



## **BOARD OF EDUCATION MEETING AGENDA – MEETING FORMAT “B”**

**May 18, 2017**

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education will be held on **Thursday, May 18, 2017**, in the **District Administrative Offices**: 1651 16<sup>th</sup> Street, Santa Monica, CA. The Board of Education will call the meeting to order at 4:00 p.m. in the Board Conference Room at the District Offices, at which time the Board of Education will move to Closed Session regarding the items listed below. The public meeting will reconvene at 5:30 p.m. in the Board Room.

### **The public meeting will begin at 5:30 p.m.**

**Meeting Format “B”:** The first board meeting in a month will follow Format A, the second meeting in a month will follow Format B, and in a month in which there is only one meeting, the Hybrid Format will be followed. The order of items in a Format B meeting are: 1) closed session, 2) consent calendar, 3) study session, 4) discussion items, 5) major items (as needed), and 6) general public comments.

**Public Comments:** Persons wishing to address the Board of Education regarding an item scheduled for this meeting must submit the “Request to Address” card prior to consideration of that item. Persons wishing to address the Board of Education regarding an item not scheduled on this meeting’s agenda may speak during the General Public Comments section by submitting the “Request to Address” card prior to the beginning of general public comments. The same card is used for either option and is printed in both Spanish and English. Cards are located with meeting materials just outside the meeting room. Completed cards should be submitted to the Recording Secretary.

**Time Certain Items:** Those items listed for a specified time (marked in the margin) are so noted to give the public an indication of when the Board will hear that item. However, if it is prudent to do so, the Board may adjust the time stamp to complete an item currently on the floor, but will not delay the time stamped item for more than fifteen (15) minutes.

### **CLOSED SESSION** (4:00-5:30 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** (90 minutes)

- Government Code §54957 (5)  
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
- Government Code §54956.8 (30)  
CONFERENCE WITH REAL PROPERTY NEGOTIATORS
  - Property: 1707 4<sup>th</sup> Street, Santa Monica, CA
  - Agency Negotiator: Dr. Ben Drati
  - Negotiating Parties: Santa Monica-Malibu Unified School District (SMMUSD), PCA I, L.P.
  - Under Negotiation: Price and terms of payment

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the board meeting room, to access written documents being discussed at the board meeting, or to otherwise participate at board meetings, please contact the superintendent’s office at 310.450.8338 for assistance. Notification at least 48 hours before the meeting will enable the district to make reasonable arrangements to ensure accessibility to the board meeting and to provide required accommodations, auxiliary aids or services.

**Board of Education Meeting AGENDA: May 18, 2017**

- Government Code §54957.6 (10)  
CONFERENCE WITH LABOR NEGOTIATORS
  - Agency designated representative: Dr. Ben Drati  
Employee Organizations: SEIU
- Government Code §54956.9(d)(1) (45)  
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
  - Name of Case: California Superior Court Case No. BC 514 896  
N.F. (a minor) in the guardianship of T.F. (an individual) v. Santa Monica-Malibu Unified School District et. al.
  - Name of Case: Ninth Circuit Court of Appeals Case No. I5-56400  
N.F. (a minor) et.al. v. Santa Monica-Malibu Unified School District et.al.
  - Name of Case: Central District Court of California Case No. CV 166137DMG  
N.F. (a minor) by and through his guardian ad litem T.F et. al. v. Santa Monica-Malibu Unified School District et. al.

**OPEN SESSION** (5:30 p.m.)

**III. CALL TO ORDER**

- A. Roll Call
- B. Pledge of Allegiance

**IV. APPROVAL OF THE AGENDA**

**V. APPROVAL OF MINUTES**

- A.01 April 28, 2017..... 1

**VI. BOARD OF EDUCATION – COMMENDATIONS/RECOGNITIONS** (5 minutes)

- Santa Monica High School Ocean Science Bowl Winners (5)

**VII. CONSENT CALENDAR** (10 minutes)

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

**Curriculum and Instruction**

- A.02 Approval of Independent Contractors.....2-3
- A.03 Overnight Field Trip(s) 2016-17 .....4
- A.04 Conference and Travel Approval / Ratification .....5-7
- A.05 Child Development Services – John Adams / Washington West  
Memorandum of Understanding .....8-8d
- A.06 Head Start – Eligibility, Recruitment, Selection, Enrollment, and  
Attendance (ERSEA) Plan – 2017-18.....9-9y
- A.07 Approval of Special Education Contracts – 2016-2017 .....10-12

**Business and Fiscal**

- A.08 Award of Purchase Orders – 2016-2017 ..... 13-13c
- A.09 Acceptance of Gifts – 2016/2017 .....14-15

**Facilities Improvement Projects**

- A.10 Award of Agreement – Phase I ESA Consultant – John Adams  
Middle School – Performing Arts Complex Project – Converse  
Consultants – Measure ES..... 16

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A.11	Award of Agreement – CEQA Consultant – John Adams Middle School – Performing Arts Complex Project – Dudek – Measure ES .....	17
A.12	Award of Contract – Soccer and Football Field Lighting – Santa Monica High School – Football Field and Track Lighting Replacement Project – Musco Lighting – Measure ES .....	18
A.13	Award of Contract – Baseball and Softball Field Lighting Purchase – Santa Monica High School – Sealy Field Improvements Project – Musco Lighting – Measure ES.....	19
A.14	Change Order – Waisman Construction, Inc. – Malibu Middle & High School – Campus Improvements Project – Measure BB .....	20-21
A.15	Accept Work as Completed – Construction Contract – Malibu Middle & High School – Campus Improvements Project, Interim Housing – Waisman Construction, Inc. – Measure BB .....	22

**Personnel**

A.16	Certificated Personnel – Elections, Separations.....	23-27
A.17	Classified Personnel – Merit .....	28-31
A.18	Classified Personnel – Non-Merit.....	32-33

**General**

A.19	Revise BP 6146.1 – High School Graduation Requirements .....	34-37
A.20	Revise BP 3515.2 – Disruptions.....	38-40
A.21	Adopt BP 3515.7 – Firearms on School Grounds.....	41-42
A.22	Revise BP 3541.2 – Transportation for Students with Disabilities .....	43-45
A.23	Revise BP 3553 – Free & Reduced Price Meals .....	46-49
A.24	Revise BP 3555 – Nutrition Program Compliance .....	50-54
A.25	Revise BP 3580 – District Records .....	55-57

**IX. STUDY SESSION (60 min)**

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

S.01	Measure ES-2 Technology Update (60).....	58-59g
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**DISCUSSION and MAJOR Items**

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

**X. DISCUSSION ITEMS (140 mins)**

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	Sustainability Review and Planning (15) .....	60-62
D.02	Adoption of Secondary Middle School English Language Arts/ English Language Development Core Instructional Materials (20).....	63-65h
D.03	Facility Needs Assessment/Deferred Maintenance (60).....	66-67r
D.04	Budget Update (30).....	68-68m
D.05	Consider Revising AR 3460 – Financial Reports and Accountability (5) .....	69-74
D.06	Consider Revising AR 3543 – Transportation Safety and Emergencies (5) .....	75-80
D.07	Consider Revising BP and AR 3260 – Fees and Charges (5).....	81-87

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**XIII. MAJOR ACTION ITEMS (40 minutes)**

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

A.26	Adopt Resolution No. 16-37 – Classified School Employees Week: May 21-27, 2017 (5).....	88-89
A.27	Course Approval: PLTW (10) .....	90-93
A.28	Course Approval: AP Human Geography (10).....	94-95ac
A.29	2016-17 Budget Revisions (5) .....	96-104
A.30	Consider Appointments to District Advisory Committee (DAC) (5) .....	105-106
A.31	Adopt Resolution No. 16-38 – Approving Assignment of Delinquent Tax Receivables to the California Statewide Delinquent Tax Finance Authority for Fiscal Years Ending June 30, 2017, 2018, and 2019, and Authorizing Execution and Delivery of Related Documents and Actions (5).....	107-109f

**XI. INFORMATIONAL ITEMS (0 minutes)**

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

I.01	Revision of AR 3515.2 – Disruptions.....	110-112
I.02	Deletion of AR 3541.2 – Transportation for Students with Disabilities.....	113-114

**XII. 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.

**XIII. BOARD MEMBER ITEMS**

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

**XIV. 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

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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.

**XV. 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."

**XVI. 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.

**XVII. CONTINUATION OF CLOSED SESSION**

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

**XVIII. ADJOURNMENT**

This meeting will adjourn to a special meeting scheduled for **Tuesday, May 30, 2017**, in the **Malibu City Council Chambers**: 23825 Stuart Ranch Road, Malibu, CA. The next regular meeting is scheduled for **5:30 p.m. on Thursday, June 1, 2017**, at the district office: 1651 16<sup>th</sup> Street, Santa Monica, CA.

***Meetings held at the District Office and in Malibu are taped and rebroadcast in Santa Monica on CityTV2, Cable Channel 20 – Check TV listing.  
Meetings are rebroadcast in Malibu on Government Access Ch. 3 every Saturday at 8pm.***

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**Board of Education Meeting AGENDA: May 18, 2017**

**SMMUSD Board of Education Meeting Schedule 2016-17**  
**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"	
7/20/16 (W)	DO			X	
8/10/16 (W)	DO			X	
8/24/16 (W)	DO				Special Meeting: Retreat
9/1/16 (Th)	DO	X			
9/20/16 (T)	SMC				Special Mtg: Joint Mtg w/ SMC
9/22/16 (Th)	DO		X		
10/4/16 (T)	DO				Special Closed Session
10/6/16 (Th)	M	X			
10/15-16 (S-S)	DO				Special Closed Session
10/20/16 (Th)	DO		X		
10/27/16 (Th)	SBUSD			X	Special Meeting
11/3/16 (Th)	M	X			
11/17/16 (Th)	DO		X		
11/28/16 (M)	DO				Special Meeting
12/13/16 (T)	DO				Special Meeting: Retreat
12/15/16 (Th)	DO			X	
1/12/17 (Th)	DO				Special Meeting: Retreat
1/19/17 (Th)	DO			X	
1/24/17 (T)	DO				Special Meeting: Budget Wrkshp
2/2/17 (Th)	M	X			
2/16/17 (Th)	DO		X		
3/2/17 (Th)	DO	X			
3/7/17 (T)	DO				Special Meeting
3/16/17 (Th)	M		X		
3/23/17 (Th)	DO				Special Meeting: Budget Wrkshp
3/30/17 (Th)	DO				Special Meeting: Retreat
4/20/17 (Th)	DO			X	
5/4/17 (Th)	M	X			
5/18/17 (Th)	DO		X		
6/1/17 (Th)	DO	X			
6/13/17 (T)	DO				Special Meeting: Retreat
6/22/17 (Th)	DO				Special Meeting: Public Hearings
6/29/17 (Th)	DO		X		

District Office (DO): 1651 16<sup>th</sup> Street, Santa Monica  
 Malibu City Council Chambers (M): 23815 Stuart Ranch Road, Malibu

**Meeting Format Structures:**

Meeting "A"	Meeting "B"	Hybrid of "A" and "B"
1. Closed Session 2. Commendations/Recognitions 3. Study Session 4. Communications 5. Executive Staff Reports 6. Consent Calendar 7. General Public Comments <i>(max. 30 minutes)</i> 8. Discussion Items (as needed) 9. Major Items 10. Continuation of General Public Comments (if needed)	1. Closed Session 2. Consent Calendar 3. Study Session 4. Discussion Items 5. Major Items (as needed) 6. General Public Comments	1. Closed Session 2. Commendations/Recognitions 3. Study Session 4. Communications 5. Executive Staff Reports 6. Consent Calendar 7. General Public Comments <i>(max. 30 minutes)</i> 8. Discussion Items 9. Major Items 10. Continuation of General Public Comments (if needed)

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**Board of Education Meeting AGENDA: May 18, 2017**

TO: BOARD OF EDUCATION  
FROM: BEN DRATI  
RE: APPROVAL OF MINUTES

ACTION  
05/18/17

RECOMMENDATION NO. A.01

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

April 28, 2017

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

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## **CONSENT ITEMS**



TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / TERRY DELORIA / JANECE L. MAEZ / CAREY UPTON /  
STEVE MASSETI

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 2016-17 budget.

<b>Contractor/ Contract Dates</b>	<b>Description</b>	<b>Site</b>	<b>Funding (Measure BB)</b>
Caroline Coster  6/1/17 – 11/30/17  Not to exceed \$24,000	Provide assistance with Sustainability projects, acting as Sustainability Coordinator <i>(for more information, see item No. D.01 in this agenda)</i>	Measure BB & ES/ Capital Improvements and Maintenance & Operations	50%: 85-90100-0-00000-85000-5802-050-2600 (Measure BB & ES/ Capital Improvements)  50%: 01-81500-0-00000-81100-5802-061-2602 (Maintenance)

<b>Contractor/ Contract Dates</b>	<b>Description</b>	<b>Site</b>	<b>Funding</b>
Center for Responsive Schools, Inc.  6/12/17– 6/15/17  Not to exceed: \$21,000	Four-day (28 hrs) Responsive Classroom Course (RCC) for up to 30 staff, focusing on skills and practices of building positive community, effective management, and engaging academics.	Educational Services	01-62640-0-11100-10000-5802-035-1300 (Educator Effectiveness)
Reading and Writing Project Network  7/24/17 – 7/27/17  Not to exceed \$22,400	Staff developers will instruct teachers to create reading workshop environments, assess readers, and better understand reading process, comprehension, fluency, teaching methods and reading units of study. In order for teachers to continue this work throughout the year, they will need guidance and support. It is important that there is a shared vision of reader's workshop beliefs and practices.	Educational Services	01-62640-0-11100-10000-5802-035-1300 (Educator Effectiveness)

<p>LiteracyPro Systems, Inc.</p> <p>6/1/17 – 6/30/19</p> <p>Not to Exceed: \$47,328</p>	<p>As part of the Adult Education Block Grant (AEBG), consortia are required to identify and implement a referral tracking system that will track AEBG adult learner (18 years of age+) referrals to academic programs (literacy, secondary ed, and workforce preparation), community resources, and workforce/business partners. The CCCCO-AEBG recommends LiteracyPro's web-based application, CommunityPro.</p>	<p>Educational Services</p>	<p>11-63910-0-41100-10000-5802-035-1300</p>
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MOTION MADE BY:  
 SECONDED BY:  
 STUDENT ADVISORY VOTE:  
 AYES:  
 NOES:  
 ABSENT:

TO: BOARD OF EDUCATION  
 FROM: BEN DRATI / TERRY DELORIA  
 RE: OVERNIGHT FIELD TRIP(S) 2016-2017

ACTION/CONSENT  
 05/18/17

RECOMMENDATION NO. A.03

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2016-2017 school year. No child will be denied due to financial hardship.

School Grade # students	Destination Dates of Trip	Principal/ Teacher	Cost/ Funding Source	Subject	Purpose Of Field Trip
JAMS 8 <sup>th</sup> grade 14 students	Tokyo, Kyoto, Hiroshima, and Kizugawa, Japan  6/28/17-7/11/17	S. Richardson/ J. Miranda	\$3,200 per student paid by parents & fundraising; \$7,500 need-based scholarship grant from City of Santa Monica; additional funding for scholarships from Santa Monica Science Magnet if needed	Middle school cultural exchange	Santa Monica Science Magnet Japanese student exchange program with homestays
Santa Monica High 9 <sup>th</sup> – 12 <sup>th</sup> 14 students	Mammoth Lakes, CA 08/01/17-08/05/17	A.Shelton/ T.Fischer	\$200 per student / Fundraising and parent donations	Athletics	High altitude training for cross country team
Santa Monica High 9 <sup>th</sup> – 12 <sup>th</sup> 14 students	Seattle, WA 10/06/17-10/08/17	A.Shelton/ T.Fischer	\$450 per student / Fundraising and parent donations	Athletics	Out-of-state cross country competition

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / 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>BERUMEN, Ted</u> Purchasing 01-00000-0-00000-75300-5220-055-2550 General Fund- Function: Purchasing	Public Works Prevailing Wage Workshop Irvine, CA May 3, 2017	\$100
<u>CALDERA, Clare</u> Personnel Commission 01-00000-0-00000-74000-5220-027-2270 General Fund- Function: Personnel/Human Resources	WRIPAC Job Analysis Method Ontario, CA June 19 – 20, 2017	\$400
<u>DIAZ, Aida</u> Educational Services 01-00030-0-11100-21000-5220-030-1300 General Fund- Resource: LCAP	LACOE Literacy Summit Downey, CA May 19, 2017	\$500
<u>DRATI, Ben</u> District Office/Superintendent No Cost to District	California Association of African-American Superintendents and Administrators Cerritos, CA May 6, 2017	\$0
<u>FREI, Jeanne</u> McKinley Elementary 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	SI Theory in School-Based Practice Costa Mesa, CA May 18, 2017	\$50
<u>HAGEN, Marcia</u> Human Resources 01-00000-0-00000-74000-5220-025-1250 General Fund- Function: Personnel/Human Resources	CCAC Spring Regional Meeting Northridge, CA April 25, 2017	\$45
<u>MCCABE, Nicole</u> SMASH 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	LGBTQ: Clinical Issues & Treatment Strategy Sherman Oaks, CA June 7, 2017	\$200 <b>+1 SUB</b>

<u>MARQUEZ, Ruben</u> Educational Services 01-00000-0-19600-21000-5220-030-1300 General Fund- Function: Supervision of Instruction	2017-2018 CELDT Scoring Training of Trainers Mather, CA August 15, 2017	\$600
<u>SANTIAGO-RAMOS, Marlene</u> Child Development Center 12-52101-0-85000-10000-5220-070-2700 Child Development Fund- Resource: Head Start	LACOE Headstart Santa Fe Springs, CA Various Dates	\$300
<u>SESSIONS, Will</u> SMASH & Malibu High 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	Grief Training Program Los Angeles, CA July 26 – 28, 2017	\$400

<b>Adjustments</b> <i>(Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)</i>		
<u>HEDGES, Eric</u> <u>VILLALOBOS, Elizabeth</u> Maintenance 01-81500-0-00000-81100-5220-061-2602 General Fund- Resource: Ongoing & Major Maint.	Hazardous Waste Compliance Training Garden Grove, CA Dates Changed: <u>October 3 – 6, 2017</u> <del>June 7-9, 2016</del>	\$1,020
<u>MAHVASH SHAFIEY, Mariam</u> <u>HAWES, Manuela</u> Santa Monica High 01-65200-0-57700-11900-5220-044-1400 General Fund- Resource: Workability I LEA	Workability Spring Training Dana Point, CA April 24 – 25, 2017	\$1,200 <b>+1 SUB</b>

<b>Group Conference and Travel: In-State</b> <i>* a complete list of conference participants is on file in the Department of Fiscal Services</i>		
<u>MAEZ, Jan</u> <u>+2 Additional Staff</u> District Office 01-00000-0-00000-73000-5220-050-1500 General Fund- Function: Business Services	Bond Rating Meeting San Francisco, CA May 9 – 10, 2017	\$1,200

<b>Out-of-State Conferences: Individual</b>		
<u>UPTON, Carey</u> Facility Improvement 01-00000-0-00000-73000-5220-050-1500 General Fund- Function: Business Services	2017 RTM K-12 Innovation Forum & School Planning San Antonio, TX May 7 – 9, 2017	\$800

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

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / TERRY DELORIA / JANICE ONAMI

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, 2017, through June 30, 2018.

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:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

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, 2017 – June 30, 2018

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 17<sup>th</sup> Street  
Santa Monica, Ca. 90405

Washington West Preschool  
2802 4<sup>th</sup> 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 6 Head Start, the State CDD 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 CDD: 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, 2017 - June 30, 2018.

Signed:

\_\_\_\_\_ Date: \_\_\_\_\_  
For the Santa Monica Malibu Unified School District

\_\_\_\_\_ Date: \_\_\_\_\_  
For Santa Monica Malibu Unified School District

\_\_\_\_\_ Date: \_\_\_\_\_  
For the Santa Monica Community College

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / TERRY DELORIA / JANICE ONAMI

RE: HEAD START – ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT,  
AND ATTENDANCE (ERSEA) PLAN

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve the attached Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Plan for program year 2017-2018 for the Head Start Program.

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

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:



## ***Santa Monica-Malibu Unified School District***

# **Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) Plan and Procedures**

**Program Year 2017 - 2018**



## **Overview**

Santa Monica-Malibu Unified School District (SMMUSD) Head Start Program provides services to 132 children in 7 classes on 5 different campuses throughout the school district. SMMUSD blends Head Start funds with California State Preschool Program funds (CSPP) to provide full day part year (180 days) classes to meet the needs of Santa Monica, Bel-Air, Brentwood, Century City, Cheviot Hills, Malibu, Marina del Rey, Rancho Park, Sawtelle, Venice, Veterans Administration and Westwood families.

Santa Monica-Malibu Unified School District's ERSEA Plan follows the January 2017 ERSEA procedures, guidance, and reporting system set forth by Los Angeles County of Education (LACOE GIM).

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

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

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

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



## Definitions

### **Performance Standards 1305.2**

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



- h. **Income** means gross cash income and includes earned income, military income, veteran's benefits, Social Security benefits, unemployment compensation and public assistance benefits. Refer to complete definition of income form.
- i. **Income guidelines** mean the official poverty line specified in section 652 of the Head Start Act.
- j. **Low Income family** means a family whose total annual income before taxes is equal to, or less than, the income guidelines. For the purpose of eligibility, a child from a family that is receiving TANF or SSI assistance, a child in foster care, and families meeting the criteria of "homeless" using the McKinney-Vento act are eligible even if the family income exceeds the income guidelines.
- k. **Recruitment** means the systematic way in which a Head Start/State Preschool program identified families whose children are eligible for Head Start/State Preschool services, informs them of the service available, and encourages them to apply for enrollment in program.
- l. **Recruitment area** means that geographic locality within which Head Start/State Preschool seeks to enroll children and families.
- m. **Selection** means the systematic process used to review all applicants for Head Start/State Preschool services and to identify those children and families that are to be enrolled in the program.
- n. **Vacancy** means an unfilled enrollment opportunity for a child and family in the Head Start/State Preschool program.





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

### **PROCEDURE:**

#### **Recruitment**

45 CFR Sec. 1305.5 Recruitment of children: the systematic ways in which a Head Start program identifies families whose children are eligible for Head Start services, informs them of the services available, and encourages them to apply for enrollment in the program.

Each year, the results of the Community Assessment guide how and where recruitment for families takes place. The program recruits children within the assigned service area of Santa Monica, Bel-Air, Brentwood, Century City, Cheviot Hills, Malibu, Marina del Rey, Rancho Park, Sawtelle, Venice, Veterans Administration and Westwood. SMMUSD will target the communities with the greatest need for services: Santa Monica, Venice and Sawtelle.

Most eligible students over the past years have resided in those three target areas. Challenges this past program year were the opening of two new preschools and two Transitional Kindergartens in the District. These classes recruited over 60 students from an already limited waitlist of students. This resulted in losing approximately one classroom of Head Start eligible students. It became difficult to achieve and maintain full enrollment. A current partnership with Santa Monica College is being worked on to strengthen recruitment activities at the campus. A new partnership with St John's will assist in referring children that are ready to be part of the mainstream preschool environment.

The most successful recruitment strategies have been banners and referrals from friends and families. Therefore, banners continue to be a major form of recruitment and some were moved and/or replace in strategic locations. The program is initiating a "Refer a Friend to Preschool" campaign which involves parents actively recruiting and submitting names of friends to refer to the program.

Applications for services are accepted throughout the year. All applications are reviewed and are entered into the ChildPlus database system, marked "new" and incomplete. This becomes the program interest list. As the family finishes the eligibility and application process the ChildPlus record is marked "new" and complete and verified. This group of waitlisted children become the pool of children considered for preschool services.

Recruitment is a year-long process and recruitment events are scheduled throughout the year. By entering new applicants into the ChildPlus system throughout the year an interest list is inherently built for the new program term within the Child Plus system. Program information flyers are sent to all elementary schools within the districts in the agency's area. Recruitment



material is distributed at the Parent Council meetings. These flyers are sent home with their students and placed in the front office. These flyers are also distributed to local community partners located within the agency's area such as:

- City Halls
- Park and Recreation Centers
- WIC offices
- Social Services offices (TANF, SSI, Foster care)
- Local libraries
- The District Office
  - DELAC Meetings
  - McKinney-Vento Collaborative Meetings
  - PTA
  - Elementary schools open house events
- Medical and Dental offices
- Local homeless shelters
- Head Start Program community partners

Our agency partners with the school district's Special Education department and local Regional Centers to ensure that children with special needs are referred to the program. In addition, we partner with California State Preschool to provide families with the program that best meets their needs. The program also supports the partnership between DCFS (foster care) and the Grantee in ensuring that any child/family referred through this partnership is sent an application, contacted, and given high priority for selection. The Grantee Office also provides recruitment tools and is contacted for assistance as needed.

The Director facilitates, monitors and tracks recruitment activities. A log is kept to indicate the activity, date it was held and results when measurable. The interest application taken at initial contact with family asks the family how they learned of the program.

In late January letters are sent out to the families by office staff on the current year waitlist as well as siblings of former students that are age eligible for services in the upcoming program term. The letter requests updated information and documents and encourages parents to recommend the program to friends and relatives in the area. The current year waitlist is rolled over in ChildPlus in April by the Grantee and is incorporated into the new program term interest list. The Facility Site Locator will be used to verify children reside in our assigned recruitment area.

Enrolled children that are age eligible to return a second year are re-ranked in the new program term.



After the rollover, the Director reviews the waiting list from ChildPlus weekly. This weekly review determines whether additional recruitment activities are needed to increase the waiting list.

The Family Advocates (FAs) contact families that completed an interest application but have not completed the application process. The families are contacted by telephone, by email or by mail to schedule an eligibility appointment. If a family can no longer be reached at the contact numbers provided the two supplemental contacts maybe contacted. When there isn't a response from the families, and they cannot be contacted, their interest application is removed from the list. The families on the interest list and those that did not get enrolled for the current year are contacted during the months of February through April, as needed, to complete the eligibility process for the next program year. All attempted and actual contacts with parents will be documented on the application and ChildPlus.

### **Eligibility**

45 CFR Sec. 1305.4 Age of children and family income eligibility: the process of determining that a child meets the requirements for age and family income as established in this regulation or, if applicable, as established by grantees that meet the requirements of section 645(a) (2) of the Head Start Act.

The Director and the Computer Operator will be responsible to train staff on eligibility with 90 days of the person's hire date. The training will include the following:

- Methods on how to collect complete and accurate eligibility information from families and third party sources.
- Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma and privacy.
- Explain program policies and procedures that describe actions against staff, families or participants who attempt to provide or intentionally provide false information.

In addition to training eligibility staff, the Director or Computer Operator will train Board and Policy Committee members within 180 days of a new term of a new governing body or Policy Committee.

Ongoing review workshops will occur annually and additional training will occur on an as needed basis based on revised standards, communications from the Office of Head Start or the Grantee.



All preliminary information to determine eligibility is provided by families on the LACOE Application for Services. The LACOE Application for Services page 1 is completed by parent when they apply for services. Page 1 information is input into the ChildPlus system by the Computer Operator when it is received and the application is marked “new” incomplete. The family is then scheduled for an “in person” eligibility determination and interview appointment. Once eligibility is determined the following occurs:

- Eligibility staff member that meets with parent completes page 2 of the application
- Parent and staff member both sign the application
- The Computer Operator enters the page 2 information into ChildPlus within 24 working hours of eligibility determination
- The Computer Operator marks the ChildPlus record as “new” complete
- The family needs are reflected in the priority points section
- The Head Start Eligibility Verification Form is generated and signed by the staff
- The HSEV form is put in the file and awaits the Director’s approval and signature within 30 days.

The ChildPlus Report 2025 is used to rank the eligible waitlisted children by priority ranking score for Head Start classes. Head Start-eligible children are then screened to determine if they meet the criteria for full day classes that are co-funded by Head Start and State Preschool.

Children that do not qualify for Head Start are:

- referred to R & R or
- referred to CDE State Preschool Program or
- fee-based program and/or
- placed on waitlists for either program dependent upon the child’s age and family income

### Service Area

Children must reside in the SMMUSD Service area. One of the following documents is collected at time of application as proof of residence within the district service area:

- Utility bill in parent’s name
- Rental agreement or property deed
- Address Affidavit with a utility bill in the name of person on address verification
- Other official postal correspondence, such as: TANF letters, and Notice of Action letters.

If a family does not reside within the SMMUSD service area but lives within the LACOE service area they may request permission to be provided services by our program through the use of a LACOE Interagency Agreement.



## Families Living Out of Service Area

If a family does not reside within the SMMUSD service area but lives within the LACOE service area they may request permission to be provided services by our program through the use of a LACOE Interagency Agreement. Staff determining eligibility will submit the Interagency Agreement with supporting documentation to the Home Agency. Interagency Agreements must be approved by the Home Agency in order to be eligible for services from SMMUSD Preschool Programs.

Interagency approvals are determined by the following criteria:

- Parent(s)/legal guardian(s) work in the SMMUSD service area.
- Parents or siblings attend school in SMMUSD service area.
- Continuity of care or proximity

Families who reside outside of the LACOE Grantee service area are referred to the grantee of residence. Or, per parent request due to the proximity of work or residence – SMMUSD will submit to LACOE a Grantee to Grantee Request. Parents are advised that the approval process may take up to a month.

## Age

The following children are age eligible for Head Start:

- Children four (4) years old by the kindergarten cutoff date
- Children three (3) years old by the kindergarten cutoff date

Age documentation may be one of the following: birth certificate, passport, hospital certificate, baptismal certificate, or a foster care court order. Categorically eligible families that do not have age documentation may use medical records, immunization records, school records or court documentation if available to verify the child's age. A categorically eligible family will be supported to secure age documentation within a reasonable time with the help of an eligibility staff member, by providing them with resources and the option of a 3<sup>rd</sup> party verification.

Children who turn five after September 1st or before December 2nd of the respective school year are age eligible for preschool services when a transitional kindergarten program is not offered per 45CFR 1305.7 (a): Each child enrolled in a Head Start program, except those enrolled in a migrant program, must be allowed to remain in Head Start until kindergarten or first grade is available for the child in the child's community, except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start,



such as when there is a change in the child's family income and there is a child with a greater need for Head Start services.

### Income

Income eligibility is based upon the program's respective income guidelines; Head Start uses the Federal Poverty Income Guidelines. State Preschool uses the State Preschool Income Guidelines.

Family income for Head Start will be determined based upon the twelve months immediately preceding the month in which the application for enrollment of a child is made, or for the calendar year immediately preceding the year in which the application is made, whichever more accurately reflects the family's current needs. Income calculations are not projected but based on actual income from the previous year.

Documents that may be used to determine income are:

- Income tax return for the previous year
- W-2(s) for the previous year reflecting gross earnings for 12 months to date
- Paycheck stubs reflecting 12 months to date income
- Income Statement from Employer
- Self-declaration: to be submitted only in the rare cases where the family cannot provide any other financial documents as proof of income and signed under penalty of perjury.
- Notice of Action from the County of Los Angeles Department of Social Services
- Verification of Benefits from the County of Los Angeles Department of Social Services
  - TANF
  - SSI

If the family submits an income tax return that does not include a PTIN number on page 2 of the document the following items would be used in addition to the tax return:

- W-2s that substantiate the income indicated on the tax return or
- Tax transcripts- eligibility staff will support families by helping them request their tax transcripts at the time of application.

If the family did not file taxes, a statement of employment and income should be provided by the employer. In the case that an employer will not provide an Employer Income Statement the parents can submit a self-declaration of income.

If parents did not work or have any income in the last twelve months to date, an applicant statement indicating that they did not work or have any income and how the family has sustained itself will be used to document and calculate income.



Other adults, such as grandparents, living in the home and supported by child's parents can be included in family size. Proof of support may include an Income tax return where the other adult is claimed and an applicant statement from the child's parent.

### Income exceeds the Federal Poverty Line (FPL)

Federal regulation allow children whose families' incomes exceed the federal poverty line to be enrolled in Head Start after demonstrating that all categorically and income eligible children have been enrolled and will not be displaced by an over income child.

Staff will complete an application with the family and explain that due to their income exceeding the federal guidelines, their child will be placed on a waitlist as the program serves those with the greatest need (points) prior to an over-income family. The Computer Operator will place the child on a waitlist in ChildPlus.

When enrolling children whose incomes exceed 100% of the FPL, SMMUSD must determine if a family will be enrolled as either an over income child, not exceed 10% of total funded slots, or a child whose income is up to 130% of the FPL, not to exceed 35% of total funded slots.

The following steps are taken by the Computer Operator:

- Rank the returning children based on the current eligibility criteria.
- Print a copy of the Enrollment Priority Listing (ChildPlus 2025)
- Get approval from the Director when no other eligible child is on list

### Over Income

According to regulation 1305.4(b)(2), up to 10 percent of the funded enrollment slots may be children from families that exceed the low-income guidelines but meet the criteria established by SMMUSD.

SMMUSD adheres to the following:

- Enroll only children whose families' incomes do not exceed 15% of the State Income Guidelines
  - If the family's income exceed 15% of the State Income Guidelines but is identified as a family that would benefit from Head start, Computer Operator will submit a request and receive approval from LACOE prior to enrolling the child.
- Rank the returning children based on the current eligibility criteria
- Print a copy of the Enrollment Priority Listing (ChildPlus 2025)
- Get approval from the Director when no other eligible child is on list



### Joint Custody or 50/50 Custody Eligibility Determination

A family is considered joint custody or 50/50 custody when parents indicate that they share custody of the child and neither parent is providing child support to the other. This can be a verbal or legal agreement that the parents arrange. If either of the child's parents is receiving public assistance or homeless the child should be considered categorically eligible. If the family is not categorically eligible the income should be calculated by counting half of each parent's income and the sum of these two should be used as the total income.

OHS – PC – I – 046 states: “Family size would be calculated by determining for both families any individual that meets the Head Start definition of family; i.e. all persons related by blood, marriage, or adoption living within a household who are supported by the income of the parent or guardian of the child enrolling or participating in the program. This total number of family members for both families would then be divided in half. (If this computation results in a fraction, programs should round the family size up to the next whole number.)”

Joint custody or 50/50 Custody would be noted in the LACOE Application for Services notes section to indicate that the eligibility was determined using this process.

The program ensures that income is calculated using the criteria stipulated in LACOE's ERSEA Manual when the Head Start Eligibility Verification (HSEV) Form is approved and signed by the Director.

### Current Situation Income Determination Process

If a family has had a substantial change in income in the last 6 months - became unemployed or parents have separated- the income will be calculated using current situation. The family's historical documentation will be collected and the reason for the family to be considered current situation will be documented in the notes section of the LACOE Application for Services. Proof of 12 months of prior income before the change in income will be collected and included in the eligibility file. All families approved to be accepted and selected under the current situation guideline must be verified by the Director.

### Categorical Eligibility

Families that meet the following criteria are considered to be categorically eligible:

- Foster Parent





- Family in Transition (McKinney-Vento)

Documents that will be used to determine if the family is categorically eligible include:

- Foster Care Court Order or Foster Care Reimbursement
- Letter from Homeless Shelter
- Applicant Statement
- Residency Questionnaire
- Other official document

### Incomplete Eligibility and Support to families to complete Eligibility Determination Process

When a family does not have the documents necessary to complete eligibility or the eligibility cannot be determined with the information provided the eligibility staff may complete the following:

- 3<sup>rd</sup> Party Verification Form
  - Third party verifications are allowed with written consent from parent
  - Staff may secure documentation directly from CalWorks (TANF) 1-877-328-9677 and Supplemental Security Offices 1-800-772-1213
- A tax transcript request by the parent – we let them request it or print it on an agency computer.
- Allow the parent to bring up their DPSS information and print it as proof of Cal-Works in addition to any other supporting documents.

Appointments to complete an eligibility verification will be scheduled with the same staff member to provide seamlessly consistent support to the families.

### Returning Students

The FAs identify those children that are age eligible to return including those that are over income with IEPs and those without IEPs. Returning students are ranked using the enrollment year's eligibility criteria by the Computer Operator.

In order to ensure the neediest families are served first, all income-eligible families are considered first for vacancies before over-income families. Family Advocates will contact the families in April for appointments starting in May for state income verification (CSPP).



## Children with Identified or Suspected Disabilities

An application that indicates an identified or suspected disability is immediately forwarded to the Disabilities Coordinator for review and follow-up as needed.

## Full-day, Part-year Program

Families are eligible for full day/part year services if the family meets the eligibility requirements: parent(s) in school, working full-time, or actively seeking employment. Family income must also fall within State Preschool income guidelines. 10% of the State Preschool population may be within 15% of State Preschool Income ceiling. Head Start income-eligible children have priority.

Once the application is received, the FAs cross-checks the information and eligibility documents for completeness. When the application is complete and a child is determined Head Start eligible the application is marked as “new” in Child Plus and assigned to the site closest to the child’s home. The home school is then marked at the top of the Family Need Survey and added to ChildPlus Enrollment/Eligibility notes section. The Computer Operator will enter the EPC points. The FAs contact parents to provide any missing information or documents. On a monthly basis, the Director, FAs and Computer Operator meet to ensure reliability and consistency with the application process.

## Ongoing Eligibility Monitoring

The following steps are taken to monitor the eligibility process on a weekly basis by the Director:

- The HSEV form must be signed and approved by the Director before selection
- All documents required to determine eligibility should be on file to be approved
- All documents should confirm the information in the application to be approved
- The application must be signed and dated by both staff and parent to be approved
- The person that signs the supervisor approval must review and agree that the eligibility determination is correct.

If the eligibility requires correction the staff member that made the determination and signed the application must make the correction and/or get the needed documentation from the family. The Computer Operator will update information in ChildPlus.



**Selection**

45 CFR Sec. 1305.6 Selection process: the systematic process used to review all applications for Head Start services and to identify those children and families that are to be enrolled in the program.

After the Eligibility Points Criteria (EPC) is approved by Board and Policy Committee, enrollment staff are trained on this point system for selection.

When the family applies for services, their information is entered into the ChildPlus database system as “new”. Once eligibility is determined the record is marked waitlisted and Report 2025 is used to rank according to the EPC points. The income appropriate families with the most EPC points are selected first. If more than one family has the same points, priority will be given to:

- The child that is 4 years old if the tie is between a 3 year old and a 4 year old
- The family with the lowest percentage of poverty rate calculated on ChildPlus
- Or on a first come, first serve basis; based upon date of application, if the families in question have the same poverty rate.

Children are selected for vacancies according to the EPC points with categorically eligible children given higher points to ensure priority. The neediest family is offered the next available vacancy. If a parent declines the offer or is non-responsive the spot is offered to the next child on the list.

If a family can’t be contacted by phone and/or is unresponsive to voice mails a letter is sent to the home address on file. If the family is unresponsive to three contacts and the letter the application will be abandoned in the system by the Computer Operator.

<b>Selection Criteria</b>	<b>Item in CP Drop Down</b>	<b>Agency Points</b>	<b>Notes</b>
Age	Newborn to less than 6 months		N/A
	6 months to 11 months		N/A
	1 year to 1.11 years		N/A
	2 years to 2.5years		N/A
	2.6 years to 2.11 years		N/A
	3 years	40	



<b>Selection Criteria</b>	<b>Item in CP Drop Down</b>	<b>Agency Points</b>	<b>Notes</b>
	4 years	20	
	5 years (when Kindergarten is not available)	20	
Categorical	Homeless (including transitional Homeless families)	100	
	Foster Care	100	
	Public Assistance (TANF or SSI)	75	
Child in Protective Services?	Yes	60	
Disability Status	Child with IEP	50	
	Child with IFSP	20	
	Suspected Disability	15	
Dual Language Learner?	Yes	15	
Employment Status	Both parents employed	50	
	Both parents in school or job training program	50	
	One parent employed	30	If single parent – total 50 points
	One parent in school or job training program	30	



<b>Selection Criteria</b>	<b>Item in CP Drop Down</b>	<b>Agency Points</b>	<b>Notes</b>
Incarcerated Parent	Mother	10	
	Father	10	
Income Eligible		60	
Military Family		10	
Parent(s) less than high school education	one parent	5	
	both parents	10	
Pregnant Teen		10	
Parenting Teen		20	
Postpartum Depression	Yes	20	
Returning Child		70	
Single Parent		20	
Transitioning	From Early Head Start to Head Start	10	
	From other Head Start Program	10	
Referral from DCFS		10	

Full-day, Part-year Services with CDE Summer Services

Families will be selected for full day/part year program according to priority, and if the family meets the eligibility requirements for full day/part year (parent(s) in school, working full-time, or

PC Approval:  
 BOE Approval:  
 LACOE Approval:



actively seeking employment. Family income must also fall within State Preschool income guidelines, because all full-day classes are partnered with State Preschool. There are no fees or charges for the Head Start portion of the program, however, the state portion of the day may have fees for the full day program.

### Children with Disabilities

At least 10% of total number of enrollment slots allocated to each agency must be filled with children with disabilities as defined in 1305.2(a). Students with disabilities are given priority until our program meets the 10% requirement in order to meet the requirement. Families of children with disabilities who surpass state income guidelines are referred to the Disabilities Coordinator. This staff member requests Grantee approval to accept the child for Head Start services, using the “Over State Income Grantee Approval Form.” Only children that are granted Grantee approval will be considered for selection into the program.

Although it has not been necessary in the past, the agency may request a waiver if the 10% enrollment mandate is not met prior to this deadline of January 31<sup>st</sup>.

### **Enrollment**

SMMUSD Preschool Programs offers the following program options:

- Full Day/Part Year- Program services are 6.5 hours/day for a minimum of 180 days/year.
- Extended Day/Part Year – Program services are 10.5 hours/day for a minimum of 180 days/year plus 65 additional days served under CDE for breaks/summer.
- Part Day/Part Year – Program services are 3.0 hours/day for a minimum of 180 days/year. Services are offered in both the morning and afternoon.

Age eligible students who have been continuously enrolled during the previous year will be eligible for a second program term.

All eligible applicants are placed on the interest list by the Computer Operator and are marked complete for selection. The first selection period will take place in April by the Computer Operator and Director. After this, highest ranked, eligible applicants are selected once a week to help ensure the neediest families are served first, until the agency is fully enrolled. Families not selected are notified and referred to other programs in the CDS and community.



Children are placed into classes in ChildPlus according to age and language when classes are being created at the beginning of the school year. The child is placed at the site closest to their home, their caregiver's address or the parent's workplace - if requested.

Mass Enrollment: Families fill out a Pre-enrollment application, based on this information they are invited to bring in their income and other required documents so that we can offer the appropriate placement. Enrollment packets are distributed to the families and appointments are made to return the completed paperwork beginning in May. When the child is selected, the Computer Operator changes the child's status from "new" to "accepted" in the ChildPlus system. If the parent declines the offer or does not complete the enrollment process the child's record status, in ChildPlus, is changed back to "new" and they are put back onto the interest list. Notes indicating why the record was moved from accepted to new again are noted in the eligibility notes in the enrollment tab.

### Over-income Families

Families who are over-income may be accepted into the Head Start program based upon other needs in the family, such as child's special needs and/or IEP, and/or other risk factors in the family. These areas are outlined in EPC points. However, family income must fall within State Preschool income guidelines and no more than 10 percent of enrollment slots may be provided to families who exceed the federal poverty guidelines.

The family has to complete the necessary licensing and enrollment documents at least two days prior to starting school. When the child attends class, the child will be marked enrolled by the Computer Operator. For children whose family has failed to respond to staff's attempt to communicate by the 4<sup>th</sup> day of the start date, the Computer Operator will mark children as abandoned in ChildPlus.

Each program option is fully "accepted" 30 days prior to its start date to meet full enrollment.

After the program options are fully accepted, the remaining eligible children will be marked as "waitlisted". The children on the waiting list with the highest priority ranking are selected to fill vacancies. This method ensures the neediest families receive first priority. Recruitment is ongoing to support maintaining a stronger waitlist.

Children that are terminated from the program and return seeking services are recertified to determine current eligibility.

Children receiving services for the third consecutive year are recertified and given a new priority ranking to determine current eligibility.



The enrollment process for children with disabilities follows the same process. Children with disabilities are identified, and accommodations are made in terms of site placement and training of staff for special needs as required. Any special attendance schedules for IEP/IFSP purposes are approved by the Disabilities Coordinator. She completes a rationale to be kept in the child's central file. The modified schedule is communicated to the teacher and the FAs.

The program's enrollment process and policy is monitored by the Director. Eligibility for services is determined by individuals on the Enrollment team. The team is comprised of the front office staff, the FAs, the Administrative Assistant, Computer Operator and administrators.

The Director monitors vacancies on a weekly basis. The following ChildPlus reports are run weekly: 2025, 2291, 2125, and 2115. Vacancies are filled on a daily basis by the FAs assigned to the classroom where the vacancy occurred. Director follows up with the FAs and Computer Operator on a weekly basis to update on vacancies that are not filled. This is to ensure that it will be filled within 30 calendar days. This regular monitoring and close collaboration with the enrollment staff ensures that the program maintains full enrollment throughout the program year.

All parents receive parent orientation within a week of the child's start date in the program.

Current enrollment and vacancies are reported to the PC, DAC and Board monthly.

## **Attendance**

45 CFR Sec. 1305.8 Attendance: the process implemented to meet the required 85% average daily attendance rate as a program and to monitor and support the families of children with chronic absenteeism.

Attendance issues will be addressed by following our Attendance Policy outlined in the Parent Handbook (see the following):

### Reporting Absences

Parents must notify the teacher at the beginning of the day if their child is going to be absent from school and write the reason on the sign in sheet upon the child returns. Absences are recorded daily by the teacher. If parent has not called the teacher within an hour of the start time, Family Advocate will contact parent to check on the child's well-being. As absences are verified it is recorded in ChildPlus on daily basis by the Computer Operator and/or designated Family Advocate.





### Excused Absences

- Illness or quarantine of child or parent
- Death in family
- Court appearance of child
- Court ordered visitation with parent (a copy is needed for the school file)
- Best Interest Days:  
Students are allowed (10) “best interest” days per program year for vacation, etc. These may include:
  - Family vacation
  - Family moving to a new residence
  - Family special occasion (example parent graduation)
  - Cultural/religious celebration
  - Doctor/dentist appointment
  - Oversleeping or too tired

Parents may request a temporary leave from preschool services when services are not needed for a specific time period (not to exceed 30 days of operation). This includes a family emergency that requires the child to be out of the program for an extended period and/or other personal reasons. A written request must be submitted at least 2 weeks in advance to the Director who approves or denies the leave.

Excused Absences of five or more days related to illness, may require a written doctor’s note prior to re-admittance. Children who have contracted a communicable illness must have medical clearance prior to re-admittance, regardless of number of days absent.

### Unexcused Absences

- Lack of transportation
- Personal family business
- Taking the child to visit someone or on a shopping trip
- Keeping the child home because he or she doesn’t want to go to school

### Family Emergency

- Lack of transportation (3 days)
- Sibling illness

After three consecutive unexcused absences and unsuccessful attempts to contact the family, the Family Advocate will document these attempts in ChildPlus and inform the Computer Operator



to drop the child on the fourth day. This occurs after the Family Advocate has called parents, emergency contact and attempted a home visit. All activities are recorded in ChildPlus.

Family Advocates track attendance weekly, by looking at the sign in sheets and monthly attendance from ChildPlus 2305 reports. Family Advocates will follow up with children with four or more consecutive absences and document on ChildPlus. They will work with parents to determine if there are possible health issues or other barriers impacting their child's attendance. If an issue is identified, the Family Advocate will provide resources or appropriate referrals.

### Late Pick Ups

Children must be picked up from the classroom on time or within five (5) minutes of dismissal time. After five (5) minutes, school personnel will:

- Call the parent at home or at work, using phone numbers provided by parent on emergency card.
- Call other emergency contacts listed on the emergency card.

If contact is not made with parents or those listed on the emergency card SMMUSD School Safety Officer will be called.

If child is not picked up before the closing hours of the school office or when deemed necessary by District School Security, the Santa Monica Police Station will be contacted and child will be released to them.

### Suspension and Expulsions

If a child is uncooperative and jeopardizes the safety of themselves or others, the following steps will be taken:

- Written notification will be provided to the parent/guardian via a Parent/Teacher conference and/or Incident Report.
- A team, including the Family Advocate, Teacher, Parent/Guardian and Assistant Director or Director, will develop a plan to be implemented after each incident. The team will meet to review the plan periodically or as needed. The plan may include referral for support services if needed. The Assistant Director will be responsible to keep the parents engaged in the plan and are utilizing appropriate resources.



- When a student demonstrates continuous unsafe behavior on center grounds, this might cause suspension of services due to jeopardizing the safety of themselves or others by the Assistant Director or Director. The Assistant Director or Director will be responsible for child's return as soon as possible.

In emergency situations (i.e. a perceived threat to persons or property or extreme disruption to the program) parents/guardians may be called to pick-up their child.

The agency will not expel a child for challenging behaviors. For a child exhibiting serious behavior issues, the agency will seek out guidance from mental health consultants or other appropriate resources on how to best assist the child and staff, and/or seek out appropriate services and supports. If there are no other alternatives left to explore and a serious safety threat continues to exist, the agency will work on transitioning the child to an appropriate program that meets the needs of the child.

### **ATTENDANCE MONITORING PROCEDURE**

1. The Computer Operator will compare the Sign-in/Sign-out sheets with the Monthly Summary reports to verify accuracy on a monthly basis.
2. The Computer Operator will generate an Attendance % reporting the average daily attendance (ADA) and give it to the Assistant Director, Family Advocates, Director, Policy Committee and Board to review.
3. If the agency as a whole is below 85% ADA, the Computer Operator will analyze trends and contributing factors. The report will be sent to notify the Grantee (LACOE) by the 5th (calendar day) of the month.
4. If a plan of action is necessary, the Assistant Director/Director will involve all applicable staff in the development and implementation of the action plan.
5. On-going concerns are shared with the Assistant Director/Director monthly for review and plan of action if necessary.
6. In cases of late pick up or late arrival: Parent receives a first late pick up notice; for second notice, parent receives a phone call from the Assistant Director and third notice parent needs to meet with the Assistant Director.
7. Attendance reports will be provided to the PC and Board on a monthly basis.



## **Santa Monica-Malibu Unified School District Head Start**

### **Contingency Plan**

#### **Guidelines for Disruption of Services**

##### **Purpose:**

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

##### **Background:**

The Santa Monica-Malibu Unified School District Head Start Program currently operates 7 classes on 5 different campuses throughout the school district. If there is a need to close a center, the days of service missed will be earned during breaks.

##### **Procedure:**

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

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

1. Verbal and written, via e-mail, notification to district personnel, including: Superintendent, Head Start Policy Committee Executive Board, school site Principal, Director of Food Services and Director of Facilities.
2. Formal meeting with parents followed by written notification.
3. Written notification to the assigned agency analyst from the Community Care and Licensing department.
4. Family Advocates along with the classroom teacher will meet with each family to determine the family's ability to adapt to the change in services. Accommodations will be made to the extent possible to ensure services are met.



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

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

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

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

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

### Monitoring

The contingency plans will be reviewed annually and modified, as necessary.

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / TERRY DELORIA / PAMELA KAZEE

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2016-2017

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2016/2017 as follows:

**NPS**

2016/2017 Budget 01-65000-0-57500-11800-5125-043-1400

2016/2017 Budget 01-65120-0-57500-31400-5890-043-1400

Nonpublic School	# of students / SSIN	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted NPS 16/17		\$ 1,060,000
Amount Budgeted Mental Health Services 16/17		\$ 1,155,000
Total Budgeted		\$ 2,215,000
Prior Board Authorization as of 5/4/2017		\$ 2,246,558
	Balance	\$ -31,558
Positive Adjustment (See Below)		\$ 7,797
		\$ -23,761
Total Amount for these Contracts		\$ 0
	Balance	\$ -23,761

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 2016/2017 in the amount of \$565,663 as of 5/4/2017.

NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Alpine	NPS - RTC	3	R	\$7,053	
Youth Care	NPS - RTC	1	R	\$744	

**NPA**

2016/2017 Budget 01-65000-0-57500-11800-5126-043-1400

Nonpublic Agency	# of students / SSIN	Service Description	Contract Number	Cost Not to Exceed
ERA Ed/STAR of California	7145847516	Behavior Therapy, Consult	29	\$180
IECP	3971628573	Behavior 1:1, Supervision	32	\$2,040

Amount Budgeted NPA 16/17		\$ 840,000
Prior Board Authorization as of 5/4/2017		\$ 839,665
	Balance	\$ 335
Positive Adjustment (See Below)		\$ 0
		\$ 335
Total Amount for these Contracts		\$ 2,220
	Balance	\$ -1,885

Adjustment					
NPA Budget 01-65000-0-57500-11800-5126-043-1400					
There has been a reduction in authorized expenditures of NPA contracts for FY 2016/2017 in the amount of \$58,584 as of 5/4/2017.					
NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

### Instructional Consultants

2016/2017 Budget 01-65000-0-57500-11900-5802-043-1400

2016/2017 Budget 01-33100-0-57500-11900-5802-044-1400

Instructional Consultant	# of students / SSIN	Service Description	Contract Number	Cost Not to Exceed
K&M Center	9174629891	IEE & IEP attendance	75-SPED17149	\$3,500
K&M Center	1168089963	Tutoring	44-SPED17083	\$1,112

Amount Budgeted Instructional Consultants 16/17		\$ 157,000
Amount Budgeted Instructional Consultants (33100) 16/17		\$ 0
Total Budgeted		\$ 157,000
Prior Board Authorization as of 5/4/2017		\$ 158,844
	Balance	\$ -1,844
Positive Adjustment (See Below)		\$ 0
		\$ -1,844
Total Amount for these Contracts		\$ 4,620
	Balance	\$ -6,464

Adjustment					
Instructional Consultants Budget 01-65000-0-57500-11900-5802-043-1400					
Instructional Consultants Budget 01-33100-0-57500-11900-5802-044-1400					
There has been a reduction in authorized expenditures of Instructional Consultants contracts for FY 2016/2017 in the amount of \$0 as of 5/4/2017.					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

### Non-Instructional Consultants

2016/2017 Budget 01-65000-0-57500-11900-5890-043-1400

Non-Instructional Consultant	SSIN	Service Description	Contract Number	Cost Not to Exceed
Capps Kids, Brandie Evans	3370806898	IEE (inclusion); IEP	76-SPED17150	\$1,600
Kurt Kuekes, Ph.D	3303936538	IEE (Psychoed) & IEP	69-SPED17141	\$50
Parent Reimbursement	9533430292	IEE (Case S-0563-16/17)	77-SPED17151	\$6,500

Amount Budgeted Non-Instructional Consultants 16/17		\$ 322,000
Prior Board Authorization as of 5/4/2017		\$ 317,428
	Balance	\$ 4,572
Positive Adjustment (See Below)		\$ 0
		\$ 4,572
Total Amount for these Contracts		\$ 8,150
	Balance	\$ -3,578

Adjustment					
Non-Instructional Consultants Budget 01-65000-0-57500-11900-5890-043-1400					
There has been a reduction in authorized expenditures of Non-Instructional Consultants contracts for FY 2016/2017 in the amount of \$18,330 as of 5/4/2017.					
Non- Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

**LEA**

2016/2017 Budget 01-56400-0-00000-39000-5802-043-1400

2016/2017 Budget 01-56400-0-00000-39000-5890-043-1400

LEA Consultant	# of students	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Instructional Consultants 16/17		\$	30,000
Amount Budgeted Instructional Consultants (5890) 16/17		\$	70,000
Total Budgeted		\$	100,000
Prior Board Authorization as of 5/4/2017		\$	87,000
	Balance	\$	13,000
Positive Adjustment (See Below)		\$	0
		\$	13,000
Total Amount for these Contracts		\$	0
	Balance	\$	13,000

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 2016/2017 in the amount of \$0 as of 5/4/2017.					
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:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:



TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ

RE: AWARD OF PURCHASE ORDERS – 2016-17

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from April 27, 2017, through May 11, 2017, for fiscal year 2016-17.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSENT:

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF MAY 18, 2017

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	
<b>*** NEW PURCHASE ORDERS ***</b>					
179926	A Z BUS SALES INC	Bus Repairs #10	TRANSPORTATION	16,368.44	U
179958	ALTA ENVIRONMENTAL	PESTICIDE MONITORING	FACILITY OPERATIONS	6,388.45	U
179737	ANYTHING EDUCATIONAL PLUS	BTSA BOOKS	PERSONNEL SERVICES	668.49	U
179812	ANYTHING EDUCATIONAL PLUS	MENTORING BOOKS	WILL ROGERS ELEMENTARY SCHOOL	500.00	R
179303	B & H PHOTO VIDEO	PRINTER	SANTA MONICA HIGH SCHOOL	612.22	U
179902	BARNES & NOBLE/SANTA MONICA	SUMMER SCHOOL NOVELS - IISS	CURRICULUM AND IMC	3,229.61	U
179947	BELLA LUNA TOYS INC	PREK CLASSROOM MATERIALS	CURRICULUM AND IMC	256.54	U
179948	BELLA LUNA TOYS INC	PREK CLASSROOM MATERIALS	CURRICULUM AND IMC	256.54	U
179949	BELLA LUNA TOYS INC	PREK CLASSROOM MATERIALS	CURRICULUM AND IMC	256.54	U
179843	BERSCH, KIRSTEN	INVOICE: ADJUDICATION FEE	LINCOLN MIDDLE SCHOOL	300.00	R
179856	BOOKSOURCE, THE	SUPPLEMENTAL BOOKS	ROOSEVELT ELEMENTARY SCHOOL	611.00	U
179870	BOOKSOURCE, THE	READERS LITERACY INTERVENTION	CURRICULUM AND IMC	323.30	U
179871	BOOKSOURCE, THE	READERS LITERACY INTERVENTION	CURRICULUM AND IMC	20,090.57	U
179905	CENGAGE LEARNING	ENG LANG LEARNER MATERIALS	STATE AND FEDERAL PROJECTS	14,307.83	R
179937	CHALK SPINNER LLC	PREK/TK LIGHT TABLES	CURRICULUM AND IMC	3,793.41	R
179938	CHALK SPINNER LLC	PREK/TK LIGHT TABLES	CURRICULUM AND IMC	2,123.19	R
179943	CHALK SPINNER LLC	PREK/TK LIGHT TABLES	CURRICULUM AND IMC	2,123.19	R
179895	CHEFS TOYS	FREEZER FOR ADAMS	FOOD SERVICES	4,535.16	R
179863	CONNECTIONS FOR CHILDREN	EDI 2016/17	CURRICULUM AND IMC	5,725.00	U
179857	DELTA EDUCATION	SCIENCE SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	11,529.53	R
179682	DEMCO INC	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	860.28	R
178868	DIVERSIFIED METAL FABRICATIONS	LEGACY GIFT BUDDY BENCH	WILL ROGERS ELEMENTARY SCHOOL	609.61	R
179951	DURHAM SCHOOL SERVICES	BUS TRANSP.-STAIRWAY REHEARSAL	CURRICULUM AND IMC	592.16	R
179845	ECOBUILD INC	MUIR-WINDOW REPLACEMENT	FACILITY MAINTENANCE	2,860.00	DF
179909	ELLISON EDUCATIONAL EQUIP	ELLISON SURE CUT DIES	PT DUME ELEMENTARY SCHOOL	470.50	R
179717	EMPIRE FLOOR MACHINE	#ES300XP EXTRACTION CARPET	PT DUME ELEMENTARY SCHOOL	10,155.39	R
179964	ENVIRON INTERNATIONAL CORP.	FUMIGATION RESIDUE TESTING	FACILITY OPERATIONS	22,654.10	U
179901	FAST DEER BUS CHARTER INC	TRANSPORTATION	SANTA MONICA HIGH SCHOOL	1,061.34	U
179942	FAST DEER BUS CHARTER INC	TRANSPORTATION	SANTA MONICA HIGH SCHOOL	1,624.20	U
179972	FAST DEER BUS CHARTER INC	TRANSPORTATION	SANTA MONICA HIGH SCHOOL	720.96	U
179884	FOOTHILL SOILS	GROUNDS SUPPLIES	GROUNDS MAINTENANCE	446.21	R
179923	FOOTHILL SOILS	GROUNDS MATERIALS	GROUNDS MAINTENANCE	973.13	R
179918	GALE SUPPLY CO	FACIAL TISSUE	LINCOLN MIDDLE SCHOOL	857.81	U
179835	GEVORKYAN, ARUTYUN	REIMBURSEMENT - ART GEVORKYAN	TRANSPORTATION	109.00	U
179886	HASSENGER, KARIN	Emergency trash removal reimb.	THEATER OPERATIONS&FACILITY PR	400.00	R
179554	HEINEMANN	CURRICULUM MATERIALS	MCKINLEY ELEMENTARY SCHOOL	16,038.85	U
179882	HERITAGE FOOD SERVICES GROUP	BLOWER KIT FOR LINCOLN WARMER	FOOD SERVICES	307.28	F
179968	HEYN, PATRICK	POSTCARD INVITATION-ADULT ED.	STATE AND FEDERAL PROJECTS	300.00	A
179929	HOUGHTON MIFFLEN HARCOURT	DO THE MATH-IISS SUMMER SCHOOL	CURRICULUM AND IMC	5,582.57	U
179776	HOUGHTON MIFFLIN	ENG LANG DEV MATERIALS	STATE AND FEDERAL PROJECTS	697.25	R
179779	HOUGHTON MIFFLIN	ENG LANG DEV MATERIALS	STATE AND FEDERAL PROJECTS	3,404.66	R
179781	HOUGHTON MIFFLIN	ENG LANG DEV MATERIALS	STATE AND FEDERAL PROJECTS	2,050.96	R
179782	HOUGHTON MIFFLIN	ENG LANG DEV MATERIALS	STATE AND FEDERAL PROJECTS	1,374.10	R
179783	HOUGHTON MIFFLIN	ENG LANG DEV MATERIALS	STATE AND FEDERAL PROJECTS	1,374.10	R
179784	HOUGHTON MIFFLIN	ENG LANG DEV MATERIALS	STATE AND FEDERAL PROJECTS	2,727.80	R
179785	HOUGHTON MIFFLIN	ENG LANG DEV MATERIALS	STATE AND FEDERAL PROJECTS	1,035.69	R
179788	HOUGHTON MIFFLIN	ENG LANG DEV MATERIALS	STATE AND FEDERAL PROJECTS	1,862.56	R

## PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF MAY 18, 2017

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	
179790	HOUGHTON MIFFLIN	ENG LANG DEV MATERIALS	STATE AND FEDERAL PROJECTS	860.08	R
179869	HOUGHTON MIFFLIN	ENG LANG DEV MATERIALS	STATE AND FEDERAL PROJECTS	1,393.83	R
179924	HOUGHTON MIFFLIN	ENG LANG DEV MATERIALS	STATE AND FEDERAL PROJECTS	1,712.70	R
179880	HOWARD INDUSTRIES	HVAC SUPPLIES	FACILITY MAINTENANCE	1,000.00	R
179842	IDEAL COMPUTER SOUTH	Courier Service	INFORMATION SERVICES	1,000.00	U
179840	INTERNATIONAL PAPER	COPY WHITE PAPER	PERSONNEL COMMISSION	504.09	U
179891	INTERNATIONAL PAPER	COPY PAPER SUPPLEMENTAL PO	GRANT ELEMENTARY SCHOOL	1,100.00	U
179875	J TAYLOR EDUCATION INC	TEACHER ELL MATERIALS	CURRICULUM AND IMC	575.75	U
179691	JUNIOR LIBRARY GUILD	LIBRARY BOOK SETS	MCKINLEY ELEMENTARY SCHOOL	1,124.29	R
179916	KELEHER, DARCI	REIMBURSEMENT OF ESY MATERIALS	SPECIAL EDUCATION REGULAR YEAR	245.23	R
179834	LA PINATA PARTY RENTALS INC	PRESCHOOL FESTIVAL	CHILD DEVELOPMENT CENTER	1,000.00	CD
179931	LAGUNA CLAY COMPANY	CLAY	CURRICULUM AND IMC	224.61	R
179932	LAGUNA CLAY COMPANY	CLAY	CURRICULUM AND IMC	224.61	R
179933	LAGUNA CLAY COMPANY	CLAY	CURRICULUM AND IMC	224.61	R
179935	LAGUNA CLAY COMPANY	CLAY	CURRICULUM AND IMC	152.17	R
179936	LAGUNA CLAY COMPANY	CLAY	CURRICULUM AND IMC	152.17	R
179620	LAKESHORE CURRICULUM	CLASSROOM STORAGE/SHELVES	JOHN MUIR ELEMENTARY SCHOOL	1,827.69	U
179625	LAKESHORE CURRICULUM	CLASSROOM LEARNING MATERIALS	JOHN MUIR ELEMENTARY SCHOOL	2,689.26	R
179889	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	164.03	CD
179719	LIBRARIANS BOOK EXPRESS	LIBRARY BOOKS	MCKINLEY ELEMENTARY SCHOOL	1,137.56	R
179921	MARKERTEK VIDEO SUPPLY	Supplies for Barnum	THEATER OPERATIONS&FACILITY PR	752.62	R
179952	MONTGOMERY HARDWARE COMPANY	DOORS JAMS LIBRARY	FACILITY MAINTENANCE	3,184.34	DF
179892	PACIFIC PARK - SANTA MONICA	5th GRADE CELEBRATION	GRANT ELEMENTARY SCHOOL	3,032.00	R
179799	PARKABIKE INC	SKATEBOARD RACKS	WILL ROGERS ELEMENTARY SCHOOL	2,849.90	R
179847	PATTONS PHARMACY	TB SERUM, SYRINGES	HEALTH SERVICES	373.00	U
179679	PEARSON EDUCATION	STUDENT WORKBOOKS	WILL ROGERS ELEMENTARY SCHOOL	6,327.29	R
179849	POLARIS LIGHTING ASSOCIATES	Repair of ION console	THEATER OPERATIONS&FACILITY PR	355.48	R
179846	POSTMASTER-SANTA MONICA	POSTAGE	CHILD DEVELOPMENT CENTER	735.00	CD
179930	QUALITY RUBBER STAMPS	TEXTBOOK STAMPS	CURRICULUM AND IMC	268.61	U
179910	RAMIREZ-OROPEZA, MARTHA	REIMBURSEMENT OF ART SUPPLIES	EDISON ELEMENTARY SCHOOL	150.07	U
179230	SAFE-CARD ID SERVICES INC	ID MAKER	OLYMPIC CONTINUATION SCHOOL	2,631.57	U
179940	SANTA MONICA FORD	PARTS FOR GROUNDS VEHICLE	GROUNDS MAINTENANCE	144.15	R
179890	SANTIAGO, FERMIN	CANOPY/CHAIR/TABLE RENTALS	WILL ROGERS ELEMENTARY SCHOOL	2,675.75	R
179618	SCHOLASTIC CLASSROOM MAGAZINES	CLASSROOM MAGAZINES	JOHN MUIR ELEMENTARY SCHOOL	391.75	U
179807	SCHOOL NURSE SUPPLY INC	YARD DUTY FIRST AID SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	265.31	R
179860	SCHOOLYARD COMMUNICATIONS	PRINTED BOOKLETS	STUDENT SERVICES	11,550.05	U
179720	SEHI COMPUTER PRODUCTS	PRINTERS	MCKINLEY ELEMENTARY SCHOOL	864.83	R
179855	SEHI COMPUTER PRODUCTS	SEHI-PRINTERS	CURRICULUM AND IMC	13,161.73	U
179975	SEHI COMPUTER PRODUCTS	PRINTERS AND CARTRIDGE	GRANT ELEMENTARY SCHOOL	1,021.79	U
179920	SIR SPEEDY PRINTING #0245	SUPPL PO & KIWANIS PROGRAMS	CURRICULUM AND IMC	170.00	R
179873	SIRSIDYNIX	TEXTBOOK BARCODE LABELS	CURRICULUM AND IMC	2,080.68	U
179750	SKIRBALL CULTURAL CENTER	MUSEUM FEES - FIELD TRIP	GRANT ELEMENTARY SCHOOL	110.00	R
179864	SMART & FINAL	SUPPLIES FOR CINCO DE MAYO	WILL ROGERS ELEMENTARY SCHOOL	1,000.00	R
179729	SOUTHWEST SCHOOL SUPPLY	SCHOOL STUDY BOOKS	PT DUME ELEMENTARY SCHOOL	316.34	R
179773	SOUTHWEST SCHOOL SUPPLY	FELLOWES ORION 500 ELEC COMB	PT DUME ELEMENTARY SCHOOL	1,679.16	U
179914	SOUTHWEST SCHOOL SUPPLY	ELECTRIC STAPLER	PT DUME ELEMENTARY SCHOOL	891.12	R
179874	SPARK	PHYSICAL EDUCATION	CURRICULUM AND IMC	4,758.44	U
179907	STAPLES BUSINESS ADVANTAGE	SPED OFFICE SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	1,500.00	R
179934	STAPLES BUSINESS ADVANTAGE	IISS SUMMER SCHOOL SUPPLIES	CURRICULUM AND IMC	2,500.00	U
179744	STAR INC	Science Materials for all grds	FRANKLIN ELEMENTARY SCHOOL	7,480.00	U
179883	STOVER SEED CO	GROUNDS SUPPLIES	GROUNDS MAINTENANCE	3,169.03	R

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF MAY 18, 2017

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	
179881	SWRCB ACCOUNTING OFFICE	ANNUAL WATER BOARD PERMIT FEES	FACILITY MAINTENANCE	1,676.00	R
179913	TOWN RIDE INC	TRANSPORTATION	SANTA MONICA HIGH SCHOOL	415.00	U
179877	TUFF SHED	TUFFSHED - FOR P.E. STORAGE	ROOSEVELT ELEMENTARY SCHOOL	3,835.65	R
179756	TUUCI LLC	UMBRELLA CANOPIE REPLACEMENT	EDISON ELEMENTARY SCHOOL	3,469.93	R
179872	U S BANK (GOVT CARD SERVICES)	TK/PREK MUSIC INSTRUMENTS	CURRICULUM AND IMC	1,000.00	U
179928	U S BANK (GOVT CARD SERVICES)	PAYMENT FOR USBANK CARD	STATE AND FEDERAL PROJECTS	43.38	R
179903	U.S. BANK	PAYMENT FOR GOB'S	BUSINESS SERVICES	500.00	U
179804	ULINE SHIPPING SUPPLIES	MISCELLANEOUS & SAFETY SUPPLIES	PT DUME ELEMENTARY SCHOOL	637.05	R
179945	UNCLE SAM'S DISTRIBUTING	MACHINE REPAIRS	FACILITY OPERATIONS	912.92	U
179512	UNIVERSAL ASPHALT CO. INC.	ASPHALT REPAIR	CHILD DEVELOPMENT CENTER	4,650.00	CD
179513	UNIVERSAL ASPHALT CO. INC.	ASPHALT REPLACEMENT	CHILD DEVELOPMENT CENTER	12,930.00	CD
179736	VIA PROMOTIONALS INC	BTSA SUPPLIES	PERSONNEL SERVICES	1,000.00	U
179967	WALTERS WHOLESALE ELECTRIC CO	ELECTRICAL SUPPLIES	FACILITY MAINTENANCE	500.00	R
179888	WATERWISE CONSULTING INC	WATER AUDIT RETROFIT	GROUNDS MAINTENANCE	71,000.00	R
179817	WAXIE SANITARY SUPPLY	WASTE RECEPTACLES	FACILITY OPERATIONS	21,805.96	R
** NEW PURCHASE ORDERS				394,749.16	

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

179912	BSN SPORTS/SPORT SUPPLY GROUP	SOFTBALL EQUIPMENT	SANTA MONICA HIGH SCHOOL	593.62	ES
179853	CDW-G COMPUTING SOLUTIONS	CDW-G-MINI DISPLAYPORT	CURRICULUM AND IMC	959.43	ES
179851	INTELLI-TECH	INTELLITECH-CHROMEBOOKS-MUIR	CURRICULUM AND IMC	12,593.99	ES
179879	INTELLI-TECH	HP CHROMEBOOKS FOR ROGERS	CURRICULUM AND IMC	7,262.15	ES
179911	TANDUS CENTIVA US LLC	CARPET	OLYMPIC CONTINUATION SCHOOL	1,514.22	BB
179876	UNIVERSAL ASPHALT CO. INC.	ASPHALT REPAIRS	MALIBU HIGH SCHOOL	17,500.00	BB
** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES				40,423.41	

TO: BOARD OF EDUCATION  
FROM: BEN DRATI / JANECE L. MAEZ / PAT HO  
RE: ACCEPTANCE OF GIFTS – 2016/2017

ACTION/CONSENT  
05/18/17

RECOMMENDATION NO. A.09

It is recommended that the Board of Education accept, with gratitude, checks totaling **\$18,522.58** 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 2016-2017 income and appropriations by **\$18,522.58** 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](http://www.smmusd.org).

School/Site Account Number	Cash Amount	Item Description	Purpose	Donor
<b>Adams Middle School</b> 01-90120-0-00000-00000-8699-011-0000	\$ 350.00 \$ 24.71		General Supplies and Materials General Supplies and Materials	Qian Lisa Gao DDS, Inc. Extra Credit, Inc.
<b>Cabrillo Elementary School</b> 01-90120-0-00000-00000-8699-017-0000	\$ 412.00		Field Trips	Cabrillo PTA
<b>Lincoln Middle School</b> 01-90120-0-00000-00000-8699-012-0000	\$ 6,101.83		General Supplies and Materials	Various
<b>McKinley Elementary School</b> 01-90120-0-00000-00000-8699-004-0000	\$ 513.00		General Supplies and Materials	Various
<b>Personnel Commission</b> 01-90120-0-00000-00000-8699-027-0000	\$ 500.00		General Supplies and Materials	SEIU Local 99
<b>Rogers Elementary School</b> 01-90120-0-00000-00000-8699-006-0000	\$ 5,921.04		General Supplies and Materials	Will Rogers Courtesy Committee
<b>Santa Monica High School</b> 01-90120-0-00000-00000-8699-015-0000	\$ 4,700.00		Project Lead the Way Conference Summer 2017	Next Ed (Project Lead the Way)
<b>TOTAL</b>	<b>\$ 18,522.58</b>			

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ / CAREY UPTON

RE: AWARD OF AGREEMENT – PHASE I ESA CONSULTANT – JOHN ADAMS MIDDLE SCHOOL – PERFORMING ARTS COMPLEX PROJECT – CONVERSE CONSULTANTS – MEASURE ES

RECOMMENDATION NO. A.10

It is recommended that the Board of Education award a contract for Phase I Environmental Site Assessment (ESA) services to Converse Consultants for the John Adams Middle School – Performing Arts Complex Project in an amount not to exceed \$5,235.40.

Funding Information

Budgeted: Yes  
Fund: 85  
Source: Measure ES  
Account Number: 85-90907-0-00000-85000-5802-011-2600  
Budget Category: Geotechnical Consultant/Professional Services

COMMENTS: The District issued an RFQ/RFP on March 29, 2017, for a Phase I ESA consultant for the John Adams Middle School Performing Arts Complex Project. Nine firms requested a copy of the RFQ/RFP. Responses were due April 13, 2017. The District received three response from Converse Consultants, Alta and Ninyo & Moore. Staff reviewed the proposals and found all were qualified. It is recommended that Converse be awarded an agreement based on pricing and qualifications.

It is recommended that the Board of Education award an agreement in the amount of \$5,253.40.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ / CAREY UPTON

RE: AWARD OF AGREEMENT – CEQA CONSULTANT – JOHN ADAMS MIDDLE SCHOOL – PERFORMING ARTS COMPLEX PROJECT – DUDEK – MEASURE ES

RECOMMENDATION NO. A.11

It is recommended that the Board of Education award a contract for CEQA Services to Dudek for the John Adams Middle School – Performing Arts Complex Project in an amount not to exceed \$78,165.00.

Funding Information

Budgeted: Yes  
Fund: 85  
Source: Measure ES  
Account Number: 85-90907-0-00000-85000-5802-011-2600  
Budget Category: Geotechnical Consultant/Professional Services

COMMENTS: The District issued an RFQ/RFP on March 29, 2017, for a CEQA consultant to perform required services for the John Adams Middle School Performing Arts Complex Project. Fourteen firms requested a copy of the RFQ/RFP. Responses were due April 13, 2017. The District received three response from Dudek, Placeworks and UltraSystems. Staff reviewed the proposals and found all were qualified. It is recommended that Dudek be awarded an agreement for CEQA services based on pricing and qualifications.

It is recommended that the Board of Education award an agreement in the amount of \$78,165.00.

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



TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ / CAREY UPTON

RE: AWARD OF CONTRACT – SOCCER AND FOOTBALL FIELD LIGHTING –  
SANTA MONICA HIGH SCHOOL – FOOTBALL FIELD AND TRACK LIGHTING  
REPLACEMENT PROJECT – MUSCO LIGHTING – MEASURE ES

RECOMMENDATION NO. A.12

It is recommended that the Board of Education award a contract with Musco Lighting to provide materials for track and field lighting replacement for Santa Monica High School – Football Field and Track Lighting Project in an amount not to exceed \$113,113.50.

Funding Information

Budgeted: Yes  
Fund: 85  
Source: Measure ES  
Account Number: 85-90904-0-00000-85000-6200-015-2600  
Budget Category: Building and Building Improvement

COMMENTS: On March 16, 2017, the District Adopted Resolution No. 16-26 ([Item No. A.18](#)) to standardize sports field lighting with Musco Lighting. The District requested Musco Lighting to provide a proposal for materials only, to replace the track and field lighting during the summer of 2017. The District may elect to have the Sealy Field Improvements General Contractor install the lighting system on existing poles by change order. Musco Lighting will provide materials for the project based on a proposal dated March 10, 2017 totaling \$113,113.50.

Materials provided will include the Light Structure Green System for Soccer and Football Field Lighting, inclusive of 8 Electrical component enclosures (2 per existing pole), Pole length wiring harnesses and 28 factory-aimed and assembled luminaire (LED) fixtures. In addition to the materials provided, Musco Lighting provides a 25 year product assurance and warranty program that eliminates the District's maintenance costs, including labor and materials. The Control Link, control and monitoring system for flexible control and solid management for these lights is being provided by the Sealy Field Lighting system which will be included in the Sealy Field Improvement project.

It is recommended that the Board of Education award a contract in the amount of \$113,113.50.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ / CAREY UPTON

RE: AWARD OF CONTRACT – BASEBALL AND SOFTBALL FIELD LIGHTING  
PURCHASE – SANTA MONICA HIGH SCHOOL – SEALY FIELD  
IMPROVEMENTS PROJECT – MUSCO LIGHTING – MEASURE ES

RECOMMENDATION NO. A.13

It is recommended that the Board of Education award a contract with Musco Lighting to provide material for the Baseball and Softball field lighting for the Santa Monica High School Sealy Field Improvements Project in an amount not to exceed \$347,991.00.

Funding Information

Budgeted: Yes  
Fund: 85  
Source: Measure ES  
Account Number: 85-90904-0-00000-85000-6200-015-2600  
Budget Category: Building and Building Improvement

COMMENTS: On March 16, 2017, the District adopted Resolution No. 16-26 ([Item No. A.18](#)) to standardize sports field lighting with Musco Lighting. The District requested Musco Lighting to provide a proposal for materials only. The District may elect to have the Sealy Field Improvements General Contractor install the lighting system as a Change Order to the contracted work scheduled during the summer of 2017. Musco Lighting will provide materials for the project based on a proposal dated March 10, 2017, totaling \$347,991.00.

Materials provided will include the Light Structure Green System for Baseball and Softball Field Lighting, inclusive of 8 pre-cast concrete pole bases, 2, 60 foot poles, 4, 70 foot poles, 2, 80 foot poles, 17 Electrical component enclosures, pole length wiring harnesses, and 56 factory-aimed and assembled luminaire (LED) fixtures. The Control Link, control and monitoring system for flexible control and solid management for these lights and the Track and Field lights, supplied under another contract, is included. In addition to the materials provided, Musco Lighting provides a 25-year product assurance and warranty program that eliminates the District's maintenance costs, including labor and materials.

It is recommended that the Board of Education award a contract in the amount of \$347,991.00.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ / CAREY UPTON

RE: CHANGE ORDER – WAISMAN CONSTRUCTION, INC. – MALIBU MIDDLE & HIGH SCHOOL – CAMPUS IMPROVEMENTS PROJECT – MEASURE BB

RECOMMENDATION NO. A.14

It is recommended that the Board of Education approve Change Order #07 with Waisman Construction, Inc., for the Malibu Middle & High School - Campus Improvements Project in an amount not to exceed \$43,226.06 for a total contract amount of \$2,300,279.43.

Funding Information

Budgeted: No  
Fund: 83  
Source: Measure BB  
Account Number: 83-90500-0-00000-85000-6200-010-2600(Malibu HS)  
Budget Category: Hard Costs\Construction\Construction Contract  
DSA #: #03-117406

COMMENTS: On [November 3, 2016](#), the Santa Monica-Malibu Unified School District Board of Education ratified the award of a contract to Waisman Construction, Inc., in the amount \$1,940,000.00 to furnish and install underground utilities at Malibu High School and Juan Cabrillo Elementary to serve the interim housing relocatable classrooms, being built via a separate contract, due to future construction projects at MMHS.

The scope of work in Change Order 07 (CO-07) includes all labor, materials, equipment and related overhead costs for the work described in this COR to include: 1) COR#17 to furnish and install septic tank per Construction Directive (CCDB#9) at Juan Cabrillo Elementary School, DSA #03-117406. Remaining Allowance was also used to fund this work.

ORIGINAL CONTRACT AMOUNT	\$1,940,000.00
CHANGE ORDER NO. 1	\$74,917.74
CHANGE ORDER NO. 2	\$99,917.73
CHANGE ORDER NO. 3	\$99,917.73
CHANGE ORDER NO. 4	\$24,191.44
CHANGE ORDER NO. 5	\$9,028.78
CHANGE ORDER NO. 6	\$9,079.95
CHANGE ORDER NO. 7	\$43,226.06
<hr/> TOTAL CONTRACT AMOUNT	<hr/> \$2,300,279.43

Change Order No. 07 (CO-07) does necessitate a change to the contract time which will be addressed in the acceptance of work as completed.

Funding will be from Program Reserve Shortage.

ORIGINAL CONTRACT TIME	45 Days
CHANGE ORDER NO. 1	TBD
CHANGE ORDER NO. 2	TBD
CHANGE ORDER NO. 3	TBD
CHANGE ORDER NO. 4	TBD
CHANGE ORDER NO. 5	TBD
CHANGE ORDER NO. 6	TBD
CHANGE ORDER NO. 7	TBD
<hr/> TOTAL CONTRACT AMOUNT	45 + TBD

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ / CAREY UPTON

RE: ACCEPT WORK AS COMPLETED – CONSTRUCTION CONTRACT – MALIBU MIDDLE & HIGH SCHOOL – CAMPUS IMPROVEMENTS PROJECT, INTERIM HOUSING – WAISMAN CONSTRUCTION, INC. – MEASURE BB

RECOMMENDATION NO. A.15

It is recommended that the Board of Education accept as complete all work under the construction contract issued to Waisman Construction, Inc., for the Malibu Middle & High School – Campus Improvements Project, Interim Housing Utilities with a final contract amount of \$2,300,279.43.

Funding Information

Budgeted: Yes

Fund: 85

Source: Measure BB

Account Number: 85-90905-0-00000-85000-6200-010-2600 (Malibu HS)

Budget Category: Hard Costs\Construction\Construction Contract

COMMENTS: On [November 3, 2016](#), the Santa Monica-Malibu Unified School District Board of Education ratified the award of a contract to Waisman Construction, Inc. for the Malibu Middle High School Interim Housing Utilities Project in the amount \$1,940,000.00. Change Orders in the amount of \$360,279.43 were required to address unforeseen conditions and owner requested items.

The Substantial Completion date is hereby established as Monday, January 9, 2017, and Final Completion date as Friday, April 28, 2017. It has been negotiated and mutually agreed to with the Contractor, Waisman that an extension of time of 133 calendar days shall be granted as non-compensable and no liquidated damages will be assessed.

Malibu Middle High School – Interim Housing Utilities Project final total contract amount was \$2,300,279.43. The contract duration was 177 calendar days.

In order to facilitate the release of final payment, a Notice of Completion must be filed 35 days after Substantial Completion with the County of Los Angeles pending approval by the Board of Education.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NAYS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / MARK O. KELLY

RE: CERTIFICATED PERSONNEL – Elections, Separations

RECOMMENDATION NO. A.16

Unless otherwise noted, all items are included in the 2016/2017 approved budget.

**ADDITIONAL ASSIGNMENTS**

EDUCATIONAL SERVICES

Marquez, Ruben	12 hrs @\$45.49	8/14/17-8/15/17	<u>Est Hrly/\$546</u>
		TOTAL ESTABLISHED HOURLY	\$546

Comment: CELDT Scoring Training Workshop  
01-Unrestricted Resource  
(2017-18 Budget)

Calek, Laura	4.00 hrs @\$45.49	5/1/17-5/31/17	Est Hrly/\$182
Cronrod, Merryll	7.00 hrs @\$45.49	5/1/17-5/31/17	Est Hrly/\$318
Harris, Kennith	8.00 hrs @\$45.49	5/1/17-5/31/17	Est Hrly/\$364
Higuchi Hernandez, J.	7.00 hrs @\$45.49	5/1/17-5/31/17	Est Hrly/\$318
Jordan, Nancy	8.30 hrs @\$45.49	5/1/17-5/31/17	Est Hrly/\$378
Ross, Erica	2.33 hrs @\$45.49	5/1/17-5/31/17	<u>Est Hrly/\$106</u>
		TOTAL ESTABLISHED HOURLY	\$1,666

Comment: Participation in the Early Development Instrument  
01-Unrestricted Resource

Aguilar de Jesus, Beatrice	1 hr @\$45.49	5/5/17	Est Hrly/\$45
Calek, Laura	1 hr @\$45.49	5/5/17	Est Hrly/\$45
Carey, Ann	1 hr @\$45.49	5/5/17	Est Hrly/\$45
Cronrod, Merryll	1 hr @\$45.49	5/5/17	Est Hrly/\$45
Proft, Patrick	1 hr @\$45.49	5/5/17	Est Hrly/\$45
Reilly, Maureen	1 hr @\$45.49	5/5/17	Est Hrly/\$45
Ross, Erica	1 hr @\$45.49	5/5/17	Est Hrly/\$45
Schwengel, Kurt	1 hr @\$45.49	5/5/17	<u>Est Hrly/\$45</u>
		TOTAL ESTABLISHED HOURLY	\$360

Comment: Mandatory Training on Early Development Instrument  
01-Unrestricted Resource

Burns, Jennifer	8 hrs @\$45.49	1/25/17-6/9/17	Est Hrly/\$364
Sanschagrin, Marc	8 hrs @\$45.49	1/25/17-6/9/17	<u>Est Hrly/\$364</u>
		TOTAL ESTABLISHED HOURLY	\$728

Comment: PD Team Members  
01-IASA: Title II Teacher Quality

MCKINLEY ELEMENTARY SCHOOL

Dempsey, Bridget	2 hrs @\$45.49	3/17/17-6/1/17	Est Hrly/\$91
Ross, Madelyn	2 hrs @\$45.49	3/17/17-6/1/17	Est Hrly/\$91
Snow, Elizabeth	2 hrs @\$45.49	3/17/17-6/1/17	<u>Est Hrly/\$91</u>
		TOTAL ESTABLISHED HOURLY	\$273

Comment: Prep and Facilitate Parents Literacy Night  
01- IASA: Title I Basic-LW Inc/Neg

Castellanos, Chantal	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364
Friedman, Julie	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364
Heaton, Ashley	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364
Ross, Madelyn	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364
Royer, Danielle	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364

Salameh, Nahla	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364
Sanschagrin, Marc	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364
Sinfield, Paul	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364
Snow, Elizabeth	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364
Talbott, Deborah	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364
Treuenfels, Therese	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364
Wiener, Daniela	8 hrs @\$45.49	3/31/17-6/9/17	Est Hrly/\$364
TOTAL ESTABLISHED HOURLY			\$4,368

Comment: Math and Reading Tutoring  
01- IASA: Title I Basic-LW Inc/Neg

**SANTA MONICA HIGH SCHOOL**

Song, Kate	33 hrs @\$76.88	4/25/17-6/9/17	Own Hrly/\$2,537
Snyder, Breanna	33 hrs @\$57.31	4/25/17-6/9/17	Own Hrly/\$1,891
TOTAL OWN HOURLY			\$4,428

Comment: 6<sup>th</sup> Period Assignment – Spring Semester  
01-Unrestricted Resource

**ADDITIONAL ASSIGNMENT – EXTENDED DUTY UNITS**  
**CABRILLO ELEMENTARY SCHOOL**

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Jordan, Nancy	2.0 EDU	Intervention	8/16-6/17	\$578
Levy, Nancy	2.5 EDU	WOLF Camp	8/16-6/17	\$723
Matthews, Jill	1.0 EDU	WOLF Camp	8/16-6/17	\$289
McCollum, Connie	1.0 EDU	Intervention	8/16-6/17	\$289
Mehring, Patti	1.0 EDU	Intervention	8/16-6/17	\$289
Russell, Heather	1.0 EDU	Extended Day Trip	8/16-6/17	\$289
Siegel, Julie	1.5 EDU	Homework Club	8/16-6/17	\$434
TOTAL EDUS				\$2,891

**EDISON ELEMENTARY SCHOOL**

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Morales, Carlos	3 EDU	5 <sup>th</sup> Grade Trip	8/16-6/17	\$867
Murcia, Constanza	3 EDU	5 <sup>th</sup> Grade Trip	8/16-6/17	\$867
Nepomuceno, Gregorio	3 EDU	5 <sup>th</sup> Grade Trip	8/16-6/17	\$867
TOTAL EDUS				\$2,601

**GRANT ELEMENTARY SCHOOL**

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Cammarota, Catherine	2.5 EDU	5 <sup>th</sup> Grade Trip	8/16-6/17	\$ 723
Croft, Susan	2.5 EDU	5 <sup>th</sup> Grade Trip	8/16-6/17	\$ 723
Kooy, Tracy	4.0 EDU	5 <sup>th</sup> Grade Trip/Student Coun	8/16-6/17	\$1,156
Martinez, Jacqueline	2.5 EDU	5 <sup>th</sup> Grade Trip	8/16-6/17	\$ 723
Smith, Shelley	2.5 EDU	5 <sup>th</sup> Grade Trip	8/16-6/17	\$ 723
TOTAL EDUS				\$4,048

**MCKINELY ELEMENTARY SCHOOL**

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Sinfield, Paul	1 EDU	Bike Festival	8/16-6/17	\$289
TOTAL EDUS				\$289

**ROGERS ELEMENTARY SCHOOL**

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Gonzalez, Monica	2 EDU	Pali Camp Chaperone	8/16-6/17	\$578

Gonzalez, Monica	1 EDU	Student Council	8/16-6/17	\$289
Holmstrom, Toni	1 EDU	Student Council	8/16-6/17	\$289
Howard, Courtney	2 EDU	Pali Camp Chaperone	8/16-6/17	\$578
Howard, Courtney	1 EDU	Student Council	8/16-6/17	\$289
Kerkotchian, Sylvia	2 EDU	Pali Camp Chaperone	8/16-6/17	\$578
Peterson, Aimee	1 EDU	Pali Camp Chaperone	8/16-6/17	\$289
Vanderah, Stacy	2 EDU	Pali Camp Chaperone	8/16-6/17	<u>\$578</u>
			TOTAL EDUS	\$3,468

**WEBSTER ELEMENTARY SCHOOL**

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Kisskalt, Michael	2 EDU	Astrocamp Chaperone	8/16-6/17	\$578
London, Kristina	3 EDU	Yosemite Chaperone	8/16-6/17	\$867
Morris, Kelly	2 EDU	Astrocamp Chaperone	8/16-6/17	\$578
Verham, Kelly	3 EDU	Yosemite Chaperone	8/16-6/17	<u>\$867</u>
			TOTAL EDUS	\$2,890

**HOURLY TEACHERS**

**ADULT EDUCATION**

Rios, Jorge	60 hrs @\$50.98	4/20/17-6/8/17	<u>Est Hrly/\$3,059</u>
			TOTAL ESTABLISHED HOURLY \$3,059

Comment: Adult Education Classes  
11-Adult Ed Block Grant Program

**STUDENT SERVICES**

Mickelopoulous, George	\$45.49, as needed	3/1/17-6/9/17	<u>Est Hrly/\$----</u>
			TOTAL ESTABLISHED HOURLY \$----

Comment: Home Instructor  
01-Unrestricted Resource

**TOTAL ESTABLISHED HOURLY AND OWN HOURLY = \$31,615**

**NEW HIRES**

**ADMINISTRATIVE CONTRACTS**

<u>Name/Assignment/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Rose, Tracy School Psychologist Special Education	100%	7/1/17

**PROBATIONARY CONTRACTS**

<u>Name/Assignment/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Buccioni, Tashia/Spanish John Adams Middle School	100%	8/17/17
Lee-Garcia, Mikaela/Humanities John Adams Middle School	100%	8/17/17
Longo, Jaclyn/2 <sup>nd</sup> Grade McKinley Elementary	100%	8/17/17
Ward, Lisa/SAI Franklin and Grant Elementary	100%	8/17/17



**TEMPORARY CONTRACTS**

<u>Name/Assignment/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Asiaban, Negar/Student Support Adv. Santa Monica High School	100%	8/1/17-6/22/18
Heaton, Ashley/4 <sup>th</sup> Grade McKinley Elementary	100%	8/17/17-6/8/18

**SUBSTITUTE TEACHERS**  
**LONG-TERM ASSIGNMENT**

<u>(@\$237.00 Daily Rate)</u>	<u>Effective</u>
Cullen, Rebecca	4/17/17
Lichterman, Mimi	3/30/17

**LEVEL 2 SUBSTITUTES**

<u>(@\$183.00 Daily Rate)</u>	
Thompson, Erica	2/17/17

**LEVEL 1 SUBSTITUTES**

<u>(@\$183.00 Daily Rate)</u>	
Decker-Fitts, Amanda	4/1/17

**CHANGE IN ASSIGNMENT**

	<u>Effective</u>
Griffin, Kimberly Pt Dume/5 <sup>th</sup> Grade	8/17/17
<u>From:</u> Muir Elementary	
<u>To:</u> Pt Dume Elementary	

Lindemann, Maya Lincoln MS/School Nurse	8/17/17
<u>From:</u> Child Develop Services	
<u>To:</u> Lincoln Middle School	

Pirri, Stephanie Roosevelt/1 <sup>st</sup> Grade	8/17/17
<u>From:</u> Literacy Coach	
<u>To:</u> 1 <sup>st</sup> Grade	

Reilly, Maureen Rogers/SAI K	8/17/17
<u>From:</u> Roosevelt Elementary	
<u>To:</u> Rogers Elementary	

Sankovsky, Whitney Pine St/Birth-3 Teacher	8/17/17
<u>From:</u> Lincoln Child Care Center	
<u>To:</u> Pine Street	

**LEAVE OF ABSENCE (with pay)**

<u>Name/Location</u>	<u>Effective</u>
Aldana, Monica CDS/McKinley/Grant	5/1/17-5/12/17 [Medical/FMLA/CFRA]

Brown, Tara Student Services	3/23/17-9/23/17 [Medical/FMLA/CFRA – intermittent]
Khalili, Lily Rogers Elementary	5/1/17-6/9/17 [CFRA]
Mauck, Nikalas John Adams MS	5/30/17-6/9/17 [CFRA]
Nguyen, Linh Malibu HS	5/25/17-6/16/17 [Medical Maternity/FMLA]
Quiroz, Lindsay Educational Svcs	4/26/17-6/9/17 [Medical Maternity/FMLA]
Shore, Andrea Santa Monica HS	4/17/17-4/28/17 [Medical FMLA/CFRA]
Yaghoubian, Rebecca Santa Monica HS	4/24/17-6/9/17 [Medical Maternity/FMLA]

**LEAVE OF ABSENCE (without pay)**

<u>Name/Location</u>	<u>Effective</u>
Merino, Rena Santa Monica HS	8/1/17-6/30/18 [child care]
Simmons, Martha Roosevelt Elementary	8/17/17-6/8/18
Walsh, Lauren Webster Elementary	8/17/17-6/8/18 [20% - Personal]

**RESIGNATION**

<u>Name/Location</u>	<u>Effective</u>
Tadgerson, Jessica Substitute Teacher/Human Resources	5/5/17

**RETIREMENT**

<u>Name/Location</u>	<u>Effective</u>
Edeburn, Ellen Educational Services	8/1/17
McNamara, Jeanie John Adams Middle School	6/9/17
Plasencia, Raquel McKinley Elementary	6/9/17

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

TO: BOARD OF EDUCATION  
 FROM: BEN DRATI / MARK KELLY / MICHAEL COOL  
 RE: CLASSIFIED PERSONNEL – MERIT

ACTION/CONSENT  
 05/18/17

RECOMMENDATION NO. A.17

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.

<b><u>NEW HIRES</u></b>		<b><u>EFFECTIVE DATE</u></b>
Castro, Sara Pt. Dume ES	Instructional Assistant – Classroom 3 Hrs/SY/Range: 18 Step: B	4/24/17
Wilson, Xavier Malibu HS	Instructional Assistant – Music 2.5 Hrs/SY/Range: 20 Step: A	4/25/17

<b><u>TEMP/ADDITIONAL ASSIGNMENTS</u></b>		<b><u>EFFECTIVE DATE</u></b>
Ajnassian, Carrie Special Ed-Lincoln MS	Paraeducator-1 [additional hours; classroom support]	1/9/17-6/9/17
Bernadou, Michelle Pt. Dume ES	Senior Office Specialist [additional hours; attendance desk support]	3/20/17-6/9/17
Bonilla, Leroy Operations-Malibu HS	Custodian [overtime; ASB sponsored events]	7/1/16-6/30/17
Bonilla, Leroy Operations-Malibu HS	Custodian [overtime; school sponsored events]	7/1/16-6/30/17
Durham, Michael Operations-Malibu HS	Custodian [overtime; ASB sponsored events]	7/1/16-6/30/17
Durham, Michael Operations-Malibu HS	Custodian [overtime; school sponsored events]	7/1/16-6/30/17
Gomez, Leonor Special Education	Senior Office Specialist [additional hours; clerical support]	2/28/17-3/6/17
Gonzalez, Diane Health Services-Edison ES	Health Office Specialist [additional hours; health office support]	3/1/17-6/9/17
Hernandez, Yolanda Health Services-Webster ES	Health Office Specialist [additional hours; health office support]	3/8/17-6/14/17
Lew, Shawn Operations-Malibu HS	Custodian [overtime; ASB sponsored events]	7/1/16-6/30/17
Lew, Shawn Operations-Malibu HS	Custodian [overtime; school sponsored events]	7/1/16-6/30/17
Muhammed, Fatimoh Facility Use	Campus Security Officer [additional hours; Facility Use events]	12/12/16-6/30/17
Muhammed, Fatimoh Facility Use	Campus Security Officer [overtime; Facility Use events]	7/1/16-6/30/17

Reed, LuAnne Health Services	Licensed Vocational Nurse [overtime; health check support]	3/8/17-6/9/17
Rosa, Lucy Special Ed-Santa Monica HS	Paraeducator-2 [additional hours; bus supervision]	2/1/17-6/9/17
Spitzer, Sarah Special Ed-Grant ES	Paraeducator-3 [additional hours; field trip supervision]	2/14/17-2/16/17
Symons, Alyson Special Ed-Roosevelt ES	Paraeducator-1 [additional hours; classroom support]	3/28/17-6/9/17
Tawfik, Peter Facility Use	Campus Security Officer [additional hours; Facility Use events]	7/1/16-3/31/17
Tawfik, Peter Facility Use	Campus Security Officer [overtime; Facility Use events]	7/1/16-3/31/17
Taylor, Inelle Malibu HS	Campus Security Officer [overtime; ASB sponsored events]	7/1/16-6/30/17
Taylor, Inelle Malibu HS	Campus Security Officer [overtime; school sponsored events]	7/1/16-6/30/17
Vila, Florinda Rogers ES	Bilingual Community Liaison [overtime; English Assessment Notice translations]	3/20/17-3/31/17
Wallace, Eve Rogers ES	Instructional Assistant – Classroom [additional hours; classroom support]	3/13/17-3/16/17

**SUBSTITUTES**

**EFFECTIVE DATE**

Calvaruso Stone, Alessia Special Education	Paraeducator-1	4/18/17-6/9/17
Carter, Joshua Operations	Custodian	3/15/17-6/30/17
Castellanos, Kimberly Special Education	Paraeducator-1	3/30/17-6/9/17
De Los Santos Arrazola, Jasmine Special Education	Paraeducator-1	3/30/17-6/9/17
Harris, Kathryn Special Education	Paraeducator-1	4/25/17-6/9/17
Hauck, Judy Business Services	Office Specialist	3/8/17-6/30/17
Leyba, Monica Food and Nutrition Services	Cafeteria Worker I	3/9/17-6/9/17
Lozano, Jesse Operations	Custodian	3/30/17-6/30/17
Ortiz, Alondra Business Services	Office Specialist	4/3/17-8/31/17
Sarti, Stewart Special Education	Paraeducator-1	4/17/17-6/9/17

Smith, Sabrina Special Education	Paraeducator-3	2/1/17-6/9/17
Whaley, Jordan Special Education	Paraeducator-1	4/27/17-6/9/17
<b><u>INVOLUNTARY TRANSFER</u></b>		<b><u>EFFECTIVE DATE</u></b>
Friedenberg, Mindy Special Ed-Roosevelt ES	Paraeducator-1 6.5 Hrs/SY From: 6.5 Hrs/SY/Santa Monica HS	3/20/17
<b><u>PROFESSIONAL GROWTH</u></b>		<b><u>EFFECTIVE DATE</u></b>
Llosa, Silvia Special Ed-Edison ES	Paraeducator-1	5/1/17
<b><u>LEAVE OF ABSENCE (PAID)</u></b>		<b><u>EFFECTIVE DATE</u></b>
James, Carolin Rogers ES	Administrative Assistant CFRA/FMLA/Medical	12/1/16-5/5/17
Klee, Hilary Lincoln MS	Instructional Assistant – Music CFRA/FMLA/Medical	2/15/17-3/31/17
Lew, Shawn Operations-Malibu HS	Custodian CFRA/FMLA	5/22/17-6/22/17
Rams, Florencia Grant ES	Bilingual Community Liaison CFRA/FMLA/Medical	4/17/17-5/2/17
Watkins, Ernest Operations-Malibu HS	Custodian CFRA/FMLA/Medical	4/10/17-5/14/17
<b><u>LEAVE OF ABSENCE (UNPAID)</u></b>		<b><u>EFFECTIVE DATE</u></b>
Aguilar, Jacquie Franklin ES	Physical Activities Specialist Personal	5/18/17-6/2/17
Brooks, Victor Special Ed-Franklin ES	Paraeducator-1 Personal	4/13/17-5/12/17
Overton, Christopher Special Ed-Franklin ES	Paraeducator-3 Personal	5/18/17-6/2/17
Rose, Pamela Cabrillo ES	Senior Office Specialist Personal	4/3/17-4/28/17
<b><u>WORKING OUT OF CLASS</u></b>		<b><u>EFFECTIVE DATE</u></b>
Chavez, Dennis Maintenance	Manager of Maintenance and Construction From: Construction Supervisor	1/4/16-2/21/16
Green, Timothy Maintenance	Manager of Maintenance and Construction From: Maintenance Supervisor	2/22/16-4/10/16
Rizk, Rizk Fiscal Services	Payroll Specialist From: Fiscal Services Supervisor	4/21/17-5/5/17

Tanios, Elhamy  
Fiscal Services

Director of Fiscal and Business Services  
From: Assistant Director of Fiscal Services

12/1/16-12/16/16

**TERMINATION DUE TO EXHAUSTION OF ALL PAID LEAVES**

**EFFECTIVE DATE**

(39-MONTH MEDICAL REEMPLOYMENT LIST)

ER0065990 Children's Center Assistant-2 5/23/17  
Child Development Services

MT6218665 Administrative Assistant 5/5/17

TY2624542 Custodian 5/12/17  
Operations

**RESIGNATION**

**EFFECTIVE DATE**

Aivaliotis, Isabella Paraeducator-3 4/20/17  
Special Ed-Lincoln MS

Butler, Deja Instructional Assistant – Classroom 5/2/17  
Rogers ES

Karian-Karaghossian, Natale Instructional Assistant – Classroom 6/9/17  
Webster ES

Pulido, Adriana Education Data Specialist 5/12/17  
Educational Services

Tucker, Jane Paraeducator-1 5/5/17  
Special Ed-Grant ES

**APPOINTMENT OF COMMISSIONER**

**EFFECTIVE DATE**

Waterstone, Julie Personnel Commissioner  
Personnel Commission

12/1/16-11/30/19

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

TO: BOARD OF EDUCATION  
 FROM: BEN DRATI / MARK O. KELLY / MICHAEL COOL  
 RE: CLASSIFIED PERSONNEL – NON-MERIT

ACTION/CONSENT  
 05/18/17

RECOMMENDATION NO. A.18

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**

Aranda, Antonio	McKinley ES	4/1/17-6/9/17
Gondo, Janet	McKinley ES	4/1/17-6/9/17
Hodgon, Emily	McKinley ES	4/1/17-6/9/17
Lucas, Ralph	McKinley ES	4/1/17-6/9/17
Luneva, Elena	McKinley ES	4/1/17-6/9/17
Phipps, Willie	McKinley ES	4/1/17-6/9/17
Ramos, Margarita	McKinley ES	4/1/17-6/9/17
Robbins, Marcus	SMASH	3/6/17-6/9/17
Sernas, Angelica	McKinley ES	4/1/17-6/9/17
Sotoj, Maria	McKinley ES	4/1/17-6/9/17
Velazquez, Alejandra	McKinley ES	4/1/17-6/9/17
Villafana, Hisamy	McKinley ES	4/1/17-6/9/17

**COACHING ASSISTANT**

Crane, Sean	Malibu HS	3/1/17-6/30/17
Humphrey, Regence	Malibu HS	8/22/16-6/9/17
Slawter, Mary	Malibu HS	8/22/16-6/9/17

**TECHNICAL SPECIALIST – LEVEL II**

Dress, Stephen	Ed Svcs/Lincoln MS [Strings Instructor] - Funding: Gifts – Dream Strings SMMEF – Dream Winds	4/19/17-4/28/17
Glaser, Christie	Ed Svcs/Adams MS [Brass/Woodwind Coach] - Funding: Gifts – Starway of the Stars SMMEF – Dream Winds	4/19/17-4/28/17
Naziemiec, Karolina	Ed Svcs/Edison/McKinley/Rogers ES [Strings Instructor] - Funding: Gifts – Dream Strings	4/19/17-5/26/17
Parise, Chris	Ed Svcs/Adams MS/Lincoln MS [Band Coach] - Funding: SMMEF – Dream Winds	4/19/17-5/4/17

Senchuk, Emily	Ed Svcs/Adams MS [Band Coach] - Funding: SMMEF – Dream Winds	4/19/17-4/28/17
Shetland, Brian	Ed Svcs/Rogers ES [Band Coach] - Funding: SMMEF – Dream Winds	4/19/17-5/26/17

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



TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / TERRY DELORIA / ELLEN EDEBURN / EVAN BARTELHEIM

RE: REVISE BP 6146.1 – HIGH SCHOOL GRADUATION REQUIREMENTS

RECOMMENDATION NO. A.19

It is recommended that the Board of Education revise BP 6146.1 – High School Graduation Requirements.

COMMENTS: The Board of Education Sub-Committee on Ethnic Studies recognizes the need to address the inequities reflected in the Excellence through Equity report by Dr. Pedro Noguera. As stated in the History-Social Sciences Framework, research suggests that “some groups of students experience a low level of safety and acceptance in schools for reasons including cultural, ethnic, and linguistic background; disability; sexual orientation; socio-economic; and other factors” (SBE 2016). Furthermore, we know our students come from diverse cultural, linguistic, ethnic, and religious backgrounds, have different experiences, and live in different familial and socioeconomic circumstances.

As a result, the Board of Education Sub-Committee is recommending that:

- throughout the District, Freshman Seminar classes have a meaningful and substantial common learning experience which includes a focus on American Cultures and Ethnic Studies.
- Social Justice standards will be woven through all PreK-12 curriculum.
- the District will develop options for establishing an American Cultures and Ethnic Studies Graduation Requirement by 20XX.
- the District initiate, create and revise UC A-G course electives that will align with the District defined Social Justice standards.

This will establish an American Cultures and Ethnic Studies graduation requirement to tentatively commence with the class of 2024. This elective course will equal 10 elective credits.

The board discussed these changes at the May 4, 2017, board meeting. During that discussion, the board agreed to postpone all proposed changes, except bullet point #9, which it divided into two separate requirements, one focusing on Freshman seminar (with the inclusion of Health) and the second addressing an American cultures and ethnic studies local graduation requirement.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

## HIGH SCHOOL GRADUATION REQUIREMENTS

The Board of Education desires to prepare each student to obtain a diploma of high school graduation in order to provide students with opportunities for postsecondary education and /or employment.

In order to be graduated from high school, a student must meet the following requirements:

1. Earn 220 semester credits in Grades 9-12; each course is valued at five credits, a year equals two courses.
2. Pass four years of English in Grades 9-12 in an integrated reading and writing curriculum. This requirement is equal to 40 semester credits.
3. Pass three years of mathematics with at least two years (20 credits) to be taken in Grades 9-12. Up to 10 semester credits for Algebra I taken in the 7th or 8th grade may be applied to meet this requirement. At least one mathematics course, or a combination of two mathematics courses, shall meet or exceed state academic content standards for Algebra I. If any student completes coursework in grades 7 through 12 that meets or exceeds state academic content standards for algebra, those courses shall apply toward satisfying this mathematics requirement. (Education Code 51224.5) This requirement is equal to 30 semester credits.
4. Pass two years of science in Grades 9-12; one year must be a life science; one year must be a physical science. This requirement is equal to 20 semester credits.
5. Pass three years of social studies in Grades 9-12 including two courses of world history; two courses of U.S. history, or its equivalent; one course in economics; one course of U.S. government. This requirement is equal to 30 semester credits.
6. Pass one year of visual or performing arts, speech, debate, or one year of foreign language, American Sign Language. This requirement is equal to 10 semester credits.
7. Pass four courses of Physical Education, two one of which are to be taken in Grade 9. This requirement is equal to 20 semester credits.
- ~~8. Pass one course of the Health, to be taken in the 9th grade, preferably. This requirement is equal to five semester credits.~~
8. Pass an additional year-long course of Freshman Seminar that includes California content standards for health education. Freshman Seminar shall also provide a meaningful and substantial common learning experience that includes a focus on American cultures and ethnic studies. This entire requirement is equal to ten credits.

For students who enroll in the District after grade 9, this local graduation requirement shall be waived. However, students who enroll after grade 9 will need to provide evidence of meeting a Health course requirement at his/her previous district or satisfy this requirement prior to graduation from SMMUSD.

9. Pass an additional course(s) from a list of Board approved courses that meet an American cultures and ethnic studies requirement. This requirement is equal to ten credits and is to commence with the class of 2024.

10. All courses used to satisfy graduation requirements shall be approved by the Board and reviewed and re-adopted at least every four years. Additional graduation requirements must be approved by the Board.

Unless otherwise noted, these requirements are effective with the graduation class of 2007.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

The Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families in accordance with Education Code 51225.3 and 49701.

\* Graduation requirements listed above equal 155 semester credits. 65 semester are available for elective courses.

### **High School Exit Exam**

As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she receives a waiver or exemption. (Education Code 60851, 60859)

Supplemental instruction shall be offered to any student in grades 7 - 12 who does not demonstrate "sufficient progress," as defined in Board Policy 6179 - Supplemental Instruction, toward passing the exit examination. (Education Code 37252, 60851)

Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. (Education Code 37254)

In addition to intensive remedial instruction, the district shall offer students who have passed all state and local graduation requirements except one or both parts of the exit exam by allowing the students to take CAHSEE preparation courses at Olympic High School (if age 18 or under), or Adult Education Center for two years beyond their regular senior year or until they pass the exam, whichever occurs first.

The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements.

### **Certification of Completion**

Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school examination shall receive a "Certificate of Completion."

The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a "Certificate of Completion" and the resources that have been offered to such students.

### **Retroactive Diplomas**

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled

in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

The district also may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference:

**EDUCATION CODE**

47612 Enrollment in charter school  
48200 Compulsory attendance  
48412 Certificate of proficiency  
48430 Continuation education schools and classes  
48645.5 Acceptance of coursework  
48980 Required notification at beginning of term  
49701 Interstate Compact on Educational Opportunity for Military Children  
51224 Skills and knowledge required for adult life  
51224.5 Algebra instruction  
51225.1 Exemption from district graduation requirements  
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course  
51225.3 High school graduation  
51225.35 Mathematics course requirements; computer science  
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation  
51225.5 Honorary diplomas; foreign exchange students  
51225.6 Compression-only cardiopulmonary resuscitation  
51228 Graduation requirements  
51240-51246 Exemptions from requirements  
51250-51251 Assistance to military dependents  
51410-51412 Diplomas  
51420-51427 High school equivalency certificates  
51430 Retroactive high school diplomas  
51440 Retroactive high school diplomas  
51450-51455 Golden State Seal Merit Diploma  
51745 Independent study restrictions  
56390-56392 Recognition for educational achievement, special education  
60851.5 Suspension of high school exit examination  
60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination  
66204 Certification of high school courses as meeting university admissions criteria  
67386 Student safety; affirmative consent standard  
**CODE OF REGULATIONS, TITLE 5**  
1600-1651 Graduation of students from grade 12 and credit toward graduation  
4600-4687 Uniform complaint procedures  
**COURT DECISIONS**  
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

**WEB SITES**

CSBA: <http://www.csba.org>  
California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>  
University of California, List of Approved a-g Courses:  
<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**adopted: August 19, 2009**  
**revised: September 1, 2010; July 18, 2012**

TO: BOARD OF EDUCATION  
FROM: BEN DRATI / JANECE L. MAEZ  
RE: REVISE BP 3515.2 – DISRUPTIONS

ACTION/CONSENT  
05/18/17

RECOMMENDATION NO. A.20

It is recommended that the Board of Education revise BP 3515.2 – Disruptions.

COMMENTS: The policy has been updated to add optional components that may be addressed in district plans to prevent or respond to disruptions. The material on gun-free school zones has been deleted since possession of firearms and/or ammunition on school grounds is now addressed in a new BP 3515.7 – Firearms on School Grounds.

The board discussed these changes at the May 4, 2017, board meeting. The corresponding regulation can be found under Item No. I.01 in this agenda.

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

**DISRUPTIONS**

The Board of Education is committed to providing a safe environment for district students, staff, and others while they are on district property or engaged in school activities.

The Superintendent or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds.

The Superintendent or designee shall establish a plan describing actions to be taken, including staff responsibilities, when an individual is causing a disruption. The plan shall address, as appropriate, visitor registration procedures; campus security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention in the event of a disruption.

The Superintendent or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.

**Safe School Zone**

~~Possession of a firearm within 1000 feet of any district school is prohibited except when authorized by law. (Penal Code 626.9)~~

~~Possession of any other unauthorized weapon or dangerous instrument is prohibited on school grounds or buses and at school-related or school-sponsored activities without the written permission of school authorities.~~

Legal Reference:EDUCATION CODE

32210 Willful disturbance of public school or meeting, misdemeanor

32211 Threatened disruption or interference with classes; misdemeanor

35160 Authority of governing boards

44810 Willful interference with classroom conduct

44811 Disruption of classwork or extracurricular activities

48902 Notification of law enforcement authorities

51512 Prohibited use of electronic listening or recording device

PENAL CODE

243.5 Assault or battery on school property

415.5 Disturbance of peace of school

626-626.11 Schools, crimes, especially:

626.7 Failure to leave campus or facility; wrongful return; penalties; notice; exceptions

626.8 Disruptive presence at schools

626.81 Misdemeanor for registered sex offender to come onto school grounds

626.85 Misdemeanor for specified drug offender presence on school grounds  
626.9 Gun Free School Zone Act  
627-627.10 Access to school premises  
653b Loitering about schools or public places  
12556 Imitation firearms  
30310 Prohibition against ammunition on school grounds  
UNITED STATES CODE, TITLE 20  
7151 Gun-Free Schools Act  
COURT DECISIONS  
*Reeves v. Rocklin Unified School District*, (2003) 109 Cal.App.4th 652  
*In Re Joseph F.*, (2000) 85 Cal.App.4th 975  
*In Re Jimi A.*, (1989) 209 Cal.App.3d 482  
*In Re Oscar R.*, (1984) 161 Cal.App.3d 770  
ATTORNEY GENERAL OPINIONS  
79 Ops.Cal.Atty.Gen. 58 (1996)

Management Resources:

CSBA PUBLICATIONS

911! A Manual for Schools and the Media During a Campus Crisis, 2001

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guide for Developing High-Quality School Emergency Operations Plans, 2013

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>

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

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**adopted: August 19, 2009 Santa Monica, California**  
**revised: August 24, 2011**

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ

RE: ADOPT BP 3515.7 – FIREARMS ON SCHOOL GROUNDS

RECOMMENDATION NO. A.21

It is recommended that the Board of Education adopt BP 3515.7 – Firearms on School Grounds.

COMMENTS: The new policy reflects new law (SB 707, 2015), which eliminates the exception that had allowed persons with a Carry Concealed Weapon (CCW) license to possess a firearm on campus. The law now requires such persons to obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. The policy prohibits any person from possessing a firearm on campus, unless that person is specifically allowed such possession by law, or to authorize the Superintendent or designee to use his/her legal authority to permit persons with a CCW license to possess a firearm and/or ammunition on campus.

The board discussed these changes at the May 4, 2017, board meeting.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:



**FIREARMS ON SCHOOL GROUNDS**

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

Pursuant to Penal Code 626.9 (the Gun Free School Zone Act), the possession of a firearm on school grounds or within 1,000 feet of a school is prohibited, unless the person obtains the written permission of the Superintendent or designee or meets one of the exceptions specified in law (examples of these authorized individuals include law enforcement or an honorably retired peace officer or a member of the military forces engaged in the performance of his/her duties). SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that the exception for a holder of a valid Carry Concealed Weapon (CCW) license applies only to the area within 1,000 feet of a school, not on school grounds. Thus, a holder of a valid CCW license may not possess a firearm and/or ammunition on school grounds unless he/she obtains the written permission of the Superintendent or designee.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Legal Reference:

*EDUCATION CODE*

*32281 Comprehensive safety plan*

*35160 Powers and duties of the board*

*35161 Powers and duties of the board; authority to delegate*

*38001.5 District security officers; requirements if carry firearm*

*PENAL CODE*

*626.9 Gun Free School Zone Act*

*830.32 District police department; district decision to authorize carrying of firearm*

*16150 Definition of ammunition*

*16520 Definition of firearm*

*26150-26225 Concealed weapons permit*

*30310 Prohibition against ammunition on school grounds*

*UNITED STATES CODE, TITLE 18*

*921 Definitions, firearms and ammunition*

*922 Firearms, unlawful acts*

*923 Firearm licensing*

*UNITED STATES CODE, TITLE 20*

*7151 Gun-Free Schools Act; student expulsions for possession of firearm*

Management Resources:

WEB SITES

*Office of the Attorney General: <https://oag.ca.gov/firearms>*

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ

RE: REPLACE BP 3541.2 – TRANSPORTATION FOR STUDENTS WITH  
DISABILITIES

RECOMMENDATION NO. A.22

It is recommended that the Board of Education replace BP 3541.2 – Transportation for Students with Disabilities.

COMMENTS: The policy has been updated to clarify the policy's applicability to students receiving services pursuant to Section 504 of the federal Rehabilitation Act of 1973, add sample criteria for individualized education program (IEP) teams to use when determining a student's transportation needs, and add material re: the provision of information to IEP teams.

The board discussed these changes at the May 4, 2017, board meeting. The corresponding regulation can be found under Item No. I.02 in this agenda.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

**TRANSPORTATION FOR STUDENTS WITH DISABILITIES**

The Governing Board desires to meet the transportation needs of students with disabilities to enable them to benefit from special education and related services. The district shall provide appropriate transportation services for a student with disabilities when the district is the student's district of residence and the transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan.

The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan.

The Superintendent or designee shall provide IEP teams with information about district transportation services in order to assist them in making decisions as to the mode, schedule, and location of transportation services that may be available to each student with disabilities. The IEP team may communicate with district transportation staff and/or invite transportation staff to attend IEP team meetings where the student's transportation needs will be discussed.

Transportation services specified in a student's IEP or Section 504 plan shall be provided at no cost to the student or his/her parent/guardian.

If a student whose IEP or accommodation plan specifies transportation needs is excluded from school bus transportation for any reason, such as suspension, expulsion, or other reason, the district shall provide alternative transportation at no cost to the student or parent/guardian. (Education Code 48915.5)

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Superintendent or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP. (Education Code 56366)

The Superintendent or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

The Superintendent or designee shall ensure that any mobile seating devices used on district buses are compatible with bus securement systems required by 49 CFR 571.222. (Education Code 56195.8)

As necessary, a student with disabilities may be accompanied on school transportation by a service animal, as defined in 28 CFR 35.104, including a specially trained guide dog, signal dog, or service dog. (Education Code 39839; Civil Code 54.1-54.2; 28 CFR 35.136)

When transportation is not specifically required by the IEP or Section 504 plan of a student with disabilities, the student shall be subject to the rules and policies regarding regular transportation offerings within the district.

~~The Board of Education shall ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program (IEP) or~~

~~accommodation plan. The district shall make home-to-school transportation available for students at no cost to parents/guardians as specified in the student's IEP.~~

~~The Superintendent or designee shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student based on identified needs as determined in the IEP or accommodation plan.~~

~~The Superintendent or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.~~

~~The Superintendent or designee shall establish procedures to ensure compatibility between mobile seating devices and bus securement systems.~~

Legal Reference:

**EDUCATION CODE**

39807.5 *Payment of transportation cost*  
39839 *Guide dogs, signal dogs, and service dogs on bus*  
41850-41854 *Allowances for transportation*  
48300-48315 *Alternative interdistrict attendance program*  
48915.5 *Expulsion of students with exceptional needs*  
56040 *No cost for special education and related services*  
56195.8 *Adoption of policies*  
56327 *Assessment for special education and related services*  
56345 *Individualized education program*  
56365-56366.1 *Nonpublic nonsectarian schools or agencies*

**CIVIL CODE**

54.1-54.2 *Service animals*

**CODE OF REGULATIONS, TITLE 5**

15243 *Physically handicapped minors*

15271 *Exclusion from report*

**UNITED STATES CODE, TITLE 20**

1400-1482 *Individuals with Disabilities Education Act*

**UNITED STATES CODE, TITLE 29**

794 *Section 504 of the Rehabilitation Act of 1973*

**CODE OF FEDERAL REGULATIONS, TITLE 28**

35.104 *Definitions*

35.136 *Service animals*

**CODE OF FEDERAL REGULATIONS, TITLE 34**

104.4 *Equal opportunity under the Rehabilitation Act of 1973, Section 504*

300.1-300.818 *Individuals with Disabilities Education Act, especially:*

300.34 *Transportation defined as related service*

**CODE OF FEDERAL REGULATIONS, TITLE 49**

571.222 *Federal requirements for bus securement systems*

Management Resources:

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*Special Education Transportation Guidelines*

*Pupil Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013*

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

*Protecting Students with Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, 2009*

*Questions and Answers on Serving Children with Disabilities Eligible for Transportation, 2009*

**WEB SITES**

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

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

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ

RE: REVISE BP 3553 – FREE AND REDUCED PRICE MEALS

RECOMMENDATION NO. A.23

It is recommended that the Board of Education revise BP 3553 – Free and Reduced Price Meals.

COMMENTS: The policy has been updated to reflect law authorizing sharing of students' free and reduced-price meal eligibility information with another local educational agency serving another child living in the same household as the student and with the Superintendent of Public Instruction for purposes of determining local control funding formula allocations. Minor revisions were made in the policy and regulation to delete references to sharing free and reduced-price meal records for the purpose of determining the eligibility of students in Title I program improvement schools for school choice and supplemental educational services, as those requirements were eliminated in the Every Student Succeeds Act (P.L. 114-95), and instead authorize the use of those records to determine eligibility for alternative supports offered in accordance with the CDE's transition plan.

The board discussed these changes at the May 4, 2017, board meeting.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

**FREE AND REDUCED PRICE MEALS**

The Board of Education recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the district's food service program.

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meal program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

The Board shall approve, and shall submit to the California Department of Education for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code 49557)

**Confidentiality/Release of Records**

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order. (Education Code 49558)

The Board authorizes designated employees to use individual records pertaining to student eligibility for any free and reduced-price meal program for the purposes of: (Education Code 49558)

1. Disaggregation of academic achievement data
2. Identification of students eligible for alternative supports in any school identified as a Title I program improvement school.
- ~~2. In any school identified for program improvement under Title I of the No Child Left Behind Act, identification of students eligible for school choice and supplemental educational services~~

If a student transfers from the district to another district or to a private school, the Superintendent or designee may release the student's eligibility status or a copy of his/her free and reduced-price meal application to the other district or school to assist in the continuation of the student's meal benefits.

~~The Board further authorizes the release of information on the school lunch program application to the local agency that determines Medi-Cal program eligibility, provided that the student is approved for free meals and the parent/guardian consents to the sharing of information as provided by Education Code 49557.2.~~

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes

related to program eligibility and data used in local control funding formula calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the local control funding formula and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. He/she also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term

49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act of 1974

49547-49548.3 Comprehensive nutrition service

49550-49562 Meals for needy students

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 20

1232g Federal Educational Rights and Privacy Act

6301-6514 Title I programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch program

1771-1791 Child nutrition, especially:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.10-220.21 National School Breakfast Program

245.1-245.13 Determination of eligibility for free and reduced-price meals and free milk

WELFARE AND INSTITUTIONS CODE

14005.41 Basic health care

Management Resources:

CSBA PUBLICATIONS

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

NSD SNP-12-2015 Updated Guidance on Sharing of School Meal Applications and the Passing of Assembly Bill 1599, July 2015

USDA-SNP-07-2010 Change in Free and Reduced-Price Meal Application Approval Process, September 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Feed More Kids, Improve Program Participation

*Direct Certification Implementation Checklist, May 2008*

*U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS*

*Eligibility Manual for School Meals: Determining and Verifying Eligibility, July 2015*

*Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002*

**WEB SITES**

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

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**

**adopted: August 19, 2009 Santa Monica, California**

**revised: October 6, 2011**



TO: BOARD OF EDUCATION

ACTION/CONSENT

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ

RE: REVISE BP 3555 – NUTRITION PROGRAM COMPLIANCE

RECOMMENDATION NO. A.24

It is recommended that the Board of Education revise BP 3555 – Nutrition Program Compliance.

COMMENTS: The policy has been updated to clarify that, although state and federal law prohibit discrimination in child nutrition programs for all protected categories, the CDE and U.S. Department of Agriculture (USDA) only investigate complaints of discrimination based on race, color, national origin, sex, age, and disability. The policy also reorganizes and expands the responsibilities of the district's civil rights coordinator to reflect CDE's guidebook as updated in November 2015, and updates the addresses where complaints may be submitted. Nondiscrimination statement that is required to be printed on program documents, pamphlets, brochures, and other materials updated to reflect the USDA's 2015 statement.

The board discussed these changes at the May 4, 2017, board meeting.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

**NUTRITION PROGRAM COMPLIANCE**

The Board of Education recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate against him/her because of his/her race, color, national origin, gender, sex, sexual orientation, disability, or any other basis prohibited by law, in its implementation of such a program.

**Coordinator**

The Board designates the compliance officer specified in AR 1312.3 - Uniform Complaint Procedures as coordinator of the district's efforts to comply with the laws governing its nutrition programs and to investigate any related complaints. Any complaint concerning the district's nutrition programs shall be investigated using the process identified in the section entitled "Procedures" in the district's AR 1312.3 - Uniform Complaint Procedures.

The responsibilities of the compliance officer/coordinator include, but are not limited to:

1. Providing the name of the civil rights coordinator, Section 504 coordinator, and Title IX coordinator, if different from the civil rights coordinator, to the California Department of Education and other interested parties

2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff

The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.

3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs

4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants

5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below

6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency

7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities

8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet

9. Implementing procedures to process and resolve civil rights (discrimination) complaints and program-related complaints, including maintaining a complaint log and working with the appropriate person to resolve any complaint
10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants

~~The coordinator shall provide training on the laws, regulations, procedures, and directives related to the district's nutrition programs to district employees involved in administering them. The coordinator also shall develop procedures and systems that do not restrict the participation of individuals in the district's nutrition programs, based on their race, ethnicity, or disability, and that prevent district employees from incorrectly denying the applications for participation submitted by such individuals.~~

~~The coordinator shall develop and maintain a system for collecting racial and ethnic data of participants in the district's nutrition programs and shall, at least annually, report to the Board on whether the district's nutrition programs are effectively reaching eligible individuals and whether and where additional outreach may be needed.~~

~~When a significant number of participants or potential participants in the district's nutrition programs are only non-English speakers, the coordinator shall make an appropriate language translation available.~~

~~The coordinator also shall ensure that the district's nutrition programs accommodate the special dietary needs of any individual with a disability who has on file a medical statement that restricts his/her diet because of his/her disability.~~

## **Notifications**

The coordinator shall ensure that the U.S. Department of Agriculture's "And Justice for All" or other approved Nutrition Programs Civil Rights posters are displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

Annually, the coordinator shall notify all students, parents/guardians, and employees of program requirements and the procedures for filing a complaint, through the district's usual means of notification.

In addition, the coordinator shall ensure that every informational release, publication, or poster concerning the district's nutrition programs and/or activities includes, in a prominent location, the following statement:

"In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider."

~~"In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs, or disability. In addition, California law prohibits discrimination on any basis identified in Government Code 12940.~~

~~To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer."~~

Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude menus. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

However, if the document is no more than one page and there is no room to print the full nondiscrimination statement, the district may instead use the statement "This institution is an equal opportunity provider" in the same print size as the rest of the text.

### **Complaints**

Any complaint concerning the district's nutrition programs shall be investigated using the process identified in AR 1312.3 - Uniform Complaint Procedures.

When a complaint alleging discrimination of the basis of race, color, national origin, sex, age, or disability is unresolved at the district level, the coordinator shall notify the complainant of the option to contact and/or forward his/her complaint to one of the following agencies:

1. Child Nutrition Program Civil Rights and Program Complaint Coordinator, California Department of Education, Nutrition Services Division, 1430 N Street, Room 4503, Sacramento, CA 95814-2342 or call (916) 323-8531 or (800) 952-5609
2. U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, (866) 632-9992, (800) 877-8339 (Federal Relay Service - English), (800) 845-6136 (Federal Relay Service - Spanish), fax (202) 690-7442, or email [program.intake.usda.gov](mailto:program.intake.usda.gov).

1. ~~Child Nutrition Program Civil Rights and Program Complaint Coordinator, California Department of Education, Nutrition Services Division, 1430 N Street, Room 1500, Sacramento, CA 95814-2342 or call 916-445-0850 or 800-952-5609~~
2. ~~Office of Civil Rights, USDA, Western Region, 90 Seventh Street, Suite 10-100, San Francisco, CA 94103 or call 415-705-1336 or fax 415-705-1364 or email Joe.Torres@fns.usda.gov~~
3. ~~USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call 800-795-3272 or 202-720-6382 (TYY)~~

Legal Reference:

**EDUCATION CODE**

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

49060-49079 Student records

49490-49590 Child nutrition programs

**PENAL CODE**

422.6 Interference with constitutional right or privilege

**CODE OF REGULATIONS, TITLE 5**

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

**UNITED STATES CODE, TITLE 20**

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

**UNITED STATES CODE, TITLE 29**

794 Section 504 of the Rehabilitation Act of 1973

**UNITED STATES CODE, TITLE 42**

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

**CODE OF FEDERAL REGULATIONS, TITLE 7**

210.23 National School Lunch Program, district responsibilities

215.7 Special Milk Program, requirements for participation

215.14 Special Milk Program, nondiscrimination

220.7 School Breakfast Program, requirements for participation

225.3 Summer Food Service Program, administration

225.7 Summer Food Service Program, program monitoring

**CODE OF FEDERAL REGULATIONS, TITLE 28**

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

**CODE OF FEDERAL REGULATIONS, TITLE 34**

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

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, especially:

106.9 Dissemination of policy

Management Resources:

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Civil Rights and Complaint Procedures for the U.S. Department of Agriculture Child Nutrition Programs, rev. November 2015

**U.S. DEPARTMENT OF AGRICULTURE, FOOD AND NUTRITION SERVICE PUBLICATIONS**

Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005

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

Notice of Non-Discrimination, August 2010

**WEB SITES**

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

U.S. Department of Agriculture, Food and Nutrition Services: <http://www.fns.usda.gov>

U.S. Department of Agriculture, Office for Civil Rights: <http://www.ascr.usda.gov>

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

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
adopted: August 24, 2011 Santa Monica, California**

TO: BOARD OF EDUCATION  
FROM: BEN DRATI / JANECE L. MAEZ  
RE: REVISE BP 3580 – DISTRICT RECORDS

ACTION/CONSENT  
05/18/17

RECOMMENDATION NO. A.25

It is recommended that the Board of Education revise BP 3580 – District Records.

COMMENTS: The policy has been updated to reflect the legal requirement to disclose any breach of security of district records that contain personal information, as defined, by providing a written or electronic notification that meets the content and formatting requirements specified in law.

The board discussed these changes at the May 4, 2017, board meeting.

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

**DISTRICT RECORDS**

The Board of Education recognizes the importance of securing and retaining district documents. The Superintendent or designee shall ensure that district records are developed, maintained, and disposed of in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall consult with district legal counsel, site administrators, district information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of district documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.

The Superintendent or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage or loss.

If the district discovers or is notified that a breach of security of district records containing unencrypted personal information has occurred, the Superintendent or designee shall notify every individual whose personal information was, or is reasonably believed to have been, acquired by an unauthorized person. Personal information includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29)

The Superintendent or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely manner, consistent with the legitimate needs of law enforcement to conduct an uncompromised investigation or any measures necessary to determine the scope of the breach and restore reasonable integrity of the data system. (Civil Code 1798.29)

~~In the event of any known or reasonably suspected breach of the security of district records containing confidential personal information including, but not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account, the Superintendent or designee shall immediately notify local law enforcement agencies and any affected persons. Notification of affected individuals may be delayed if a law enforcement agency determines that the notification would impede a criminal investigation.~~

The Superintendent or designee shall ensure that employees receive information about the district's document management system, including retention and confidentiality requirements and an employee's obligations in the event of a litigation hold established on the advice of legal counsel.

**Safe at Home Program**

District public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish district residency requirements for enrollment and for school emergency purposes.

Legal Reference:

*EDUCATION CODE*

35145 *Public meetings*

35163 *Official actions, minutes and journal*

35250-35255 *Records and reports*

44031 *Personnel file contents and inspection*

49065 *Reasonable charge for transcripts*

49069 *Absolute right to access*

*CIVIL CODE*

1798.29 *Breach of security involving personal information*

*CODE OF CIVIL PROCEDURE*

1985.8 *Electronic Discovery Act*

2031.010-2031.060 *Civil Discovery Act, scope of discovery demand*

2031.210-2031.320 *Civil Discovery Act, response to inspection demand*

*GOVERNMENT CODE*

6205-6210 *Confidentiality of addresses for victims of domestic violence, sexual assault or stalking*

6252-6265 *Inspection of public records*

12946 *Retention of employment applications and records for two years*

*PENAL CODE*

11170 *Retention of child abuse reports*

*CODE OF REGULATIONS, TITLE 5*

430 *Individual student records; definition*

432 *Varieties of student records*

16020-16022 *Records, general provisions*

16023-16027 *Retention of records*

*UNITED STATES CODE, TITLE 20*

1232g *Family Educational Rights and Privacy Act*

*CODE OF FEDERAL REGULATIONS, TITLE 34*

99.1-99.8 *Family Educational Rights and Privacy Act*

Management Resources:

*WEB SITES*

California Secretary of State: <http://www.sos.ca.gov/safeathome>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**

**adopted: August 19, 2009 Santa Monica, California**

**revised: August 24, 2011; March 3, 2016**



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## **STUDY SESSION**

TO: BOARD OF EDUCATION

STUDY SESSION

05/18/17

FROM: BEN DRATI / TERRY DELORIA / BERTHA ROMAN

RE: MEASURE ES-2 TECHNOLOGY UPDATE

STUDY SESSION NO. S.01

This study session item will update the board on Measure ES-2 technology projects as well as inform the board on the progress and impact on student learning. Educational technology improves and extends teaching and learning for all of our students by increasing engagement and providing them with the skills needed for college and careers.

COMMENT: The Board of Education approved a \$34,431,359 budget for Measure ES-2 Technology purchases during the Board Meeting of August 28, 2014 (Item S.01). With the input from the District Technology Team (DTT), staff presented Phase 1 recommendations in the following areas:

1. Infrastructure	\$10,564,130
2. State Assessment Computing Devices (CAASPP)	\$ 4,660,528
3. 21st Century Classrooms	\$10,953,440
4. Computer Lab Upgrades	\$ 2,511,600
5. Library Technology	\$ 2,139,738
6. Leadership Support (Staffing)	\$ 3,601,923

The following will summarize current progress in each project:

1. Infrastructure upgrades include network upgrades to the Wide Area Network (WAN) from 1Gb to 10Gb all Santa Monica sites and <1 GB to 10 Gb at all Malibu Sites. Wireless access points are in every classroom at all sites, email has been upgraded to Exchange 2016, and a complete Cisco Phone System Upgrades. District Wide Internet upgrades include 1GB to 10 GB full access to internet including next generation firewall. Network Monitoring and Management implementations include Airwatch for mobile device management.
2. State Assessment Computing Devices at a 1 to 1 student to computer ratio have been deployed to all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade elementary classrooms in addition to 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade English Classrooms. The increase in number of devices at each school sites has facilitated testing. Educational Services staff has worked with teachers to integrate these devices into the curriculum through various training on G Suite including Google Classroom (previously known as Google Apps for Education) in addition to introducing Rotational Blended Learning strategies. Blended Learning is a learning approach where students learn at least in part through digital and online media with some element of student choice and control over time, place, path and pace.
3. 21<sup>st</sup> Century Classrooms included the installation of dual display interactive technologies, document camera, teacher laptop and audio amplification systems in every classroom. All classrooms, except those that where received classroom technology installations through Measure BB new constructions (SAMOHI-Innovation Building, Edison Language Academy, Lincoln Middle School-New Wing) have been upgraded to the current district classroom technology standard. The remainder of the school will be

evaluated and upgraded to dual display systems starting in the Fall 2017. Educational Services staff is working with school site Educational Technology Support Providers (EdTech Jedi's) to build teacher proficiency on the utilization of new technologies in all classrooms.

4. Computer Labs have been upgraded at all school sites with a minimum of 32 computers in each lab.
5. Library Technologies is composed of two projects. The Library Circulation Software Project has been completed. This included transitioning to Follet's Destiny application as the main circulation software. The Audio/Visual upgrades project for libraries start in the Fall 2017
6. Leadership and Capacity Building is focused on working with teachers and staff on the implementation of new technologies through the Summer EdTech Academy 2016, on-site and hands-on professional development, supporting the EdTech Jedi's and Blended Learning teaching strategies.

Measure ES projects have focused on creative uses of technology in classrooms that addresses Dr. Noguera's findings, "Technology is not utilized creatively and consistently in classrooms," while tying in Santa Monica Malibu USD Goal 1: All students are ready for college and careers.



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT


# Measure ES: Technology Update

Study Session  
Board of Education  
May 18, 2017




## Why?

- Educational technology improves and extends learning for all of our students by increasing engagement and providing them with skills needed for college and careers.
- Dr. Noguera: “Technology is not utilized creatively and consistently in classrooms.”
- LCAP Goal 1: All students are ready for College and Careers.




## Presentation Purpose and Questions

- Provide information to the Board of Education on Measure ES technology projects that support instruction.
- Share how SMMUSD is using technology to engage students in teaching and learning.
- Please hold questions and comments until the end.



## Presentation

- Infrastructure
- Student Devices
  - State Assessment/Initial 1-1 Computers
  - Computer Labs
- Interactive Educational Technologies
  - 21st Century Classrooms
  - Library Technologies
- Supporting EdTech Implementation
  - EdTech TOSAs
  - EdTech Jedi's
  - Blended Learning and designing flexible classrooms.



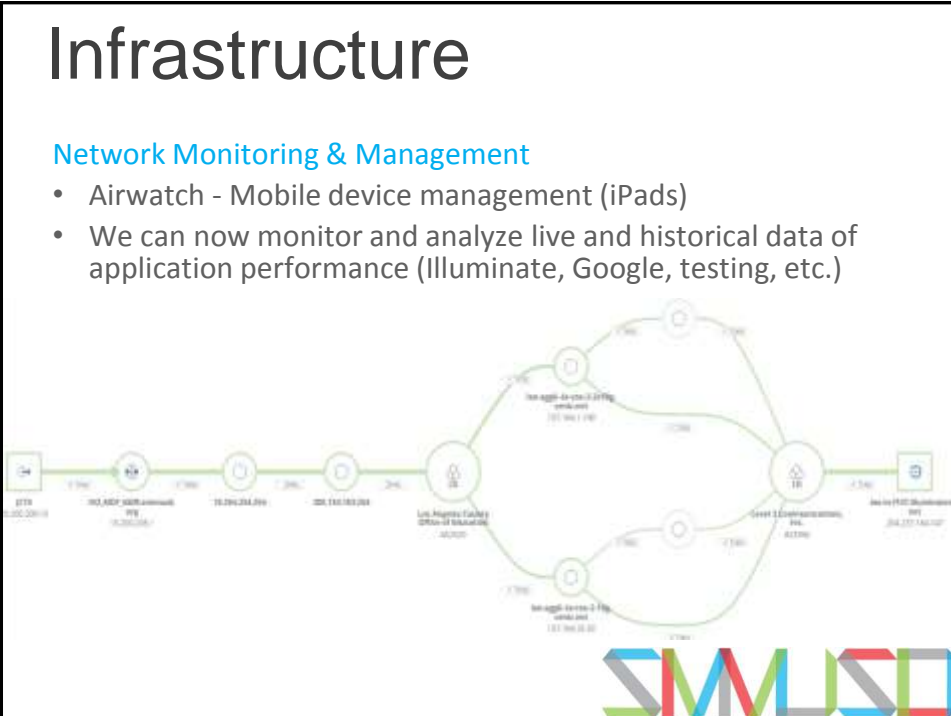

## Infrastructure


- **Network Upgrade**
  - Wireless Access Point in every classroom at all schools and sites. Beginning validation process
  - WAN upgrade 1Gb to 10Gb all SM sites
  - Malibu WAN <1Gb to 10Gb in process including Cabrillo dedicated circuit.
  - Completed Exchange E-Mail 2016 Upgrade
  - E-Mail Archiving System in place
  - Completed Cisco Phone System Upgrade
- **District Wide Internet Upgrade**
  - 1 GB to 10 GB complete and fully accessible
  - Next-Gen Firewall to secure Internet complete

## Infrastructure

### Network Monitoring & Management



- Airwatch - Mobile device management (iPads)
- We can now monitor and analyze live and historical data of application performance (Illuminate, Google, testing, etc.)




## Infrastructure

- Data Center

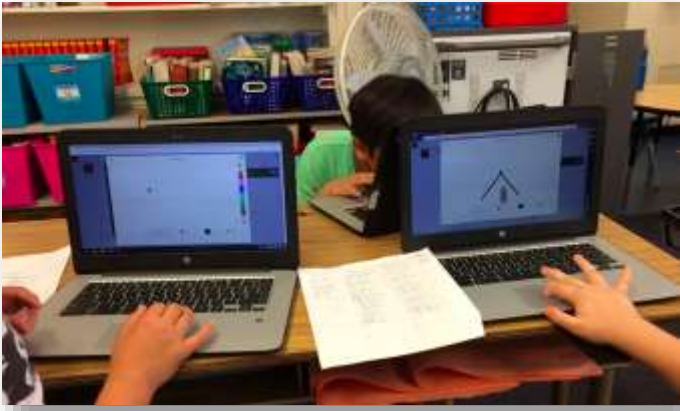



- In the Works
  - Disaster Recovery
  - Secure Teacher/Student WiFi Networks
  - Full 10Gb Internal Network (Samohi & Malibu HS)
  - SCCM (Malware, Imaging, Inventory, Update)
  - Malibu new MDF (Data Center)



## Student Devices

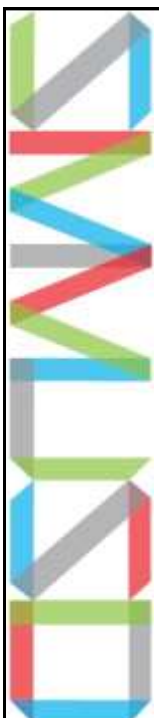
- State Assessment/ Initial 1-1 Computers
- Computer Labs





## Interactive Technologies


- **21st Century Classrooms**
  - Dual Display Interactive Classrooms complete at all sites, except Measure BB new constructions at SAMOHI(Innovation), Edison Language Academy, Lincoln West Wing.
- **Library Technologies**
  - Fall 2017


## Instructional Support

### EdTech TOSAs

- Sheri Hynding and Sarah Blitz
- SMMUSD EdTech Resources Site
  - <https://sites.google.com/smmk12.org/edtech/home>
- Focus on Engagement, Interactivity and Playful Learning








## Instructional Support

### EdTech Jedi's

- Twenty three school site representatives, EdTech TOSA's and Director of EdTech
- Monthly Collaborative Meetings
- Hands-on trainings and discussions around engaging students through the use of technology



## Instructional Support

### Blended Learning and Designing Flexible Classrooms

- Blended Learning: A Learning approach where students learn at least in part through digital and online media with some element of student choice and control over time, place, path and pace.



## Next Steps

Dr. Deloria will develop a technology refresh plan to include:

- State Testing Devices 3,4,5, and 6,7,8,11 English classes.
- Other classroom technology (Interactive boards, document cameras, etc.)
- Infrastructure
- Refresh Staff (Classified/Certificated) computing devices



## Questions/Comments

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## **DISCUSSION ITEMS**

TO: BOARD OF EDUCATION  
FROM: BEN DRATI / JANECE L. MAEZ / CAREY UPTON  
RE: SUSTAINABILITY REVIEW & PLANNING

DISCUSSION  
05/18/17

#### DISCUSSION ITEM NO. D.01

This is an opportunity to update the Board of Education on current facility sustainability projects and to continue the conversation begun at the May 4, 2017, Board Meeting toward developing a district-wide Sustainability Plan.

The Facility division is currently pursuing several projects to reduce the use of resources and to construct buildings that are sustainable.

#### MAINTENANCE & OPERATIONS

- Proposition 39  
The Proposition 39 K-12 Program provides grant funds for energy projects – energy efficient upgrades and clean energy generation – at schools. The district has been granted \$1.8 million dollars save energy and costs. We contracted with IES (Indoor Environmental Services) to support our Prop. 39 grant. IES has completed a full district energy audit and has made recommendations of projects. To begin, we have committed to replacing lighting with more efficient LED lamps across the district. We are seeking additional funding to complete a full switch over to LEDs at every campus.
  
- Clean Energy – Solar and Renewables  
We are working on several fronts to develop clean energy programs.
  - At the top of the list is installing solar (photovoltaic) panels in the places made ready during the new construction projects of Measure BB: Edison Elementary, John Adams Middle School and Samohi Innovation building. These projects are being fast tracked to be completed as soon as possible
  - We are exploring with IES locations at other campuses where the installation of PV panels would be effective
  - We are considering options for offsite solar alternatives that would reduce our energy costs by securing access to renewable energy

We have budgeted \$8M dollars in Measure ES funds to add renewable energy sources. We are also exploring different funding sources to support the installation of clean energy sources.
  
- Continuous Energy Improvement (CEI)  
We are participating with Southern California Edison and Southern California Gas in the CEI program. The CEI program is a consultative service aimed at helping commercial customers engage in long term, strategic energy planning. The program will assess our current energy usage, set energy goals and targets, develop a strategic energy management plan, implement planned actions and evaluate energy management efforts. We are working with Ecova to initiate the program.

- **Water Use Audits and Retrofits**  
We have signed a memorandum of understanding between the district and the City of Santa Monica to fund water use audits and retrofits. The grant is for \$848,000. This is one of the key strategies to conserve water outlined in the city's Sustainable Water Master Plan (SWMP) and part of the city's drought response to reach and maintain a 20% water use reduction citywide. The estimated costs to audit the indoor plumbing fixtures and landscaping as well as potential retrofits were based on comparisons to City of Santa Monica facilities and landscapes. The analysis included in the SWMP was based on our school district saving, at minimum, approximately two million gallons of water each year. We have begun the process of selecting a vendor to perform indoor water-use audits and landscape audits on all outdoor irrigation. The selected vendor may also aid in identifying major issues, such as a leaks, and recommend appropriate and immediate actions for mitigation.
- **DROPS Grant**  
One project that has had to be deferred is the Drought Response Outreach Program for Schools grant awarded to Will Rogers Learning Community. While we had been awarded the grant, we did not have the resources to fulfill the requirements of the grant at this time. The storm water capture, water quality improvement and watershed education project grant was for \$848,808 with a matching requirement of \$149,801. We will need to pursue the grant again in the future when we are prepared to meet its requirements.

#### FACILITY IMPROVEMENTS

The District is dedicated to creating better learning environments for students through sustainable initiatives. Throughout the design phase of various Measure BB projects, efforts have been focused on designing positive indoor environments, water and energy efficiency, and the use of sustainable and recyclable materials.

Our goal in Measure BB was to exceed the minimum sustainability standards of Collaborative for High Performance Schools (CHPS) by an average of 15%. We are currently evaluating our sustainability goals for the Measure ES major construction projects and how we will achieve them.

#### SUSTAINABILITY COORDINATOR

We submitted for the Board's approval as part of the Consent Agenda tonight the hiring of a Sustainability Coordinator. This position is being hired to plan, organize, and oversee ongoing sustainability projects for Maintenance & Operations and the Facility Improvement departments; advance new sustainability projects for the facilities division working with the other district divisions and school sites; collaborate with outside agencies on sustainability issues; and assist the COO to develop a districtwide sustainability plan by administering its development in conjunction with staff and other consultants.

This is a temporary independent consultant. The initial duration of this contract is six months while we develop a sustainability plan and hire a permanent position.

#### SUSTAINABILITY PLAN

Staff received direction at the May 4, 2017 Board Meeting to move forward with developing a district wide sustainability plan. As we return to long range planning, it

is essential we evaluate our sustainability goals and develop a plan that knits sustainability into every part of our district. The initial goals might be to:

- Develop a sustainable building infrastructure
- Integrate sustainable practices throughout the school district
- Incorporate sustainability into all aspects of the educational culture

We will be putting out an RFP to an environmental consulting company to assist us in the development of our plan. We will engage student, faculty/staff, community and other partners at many levels of the process. We anticipate returning the Board with a direction and plan in the spring of 2018 alongside the Education Specifications.

TO: BOARD OF EDUCATION

DISCUSSION  
05/18/17

FROM: BEN DRATI / TERRY DELORIA / ELLEN EDEBURN

RE: ADOPTION OF SECONDARY MIDDLE SCHOOL ENGLISH LANGUAGE  
ARTS/ENGLISH LANGUAGE DEVELOPMENT CORE INSTRUCTIONAL  
MATERIALS

DISCUSSION ITEM NO. D.02

This discussion item will allow the Board of Education to learn more about the process related to the recommendation to adopt Houghton-Mifflin Harcourt's (HMH) CA Collections ELA-ELD Program 2 for grades 6-8 and Benchmark Adelante bi-literacy program 3 for dual immersion grade 6.

BACKGROUND:

Beginning in fall 2016, our secondary middle school ELA/ELD and Humanities teachers were invited to participate in the middle school districtwide textbook adoption. More than 37% of teachers participated in a lead role due to their voluntary membership on the districtwide textbook adoption committee. The middle school ELA/ELD and Humanities teachers were engaged in the English language arts (ELA)/English Language Development (ELD) program adoption process, October 2016 through May 2017. In preparation for the adoption, Educational Services staff attended LACOE sessions in order to become well informed about the California Department of Education's (CDE) criteria for evaluating K-8 textbooks and instructional materials, as well as to be trained in the usage of the LACOE textbook adoption toolkit.

Publishers seeking California State Approval undergo a rigorous evaluation by a panel of educators from across California. In order to become State-adopted, programs must meet criteria in Five Critical Categories: 1) ELA –ELD Content/Alignment with Standards; 2) Program Organization; 3) Assessment; 4) Universal Access; 5) Instructional Planning and Teacher Support. Additionally the CDE panel of educational experts evaluate submitted materials using the CA Standards for Evaluating Instructional Materials for Social Content. There are ten standards used for the evaluation of materials. The following standards are of particular interest to our district: a) Male and Females Roles; b) Ethnic and Cultural Groups; c) Sexual Orientation and Gender Identity; d) Older Persons and the Aging Process; e) People with Disabilities; f) Entrepreneur and Labor; and g) Religion.

Based on the evaluation criteria described above, the CDE approved ELA-ELD programs and placed them within five categories: *Program 1* Basic ELA; *Program 2* Basic ELA/ELD; *Program 3* Basic Bi-literacy; *Program 4* Intensive Intervention; and *Program 5* Specialized ELD. In consideration of the new ELA-ELD framework and our interest in meeting the language and literacy needs of our English Learners through core content and within their classrooms, we considered *Program Two* ELA-ELD instructional materials rather than considering separate ELA and ELD programs. Our district options included three *Program 2* ELA/ELD (6-8) publisher's materials.

An additional district priority in selecting from the list is that the program be available in Spanish to support our Dual-Immersion program. Unfortunately the 6-8 publishers approved by the CDE did not offer a Spanish version. Due to this situation, and after much deliberation, we agreed to recommend to the board Benchmark's (Adelante) grade 6 Bi-literacy program 3 for our district's dual immersion schools due to the fact that our K-5 teachers had chosen and the board had approved earlier this year the Benchmark program materials for our elementary schools (k-5).

In November, 2016, the publishers provided an overview of their programs to our middle school ELA-ELD committee, comprised of teachers from our middle school sites. Using the LACOE toolkit, (modified to meet the needs of SMMUSD) as an evaluation tool, our teachers further vetted the programs. For example, universal access strategies and materials for diverse student groups including English Learners, students with disabilities and advanced learners were identified and rated. Based on this further vetting, the selection was narrowed down to two ELA-ELD programs- *McGraw Hill – Study Sync* and *Houghton-Mifflin- Harcourt (HMH) CA Collections*. Beginning in January 2017 and through April 2017 teachers across the middle school sites were provided time to pilot the two remaining programs. From January 2017 through April 2017, pilot teachers received program support from publisher/trainers and technology support from Educational Services staff. During the pilot, we gained great insight into the strengths and challenges of each program.

In the final phase of the adoption process, the pilot teachers synthesized the strengths and challenges of each program and presented their findings to colleagues at their school sites. Multiple google surveys and multiple districtwide collaborative google hangouts occurred in order to build consensus districtwide.

An example of one of the survey questions is as followed:

The disciplines of history and the related social sciences including English Language Arts, provide unique opportunities to integrate culturally and linguistically responsive teaching into classroom instruction in order to deepen content understanding, develop literacy, and promote engagement. Students may possess multiple cultural identities based upon their gender, sexual orientation, class, race, ethnicity, religion, and disabilities (Ignatjeva and Iliško, 2008). Culturally competent teachers respect these differences, are aware of their own cultural identity and unconscious biases, and adapt their instruction accordingly. (Romesburg, 2017) Please choose the publisher which you believe will provide you with the best approach and support materials in order to address culturally responsive pedagogy (teaching/instruction).

As a result, it is recommended that the Board consider adopting Houghton Mifflin Harcourt's (HMH) CA Collections ELA-ELD program 2 for secondary middle schools, grades 6-8 and Benchmark's Adelante bi-literacy program 3 for grade 6, (dual-immersion schools) due to the fact that Benchmark was vetted and adopted for grades K-5, March 2017.

In accordance with the Board of Education policy, the textbook(s) listed below will be on public display for the next two weeks in the Educational Services Department at 1630-17<sup>th</sup> Street, Santa Monica, CA 90404

**Houghton Mifflin Harcourt (HMH) CA Collections 6-8 2017 Premium Package includes print materials with 8 years digital subscription:**

1616907 9780544607071 Collections California Premium Student Resource Package w/8yr digital) **Grade 6** 2017

Package includes:

California Student Edition Grade 6

Close Reader 8-year Print Subscription Grade 6

California Student Edition and Close Reader eTextbook ePub 8-Year Grade 6

California Interactive Digital Student Resources Enhanced 8-Year Grade 6

California Downloadable Student Resource Tool Grade 6

Performance Assessment 8-year Print Subscription Grade 6

HMH Close Reads App, Grade 6

*3 Novels per student*



1616908 9780544607088 Collections California Premium Student Resource Package (print 880 w/8yr digital) **Grade 7** 2017

Package includes:

California Student Edition Grade 7  
Close Reader 8-year Print Subscription Grade 7  
California Student Edition and Close Reader eTextbook ePub 8-Year Grade 7  
California Interactive Digital Student Resources Enhanced 8-Year Grade 7  
California Downloadable Student Resource Tool Grade 7  
Performance Assessment 8-year Print Subscription Grade 7  
HMH Close Reads App, Grade 7  
3 Novels per student

1616909 9780544607095 Collections California Premium Student Resource Package (w/8yr digital) **Grade 8** 2017

California Student Edition Grade 8  
Close Reader 8-year Print Subscription Grade 8  
California Student Edition and Close Reader eTextbook ePub 8-Year Grade 8  
California Interactive Digital Student Resources Enhanced 8-Year Grade 8  
California Downloadable Student Resource Tool Grade 8  
Performance Assessment 8-year Print Subscription Grade 8  
HMH Close Reads App, Grade 8  
3 Novels per student

Benchmark Adelante Bi-literacy program 3 for **grade 6 Dual Immersion program**

California Deluxe Package Version 3  
Box 1           Teacher's Resources  
Box 2-6        Small Group Leveled Texts  
Box 7           Small Group Leveled Texts Teacher Support  
Box 8-9        Small Group Reader's Theater  
Box 10         Texts for ELD  
Box 11-12     Texts for Close Reading Consumable Student Books



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Middle School ELA/ELD Textbook Adoption Process and Recommendation

SMMUSD Board of Education

Discussion Item


May 18, 2017



## Why adopt new materials?


- To ensure ***equity and alignment*** across the district with the new CA Standards and ELA/ELD Framework.
- To build a ***collective responsibility*** for the language acquisition and academic progress of ALL our students (e.g., English Learners, striving students, accelerated learners.)
- To ensure our ELA/ELD ***materials are calibrated*** with CA Standards, LCAP Goals, Board Policies and Ed Code.





## Rationale and Background

- Standards-aligned ELA-ELD instructional materials
- CDE Evaluation Criteria
- CDE K-8 Approved List
- Local Priorities
- Selection Criteria and Process



## CDE Evaluation Criteria: *Five Critical Categories*

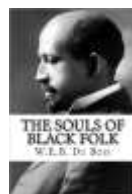
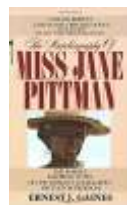
1. ELA-ELD Content/Alignment with Standards
2. Program Organization
3. Assessment
4. Universal Access
5. Instructional Planning/Teacher Support

## CDE Evaluation Criteria: *Standards for Evaluating Instructional Materials for Social Content*

### Ten Standards including:

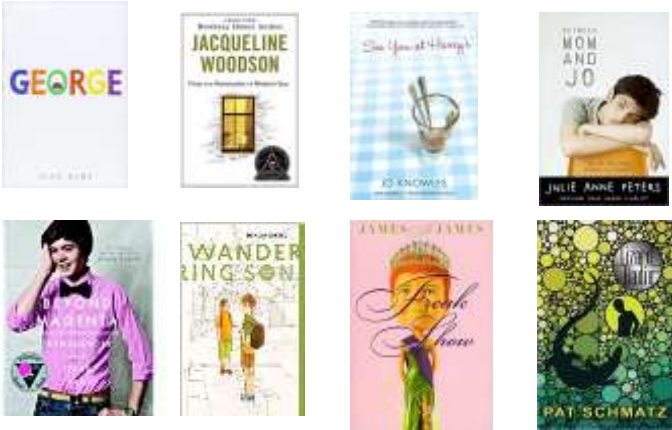
- Male and Females Roles
- Ethnic and Cultural Groups
- Sexual Orientation and Gender Identity
- Older Persons and the Aging Process
- People with Disabilities
- Entrepreneur and Labor
- Religion
- Ecology and the Environment

## Ethnic and Cultural Groups: Proportion of Portrayals



HMH- CA Collections


## Sexual Orientation and Gender Equity: Proportion of Portrayals



## Literacy Across Content Areas

“The curriculum shall include the contributions of men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic groups to the economic, political, social development of the history, life, and culture of the local community, California, the United States, and other nations.”

History-Social Sciences  
SMMUSD BP 6142.94 (5/2016)



## Additional Considerations: *District Priorities*


From Five State-Approved Programs to Two:

- ✓ *Program 2* Basic ELA-ELD
- ✓ *Program 3* Basic Biliteracy for our dual immersion (K-6<sup>th</sup> gr) program



## Pilot highlights: 2016-2017 school year

- Presentation to ELA-ELD Committee
  - Evaluation Tools
    - ✓ LACOE modified toolkit
    - ✓ Social Content
- Narrowed to Basic ELA/ELD Program #2




## Pilot highlights: 2016-2017 school year

Fall semester:

- Introduction to publishers' materials, and training


Spring semester:

- Four Month Pilot
- Feedback and Reflection
- Districtwide consensus



## Example from our surveys:

- The disciplines of history and the related social sciences including English Language Arts, provide unique opportunities to integrate culturally and linguistically responsive teaching into classroom instruction in order to deepen content understanding, develop literacy, and promote engagement.
- Students may possess multiple cultural identities based upon their gender, sexual orientation, class, race, ethnicity, religion, and disabilities (Ignatjeva and Iliško, 2008). Culturally competent teachers respect these differences, are aware of their own cultural identity and unconscious biases, and adapt their instruction accordingly. (Romesburg, 2017)
- Please choose the publisher which you believe will provide you with the best approach and support materials in order to address culturally responsive pedagogy (teaching/instruction).



## Pilot highlights: Teacher Feedback and Reflections

- “CA Collections, it is clear and concise...the writing is fantastic and students responded really well to it.”
- “Without a doubt, my students preferred the articles and layout of the lessons for augment writing in CA Collections. Our discussions were alive, and the students were engaged.”
- “We used the CA Collections online argument information, especially the interactive info for students online, and it was very useful, clear, broken down by specific skills, and preferred by all of the students.”

[Decision-making](#)  
 ELA/ELD/Humanities teachers participated at MS sites  
 37% of ELA teachers took on a leadership role  
 Google Surveys  
 Google Hangout discussions  
 District Textbook Committee Vote  
 Middle School Sites’ built Dept. Consensus  
 Districtwide Consensus Confirmed

Recommendation  
based on  
Districtwide  
Consensus



**Houghton  
Mifflin  
Harcourt.**



**Provides best approach and best evidence for:**

- Universal access
- Research and Inquiry knowledge development
- Writing (all 3 styles expository, narrative, argument)
- Integrating ELD







SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Questions and Comments

TO: BOARD OF EDUCATION

DISCUSSION

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ / CAREY UPTON / ROOSEVELT BROWN

RE: FACILITY NEEDS ASSESSMENT / DEFERRED MAINTENANCE

DISCUSSION ITEM NO. D.03

District facilities need more attention and funding to maintain an optimal level. Due to a lack of adequate deferred maintenance funding our facilities are worsening. We need to reverse the decline and return our facilities to manageable level of upkeep. If we were to grade our district facilities, they would not receive "A's" for standards of safety, efficiency nor aesthetics. We are requesting that additional funding is budgeted in the 2017-18 school year to make necessary repairs and to maintain facilities

Over a year ago, the Financial Oversight Committee acknowledging a decline in the condition of our facilities asked Maintenance and Operations what would be required to improve the conditions and safety of the school sites. At that time, we made a general assessment of \$4-6 million dollars a year for five to six years to regain the loss in funding and return the facilities to a stasis that could be maintained. This need generated the idea that eventually became Measures GS and GSH. These tax measures were promoted to be used in part to maintain the facilities.

As requested by the Board of Education in March, the Maintenance and Operations Department has developed a list of critical needs projects that should be completed in the 2017-18 fiscal year. These items range from restrooms to fences, doors to blacktops, and playgrounds to foundations. (Please see the attached presentation.) Based on the previous budget discussion with the Board, we prioritized the most critical projects totaling \$1 million dollars. We developed a second list for another \$2 million dollars of immediate repairs that should be budgeted and completed as soon as possible.

Separate from the primary and secondary lists is a report of roofs that are critical and need to be replaced as soon as possible. Tremco, our roofing contractor has assessed the condition of all of our roofs. They have identified the roofs that are failing and need to be replaced this year.

Modernization projects being done with Measure ES funds have aided in stemming the deferred maintenance needs. The Window, Paint & Floor projects focus on our elementary interior spaces. These projects are addressing old windows and doors; replacing flooring, painting interiors and exterior trim, replacing fire alarms systems; and addressing certain accessibility issues. The HVAC project will address existing HVAC systems and electrical supply. There are other Measure ES projects that will address either directly or tangentially projects that might be defined as deferred maintenance. However, the bond program work cannot cover all off the needs.

With the funds that are budgeted this year, we will tackle the most critical projects. This is only a beginning of returning us to stasis. We need to do a full inventory and assessment of all facilities and equipment. This would help us to develop a full facility Needs Assessment/Deferred Maintenance plan. The plan would assess the viability of every commodity and predict needed replacement schedule and costs.

We should also include Furniture, Fixtures and Equipment (FFE) as these are often not addressed until we build new buildings.

We recommend that we contract with an outside company to assist us with the full facility inventory. We are discussing this with SchoolDude, the company that provides our work order support. They have a program, Capital Forecast, that inventories all commodities. Matching with

our work order system, it will help us keep track of repairs and replacements for an ongoing needs assessment. The cost of the analysis and plan would be \$250,000 in one time funds. The goal would be complete this plan and return to the Board of Education prior to the development of the next budget cycle.

While we are currently behind where we need to be, we believe that with a commitment to our facilities, we can return them to be fully effective learning environments.



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# Facility Needs Assessment/ Deferred Maintenance

Carey Upton, Chief Operations Officer  
Roosevelt Brown, Director of Maintenance &  
Operations

5/18/17

Board of Education Meeting



## Facility Needs Assessment/ Deferred Maintenance

District Facilities need more attention to maintain safety, efficiency and quality.

We can't maintain the facilities with the current deferred maintenance budget of \$250,000 per year.

We need additional funds to maintain facilities and return them to optimal condition for learning.

SANTA MONICA  
MALIBU UNIFIED  
SCHOOL DISTRICT



**Sites:** TBD  
**Address:** Malibu & Santa Monica

**Project Description:** Restrooms  
**Project Cost:** \$200,000.00



**BRIEF NARRATIVE:**  
Replace all sinks, partitions and flooring throughout campuses to be identified.

**SCOPE OF WORK:**


- Remove and dispose of all sinks and partitions
- Dispose all trash off-site
- Install new sinks and partition per current conditions




SAMOHI



JAMS-Boys Restrooms





JAMS-Girls Restrooms




JAMS-Boys Restrooms

**Project Description:** Restrooms  
**Project Cost:** \$200,000.00





SAMOHI-Language Boys



SAMOHI

**Project Description:** Restrooms

**Project Cost:** \$200,000.00









Lincoln-Auditorium Women & Men






**Project Description:** Gutters

**Project Cost:** \$11,850.00





**Site:** Cabrillo ES


**Address:** 30237 Morning View Dr, Malibu


**BRIEF NARRATIVE:**


- Planter areas become extremely flooded during rainy season causing water to enter the building at staff work room & nurse's office storage closet.

**SCOPE OF WORK:**

- New downspout to drain into barrels (barrels to be placed at time of installation) highlighted in green
- Saw cut cement to accommodate new drain, pipe water to disperse to pony wall at front of driveway (coring included) **red arrows** indicate drainage route
- All existing downspouts to be rerouted into new underground drain pipe
- Replace approximately 200' of damaged custom box gutters. New gutters to be shop painted to match existing.








**Site:** Franklin ES  
**Address:** 2400 Montana Ave, Santa Monica





**BRIEF NARRATIVE:**  
Child care area highlighted in red has various uneven surfaces that have become a trip hazard.


**SCOPE OF WORK:**


- Fill cracks with cold pour crack filler.
- Apply (2) coats of slurry seal to 6,150 sq. ft.
- Restripe area per existing layout

**Project Description:** Asphalt  
**Project Cost:** \$9,090.00









**Site:** Franklin ES  
**Address:** 2400 Montana Ave, Santa Monica



**BRIEF NARRATIVE:**  
Lunch area shade canopy has broken away from the building ledger and poses a hazard.


**SCOPE OF WORK:**


- Custom make a saddle style bracket to fit over existing wood ledger noted in red
- Drill holes into bracket to house eye-bolts and reattach tension wire

**Project Description:** Canopy  
**Project Cost:** \$4,000.00









**Site:** Grant ES  
**Address:** 2368 Pearl St, Santa Monica

**Project Description:** Asphalt  
**Project Cost:** \$29,840.00



**BRIEF NARRATIVE:**  
Asphalt at both playground and rear staff parking has deteriorated



**SCOPE OF WORK:**




**Playground:**

- Fill cracks with cold pour crack filler.
- Apply (2) coats of slurry seal to 20,500 sq. ft.
- Restripe area per existing layout

**Parking Lot:**

- Grind 3,100 sq. ft. of deteriorated asphalt 2" deep
- Clean, prepare and apply tack coat to 3,100 sq. ft.
- Resurface 3,100 sq. ft. with 2" asphalt
- Apply (2) coats of slurry seal to 22,800 sq. ft.
- Re-stripe parking lot per existing layout



**Site:** The Growing Place  
**Address:** 401 Ashland Ave, Santa Monica

**Project Description:** Asphalt  
**Project Cost:** \$36,300.00



**BRIEF NARRATIVE:**  
Parking asphalt has cracks throughout and areas of deterioration highlighted in red creating hazards

**SCOPE OF WORK:**

- Saw-cut, remove and dispose of damaged asphalt
- Grade and re-compact t areas of asphalt that were removed to receive 4" of material
- Pave aeas with 4" asphalt
- Clean, prepare and apply tack coat to areas removed
- Grind areas of deteriorated asphalt 2" deep
- Resurface all areas with 2" of asphalt
- Apply (2) coats of slurry seal to 6,800 sq. ft.
- Re-stripe parking per existing layout












**Sites:** Roosevelt, Webster, Muir/SMASH, Samohi, McKinley, Franklin & JAMS  
**Address:** Malibu & Santa Monica


**BRIEF NARRATIVE:**  
Exclusion work systematically seals off areas to prevent pests from entering the building. This is a primary early step of Integrated Pest Management..


**SCOPE OF WORK:**

- Add door sweeps throughout campus
- Seal all pipe chases throughout campus
- Seal all exterior/interior penetrations into buildings

**Project Description:** Exclusion Project  
**Project Cost:** \$100,000.00

7





**Site:** John Adams MS  
**Address:** 2425 16<sup>th</sup> St, Santa Monica







**BRIEF NARRATIVE:**  
▪ Back doors to library do not open and pose an emergency exit hazard

**SCOPE OF WORK:**

- Remove existing double doors and wood frame
- Replace with new metal double doors and frame
- Install district standard continuous hinge
- Install all weather stripping
- Door hardware and paint to be completed by district

**Project Description:** Doors  
**Project Cost:** \$4,000.00

8



**Site:** Lincoln MS  
**Address:** 1501 California, Santa Monica

**BRIEF NARRATIVE:**  
Tree roots have damaged asphalt area and pose a trip hazard. Cracks throughout area highlighted in red

**SCOPE OF WORK:**

- Saw-cut, remove and dispose of 300 sq. ft. of root damaged asphalt
- Grade and compact 300 sq. ft. to receive 4" of asphalt
- Apply (2) coats of slurry seal to 10,300 sq. ft.
- Re-stripe parking lot per existing layout

**Project Description:** Asphalt  
**Project Cost:** \$7,865.00











**Site:** Lincoln MS  
**Address:** 1501 California, Santa Monica

**BRIEF NARRATIVE:**  
Playground asphalt has cracks throughout and areas of deterioration highlighted in orange

**SCOPE OF WORK:**

- Fill cracks with cold pour crack filler
- Apply (2) coats of slurry seal to 10,300 sq. ft.
- Re-stripe playground per existing layout


**Project Description:** Asphalt  
**Project Cost:** \$12,180.00















**Site:** Lincoln MS  
**Address:** 1501 California, Santa Monica

**Project Description:** Fencing

**Project Cost:** \$20,423.00









**BRIEF NARRATIVE:**  
Provide fencing throughout for better security and a discard holding area

**SCOPE OF WORK:**

- Extend fence between auditorium and music classrooms highlighted in **blue**
- Fence off a new discard holding area highlighted in **red**
- Extend existing fencing to match highlighted in **green**
- Custom hinged gated to keep students from crawling underneath highlighted in **orange**







**Site:** Malibu HS  
**Address:** 30215 Morning View Dr, Malibu

**Project Description:** Doors



**Project Cost:** \$5,000.00




**BRIEF NARRATIVE:**  
Replaced two damaged single wooden doors at storage closet to Building J facing pool area highlighted in **red**.

**SCOPE OF WORK:**


- Remove two existing wood doors
- Replace with new metal doors
- Install all weather-stripping and hardware
- Dispose of old doors offsite
- Paint to be completed by district






**Site:** McKinley ES  
**Address:** 2401 Santa Monica Blvd, Santa Monica

**Project Description:** Asphalt  
**Project Cost:** \$14,800.00






3






**BRIEF NARRATIVE:**  
Playground asphalt has cracks throughout and areas of deterioration highlighted in red

**SCOPE OF WORK:**


- Fill cracks with cold pour crack filler
- Apply (2) coats of slurry seal to 57,700 sq. ft.
- Re-stripe playground per existing layout






**Site:** McKinley ES  
**Address:** 2401 Santa Monica Blvd, Santa Monica

**Project Description:** Asphalt  
**Project Cost:** \$34,980.00





4






**BRIEF NARRATIVE:**  
Parking asphalt has cracks throughout and areas of deterioration highlighted in orange

**SCOPE OF WORK:**

- Saw-cut, remove and dispose of 1,800 sq. ft. of root damaged asphalt
- Grade and re-compact 1,800 sq. ft. to receive 4" of material
- Pave 1,800 sq. ft. with 4" asphalt
- Clean, prepare and apply tack coat to 3,800 sq. ft.
- Grind 3,800 sq. ft. of deteriorated asphalt 2" deep
- Resurface 3,800 sq. ft. with 2" of asphalt
- Apply (2) coats of slurry seal to 10,300 sq. ft.
- Re-stripe playground per existing layout









**Site:** McKinley ES  
**Address:** 2401 Santa Monica Blvd, Santa Monica

**Project Description:** Turf  
**Project Cost:** \$133,823.00




1  
5






**BRIEF NARRATIVE:**  
Replace all deteriorated rubber surfaces throughout district with synthetic turf to include slide/swing landing mats

**SCOPE OF WORK:**  
**McKinley ES:**

- Remove and dispose of existing rubber surface to all colored areas (4 total).
- Install playground pad
- Pour in place 6" concrete curb at perimeter
- Asphalt and pour-in-place
- Install nailer board
- Install EazyTurf Nutmeg Premium Turf
- Install slide/swing mats for each structure









**Site:** Rogers ES  
**Address:** 2401 14<sup>th</sup> St, Santa Monica

**Project Description:** Portable Foundations  
**Project Cost:** \$10,000.00





1  
6





**BRIEF NARRATIVE:**  
Remove and replace all damaged wood to bungalows 407 and 408 foundations.

**SCOPE OF WORK:**

- Remove all damaged wood material and metal screens
- Cut sections of deteriorated area to access supports
- Temporarily support metal C channel at/below joist area sections
- Remove all damaged blocking
- Replace all blocking with treated lumber
- Replace all metal screen covers
- Replace all skirt material
- Patch, prime and paint all wood to match existing



**Site:** Rogers ES  
**Address:** 2401 14<sup>th</sup> St, Santa Monica


**BRIEF NARRATIVE:**  
Replace natural grass highlighted in green with new synthetic turf.



**SCOPE OF WORK:**



- Remove all grass
- Grade to provide proper drainage
- Pour-in-place new concrete curb at perimeter
- Install nailer board at perimeter
- Install base material
- Install all new turf

**Project Description:** Turf

**Project Cost:** \$50,000.00





**Site:** Roosevelt ES  
**Address:** 801 Montana Ave, Santa Monica

**BRIEF NARRATIVE:**  
New tuff shed for P.E equipment

**SCOPE OF WORK:**

- Purchase new shed
- Erect new shed at location indicated on map
- Relocate all equipment from current storage rooms to shed

**Project Description:** Shed

**Project Cost:** \$3,835.65







**Site:** Roosevelt ES  
**Address:** 801 Montana Ave, Santa Monica

**BRIEF NARRATIVE:**  
Remove and replace existing courts.

**SCOPE OF WORK:**

- Remove and dispose of 14,800 sq. ft. of deteriorated concrete
- Re-grade and compact 14,800 sq. ft. to receive 4" of material
- Pave 14,800 sq. ft. with 4" asphalt over compacted native soil
- Re-stripe courts per existing layout


**Project Description:** Basketball/Tennis Court  
**Project Cost:** \$72,520.00

1
9









**Site:** Santa Monica HS  
**Address:** 601 Pico Blvd, Santa Monica CA


**BRIEF NARRATIVE:**  
Replace all flooring at Counselor's office areas.

**SCOPE OF WORK:**

- Remove all flooring throughout
- Abatement of materials may need to be addressed
- Dispose of all trash off-site
- Replace all new flooring and install 6" cove base


**Project Description:** Flooring  
**Project Cost:** \$30,000.00

2
0










**Site:** Santa Monica HS  
**Address:** 601 Pico Blvd, Santa Monica CA

**Project Description:** Leaks  
**Project Cost:** \$30,000.00









**BRIEF NARRATIVE:**  
Waterproof all leak areas of the Music Building. Water intrusion floods choir and band rooms when it rains.

**SCOPE OF WORK:**


- Investigate areas of water leaks
- Put plan together to address all leak areas
- Waterproof all areas








**Site:** Santa Monica HS  
**Address:** 601 Pico Blvd, Santa Monica CA

**Project Description:** Building Letter  
**Project Cost:** \$20,000.00






**BRIEF NARRATIVE:**  
Replace all building lettering throughout the Samohi campus.

**SCOPE OF WORK:**

- Remove remaining letters
- Install new letter
- Lift will be required





**Site:** Santa Monica HS  
**Address:** 601 Pico Blvd, Santa Monica CA

**BRIEF NARRATIVE:**  
Remove and replace existing double doors to south gym basement



**SCOPE OF WORK:**


- Remove double door
- Replace with new
- Install district standard continuous hinges
- Install all weather stripping and hardware



**Project Description:** Doors


**Project Cost:** \$7,233.26

2  
3





**Site:** Santa Monica HS  
**Address:** 601 Pico Blvd, Santa Monica CA

**BRIEF NARRATIVE:**  
Repair both walk-in and rolling gates at Pico and 4<sup>th</sup>.



**SCOPE OF WORK:**

- Remove all damaged fencing
- Replace with new post and fencing material

**Project Description:** Gates

**Project Cost:** \$5,165.00

2  
4



**Site:** Webster ES  
**Address:** 3602 Winter Canyon, Malibu CA

**Project Description:** Ceiling Tiles  
**Project Cost:** \$104,500.00



**BRIEF NARRATIVE:**  
Remove approximately 22,600 sq. ft. of ceiling tiles and replace with new district standard.

**SCOPE OF WORK:**

- Remove all existing tiles to include all electrical components
- Dispose of all trash off-site
- Replace with new ceiling tile as specified by district





**Site:** Webster ES  
**Address:** 3602 Winter Canyon, Malibu CA

**Project Description:** Asphalt  
**Project Cost:** \$118,500.00



**BRIEF NARRATIVE:**  
Remove/replace all asphalt at main playground area

**SCOPE OF WORK:**

- Saw-cut, remove and dispose of 31,600 sq. ft. of root damaged asphalt
- Grade and compact 31,600 sq. ft. to receive 4" of asphalt
- Furnish and install 400 LF of 2X4 redwood headers
- Pave 31,600 sq. ft. with 4" of asphalt over compacted native soil
- Apply (2) coats of "overkote" seal to 31,600 sq. ft.
- Re-stripe playground per existing layout









# Facility Needs Assessment/ Deferred Maintenance –Critical Needs

Number	Site	Project	Description	Cost
1	District Wide	Restrooms	Grant, JAMS, Lincoln & SAMOH	\$200,000.00
2	Cabrillo	Gutter	Remove at Building-A main breezeway	\$11,850.00
3	Franklin	Asphalt	Child care area	\$5,090.00
4	Franklin	Canopy	at lunch area	\$4,000.00
5	Grant	Asphalt	Playground and rear staff parking	\$29,840.00
6	Growing Place	Asphalt	Staff Parking-Resurface, Slurry & Restripe	\$36,300.00
7	District Wide	Exclusion	Roosevelt, Webster, Muz, SAMOH, McKinley, Franklin, & JAMS	\$100,000.00
8	JAMS	Door	Library back door	\$4,000.00
9	Lincoln	Asphalt	California Staff Parking-Slurry & Restripe	\$7,860.00
10	Lincoln	Asphalt	Playground Area-Slurry & Restripe	\$12,180.00
11	Lincoln	Fencing	Discard area & rolling gates on California	\$20,433.00
12	Malibu	Doors	Replace doors to building J at storage and room 302	\$5,000.00
13	McKinley	Asphalt	Main Playground-Slurry & Restripe	\$14,800.00
14	McKinley	Asphalt	Staff Parking-Resurface, Slurry & Restripe	\$34,800.00
15	McKinley	Turf	Four main playground areas	\$138,823.90
16	Rogers	Foundations	Bungalows 407 & 408	\$10,000.00
17	Rogers	Turf	At front of school	\$50,000.00
18	Roosevelt	Shed	PE department	\$3,835.45
19	Roosevelt	Concrete	at tennis/basketball courts	\$72,320.00
20	SAMOH	Flooring	Administration-Counselor Area	\$30,000.00
21	SAMOH	Leaks	Music Building	\$30,000.00
22	SAMOH	Letters	throughout campus	\$20,000.00
23	SAMOH	Doors	replace exterior doors at south gym basement	\$7,333.33
24	SAMOH	Gates	Prepaid 4th	\$5,160.00
25	Webster	Girding	Remove & replace ceiling tiles-campus wide	\$104,300.00
26	Webster	Asphalt	Main Playground-Remove, Replace & Restripe	\$118,500.00
				<b>\$1,071,909.41</b>

Deferred Maintenance Plan				
District Wide	Assessment	Entire site envelope		\$25,000.00


SANTA MONICA  
MALIBU UNIFIED  
SCHOOL DISTRICT



# Facility Needs Assessment/ Deferred Maintenance - Roofing

Site	Project	Description	Priority	Sq. Feet	Cost
Muir/SMASH	Roofing	Entire Site?	5	33,651	\$504,765.00
Lincoln	Roofing	Auditorium: Section 16-Replace immediately	5	11,112	\$166,680.00
JAMS	Roofing	Gym: Roof 6 -Replace Immediately	5	16,517	\$247,755.00
PDLG	Roofing	Entire roof area	5	6,284	\$94,260.00
Lincoln	Roofing	Gym: Section 32-Replace Immediately	5	8,568	\$128,520.00
Growing Place	Roofing	Two story building	5	2,400	\$36,000.00
Lincoln	Roofing	Auditorium Lower: Section 17-Replace Immediately	4	140	\$2,100.00
Olympic	Roofing	Cafeteria: Roof B-Replace immediately	4	6,124	\$91,860.00
JAMS	Roofing	Main: Walkways 52-55, 57-60 & 62 -Replace Immediately	3	16,214	\$243,210.00
Cabrillo	Roofing	Main: Roof 13-Replace Immediately	4	10,800	\$162,000.00
Cabrillo	Roofing	Main: Roof 16-Replace Immediately	4	4,320	\$64,800.00
Cabrillo	Roofing	Library: Roof 17-Replace Immediately	3	3,509	\$52,635.00
Lincoln	Roofing	Section 13: Walkway-Replace Immediately	3	3,740	\$56,100.00
Cabrillo	Roofing	Main: Roof 11-Replace Immediately	4	3,160	\$47,400.00
Cabrillo	Roofing	Main: Roof 10-Replace Immediately	4	2,765	\$41,475.00
Franklin	Roofing	Building H: 23, 24A, & 24B-Replace Immediately	1	2,800	\$42,000.00
Cabrillo	Roofing	Cottages A & B-Replace Immediately	1	2,500	\$37,500.00
SAMOH	Roofing	Cafeteria: Section K3B-Replace immediately	4	36	\$540.00
Lincoln	Roofing	Entry: Section 3B-Replace Immediately	3	64	\$960.00
Malibu	Roofing	Pool-Replace Immediately	3	902	\$13,530.00
McKinley	Roofing	Main: Roof 4-Replace Immediately	2	781	\$11,715.00
McKinley	Roofing	Main: Roof 6 Walkway-Replace Immediately	2	690	\$10,350.00
McKinley	Roofing	Main: Roof 8-Replace Immediately	2	2,280	\$34,200.00
McKinley	Roofing	Main: Roof 9-Replace Immediately	2	1,495	\$22,425.00
Grant	Roofing	Portable 71-Replace Immediately	1	1,200	\$18,000.00
Pine St.	Roofing	Bungalow CC1-Replace immediately	1	1,152	\$17,280.00
Pine St.	Roofing	Bungalow CC2-Replace immediately	1	1,152	\$17,280.00
Pine St.	Roofing	Bungalow CC3-Replace immediately	1	1,152	\$17,280.00
				GRAND TOTAL	\$2,182,620.00
				TOTAL	\$1,013,460.00


SANTA MONICA  
MALIBU UNIFIED  
SCHOOL DISTRICT



## Facility Needs Assessment/ Deferred Maintenance- Less Critical

Number	Site	Project	Description	Cost
1	JAMS	Door	N.E door to hallway on Girls side does not remain locked	\$6,478.45
2	JAMS	Glass	Storefront at attendance office cracked	\$9,500.00
3	Lincoln	Doors	Two double doors at foyer-east side worst	\$6,787.30
4	Lincoln	Gates	Staff parking on California and basketball courts-rolling	\$10,000.00
5	Malibu	Shed	Softball shed replacement 8' X 12'	\$4,000.00
6	Malibu	Scoreboards	Replace at softball and stadium	\$75,000.00
7	Malibu	Deck	Replace pool deck and lip	\$400,000.00
8	Muir/SMASH	Gutters	Cut back from buildings 400 & 600 place end cap & seal	\$1,485.00
9	Muir/SMASH	Fencing	#7740 replace fence along rear of school	\$19,070.00
10	Muir/SMASH	Turf	Remove & Replace Campus Wide	\$103,305.70
11	Pt. Dume	Asphalt	At playground areas & basketball courts	\$109,200.00
12	Rogers	Asphalt	Rear staff parking lot	\$80,000.00
13	Rogers	Gate	South side of cafeteria	\$2,000.00
14	Roosevelt	Awnings	Room 2	\$5,337.62
15	Roosevelt	Concrete	Finish on 2nd story breezeway needs to be re-painted	\$15,000.00
16	SAMDHJ	Shed	#6442 - At childcare area needs floor replaced	\$3,736.24
17	SAMDHJ	Lights	Replace ceiling flood lights to LED	\$33,574.38
18	SAMDHJ	Ceiling Tiles	Art Bldg Ceiling tiles are falling - need to be replaced.	\$33,574.38
19	SAMDHJ	Wood Repairs	Replace all termites/dry rot wood from dugouts	\$4,677.00
20	SAMDHJ	Pool Lighting	Replace lighting fixtures inside pool building w/ LEDs	\$15,000.00
21	SAMDHJ	Window	Oval in D08 leaks	\$10,000.00
22	Webster	Turf	at K-Yard & Elementary Playgrounds	\$73,807.68
23	Woods	Paint	Restripe bike path	\$4,000.00
24	Pine St.	Turf	Remove & Replace at Childcare Area	\$26,045.88
25	District	Sprinklers	M&O shop and food service area	\$100,000.00
<b>TOTAL</b>				<b>\$1,149,599.63</b>

SANTA MONICA  
MALIBU UNIFIED  
SCHOOL DISTRICT



## Facility Needs Assessment/ Deferred Maintenance

- A full facility Needs Assessment/Deferred Maintenance plan.
  - The plan would assess the viability of every commodity and predict needed replacement schedule and costs.
- Estimated cost between \$225,000 and \$250,000
- Schedule July 1 – December 1
  - completed before the 2018-19 Budget process
  - to inform 2018-19 deferred maintenance allocations

SANTA MONICA  
MALIBU UNIFIED  
SCHOOL DISTRICT



Facility Needs Assessment/  
Deferred Maintenance

QUESTIONS???

SANTA MONICA  
MALIBU UNIFIED  
SCHOOL DISTRICT

TO: BOARD OF EDUCATION  
FROM: BEN DRATI / JANECE L. MAEZ  
RE: BUDGET UPDATE

DISCUSSION  
05/18/17

DISCUSSION ITEM NO. D.04

Staff presented budget information to the Board of Education on January 24, 2017, February 2, 2017, and March 23, 2017 in budget workshops. This item will allow staff to further update the Board on the development of the 2017-18 budget.



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# 2017-18 Budget Update

Janece Maez


Associate Superintendent, Business Services

May 18, 2017 – Item D.04



## Goal of tonight's workshop


- To provide the Board an update on the 2017-18 budget development
- To review the most current projections of revenue and expenditures and the impact of both on the district's fund balance
- To review staff recommendations per Board's request during the 3/23/17 budget workshop and provide direction



## Expected take - aways

- An understanding of the impact of recent increases in RDA funds on SMMUSD LCFF funding levels
- Recognition that the projected budget now reflects expected staffing allocations at sites and departments
- Direction to staff for immediate reductions as we complete the 2017-18 budget

3




## Revenue Projections

- LCFF projections
  - Enrollment projections provided by Decision Insight
  - Estimated property taxes to increase by 5%
  - Projected to be a Minimum State Aid district
  - LCFF revenue will exceed entitlement by \$7.7M
  - RDA disbursements increased \$3.5M in May 2017
- Projected other revenue sources
  - Federal
  - Other State
  - Local
    - Parcel Tax - \$12.0M
    - Master Facility Agreement – City of Santa Monica - \$9.0M
    - Prop Y - \$8.2M
    - Prop GSH - \$8.2M
    - SMM Education Foundation - \$2.0M
    - Leases/Rents - \$2.5M

4




SANTA MONICA-MALIBU USD						
COMPARISON OF LCFF ENTITLEMENTS VS FUNDING						
	2016-17	2016-17		2017-18	2017-18	
	ESTIMATED ACTUALS 2nd INTERIM	ESTIMATED ACTUALS 051817	DIFF	PROJECTED BUDGET 2nd INTERIM	PROJECTED BUDGET 051817	DIFF
Property Tax	75,937,733	80,793,830	4,856,097	80,745,046	83,997,852	3,252,806
Education Protection Account (EPA)	2,159,176	2,130,414	(28,762)	2,151,600	2,130,414	(21,186)
LCFF Transfer to Fund 14	(250,000)	(250,000)	-	(250,000)	(250,000)	-
LCFF Transfer to County Specialized Secondary School	(110,500)	(110,500)	-	(112,000)	(112,000)	-
Pr. Year LCFF Adjustment	(151,856)	-	151,856		(151,856)	(151,856)
LCFF State Aid	9,617,242	4,738,845	(4,878,397)	5,137,574	861,735	(4,275,839)
Minimum State Aid	-	3,846,998	3,846,998	3,448,269	7,724,108	4,275,839
<b>LCFF Funding</b>	<b>87,201,795</b>	<b>91,149,587</b>	<b>3,947,792</b>	<b>91,120,489</b>	<b>94,200,253</b>	<b>3,079,764</b>
<b>LCFF Entitlement</b>	<b>87,714,151</b>	<b>87,663,089</b>		<b>88,034,220</b>	<b>86,990,001</b>	
<b>Entitlement vs Funding after Transfers Out</b>	<b>(512,356)</b>	<b>3,486,498</b>		<b>3,086,269</b>	<b>7,210,252</b>	



## Budget work completed by Fiscal


- Met with every site/department
  - Reviewed current year budget status
  - How they monitor and control expenditures
  - Discussed adjustments that may be necessary
- Incorporated staffing allocations prepared by HR Department after they have also met with sites/departments
- Projected increases expected for STRS/PERS, step and column, health/welfare
- Reviewed and included all supply and other operating costs of the district – status quo for 2017-18



## 2017-18 Teacher Staffing Ratios

Grade Level	Ratio	Title I Sites	JAMS
TK - 3	24:1	24:1	
4 - 5	30:1	27:1	
6 - 8	34:1		33:1
9 - 12	35:1		

7




## 2017-18 Elementary Schools Administrative Staffing Ratios

- Principals
  - 1.0 FTE per site
  - 0.8 FTE at SMASH

Assistant Principal Staffing Ratio

School Enrollment	FTE
Less than 500	0.0
Between 500 and 700	0.5
Greater than 700	1.0


8



## 2017-18 Secondary Schools Administrative Staffing Ratios

School	
Samohi	1 Principal 5 House Principals 1 Dean of Student
Malibu, JAMS, Lincoln	1 Principal 2 Asst. Principals
Olympic	1 Principal (0.5 Gen Fund/ 0.5 Adult Ed)


9



## Classified Staffing Ratios

Senior Office Specialists	
School Enrollment	Full Time Equivalent (FTE)
Less than 400	0.5
Between 400 and 550	1.0
Between 551 and 700	1.5
Greater than 700	2.0


10



## Classified Staffing Ratios

- Physical Activity Specialists (PAS) / PE Aides
  - FTE formula developed based on the number of teachers per site
  - Allocation of 4-, 5-, or 6- hour positions
- Bilingual Community Liaisons (BLC)
  - FTE formula developed based on the number of English Language Learners (ELL) and Reclassification to Fluent English Proficient (RFEP)
    - $50 - 99 = .25$
    - $100 - 149 = .50$
    - $150 - 200 = .75$
    - $201 - 274 = 1.00$
    - $> 274 = 1.50$
    - *Title I sites receive an additional .25 fte (except Edison – where all staff is bilingual)*


11



## Classified Staffing Ratios

- Elementary Library Coordinator (ELCs)
  - FTE as determined by hours per day formula developed based on student enrollment in grades TK-5 and Pre-School
    - $200-299 = 6.0$  hours – *Cabrillo, Pt. Dume*
    - $300-450 = 6.5$  hours – *Webster*
    - $451-650 = 7.0$  hours – *Edison, McKinley, Muir/Smash*
    - $601-750 = 7.5$  hours – *Rogers, Grant*
    - $751-900 = 8.0$  hours – *Franklin, Roosevelt*

12




## CalSTRS Rates

- Employer rates are increasing to 14.43% in 2017-18, up from 12.58% in 2016-17
- No specific funds are provided for this cost increase

Year	Employer	Pre-PEPRA* Employees	Post- PEPRA* Employees
2015-16	10.73%	9.20%	8.56%
2016-17	12.58%	10.25%	9.205%
2017-18	14.43%	10.25%	9.205%
2018-19	16.28%	10.25%	9.205%
2019-20	18.13%	10.25%	9.205%
2020-21	19.10%	10.25%	9.205%

\*Public Employees' Pension Reform Act (PEPRA)

13




## CalPERS Rates

- The employer contribution to CalPERS is proposed to increase to 15.531% in 2017-18 from 13.888% in 2016-17
- Contribution rate increases for school employers are as follows:

Actual	Actual	Actual	Projected	Projected	Projected
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
11.847%	13.888%	15.531%	18.1%	20.8%	23.8%


14



## Other Employee Benefits

Description	Percent of Salary
Social Security (OASDI)	6.20%
Medicare	1.45%
State Unemployment Insurance (SUI)	.05%
Workers Compensation	4.00%
Other Post Employment Benefits	1.25%
Health and Welfare	7% Premium Increases

15



## Site Supply Allocations

- Based on student enrollment
- Used to purchase supplies for Classrooms, Offices, and Health
- Sites determine the distribution and use of funds

Grade Level	Formula	Restricted Lottery
K – 5	77.75	12.00
6 – 8	80.66	14.00
9 - 12	59.48	14.00

16

17

**SANTA MONICA-MALIBU USD**  
**MULTI-YEAR PROJECTION**  
**UNRESTRICTED GENERAL FUND**

Description	2016-17 ESTIMATED ACTUALS	2017-18 PROJECTED BUDGET	2018-19 PROJECTED BUDGET	2019-20 PROJECTED BUDGET	2020-21 PROJECTED BUDGET
Property Tax	80,793,830	83,997,852	87,447,745	91,070,132	94,873,638
Education Protection Account (EPA)	2,130,414	2,130,414	2,000,000	2,000,000	2,000,000
LCFF Transfer to Fund 14	(250,000)	(250,000)	(250,000)	(250,000)	(250,000)
LCFF Transfer County Specialized Secondary School	(110,500)	(112,000)	(112,000)	(112,000)	(112,000)
Pr. Year LCFF Adjustment	-	(151,856)			
LCFF State Aid	4,738,845	861,735	(1,535,204)	(1,888,797)	-
<b>Minimum State Aid</b>	<b>3,846,998</b>	<b>7,724,108</b>	<b>10,121,047</b>	<b>10,474,640</b>	<b>8,585,843</b>
<b>Subtotal LCFF Funding</b>	<b>91,149,587</b>	<b>94,200,253</b>	<b>97,671,588</b>	<b>101,293,975</b>	<b>105,097,481</b>

18

**SANTA MONICA-MALIBU USD**  
**MULTI-YEAR PROJECTION**  
**UNRESTRICTED GENERAL FUND**

Description	2016-17 ESTIMATED ACTUALS	2017-18 PROJECTED BUDGET	2018-19 PROJECTED BUDGET	2019-20 PROJECTED BUDGET	2020-21 PROJECTED BUDGET
<b>Subtotal LCFF Funding</b>	<b>91,149,587</b>	<b>94,200,253</b>	<b>97,671,588</b>	<b>101,293,975</b>	<b>105,097,481</b>
Other Federal	49,969	13,000	10,000	10,000	10,000
Lottery	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000
Mandated Block Grant	2,680,282	898,616	395,000	395,000	395,000
Other State Revenue	8,374	23,600	23,600	23,600	23,600
Measure R - Parcel Tax	11,651,225	11,965,808	12,205,124	12,449,227	12,698,211
Measure Y	8,000,000	8,200,000	8,400,000	8,600,000	8,800,000
Measure GSH	600,000	8,200,000	8,400,000	8,600,000	8,800,000
Joint Use Agreement/City of SM	8,812,824	9,000,000	9,200,000	9,400,000	9,600,000
All Other Local Income	3,797,603	3,500,000	3,540,000	3,550,000	3,560,000
SMMEF Donation	2,030,276	2,000,000	2,000,000	2,000,000	2,000,000
Local General Fund Contribution	(26,454,473)	(27,406,982)	(27,955,122)	(28,514,224)	(29,084,509)
<b>TOTAL REVENUE</b>	<b>103,925,667</b>	<b>112,194,295</b>	<b>115,490,190</b>	<b>119,407,577</b>	<b>123,499,784</b>

19

**SANTA MONICA-MALIBU USD  
MULTI-YEAR PROJECTION  
UNRESTRICTED GENERAL FUND**

Description	2016-17 ESTIMATED ACTUALS	2017-18 PROJECTED BUDGET	2018-19 PROJECTED BUDGET	2019-20 PROJECTED BUDGET	2020-21 PROJECTED BUDGET
Certificated Salary	53,573,967	53,676,052	54,481,193	55,298,411	56,127,887
Classified Salary	18,327,017	18,710,184	18,990,837	19,275,699	19,564,835
Employee Benefits	25,959,572	28,456,372	31,128,904	33,806,207	36,156,282
<i>STRS</i>	6,633,373	7,595,606	8,869,538	10,025,602	10,720,426
<i>PERS</i>	2,376,021	2,714,315	3,196,728	3,728,691	4,330,481
<i>Social Security &amp; Medicare</i>	2,223,131	2,261,303	2,242,776	2,276,418	2,310,564
<i>Health and Welfare</i>	10,951,390	11,978,950	12,817,477	13,714,700	14,674,729
<i>SUI</i>	40,033	40,843	41,736	42,287	42,846
<i>Workers Comp</i>	2,730,983	2,872,568	2,938,881	2,982,964	3,027,709
<i>OPEB</i>	898,365	892,095	918,400	932,176	946,159
<i>Cash In-Leiu</i>	106,276	100,692	103,368	103,368	103,368
Supplies/Books	3,479,780	3,368,740	3,400,000	3,400,000	3,400,000
Other Operational Costs	9,837,843	9,226,263	9,800,000	9,800,000	9,800,000
Capital Outlay	1,008,431	615,481	500,000	500,000	500,000
Debt Services	53,389	98,000			
Indirect	(1,089,908)	(1,081,423)	(1,000,000)	(1,000,000)	(1,000,000)
Transfer Out to Fund 12 - CDS	475,769	542,223	550,000	550,000	550,000
Transfer Out to Fund 13 - FS	484,586	900,000	900,000	900,000	900,000
Transfer Out to Fund 14 - DM	600,000				
LCAP increase above prior year			78,068	133,724	180,751
<i>New GSH Expenditures</i>					
<i>Reduction Plan 2017-18</i>					
<b>TOTAL EXPENDITURE</b>	<b>112,710,446</b>	<b>114,511,892</b>	<b>118,829,003</b>	<b>122,664,040</b>	<b>126,179,755</b>

20

**SANTA MONICA-MALIBU USD  
MULTI-YEAR PROJECTION  
UNRESTRICTED GENERAL FUND**

Description	2016-17 ESTIMATED ACTUALS	2017-18 PROJECTED BUDGET	2018-19 PROJECTED BUDGET	2019-20 PROJECTED BUDGET	2020-21 PROJECTED BUDGET
Increase (Decrease) Fund Balance	(8,784,779)	(2,317,597)	(3,338,813)	(3,256,463)	(2,679,971)
Beginning Fund Balance	32,609,848	23,825,070	21,507,474	18,168,661	14,912,198
Ending Fund Balance	23,825,070	21,507,474	18,168,661	14,912,198	12,232,227
Reserve - Revolving cash, Store	130,000	130,000	130,000	130,000	130,000
3% Contingency Reserve	4,881,181	4,900,000	4,950,000	5,000,000	5,050,000
Unappropriated Balance	18,813,889	16,477,474	13,088,661	9,782,198	7,052,227




**SANTA MONICA-MALIBU USD**  
**MULTI-YEAR PROJECTION**  
**UNRESTRICTED GENERAL FUND – WITHOUT GSH REVENUE**

Description	2016-17	2017-18	2018-19	2019-20	2020-21
	ESTIMATED ACTUALS	PROJECTED BUDGET	PROJECTED BUDGET	PROJECTED BUDGET	PROJECTED BUDGET
Increase (Decrease) Fund Balance	(8,784,779)	(10,517,597)	(11,738,813)	(11,856,463)	(11,479,971)
Beginning Fund Balance	32,609,848	23,825,070	13,307,474	1,568,661	(10,287,802)
Ending Fund Balance	23,825,070	13,307,474	1,568,661	(10,287,802)	(21,767,773)
Reserve - Revolving cash, Store	130,000	130,000	130,000	130,000	130,000
3% Contingency Reserve	4,881,181	4,900,000	4,950,000	5,000,000	5,050,000
Unappropriated Balance	18,813,889	8,277,474	(3,511,339)	(15,417,802)	(26,947,773)



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT


## 2017-18 Budget Reduction Recommendations



## Infant Toddler Center (ITC)

- Current General Fund contribution to ITC is \$200,000
- Options:
  - Close the ITC (\$200,000+)
  - Increase rates to market on 7/1/2017 (\$200,000 unless we lose enrollment)
  - Increase rates to market on 1/1/2018 (\$100,000 unless we lose enrollment)
  - Status quo — no savings

23



## Transition of ROP

- The LCFF funding model shifted the way traditional Regional Occupation Programs (ROP) are funded, affecting administrative coordination and reporting obligations
- With that shift, the coordination and management of the program now falls under site administration at our high schools
- Additionally, program enrollment has decreased for some programs resulting in reduced staffing
- Changes allow us to eliminate the programmatic and administrative costs of the ROP program and saving approximately \$340,000

24



## Next Steps

- Staff will continue developing the preliminary budget to present at the June 1, 2017 Board meeting based on Board direction
- That will be followed with a Public Hearing of the Budget on June 22, 2017
- And final adoption of the 2017-18 Budget on June 29, 2017.

25



## Questions?

TO: BOARD OF EDUCATION

DISCUSSION

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ

RE: CONSIDER REVISING AR 3460 – FINANCIAL REPORTS AND  
ACCOUNTABILITY

RECOMMENDATION NO. A.05

It is recommended that the Board of Education consider revising AR 3460 – Financial Reports and Accountability.

COMMENTS: The section on "Other Postemployment Benefits Report" has been updated to reflect Governmental Accounting Standards Board (GASB) Statement 75, which supersedes GASB Statement 45 for fiscal years beginning after June 15, 2017, although earlier implementation is encouraged. The revisions reflect the requirements to report the total unfunded liability for OPEBs and to perform an actuarial valuation every two years regardless of the number of members in the OPEB plan, although an alternative method is still allowed for plans with fewer than 100 members.

**FINANCIAL REPORTS AND ACCOUNTABILITY****Unaudited Actual Receipts and Expenditures**

The Superintendent or designee shall prepare a statement of all unaudited actual receipts and expenditures of the district for the preceding fiscal year, using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). On or before September 15, the Board of Education shall approve this statement and file it with the County Superintendent of Schools. (Education Code 42100)

**Gann Appropriations Limit Resolution**

The Board shall adopt a resolution by September 15 of each year to identify the estimated appropriations limit for the district for the current fiscal year and the actual appropriations limit of the district during the preceding year, as determined pursuant to Government Code 7900-7914. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education Code 42132; Government Code 7910)

**Interim Reports**

The Superintendent or designee shall submit two interim fiscal reports to the Board, the first report covering the district's financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data shall also be made available by the district for public review. (Education Code 42130)

The interim report shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding year. The review shall be based on criteria and standards adopted by the State Board of Education which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, and facilities maintenance. The review shall also consider supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 42130, 42131; 5 CCR 15453-15464)

Within 45 days after the close of the period reported, the Board shall approve the interim fiscal report and certify, on the basis of the interim report and any additional financial information known by the Board to exist at the time of certification, whether the district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the subsequent fiscal year. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years  
AR 3460(b)
2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years

3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Superintendent or designee shall submit a copy of the interim report and certification to the County Superintendent using the state's SACS, as prescribed by the SPI. (Education Code 42130, 42131)

If the district submits a positive certification that is subsequently changed by the County Superintendent to a qualified or negative certification, the district may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Whenever the district receives a qualified or negative certification as determined by the Board or the County Superintendent, it shall cooperate in the implementation of any remedial actions taken by the County Superintendent under the authority granted to him/her pursuant to Education Code 42131.

Whenever the County Superintendent conducts a comprehensive review of the district's financial and budgetary conditions after determining that the district's budget does not comply with state standards and criteria for fiscal stability, the Board shall review the County Superintendent's recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of its proposed actions on the recommendations. (Education Code 42637)

If the second interim report of the fiscal year is accompanied by a qualified or negative certification as determined by the Board or the County Superintendent, the Superintendent or designee shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement that reports data for the period ending April 30 and projects the district's fund and cash balances as of June 30. (Education Code 42131)

### **Audit Report**

By April 1 of each year, the Board shall provide for an audit of the district's books and accounts or the County Superintendent shall make arrangements to provide for that audit. (Education Code 41020)

The Superintendent or designee shall establish a timetable for the completion and review of the audit within the deadlines established by law.

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

The Board shall not select any public accounting firm to provide audit services if the lead audit partner or coordinating audit partner having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for the district in each of the six previous fiscal years. (Education Code 41020)

While a firm is performing the audit of the district, it shall not provide any nonauditing, management, or other consulting services for the district except as provided in Government Accounting Standards, Amendment #3, published by the U.S. Government Accounting Office. (Education Code 41020)

The audit shall include an audit of income and expenditures by source of funds for all funds of the district, including the student body and cafeteria funds and accounts and any other funds

under the control or jurisdiction of the district, as well as an audit of student attendance procedures. (Education Code 41020)

The district's audited financial report shall include:

1. Management's discussion and analysis, which shall introduce the basic financial statements and provide an analytical overview of the district's financial activities, including:
  - a. An objective and easily readable analysis of the district's financial activities based on currently known facts, decisions, and conditions
  - b. Comparisons of the current year to the prior year
  - c. An analysis of the district's overall financial position, enabling a determination as to whether that position has improved or deteriorated as a result of the year's activities
  - d. An analysis of significant changes that occur in funds and significant budget variances
  - e. A description of capital asset and long-term debt activity during the year
  - f. A description of currently known facts, decisions, and conditions that are expected to have a significant effect on the district's financial position
2. Basic financial statements, including:
  - a. Districtwide financial statements, consisting of a statement of net assets and a statement of activities which report all of the assets, liabilities, revenues, expenses, and gains and losses of the district
  - b. Fund financial statements, consisting of a series of statements that focus on information about the district's major governmental and enterprise funds, including its blended component units
  - c. Notes to the financial statements that are essential to a user's understanding of the basic financial statements
3. Supplementary information required by the Governmental Standards Accounting Board (GASB), including, but not limited to, budgetary comparison schedules

By January 31 of each year, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

To the extent possible, the Board's review shall occur prior to December 15 to provide the Board and the community an opportunity to review the audit before it is submitted to local and state agencies.

No later than December 15, the Superintendent or designee shall file the report of the audit for the preceding fiscal year with the County Superintendent, the California Department of Education, and the State Controller. (Education Code 41020)

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal, summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

### **Fund Balance**

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. **Nonspendable fund balance**, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact
2. **Restricted fund balance**, including amounts constrained to specific purposes by their providers or by law
3. **Committed fund balance**, including amounts constrained to specific purposes by the Board
4. **Assigned fund balance**, including amounts which the Board or its designee intends to use for a specific purpose
5. **Unassigned fund balance**, including amounts that are available for any purpose

### **Negative Balance Report**

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

### **Non-Voter-Approved Debt Report**

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the Superintendent or designee shall notify the County Superintendent and the county auditor. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with related repayment schedules and evidence of the district's ability to repay the obligation. (Education Code 17150)

In the case of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the district, notice shall be provided to the County Superintendent and county auditor no later than 30 days before the Board's approval to proceed with issuance. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)



## **Other Postemployment Benefits Report (GASB 45)**

In accordance with GASB Statement 45, the district's financial statements shall report the annual expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over the retiree's active working lifetime, as determined by a qualified actuary procured by the Superintendent or designee. To the extent that these OPEBs are not prefunded, the district shall report a liability on its financial statements.

The Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at a public meeting of the Board. (Education Code 42140)

The district's financial obligation for OPEBs shall be reevaluated every two years in accordance with GASB 75.

~~The amount of the district's financial obligation for OPEBs shall be reevaluated every two or three years in accordance with GASB 45 depending on the number of members in the OPEB plan.~~

## **Workers' Compensation Claims Report**

The Superintendent or designee shall annually provide the Board, at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded cost of workers' compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary. (Education Code 42141)

**Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**approved: August 19, 2009 Santa Monica, California**  
**revised: June 16, 2011**

TO: BOARD OF EDUCATION

DISCUSSION

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ

RE: CONSIDER REVISING AR 3543 – TRANSPORTATION SAFETY AND EMERGENCIES

RECOMMENDATION NO. A.06

It is recommended that the Board of Education consider revising AR 3543 – Transportation Safety and Emergencies.

COMMENTS: The regulation has been updated to reflect new law (SB 1072, 2016), which (1) expands the required components of the transportation safety plan to include procedures to ensure that a student is not left unattended on the bus and procedures for designating an adult chaperone to accompany students on a student activity bus, and (2) requires installation of a child safety alert system on school buses by the beginning of the 2018-19 school year. The regulation also reflects new law (AB 1785, 2016), which prohibits a bus driver from using any electronic wireless communications device while driving, except when the device is voice-operated and used in hands-free mode or with a function that requires only a single swipe or tap of the driver's finger.

**TRANSPORTATION SAFETY AND EMERGENCIES**

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

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

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

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

**Passenger Restraint Systems**

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

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

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

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

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

### **Fire Extinguishers**

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

### **Electronic Communications Devices**

A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

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

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

### **Safe Bus Operations**

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

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

## Unauthorized Entry

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

## Transportation Safety Plan for Boarding and Exiting Buses

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

1. Procedures for determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops
3. Procedures for boarding and exiting a school bus at a school or other trip destination
4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or youth bus

Such procedures shall include, on or before the beginning of the 2018-19 school year, the installation of a child safety alert system at the interior rear of each bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. A student activity bus may be exempt from this requirement under the conditions specified in Vehicle Code 28160.

5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

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

## Parental Notifications

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

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

## Student Instruction

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

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

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

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

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

k. Additional remarks

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

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

Legal Reference:

EDUCATION CODE

39830-39843 *Transportation, school buses*

39860 *Contract for transportation; requirement that student not be left unattended*

51202 *Instruction in personal and public health and safety*

PENAL CODE

241.3 *Assault against school bus driver*

243.3 *Battery against school bus driver*

VEHICLE CODE

415 *Definition of motor vehicle*

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

22112 *Loading and unloading passengers*

23123.5 *Use of wireless telephone or communications device while driving; exceptions*

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

27316-27316.5 *Passenger restraint systems*

28160 *Child safety alert system*

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

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

34501.6 *School buses; reduced visibility*

34508 *California Highway Patrol responsibility to adopt rules re: equipment and bus operations*

CODE OF REGULATIONS, TITLE 5

14100-14105 *School buses and student activity buses*

CODE OF REGULATIONS, TITLE 13

1200-1293 *Motor carrier safety*

2480 *Airborne toxic control measure; limitation on bus idling*

CODE OF REGULATIONS, TITLE 19

574-575.3 *Inspection and maintenance of fire extinguishers*

CODE OF FEDERAL REGULATIONS, TITLE 49

571.1-571.500 *Motor vehicle standards, including school buses*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Passenger Restraints Frequently Asked Questions*

WEB SITES

*California Association of School Business Officials: <http://www.casbo.org>*

*American School Bus Council: <http://www.americanschoolbuscouncil.org>*

*California Association of School Transportation Officials: <http://www.castoways.org>*

*California Department of Education, Office of School Transportation: <http://www.cde.ca.gov/ls/tn>*

*California Highway Patrol: <http://www.chp.ca.gov>*

*National Transportation Safety Board: <http://www.nts.gov>*

*U.S. Department of Transportation, National Highway Traffic Safety Administration: <http://www.nhtsa.dot.gov>*

**Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**approved: August 19, 2009 Santa Monica, California**  
**revised: April 3, 2014**

TO: BOARD OF EDUCATION

DISCUSSION

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ

RE: CONSIDER REVISING BP AND AR 3260 – FEES AND CHARGES

RECOMMENDATION NO. A.07

It is recommended that the Board of Education consider revising BP and AR 3260 – Fees and Charges.

COMMENTS: The policy has been reorganized and updated to reflect a California Department of Education (CDE) management advisory regarding the prohibition against requiring parent/guardian volunteer hours or payment as a condition of the student's enrollment or participation in educational activities

The regulation has been updated to reflect new law (AB 2615, 2016), which permits districts to charge a fee for participation in After School Education and Safety (ASES) programs, 21st Century Community Learning Center (21st CCLC) programs, and 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program, as long as the fee is waived or reduced for low-income families and, effective July 1, 2017, the fee is not charged for a homeless or foster youth. The regulation also clarifies the permissibility of charging a fee for in-state field trips in accordance with CDE's interpretation of law, provided that no student is prevented from participating based on a lack of funds.



## FEES AND CHARGES

The Board of Education recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them at no cost.

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socio-economic conditions of district students' families and their ability to pay.

The prohibition against student fees shall not restrict the district from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. The Superintendent or designee shall emphasize that participation of students, parents/guardians, district employees, volunteers, or educational or civic organizations in such activities and events is voluntary. The district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. It also shall not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student. ~~However, the district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.~~

Whenever district employees, volunteers, students, parents/guardians, or educational or civic organizations participate in such events or activities, the Superintendent or designee shall emphasize that participation in the event or activity is voluntary.

### Complaints

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification required to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

The Superintendent or designee shall provide professional development opportunities to administrators, teachers, and other personnel to learn about permissible fees.

Legal Reference:

**EDUCATION CODE**

8239 *Preschool and wraparound child care services*  
8250 *Child care and development services for children with disabilities*  
8263 *Child care eligibility*  
8422 *21st Century High School After School Safety and Enrichment for Teens programs*  
8482.6 *After School Education and Safety programs*  
8760-8774 *Outdoor science and conservation programs*  
17453.1 *District sale or lease of Internet appliances or personal computers to students or parents*  
17551 *Property fabricated by students*  
19910-19911 *Offenses against libraries*  
32033 *Eye protective devices*  
32221 *Insurance for athletic team member*  
32390 *Fingerprinting program*  
35330-35332 *Excursions and field trips*  
35335 *School camp programs*  
38080-38086.1 *Cafeteria establishment and use*  
38120 *Use of school band equipment on excursions to foreign countries*  
39801.5 *Transportation for adults*  
39807.5 *Payment of transportation costs*  
39837 *Transportation of students to places of summer employment*  
48050 *Residents of adjoining states*  
48052 *Tuition for foreign residents*  
48904 *Liability of parent or guardian*  
49010-49013 *Student fees*  
49065 *Charge for copies*  
49066 *Grades, effect of physical education class apparel*  
49091.14 *Prospectus of school curriculum*  
51810-51815 *Community service classes*  
52612 *Tuition for adult classes*  
52613 *Nonimmigrant foreign nationals*  
56504 *School records; students with disabilities*  
60410 *Students in classes for adults*  
**GOVERNMENT CODE**  
6253 *Request for copy; fee*  
**CALIFORNIA CONSTITUTION**  
*Article 9, Section 5 Common school system*  
**CODE OF REGULATIONS, TITLE 5**  
350 *Fees not permitted*  
4600-4687 *Uniform complaint procedures*  
**UNITED STATES CODE, TITLE 8**  
1184 *Foreign students*  
**COURT DECISIONS**  
*Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513*  
*Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251*  
*Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739*  
*Hartzell v. Connell (1984) 35 Cal. 3d 899*  
*CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738*

Management Resources:

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*Pupil Fees: Damage to School Property, Fiscal Management Advisory 16-01, September 16, 2016*  
*Pupil Fees: Parent Service Hours, Fiscal Management Advisory 15-01, January 20, 2015*

*Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony, Addendum to Fiscal Management Advisory 12-02, October 4, 2013*

*Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013*

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**

**updated: June 6, 2013; June 2, 2016**

**FEES AND CHARGES**

The district shall not require any district student to pay any fees, deposits, or charges except as specifically authorized by law. (Education Code 49011; 5 CCR 350)

When approved by the Board of Education, the Superintendent or designee may impose a fee for the following:

1. Insurance for athletic team members, with an exemption providing for the district to pay the cost of the insurance for any team member who is financially unable to pay (Education Code 32221)
2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)
3. Expenses of students' participation in a field trip or excursion to another state, the District of Columbia or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)
4. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (Education Code 32390)
5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to Education Code 8760-8774, provided that the fee is not mandatory and no student is denied the opportunity to participate for nonpayment of the fee (Education Code 35335)
6. Reimbursement for the direct cost of materials provided by the district to a student for the fabrication of nonperishable personal property the student will take home for his/her own possession and use, such as wood shop, art, or sewing projects kept by the student (Education Code 17551)
7. Home-to-school transportation and transportation between regular, full-time schools and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and so long as exemptions are made for indigent and disabled students (Education Code 39807.5)
8. Transportation for students to and from summer employment programs for youth (Education Code 39837)
9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)
10. Sale or lease of Internet appliances or personal computers for the purpose of providing access to the district's educational computer network, at no more than cost, as long as the district provides network access for families who cannot afford it (Education Code 17453.1)
11. Physical education uniforms provided a student's grade is not adversely affected for wearing a uniform comparable to the standardized physical education apparel (Education Code 49066)

12. Fees for community service classes in civic, vocational, illiteracy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the class (Education Code 51815)
13. Eye safety devices, worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and at a price not to exceed the district's actual costs (Education Code 32033)
14. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would effectively prevent the parent/guardian from exercising the right to receive the (Education Code 49065)
15. Actual costs of duplication for reproduction of the prospectus of school curriculum or for copies of public records (Education Code 49091.14)
16. Food sold at school subject to free and reduced price meal program eligibility and other restrictions specified in law (Education Code 38084)
17. As allowed in law, replacement cost or reimbursement for lost or damaged district books, supplies, or property, or for district property loaned to a student that he/she fails to return (Education Code 19910-19911, 48904)
18. Tuition for district school attendance by an out-of-state and out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)
19. Adult education books, materials, transportation, and classes except that no fee may be charged for classes in elementary subjects or for which high school credit is granted when taken by a person who does not hold a high school diploma or, effective July 1, 2015, classes in English and citizenship (Education Code 52612, 60410)
20. Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is for severely disabled children and the student is eligible to enroll in it (Education Code 8263)
21. Parking on school grounds (Vehicle Code 21113)
22. After School Education and Safety Programs, as long as no eligible student is denied the ability to participate because of inability to pay the fee (Education Code 8482.6)
20. Participation in a before-school or after-school program that is funded as an After School Education and Safety (ASES) program, 21st Century Community Learning Center (21st CCLC), or 21st Century High School After School Safety and Enrichment for Teens program, provided that fees are waived or reduced for families with students who are eligible for free or reduced-price meals and, in regard to ASES and 21st CCLC programs, fees are not charged if the district knows the student is a homeless or foster youth (Education Code 8422, 8482.6)
23. Advanced Placement and International Baccalaureate Diploma examinations for college credits, as long as the examination is not a course requirement and the results have no impact on student grades or credits in the course and as long as no student is denied

the ability to participate because of inability to pay the fee (Education Code 52240, 52920)

**Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**approved: August 19, 2009 Santa Monica, California**  
**updated: June 6, 2013; June 2, 2016**

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## **MAJOR ITEMS**

TO: BOARD OF EDUCATION

ACTION/MAJOR  
05/18/17

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

RE: ADOPT RESOLUTION NO. 16-37 – CLASSIFIED SCHOOL EMPLOYEES  
WEEK: MAY 21-27, 2017

RECOMMENDATION NO. A.26

It is recommended that the Board of Education adopt Resolution No. 16-37 in recognition of Classified School Employees Week, May 21-17, 2017.

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



**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION AND PERSONNEL COMMISSION  
RESOLUTION NUMBER 16-37  
CLASSIFIED SCHOOL EMPLOYEES WEEK  
MAY 21-27, 2017**

**WHEREAS**, Classified school employees provide valuable services to schools and students of the Santa Monica-Malibu Unified School District; and

**WHEREAS**, Classified school employees contribute to the establishment and promotion of a positive instructional environment in our classrooms for the students and teachers; and

**WHEREAS**, Classified school employees play a vital role in providing for the welfare and safety of the Santa Monica-Malibu Unified School District's students; and

**WHEREAS**, Classified school employees strive for excellence in all areas relative to the life-long learning educational communities of Santa Monica and Malibu;

**THEREFORE, BE IT HEREBY RESOLVED**, that the Santa Monica-Malibu Unified School District's Board of Education and Personnel Commission hereby recognize and wish to honor the contributions of all Classified school employees to quality education in the State of California and in the Santa Monica-Malibu Unified School District, and declare the week of May 21-27, 2017, Classified School Employees Week in the Santa Monica-Malibu Unified School District.

**PASSED AND ADOPTED** on this 18<sup>th</sup> day of May 2017, by the Santa Monica-Malibu Unified School District Board of Education, and on the 9<sup>th</sup> day of May 2017, by the Santa Monica-Malibu Unified School District's Personnel Commission.

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Laurie Lieberman, President

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Richard Tahvildaran-Jesswein, Vice-President

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Oscar de la Torre, Member

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Jon Kean, Member

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Craig Foster, Member

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Maria Leon-Vazquez, Member

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Ralph Mechur, Member

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Ben Drati, Superintendent

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Barbara Inatsugu, Commission Chair

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Peter Lippman, Commission Vice-Chair

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Julie Watersone, Commissioner

TO: BOARD OF EDUCATION

ACTION/MAJOR  
05/18/17

FROM: BEN DRATI / TERRY DELORIA / ELLEN EDEBURN

RE: COURSE APPROVAL – ENGINEERING DESIGN AND DEVELOPMENT (EDD)

RECOMMENDATION NO. A.27

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

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

**COURSE:** Engineering Design and Development (EDD)

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

**DEPARTMENT:** Science UC g-interdisciplinary elective

**COURSE DESCRIPTION/OVERVIEW:**

This course is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process.

The credits granted for this course will count towards graduation. This course was developed by Project Lead the Way (PLTW) and approved by the UC as a “g’ interdisciplinary elective.

**COURSE OBJECTIVES / GOALS:**

The major focus of this capstone course is for students to work in teams to design and develop an original solution. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process. Evaluation of students’ mastery levels will be assessed through a variety of means including individual and group problem and project based learning components.

Engineering Design and Development is a high school level course that is appropriate for 12th grade students. Since the projects on which students work can vary with student interest and the curriculum focuses on problem solving, EDD is appropriate for students who are interested in any technical career path. EDD should be taken as the final capstone PLTW course since it requires application of the knowledge and skills introduced during the PLTW foundation courses.

The Engineering Design and Development course of study includes:

### **Engineering Design Processes**

- Project Management
- Documenting an Engineering Design Process
- Teamwork and Professional Skills
- Problem Identification and Justification
- Research
- Intellectual Property
- Design Requirements
- Project Proposals
- Design
- Virtual Design and Testing
- Preliminary Design Reviews
- Prototyping
- Testing a Prototype
- Presenting the Process and Results

The structure of Engineering Design and Development is aligned to the Engineering Design Process Portfolio Rubric. Students in this course are encouraged to format their Engineering Design Process Portfolio according to the Components and Elements defined within this rubric.

Student may also wish to capture the Engineering Design Process Portfolio through the online Innovation Portal eportfolio system. This free collaborative tool allows students to share their work securely with key stakeholders and experts in order to receive feedback throughout the design process.

Below is the Engineering Design and Development course structure.

### **Component 0: Project Management**

- The EDD Design Process and Project Management
- Documenting the Engineering Design Process
- Teams, Timelines, and Contacting Experts
- Project Evaluations and Classroom Management
- Intellectual Property

### **Component 1 – Research**

Element A – Identification and Justification of the Problem

Element B – Documentation and Analysis of Prior Solution Attempts

Element C – Presentation and Justification of Solution Requirements

### **Component 2 – Design**

Element D – Design Concept Generation, Analysis, and Selection

Element E – Application of STEM Principles and Practices

Element F – Consideration of Design Viability

### **Component 3 – Prototype and Test**

Element G – Construction of a Testable Prototype

Element H – Prototype Testing and Data Collection Plan

Element I – Testing, Data Collection, and Analysis

### **Component 4 – Evaluation of Project and Process**

Element J – Documentation of External Evaluation

Element K – Reflection on the Design Project

Element L – Presentation of Designer’s Recommendations

**Component 5 – Reflection and Presenting the Design Process**

Element M – Presentation of the Project and Project Portfolio

Element N – Writing Like an Engineer

**Component 6 – Going Beyond EDD**

**Component 0 – Project Management**

Major focuses of the course are project management and professional skills required to successfully complete and document an engineering design process. Topics student will study and skills they will refine are:

(α) – The EDD Design Process and Project Management

(β) – Documenting the Engineering Design Process

(γ) – Teams, Timelines, and Contacting Experts

(δ) – Project Evaluations and Classroom Management

(ε) – Intellectual Property

**Component 1 – Research**

This component requires students to identify a problem for which they will design a solution during the remainder of the course. In the first lesson, students will write a clear problem statement and validate the problem by documenting credible sources that indicate that the problem exists. Validation is carried out through research and input from experts and mentors. Once their work is defined, students are asked to perform additional research in order to justify the problem by confirming that the expense and effort involved with solving the problem is warranted based on need and cost. Students will explore and analyze prior solution attempts. Based on their research, student will create a testable design requirement which will be used to explore possible solutions. The students will present a project proposal to ensure the project is justified and that all prior solution attempts have been explored.

Element A – Identification and Justification of the Problem

Element B – Documentation and Analysis of Prior Solution Attempts

Element C – Presentation and Justification of Solution Requirements

**Component 2 – Design**

Based on the design requirement identified through research, students develop multiple solution possibilities. Through an evaluation process that involves feedback from experts and stakeholders and the application of a decision matrix or data-driven process, students will select the best potential solution to pursue.

Students will refine the final selected solution path and provide evidence that the solution selected is viable.

Element D – Design Concept Generation, Analysis, and Selection

Element E – Application of STEM Principles and Practices

Element F – Consideration of Design Viability

**Component 3 – Prototype and Test**

Student will create a testable prototype and an unbiased testing plan based on the defined design requirements to determine the effectiveness of the solution created.

Element G – Construction of a Testable Prototype

Element H – Prototype Testing and Data Collection Plan

Element I – Testing, Data Collection, and Analysis

#### **Component 4 – Evaluation of Project and Process**

At this point in the design process, it is critical to seek and document feedback from all stakeholders. The designer(s) should reflect on all design decisions and the analysis that was generated from the testing process. Finally, the designer(s) can begin to formulate next steps.

- Element J – Documentation of External Evaluation
- Element K – Reflection on the Design Project
- Element L – Presentation of Designer’s Recommendations

#### **Component 5 – Reflection and Presenting the Design Process**

At the conclusion of the design process, students will be asked to present and defend the process and decision.

- Element M – Presentation of the Project and Project Portfolio
- Element N – Writing Like an Engineer

#### **Component 6 – Going Beyond EDD**

Many opportunities exist for students to receive tangible value for their work beyond the classroom walls. These opportunities range from competitions, scholarships, and university admission notoriety, to interest from business representatives to further develop the ideas created in EDD classrooms.

This section of the curriculum is dedicated to providing resources, examples, and suggestions for helping your students obtain tangible value for their work. Below you will find examples of student success stories related to College Recognition, Competitions, and Business Opportunities.

- Design and Problem Solving Competitions
- Scholarship and Internship Opportunities
- Product and Business Development Opportunities
- Patents
- Admission Preference or College Level Recognition

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AYES:  
NOES:

TO: BOARD OF EDUCATION

ACTION/MAJOR  
05/18/17

FROM: BEN DRATI / TERRY DELORIA / ELLEN EDEBURN

RE: COURSE APPROVAL – AP HUMAN GEOGRAPHY

**RECOMMENDATION NO. A.28**

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

**COMMENT:** Staff is requesting AP Human Geography. The credits granted for this course will count towards graduation. This course was developed by the College Board and approved by the UC as a “g’ interdisciplinary elective.

**COURSE:** AP Human Geography

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

**DEPARTMENT:** UC g-interdisciplinary elective

**COURSE DESCRIPTION/OVERVIEW:**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

The credits granted for this course will count towards graduation. This course was developed by the College Board and approved by the UC as a “g’ interdisciplinary elective.

**COURSE OBJECTIVES / GOALS:**

Upon successful completion of the course, students will be able to:

- Interpret maps and analyze geospatial data;
- Understand and explain the implications of associations and networks among phenomena in places;
- Recognize and interpret the relationships among patterns and processes at different scales of analysis;
- Define regions and evaluate the regionalization process; and
- Characterize and analyze changing interconnections among place

Topic Outline for AP Human Geography course is organized around seven major topics:

- Problems of economic development and cultural change
- Consequences of population growth, changing fertility rates, and international migration
- Impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life
- Struggles over political power and control of territory
- Conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies

- Explanations of why location matters to agricultural land use, industrial development, and urban problems
- The role of climate change and environmental abuses in shaping the human landscapes on Earth

**Assessment Overview:**

The AP Human Geography Exam requires students to explain and apply key and supporting geographical concepts. The exam employs multiple-choice questions and free-response questions based on components of the seven major curriculum topics. Students must be able to define, explain, and apply geographical concepts and interpret geographical data.

Included with this Board Agenda item is the College Board's AP Human Geography Course Description

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

# Course Curriculum

## General Learning Outcomes

By engaging in a college-level human geography course, students should learn to do the following:

- ▶ Read sophisticated texts and academic writings
- ▶ Write well-constructed essays and research reports
- ▶ Think critically by synthesizing a variety of perspectives and information from various sources
- ▶ Discuss controversial issues with maturity and openness
- ▶ Analyze various forms of geospatial data
- ▶ Present field work and/or research using both visual and oral formats
- ▶ Work collaboratively with fellow students to analyze real-world issues

## Skills and Practices

This course requires students to read and write at a college level, think critically, analyze various forms of spatial data, engage in map interpretation and analysis, solve problems using mathematical computation formulas, and possibly enhance their computer literacy using various programs such as database spreadsheets and geographic information system (GIS) mapping programs. Students should gain experience and expertise in conducting field studies, engaging in original research, analyzing academic writings, and writing academic reports. In addition, AP Human Geography teachers should provide instruction on the following set of geographic skills from National Geographic's "National Geography Standards and Skills":

- ▶ Asking geographic questions
- ▶ Acquiring geographic information
- ▶ Organizing geographic information
- ▶ Analyzing geographic information
- ▶ Answering geographic questions

For a more in-depth treatment of discipline-specific skills that geographers use, teachers should consult the article by Dr. Sarah W. Bednarz, "Maps and Spatial-Thinking Skills in the AP Human Geography Classroom." (See Essential Resources, p. 57.)

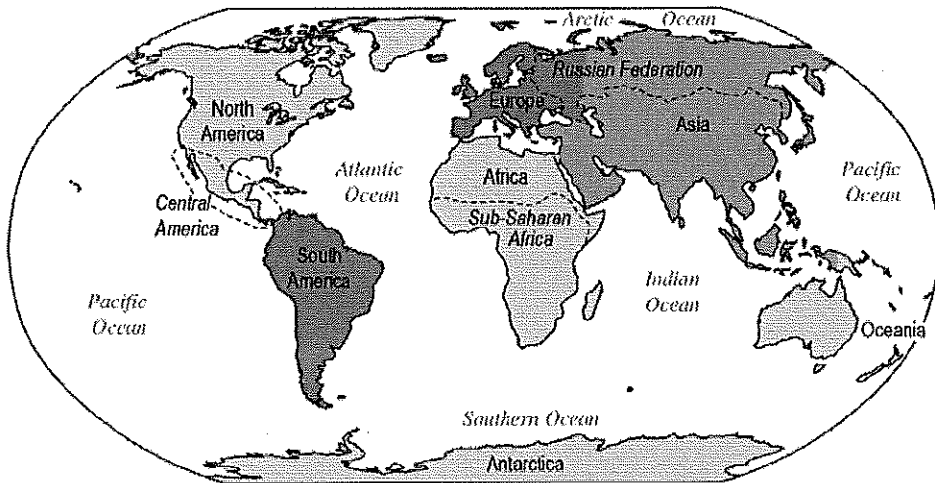
## World Regions Maps

The following maps present a big-picture view of world regions and then a closer look. Many of the regions overlap or have transitional zones between them.

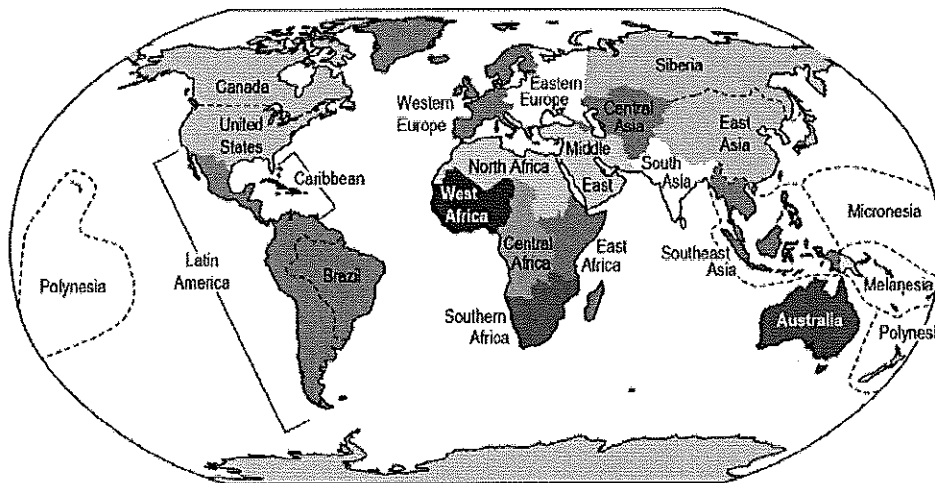


Although some regions are based on culture, others are defined by physiographic (i.e., physical geography) features. Not all geographers agree on how each region is defined. One geographer, for example, may place Armenia and Azerbaijan in the Middle East, whereas another may place them in Central Asia, as both countries were formerly parts of the Soviet Union. Likewise, some geographers use the term Middle East, whereas others use Southwest Asia to describe the same region.

**AP Human Geography: World Regions — A Big Picture View**



**AP Human Geography: World Regions — A Closer Look**



## Curriculum Topics

The academic discipline of geography is divided into two main fields of study: human geography and physical geography. This course deals with the human element and is divided into seven broad topical units of study. There is no prescribed sequence for teaching these seven topical units. What is most important is that teachers be able to help students link units conceptually, as doing so will help students understand more thoroughly the interconnected nature of geography as a discipline.

### I. Geography: Its Nature and Perspectives

AP Human Geography emphasizes the importance of geography as a field of inquiry and introduces students to the concept of spatial organization. Knowing the location of places, people, and events is a gateway to understanding complex environmental relationships and interconnections among places and across landscapes.

Geographic concepts emphasized throughout the course are location, space, place, scale of analysis, pattern, regionalization, and globalization. These concepts are basic to understanding spatial interaction and spatial behavior, the dynamics of human population growth and migration, patterns of culture, political control of territory, areas of agriculture production, the changing location of industry and economic development strategies, and evolving human settlement patterns, particularly urbanization. Students learn how to use and interpret maps and spatial data, apply mathematical formulas, and interpret models in order to better understand the world from a spatial perspective.

The course enables students to consider the regional organization of various phenomena and encourages geographic analysis in order to understand processes in a changing world. For example, geographic perspectives on the impact of human activities on the environment, from local to global scales, include effects on land, water, atmosphere, population, biodiversity, and climate. These human ecological examples are inherent throughout the course, especially in topics dealing with population growth, agricultural and industrial practices, and rapid urbanization. A significant outcome of the course is developing students' awareness of geographic methods and the relevance of geospatial technologies to a variety of situations (e.g., everyday life, planning and public policy, professional decision making, problem solving at scales from local to global).

### II. Population and Migration

Understanding the ways in which human population is organized geographically helps students make sense of cultural patterns, political organization of space, food production issues, economic development concerns, natural resource use and decisions, and urban systems. Therefore, many of the concepts and theories encountered in this part of the course connect with other course units. Additionally, course themes of location, space, place, scale of analysis, and pattern can be emphasized when studying basic population issues such as crude birth rate, crude death rate, total fertility rate, infant mortality rate, doubling time, and natural increase.

Explanations of why the population is growing or declining in some places are based on patterns and trends in fertility, mortality, and migration. For example, when learning about the relevance of place context and government policies, students may analyze fertility rates and age–sex structures (shown in population pyramids) in various countries. Analyses of refugee flows, immigration, and internal migration help students understand the connections between population phenomena and other topics. For example, environmental degradation and natural hazards may prompt population redistribution at various scales, which in turn creates new pressures on the environment, culture, and political institutions.

This part of the course also enhances students' critical understanding of population trends across space and over time as they consider models of population growth and decline, including Malthusian theory, the demographic transition, and the epidemiological (mortality) transition model. Students can then evaluate the role, strengths, and weaknesses of major population policies, which attempt to either promote or restrict population growth.

### **III. Cultural Patterns and Processes**

Understanding the components and regional variations of cultural patterns and processes is critical to human geography. Students begin with the concepts of culture and cultural traits and learn how geographers assess the spatial and place dimensions of cultural groups as defined by language, religion, ethnicity, and gender, in the present as well as the past.

The course explores cultural interaction at various scales, along with the adaptations, changes, and conflicts that may result. The geographies of language, religion, ethnicity, and gender are studied to identify and analyze patterns and processes of cultural differences. Students learn to distinguish between languages and dialects, ethnic religions and universalizing religions, and folk and popular cultures, as well as between ethnic political movements. These distinctions help students understand the forces that affect the geographic patterns of each cultural characteristic.

Another important emphasis of the course is the way culture shapes relationships between humans and the environment. Students learn how culture is expressed in landscapes and how land use, in turn, represents cultural identity. Built environments enable the geographer to interpret cultural values, tastes, symbolism, and beliefs. For instance, when analyzing Amish communities in the Western Hemisphere, it is important to understand how their unique values and practices (e.g., lack of power lines to buildings and the use of preindustrial forms of transportation) influence the cultural landscape.

### **IV. Political Organization of Space**

Students learn about the nature and significance of the political organization of territory at different scales. Political patterns reflect ideas of territoriality — how Earth's surface should be organized — which in turn affect a wide range of exercises of power over space and boundaries. Two major themes are the political geography of the modern state and relationships between countries. Students are introduced to the different forces that shaped the evolution of the contemporary

world map. These forces include the rise of nation-states, especially in Europe; the influence of colonialism and imperialism; the rise of supranational organizations; and the devolution of states.

Students learn about the basic structure of the political map, including the inconsistencies between maps of political boundaries and maps of ethnic, cultural, economic, and environmental patterns. Additionally, students analyze forces that are changing the roles of individual countries in the modern world, such as ethnic separatism, terrorism, economic globalization, and social and environmental problems that cross international boundaries (e.g., climate change and acid rain). This part of the course also focuses on subnational and supranational political units. For example, at the scale above the state level, attention is directed to regional alliances, such as the North Atlantic Treaty Organization (NATO), the European Union, the Association of Southeast Asian Nations (ASEAN), and the North American Free Trade Agreement (NAFTA). At the scale below the state level, students learn about the ways in which electoral districts, municipalities, indigenous areas, provinces, and autonomous lands affect political, social, and economic processes.

## **V. Agriculture, Food Production, and Rural Land Use**

Students examine geographic hearths where domestication of plants and animals first occurred and study the processes by which domesticated crops and animals spread. This diffusion process helps explain why distinct regional patterns emerge in terms of diet, energy use, and the adaptation of biotechnology.

This part of the course also examines the major agricultural production regions of the world, which are categorized as commercial or subsistence operations and are characterized as extensive (e.g., shifting cultivation) or intensive (e.g., mixed crop/livestock). Agricultural production regions are examined, as are settlement patterns and landscapes typical of each major agriculture type. Students learn about land survey systems, environmental conditions, sustainability, global food supply issues, and the cultural values that shape agricultural patterns. In addition, this unit addresses the roles of women in agriculture production, particularly in subsistence farming and market economies in the developing world.

Students learn theories and models about patterns of rural land use and associated settlements (e.g., von Thunen's land use model). They also study the impacts of large-scale agribusiness on food production and consumption. The effects of economic and cultural globalization on agriculture and the need to increase food supplies and production capacity are also addressed.

## **VI. Industrialization and Economic Development**

Students learn about the geographic elements of industrialization and economic development, including past and present patterns of industrialization, types of economic sectors, and the acquisition of comparative advantage and complementarity. Students also learn how models of economic development (e.g., Rostow's stages of economic growth and Wallerstein's world-systems theory) help to explain why the world is divided into a more developed economic core and a less developed periphery with (in some cases) a semiperiphery between them.

The analysis of contemporary patterns of industrialization and their impact on development is another important focus. Students use measures of development (e.g., gross domestic product per capita and the Human Development Index [HDI]) as tools to understand patterns of economic differences. Additional topics to be studied include Weber's industrial location theory and accounts of economic globalization, which accent time-space compression and the new international division of labor. For example, students analyze the reasons why some Asian economies achieved rapid rates of growth in the mid- to late 20th century, whereas the economies of most countries south of the Sahara did not.

Students also examine the ways in which countries, regions, and communities must confront new patterns of economic inequality that are linked to geographies of interdependence in the world economy. Relevant topics include the global financial crisis, the shift in manufacturing to newly industrialized countries (NICs), imbalances in consumption patterns, the roles of women in the labor force, energy use, the conservation of resources, and the impact of pollution on the environment and quality of life.

## VII. Cities and Urban Land Use

The course divides urban geography into two subfields. The first is the study of systems of cities, focusing on the location of cities and why cities are where they are. This study involves an examination of such topics as the current and historical distribution of cities; the political, economic, and cultural functions of cities; reasons for differential growth among cities; and types of transportation and communication linkages among cities. Theories of settlement geography, such as Christaller's central place theory, the rank-size rule, and the gravity model, are introduced. Quantitative information on such topics as population growth, migration, zones of influence, and employment is used to analyze changes in the urban hierarchy.

The second subfield of urban geography focuses on the form, internal structure, and landscapes of cities and emphasizes what cities are like as places to live and work. Students are introduced to topics such as the analysis of patterns of urban land use, ethnic segregation, types of intracity transportation, architectural traditions (e.g., neoclassical, modern, and postmodern), cycles of uneven development, and environmental justice (e.g., the disproportionate location of polluting industries and brown fields in low-income or minority residential areas). Students' understanding of cities as places is enhanced by both quantitative data from censuses and qualitative information from narrative accounts and field studies. Students also learn about and apply models of internal city structure and development in the United States and Canada (e.g., Burgess concentric zone model, Hoyt sector model, Harris-Ullman multiple nuclei model, and galactic city model), examine the strengths and weaknesses of these models, and compare and contrast the models with the internal structure of cities outside North America.

Topics such as economic systems, housing finance, culture, architectural history, government policies, and innovations in transportation can be useful in the analysis of spatial patterns of urban landscapes. Although much of the literature in urban geography focuses on the cities of North America, comparative urbanization is an increasingly important topic. The study of cities worldwide illustrates how differing

economic systems and cultural values can lead to variations in the spatial structures of urban landscapes.

Students also examine current trends in urban development, such as the emergence of edge cities, new urbanism, transit-oriented development, smart growth, and the gentrification of neighborhoods. In addition, students evaluate sustainable urban-planning design initiatives and community actions, such as bikeways and walkable mixed-use commercial and residential developments, that reduce energy use and protect the environments of cities in the future.

# AP Human Geography Curriculum Articulation

The curriculum articulation below is designed to provide a clear and detailed description of the course curriculum and course content. Based on the Understanding by Design model (Wiggins and McTighe),<sup>3</sup> the articulation provides the following:

- ▶ Enduring understandings, which describe core concepts that students should retain from their learning experiences
- ▶ Learning objectives, which describe what students are expected to be able to do by the end of the course
- ▶ Essential knowledge statements, which specify facts or content that students must know to be able to successfully demonstrate understanding of the learning objectives

The last column lists AP Human Geography Exam items that align with specific learning objectives or essential knowledge statements. In that column, FRQ refers to released (published) free-response questions, MC refers to released multiple-choice questions, and PE refers to the practice exam that is accessible via the AP Course Audit account for teachers of College Board–authorized AP Human Geography courses. PRB refers to Population Reference Bureau, which is a common resource for information used in the course.

## I. Geography: Its Nature and Perspectives

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students will be able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. Geography, as a field of inquiry, looks at the world from a spatial perspective.	Explain the importance of geography as a field of study.	Geographic information provides context for understanding spatial relationships and human–environment interaction.	

<sup>3</sup> Grant Wiggins and Jay McTighe, *Understanding by Design* (Alexandria, VA: Association for Supervision and Curriculum Development, 2005).

<b>Enduring Understandings</b> (Students will understand that ...)	<b>Learning Objectives</b> (Students will be able to ...)	<b>Essential Knowledge</b> (Students will know that ...)	<b>Examples or Resources</b>
B. Geography offers a set of concepts, skills, and tools that facilitate critical thinking and problem solving.	Explain major geographical concepts underlying the geographic perspective.	Geographical concepts include location, place, scale, space, pattern, nature and society, networks, flows, regionalization, and globalization.	
	Use landscape analysis to examine the human organization of space.	Landscape analysis (e.g., field observations, photographic interpretations) provides a context for understanding the location of people, places, regions, and events; human–environment relationships; and interconnections between and among places and regions.	2003 FRQ #2
C. Geographical skills provide a foundation for analyzing world patterns and processes.	Use spatial thinking to analyze the human organization of space.	People apply spatial concepts to interpret and understand population and migration; cultural patterns and processes; political organization of space; agriculture, food production, and rural land use; industrialization and economic development; and cities and urban land use.	
	Use and interpret maps.	Maps are used to represent and identify spatial patterns and processes at different scales.	2009 FRQ #1
		Types of maps include reference maps (e.g., physical and political maps) and thematic maps (e.g., choropleth, dot, graduated symbol, isoline, cartogram).	PE MC #41
		All map projections (e.g., Mercator, polar) inevitably distort spatial relationships (e.g., shape, area, distance, direction).	2006 MC #3
Apply mathematical formulas and graphs to interpret geographic concepts.	Mathematical formulas and graphs are used to analyze rates of natural increase in population, population doubling time, rank-size rule for cities, and distance-decay functions.		



Enduring Understandings (Students will understand that ...)	Learning Objectives (Students will be able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
C. Geographical skills provide a foundation for analyzing world patterns and processes.  <i>(continued)</i>	Use and interpret geographic models.	Geographers use models as generalizations to think systematically about topics such as land use (e.g., vonThünen model, Latin American city model), industrial location (e.g., Weber model), and the distribution of settlements (e.g., Christaller's central place theory).	
	Use concepts such as space, place, and region to examine geographic issues.	Geographical issues include problems related to human–environmental interactions (e.g., sustainable agriculture); conflict and cooperation among countries (e.g., European Union); and planning and public-policy decision making (e.g., pronatalist policies).	
	Interpret patterns and processes at different scales.	Patterns and processes at different scales reveal variations in and different interpretations of data (e.g., age–sex pyramids, population density).	
	Define <i>region</i> as a concept, identify world regions, and understand regionalization processes.	Regions are defined on the basis of one or more unifying characteristics (e.g., corn belt) or on patterns of activity (e.g., hinterlands of ports).	
		Types of regions include formal, functional, and perceptual.	
		World regions are defined for this course by the maps in the course curriculum section of the <i>AP Human Geography Course Description</i> .	
		World regions may overlap (e.g., Southeast Asia and Asia) and often have transitional boundaries (e.g., North Africa and Sub-Saharan Africa).	
	Explain and evaluate the regionalization process.	Regional thinking is applied at local, national, and global scales.	
		<i>Regionalism</i> refers to a group's perceived identification with a particular region at any scale (e.g., Quebec).	2006 MC #30

<b>Enduring Understandings</b> (Students will understand that ...)	<b>Learning Objectives</b> (Students will be able to ...)	<b>Essential Knowledge</b> (Students will know that ...)	<b>Examples or Resources</b>
C. Geographical skills provide a foundation for analyzing world patterns and processes.  <i>(continued)</i>	Analyze changing interconnections among places.	Interconnections among places include exchanges of natural resources, agricultural commodities, finished products, services, people, information, money, and pollutants.	PE MC #14, #19
D. Geospatial technologies increase the capability for gathering and analyzing geographic information with applications to everyday life.	Use and interpret geospatial data.	Geospatial technologies include geographic information systems (GIS), satellite navigation systems (e.g., global positioning system), remote sensing, and online mapping and visualization.  Geospatial data (e.g., census data, satellite imagery) is used at all scales for personal (e.g., navigation), business (e.g., marketing), and governmental (e.g., environmental planning) purposes.	PE MC #3  PE MC #4
E. Field experiences continue to be important means of gathering geographic information and data.	Use quantitative and qualitative geographic data.	Data may be gathered in the field by organizations (e.g., census data) or by individuals (e.g., interviews, surveys, photography, informal observations).  Quantitative and qualitative geographic data are used in economic, environmental, political, and social decision making.	PE MC #68  PE MC #59

## II. Population and Migration

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. Knowledge of the geographic patterns and characteristics of human populations facilitates understanding of cultural, political, economic, and urban systems.	Analyze the distribution of human populations at different scales.	Factors that explain patterns of population distribution vary according to the scale of analysis (i.e., local to global).	2006 MC #9 PRB
		Physical factors (e.g., climate, land forms, water bodies) and human factors (e.g., cultural, economic, historical, political) influence the distribution of population.	2006 MC #18, #28
	Use population density to explain the relationship between people and the environment.	The three methods for calculating population density are arithmetic, physiological, and agricultural.	PE MC #37
	Explain the implications of population distributions and densities.	Population distribution and density influence political, economic, and social processes (e.g., redistricting, provision of services such as medical care).	
		Population distribution and density impact the environment and natural resources (e.g., carrying capacity).	2006 MC #44, #74
		Population distribution and density affect the need for infrastructure (e.g., housing) and urban services (e.g., sanitation).	
	Analyze population composition.	Age, sex, and ethnicity are elements of population composition that may be mapped and graphed at various scales.	PE MC #7 PRB
	Population pyramids are used to project population growth and decline and to predict markets for goods and services.	2003 FRQ #3 2004 FRQ #3 2006 MC #17, #32 2010 FRQ #3 PE MC #8	

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources	
B. Populations grow and decline over time and space.	Explain contemporary and historical trends in population growth and decline.	Demographic factors that determine population growth and decline are fertility, mortality, and migration.	PRB	
		Rates of natural increase and population-doubling times are used to explain population growth and decline.	PE MC #29 PRB	
		Social, cultural, political, and economic factors influence fertility, mortality, and migration rates.		
		Interpret and apply theories of population growth and decline.	The demographic transition model may be used to explain population change over time and space.	2006 MC #49 2010 FRQ #3 PE MC #50
			Malthusian theory is used to analyze population change and its consequences.	2011 FRQ #2
			The epidemiologic transition explains causes of changing death rates.	
		Evaluate various national and international population policies.	Types of population policies include those that promote or restrict population growth (e.g., pronatalist, antinatalist).	
		Analyze reasons for changes in fertility rates in different parts of the world.	Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world.	PE MC #22
			Changing social, economic, and political roles for women have influenced the patterns of fertility, mortality, and migration.	2008 FRQ #3
		Explain the causes and implications of an aging population.	Population aging is influenced by birth and death rates and life expectancy.	2013 FRQ #2
	An aging population has social (e.g., retirement), economic (e.g., dependency ratio), and political (e.g., voting patterns) implications.	2013 FRQ #2 PE MC #62		

<b>Enduring Understandings</b> (Students will understand that ...)	<b>Learning Objectives</b> (Students are able to ...)	<b>Essential Knowledge</b> (Students will know that ...)	<b>Examples or Resources</b>
C. Causes and consequences of migration are influenced by cultural, demographic, economic, environmental, and political factors.	Explain how push and pull factors contribute to migration.	Push and pull factors can be cultural (e.g., religious freedom), demographic (e.g., unbalanced sex ratios, overpopulation), economic (e.g., jobs), environmental (e.g., natural disasters), or political (e.g., persecution).	2003 FRQ #3 2005 FRQ #2 PE MC #10
		Push factors are often negative (e.g., poor economic conditions, warfare), while pull factors are often perceived as positive (e.g., a better quality of life, economic opportunities).	2005 FRQ #2 2012 FRQ #3 PE MC #74
	Apply the concepts of forced and voluntary migration to historical and contemporary examples.	Forced migrations include those involving refugees, internally displaced persons, and asylum seekers.	2006 MC #8, #10
		Voluntary migrations may be transnational, internal, chain, step, and rural to urban.	2006 FRQ #1 2008 FRQ #2 PE MC #45
		Patterns of voluntary and forced migration may be affected by distance and physical features.	2008 FRQ #2
	Analyze major historical migrations.	Major historical migrations include forced migration of Africans to the Americas, immigration waves to the U.S., and emigration from Europe and Asia to colonies abroad.	2005 FRQ #2 PE MC #75
Analyze the cultural, economic, environmental, and political consequences of migration.	Governments institute policies to encourage or restrict migration.		
	Migration has consequences (e.g., remittances; spread of languages, religions, innovations, diseases) for areas that generate or receive migrants.	2006 MC #48 2012 FRQ #3	

### III. Cultural Patterns and Processes

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. Concepts of culture frame the shared behaviors of a society.	Explain the concept of culture and identify cultural traits.	Culture is comprised of the shared practices, technologies, attitudes, and behaviors transmitted by a society.  Cultural traits are individual elements of culture and include such things as food preferences, architecture, and land use.	PE MC #47
	Explain how geographers assess the spatial and place dimensions of cultural groups in the past and present.	Geographers use maps and the spatial perspective to analyze and assess language, religion, ethnicity, and gender.	2009 FRQ #1
	Explain how globalization is influencing cultural interactions and change.	Communication technologies (e.g., the Internet) are reshaping and accelerating interactions among people and places and changing cultural practices (e.g., use of English, loss of indigenous languages).	2007 FRQ #2
B. Culture varies by place and region.	Explain cultural patterns and landscapes as they vary by place and region.	Regional patterns of language, religion, and ethnicity contribute to a sense of place, enhance place making, and shape the global cultural landscape.	2002 FRQ #2 2006 MC #71 PE MC #15
		Language patterns and distributions can be represented on maps, charts, and language trees.	PE MC #2, #43, #65
		Religious patterns and distributions can be represented on maps and charts.	2009 FRQ #1 PE MC #28, #58
		Ethnicity and gender reflect cultural attitudes that shape the use of space (e.g., women in the workforce, ethnic neighborhoods).	2002 FRQ #3
		Language, religion, ethnicity, and gender are essential to understanding landscapes symbolic of cultural identity (e.g., signs, architecture, sacred sites).	2002 FRQ #2

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
B. Culture varies by place and region. <i>(continued)</i>	Explain the diffusion of culture and cultural traits through time and space.	Types of diffusion include expansion (contagious, hierarchical, stimulus) and relocation.	2006 MC #11, #68 2007 FRQ #2
		Language families, languages, dialects, world religions, ethnic cultures, and gender roles diffuse from cultural hearths, resulting in interactions between local and global forces that lead to new forms of cultural expression (e.g., lingua franca).	
		Colonialism, imperialism, and trade helped to shape patterns and practices of culture (e.g., language, religion).	
		Acculturation, assimilation, and multiculturalism are shaped by the diffusion of culture.	
	Compare and contrast ethnic and universalizing religions and their geographic patterns.	Ethnic religions (e.g., Hinduism, Judaism) are generally found near the hearth or spread through relocation diffusion.	2006 MC #36, #59
		Universalizing religions (e.g., Christianity, Islam, Buddhism) are spread through expansion and relocation diffusion.	2006 MC #36, #38
	Explain how culture is expressed in landscapes and how land and resource use represents cultural identity.	Cultural landscapes are amalgamations of physical features, agricultural and industrial practices, religious and linguistic characteristics, and other expressions of culture (e.g., architecture).	2002 FRQ #2 2006 MC #31
	Compare and contrast popular and folk culture and the geographic patterns associated with each.	Folk culture origins are usually anonymous and rooted in tradition and are often found in rural or isolated indigenous communities.	2006 MC #5, #19
		Popular culture origins are often urban, changeable, and influenced by media.	PE MC #34

## IV. Political Organization of Space

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. The contemporary political map has been shaped by events of the past.	Explain the structure of the contemporary political map.	Independent states are the primary building blocks of the world political map.  Types of political entities include nations, states, nation-states, stateless nations, multinational states, multistate nations, and autonomous regions.	2006 MC #12
	Explain the evolution of the contemporary political map.	The concept of the modern nation-state began in Europe.  Colonialism and imperialism led to the spread of nationalism and influenced contemporary political boundaries.	2002 FRQ #1 PE MC #12
	Evaluate the geopolitical forces that influence the contemporary political map.	Independence movements and democratization have shaped the political map since the end of World War II.  The fall of Communism ended the Cold War, led to the creation of newly independent states, and changed the world balance of power.	
B. Spatial political patterns reflect ideas of territoriality and power at a variety of scales.	Explain the concepts of political power and territoriality.	Political power is expressed geographically as control over people, land, and resources (e.g., heartland, rimland, and organic theories).  Territoriality is the connection of people, their culture, and their economic systems to the land.	



<b>Enduring Understandings</b> (Students will understand that ...)	<b>Learning Objectives</b> (Students are able to ...)	<b>Essential Knowledge</b> (Students will know that ...)	<b>Examples or Resources</b>
B. Spatial political patterns reflect ideas of territoriality and political power at a variety of scales.  (continued)	Evaluate the nature and function of international and internal boundaries.	Boundaries are defined, delimited, demarcated, and administered.	2012 FRQ #1
		International boundaries establish the limits of sovereignty and can be the source of disputes.	PE MC #73
		Boundaries can influence identity and promote or prevent international or internal interactions and exchanges.	PE MC #67
		The Law of the Sea has enabled states to extend their boundaries offshore, which sometimes results in conflicts.	2006 MC #64
		Voting districts, redistricting, and gerrymandering influence the results of elections at various scales.	2006 MC #22
	Analyze the spatial relationships between political systems and patterns of culture and economy.	Political boundaries do not always coincide with patterns of language, religion, ethnicity, nationality, and economy.	2014 FRQ #2 PE MC #45
Compare and contrast forms of governance.		Forms of governance include unitary states (centralized government) and federal states.	
		Powers of the subdivisions of states vary according to the form of governance (e.g., the United States and Switzerland as federal states, France as a unitary state).	PE MC #36
		State morphology (e.g., compact, elongated, perforated, fragmented, prorupted states) has economic, political, and social implications.	2006 MC #20 PE MC #31
Describe patterns of local and metropolitan governance.		Local and metropolitan forms of governance (e.g., municipalities, school districts, regional planning commissions) are subnational political units that have varying degrees of local control.	

<b>Enduring Understandings</b> (Students will understand that ...)	<b>Learning Objectives</b> (Students are able to ...)	<b>Essential Knowledge</b> (Students will know that ...)	<b>Examples or Resources</b>
C. The forces of globalization challenge contemporary political-territorial arrangements.	Explain how the political, economic, cultural, and technological elements of globalization challenge state sovereignty.	Some forces that may lead to supranationalism include economies of scale, trade agreements, military alliances, and transnational environmental challenges.	2005 FRQ #1 2006 MC #21, #29, #75
		Supranationalism is expressed in the creation of multinational organizations (e.g., UN, NATO, EU, ASEAN, NAFTA).	PE MC #52
		Some forces that may lead to devolution of states include physical geography, ethnic separatism, terrorism, economic and social problems, and irredentism.	
		Devolution is expressed in the fragmentation of states into autonomous regions (e.g., Nunavut, Native American reservations), subnational political-territorial units (e.g., Spain, Belgium, Canada), or Balkanization (e.g., former Yugoslavia, the Caucasus).	
		Advances in communication technology have facilitated devolution, supranationalism, and democratization.	2005 FRQ #1
Apply the concepts of centrifugal and centripetal forces at the national scale.		Centrifugal forces can originate in political dimensions (e.g., majority/minority relationships, armed conflicts), economic dimensions (e.g., uneven development), or cultural dimensions (e.g., stateless nations, ethnic movements).	2006 MC #56 2006 FRQ #3 2010 FRQ #2 PE MC #49, #61
		Centripetal forces can originate in political dimensions (e.g., national identity), economic dimensions (e.g., equitable infrastructure development), or cultural dimensions (e.g., linguistic, religious, and ethnic similarities).	PE MC #24

## V. Agriculture, Food Production, and Rural Land Use

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. The development of agriculture led to widespread alteration of the natural environment.	Identify major centers of domestication of plants and animals and patterns of diffusion in the first (Neolithic) agricultural revolution.	Early hearths of domestication of plants and animals include Southwest Asia (e.g., the Fertile Crescent), Southeast Asia, and the Americas.	2006 MC #6 PE MC #17, #18
		Patterns of diffusion (e.g., Columbian Exchange) resulted in the globalization of various plants and animals.	
	Explain the connection between physical geography and agricultural practices.	Agricultural regions are influenced by the natural environment (e.g., climate, soils, landforms).	PE MC #46
		Populations alter the landscape (e.g., terraces, irrigation, deforestation, draining wetlands) to increase food production.	2006 MC #34
	Explain the advances and impacts of the second agricultural revolution.	New technology and increased food production led to better diet, longer life, and more people available for work in factories.	
Analyze the consequences of the Green Revolution on food supply and the environment.		The Green Revolution began with the development of high-yield seeds (e.g., rice, wheat, maize), resulting in the increased use of chemical and mechanized farming.	2001 FRQ #1 2006 MC #4
		Positive consequences of the Green Revolution include increased food production and a relative reduction in hunger at the global scale.	
		Negative consequences of the Green Revolution include environmental damage resulting from irrigation and chemical use (e.g., pesticides, herbicides, fertilizers) and the cost of technology and seeds.	

<b>Enduring Understandings</b> (Students will understand that ...)	<b>Learning Objectives</b> (Students are able to ...)	<b>Essential Knowledge</b> (Students will know that ...)	<b>Examples or Resources</b>
B. Major agricultural regions reflect physical geography and economic forces.	Identify agricultural production regions associated with major bioclimatic zones.	Plant and animal production is dependent on climatic conditions, including spatial variations in temperature and rainfall.	
		Some agricultural regions are associated with particular bioclimatic zones (e.g., Mediterranean, shifting agriculture, pastoral nomadism).	2006 MC #41, #66 2012 FRQ #2 PE MC #1, #27, #32, #33, #70
	Analyze the economic forces that influence agricultural practices.	Agricultural production regions are defined by the extent to which they reflect subsistence or commercial practices, or intensive or extensive use of land.	2006 MC #2 PE MC #40
		Intensive farming practices include market gardening, plantation agriculture, mixed crop/livestock systems, etc.	
		Extensive farming practices include shifting cultivation, nomadic herding, ranching, etc.	PE MC #53
	Explain the spatial organization of large-scale commercial agriculture and agribusiness.	Large-scale commercial agricultural operations are replacing small family farms.	2009 FRQ #3
		The transformation of agriculture into large-scale agribusiness has resulted in complex commodity chains linking production and consumption of agricultural products.	2006 MC #70
Technological improvements have changed the economies of scale in the agricultural sector.		2006 MC #27	
Explain the interdependence among regions of food production and consumption.	Food is part of a global supply chain; products from less developed low-latitude regions (e.g., coffee, bananas) are often consumed globally.	2014 FRQ #3 PE MC #57	
	Patterns of global food distribution are affected by political systems, infrastructure, and patterns of world trade.		

<b>Enduring Understandings</b> (Students will understand that ...)	<b>Learning Objectives</b> (Students are able to ...)	<b>Essential Knowledge</b> (Students will know that ...)	<b>Examples or Resources</b>
C. Settlement patterns and rural land use are reflected in the cultural landscape.	Identify rural settlement patterns.	Rural settlement patterns are classified as clustered, dispersed, or linear.	PE MC #51, #57, #63
	Compare and contrast the land use zones of von Thünen's model.	Von Thünen's model helps to explain rural land use by emphasizing the importance of transportation costs associated with distance from the market.	2008 FRQ #1
	Analyze the application of von Thünen's land use model to agricultural production in the real world.	Von Thünen's model helps explain the contemporary distribution of agricultural regions (e.g., dairy, horticulture, wheat).  Regions of specialty farming (e.g., South Florida, California's Central Valley) do not always conform to von Thünen's concentric rings.	2007 FRQ #1 PE MC #64
	Evaluate the environmental consequences of agricultural practices.	Environmental systems are affected by land use/land cover change (e.g., irrigation, desertification, deforestation, wetland destruction, conservation efforts).	
D. Changes in food production and consumption present challenges and opportunities.	Explain issues related to the changing nature of contemporary agriculture.	Agricultural innovations (e.g., biotechnology, genetically modified organisms, organic farming, aquaculture) have resulted in ongoing debates over environmental, cultural, and health impacts.	
		Environmental issues related to agriculture include sustainability, soil degradation, reduction in biodiversity, overgrazing, river and aquifer depletion, animal wastes, and extensive fertilizer and pesticide use.	
		Patterns of food production and consumption are influenced by food-choice issues (e.g., organic farming, value-added specialty crops, fair trade, local-food movements).	PE MC #16

<b>Enduring Understandings</b> (Students will understand that ...)	<b>Learning Objectives</b> (Students are able to ...)	<b>Essential Knowledge</b> (Students will know that ...)	<b>Examples or Resources</b>
D. Changes in food production and consumption present challenges and opportunities.	Explain issues related to the location of food-production facilities.	Factors affecting the location of food-processing facilities include markets, economies of scale, transportation, government policies, etc.	2004 FRQ #2 2006 MC #33
<i>(continued)</i>	Explain the changing role of women in food production and consumption.	The role of women in food production has changed (e.g., food gathering, farming, managing agribusiness).  The role of women has changed the types of food a family consumes and the way food is prepared.	

## VI. Industrialization and Economic Development

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. The Industrial Revolution, as it diffused from its hearth, facilitated improvements in standards of living.	Explain the role of the Industrial Revolution in the growth and diffusion of industrialization.	Industrialization began in response to new technologies and was facilitated by the availability of natural resources (e.g., water power, coal, iron ore).	
		The diffusion of industrialization led to growing populations and increased food supplies, which freed workers to seek industrial jobs in cities.	
		Increased industrialization led to demands for raw materials and the search for new markets and was a factor in the rise of colonialism and imperialism.	
	Identify the different economic sectors.	The economy consists of primary, secondary, tertiary, quaternary, and quinary sectors.	2006 MC #15 PE MC #20, #66
	Use Weber's model to explain industrial location.	Alfred Weber's model of industrial location emphasized the owner's desire to minimize transportation and labor costs and maximize agglomeration economies.	2006 MC #23, #39, #40 2010 FRQ #1 2011 FRQ #3
B. Measures of development are used to understand patterns of social and economic differences at a variety of scales.	Explain social and economic measures of development.	Measures of social and economic development include Gross National Income (GNI) per capita, sectoral structure of an economy, income distribution, fertility rates, infant mortality rates, access to health care, and literacy rates.	2006 MC #7
		Measures of gender inequality include reproductive health, indices of empowerment, and labor-market participation.	2008 FRQ #3
		The Human Development Index (HDI) is a composite measure used to show spatial variation in levels of development.	

<b>Enduring Understandings</b> (Students will understand that ...)	<b>Learning Objectives</b> (Students are able to ...)	<b>Essential Knowledge</b> (Students will know that ...)	<b>Examples or Resources</b>
B. Measures of development are used to understand patterns of social and economic differences at a variety of scales.  <i>(continued)</i>	Analyze spatial patterns of economic and social development.	Models like Rostow's Stages of Economic Growth and Wallerstein's World System Theory help explain spatial variations in development.	2001 FRQ #3 2006 MC #72 2014 FRQ #1 PE MC #11 PE MC #42
		The U.N. Millennium Development Goals help measure progress in development.	
		In contrast to the periphery and semiperiphery, the core countries achieved dominance through industrial production of goods.	
		Evaluate the role of women in economic development and gender equity in the workforce.	Although there are more women in the workforce, they do not have equity in wages or employment opportunities.  Microloans have provided opportunities for women to create small local businesses, which have improved standards of living.
C. Development is a process that varies across space and time.	Analyze the causes and consequences of international trade and growing interdependence in the world economy.	Complementarity and comparative advantage establish the basis for trade.	PE MC #39
		International trade and trading blocs (e.g., EU and NAFTA) have become more important as a result of globalization.	2006 MC #14, #42 PE MC #69
		Geographies of interdependence in the world economy include global financial crises, the shift in manufacturing to newly industrialized countries, imbalances in consumption patterns, and the roles of women in the labor force.	PE MC #35



Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
C. Development is a process that varies across space and time.  <i>(continued)</i>	Explain how economic restructuring and deindustrialization are transforming the contemporary economic landscape.	Outsourcing and economic restructuring have led to a decline in jobs in manufacturing regions and to the relocation of a significant segment of the workforce to other areas.	2006 MC #69 PE MC #72
		In countries outside the core, the diffusion of industry has resulted in the emergence of the international division of labor and manufacturing zones (e.g., maquiladoras, special economic zones, free trade zones).	2004 FRQ #1 2006 MC #65 2007 FRQ #3 PE MC #5
		The contemporary economic landscape has been transformed by the emergence of service sectors, high technology industries, and growth poles (e.g., Silicon Valley and the Research Triangle in the U.S.).	2006 MC #46 2013 FRQ #1 PE MC #60
		Government initiatives at all scales may help promote economic development.	2006 FRQ #2
D. Sustainable development is a strategy to address resource depletion and environmental degradation.	Analyze sustainability issues related to industrialization and development.	Sustainable development addresses issues of natural resource depletion, mass consumption, the costs and effects of pollution, and the impact of climate change, as well as issues of human health, well-being, and social and economic equity.	PE MC #13
		Ecotourism is a strategy used by some countries to help protect the environment and generate jobs.	2006 MC #53

## VII. Cities and Urban Land Use

Enduring Understandings (Students will understand that ...)	Learning Objectives (Students are able to ...)	Essential Knowledge (Students will know that ...)	Examples or Resources
A. The form, function, and size of urban settlements are constantly changing.	Explain the factors that initiate and drive urbanization and suburbanization.	Site and situation influence the origin, function, and growth of cities.	2006 MC #24
		Transportation and communication have facilitated urbanization (e.g., Borchert's epochs of urban growth) and suburbanization.	2013 FRQ #3 PE MC #51
		Improvements in agriculture and transportation, population growth, migration, economic development, and government policies influence urbanization.	2001 FRQ #2 PE MC #56
		World cities function at the top of the world's urban hierarchy and drive globalization.	2006 MC #13
		Megacities are rapidly increasing in countries of the periphery and semiperiphery.	
		Megacities and world cities experience economic, social, political, and environmental challenges.	2009 FRQ #2
B. Models help to understand the distribution and size of cities.	Apply models to explain the hierarchy and interaction patterns of urban settlements.	Models that are useful for explaining the distribution and size of cities include the rank-size rule, the law of the primate city, and Christaller's central place theory.	2003 FRQ #1 2006 MC #37, #43, #60 2011 FRQ #1 PE MC #23, #44
		The gravity model is useful in explaining interactions among networks of cities.	

<b>Enduring Understandings</b> (Students will understand that ...)	<b>Learning Objectives</b> (Students are able to ...)	<b>Essential Knowledge</b> (Students will know that ...)	<b>Examples or Resources</b>	
C. Models of internal city structure and urban development provide a framework for urban analysis.	Explain the models of internal city structure and urban development.	Classic models that are useful for explaining the internal structures of cities and urban development are the Burgess concentric-zone model, the Hoyt sector model, and the Harris-Ullman multiple-nuclei model.	2006 MC #35 2006 MC #73	
		The galactic city model is useful for explaining internal structures and urban development within metropolitan areas.	2002 FRQ #3 PE MC #9	
		World-regional models (e.g., Latin America, Africa) are useful (with limitations) for explaining land use and urban development.	PE MC #30	
D. Built landscapes and social space reflect the attitudes and values of a population.	Analyze residential land use in terms of low-, medium-, and high-density housing.	Residential buildings and patterns of land use reflect a city's culture, technological capabilities, and cycles of development.	PE MC #55	
		Evaluate the infrastructure of cities.	Economic development and interconnection within a metropolitan area are dependent upon the location and quality of infrastructure (e.g., public transportation, airports, roads, communication systems, water and sewer systems).	PE MC #63
		Explain the planning and design issues and political organization of urban areas.	Sustainable design initiatives include walkable mixed-use commercial and residential areas and smart-growth policies (e.g., new urbanism, greenbelts, slow-growth cities).	PE MC #26
		Analyze the demographic composition and population characteristics of cities using quantitative and qualitative data.	Quantitative information about a city's population is provided by census and survey data.  Qualitative data from field studies and narratives provide information about individual attitudes toward urban change.	2004 FRO #3

<b>Enduring Understandings</b> (Students will understand that ...)	<b>Learning Objectives</b> (Students are able to ...)	<b>Essential Knowledge</b> (Students will know that ...)	<b>Examples or Resources</b>
E. Urban areas face economic, social, political, cultural, and environmental challenges.	Evaluate problems and solutions associated with growth and decline within urban areas.	Economic and social problems associated with the growth and decline of urban communities include housing and insurance discrimination, housing affordability, access to food stores and public services, disamenity zones, zones of abandonment, and gentrification.	2005 FRQ #3
	Evaluate problems associated with urban sustainability.	Land use and environmental problems associated with the growth and decline of urban communities include suburban sprawl, sanitation, air and water quality, remediation and redevelopment of brown fields, farmland protection, and energy use.	2006 MC #50, #58 PE MC #38, #48

TO: BOARD OF EDUCATION  
FROM: BEN DRATI / JANECE L. MAEZ / PAT HO  
RE: 2016-17 BUDGET REVISIONS

ACTION/MAJOR  
05/18/17

RECOMMENDATION NO. A.29

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

- Fund 01 - General Fund (Unrestricted & Restricted)
- Fund 11 - Adult Education Fund
- Fund 12 - Child Development Fund
- Fund 13 - Cafeteria Fund
- Fund 21.0 - Building Fund /Measure BB Series A
- Fund 21.1 - Building Fund /Measure BB Series B
- Fund 21.3 - Building Fund /Measure BB Series D
- Fund 21.4 - Building Fund /Measure ES Series A
- Fund 21.5 - Building Fund /Measure ES Series B
- Fund 21.6 - Building Fund /Measure ES Series C
- Fund 25 - Capital Facilities Fund
- Fund 40 - Special Reserve Fund for Capital Outlay Projects

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

<b>Fund: 01 Unrestricted General Fund</b>				
		2nd Interim Budget	Revised Budget	
Object	Description	as of 1/31/17	as of 4/30/17	Changes
	Beginning Fund Balance	32,609,848	32,609,848	
8011-8099	LCFF Revenue	87,236,731	91,149,587	3,912,856
8100-8299	Federal Revenue	49,969	49,969	-
8300-8590	State Revenue	4,298,336	4,288,656	(9,680)
8600-8799	Local Revenue	34,733,458	34,891,928	158,470
8980-8999	Local General Fund Contributions	(26,195,132)	(26,454,473)	(259,341)
	<b>Total Revenue</b>	<b>100,123,362</b>	<b>103,925,667</b>	<b>3,802,305</b>
1000-1999	Certificated Salaries	53,465,147	53,573,967	108,820
2000-2999	Classified Salaries	18,485,711	18,327,017	(158,694)
3000-3999	Employee Benefits	26,046,301	25,959,572	(86,729)
4000-4999	Books and Supplies	2,786,436	3,479,780	693,344
5000-5999	Services and Other Operating Costs	9,865,215	9,837,843	(27,372)
6000-6999	Capital Outlay	1,312,514	1,008,431	(304,083)
7100-7299	Other Outgo	53,389	53,389	-
7300-7399	Indirect Costs	(1,068,504)	(1,089,908)	(21,404)
7600-7629	Transfer Out/ Fund 12, 13,14	1,171,776	1,560,355	388,579
	<b>Total Expenditures</b>	<b>112,117,985</b>	<b>112,710,446</b>	<b>592,461</b>
	Increase /(Decrease) Fund Balance	<b>(11,994,623)</b>	<b>(8,784,779)</b>	<b>3,209,844</b>
	<b>Projected Fund Balance</b>	<b>20,615,225</b>	<b>23,825,069</b>	
<b>Major Changes</b>				
<b>Revenues:</b>				
\$ 3,912,856	Increase in LCFF revenue /RDA Funds			
\$ (9,680)	Decrease in State Revenue			
\$ 166,500	Increase in Other Local revenue -SCAQMD grant for School Bus			
\$ (219,341)	Increase Local General Fund Contribution to Special Ed			
\$ (40,000)	Increase Local General Fund Contribution to On-Going Maintenance Program			
<b>Expenditures:</b>				
\$ 108,820	Increase in Certificated Salary			
\$ (158,694)	Decrease in Classified Salaries			
\$ (86,729)	Decrease in Employee Benefits			
\$ 693,344	Increase in Textbooks and Supplies			
	\$605,891 Increase in Adopted Textbooks			
\$ (27,372)	Decrease in Services and Operating Costs			
\$ (304,083)	Decrease in Equipment			
\$ (21,404)	Increase in Indirect Transfer from Other programs			
\$ 388,579	Transfer out to other funds			
	\$ 33,993 to Child Development Services (Fund 12)			
	\$354,586 to Cafeteria Fund (Fund 13)			

<b>Fund: 01</b>		<b>Restricted General Fund</b>		
		2nd Interim Budget as of 1/31/17	Revised Budget as of 4/30/17	Changes
Object	Description			
	Beginning Fund Balance	5,197,572	5,197,572	
8100-8299	Federal Revenue	4,936,846	4,936,846	-
8300-8590	State Revenue	6,057,681	6,057,681	-
8600-8799	Local Revenue	9,501,463	9,653,311	151,848
8980-8999	Local General Fund Contributions	26,195,132	26,454,473	259,341
	<b>Total Revenue</b>	<b>46,691,122</b>	<b>47,102,311</b>	<b>411,189</b>
1000-1999	Certificated Salaries	13,063,786	13,132,413	68,627
2000-2999	Classified Salaries	10,856,430	10,769,311	(87,119)
3000-3999	Employee Benefits	13,844,226	13,793,992	(50,234)
4000-4999	Books and Supplies	3,947,924	4,003,275	55,351
5000-5999	Services and Other Operating Costs	6,705,263	7,130,254	424,991
6000-6999	Capital Outlay	356,149	629,812	273,663
7300-7399	Indirect Costs	544,391	536,534	(7,857)
	<b>Total Expenditures</b>	<b>49,318,169</b>	<b>49,995,591</b>	<b>677,422</b>
	Increase /(Decrease) Fund Balance	<b>(2,627,047)</b>	<b>(2,893,280)</b>	<b>(266,233)</b>
	<b>Projected Fund Balance</b>	<b>2,570,525</b>	<b>2,304,292</b>	

**Major Changes**

**Revenues:**

\$ 147,848	Increase in various local programs (Gifts, PTA and City of Santa Monica)
\$ 259,341	Increase in Local General Fund Contribution
	\$219,341 Increase in Contribution to Special Ed
	\$ 40,000 Increase Contribution to On-Going Maintenance Program

**Expenditures:**

\$ 68,627	Decrease in Certificated Salaries
\$ (87,119)	Increase in Classified Salaries
\$ (50,234)	Decrease in Employee Benefits
\$ 55,351	Increase in Books and Supplies
\$ 424,991	Increase in Services and Other Operating Costs
	\$200,000 in Special Ed. Settlement
	\$ 91,057 in Gifts
	\$ 19,715 in PTA
	\$ 70,132 In On-Going Maintenance program
\$ 273,663	Increase in Equipment
	\$300,000 Cabrillo Playground Replacement

<b>Fund: 11</b>		<b>Adult Education Fund</b>		
		2nd Interim Budget as of 1/31/17	Revised Budget as of 4/30/17	Changes
Object	Description			
	Beginning Fund Balance	659,900	659,900	
8100-8299	Federal Revenue	46,280	46,280	-
8300-8590	Other State Revenue	690,135	690,135	-
8600-8799	Local Revenue	33,500	33,500	-
	<b>Total Revenues</b>	<b>769,915</b>	<b>769,915</b>	<b>-</b>
1000-1999	Certificated Salaries	372,960	364,566	(8,394)
2000-2999	Classified Salaries	186,791	186,350	(441)
3000-3999	Employee Benefits	179,698	174,881	(4,817)
4000-4999	Books and Supplies	201,127	190,161	(10,966)
5000-5999	Services and Other Operating Costs	105,571	105,571	-
6000-6999	Equipment	-	-	-
7300-7399	Indirect Costs	16,287	40,905	24,618
	<b>Total Expenditures</b>	<b>1,062,434</b>	<b>1,062,434</b>	<b>-</b>
	Increase /(Decrease) Fund Balance	<b>(292,519)</b>	<b>(292,519)</b>	<b>-</b>
	<b>Projected Fund Balance</b>	<b>367,381</b>	<b>367,381</b>	
<b>Major Changes</b>				
<b>Expenditure:</b>				
\$ 8,394	Decrease in Certificated Salary			
\$ (4,817)	Decrease in Benefits			
\$ (10,966)	Decrease in Supplies			
\$ 24,618	Increase in Indirect Charges			



<b>Fund: 12 Child Development Fund</b>				
		2nd Interim Budget	Revised Budget	
Object	Description	as of 10/31/16	as of 4/30/17	Changes
	Beginning Fund Balance	298,866	298,866	
8100-8299	Federal Revenue	1,747,210	1,848,810	101,600
8300-8590	State Revenue	2,967,759	2,775,984	(191,775)
8600-8799	Local Revenue	3,579,765	3,732,542	152,777
8900-8929	Interfund Transfer from Fund 01	441,776	475,769	33,993
	<b>Total Revenues</b>	<b>8,736,510</b>	<b>8,833,105</b>	<b>96,595</b>
1000-1999	Certificated Salaries	2,976,232	2,981,690	5,458
2000-2999	Classified Salaries	2,330,747	2,349,465	18,718
3000-3999	Employee Benefits	2,452,074	2,452,355	281
4000-4999	Books and Supplies	266,230	183,664	(82,566)
5000-5999	Services and Other Operating Costs	528,724	672,785	144,061
7300-7399	Indirect Costs	362,420	367,063	4,643
	<b>Total Expenditures</b>	<b>8,916,427</b>	<b>9,007,022</b>	<b>90,595</b>
	Increase /(Decrease) Fund Balance	<b>(179,917)</b>	<b>(173,917)</b>	<b>6,000</b>
	<b>Projected Fund Balance</b>	<b>118,949</b>	<b>124,949</b>	
<b>Major Changes:</b>				
<b>Revenues:</b>				
\$ 101,600	Increase in Head Start Programs			
\$ (191,775)	Decrease in State Preschool Program			
\$ 146,777	Increase in Parent Fees and Other Local Revenue			
\$ 33,993	Increase in Transfer from Fund 01			
<b>Expenditures:</b>				
<b>Expenditure increases reflect the new funding from various programs</b>				
\$ 5,458	Increase in Certificated salary			
\$ 18,718	Decrease in Classified salary			
\$ (82,566)	Decrease in Supplies			
\$ 144,061	Increase in Services and Other Operating Costs			
\$ 4,643	Increase in Indirect Costs			

<b>Fund: 13 Cafeteria Fund</b>				
		2nd Interim	Revised	
		Budget	Budget	
Object	Description	as of 1/31/17	as of 4/30/17	Changes
	Beginning Fund Balance	195,976	195,976	
8100-8299	Federal Revenue	1,200,000	1,200,000	-
8300-8590	State Revenue	85,000	83,735	(1,265)
8600-8799	Local Revenue	1,678,289	1,393,703	(284,586)
8900-8929	Interfund Transfer	130,000	484,586	354,586
	<b>Total Revenues</b>	<b>3,093,289</b>	<b>3,162,024</b>	<b>68,735</b>
2000-2999	Classified Salaries	1,465,691	1,457,946	(7,745)
3000-3999	Employee Benefits	560,150	562,331	2,181
4000-4999	Books and Supplies	1,278,000	1,348,000	70,000
5000-5999	Services and Other Operating Costs	(313,319)	(309,319)	4,000
6000-6999	Capital Outlay	-	-	-
7300-7399	Indirect Costs	145,406	145,406	-
	<b>Total Expenditures</b>	<b>3,135,928</b>	<b>3,204,364</b>	<b>68,436</b>
	Increase /(Decrease) Fund Balance	<b>(42,639)</b>	<b>(42,340)</b>	<b>299</b>
	<b>Projected Fund Balance</b>	<b>153,337</b>	<b>153,636</b>	
<b>Major Changes:</b>				
<b>Revenues:</b>				
\$ (284,586)	Decrease in Food Sales and Other Local			
\$ 354,586	Increase in General Fund Contribution			
<b>Expenditures:</b>				
\$ 70,000	Increase in Food Supplies			

<b>Fund 21: Building Fund / Measure "BB" Series A</b>			
	2nd Interim	Revised	
	Budget	Budget	
Description	as of 1/31/17	as of 4/30/17	Changes
Beginning Fund Balance	7,024,993	7,024,993	
Local Revenue	30,000	30,000	-
Transfer from 21.1 & 21.3	3,050,000	3,050,000	-
<b>Total Revenues</b>	<b>3,080,000</b>	<b>3,080,000</b>	-
Benefits			-
Books and Supplies	10,100	10,100	-
Services and Other Operating Costs	1,086,170	1,099,170	13,000
Capital Outlay	7,775,150	6,275,150	(1,500,000)
<b>Total Expenditures</b>	<b>8,871,420</b>	<b>7,384,420</b>	<b>(1,487,000)</b>
Increase /(Decrease) Fund Balance	(5,791,420)	(4,304,420)	1,487,000
<b>Projected Fund Balance</b>	<b>1,233,573</b>	<b>2,720,573</b>	

**Fund 21.1 Building Fund / Measure "BB" Series B**

	2nd Interim	Revised	
	Budget	Budget	
Description	1/31/17	as of 4/30/17	Changes
Beginning Fund Balance	1,624,344	1,624,344	
Local Revenue	15,000	15,000	-
TF from BB Series D		1,255,000	1,255,000
Transfer to Fund 21.0	-	-	-
<b>Total Revenues</b>	<b>15,000</b>	<b>1,270,000</b>	1,255,000
Books and Supplies	275	275	-
Services and Other Operating Costs	499,350	708,350	209,000
Capital Outlay	928,100	2,168,100	1,240,000
<b>Total Expenditures</b>	<b>1,427,725</b>	<b>2,876,725</b>	<b>1,449,000</b>
Increase /(Decrease) Fund Balance	(1,412,725)	(1,606,725)	(194,000)
<b>Projected Fund Balance</b>	<b>211,619</b>	<b>17,619</b>	

**Fund 21.3 Building Fund / Measure "BB" Series D**

	2nd Interim	Revised	
	Budget	Budget	
Description	1/31/17	as of 4/30/17	Changes
Beginning Fund Balance	18,779,116	18,779,116	
Local Revenue	100,000	100,000	-
Transfer to Fund 21.0	(3,050,000)	(4,305,000)	(1,255,000)
<b>Total Revenues</b>	<b>(2,950,000)</b>	<b>(4,205,000)</b>	<b>(1,255,000)</b>
Classified Salaries	228,142	238,142	10,000
Employee Benefits	110,121	112,203	2,082
Books and Supplies	34,550	38,150	3,600
Services and Other Operating Costs	6,800,800	6,950,000	149,200
Capital Outlay	6,718,100	4,145,100	(2,573,000)
<b>Total Expenditure</b>	<b>13,891,713</b>	<b>11,483,595</b>	<b>(2,408,118)</b>
Increase /(Decrease) Fund Balance	<b>(16,841,713)</b>	<b>(15,688,595)</b>	<b>1,153,118</b>
<b>Projected Fund Balance</b>	<b>1,937,403</b>	<b>3,090,521</b>	

<b>Fund 21.4 Building Fund / Measure "ES" Series A</b>			
	2nd Interim	Revised	
	Budget	Budget	
Description	1/31/17	as of 4/30/17	Changes
Beginning Fund Balance	7,586,676	7,586,676	
Local Revenue	50,000	50,000	-
<b>Total Revenues</b>	<b>50,000</b>	<b>50,000</b>	-
Classified Salaries	90,620	90,620	-
Employee Benefits	29,937	29,937	-
Books and Supplies	5,305,000	5,305,000	-
Services and Other Operating Costs	789,578	891,578	102,000
Capital Outlay	926,000	1,049,000	123,000
<b>Total Expenditure</b>	<b>7,141,135</b>	<b>7,366,135</b>	<b>225,000</b>
Increase /(Decrease) Fund Balance	<b>(7,091,135)</b>	<b>(7,316,135)</b>	<b>(225,000)</b>
<b>Projected Fund Balance</b>	<b>495,541</b>	<b>270,541</b>	
<b>Fund 21.5 Building Fund / Measure "ES" Series B</b>			
	2nd Interim	Revised	
	Budget	Budget	
Description	1/31/17	as of 4/30/17	Changes
Beginning Fund Balance	57,304,691	57,304,691	
Local Revenue	370,000	370,000	-
Bond Proceeds			-
<b>Total Revenues</b>	<b>370,000</b>	<b>370,000</b>	-
Classified Salaries	215,908	235,908	20,000
Employee Benefits	102,626	107,954	5,328
Books and Supplies	41,400	59,900	18,500
Services and Other Operating Costs	10,162,250	17,387,450	7,225,200
Capital Outlay	496,200	1,596,200	1,100,000
<b>Total Expenditure</b>	<b>11,018,384</b>	<b>19,387,412</b>	<b>8,369,028</b>
Increase /(Decrease) Fund Balance	<b>(10,648,384)</b>	<b>(19,017,412)</b>	<b>(8,369,028)</b>
<b>Projected Fund Balance</b>	<b>46,656,307</b>	<b>38,287,279</b>	
<b>Fund 21.6 Building Fund / Measure "ES" Series C</b>			
	2nd Interim	Revised	
	Budget	Budget	
Description	1/31/17	as of 4/30/17	Changes
Beginning Fund Balance	-	-	
Local Revenue	-	-	-
Bond Proceeds		60,000,000	60,000,000
<b>Total Revenues</b>	<b>-</b>	<b>60,000,000</b>	<b>60,000,000</b>
Services and Other Operating Costs		550,000	550,000
<b>Total Expenditure</b>	<b>-</b>	<b>550,000</b>	<b>550,000</b>
Increase /(Decrease) Fund Balance	-	<b>59,450,000</b>	<b>59,450,000</b>
<b>Projected Fund Balance</b>	<b>-</b>	<b>59,450,000</b>	
<b>Issuance of ES Bond Series C</b>			
\$ 60,000,000	Bond Proceeds		
\$ 550,000	Insurance Costs		

<b>Fund: 25 Capital Facilities Fund</b>				
		2nd Interim Budget	Revised Budget	
Object	Description	1/31/2017	as of 4/30/17	Changes
	Beginning Fund Balance	1,236,679	1,236,679	
8600-8799	Local Revenue	803,000	518,602	(284,398)
	<b>Total Revenues</b>	<b>803,000</b>	<b>518,602</b>	<b>(284,398)</b>
4000-4999	Supplies	1,000	1,000	-
5000-5999	Services and Other Operating Costs	802,000	813,000	11,000
6000-6999	Capital Outlay			-
	Total Expenditures	<b>803,000</b>	<b>814,000</b>	<b>11,000</b>
	Increase /(Decrease) Fund Balance	-	<b>(295,398)</b>	<b>(295,398)</b>
	<b>Projected Fund Balance</b>	<b>1,236,679</b>	<b>941,281</b>	

**Major Changes:**

**Revenue:**

\$ (284,398) Decrease in other Local Revenue reflects the write-off uncollectable A/R for 2014-15 Shark Fund payment for Malibu Field Light Project

**Expenditure:**

\$ 11,000 Increase in Services and Other Operating Costs

**Fund: 40 Special Reserve Fund for Capital Outlay Project**

<b>Fund: 40 Special Reserve Fund for Capital Outlay Project</b>				
		2nd Interim Budget	Revised Budget	
Object	Description	as of 1/31/17	as of 4/30/17	Changes
	Beginning Fund Balance	11,444,209	11,444,209	
8300-8599	State Revenue	583,064	583,064	-
8600-8799	Local Revenue	5,530,000	7,070,910	1,540,910
	<b>Total Revenues</b>	<b>6,113,064</b>	<b>7,653,974</b>	<b>1,540,910</b>
4000-4999	Supplies	12,000	12,000	-
5000-5999	Services and Other Operating Costs	1,105,269	1,084,500	(20,769)
6000-6999	Capital Outlay	5,212,000	6,490,741	1,278,741
7400-7499	COPS Payments	1,869,282	1,869,282	-
	Total Expenditures	<b>8,198,551</b>	<b>9,456,523</b>	<b>1,257,972</b>
	Increase /(Decrease) Fund Balance	<b>(2,085,487)</b>	<b>(1,802,549)</b>	<b>282,938</b>
	<b>Projected Fund Balance</b>	<b>9,358,722</b>	<b>9,641,660</b>	

**Major Changes:**

**Revenue:**

\$ 1,540,910 Increase in Redevelopment Property Tax Trust Fund (RPTTF)

**Expenditure:**

\$ 1,278,741 Increase in Capital Outlay / BB construction projects

TO: BOARD OF EDUCATION

ACTION/MAJOR  
05/18/17

FROM: BEN DRATI

RE: CONSIDER APPOINTMENTS TO DISTRICT ADVISORY COMMITTEE (DAC)

RECOMMENDATION NO. A.30

It is recommended that the Board of Education consider appointments to the following district advisory committee (DAC): Intercultural Equity and Excellence. Appoints were made to the Early Childcare and Development, Health & Safety, and Visual & Performing Arts DACs on March 16, 2017, and to the Special Education DAC on April 20, 2017.

COMMENT: The DACs have been in a state of hiatus since September 2, 2015 ([Item No. D.01](#)), while the board examined and revised the policy and regulation related to district advisory committees. Those revisions were made on November 16, 2016 ([Item Nos. A.22 and I.01](#)).

The superintendent's office sent out a [press release](#) on January 30, 2017, soliciting applications to serve on the various DACs. Staff, committee chairs, the PTA council were also asked to spread the word. Reminders were sent out the weeks of February 13 and 20 to PTA leadership and site principals, respectively, encouraging parents and employees to apply. Completed applications were originally due February 24; however, the deadline was extended to March 24 for the DACs listed below, given the small number of applications received by February 24. As per [AR 1220](#), section F.4, the board liaisons assigned to the committees vetted the applications for recommendation to the whole board for approval.

The following charts show how many openings are on the DAC, the names of applicants recommended for approval by the board liaisons, and where members should be placed on the term expiration chart to maintain a balance of membership. (These rosters were confirmed with the DAC chairs.)

**Intercultural Equity and Excellence DAC**

Terms Expire			
6/30/2017	6/30/2018	6/30/2019	6/30/2020
Chris Hickey	Ericka Lesley	Elizabeth Tooke	
Gary Avrech*	Michelle Wittig		
	Berenice Onofre		

\* Term expired 6/30/16, but when the board updated the BP and AR, they agreed that sitting chairs could remain on the committee, even if his/her term had expired during the hiatus.

Current Members (as of August 2013): 5

Openings (as of August 2013): 2-10

Note: To ensure a balance of term expiration dates in the out years, it is recommended that the board randomly assign those whose names appear in the 2017 column and those whose names appear below (a total of nine individuals) to the 2018 (1 name), 2019 (4 names) and 2020 (5 names) columns.

Received Re-applications from:

1. Gary Avrech
2. Joanne Berlin

Received New Applications from:

1. Ashley Benjamin
2. Nancy Chou
3. Keith Coleman
4. Rachel Ginnerty
5. Ismael Morales
6. Cecilia Soto-Loftus (also applied & was appointed to Health & Safety)

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

TO: BOARD OF EDUCATION  
FROM: BEN DRATI / JANECE L. MAEZ  
RE: ADOPT RESOLUTION NO. 16-38 – APPROVING ASSIGNMENT OF DELINQUENT TAX RECEIVABLES TO THE CALIFORNIA STATEWIDE DELINQUENT TAX FINANCE AUTHORITY FOR FISCAL YEARS ENDING JUNE 30, 2017, 2018 AND 2019, AND AUTHORIZING EXECUTION AND DELIVERY OF RELATED DOCUMENTS AND ACTIONS

ACTION/MAJOR  
05/18/17

RECOMMENDATION NO. A.31

It is recommended that the Board of Education adopt Resolution No. 16-38 – Resolution of the governing board of the Santa Monica-Malibu Unified School district approving assignment of delinquent tax receivables to the California statewide delinquent tax finance authority for fiscal years ending June 30, 2017 through June 30, 2019, and authorizing execution and delivery of related documents and actions.

COMMENT: State Government Code allows a public agency, such as a school district, to sell and assign to a joint powers authority any or all of its right, title, and interest in and to the enforcement and collection of delinquent and uncollected property taxes. The California Statewide Delinquent Tax Finance Authority (JPA) was formed as a joint powers authority for the purpose of purchasing delinquent property taxes in accordance with law. The Santa Monica-Malibu Unified School District has participated with this JPA since 2002 bringing in over \$1.2 million unrestricted dollars through their participation. The JPA has been well managed by School Services of California, Inc., (SSC) who will continue to act as a consultant to the JPA to ensure that the best interests of the LEAs are being met and by Chick Adams of Jones Hall law firm, who will continue to serve as legal counsel to the JPA. The SMMUSD Board of Education last approved the district's participation on September 18, 2014 by adopting a resolution for the years ending June 30, 2014 through June 30, 2016. Adopting the attached resolution will extend the District's participation through June 30, 2019.

The next funding of delinquent taxes has tentatively been scheduled to close some time before the end of calendar year 2017. In order for the District to participate, we are submitting this resolution to the governing Board for approval.

A Frequently Asked Questions document and a historical record of payments received by districts in Los Angeles County are included as additional information.

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



**RESOLUTION NO. 16-38**

**RESOLUTION OF THE GOVERNING BOARD OF THE SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT APPROVING ASSIGNMENT OF DELINQUENT TAX RECEIVABLES TO THE CALIFORNIA STATEWIDE DELINQUENT TAX FINANCE AUTHORITY FOR FISCAL YEARS ENDING JUNE 30, 2017, 2018 AND 2019, AND AUTHORIZING EXECUTION AND DELIVERY OF RELATED DOCUMENTS AND ACTIONS**

**WHEREAS**, under Section 6516.6(b) of the Government Code of the State of California (the "Law"), a school district, community college district or other local educational agency is authorized to sell and assign to a joint powers authority any or all of its right, title, and interest in and to the enforcement and collection of delinquent and uncollected property taxes, assessments, and other receivables that have been levied by it or on its behalf for collection on the secured, unsecured, or supplemental property tax rolls, in accordance with such terms and conditions as are set forth in an agreement with the joint powers authority; and

**WHEREAS**, the California Statewide Delinquent Tax Finance Authority (the "Authority") has been formed as a joint powers authority for the purpose of purchasing delinquent *ad valorem* property taxes in accordance with Section 6516.6 of the Law upon terms and conditions which are acceptable to local educational agencies in Los Angeles County; and

**WHEREAS**, under the Law the amount of property tax receipts to be reported in a fiscal year for revenue limit purposes is equal to 100% of the local educational agency's allocable share of the taxes distributed to it for the fiscal year, and any additional amounts will not be reported and will be provided directly to the local educational agency; and

**WHEREAS**, the Board has previously adopted its resolutions approving the participation by the Santa Monica-Malibu Unified School District (the "District") in the delinquent tax finance program of the Authority with respect to prior fiscal years; and

**WHEREAS**, the Authority has requested the District to consider selling it certain delinquent tax receivables arising with respect to the fiscal years ending June 30 in each of the years 2017, 2018 and 2019 (collectively, the "Tax Receivables"), at a purchase price which is at least equal to 110.0% of the amount of Tax Receivables; and

**WHEREAS**, in order to provide funding for the purchase of the Tax Receivables, the Authority has made arrangements to issue and sell a certificate of participation for each fiscal year to a designee of Tower Capital Management, LLC, a Delaware limited liability company; and

**WHEREAS**, the Governing Board of the District (the "Board") wishes to take its action at this time approving the sale of the Tax Receivables to the Authority, and approving related documents and actions;

**NOW, THEREFORE, BE IT RESOLVED** by the Governing Board of the Santa Monica-Malibu Unified School District as follows:

**Section 1. Sale of Tax Receivables to Authority.** The Board hereby approves and authorizes the sale of the Tax Receivables to the Authority, at a purchase price at least equal to 110.0% of the amount of Tax Receivables.

**Section 2. Approval of Purchase and Sale Agreements.** The sale of Tax Receivables shall be accomplished under a Purchase and Sale Agreement (the "Purchase and

Sale Agreement”) between the District and the Authority, in substantially the form executed by the District in connection with previous sales of tax receivables to the Authority.

The Purchase and Sale Agreement is hereby approved in substantially the form on file with the Clerk of the Board, together with any changes therein or modifications thereof approved by the Superintendent (or other chief executive officer) or the chief business officer of the District (each, an “Authorized Officer”). The Authorized Officer is authorized and directed to execute and deliver each such Purchase and Sale Agreement on behalf of the District, and the execution and delivery of each such Purchase and Sale Agreement by the Authorized Officer shall be conclusive evidence of the approval of any such changes and modifications. The Board hereby authorizes the delivery and performance of the Purchase and Sale Agreements.

**Section 3. Official Actions.** The Authorized Officer and any and all other officers of the District are hereby authorized and directed, for and in the name and on behalf of the District, to do any and all things and take any and all actions, including execution and delivery of any and all assignments, certificates, requisitions, agreements, notices, consents, instruments of conveyance, warrants and other documents, which they, or any of them, may deem necessary or advisable in order to consummate the sale of the Tax Receivables to the Authority and the other transactions described herein. Whenever in this resolution any officer of the District is authorized to execute or countersign any document or take any action, such execution, countersigning or action may be taken on behalf of such officer by any person designated by such officer to act on his or her behalf in the case such officer is absent or unavailable.

**Section 4. Effective Date.** This resolution shall take effect from and after the date of approval and adoption thereof.

**PASSED AND ADOPTED** this 18th day of May 2017, by the following vote:

AYES:

NOES:

ABSENT:

ATTEST:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

# **DELINQUENT PROPERTY TAX FINANCING PROGRAM FOR CALIFORNIA EDUCATIONAL AGENCIES**

## **Frequently Asked Questions**

May 1, 2017

**1. How did this program come about?**

This program is the result of consultations and agreements reached over the course of several years beginning in the late 90s that involved members of the California legislature, the Department of Finance, the Department of Education, the Governor's Office, school districts, the California State Association of Counties, and School Services of California.

**2. Who authorized it?**

California Government Code 6516.6 authorizes local taxing agencies, like school districts, to form joint powers authorities to purchase delinquent property tax receivables.

**3. What is a Joint Powers Authority?**

A joint powers authority (JPA) is a separate public entity formed by two or more public agencies that can, under California law, exercise any power held in common by the public agencies forming the JPA, including the power to finance delinquent taxes.

**4. How does the financing work?**

School districts that elect to participate in this program execute a purchase and sale agreement through which they assign their secured roll delinquent property tax receivables to the JPA. The JPA then sells its rights to its selected funding source.

**5. What liabilities does my school district incur by participating in this program?**

Under California law and the joint powers agreement, individual school districts are not responsible for the debts, obligations and liabilities of the Authority. The only obligations assumed by school districts are specified in the purchase and sale agreements entered into with the JPA.

**6. How do I determine the economic benefit for my school district?**

Each school district that participates in the program receives an amount of money in excess of the base tax due – in effect a premium or benefit – for the tax receivables that it sells and assigns to the JPA. This benefit is additional unrestricted income for each district that does not, by law, offset state aid. The premium is an amount which will be paid to the participating districts upon settlement of the transaction.

**7. What level of participation is required in a given county?**

In Los Angeles and Monterey counties virtually all of the K-14 school districts plus each county's office of education participates in the program. School districts in other counties that form a JPA to take advantage of the benefits available under CGC

6516.6 would need to obtain substantial participation of the school districts in that county in order for the program to be economically viable for an underwriter.

**8. Who pays the school districts' expenses?**

School districts do not incur any expenses associated with their participation in this program.

**9. Would this transaction affect a school district's debt capacity or credit rating?**

The program is a sale of delinquent tax receivables and as such relies exclusively on the security of those receivables. Thus, this program is non-recourse to the participating school districts, community colleges and county offices of education. Accordingly, as this is not a borrowing, there should be no impact on a participating district's debt capacity or credit rating.

**10. What benefit do participating districts receive?**

The legislation that authorized this program was designed (a) to permit the state to benefit from the financing of delinquent tax receivables by reducing its subvention payments to schools similar to Teeter Plans in other counties; and also (b) to permit education agencies to receive additional unrestricted income as a result of the sale of the delinquent tax receivables. Other participating school districts where this program is operating receive a 10% benefit -- their allocable share of the delinquent tax receivables sold multiplied by 10% -- up front in cash. The statute allows this benefit to be received by school districts as additional unrestricted money that does not affect revenue limits.

**11. Who provides the funds for this program?**

The JPA selects an underwriter with the capability of purchasing the participating schools' delinquent tax receivables as well as the capability of developing and maintaining the required data processing facilities that are required for this program. Tower Capital Management of Morristown, New Jersey is the underwriter that has been selected by the JPAs in Los Angeles and Monterey counties.

**12. Who can I contact if I have further questions?**

For general questions:

Robert Miyashiro, School Services, (916) 446-7517 or [robertm@sscal.com](mailto:robertm@sscal.com)

Bill Dahms, Consultant, (213) 220-5010 or [williamrdahms@gmail.com](mailto:williamrdahms@gmail.com)

For legal questions:

Chick Adams, Jones Hall, (415) 391-5780 or [cadams@joneshall.com](mailto:cadams@joneshall.com)

## CALIFORNIA STATEWIDE DELINQUENT TAX FINANCE AUTHORITY

Premium Benefits Received by K-14 Public Schools in Los Angeles County: 2002 - 2016

November 11, 2016

School Agency	Premiums Received 2002-10	Premiums Received Feb 2012	Premiums Received Jun 2013	Premiums Received Jun 2014	Premiums Received Dec 2014	Premiums Received Dec 2015	Premiums Received Dec 2016	Total Premiums Received
A B C UNIFIED SCHOOL DISTRICT	468,301	20,022	18,077	15,779	16,207	15,163	15,425	568,974
ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT	63,313	4,239	5,089	2,986	3,321	3,144	3,322	85,414
ALHAMBRA UNIFIED SCHOOL DISTRICT	154,919	5,899	7,204	4,509	3,685	3,455	3,543	183,213
ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT	658,817	33,473	40,455	24,659	21,084	20,286	20,893	819,667
ARCADIA UNIFIED SCHOOL DISTRICT	474,260	34,836	39,326	27,737	32,767	32,096	34,307	675,329
AZUSA UNIFIED SCHOOL DISTRICT	251,674	10,464	9,642	8,000	8,436	8,181	8,550	304,947
BALDWIN PARK UNIFIED SCH DISTRICT	295,145	8,446	5,395	6,896	5,849	5,600	5,744	333,074
BASSETT UNIFIED SCHOOL DISTRICT	128,697	5,499	5,109	4,292	4,622	4,475	4,595	157,288
BELLFLOWER UNIFIED SCHOOL DISTRICT	328,273	14,406	14,041	11,219	11,661	11,033	11,343	401,975
BEVERLY HILLS UNIFIED SCHOOL DISTRICT	317,670	44,055	53,645	34,751	42,454	40,335	43,236	576,145
BONITA UNIFIED SCHOOL DISTRICT	262,677	12,892	12,751	9,933	10,557	10,002	10,344	329,157
BURBANK UNIFIED SCHOOL DISTRICT	588,966	36,797	40,707	28,091	31,479	29,539	30,237	785,817
CASTAIC UNION SCHOOL DISTRICT	86,059	4,773	5,073	3,425	3,610	3,377	3,465	109,781
CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT	405,308	27,872	32,658	21,180	16,787	16,046	16,057	535,908
CERRITOS COMMUNITY COLLEGE DISTRICT	367,230	10,369	10,686	7,971	8,732	8,240	8,446	421,674
CHARTER OAK UNIFIED SCHOOL DISTRICT	175,139	8,366	8,048	6,437	6,938	6,609	6,786	218,324
CITRUS COMMUNITY COLLEGE DISTRICT	239,172	5,683	5,907	4,379	4,829	4,660	4,843	269,473
CLAREMONT UNIFIED SCHOOL DISTRICT	197,828	11,057	12,294	8,593	9,395	9,104	9,321	257,592
COMPTON COMMUNITY COLLEGE DISTRICT	123,575	5,193	5,599	3,957	4,333	4,079	4,181	150,917
COMPTON UNIFIED SCHOOL DISTRICT	594,418	22,146	19,925	17,376	17,581	16,583	16,976	705,006
COVINA-VALLEY UNIFIED SCHOOL DISTRICT	328,481	14,748	13,855	11,371	11,934	11,401	11,707	403,497
CULVER CITY UNIFIED SCHOOL DISTRICT	197,037	11,596	12,687	8,990	10,062	9,665	9,995	260,031
DOWNEY UNIFIED SCHOOL DISTRICT	548,745	26,931	27,314	20,989	22,204	21,033	21,674	688,891
DUARTE UNIFIED SCHOOL DISTRICT	108,651	5,228	5,114	4,095	4,466	4,323	4,526	136,403
EAST WHITTIER CITY SCHOOL DISTRICT	161,001	5,769	4,705	4,620	4,467	4,242	4,385	189,189
EASTSIDE UNION SCHOOL DISTRICT	39,902	914	396	782	514	468	486	43,463
EL CAMINO COMMUNITY COLLEGE DISTRICT	464,629	34,571	35,807	26,526	29,539	27,521	28,397	646,991
EL MONTE SCHOOL DISTRICT	190,479	5,876	4,048	4,660	4,424	4,144	4,233	217,865

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November 11, 2016

School Agency	Premiums Received 2002-10	Premiums Received Feb 2012	Premiums Received Jun 2013	Premiums Received Jun 2014	Premiums Received Dec 2014	Premiums Received Dec 2015	Premiums Received Dec 2016	Total Premiums Received
EL MONTE UNION HIGH SCHOOL DISTRICT	348,242	20,879	22,903	16,080	12,352	11,562	11,814	443,832
EL RANCHO UNIF./CONS/ SCHOOL DISTRICT	236,446	9,302	8,324	7,247	7,409	7,010	7,226	282,965
EL SEGUNDO UNIFIED SCHOOL DISTRICT	124,340	7,693	8,397	5,666	6,632	5,740	5,943	164,412
GARVEY SCHOOL DISTRICT	102,522	2,834	1,707	2,317	2,114	1,990	2,051	115,536
GLENDALE COMMUNITY COLLEGE DISTRICT	339,382	12,229	12,554	9,327	10,316	9,723	10,044	403,574
GLENDALE UNIFIED SCHOOL DISTRICT	1,022,288	63,198	69,762	48,228	54,075	50,962	52,645	1,361,158
GLENDORA UNIFIED SCHOOL DISTRICT	194,906	9,731	9,854	7,713	8,232	7,967	8,363	246,765
GORMAN SCHOOL DISTRICT	22,999	170	0	194	39	35	36	23,474
HACIENDA-LA PUENTE UNIFIED SCHOOL DISTRICT	514,375	21,788	20,467	17,038	17,850	16,991	17,401	625,910
HART WILLIAM S UNION HIGH SCHOOL DISTRICT	920,299	62,022	72,080	45,579	32,982	32,079	33,110	1,198,151
HAWTHORNE SCHOOL DISTRICT	146,336	3,858	2,069	3,182	2,726	2,503	2,566	163,240
HERMOSA BEACH CITY SCHOOL DISTRICT	49,553	3,808	4,692	3,094	3,399	3,256	3,405	71,207
HUGHES ELIZABETH LAKES UNION SCH DISTRICT	15,606	885	933	628	681	625	643	20,002
INGLEWOOD UNIFIED SCHOOL DISTRICT	451,756	21,938	21,742	16,851	18,423	17,305	17,469	565,483
KEPPEL UNION SCHOOL DISTRICT	48,076	1,425	1,082	1,068	950	885	933	54,419
L.A.CITY COMMUNITY COLLEGE DISTRICT	2,925,698	213,008	220,749	163,969	182,324	173,392	180,889	4,060,030
LA CANADA UNIFIED SCHOOL DISTRICT	223,942	16,384	19,231	12,944	14,990	14,355	14,875	316,722
LANCASTER SCHOOL DISTRICT	195,618	2,996	0	2,562	1,389	1,316	1,334	205,216
LAS VIRGENES UNIFIED SCHOOL DISTRICT	670,644	48,360	58,404	35,971	41,466	39,434	40,480	934,759
LAWNDALE SCHOOL DISTRICT	97,968	2,700	1,467	2,193	1,857	1,734	1,777	109,697
LENNOX SCHOOL DISTRICT	93,286	1,427	0	1,240	649	604	612	97,818
LITTLE LAKE CITY SCHOOL DISTRICT	82,096	2,355	1,509	1,920	1,685	1,615	1,657	92,837
LONG BEACH COMMUNITY COLLEGE DISTRICT	453,360	14,568	14,478	11,142	12,336	11,633	11,550	529,066
LONG BEACH UNIFIED SCHOOL DISTRICT	2,183,434	99,585	93,547	77,223	82,615	77,903	77,350	2,691,658
LOS ANGELES COUNTY OFFICE OF EDUCATION	1,814,039	101,372	114,807	77,172	139,858	132,242	136,235	2,515,724
LOS ANGELES UNIFIED SCHOOL DISTRICT	21,598,592	1,240,324	1,339,933	956,609	1,064,319	1,013,613	1,058,892	28,272,282
LOS NIETOS SCHOOL DISTRICT	45,157	1,806	1,549	1,376	1,422	1,322	1,321	53,952
LOWELL JOINT SCHOOL DISTRICT	60,293	2,411	2,018	1,941	1,915	1,813	1,860	72,251

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November 11, 2016

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LYNWOOD UNIFIED SCHOOL DISTRICT	285,098	7,092	3,728	5,656	4,930	4,609	4,755	315,867
MANHATTAN BEACH UNIFIED SCH DIST	432,664	34,032	41,966	27,131	25,169	24,025	25,532	610,519
MONROVIA UNIFIED SCHOOL DISTRICT	196,619	11,585	12,624	9,032	9,972	9,506	9,842	259,179
MONTEBELLO UNIFIED SCHOOL DISTRICT	734,144	30,166	26,179	23,509	24,168	22,623	22,902	883,691
MOUNTAIN VIEW SCHOOL DISTRICT	140,557	2,754	567	2,238	1,751	1,639	1,666	151,172
MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT	567,980	22,361	22,699	17,161	18,914	18,013	18,503	685,631
NEWHALL SCHOOL DISTRICT	194,060	10,745	11,356	7,866	8,502	8,276	8,453	249,258
NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT	504,069	20,879	19,599	16,361	17,117	16,203	16,597	610,825
PALMDALE SCHOOL DISTRICT	295,432	5,063	907	4,276	2,712	2,652	2,709	313,751
PALOS VERDES PENINSULA UNIFIED SCHOOL DISTRICT	673,884	49,297	55,624	38,374	44,850	42,492	43,854	948,374
PARAMOUNT UNIFIED SCHOOL DISTRICT	298,672	10,221	9,157	8,032	7,740	7,284	7,460	348,564
PASADENA AREA COMMUNITY COLLEGE	482,241	28,233	29,598	22,151	24,764	23,729	24,790	635,505
PASADENA UNIFIED SCHOOL DISTRICT	1,036,125	73,972	86,524	56,534	65,157	62,203	64,616	1,445,130
POMONA UNIFIED SCHOOL DISTRICT	634,468	21,557	16,577	16,773	16,761	15,975	16,304	738,415
REDONDO BEACH UNIFIED SCHOOL DISTRICT	512,345	39,738	46,614	30,539	23,367	22,069	22,760	697,433
RIO HONDO COMMUNITY COLLEGE DISTRICT	259,510	7,137	7,337	5,469	6,021	5,698	5,825	296,997
ROSEMead SCHOOL DISTRICT	64,240	2,571	2,211	2,054	2,088	1,951	2,012	77,126
ROWLAND UNIFIED SCHOOL DISTRICT	401,208	17,436	16,485	13,797	14,757	13,958	14,268	491,909
SAN GABRIEL UNIFIED SCHOOL DISTRICT	155,607	9,574	10,275	7,649	8,420	8,056	8,443	208,024
SAN MARINO UNIFIED SCHOOL DISTRICT	169,022	12,446	14,294	10,018	11,813	11,290	11,851	240,733
SANTA CLARITA COMMUNITY COLLEGE DISTRICT	292,397	19,077	19,971	13,940	15,144	14,729	15,203	390,461
SANTA MONICA COMMUNITY COLLEGE DISTRICT	463,019	17,250	17,737	13,511	15,233	14,409	14,947	556,107
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT	858,229	67,515	79,178	52,405	62,124	58,760	60,958	1,239,168
SAUGUS UNION SCHOOL DISTRICT	240,328	12,208	12,356	9,188	9,592	9,356	9,734	302,762
SOUTH PASADENA UNIFIED SCHOOL DISTRICT	135,226		35		7,304	6,896	7,130	156,591
SOUTH WHITTIER SCHOOL DISTRICT	77,070	2,568	2,095	2,038	2,034	1,975	1,990	89,770
SULPHUR SPRINGS UNION SCHOOL DISRICT	136,225	6,825	7,325	5,157	5,443	5,423	5,581	171,980
TEMPLE CITY UNIFIED SCHOOL DISTRICT	153,409	8,697	9,414	7,064	7,871	7,545	7,869	201,870

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November 11, 2016

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TORRANCE UNIFIED SCHOOL DISTRICT	1,014,549	65,962	73,236	49,935	57,004	53,483	54,343	1,368,512
VALLE LINDO SCHOOL DISTRICT	18,638	425	132	357	292	272	274	20,389
WALNUT VALLEY UNIFIED SCHOOL DISTRICT	379,135	19,001	19,085	14,876	16,018	15,268	15,843	479,227
WEST COVINA UNIFIED SCHOOL DISTRICT	223,135	10,034	10,010	8,091	7,816	7,481	7,720	274,287
WESTSIDE UNION SCHOOL DISTRICT	144,392	5,505	6,305	4,120	3,834	3,768	3,952	171,875
WHITTIER CITY SCHOOL DISTRICT	138,597	5,372	4,581	4,235	4,249	4,016	4,101	165,152
WHITTIER UNION HIGH SCHOOL DISTRICT	474,594		32,557	22,308	17,515	16,644	17,020	580,637
WILSONA SCHOOL DISTRICT	29,085	708	399	562	510	512	536	32,313
WISEBURN SCHOOL DISTRICT	79,017	5,137	5,888	4,037	4,409	3,736	4,768	106,993
<b>TOTALS</b>	<b>56,287,020</b>	<b>3,084,320</b>	<b>3,362,097</b>	<b>2,401,121</b>	<b>2,652,309</b>	<b>2,520,939</b>	<b>2,614,611</b>	<b>72,922,416</b>

72,922,416

**Note:**

The amount of the premiums (unrestricted additional income) received by each of the participating schools is based on (1) allocation factors provided to Tower Capital Management, the underwriter of the Joint Powers Authority, by the office of the Los Angeles County Auditor-Controller; and (2) the total amount of the K-14 schools' share of the property tax delinquencies in Los Angeles County purchased by the Joint Powers Authority. Please note that the premiums to be received in June 2013 have been adjusted to correct for prior years' underpayments or overpayments as described in the May 13, 2013



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## **INFORMATION ITEMS**

TO: BOARD OF EDUCATION  
FROM: BEN DRATI / JANECE L. MAEZ  
RE: REVISION TO AR 3515.2 – DISRUPTIONS

INFORMATION  
05/18/17

INFORMATION ITEM NO. I.01

This is to inform the Board of Education that AR 3515.2 – Disruptions has been revised.

COMMENTS: The regulation has been updated to authorize the principal or designee to remove from school grounds or a school activity any person who threatens the immediate physical safety of a student, staff, or others. The regulation also reflects law allowing a person who has been directed to leave school facilities to reenter a location where the superintendent's or board's office is located for the purpose of filing an appeal.

The board discussed these changes at the May 4, 0217, board meeting. The corresponding policy can be found under Item No. A.20 in this agenda.

**DISRUPTIONS**

The principal or designee may direct any person, except a student, school employee, or other person required by his/her employment to be on school grounds, to leave school grounds if: (Education Code 44810, 44811; Penal Code 415.5, 626.7, 626.8, 626.81, 626.85)

1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property.
2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction.
3. The person loiters around a school without lawful business for being present or reenters a school within 72 hours after he/she was asked to leave.
4. The person is required to register as a sex offender pursuant to Penal Code 290.

However, a registered sex offender may be on school grounds if he/she has a lawful purpose and written permission from the principal or designee.

5. The person is a specified drug offender as defined in Penal Code 626.85.  
However, a specified drug offender may be on school grounds with written permission from the principal or designee or, if he/she is a parent/guardian of a child enrolled in that school, to attend a school activity.
6. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of any student in grades K-8 while attending, arriving at, or leaving school. (Penal Code 626.8)
7. The person has otherwise established a continued pattern of unauthorized entry on school grounds.

The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code 626.7, 626.85)

When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she:

1. Fails to leave or remains after being directed to leave (Penal Code 626.7, 626.8, 626.85)
2. Returns to the campus without following the school's posted registration requirements (Penal Code 626.7)
3. Returns within seven days after being directed to leave (Penal Code 626.8, 626.85)

## **Appeal Procedure**

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)

The decision of the Superintendent or designee may be appealed to the Board of Education. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)

In any circumstance where a person has been directed to leave a school building or grounds where the Superintendent's or Board's office is situated, he/she may nevertheless enter the school building or ground solely for the purpose of making the appeal. (Education Code 32211)

**Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**  
**approved: August 19, 2009 Santa Monica, California**  
**revised: August 10, 2011; July 18, 2012**

TO: BOARD OF EDUCATION

INFORMATION

05/18/17

FROM: BEN DRATI / JANECE L. MAEZ

RE: DELETION OF AR 3541.2 – TRANSPORTATION FOR STUDENTS WITH  
DISABILITIES

INFORMATION ITEM NO. I.02

This is to inform the Board of Education that AR 3541.2 – Transportation for Students with Disabilities has been deleted.

COMMENTS: The regulation has been deleted and material moved to BP re: provision of alternative transportation when a student is excluded from school bus transportation for a disciplinary or other reason, assurance that a contract with a nonpublic, nonsectarian school or agency addresses transportation as necessary, and transportation of service animals.

The board discussed these changes at the May 4, 2017, board meeting. The corresponding policy can be found under Item No. A.22 in this agenda.

**~~TRANSPORTATION FOR STUDENTS WITH DISABILITIES~~**

~~Transportation for students with disabilities shall be provided in accordance with a student's Individualized Education Program (IEP) or Section 504 accommodation plan.~~

~~If a disabled student is excluded from school bus transportation, the district shall provide alternative transportation at no cost to the student or parent/guardian provided that transportation is specified in the student's IEP. (Education Code 48915.5)~~

~~When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Superintendent or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP. (Education Code 56366)~~

~~Guide dogs, signal dogs and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled students, disabled teachers or persons training the dogs. (Education Code 39839)~~

**Regulation  
approved: August 19, 2009**

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
Santa Monica, California**