 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

ACTION/CONSENT

04/14/16

FROM: SANDRA LYON / TERRY DELORIA / EVAN BARTELHEIM

RE: REVISE BP 6178 – CAREER TECHNICAL EDUCATION

RECOMMENDATION NO. A.37

It is recommended that the Board of Education revise BP 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 their career goals.

The corresponding regulation can be found under Item No. I.09 in this agenda.

The board discussed these changes at the March 17, 2016, board meeting.

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

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**

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

04/14/16

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

RE: CONSIDER REVISING BP 6142.92 – MATHEMATICS INSTRUCTION

DISCUSSION ITEM NO. D.01

It is recommended that the Board consider adopting BP 6142.92 – Mathematics Instruction.

COMMENTS: The policy has been updated to reflect Common Core State Standards and the new state curriculum framework for mathematics. The policy has also been updated to (1) reflect new law (AB 166, 2013) which requires the State Board of Education, concurrent with the next revisions of textbooks or the curriculum framework in mathematics, to ensure the integration of financial literacy; (2) reflect new law (AB 97, 2013), which eliminates the Professional Development Block Grant and the Mathematics and Reading Professional Development Program; and (3) add material on program evaluation (CSBA update, April 2014). The policy has also been updated to reflect new law (SB 359), which mandates any district which is serving 9th grade students and has not adopted a mathematics placement policy prior to January 1, 2016, to adopt a math placement policy with specific components before the beginning of the 2016-17 school year. The policy reflects other requirements of SB 359, including, but not limited to, the use of multiple objective academic measures for student placement, provision of at least one checkpoint within the first month of the school year to ensure accurate placement, and annual board examination of student placement data (CSBA update, December 2015).

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

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

MATHEMATICS INSTRUCTION

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

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

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

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

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

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

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

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

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

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

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

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

The Superintendent or designee shall ensure that students are appropriately placed in mathematics courses and are not required to repeat a course that they have successfully completed in an earlier grade level. Placement decisions shall be based on consistent protocols and multiple objective academic measures.

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

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

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

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

Legal Reference:

EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

51224.5 Algebra in course of study for grades 7-12

51225.3 High school graduation requirements

51284 Financial literacy

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

60605.8 Common Core standards

Management Resources:

CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

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

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

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

WEB SITES

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

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

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

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

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR

04/14/16

FROM: SANDRA LYON / JANECE L. MAEZ

7:00pm

RE: PUBLIC HEARING – MEASURE R PARCEL TAX 2016-17 ANNUAL PLAN

RECOMMENDATION NO. A.38

It is recommended that the Board of Education hold a public hearing on the matter of the Measure R parcel tax to allow for public input on whether the priority programs to be supported by Funding Measure revenues should be modified in the Proposed Annual Plan. The hearing is scheduled for April 14, 2016.

COMMENT: Proposed Annual Plan: Section 5.B., ACCOUNTABILITY, PLANNING, PUBLIC INFORMATION, AND COMPLIANCE REVIEW PROVISIONS-Annual Plan, requires that an expenditure plan shall be developed annually for the succeeding fiscal year that will recommend expenditures of the tax proceeds, consistent with the intent of the Funding Measure. It further states that “The Proposed Annual Plan shall be presented for Board action each fiscal year in conjunction with the District’s annual budget adoption process for the subsequent fiscal year. To facilitate public discussion, the Proposed Annual Plan shall be made available for public review ninety (90) calendar days prior to Board adoption of its annual budget.” The Plan is attached and has been available for public review on the District’s website and in the Office of the Superintendent since March 24, 2016.

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

Public Comment:

- *There was one public comment regarding this item (the speaker did not fill out a card, but did identify herself as a long-time renter living in Santa Monica). Mr. de la Torre requested information on how the parcel tax and capital bond tax affects renters and property owners.*

Open Hearing (7:03pm):

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

Close Hearing (7:15pm):

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



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

TO: For Public Review
 FROM: Janece L. Maez
 RE: Proposed Annual Plan of Measure R Expenditures for 2016-17
 DATE: March 24, 2016

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

Below is the Proposed Annual Plan of Measure R Expenditures for the 2016-17 fiscal year:

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

	2015-16 BUDGET		2016-17 PROPOSED	
	FTE		FTE	
REVENUE:		11,292,032		11,563,041
EXPENDITURES:				
COST TO ADMINISTER		27,684		27,505
PHYSICAL EDUCATION	17.00	856,571	17.00	899,580
COMMUNITY SERVICES	1.00	66,821	1.00	70,648
TECHNOLOGY	18.00	2,177,142	18.00	2,415,736
ART AND MUSIC PROGRAMS	16.00	1,407,670	16.00	1,517,572
LIBRARY PROGRAM	18.25	1,307,429	18.25	1,389,330
SUBTOTAL EXPENDITURES FOR MEASURE "R"	70.25	5,843,317	70.25	6,320,371
BALANCE USED TO PRESERVE PROGRAMS AND REPLACE FUNDS LOST DUE TO INADEQUATE STATE FUNDING		5,448,715		5,242,670
TOTAL BUDGET MEASURE "R"		11,292,032		11,563,041

In accordance with Section 5.C-Public Comment Process, the Board shall hold a noticed public hearing on this plan no fewer than 60 calendar days before the annual budget is adopted for the subsequent fiscal year. Public notice will be published for the public hearing, to be held at the April 14, 2016 Board Meeting at the District's Administration Offices Board Room, 1651 16th Street, Santa Monica, CA 90404-3891. Section 5.C also states that no fewer than 30 days prior to the annual budget adoption, the Independent Citizens Oversight Committee will review the public hearing findings and make its recommendation to the Board.

JLM/kn

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

04/14/16

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

RE: SUPPLEMENTAL INSTRUCTIONAL MATERIALS

INFORMATION ITEM NO. I.01

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

COMMENT: In accordance with the Board of Education policy, the textbooks(s) listed below have been on public display for the next two weeks in the Educational Services Department at 1630 – 17th Street, Santa Monica, CA 90404

Units of Study for Teaching Reading Series Bundle, Grades K-5 by Calkins, Lucy, disseminated by Heinemann for grades K-5. Adoption requested by Irene Gonzalez-Castillo

- Units of Study Trade Book Packs

Units of Study for Teaching Writing Series Bundle, Grades K-5 by Calkins, Lucy, disseminated by Heinemann for grades K-5. Adoption requested by Irene Gonzalez-Castillo

- Units of Study Trade Book Packs

TO: BOARD OF EDUCATION

INFORMATION

04/14/16

FROM: SANDRA LYON

RE: QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS

INFORMATION ITEM NO. I.02

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



Los Angeles County
Office of Education
Leading Educators • Supporting Students
Serving Communities

Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints

District Name: Santa Monica-Malibu Unified

Date: April 4, 2016

Person Completing this Form: Mark O. Kelly

Title: Asst. Superintendent

Quarter covered by this report (check one below):

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

Date for information to be reported publicly at governing board meeting: 4/14/16

Please check the box that applies:

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

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

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	1	1	0
Facilities	8	8	0
Teacher Vacancy and Misassignment	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
TOTAL	0	0	0

Print name of District Superintendent: Sandra Lyon

Signature of District Superintendent:  Date: April 4, 2016

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

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

TO: BOARD OF EDUCATION

INFORMATION

04/14/16

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

RE: QUARTERLY REPORT ON DISABILITY HARASSMENT REPORTING

INFORMATION ITEM NO. I.03

To comply with BP 5145.10 Disability Harassment this item is to come before the Board as an information item each quarter. This report includes reports from January 1, 2016- March 31, 2016 (3rd Quarter).

Quarter covered by this report:

- 1st Quarter July 1 to September 30 (Reporting in October)
- 2nd Quarter October 1 to December 31 (Reporting in January)
- 3rd Quarter January 1 to March 31 (Reporting in April)
- 4th Quarter April 1 to June 30 (Reporting in July)

Reports:

- No reports were filed during the quarter indicated.
- Reports were filed at the schools or district offices listed in the report.

Site	Number of Reports	Determined to be Harassment	Resolution
Franklin Elementary School	1	No	An incident occurred between two students during lunch. The school investigation determined that the incident was not disability harassment.

TO: BOARD OF EDUCATION

INFORMATION

4/14/16

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

RE: QUARTERLY REPORT ON HATE MOTIVATED BEHAVIOR

INFORMATION ITEM NO. I.04

To comply with BP 5145.9 Hate-Motivated Behavior this item is to come before the Board as an information item each quarter. This report includes reports from January 1, 2016 – March 31, 2016 (3rd Quarter).

Quarter covered by this report:

- | | | |
|---|--------------------------|------------------------|
| <input type="checkbox"/> 1 st Quarter | July 1 to September 30 | (Reporting in October) |
| <input type="checkbox"/> 2 nd Quarter | October 1 to December 31 | (Reporting in January) |
| <input checked="" type="checkbox"/> 3 rd Quarter | January 1 to March 31 | (Reporting in April) |
| <input type="checkbox"/> 4 th Quarter | April 1 to June 30 | (Reporting in July) |

Reports:

- No reports were filed during the quarter indicated.
- Reports were filed at the schools or district offices listed in the report.

TO: BOARD OF EDUCATION

INFORMATION

04/14/16

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

RE: REPLACEMENT OF AR 5111 – ADMISSION

INFORMATION ITEM NO. I.05

This is to inform the Board of Education that AR 5111 Admission has been replaced.

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.

These changes were discussed at the March 17, 2016, board meeting. Changes to the corresponding policy can be found under Item No. A.33 in this agenda.

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

INFORMATION

04/14/16

FROM: SANDRA LYON / TERRY DELORIA

RE: REVISION OF AR 5123 – PROMOTION / ACCELERATION / RETENTION

INFORMATION ITEM NO. I.06

This is to inform the Board of Education that AR 5123 – Promotion / Acceleration / Retention has been revised.

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.

These changes were discussed at the March 17, 2016, board meeting. Changes to the corresponding policy can be found under Item No. A.34 in this agenda.

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
FROM: SANDRA LYON / TERRY DELORIA / ALICE CHUNG
RE: REVISION OF AR 5148 – CHILD CARE AND DEVELOPMENT

INFORMATION
04/14/16

INFORMATION ITEM. NO. I.07

This is to inform the Board of Education that AR 5148 – Child Care and Development has been revised.

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

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.

The corresponding policy can be found under Item No. A.35 in this agenda.

The board discussed these changes at the March 17, 2016, board meeting.

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
FROM: SANDRA LYON / TERRY DELORIA
RE: REVISION OF AR 6112 – SCHOOL DAY

INFORMATION
04/14/16

INFORMATION ITEM. NO. I.08

This is to inform the Board of Education that AR 6112 – School Day. Has been revised.

COMMENTS: 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.

The corresponding policy can be found under Item No. A.36 in this agenda.

The board discussed these changes at the March 17, 2016, board meeting.

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 295 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 230 minutes. (Education Code 46112, 46142).

2. At least 300 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

INFORMATION

04/14/16

FROM: SANDRA LYON / TERRY DELORIA / EVAN BARTELHEIM

RE: REVISION OF AR 6178 – CAREER TECHNICAL EDUCATION

INFORMATION ITEM NO. I.09

This is to inform the Board of Education that AR 6178 – Career Technical Education has been revised.

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 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.

The corresponding policy can be found under Item No. A.38 in this agenda.

The board discussed these changes at the March 17, 2016, board meeting.

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**

ATTACHMENTS

ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Presentation: "Samohi Campus Plan" (*associated with Item No. S.01*)
- Presentation: "Annual Professional Development Planning Day (*associated with Staff Reports*)

SAMOHI CAMPUS PLAN
BOARD OF EDUCATION – STUDY SESSION

April 14, 2016

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

R. L. BINDER FAIA ARCHITECTS, LLP – PLAYA DEL REY, CA – WWW.BINDERARCHITECTS.COM

PROBLEM STATEMENT - WHY

- LCFF - FIT score improvements
- Campus originally created over 100 years ago
- Many buildings are newer than that, but still outdated and inadequate for current needs
- The general condition of the buildings is in need of significant improvement
- Classrooms are crowded, inadequate meeting spaces, offices are too few and too small
- Inadequate athletic and physical education facilities
- Very compact campus, requiring special focus on building placement for efficient student movement
- Campus has extensive use outside of typical education (community and joint use).
- Inadequate parking
- Ineffective use of space on whole campus (prior ADA project, student and parent access, entrances)
- Whole campus needs to be modified or rebuilt
- SCP is the plan to make that happen

PROBLEM STATEMENT

SMMUSD SAMOHI CAMPUS PLAN AND FUNCTION SPACE PROGRAM

R. L. BINDER FAIA ARCHITECTS, LLP

PROCESS

- 2011 Civic Center Joint-Use Project, Siting Study 2 (CCJUP SS2): Confirmed (9/2015)
- Existing Facilities: Assessment (completed Fall 2015)
- Science and Technology Buildings: Staging Studies (completed Fall 2015)
- Education Specifications by SMMUSD/Heery: Verification (completed 12/2015)
- Function Space Program: Development (completed 2/2016)
- Samohi Campus Plan, Concept Design Options: Considered by Senior Site Administration and Senior District Administration
- Samohi Campus Plan: Reviewed by Samohi Facilities Steering Committee, FDAC-M, Samohi ASB and Board Facilities Subcommittee
- Samohi Campus Plan: Concept Design of 2 Options (Gold and Blue; in progress)

PROCESS

SMMUSD SAMOHI CAMPUS PLAN AND FUNCTION SPACE PROGRAM

R. L. BINDER FAIA ARCHITECTS, LLP

CONCEPT COMPARISON

- Many similarities
- Both concepts contain virtually the same elements
- Differences:
 - Open space
 - Land banking
 - 2 houses vs 1 house
 - Prospect Hill

CONCEPTS COMPARED - SUMMARY

SMMUSD SAMOHI CAMPUS PLAN AND FUNCTION SPACE PROGRAM

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FACILITY SUMMARY			
Facility	SS-2 (GSF)	Existing (GSF)	% of Existing
1 Blue Gym Facility	49,400	45,000	110%
2 Gold Gym Facility	54,847	33,750	163%
3 Pool Facility (50M x 25YD)	42,250	18,100	233%
4a Greek Amphitheatre	40,802	34,100	120%
4b Greek Amphitheatre Support Facility	9,693	200	-
5a Football / Soccer / Track / Stadium	179,350	128,600	138%
5b Football Stadium Support Facility / Field House	17,688	920	-
6a Baseball / Multipurpose	134,940	137,350	98%
6b Baseball Field Support Facility / Field House	3,500	1,000	350%
7a Softball / Multipurpose	75,180	44,200	166%
7b Softball Field Support Facility / Field House	2,967	180	-
8a Outdoor Tennis	53,750	53,600	100%
8b Tennis Courts Support Facility / Field House	2,162	90	-
9 Outdoor Basketball	35,280	13,600	259%
10a Parking (shown in terms of spaces, not GSF)	(911)	(330)	285%
10b Parking Function Spaces	2,300	790	278%
11a Michigan Promenade	54,000	43,000	126%
11b Michigan Promenade Components (included in 11a)	-	-	-
12 Site Development Components (TBD)	-	-	-

2011 CCJUP SS2, FUNCTION SPACE PROGRAM - SUMMARY

SMMUSD SAMOHI CAMPUS PLAN AND FUNCTION SPACE PROGRAM

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DEPARTMENT SUMMARY			
DEPARTMENT	PLANNED ASF	APPROX. (E) ASF*	APPROX. % (E)
1 CLASSROOMS	87,000	57,400	139%
2 SPECIAL EDUCATION	4,500	-	-
3 COMPUTER LABS / IT	6,825	4,088	167%
4 PHYSICAL SCIENCES/PLTW	10,126	3,048	-
5 CAREER TECHNICAL EDUCATION (CTE)	4,163	175	-
6 VISUAL ARTS	14,900	9,090	165%
7 PERFORMING ARTS	27,678	18,532	149%
8 STUDENT SERVICES	14,474	11,002	132%
9 DECENTRALIZED ADMINISTRATION	9,154	5,125	179%
10 GALLERY	2,500	1,381	181%
11 STUDENT CENTER	6,200	4,833	128%
12 LIBRARY	12,000	11,144	108%
13 INFANT TODDLER CENTER	3,605	3,511	103%
14 MAINTENANCE AND OPERATIONS	4,160	748	564%
15 DISTRIBUTION CENTER	10,200	7,363	139%
16 FOOD SERVICES	20,462	12,767	160%
17 (E) SPACES IN USE NOT TO BE REPLACED	-	1,547	-
TOTAL	238,147	157,686	
DGSF (MULTIPLIER APPLIED AS APPROPRIATE)	245,644	incl. in GSF	
GSF** 38% MULTIPLIER ON PLANNED DGSF	338,988	231,000	146.7%

* Some unidentified areas may be included in the GSF and not (E) ASF making the (E) Efficiency appear low.
 ** Efficiencies will vary depending on interior vs. exterior circulation and locker location.

2016 FUNCTION SPACE PROGRAM - SUMMARY

SMMUSD SAMOHI CAMPUS PLAN AND FUNCTION SPACE PROGRAM

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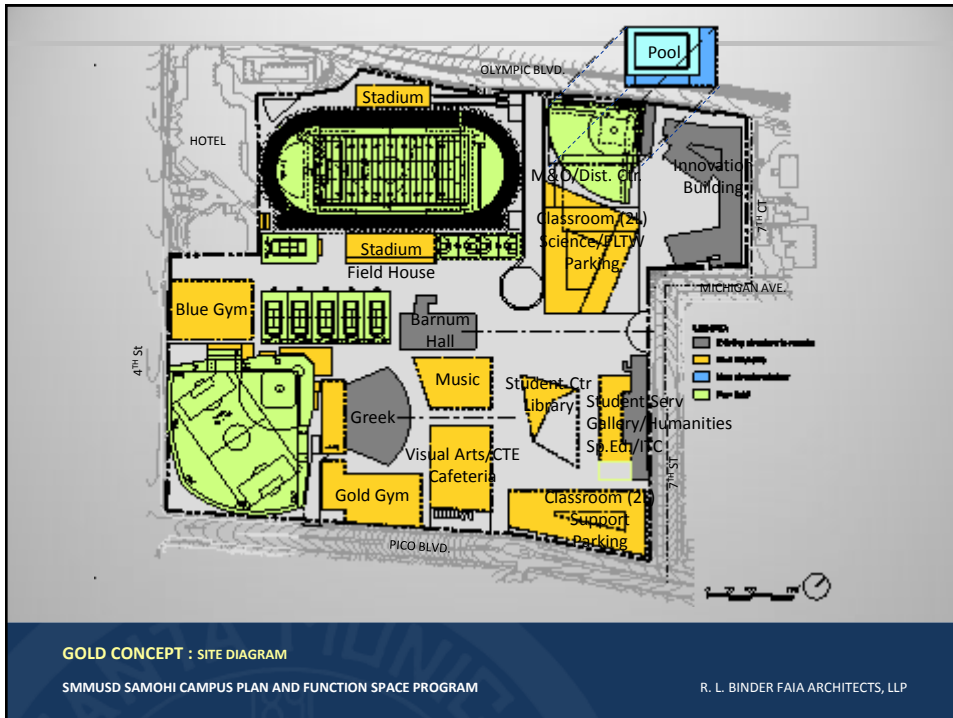
PROJECT GOALS

- Create a campus development plan to guide future projects
- Provide phasing that keeps campus whole at the end of each project
- Establish a planning logic to academic and athletic facilities
- Provide for parking, access and drop-off
- Create (5) 'House communities' with significant, legible open space
- Maintain lower scale internal to campus
- Develop phasing and staging that reduce construction duration and disruption
- Create clearly defined and welcoming entries with Administration at the main entrance

SAMOHI CAMPUS PLANS – PROJECT GOALS

SMMUSD SAMOHI CAMPUS PLAN AND FUNCTION SPACE PROGRAM

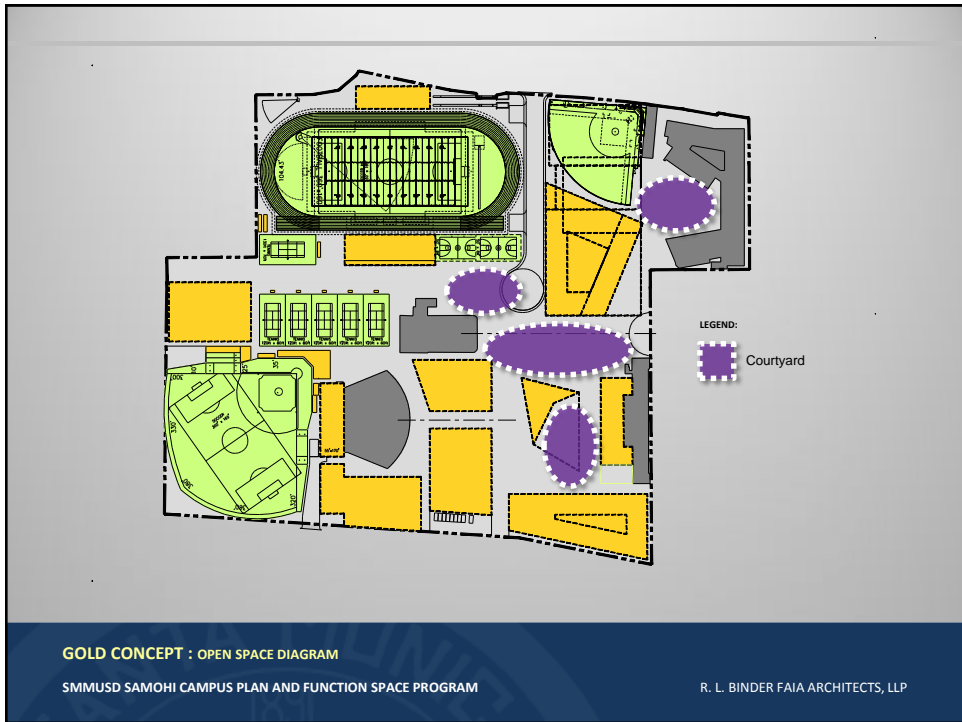
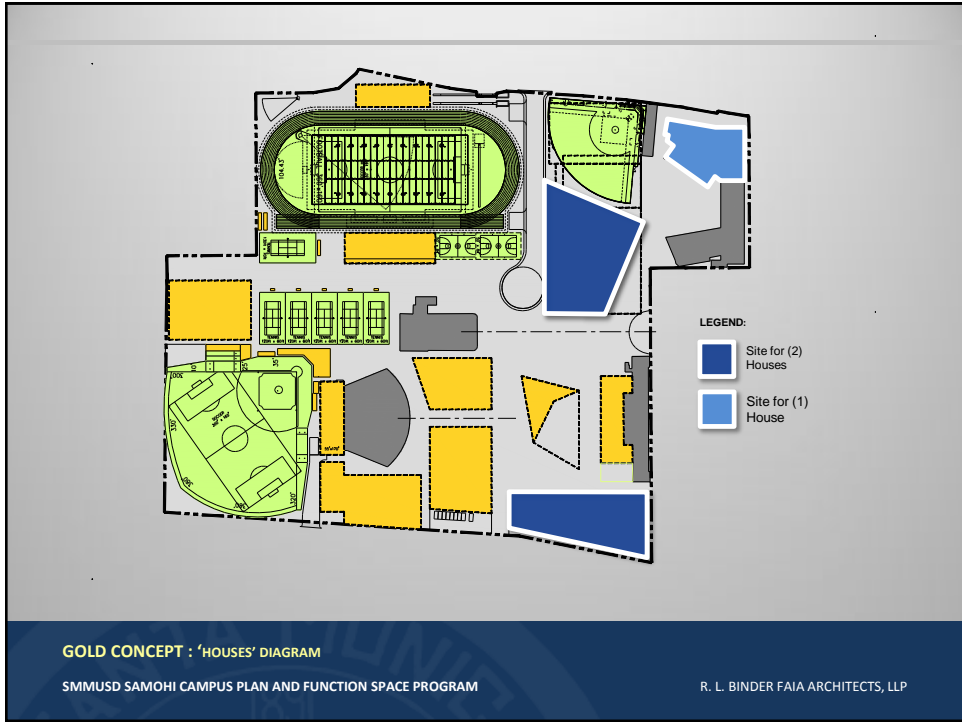
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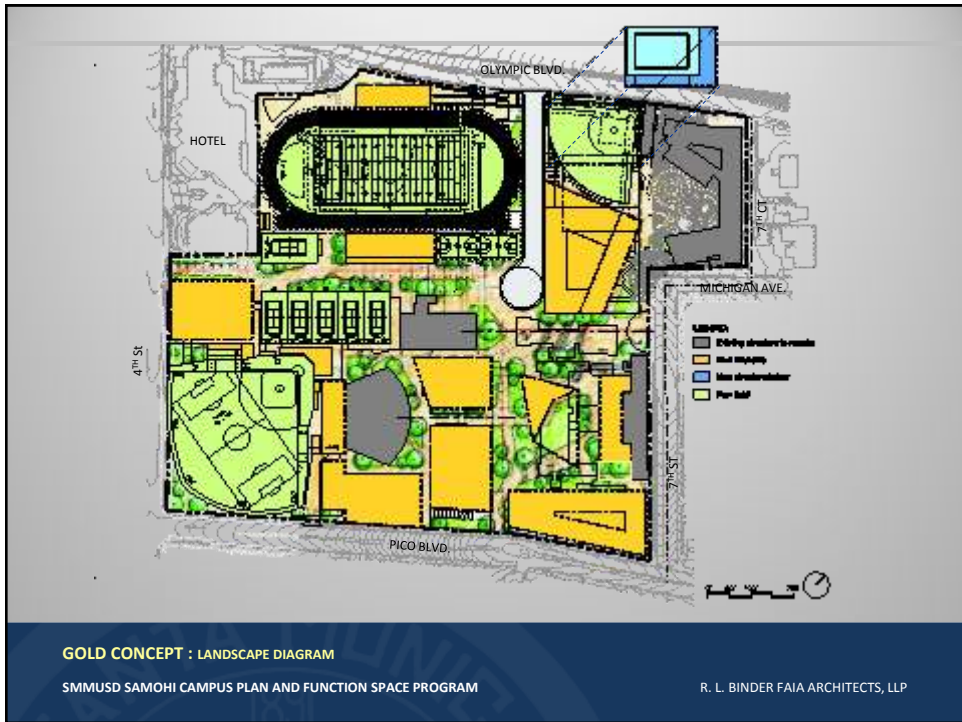
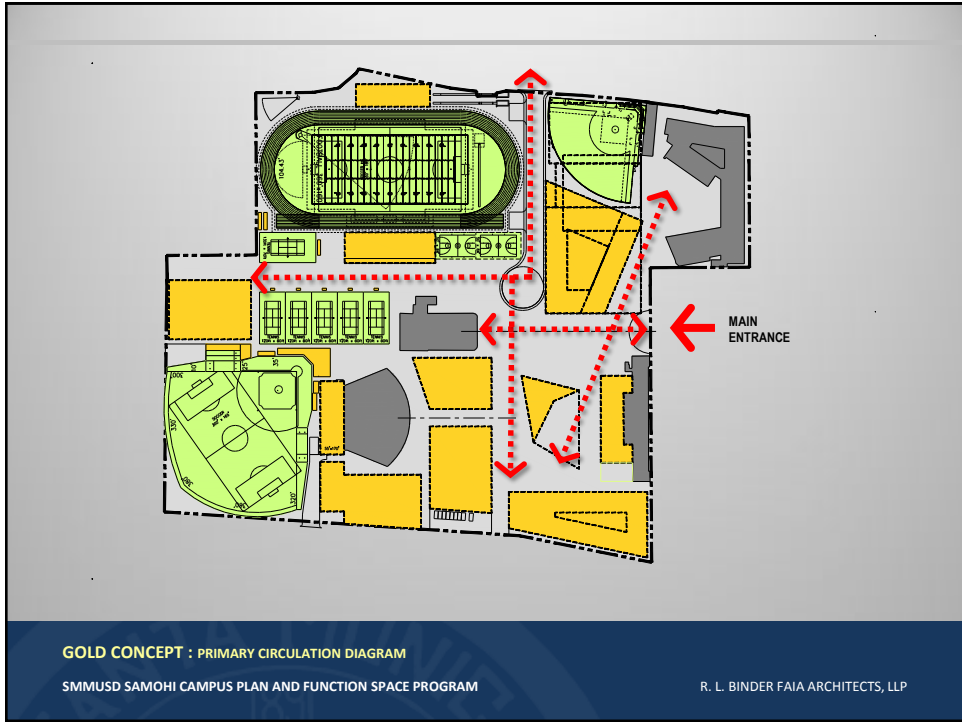


GOLD CONCEPT : SITE DIAGRAM

SMMUSD SAMOHI CAMPUS PLAN AND FUNCTION SPACE PROGRAM

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GOLD CONCEPT : 3D ANIMATION IMAGES

SMMUSD SAMOHI CAMPUS PLAN AND FUNCTION SPACE PROGRAM

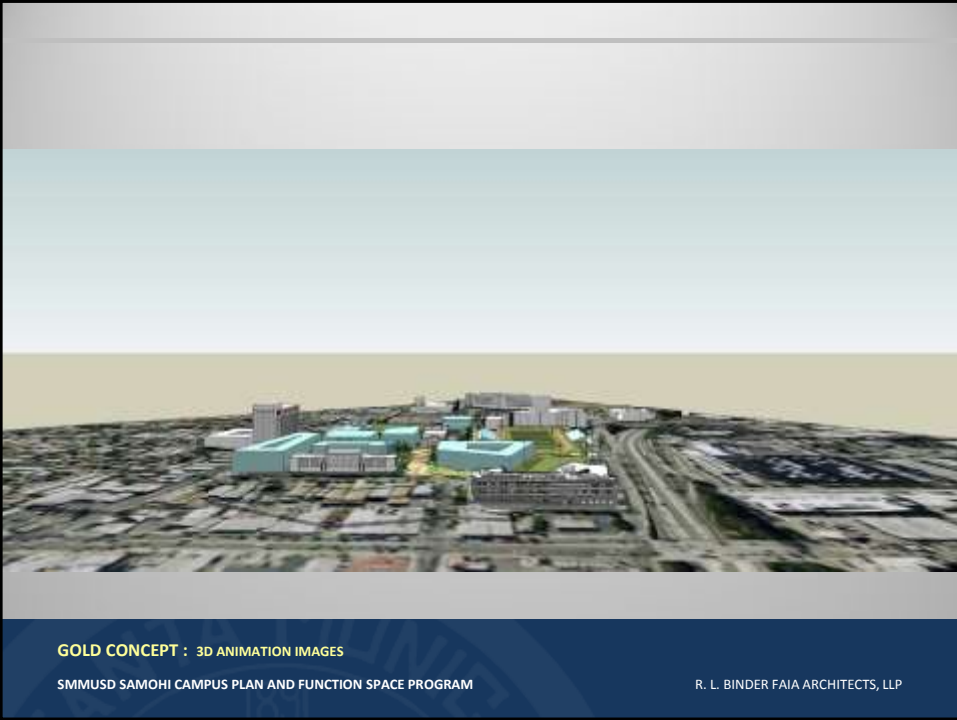
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GOLD CONCEPT : 3D ANIMATION IMAGES

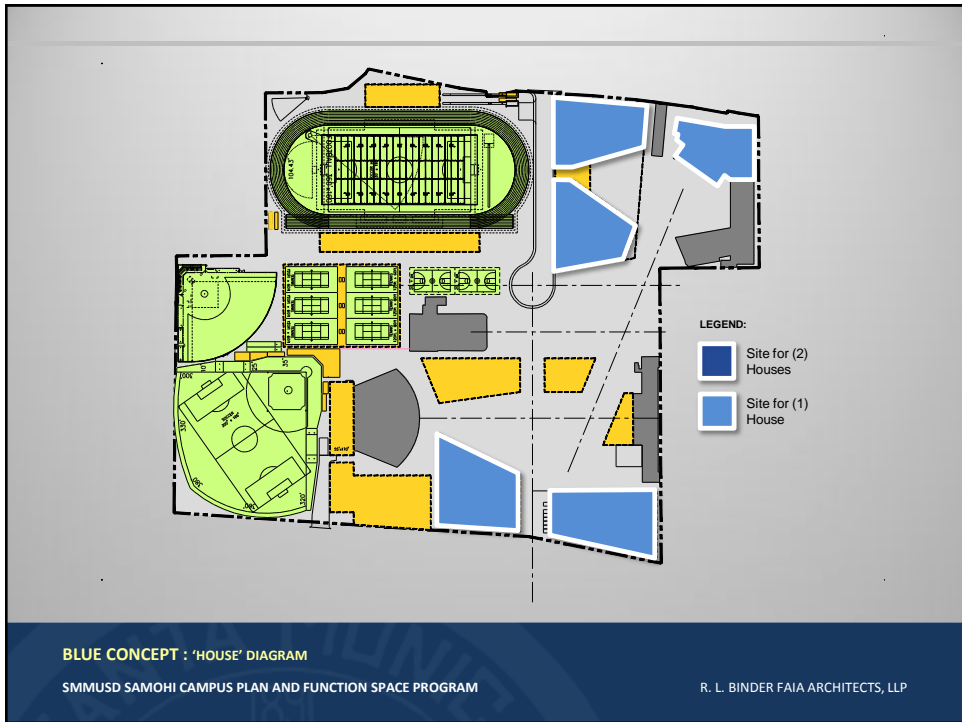
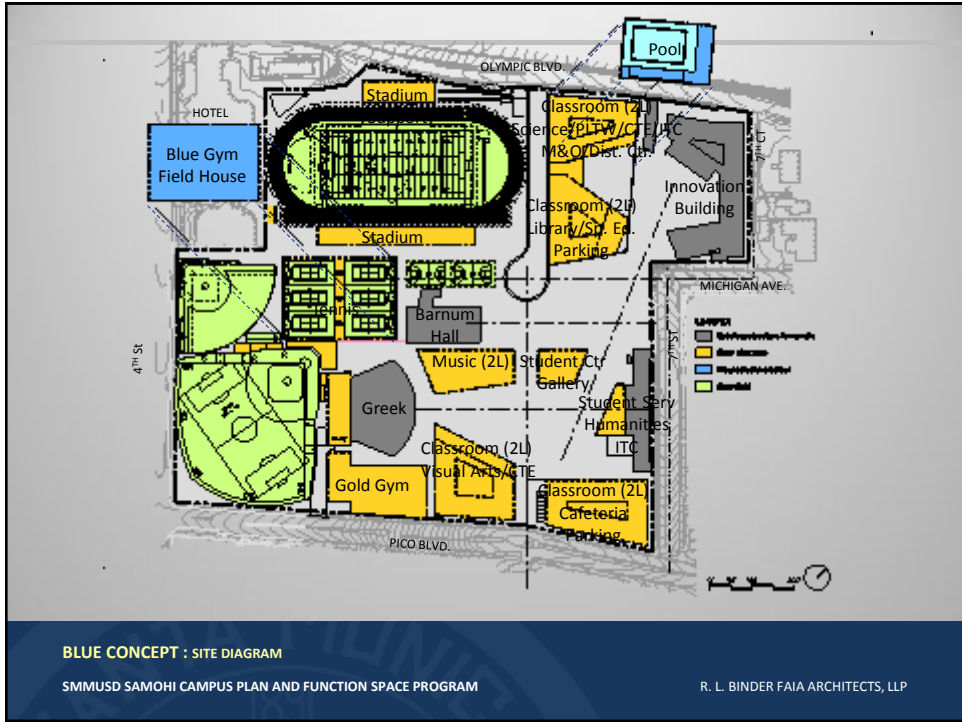
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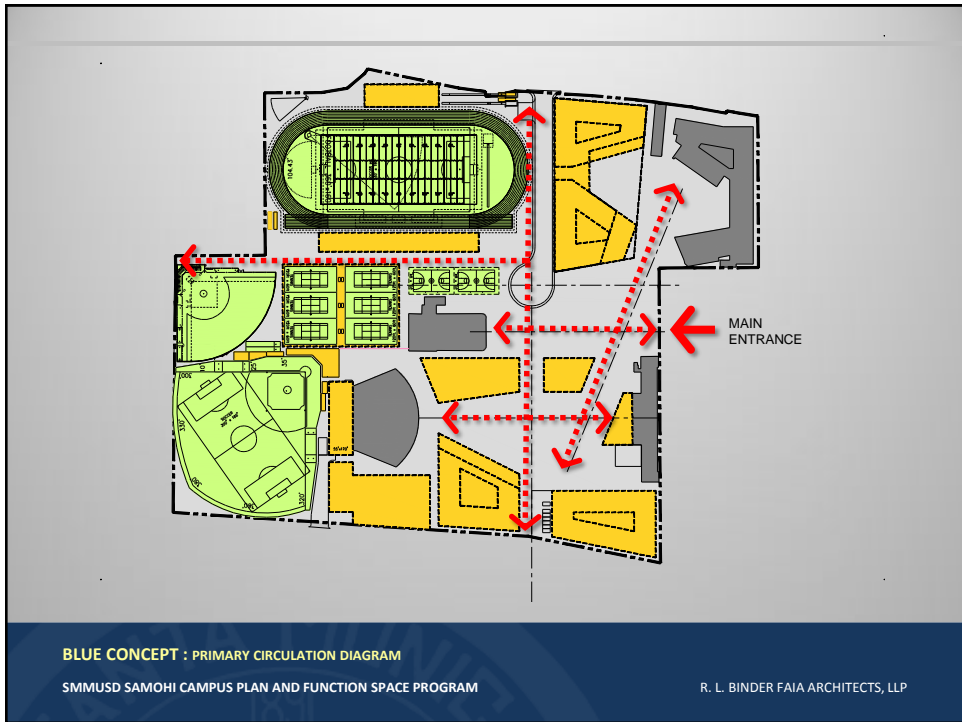
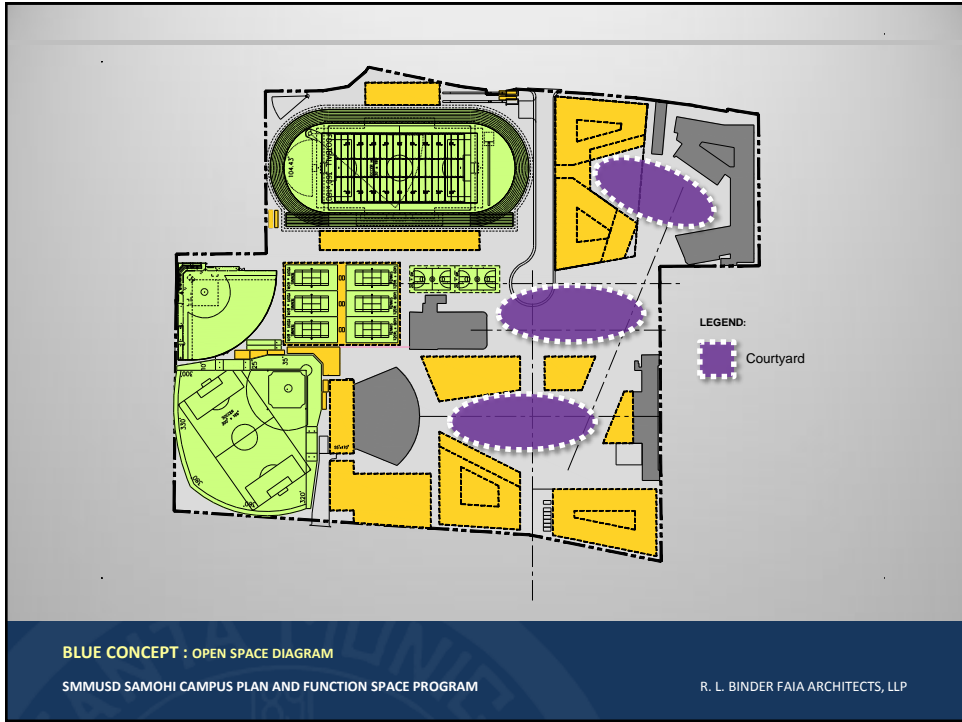
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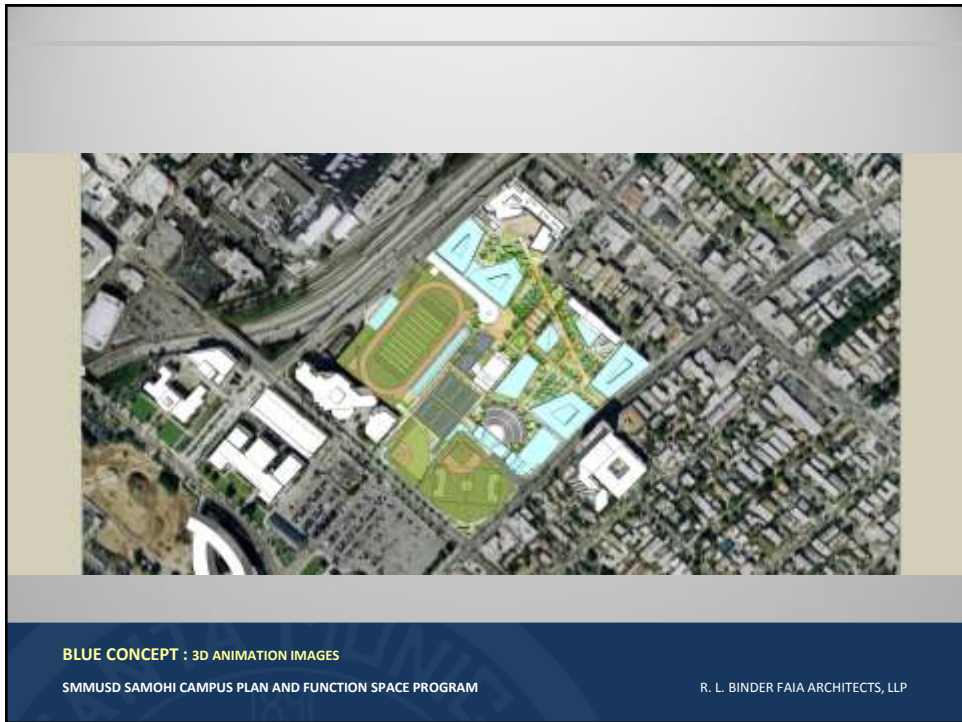
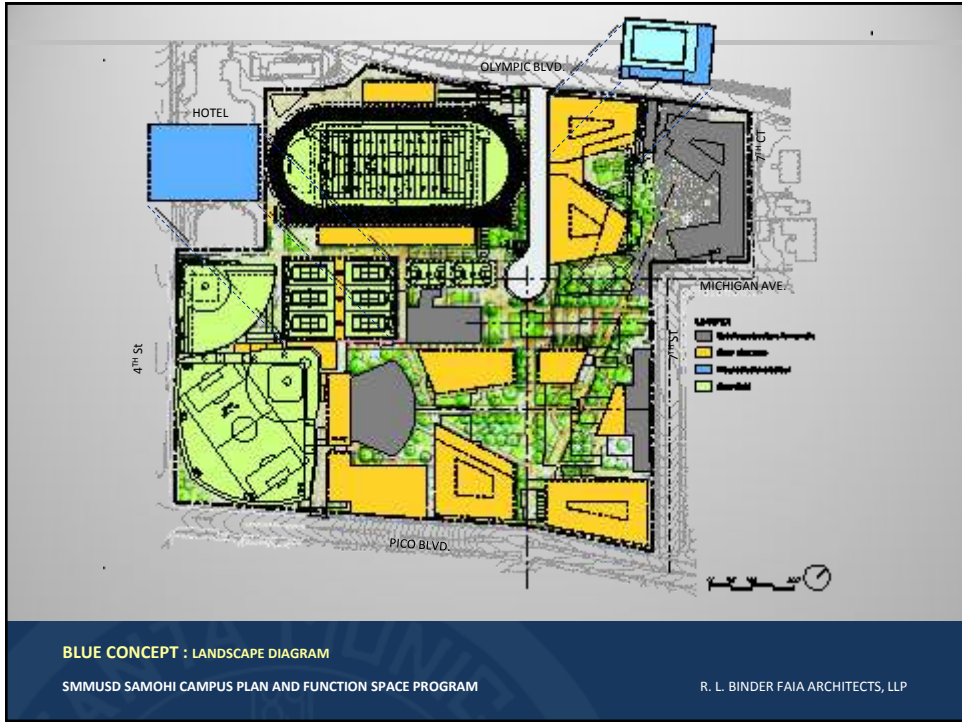


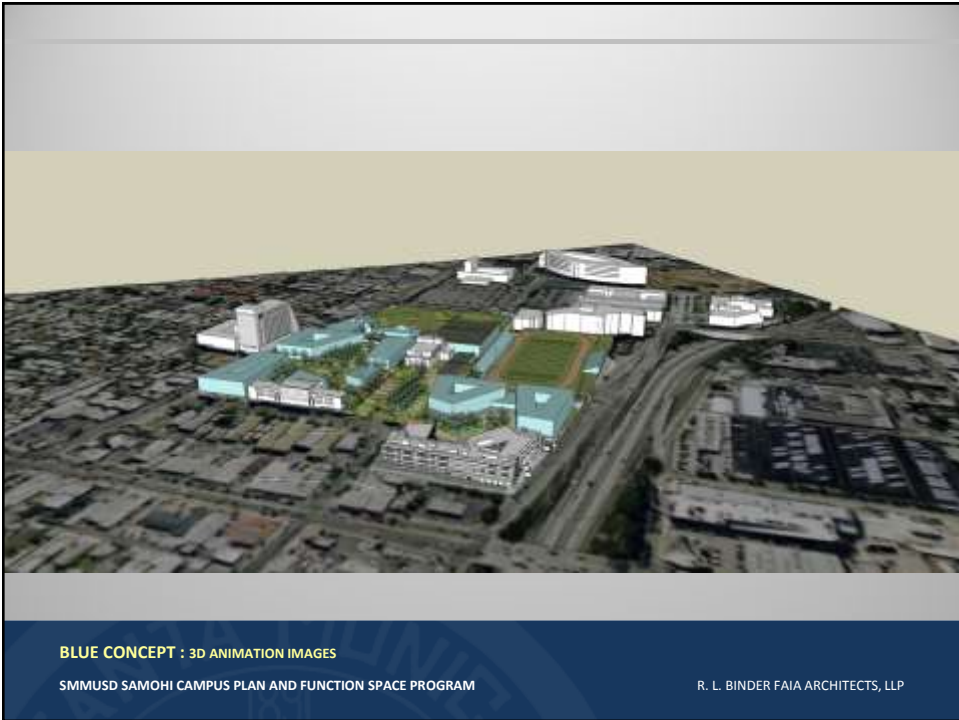






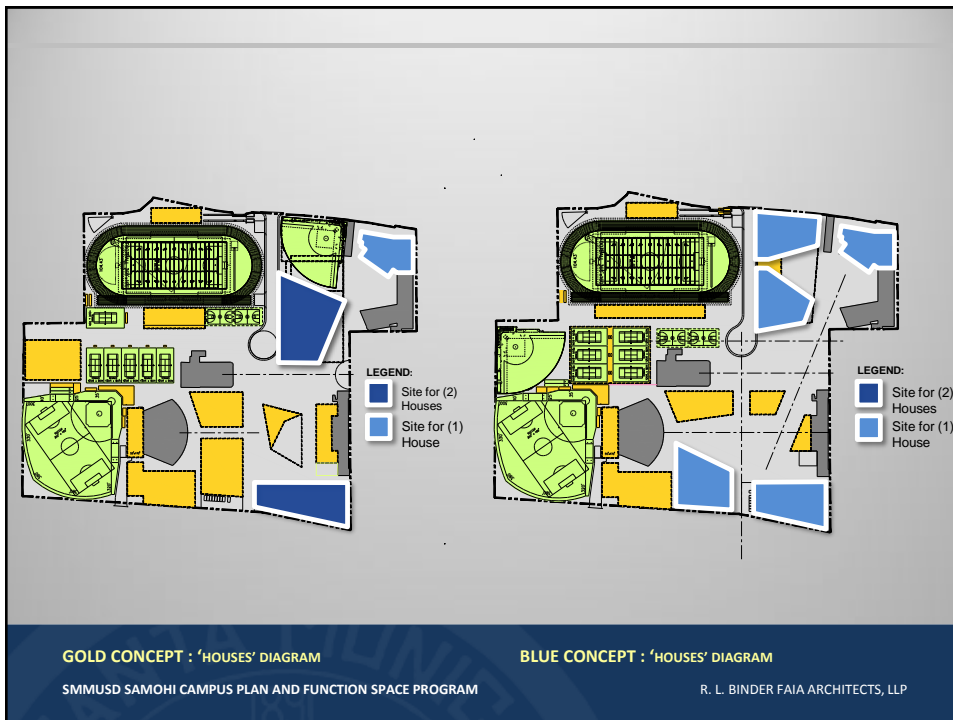
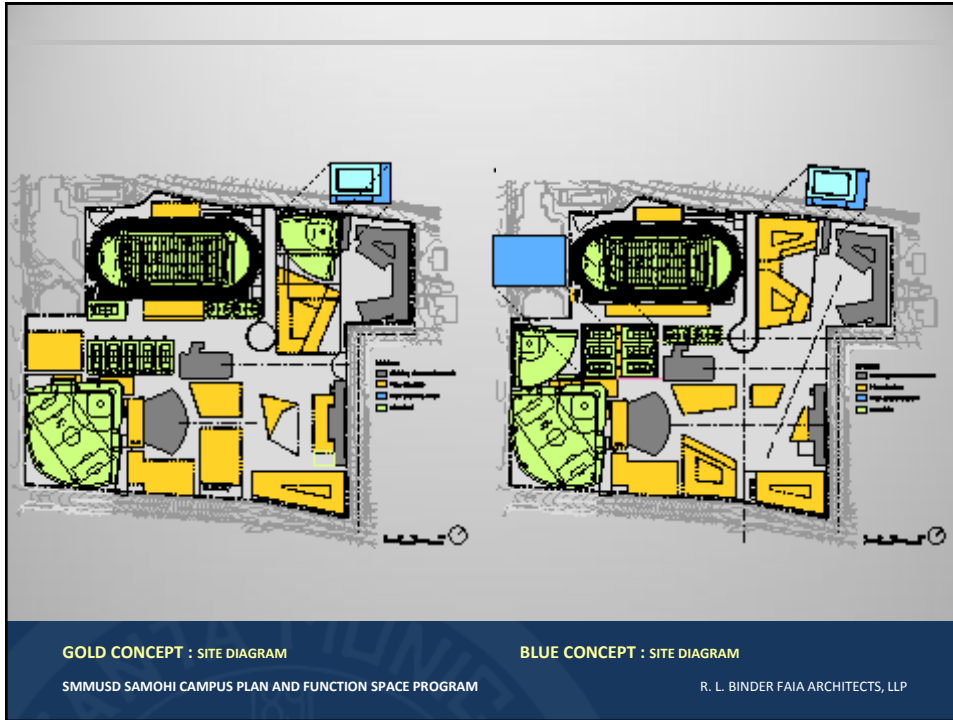


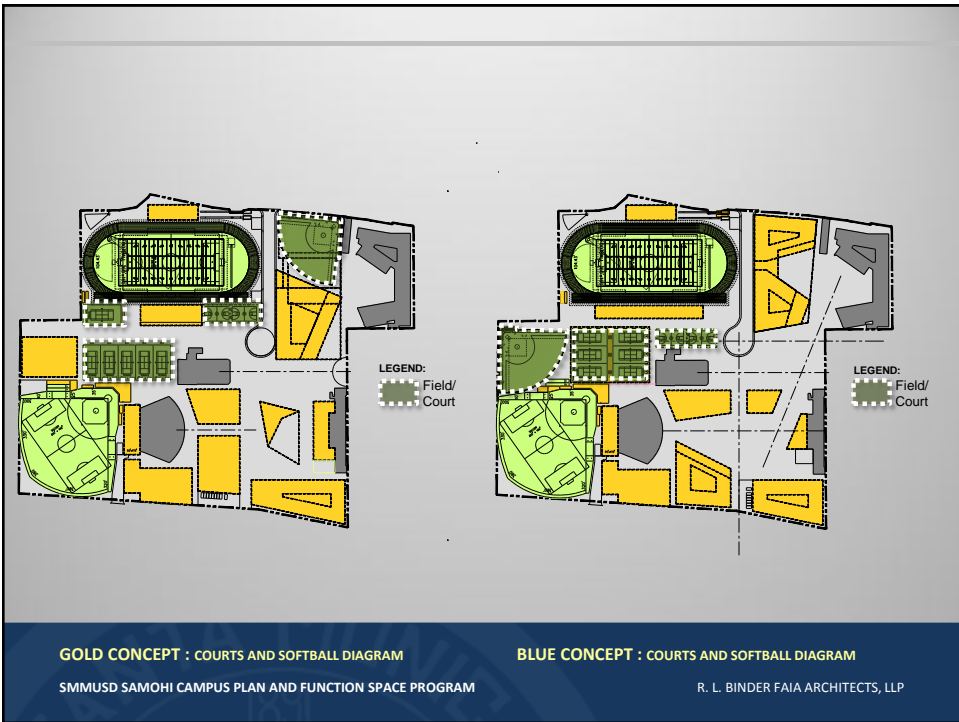
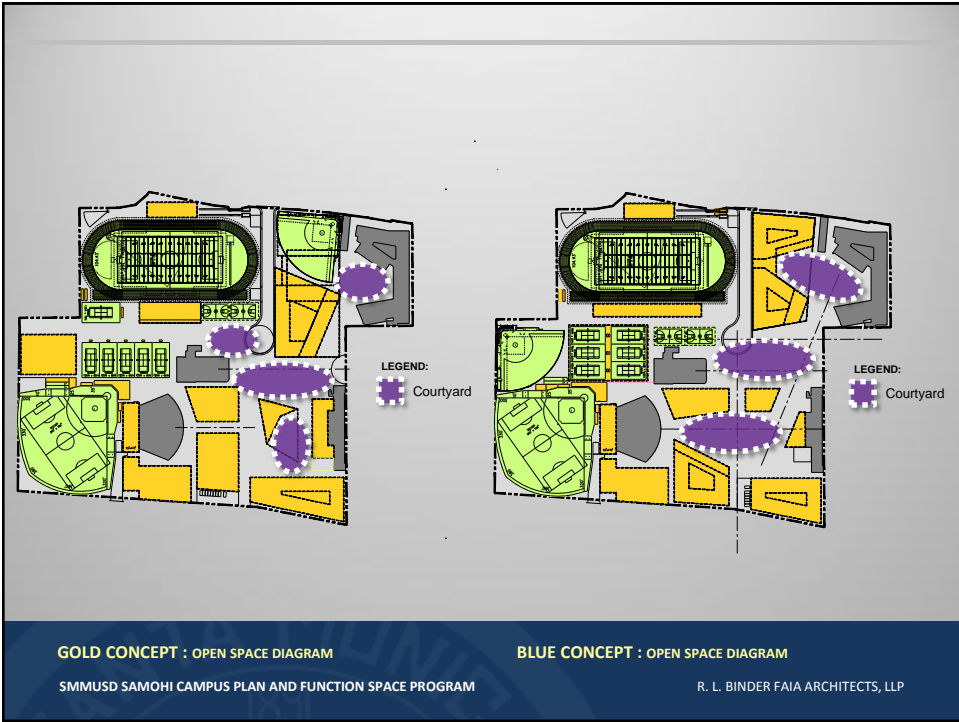


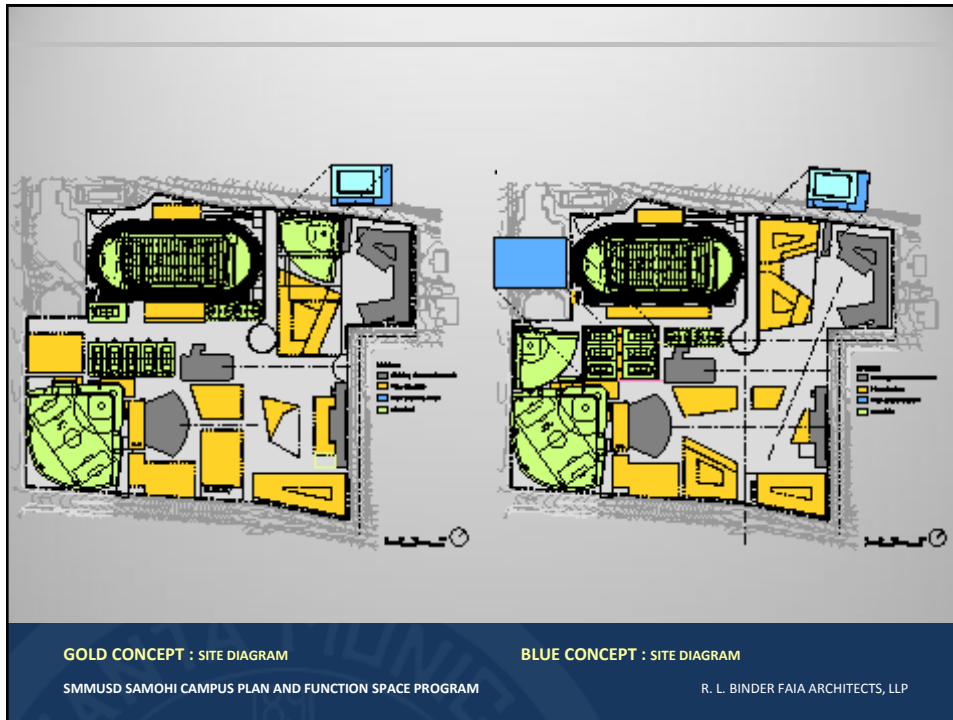












NEXT STEPS

- Advancement and further refinement of the Primary Concept
- Continued conversations with stakeholders and the community
- Phasing and Staging Plans / Cost Estimates
- Development of the draft report
- Present draft report to the BOE
- Finalize the Report
- CEQA / EIR
- Select first Project - ongoing during CEQA / EIR
 - RFP A/E
 - Program development
 - Begin design
 - DSA – after CEQA / EIR approval
- Development of future projects
 - Funding
 - Design
 - Construction

NEXT STEPS

SMMUSD SAMOHI CAMPUS PLAN AND FUNCTION SPACE PROGRAM

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Annual Professional Development Planning Day

