



**BOARD OF EDUCATION MEETING
MINUTES – SPECIAL MEETING**

March 23, 2017

A special meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, March 23, 2017, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:45 p.m. in the Board Conference Room. At 4:46 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 6:07 p.m. in the Board Room.

CLOSED SESSION (4:45-5:30 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 (45 minutes)

- Government Code §54956.9(d)(1) (45)
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
 - Name of Case: America Unites for Kids, and Public Employees for Environmental Responsibility vs. SMMUSD Superintendent, SMMUSD Associate Superintendent and Chief Financial Officer, and SMMUSD Board of Education; U.S. District Court Case No. 2:15-CV-2124

There was nothing to report out of closed session.

6:07 pm **III. CALL TO ORDER** (5:30 p.m.)

A. Roll Call

Board of Education Members

Laurie Lieberman – President	Craig Foster
Richard Tahvildaran-Jesswein – Vice President	Jon Kean
Oscar de la Torre	Ralph Mechur
Maria Leon-Vazquez	

B. Pledge of Allegiance

Led by Ms. Leon-Vazquez

6:08 pm **IV. CONSENT CALENDAR** (0 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.

Business and Fiscal

A.01 Approval to Purchase Two Passenger School Buses from
AZ Bus Sales and Surplus the Replaced Vehicles 1

V. DISCUSSION ITEMS (60 minutes)

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

6:08 pm D.01 Budget Update (30).....2-2g

VI. MAJOR ITEMS (10 minutes)

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

- A.02 Adopt Resolution No. 16-27 – Approving the Environmental Impact Report Addendum for the Option of Replacing the Malibu Middle and High School Building E, Amended Mitigation Monitoring and Reporting Program, and the Changes to the Malibu Middle and High School Building E Project (10) 4-7

VII. PUBLIC COMMENTS

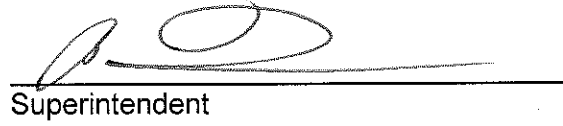
Public Comments is the time when members of the audience may address the Board of Education on items not scheduled on the meeting's agenda (the following rules apply to both general public comments as well as comments about a specific agenda item). The Brown Act (Government Code) states that Board members 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.

VIII. ADJOURNMENT

It was moved by Mr. de la Torre, seconded by Mr. Mechur, and voted 7/0 to adjourn the meeting at 8:46 p.m. in memory of Santa Monica High School freshman, Andre Zuczek, who passed away over the weekend. Mr. de la Torre requested information regarding the drug prevention programs the district has at the schools. This meeting will adjourn to a special meeting scheduled for **Thursday, March 30, 2017, at 4:00 p.m.** in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The next regular meeting is scheduled for **5:30 p.m. on Thursday, April 20, 2017**, at the district office.

Approved: 4-20-17


President


Superintendent

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

03/23/17

FROM: BEN DRATI / JANECE L. MAEZ / NEAL ABRAMSON

RE: APPROVAL TO PURCHASE TWO PASSENGER SCHOOL BUSES FROM AZ BUS SALES AND SURPLUS THE REPLACED VEHICLES

RECOMMENDATION NO. A.01

It is recommended that the Board of Education approve the purchase of two (2) seventy-five (75)-passenger Blue Bird BBCV 3310 School Buses from A-Z Bus Sales Inc. and to surplus the replaced vehicles. The total price is \$267,396.41 for both buses. The pricing is valid with 2017 Waterford USD Bid #01-17, a piggyback bid.

Funding Information

Budgeted: Yes
Fund: General
Source: General Fund
Account Number: 01-00000-0-11100-36000-6500-058-2580

COMMENTS: Two existing school buses are in need of replacement as they are beyond economic repair (vehicle #01 and #11). Following Board approval, a purchase order will be placed with A-Z Bus Sales to purchase the two buses. Expected delivery is June 2017.

The following vehicles will be salvaged as surplus once the replacement vehicles are received. Vehicles are beyond economic repair and exceed the District standard of a 20-year replacement cycle. These are also our oldest diesel-powered vehicles and will be replaced with buses manufactured to current emission standards.

Veh #	Make/Model	Year	VIN	Department	License
01	Bluebird BU	1995	1BABM7AXSF062619	TRANSPORTATION	019550
11	Bluebird XW	1993	1BABMB7A8PF053733	TRANSPORTATION	377768

Condition:

Veh #	Mileage	Interior Condition	Exterior Condition	Mechanical
01	Unknown	Poor	Metal fatigue, transmission replacement, paint and major rust	Poor
11	Unknown	Poor	Engine, transmission, chassis replacement, obsolete parts	Poor

MOTION MADE BY: Mr. Foster

SECONDED BY: Dr. Tahvildaran-Jesswein

STUDENT ADVISORY VOTE: N/A

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

NOES: 0

DISCUSSION ITEMS

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

DISCUSSION
03/23/17

DISCUSSION ITEM NO. D.01

Staff presented budget information to the Board of Education on January 24, 2017 in a budget workshop. This study session item will allow staff to further update the Board on the development of the 2017-18 budget.

Public Comments:

- *Joan Krenik, Berenice Onofre, and Jennifer Smith addressed the board regarding this item.*

Ms. Maez projected live budget scenarios to show how the ending fund balance and pattern of deficit spending changes in the out years as expenditures are reduced and Measure GSH funding increases. In response to staff's recommendation to 1) treat 2017-18 as a transition year and not reduce expenditures, since we have a new superintendent on board, 2) consider a steady increase in cuts starting in 2018-19, and 3) implement Measure GSH expenditures in 2017-18, the board made the following comments:

Mr. Kean proposed postponing cuts and Measure GSH spending until 2018-19, suggesting that staff consider examining reorganizing departments as a potential way to reduce spending. Dr. Tahvildaran-Jesswein supported both small reductions and GSH expenditures in 2017-18, suggesting staff incorporate into budget scenarios the use of Measure GSH funds to address deferred maintenance. Mr. Mechur requested information on a deferred maintenance plan and Measure ES technology updates to show the community how we plan to spend Measure GSH funds wisely. Ms. Leon-Vazquez requested that staff return in May with a list of specific reductions. Mr. de la Torre encouraged staff to continue to focus on equity, leverage community partnerships, and protect support structures for students transitioning from elementary to middle school. Ms. Lieberman remarked that, historically, it has been difficult for the board to make cuts, so she suggested the board consider some cuts in 2017-18 to make cuts in the out years more manageable. Mr. Foster remarked that, with a focus on Excellence through Equity, it was the board's role to adopt a multi-year, sustainable budget and plan, and it was staff's role to develop scenarios with reductions for the board to consider, including reallocating funds from less successful programs to more successful ones, thinning departments, increasing effectiveness, making cuts, and collaborating with partners.

Dr. Drati emphasized the need to be strategic when moving forward when considering potential cuts. He added that the board and staff will need to have the honest, difficult conversations.



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2017-18 Budget Workshop

Janece L. Maez

Associate Superintendent, Business Services

March 23, 2017



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
- Revisit direction provided to staff from the 3/24/17 Board budget workshop



The SMMUSD Story

- We are a district that:
 - Serves a diverse population
 - Is high achieving
 - Has high expectations and sets challenging goals
 - Is expected by the community to excel
 - Has exceptional programs for students that include music, arts, STEM, preschool to name a few
 - Is proud of the high quality of teaching and learning that is demonstrated in classrooms across the District
 - Is innovative and creative
 - Has a persistent achievement gap being addressed by our Excellence through Equity initiative



The SMMUSD Story continued

- Community support for the District includes:
 - Parents, PTAs, and Booster Clubs
 - Education Foundation
 - District Advisory Committees
 - Cities of Santa Monica and Malibu
 - *Master Facility Agreements*
 - *Prop Y and GSH*
 - Communities of Santa Monica and Malibu have passed tax measures (Measures BB/ES and Measure R)
 - Property values causing the District to become a minimum state aid district, receiving LCFF revenues greater than our entitlement
 - Ability to lease District owned properties for in excess of \$2.0 million annually



What do we know about our expenditures?

- Our salaries and benefits (86% of the budget) are competitive with neighboring districts
 - Between 2015-16 and 2016-17, SMMUSD provided a combined salary schedule increase in excess of 8.0%
 - Health and Welfare costs have increased between 5% and 6% each year
 - STRS and PERS pension costs continue to increase dramatically and will exceed 19% and 24% respectively by 2020-21



More on expenditures

- Our staffing allocations are considered by many to be generous
 - Classroom
 - Administration – both site and district office
 - Support personnel
- Since 2014-15, we have experienced several significant amounts of one-time funds
 - \$13M from the State action to eliminate Redevelopment Agencies
 - \$9.9M in State funded prior year Mandated Cost payments



Budget work of Fiscal Department

- Prepared 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 our entitlement by \$3.4 million
- Projected other revenue sources
 - Federal
 - Other State
 - Local
 - *Parcel Tax - \$11.6M*
 - *Master Facility Agreement – City of Santa Monica - \$8.8M*
 - *Prop Y - \$8.0M*
 - *Prop GSH - \$8.0M*
 - *SMM Education Foundation - \$2.0M*
 - *Leases/Rents - \$2.5+M*



Budget work of Fiscal Dept – cont'd

- Met with every site/department and 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



What current 2017-18 Budget projections look like:

- SMMUSD is now projecting a \$12.3M deficit in the 2016-17 fiscal year
- This means expenditures are over \$12M more than revenue
- The deficit drops to \$5.7M in 2017-18 by including the new GSH funding source
- Recall the Board's consensus at January 24th workshop where the concept of including new GSH expenditures only after an equivalent number of reductions were identified



Where are we identifying possible budget reductions

- Transitional year for SMMUSD
 - Four (4) Superintendents between June 2016 and January 2017
- A new Superintendent facing significant deficit deserves the opportunity to pause, evaluate spending patterns, conduct a thorough analysis, determine efficiencies, and have the difficult conversations necessary to make thoughtful recommendations



However.....

- Pausing the reduction conversation must be balanced with our communities' expectation when they generously supported and approved Proposition GSH
- The message to our community was that GSH funds would improve the condition of our facilities through deferred maintenance, enhance/expand our early childhood education and give us the opportunity to keep our classroom technology refreshed and current



Multi-Year Projections

Handouts

<http://www.smmusd.org/fiscal/BudgetDocs/032317BudgetPresentation.pdf>



Next Steps

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

MULTI-YEAR PROJECTION
/UNRESTRICTED GENERAL FUND

Budget Workshop 3/23/17

Description	2013-14 UNAUDITED ACTUALS	2014-15 UNAUDITED ACTUALS	2015-16 UNAUDITED ACTUALS	2016-17 2ND INTERIM	2017-18 PROJECTED BUDGET	2018-19 PROJECTED BUDGET	2019-20 PROJECTED BUDGET	2020-21 PROJECTED BUDGET
Revenue:								
Property Tax	65,814,145	72,572,371	73,665,773	75,937,733	80,745,046	84,374,688	88,180,420	92,170,938
Education Protection Account (EPA)	2,177,336	2,169,846	2,159,478	2,159,176	2,151,600	2,000,000	2,000,000	2,000,000
LCFF Transfer to Fund Fund 11 - Adult Ed	(12,628)	(187,628)						
LCFF Transfer to Fund Fund 14- Def Maint	(250,000)	(250,000)	(250,000)	(250,000)	(250,000)	(250,000)	(250,000)	(250,000)
LCFF Transfer to Charter School & County Specialized secondary school	(83,038)	(81,164)	(110,360)	(110,500)	(112,000)	(112,000)	(112,000)	(112,000)
Pr Yr LCFF Adjustment				(151,856)				
LCFF State Aid	1,983,763	1,582,875	8,526,545	9,617,242	5,137,574	4,262,832	3,703,511	454,938
Minimum State Aid - \$8,585,843		7,002,968	59,298		3,448,269	4,323,011	4,882,332	8,130,905
Subtotal LCFF Funding	69,629,578	82,809,268	84,050,734	87,201,795	91,120,489	94,598,531	98,404,263	102,394,781
Prior Year LCFF Adjustment		6,602,080						
Other Federal	15,795	13,690	262,529	49,969	13,000	13,000	13,000	13,000
Lottery	1,494,551	1,489,605	1,664,714	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000
Mandated Reimbursement Block Grant	406,563	1,127,895	6,111,310	2,693,336	898,616	395,000	395,000	395,000
Other State Revenue	111,489	36,083	6,579	5,000	5,000	5,000	5,000	5,000
Meas. "R"	11,206,995	11,280,274	11,301,682	11,651,225	11,884,250	12,121,934	12,364,373	12,611,661
Meas. YY / City of SM	7,488,221	6,608,435	7,952,230	8,000,000	8,200,000	8,400,000	8,600,000	8,800,000
Meas. GSH / City of SM				600,000	8,200,000	8,400,000	8,600,000	8,800,000
Joint Use Agreement/ City of SM	8,282,650	8,448,303	8,617,269	8,812,824	9,000,000	9,200,000	9,400,000	9,600,000
All Other Local Income	3,467,913	3,691,635	4,420,423	3,639,133	3,530,000	3,540,000	3,550,000	3,560,000
SMMEF Donation	117,155	3,203,730	2,365,721	2,030,276	2,000,000	2,000,000	2,000,000	2,000,000
Local General Fund Contribution	(18,843,124)	(19,937,657)	(22,754,111)	(26,195,132)	(26,719,035)	(27,253,415)	(27,798,484)	(28,354,453)
TOTAL REVENUE	83,377,785	105,373,340	103,999,079	100,088,426	109,732,320	113,020,050	117,133,152	121,424,989
Expenditure:								
Certificated Salary	44,436,065	47,401,002	50,568,173	53,465,147	54,267,124	55,081,131	55,907,348	56,745,958
Classified	14,386,104	16,206,905	17,615,212	18,485,711	18,762,997	19,044,442	19,330,108	19,620,060
Benefits	19,974,045	22,125,603	23,243,568	26,046,301	28,344,070	30,932,121	33,627,125	36,005,474
STRS	3,614,166	4,142,592	5,305,035	6,623,361	7,830,746	8,967,208	10,136,002	10,838,478
PERS	1,536,214	1,691,135	1,876,733	2,390,764	2,668,098	3,205,180	3,757,773	4,396,855
SOCIAL SECURITY & MEDICARE	1,747,042	1,919,523	2,089,165	2,235,529	2,222,243	2,255,576	2,289,410	2,323,751
HEALTH AND WELFARE	9,792,997	10,113,792	10,401,884	11,018,766	11,790,080	12,615,385	13,498,462	14,443,355
SUI	140,966	33,407	33,804	40,068	41,515	42,063	42,619	43,183
WORKERS COMP	1,649,789	1,910,898	2,597,200	2,733,018	2,775,145	2,816,772	2,859,023	2,901,909
OPEB	1,433,436	2,245,785	852,605	898,459	912,877	926,570	940,468	954,575
CASH IN -LIEU	59,435	68,471	87,143	106,336	103,368	103,368	103,368	103,368
Supplies/Books	1,481,445	2,134,314	2,354,770	2,786,436	2,800,000	2,800,000	2,800,000	2,800,000
Other Operational Costs	6,577,973	7,868,891	9,108,685	9,865,215	9,000,000	9,000,000	9,000,000	9,000,000
Capital Outlay	137,461	396,766	454,695	1,312,514	150,000	150,000	150,000	150,000
Debt Services	24,590	53,388	53,388	53,389	53,396	-	-	-
Indirect	(971,442)	(1,003,204)	(1,058,830)	(1,068,504)	(1,000,000)	(1,000,000)	(1,000,000)	(1,000,000)
Interfund Transfer Out to FUND 12 - CDS	307,452	170,119	234,491	441,776	-	-	-	-
Interfund Transfer Out to FUND 13 - FS		260,000	350,000	450,000	920,000	920,000	920,000	920,000
Interfund Transfer Out to FUND 14 - DM				600,000	-	-	-	-
LCAP increase above prior year				-	148,694	260,740	283,596	260,740
NEW GSH EXPENDITURES								
REDUCTION PLAN 2017-18								
TOTAL EXPENDITURE	86,353,693	95,613,784	102,924,151	112,437,985	113,446,283	117,188,435	121,018,177	124,502,232
Increase (Decrease) Fund Balance	(2,975,908)	9,759,556	1,074,928	(12,349,559)	(3,713,963)	(4,168,385)	(3,885,025)	(3,077,243)
Beginning Fund Balance	24,751,272	21,775,364	31,534,920	32,609,848	20,260,289	16,546,326	12,377,941	8,492,916
Ending Fund Balance	21,775,364	31,534,920	32,609,848	20,260,289	16,546,326	12,377,941	8,492,916	5,415,673
Reserve - Revolving cash, Store	106,882	118,311	152,233	130,000	130,000	130,000	152,233	152,233
Reserve - Carryover	387,746	865,199	1,120,239	-	-	-	-	-
3% Contingency Reserve	3,702,586	3,971,305	4,348,336	4,843,085	4,768,113	4,929,429	4,900,000	4,950,000
Unallocated	17,578,150	26,580,105	26,989,040	15,287,204	11,648,213	7,318,512	3,440,683	313,440

2013-14

2014-15

2015-16

2016-17

2017-18

2018-19

2019-20

2020-21

TO: BOARD OF EDUCATION
FROM: BEN DRATI / TERRY DELORIA / ELLEN EDEBURN
RE: ETHNIC STUDIES SUB-COMMITTEE RECOMMENDATION

DISCUSSION
03/23/17
UPDATE

DISCUSSION ITEM NO. D.02

This discussion item will allow the Board of Education to become apprised of the board's sub-committee's recommendations regarding ethnic studies.

COMMENTS: The Board of Education Ethnic Studies Sub-committee is comprised of site administration, teachers, Ed Services, the Superintendent and Board Vice President Richard Tahvildaran-Jesswein, Board Trustee Oscar de la Torre, and Board Trustee Ralph Mechur.

The Sub-Committee 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 that 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 Cultural and Ethnic Studies.
- Social Justice standards will be woven through all PreK-12 curriculum.
- the District will develop options for establishing an American Cultural 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.
- assess staff capacity and professional development needs to effectively implement these efforts.

Public Comments:

- *Berenice Onofre addressed the board regarding this item.*

The board subcommittee explained the details of their recommendations and answered their peers' questions regarding the flexibility of A-G courses and how the material can be part of an elective as well as embedded into existing core classes. Dr. Edeburn added that the history-social science standards have been revised to integrate the stories of traditionally marginalized peoples into the framework. Mr. de la Torre suggesting adding a fifth bullet point above: "assess staff capacity and professional development needs to effectively implement these efforts;" the board agreed with this addition. Mr. Kean suggested staff consider ways to integrate local knowledge and experiences into the curriculum as well as a need to teach empathy. Mr. Drati concluded that staff will show at a board meeting in May how the board subcommittee's recommendations can be accomplished.



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Board of Education Ethnic Studies Sub-Committee *Recommendations*

March 23, 2017

Sub Committee Update



The following recommendations are brought to the full board by sub committee board members:

- Richard Tahvildaran-Jesswein, Board Vice President
- Oscar de la Torre, Trustee
- Ralph Mechur, Trustee

Recommendations

The Board of Education Subcommittee recommends that:

- throughout the District, Freshman Seminar classes have a meaningful and substantial common learning experience which includes a focus on American Cultural and Ethnic Studies.
- Social Justice standards will be woven through all PreK-12 curriculum.
- the District will develop options for establishing an American Cultural 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.

AA Degree GLOBAL CITIZENSHIP REQUIREMENT
Satisfied by One of These Courses OR
SMC's Service Learning Program* OR Study Abroad Program*

- NOTE:**
- If a class states "Gen Ed: UC, CSU" – it means the class will transfer to those universities **and** meet a general education requirement.
 - If a class states "Trans: CSU" – it means it will transfer, but **not** met a general education requirement.
 - New classes that meet this requirement are added on a regular basis – check the catalog or Schedule of Classes for current Global Citizenship courses. www.smc.edu/articulation Click on "Associate in Arts General Education . . ."

ANTRO 21, Peoples and Power in Latin America
3 units / Gen Ed: UC, CSU / No Prerequisite

ART HISTORY 11: Intro to Global Visual Culture
3 units / Gen Ed: UC, CSU / No Prerequisite

72, American Art History
3 units

Gen Ed: UC, CSU, USC
• *Prerequisite: None.*

A survey of the chronological development of painting, sculpture, and architecture in the United States from its pre-colonial past to the end of the World War II. The contributions and influences of a variety of ethnic groups to the diversity of art in the United States will be addressed. The artistic contribution of Native American, African Americans, Asian Americans, Chicano/Latino Americans and European Americans will be studied in the larger context of American society, history, and culture.

BIO 9, Human Ecology
3 units

Gen Ed: UC, CSU
Skills advisory: Eligibility for English 1
• *Prerequisite: None.*

This course covers ecological principles and the historic and modern impact of human societies as agents of ecosystem modification. Topics covered: ecosystem structure and function; the history of human social impact on ecosystems and on ecosystem structure; modern human societies and the short-range and projected long-range results of their activities in such areas as: population, food, and agriculture; the survival of plant and animal species; the use of metal, mineral and energy resources; and the pollution of water, air, and land.

BUS 51, Intercultural Business Communication
3 units

Trans: CSU
• *Prerequisite: None.*

This course is designed to heighten awareness of culture and its impact on successful business enterprises. The student will develop skills to identify areas where culture and business intersect by focusing on four subsets of American culture (European Americans, Chicano/Latinos, African Americans and Asian Americans) as well as on international cultures. Emphasis will be placed on how a firm's success is affected by both domestic and global issues influencing intercultural communication.

*** IF COMPLETED SP 08 OR LATER**

- You will need to **Petition** for credit to meet the Global Citizenship requirement.

COMM 10, Journalism, Gender, and Race
3 units

Gen Ed: UC (also meets UC Berkeley American Cultures graduation requirement); CSU, USC
• *Prerequisite: None.*

This multi-media course is an overview of print and broadcast journalism in the U.S. from World War I to the present. Using readings from selected texts, old newsreels, clips from movies, radio and television broadcasts, as well as period literature, students will analyze and debate the changes in journalism with particular focus on social class, gender, and ethnicity. Critical thinking will be stressed in this course.

DANCE 2, Dance in American Culture
3 units

Gen Ed: UC, CSU
• *Prerequisite: None.*

This course is a comparative and integrative study of world dance styles of the United States. Included is the study of Native American, European American, African American, Chicano/Latino American, and Asian American dance styles from their historical origins to the present. The study of dance traditions from both the technical and cultural perspective is presented in relation to social, theatrical and artistic dance. Observation and descriptive skills are learned through films, live performances and lectures.

ECE 11, Home, School and Community
3 units / Trans: CSU / ECE 2 or Psych 11 Prereq

ECE 18, Childhood: Culture and Personality
3 units

Gen Ed: UC, CSU
• *Prerequisite: None.*

This course summarizes psychological and anthropological theories, methods, and data. These are used to examine the relationship between critical aspects of culture and the personality development of children, adolescents, and adults. Comparisons of child-rearing practices in different societies illustrate the role of family, nutrition, and education in socialization. Interculture contact is discussed in relation to individuals and conflict in U.S. schools. Wherever possible, at least three cultures found within the California school systems, including but not limited to, Asian, Native American and Hispanic families are examined. *Early Childhood Education 18 is the same course as Psychology 18. Students may receive credit for one, but not both.*

ECE 19, Teaching in a Diverse Society
3 units / Trans: CSU / No prerequisite

ECE 60, Child Observation and Assessment
3 units

Trans: CSU
• *Prerequisite: Early Childhood Education 2.*

The course will teach students how to employ and evaluate a variety of developmentally appropriate child assessment/observations for children in early childhood education programs. Students will be taught skills that will enable them to communicate assessment information to colleagues and parents to facilitate more effective collaboration. Observation and assessment methods will promote cognitive, social, physical, creative, emotional, and literacy development of typically and atypically developing children. All topics will be addressed in culturally sensitive and family focused framework with emphasis on at least 3 of 5 major groups in America. Field work required: Total of 10 hours.

ENGL 9, Literature of California
3 units

Gen Ed: UC, CSU
• *Prerequisite: English 1.*

This course is a survey of the literature of California from the time of the Spanish conquest to the 1980s, when voices from several new immigrant groups, especially from Asia, began to be heard with increasing clarity and power. Prominent themes and motifs in the literary works of the various immigrant groups of California will be explored. The course will analyze the influence of these literary works on and contributions to the formation of California literature and to the canon of American literature. The course will also study how the literature depicts issues relating to assimilation and identity, family, class, and gender among the various groups in California, including but not limited to indigenous peoples of California, Chicanos/Latinos, European Americans, Asian Americans, and African Americans.

ENGL 10, Ethnic Literature of the U.S.
3 units

Gen Ed: UC, CSU, USC
Skills advisory: English 2
• *Prerequisite: English 1.*

This course focuses on the literature written by and about United States' ethnic groups, including European Americans, Native Americans, Asian Americans, African Americans, Latinos/Latinas, Jewish Americans, and others. Students will analyze the literature and explore both the commonalities and differences among the works. The course also examines the influence of these writers on the course of American literature.

ENVRN 7, introduction to Environmental Studies

3 units / Gen Ed: UC, CSU / No Prerequisite
- Same course as GEOG 7

Students may receive credit for one, but not both.

FILM STUDIES 7, American Cinema: Crossing Cultures (formerly CINEMA 7)

3 units
Gen Ed: CSU

• *Skills Advisory: Eligibility for English 1.*

This course surveys American motion pictures that have been made by filmmakers representing three United States ethnic groups, including African Americans, Latino Americans, and Asian Americans. Students will also analyze Hollywood's treatment of those ethnic cultures throughout film history.

GEOG 7, introduction to Environmental Studies

3 units / Gen Ed: UC, CSU / No Prerequisite
- Same course as EVNRN 7

GEOG 14, Geography of California

3 units
Gen Ed: UC, CSU

• *Prerequisite: None.*

This course surveys the physical and human geography of California and the process shaping its landscapes. Topics include natural features and resources, such as geology, climate, plants, and hydrology. Historical and current trends in human population, migration, and settlement patterns are considered, including a review of the state's major cultural groups. Primary and advanced economic activities are examined within modern rural and urban settings. Emphasis is on the profound connections between these topics, on California's unequalled diversity, and the rapid change that is transforming our people and its landscapes.

HIST 10, Ethnicity & American Culture

3 units
Gen Ed: UC (meets UC Berkeley American Cultures graduation requirement), CSU, USC

Skills Advisory: Eligibility for English 1.

• *Prerequisite: None.*

This course provides a survey of ethnic groups in America from pre-contact to the present, including Native Americans, European Americans, African Americans, Asian Americans, and Latinos, emphasizing the forces prompting emigration and immigration, their roles in shaping American society and culture, their reception by and adaptation to American society, as well as an examination of contending theoretical models of the immigrant experience in America.

MUSIC 33, Jazz in American Culture

3 units
Gen Ed: UC, CSU, USC

• *Prerequisite: None.*

Designed for the non-major, this course is an in-depth study of the development of jazz from its Afro-European beginnings to the present, with emphasis concentrated on the nature and processes of jazz and on its historical background and development in the United States.

MUSIC 37, Music in American Culture

3 units
Gen Ed: UC, CSU

• *Prerequisite: None.*

This course satisfies Santa Monica College's American cultures requirement. A comparative and integrative study of the multicultural musical styles of the United States. It includes the music of Native Americans, European Americans, African Americans, Chicano and Latin Americans, and Asian Americans from their historical roots to the present. Analysis of music traditions from a technical and cultural perspective and development of listening and descriptive skills through a variety of media including recordings, films, and video. The course is open to all regardless of previous musical background or experience.

NUTR 7, Food and Culture in America

3 units
Gen Ed: UC, CSU
IGETC AREA 4 (Social and Behavioral Sciences)

• *Prerequisite: Nutrition 1.*

The evolution of American food culture is examined from a historical, contemporary, economic, political and scientific survey of ethnic groups in America, including Native Americans, European Americans, African Americans, Asian Americans, and Latinos. Immigration, enculturation, acculturation, religion, food availability, food preference, food behavior, food preparation, food beliefs and food-related gender roles are considered. These factors are compared and contrasted across the ethnic groups and regions in America. The impact of "Americanization" on ethnic cuisines and impact of ethnic cuisines on the American economy are explored. Current research on the health- and nutrition-related implications on ethnic groups' food choices/practices is reviewed.

POLSC 21, Race, Ethnicity, and the Politics of Difference

3 units
Gen Ed: UC, CSU, USC

Skills Advisory: Eligibility for English 1.

• *Prerequisite: None.*

The social construction of racial and ethnic groups in American society and their relationship to local, state and national government is covered. Of particular concern are problems of assimilation and integration into the political system, the politics of exclusion, discrimination, voting behavior and pressure group politics, ideology, resistance and political action, the social construction of race and racism, the poor and the culture of poverty, political problems of the aged, the young, women, gay, lesbian, bisexual, and transgendered people.

PSYCH 18, Childhood: Culture and Personality

3 units
Gen Ed: UC, CSU

• *Prerequisite: None.*

- Same course as ECE 18
Students may receive credit for one, but not both.

SOCIOL 1S, Introduction to Sociology through Service Learning

SOCIOL 2S, Social Problems - Service-Learning
3 units / Gen Ed: UC, CSU / No Prerequisite

SOCIOL 34, Racial and Ethnic Relations in American Society

3 units
Gen Ed: UC, CSU, USC

Skills Advisory: Eligibility for English 1.

• *Prerequisite: None.*

This course involves the critical examination of patterns, practices, and relations among racial and ethnic groups in the United States. Particular attention will be given to problems of ongoing discrimination, prejudice, assimilation and cultural pluralism, and power differences between groups. Interconnections between race, ethnicity, social class, gender, and other systems of inequality will be emphasized. Social movements organized within and among racial and ethnic groups that address institutional inequalities in this society will be analyzed.

SPEECH 4, Oral Interpretation: Performing Literature Across Cultures

3 units
Gen Ed: CSU
Advisory: Speech 1.

This course focuses on the oral interpretation of poet and prose, with a special emphasis on literature by or about United States' cultural groups including African Americans, Asian Americans, European Americans, Jewish Americans, Latinos/Latinas, Indigenous people of the United States and others. Through the process oral interpretation, students will analyze works of literature, discover a personal connection to the material, and share their emotional and intellectual creation using voice and body with an audience. By studying and performing multi-cultural literature, students will learn to appreciate the similarities and differences among cultures and how culture affects the author's voice.

SPEECH 7 Intercultural Communication

3 units
Gen Ed: CSU
Skills Advisory: Eligibility for English 1.

This course focuses on the identification and analysis of processes and challenges of communication as affected by different cultures, especially as it affects communication among the various cultures found within the United States (e.g., African American, Asian American, Latino/a, Middle Eastern, Native American, European American and Gay/Lesbian cultures). The course focuses on the principles of communication theory as they apply to the intercultural setting with an emphasis on the effects of differences in attitudes, social organization, role expectations, language and nonverbal behavior – all of which are interrelated.

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR
03/23/17

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

RE: ADOPT RESOLUTION NO. 16-27 – APPROVING THE ENVIRONMENTAL IMPACT REPORT ADDENDUM FOR THE OPTION OF REPLACING THE MALIBU MIDDLE AND HIGH SCHOOL BUILDING E, AMENDED MITIGATION MONITORING AND REPORTING PROGRAM, AND THE CHANGES TO THE MALIBU MIDDLE AND HIGH SCHOOL BUILDING E PROJECT

RECOMMENDATION NO. A.02

It is recommended that the Board of Education (“Board”) adopt Resolution No. 16-27 to approve the Environmental Impact Report (“EIR”) Addendum and Amended Mitigation Monitoring and Reporting Program (“MMRP”) for the option of replacing the Malibu Middle and High School (“MMHS”) Building E and approve these changes to the Malibu Middle and High School Campus Improvement Project. The board discussed this item and took public comment, but postponed action, on March 16, 2017.

DISCUSSION:

The Santa Monica-Malibu Unified School District (“District”) developed and approved the Malibu Middle and High School Campus Improvement Project, which consisted of campus-wide renovations and improvements (“Original Project”). The Original Project included interior renovations of the single-story Building E, including the modernization of 10 classrooms and construction of two new classrooms. On February 2, 2012, the District certified the “Original EIR” and adopted the MMRP for the Original Project.

Due to community and City of Malibu’s desire to replace Building E, the District revised the Original Project to include the option of replacing Building E at the same location with a new two-story classroom building containing the same number of classrooms, 12, as the Original Project (“Revised Project”). The Revised Project also includes two exterior stairs, and an entry with an elevator with associated exterior courtyards. The option to replace Building E would increase its height, but the overall building footprint would decrease. Once the Revised Project was developed, the District engaged Placeworks to conduct environmental review of the Revised Project under the California Environmental Quality Act (“CEQA”).

Section 15164(b) of the “CEQA Guidelines” (Title 14, Cal. Code of Regs., § 15000 et seq.) authorizes a lead agency to prepare an addendum to an EIR “if only minor technical changes or additions are necessary or none of the conditions described in Section 15162 calling for preparation of a subsequent EIR have occurred.” Section 15162 does not require a subsequent EIR where the proposed changes would not create a new significant environmental impact or substantially increase the severity of a significant environmental impact disclosed in a previous EIR.

Here, Placeworks determined that the Revised Project would be a minor change that would not cause any new significant environmental impacts or substantially increase the severity of significant environmental impacts disclosed in the Original EIR. Thus, the Revised Project does not cause any of the conditions in CEQA Guidelines section 15162 calling for the preparation of a subsequent EIR and the appropriate environmental document as authorized by CEQA Guidelines section 15164(b) is an addendum. Accordingly, an EIR Addendum (“Addendum”) and amended MMRP has been prepared. The Addendum describes the changed components of the Revised Project in detail, analyzes impact changes, and demonstrates that the Revised Project with the amended MMRP will not create any new significant environmental impacts or substantially increase the severity of those significant environmental impacts disclosed in the Original EIR.

The Addendum was transmitted to the Board earlier this week, as soon as it was available in its final form. Should the Board adopt the Resolution, the Revised Project will be approved and District staff will file a Notice of Determination with the Los Angeles County Clerk and the State Clearinghouse and submit an application for a Coastal Development Permit amendment with the Coastal Commission.

MOTION MADE BY: Mr. Foster

SECONDED BY: Mr. de la Torre

STUDENT ADVISORY VOTE: N/A

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

NOES: 0

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

RESOLUTION NO. 16-27

**APPROVING THE ENVIRONMENTAL IMPACT REPORT ADDENDUM FOR THE OPTION OF
REPLACING BUILDING E, AMENDED MITIGATION MONITORING AND REPORTING
PROGRAM, AND APPROVING THE CHANGES TO THE MALIBU MIDDLE AND HIGH
SCHOOL CAMPUS IMPROVEMENT PROJECT**

WHEREAS, on February 2, 2012, the Santa-Monica Malibu Unified School District's ("District") Board of Education ("Board") adopted Resolution 11-06, that certified the Final Environmental Impact Report ("Original EIR") and approved a Mitigation Monitoring and Reporting Program ("MMRP") and the Malibu Middle and High School Campus Improvement Project ("Original Project") consisting of campus-wide renovations and construction;

WHEREAS, the Original Project included interior renovations of the single-story Building E, including the modernization of 10 classrooms and construction of two new classrooms;

WHEREAS, due to the desires of the community and City of Malibu, the District added an option to the Original Project to replace Building E with a new two-story classroom building containing the same number of classrooms, 12, as the Original Project, and also includes two exterior stairs, and an entry with an elevator tower with associated exterior courtyards (the "Revised Project");

WHEREAS, the Revised Project will be located within the same location, but the height of Building E will increase;

WHEREAS, the District, as lead agency, caused to be prepared, pursuant to the provisions of the California Environmental Quality Act (Public Resources Code, § 21000 et seq. "CEQA") and the CEQA Guidelines (Title 14, Cal. Code of Regs., § 15000 et seq. the "CEQA Guidelines"), an EIR Addendum ("Addendum") and amended MMRP;

WHEREAS, the Addendum describes the changed components of the Revised Project, analyzes impact changes, and concludes that with the amended MMRP no new significant environmental impacts are anticipated to occur and there would not be a substantial increase in the severity of significant environmental impacts disclosed in the Original EIR as a result of the Revised Project;

WHEREAS, since no new significant environmental impacts are anticipated to occur and there would not be a substantial increase in the severity of significant impacts disclosed in the Original EIR as a result of the Revised Project, the preparation of a subsequent EIR is not required; and

WHEREAS, the Addendum and amended MMRP was prepared per and in accordance with CEQA and the CEQA Guidelines.

NOW, THEREFORE, BE IT RESOLVED, that the Santa Monica-Malibu Unified School District Board of Education ("Board") hereby finds as follows:

1. That the above recitals are true and correct.
2. That no new significant environmental impacts are anticipated to occur and there would not be a substantial increase in the severity of significant impacts disclosed in

the Original EIR as a result of the Revised Project, as disclosed in the Addendum and amended MMRP, and the Addendum is the appropriate subsequent environmental document for the Revised Project.

3. That the Board has reviewed and considered the Addendum and amended MMRP prior to deciding whether to approve the Addendum, amended MMRP, and Revised Project.
4. That the Addendum, its reference documents, amended MMRP, the staff report, this Resolution, and the whole of the record of proceedings wholly reflect the Board's independent judgment and analysis.
5. The requirements of CEQA have been fulfilled for the Revised Project.

BE IT FURTHER RESOLVED that the Board hereby approves the Addendum and amended MMRP.

BE IT FURTHER RESOLVED that the Board hereby approves the Revised Project.

BE IT FURTHER RESOLVED that the Associate Superintendent, Janece L. Maez, is the custodian of the documents and other materials which constitute the record of proceedings upon which the Board's decision is based. The record of proceedings shall be maintained at the District's offices located at 1651 Sixteenth Street, Santa Monica, California 90404.

BE IT FURTHER RESOLVED that the Associate Superintendent is authorized and directed to file a Notice of Determination with Los Angeles County Clerk and the State Clearinghouse within five days of the adopted Resolution.

PASSED AND ADOPTED by the Santa Monica-Malibu Unified School District of Los Angeles County Board of Education at its regularly scheduled meeting held on this 23rd day of March 2017.

AYES: 7
NOES: 0
ABSTENTIONS: 0
ABSENT: 0



Laurie Lieberman, President
Board of Education

I, Dr. Ben Drati, Secretary of the Board of Education of the Santa Monica-Malibu Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Education at its meeting held on March 23, 2017.



Dr. Ben Drati, Superintendent
Santa Monica-Malibu
Unified School District