

VIRTUAL PERSONNEL COMMISSION MEETING

January 13, 2021 at 4:30pm

MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:

As per Executive Order N-29-20 from Governor Newsom, the Santa Monica-Malibu Unified School District Personnel Commission meetings will move to a virtual/teleconferencing environment using Zoom. The purpose of the Governor's executive order is to control the spread of Coronavirus (COVID-19) and to reduce and minimize the risk of infection by "limiting attendance at public assemblies, conferences, or other mass events." The intent is not to limit public participation, but rather to protect public health by following the Governor's Stay at Home executive order and LA County's Safer at Home order.



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<http://bit.ly/SMMUSDPCMEETING>

Meeting ID: 898 6103 9433

Password: SMMUSD



PROVIDE PUBLIC COMMENT

You may submit a request to make a public comment by e-mail to: jhatch@smmusd.org

- **Requests must be submitted no later than 5:00 p.m. on Tuesday, January 12, 2021**
- **Please include your full name and the specific agenda item you wish to speak to or if you would like to address a non-agenda item**
- **During the meeting via Zoom, speakers will be called upon and unmuted to make a comment – please use your full name as your Zoom profile to help expedite the process**



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

**PERSONNEL COMMISSION MEETING
AGENDA**

January 13, 2021

A regular meeting of the Santa Monica-Malibu Unified School District Personnel Commission will be held on **Wednesday, January 13, 2021**, at **4:30 p.m.**, via Zoom.

I. General Functions:

- G.01 Call to Order
- G.02 Roll Call
- G.03 Pledge of Allegiance
- G.04 Report from Closed Session
- G.05 Approval of Agenda for Regular Meeting on January 13, 2021

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson						
Maria Stewart						
Phillip Tate						

- G.06 Approval of Minutes for Regular Meeting on December 9, 2020

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson						
Maria Stewart						
Phillip Tate						

- G.07 Report from the Director of Classified Personnel
- G.08 Personnel Commissioner Comments/Reports
- G.09 Communications
- G.10 Public Comments



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

PERSONNEL COMMISSION MEETING AGENDA

Electronically Recorded (AUDIO ONLY)

January 13, 2021

PERSONNEL COMMISSIONERS:

Mrs. Lauren Robinson, Mrs. Maria Stewart, and Mr. Phillip Tate

A regular meeting of the Santa Monica-Malibu Unified School District Personnel Commission will be held on **Wednesday, January 13, 2021**, at **4:30 p.m.**, via Zoom.

❖ **Instructions on Public Comments:**

Persons wishing to address the Personnel Commission must submit a request to make a public comment by e-mail to jhatch@smmusd.org no later than 5:00 p.m. on Tuesday, January 12, 2021. Please include your full name and the specific agenda item you wish to speak to *or* if you would like to address a non-agenda item if the subject matter is not scheduled on this meeting's agenda.

OPEN SESSION

I. GENERAL FUNCTIONS:

G.01 Call to Order:

G.02 Roll Call:

G.03 Pledge of Allegiance:

G.04 Report from Closed Session of Personnel Commission

G.05 Approval of Agenda for Regular Meeting on January 13, 2021

G.06 Approval of Minutes for Regular Meeting on December 9, 2020

G.07 Report from the Director of Classified Personnel:

This is an opportunity for the Director of Classified Personnel to report on items relevant to Personnel Commission.

- General Comments and Updates

If you will require an accommodation to participate in the Commission meeting, please notify the Personnel Commission Office at least 48 hours prior to the meeting.

G.08 Personnel Commissioner Comments/Reports:
This is time during which a Personnel Commissioner may make a brief announcement or report on his/her own activities relative to Commission business. This is not a time for discussion.

G.09 Communications:
The Communications section provides an opportunity for the Personnel Commission to hear from the individuals or representatives listed below. All reports are limited to five (5) minutes or less.

- SEIU Report
- Board of Education Report

G.10 Public Comments:
Public Comments is the time when members of the audience may address the Personnel Commission on items not scheduled on the meeting's agenda. All speakers are limited to five (5) minutes. When there is a large number of speakers, the Personnel Commission may reduce the allotted time to three (3) minutes per speaker. The Brown Act (Government Code) states that Personnel Commission 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.

II. CONSENT CALENDAR:

Items are considered routine, require no discussion, and are normally approved all at once by the Personnel Commission. However, members of the Personnel Commission, staff, or the public may request an item be clarified and/or discussed.

C.01 Approval of Classified Personnel Eligibility List(s):

<u>Classification</u>	<u># Eligibles</u>
Bus Driver	2
Campus Security Officer	5

C.02 Advanced Step Placement:
Marybel Reyes in the classification of Campus Security Officer at Range A-27 Step C

III. COMMISSIONER TRAINING/BRIEFING:

These items are to keep the Commissioners up-to-date with relevant information regarding Personnel Commission procedures and practices.

B.01 Classification Study Briefing:
Bilingual Community Liaison

IV. DISCUSSION ITEMS:

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

- D.01 Classification Study:
Bilingual Community Liaison – Findings & Recommendations

V. ACTION ITEMS:

These items are presented for ACTION at this time.

- A.01 Classification Revision and Salary Reallocation:
Bilingual Community Liaison within the Instructional Assistant and Paraprofessional Job Unit
- A.02 Classification Revision and Salary Reallocation:
Translator/Interpreter within the Office, Technical, and Business Services Job Unit

VI. INFORMATION ITEMS:

These items are placed on the agenda as information and do not require discussion.

- I.01 Open Personnel Requisitions Status Report
- I.02 Filled Personnel Requisitions Status Report
 - None
- I.03 Classified Personnel - Merit Report No. 4.ii. (for SMMUSD School Board Agenda)
 - December 17, 2020
- I.04 Classified Personnel - Non-Merit Report - No. 4.iii (for SMMUSD School Board Agenda)
 - December 17, 2020
- I.05 Personnel Commission's Twelve-Month Calendar of Events
 - 2020 - 2021
- I.06 Board of Education Meeting Schedule
 - 2020 – 2021

VII. PERSONNEL COMMISSION BUSINESS:

- B.01 Future Items:

Subject	Action Steps	Tentative Date
Tucker Eligibility	Commissioner Training/ Briefing	February 10, 2021

VIII. NEXT REGULAR PERSONNEL COMMISSION MEETING:

Wednesday, February 10, 2021, at 4:30 p.m. – *via Zoom*

IX. PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY:

Persons wishing to address the Personnel Commission regarding an item scheduled for closed session must submit the "Request to Address" card prior to the start of closed session.

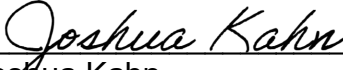
X. CLOSED SESSION:

- No Closed Session

XI. ADJOURNMENT:

There being no further business to come before the Personnel Commission, it is recommended that the meeting be adjourned.

Submitted by:


Joshua Kahn
Secretary to the Personnel Commission
Director, Classified Personnel

If you wish to receive a full copy of the Personnel Commission Agenda Packet, please contact the Personnel Commission Office at (310) 450-8338, ext. 70-279.



**PERSONNEL COMMISSION MEETING
MINUTES**

Electronically Recorded (AUDIO ONLY)

December 9, 2020

PERSONNEL COMMISSIONERS:

Mrs. Lauren Robinson, Mrs. Maria Stewart, and Mr. Phillip Tate

A regular meeting of the Santa Monica-Malibu Unified School District Personnel Commission was held on **Wednesday, December 9, 2020**, at **4:36 p.m.**, via Zoom.

❖ **Instructions on Public Comments:**

Persons wishing to address the Personnel Commission must submit a request to make a public comment by e-mail to jhatch@smmusd.org no later than 5:00 p.m. on Tuesday, December 8, 2020. Please include your full name and the specific agenda item you wish to speak to *or* if you would like to address a non-agenda item if the subject matter is not scheduled on this meeting's agenda.

OPEN SESSION

I. GENERAL FUNCTIONS:

G.01 Call to Order: The Open Session of the Regular Meeting of the Personnel Commission was called to order at 4:36 p.m.

G.02 Roll Call: Commissioners Robinson and Tate were present. Commissioner Stewart was absent.

G.03 Pledge of Allegiance: Commissioner Robinson led all in attendance in the Pledge of Allegiance.

G.04 Report from Closed Session:

- None

**G.05 Motion to Approve Agenda: December 9, 2020
It was moved and seconded to approve the agenda as submitted. The motion passed.**

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson		✓	✓			
Maria Stewart						✓
Phillip Tate	✓		✓			

If you will require an accommodation to participate in the Commission meeting, please notify the Personnel Commission Office at least 48 hours prior to the meeting.

G.06 Motion to Approve Minutes: November 10, 2020

It was moved and seconded to approve the minutes as submitted. The motion passed.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson		✓	✓			
Maria Stewart						✓
Phillip Tate	✓		✓			

G.07 Report from the Director of Classified Personnel:

This is an opportunity for the Director of Classified Personnel to report on items relevant to Personnel Commission.

- General Comments and Updates
 - **Director Kahn updated the Personnel Commission on the Personnel Commission Office operation as staff performs their duties remotely as well as in-person in the Personnel Commission Office based on a set schedule in order to adhere to all District’s health safety procedures.**
 - **Director Kahn informed the Personnel Commission about conducting oral examinations for Paraeducator series, Bus Driver, and Campus Security Officer. In addition, selection interviews for Instructional Assistant, Elementary Library Coordinator, and Director of Purchasing were also completed since the last regular Personnel Commission meeting.**
Director Kahn was pleased to announce the new Director of Purchasing, Ms. Kim Nguyen, a current Senior Administrative Assistant in the Business Office, who was working out-of-class in a Senior Buyer vacancy. He acknowledged the District’s support throughout the recruitment process.
 - **Director Kahn mentioned that the new “Stay at Home” order has limited impact on the Personnel Commission’s daily operations. However, the practical, in-person exam for Custodian had to be rescheduled from December 14, 2020 to January 2021, given the infection rate is reasonable.**
 - **Director Kahn informed the Personnel Commission about his meetings with the District administrators and SEIU representatives regarding the Bilingual Community Liaison classification study. The final report will come before the Personnel Commission in addition to any relevant action items.**
 - **Director Kahn reported on the progress of the Personnel Commissioner recruitment. The application deadline is on January 11, 2021. Thanks to Ms. Gail Pinsker, the District PR Officer, a press release was distributed to Santa Monica and Malibu communities. In the meantime, Commissioner Stewart will serve as an interim Commissioner until the end of January.**
 - **Director Kahn recognized Ms. Caldera’s effort working with the Personnel Testing Council of Southern California. As a vice-president, she was responsible for coordinating their annual conference.**
 - **Director Kahn provided the Personnel Commission with very sad news about Ms. Carmen Larios, Fiscal Services Supervisor and colleague**

within the District community, who passed after a long, brave battle with cancer on December 6, 2020. Before her career with the District, she was a Santa Monica High School graduate. Carmen became a member of Human Resources in 2008 before promoting to management as Fiscal Services Supervisor. She was a very well known, liked, and respected member of the District community.

G.08 Personnel Commissioner Comments/Reports:

This is a time during which a Personnel Commissioner may make a brief announcement or report on his/her own activities relative to Commission business. This is not a time for discussion.

- **Commissioner Robinson expressed sadness over Carmen's departure, extending her deep sympathy to Carmen's family on behalf of the Personnel Commission.**
- **Commissioner Tate also expressed sadness over Carmen's passing and shared his personal experience with loss.**

G.09 Communications:

The Communications Section provides an opportunity for the Personnel Commission to hear from the individuals or representatives listed below. All reports are limited to five (5) minutes or less.

- **SEIU Report**
 - **Mr. Mock, Chief Steward, expressed grief over Carmen's departure.**
 - **Mr. Mock informed the Personnel Commission about SEIU's initiatives and role in the District's plan for future school re-opening.**
 - **The District has already implemented in-person instruction for certain Special Education programs and English learners.**
 - **Mr. Mock updated the Personnel Commission with initiatives of the Special Education, Maintenance and Operations, and Transportation labor management teams to address specific safety protocols in preparation for school re-opening.**
 - **Mr. Mock reported on SEIU's Negotiation Team agenda. Their next meeting will take place on December 18, 2020.**
 - **Mr. Mock informed the Personnel Commission about SEIU and the District collaboration in the re-hiring process of the Child Development Services employees.**
 - **Mr. Mock informed the Personnel Commission about the collaborative discussions with the District and Director Kahn regarding the Bilingual Community Liaison classification study. Mr. Mock was pleased with the results that will be presented to the Personnel Commission in the near future.**
 - **Mr. Mock commemorated Carmen Larios and her great contribution to the District as an employee as well as a SEIU steward. He expressed his gratitude for her important service, leadership, and dedication to SEIU and the District classified employees. He extended his deepest sympathy to Carmen's family.**
 - **Mr. Mock wished everyone peaceful, healthy, and restful holiday season and happy new year.**
 - **Commissioner Tate provided references to an organization called Our House that assists grieving families.**

- Board of Education Report
 - **Director Kahn presented a statement on behalf of Dr. Kelly:**
 “I apologize for not being able to attend today’s Commission meeting. The Board of Education is holding a special meeting that includes a closed session, which conflicts with the Commission’s meeting. I want to thank Director Kahn for reading my report.
 There are two key agenda items for today’s special Board meeting: 1) LCAP Budget Update, which is required to respond the State’s restructuring of the Local Control Accountability Plan, adopted last spring and 2) Board approve the District’s first interim budget report, which comes with a statutory deadline.
 On Thursday, December 17, the Board will have a public discussion regarding reopening plans for SMMUSD schools. We invite you to watch the meeting. On Thursday, November 19, the Superintendent and staff did a presentation regarding three possible reopening options: 1) traditional hybrid, 2) hybrid with technology enhancements, and 3) distance learning plus (“+”). These are models that the Superintendent has shared with district staff, including teachers and parents.
 The presentation was comprehensive and, because of time constraints, only allowed Board members to make preliminary comments. The Thursday, December 17 meeting includes a continuation of the Board’s previous agenda item. The Board will have ample opportunity to comment on the Superintendent and staff’s presentation and to provide guidance to staff about its reopening plans. Though not yet decided, the Superintendent is likely to recommend the distance learning + option for several reasons:
 - The current surge within Los Angeles County is of great concern. The gravity of the current trend works against re-opening for on-site/in-person instruction.
 - Despite valiant efforts to gain consensus between parents and teachers regarding the best reopening model, there is common understanding, but still a gap with regard to the best option. The Superintendent and staff are concerned that we will not have the staff necessary to implement a hybrid model.
 - The health trends are unstable. Opening in a hybrid, then closing because of new health concerns, is disruptive. The hybrid itself is disruptive and will likely result in students changing their teachers, which parents and teachers agree they don’t want.
 - The school sites believe when can find “+” activities that would meet student and parent interests for social-emotional experiences on-site/in-person with teachers.
 - Hybrid, and Distance Learning “+” require LA County to move to the “Red Tier.” There is no indication that the County will move anytime soon.
 The District has submitted a waiver request to resume instruction for grades TK – 2. If approved, these waivers would allow us to resume in-person/on-site instruction for these grades, even if we are still in the purple/top-tier. The District is having conversations with our bargaining units about implementation. We suspect that the approval process will slow down given the new health orders. We do not expect approval before

Winter Break. Even if approved, it is uncertain if and how we will reopen, but we will continue to plan for doing so. Even with the new orders, the District continues to provide supervision hubs for students of District employees and English Learners. Interest is high, actual participation is low. Similarly, we have completed two (2) phases of a five (5) phase roll-out plan for resuming programs for students with special needs. Interest is high, actual participation is low. We are pleased that we have been able to re-employ laid off Child Development Services employees – certificated and classified – to staff the hubs. That is my report. I wish everyone a safe and peaceful Winter Break.”

G.10 Public Comments:

Public Comments is the time when members of the audience may address the Personnel Commission on items not scheduled on the meeting’s agenda. All speakers are limited to five (5) minutes. When there is a large number of speakers, the Personnel Commission may reduce the allotted time to three (3) minutes per speaker. The Brown Act (Government Code) states that Personnel Commission 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.

- **None**

II. CONSENT CALENDAR:

Items are considered routine, require no discussion, and are normally approved all at once by the Personnel Commission. However, members of the Personnel Commission, staff, or the public may request an item be clarified and/or discussed.

C.01 Approval of Classified Personnel Eligibility List(s):

<u>Classification</u>	<u># Eligibles</u>
Paraeducator-1	6
Paraeducator-3	3
Senior Network Engineer	2

C.02 Advanced Step Placement:

Brandon Clarke in the classification of Paraeducator-1 at Range A-22 Step B
It was moved and seconded to approve the Consent Calendar as submitted for the Agenda Items C.01 – C.02. The motion passed.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson		✓	✓			
Maria Stewart						✓
Phillip Tate	✓		✓			

REPORT AND DISCUSSION

- **None**

III. ACTION ITEMS:

These items are presented for ACTION at this time.

A.01 Classification Revision:

Senior Buyer within the Business and Fiscal Services job family

It was moved and seconded to approve the Director's recommendations for Agenda Item III.A.01 as submitted. The motion passed.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson		✓	✓			
Maria Stewart						✓
Phillip Tate	✓		✓			

REPORT AND DISCUSSION

- **Director Kahn provided a brief background for the revisions. In anticipation of an upcoming recruitment, staff reviewed the classification specification in order to ensure that the minimum qualifications are aligned within the series since the qualifications for education for Director, Purchasing were reduced from a Bachelor's degree to an Associate's degree. Hence, the minimum educational qualifications for the Senior Buyer classification were also reduced from an Associate's degree to completion of high school or equivalent. Minimum qualifications for experience were also adjusted from five (5) years to three (3) years. In addition, clarifications regarding required knowledge and supervision were made. Abilities were replaced with Core Competencies.**

IV. COMMISSIONER TRAINING/BRIEFING:

These items are to keep the Commissioners up-to-date with relevant information regarding Personnel Commission procedures and practices.

- **None**

V. DISCUSSION ITEMS:

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

- **None**

VI. INFORMATION ITEMS:

These items are placed on the agenda as information and do not require discussion.

- I.01 Open Personnel Requisitions Status Report
- I.02 Filled Personnel Requisitions Status Report
 - None
- I.03 Classified Personnel - Merit Report No. 4.ii. (for SMMUSD School Board Agenda)
 - November 19, 2020
- I.04 Classified Personnel - Non-Merit Report - No. 4.iii (for SMMUSD School Board Agenda)
 - None
- I.05 Personnel Commission's Twelve-Month Calendar of Events
 - 2020 - 2021
- I.06 Board of Education Meeting Schedule
 - 2020 - 2021

VII. PERSONNEL COMMISSION BUSINESS:

B.01 Future Items:

Subject	Action Steps	Tentative Date
Tucker Eligibility	Commissioner Training/ Briefing	February 10, 2021

VIII. NEXT REGULAR PERSONNEL COMMISSION MEETING:

Wednesday, January 13, 2021, at 4:30 p.m. – *via Zoom*

IX. PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY:

Persons wishing to address the Personnel Commission regarding an item scheduled for closed session must submit the "Request to Address" card prior to the start of the closed session.

- None

X. CLOSED SESSION:

- No Closed Session

XI. ADJOURNMENT:

There being no further business to come before the Personnel Commission, it is recommended that the meeting be adjourned.

It was moved and seconded to adjourn the meeting.

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson		✓	✓			
Maria Stewart						✓
Phillip Tate	✓		✓			

The meeting was adjourned in memory of Carmen Larios, Fiscal Services Supervisor, who passed away on December 6, 2020.

TIME ADJOURNED: 5:08 p.m.

Submitted by:

Joshua Kahn
Secretary to the Personnel Commission
Director, Classified Personnel

If you wish to receive a full copy of the Personnel Commission Agenda Packet, please contact the Personnel Commission Office at (310) 450-8338, ext. 70-279.

II. Consent Calendar:

Commissioner	M	S		Yes	No	Abstain	ABSENT
Lauren Robinson							
Maria Stewart							
Phillip Tate							



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

PERSONNEL COMMISSION

Regular Meeting: Wednesday, January 13, 2021

AGENDA ITEM NO: II.C.02

SUBJECT: Advanced Step Placement – Marybel Reyes

Hire Date: 12/01/2020

ASP Request Submitted: 12/01/2020

BACKGROUND INFORMATION:

Classification Title: Campus Security Officer	Employee: Marybel Reyes	Calculation of Advanced Step Recommendation
<p><u>Education</u> Educational attainment equivalent to a high school diploma or its recognized equivalent.</p> <p><u>Experience:</u> One (1) year of professional experience in the field of law enforcement or security.</p> <p><u>LICENSE AND OTHER REQUIREMENTS:</u></p> <ul style="list-style-type: none"> • Valid (current) Class C driver's license. • Valid (current) First Aid/AED Certificate and CPR Certificate. • Certificate of completion of a 24-hour "School Security Guard Training" in accordance with Education Code 38001.5 (SB 1626). 	<ul style="list-style-type: none"> • Marybel Reyes meets education requirements. • Marybel Reyes has over nine (9) years' experience working security in public and private sector. • Marybel Reyes meets license requirements. 	<p>0 level of education above the required level = 0 Step Advance (Max. allowed)</p> <p>8 (1-year periods) of experience above the required level = 2 Step Advance (Max. allowed)</p>
<p>Total Advanced Steps: 0 (Education) + 2 (Experience) = 2 Advanced Step = STEP C</p>		

DIRECTOR'S COMMENTS:

Ms. Reyes experience exceeds the minimum requirements specified for this classification. Pay rate at salary Range A-27 at Step A is \$17.26/hour, while Step C is \$19.01/hour.

DIRECTOR'S RECOMMENDATION:

It is recommended that the Personnel Commission approve Advanced Step Placement for Marybel Reyes at Range A-27, Step C on the Classified Salary Schedule pursuant to Merit Rule §12.2.4. (B) *Salary on Employment.*

Commissioner	M	S		Yes	No	Abstain	ABSENT
Lauren Robinson							
Maria Stewart							
Phillip Tate							

12.2.4 SALARY ON EMPLOYMENT

- B. A new employee may request or be recommended for Advanced Step Placement within the first sixty (60) working days during the probationary period. If the new employee is granted Advanced Step Placement, the salary rate shall be retroactive to the date of entry in the classification. The request or recommendation shall be submitted, in writing, to the Director of Classified Personnel. The Advanced Step Placement is subject to the recommendation of the Director of Classified Personnel and approval of the Personnel Commission.

16.4 ADVANCED STEP PLACEMENT

A unit member may request or be recommended for Advanced Step Placement within the first sixty (60) working days during the probationary period. If the unit member is granted Advanced Step Placement, the salary rate shall be retroactive to the date of entry into the classification.

16.4.1 Unit members being promoted may be offered advanced step placement upon the supervisor's request. This request shall be supported by at least one of the following criteria:

- a. Unit member was originally hired in an entry level classification in which Advanced Step Placement was not offered; and/or
- b. Recruitment difficulty as evidenced by failure to obtain a rank of three (3) through the testing process, or a lack of qualified applicants as determined by the Director of Classified Personnel.

III. Commissioner Training/Briefing:



PERSONNEL COMMISSION
Regular Meeting: Wednesday, January 13, 2021

AGENDA ITEM NO: III.B.01

Commissioner Briefing: Classification Study: Bilingual Community Liaison

BACKGROUND INFORMATION:

A presentation summarizing the findings and recommendations of the classification study for Bilingual Community Liaison will be delivered by Office of the Personnel Commission staff.

**CLASSIFICATION STUDY
BILINGUAL COMMUNITY LIAISON
INSTRUCTIONAL ASSISTANT AND PARAPROFESSIONAL JOB UNIT**

Recommendation

Personnel Commission staff finds that the Bilingual Community Liaison classification, class code 550702, is misaligned on the classified employee salary schedule and supports reallocation from range 29 to range 31. Additionally, findings support revising the Bilingual Community Liaison classification specification to clarify that the classification is responsible for conducting consecutive interpretation, which is in contrast to the Translator/Interpreter classification which conducts simultaneous interpretation. Lastly, in order to establish an equitable increase in classifications, staff recommends increasing the Translator/Interpreter classification, class code 541446, from range 34 to range 35.

Background

The Office of the Personnel Commission received a request from Bilingual Community Liaison (BCL) incumbents to conduct a classification study in order to review duties related to the translation of District material and conducting simultaneous interpretation at large meetings in order to determine if they were within the scope of a BCL's responsibilities.

BCLs promote positive relationships between school sites and students' families by engaging with parents and guardians and encouraging their involvement in school activities and events. The classification was created as a counterpart to another classification, Community Liaison (CL), in order to engage with non-English speaking families. Both classifications share the same role of working with families, but the BCL class has the added responsibility of holding conversations in a second language as well as translating written material and interpreting others.

Given the additional duties required of a bilingual classification, BCL (Range 29, \$3,140 - \$4,008) is placed on a higher salary range that is 5% above CL (Range 27, \$2,991 - \$3,816).

Fact Finding

After meeting with BCL incumbents for an information session to hear their concerns and discuss the classification study process, BCLs submitted a formal request for a classification study. Follow up surveys were then distributed electronically to collect information about their current classification specification as well as identify any duties they perform that are not listed on the class spec. Three focus groups were then conducted with incumbents to gain further insights and clarification on responses to the survey. Additional surveys were distributed to supervisors and other District stakeholders to collect their thoughts on the current class spec and learn more about assignments related to translation and interpretation. Throughout this process, Personnel Commission staff met with Dr. Jacqueline Mora (Assistant Superintendent, Educational Services), Dr. Freda Rossi (Coordinator, Family Engagement), and Chris Mock (SEIU Chief Steward) to include them in the process and address any questions or concerns prior to delivering findings.

Analysis

The BCL class specification contains the following duty related to translation and interpretation:

“Assists parents, administrators, staff and others by translating verbal conversations and written communications”

Via survey, both incumbents and supervisors were asked to rate how critical the duty is to the BCL’s job using the following scale:

Essential: A critical duty and is one of the reasons this job exists. Without this duty, the functions of the school could not operate effectively.

Important: A significant duty but one that is less essential to the function of the job. Without this duty, the functions of the school could operate effectively, but only at a minimal level.

Useful: A helpful duty that adds value to the job. Without this duty, the functions of the school could operate satisfactorily, but not at a high level.

N/A: This is not a current part of the job.

No respondent rated this duty any less than *important*.

Incumbents and supervisors were also asked to rate the frequency in which the duty is performed using the following scale:

Frequently: One of the most often performed duties, on a weekly or daily basis.

Often: Performed regularly, on a monthly basis.

Seldom: Performed infrequently on a quarterly or annual basis.

N/A: This is not a current part of the job

No respondent rated the frequency any less than *often*.

Follow up focus groups with BCL incumbents confirmed the frequency and criticality of the duty and allowed staff learn about the specific tasks carried out in support of the duty.

Based on responses, staff determined that there are four types of bilingual communication used to accomplish the duty:

	Definition	Tasks
Translation	Rendering text from English to Spanish, or vice versa, while preserving meaning. Translation is written.	Translating documents developed within the district, such as teacher comments on report cards, parent handbooks, power point presentations, newsletters, bulletins, and announcements that are distributed to families and the public.

Bilingual Conversation	Conversing with native speakers in Spanish. Conversation occurs entirely in Spanish.	Speaking in Spanish with Spanish speakers as they carry out their role of engaging with families by sharing information, resources, and asking and answering questions.
Consecutive Interpretation	Listening to what the speaker is saying and then conveying the message into another language after the speaker has paused.	Interpreting for small gatherings or one-on-one meetings where the conversation allows for pauses to interpret such as parent teacher conferences and disciplinary, IEP, and academic planning meetings.
Simultaneous Interpretation	Listening to what the speaker is saying while concurrently conveying the message into another language. There are only a few seconds of delay between the speaker's words and the interpreter's so the crowd isn't kept waiting.	Interpreting in real time for larger groups, meetings, and events such as Board of Education meetings, Back to School Night, PTA events, and English Learner Advisory Committee meetings.

BCLs are a represented classification and, in accordance with section 16.8.5 of the SEIU agreement, bilingual positions are to receive a 5% salary differential when incumbents are required to frequently hold conversations in a second language:

Unit members shall receive a five percent (5%) salary differential when the following criteria are met: (1) there is a demonstrable need, as determined by his/her immediate supervisor, for bilingualism because the unit member is frequently required to converse with students and/or members of the public who cannot speak English; or (2) unit member's work assignment is based on the unit member's bilingual skill; and (3) the unit member has demonstrable skill in speaking the language of such students and/or members of the public.

The above contract language defines *bilingualism* as, "...frequently required to converse with students and/or members of the public who cannot speak English". This definition of bilingualism would fit most appropriately within Bilingual Conversation.

Via survey, supervisors were asked to rate the frequency in which BCLs carried out assignments that utilized each type of bilingual communication. The scale consisted of the following responses: Daily, Weekly, Monthly, Quarterly, Annually, or N/A – Not Required. Supervisors were asked to only consider assignments that were expected and required of a BCL and to exclude optional, extra duty assignments. Eight (8) respondents provided the following results (see next page):

Translation		
Frequency	# of Respondents	% of Respondents
Daily	2	25%
Weekly	5	62.5%
Monthly	1	12.5%

According to the survey results, 87.5% of respondents identified the BCLs they work with as conducting duties related to translation on a weekly or daily basis.

Bilingual Conversation		
Frequency	# of Respondents	% of Respondents
Daily	7	87.5%
Weekly	1	12.5%

According to the survey results, 100% of respondents identified the BCLs they work with as conducting duties related to bilingual conversations on a weekly or daily basis.

Consecutive Interpretation		
Frequency	# of Respondents	% of Respondents
Daily	1	12.5%
Weekly	3	37.5%
Monthly	2	25%
Quarterly	1	12.5%
Annually	1	12.5%

According to the survey results, 50% of respondents identified the BCLs they work with as conducting duties related to consecutive interpretation on a weekly or daily basis. 25% of respondents selected quarterly or annually.

Simultaneous Interpretation		
Frequency	# of Respondents	% of Respondents
Daily	0	0%
Weekly	2	25%
Monthly	2	25%
Quarterly	3	37.5%
N/A – Not Required	1	12.5%

According to the survey results, 25% of respondents identified the BCLs they work with as conducting duties related to simultaneous interpretation on a weekly or daily basis. 50% of respondents selected quarterly or not applicable.

As demonstrated by the findings above, translation, bilingual conversation, and consecutive interpretation are all types of bilingual communication that a BCL is expected to perform on a frequent basis. In contrast, half of the BCLs are expected to conduct simultaneous interpretation seldomly or not at all.

Given the frequency in which translation and interpretation occurs, staff then reviewed the most related classification, Translator/Interpreter (T/I), to compare and contrast how interpretation is listed on each class spec (see next page):

Comparison of Duties	
Bilingual Community Liaison	Translator/Interpreter
Assists parents, administrators, staff and others by translating verbal conversations and written communications.	Conduct consecutive or simultaneous interpretation (one-way or bi-directional) for a variety of district and school-site meetings, workshops, conferences, and special events (e.g. Board Meetings, School Site Council, IEP Meetings, SPSA, SARB), utilizing microphones, headsets, and related translation/interpretation technology as necessary.

The T/I's duty statement has an explicit mention of simultaneous interpretation in addition to consecutive interpretation. In contrast, the BCL class spec has no explicit mention of simultaneous interpretation. However, given the broad language used, it also does not exclude simultaneous interpretation.

As written, it is within the scope of a BCL's responsibility to perform simultaneous interpretation but, with the infrequency in which they are expected to conduct simultaneous interpretation coupled with the greater degree of complexity required and consequence of error, it would be most appropriate to clarify that BCLs conduct consecutive interpretation.

The next step consisted of examining the classifications' salary ranges in order to evaluate their internal alignment:

Classification	Current Salary	% Salary Above Lower Classification
Translator/Interpreter	Range 34: \$3,547 - \$4,528	13% Above BCL
Bilingual Community Liaison	Range 29: \$3,140 - \$4,008	5% CL
Community Liaison	Range 27: \$2,991 - \$3,816	N/A

The current difference in pay between a CL and a BCL is 5%. However, the current difference in pay between a BCL and a T/I is 13%. Given that the SEIU contract provides a 5% differential for bilingual conversation, the above demonstrates a misalignment as it does not account for the other frequent bilingual duties of translation and consecutive interpretation carried out by BCLs. Using the contract's 5% value for bilingual conversation, an additional 5% for translation and consecutive interpretation would place BCL on range 31:

Classification	Proposed Salary	% Salary Above Lower Classification
Translator/Interpreter	Range 34: \$3,547 - \$4,528	8% Above BCL
Bilingual Community Liaison	Range 31: \$3,296 - \$4,208	10% Above CL
Community Liaison	Range 27: \$2,991 - \$3,816	N/A

With no adjustment to T/I, there is compression between BCL and T/I. The following is an internal comparison of salaries if T/I is reallocated from range 34 to range 35 (see next page):

Classification	Proposed Salary	% Salary Above Lower Classification
Translator/Interpreter	Range 35: \$3,634 - \$4,639	10% Above BCL
Bilingual Community Liaison	Range 31: \$3,296 - \$4,208	10% Above CL
Community Liaison	Range 27: \$2,991 - \$3,816	N/A

These changes establish an equitable 10% equitable increase between the classifications that correlate with an increase in complexity and responsibility.

Conclusion

Given the information gathered through written statements, focus groups, surveys, and follow up, the BCL classification is misaligned as it currently is only 5% above the CL classification. A 5% increase from CL to BCL would be appropriate if the BCL was only responsible for bilingual conversation. However, findings support that translation and interpretation are essential and frequent components of the classification and therefore require greater compensation to account for the additional duties. With the contract valuing bilingual conversation at a 5% differential, it is justified to reallocate the classification an additional 5% from range 29 to range 31 for a total of 10% difference between CL and BCL. The increase in ranges to the BCL will create compression between the BCL and T/I classification. However, a one range adjustment for T/I from 34 to 35 will correct for the compression and create an equitable 10% increase between CL, BCL, and T/I. These reallocations would be in accordance with Merit Rule 12.2.10 which allows incumbents to maintain their current step on the higher range.

While the language currently used in the BCL class spec does allow for simultaneous interpretation, this is due to the fact that the language is broad and unspecific. There is a distinction between consecutive and simultaneous interpretation by in degree of complexity and consequence of error. As such, the specific type of interpretation expected of a BCL needs to be clear and stated within the class spec. Given the infrequency in which BCLs are expected to conduct simultaneous interpretation, it would be most appropriate to specify that BCLs are responsible for consecutive interpretation while T/Is maintain simultaneous interpretation as part of their duties.

Moving forward, with approval of a class spec revision, simultaneous interpretation may no longer be part of a BCL’s regularly assigned duties. If the duty is assigned or offered, it would be considered outside the scope of the classification and would warrant additional compensation.

IV. Discussion Items:



PERSONNEL COMMISSION

Regular Meeting: Wednesday, January 13, 2021

AGENDA ITEM NO: IV.D.01

Discussion: Classification Study: Bilingual Community Liaison – Findings & Recommendations

BACKGROUND INFORMATION:

A presentation summarizing the findings and recommendations of the classification study for Bilingual Community Liaison will be delivered by Office of the Personnel Commission staff. This serves as an opportunity to discuss the contents of the session.

V. Action Items:

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson						
Maria Stewart						
Phillip Tate						



PERSONNEL COMMISSION

Regular Meeting: Wednesday, January 13, 2021

AGENDA ITEM NO: V.A.01

Classification Specification Revision and Salary Reallocation: Bilingual Community Liaison

BACKGROUND INFORMATION:

The Office of the Personnel Commission received a classification study request for Bilingual Community Liaison (BCL) from BCL incumbents to determine if the classification's salary is equitable and internally aligned.

METHODOLOGY:

Staff conducted the following activities:

- Hosted an informational session with BCL incumbents to discuss the process for conducting classification studies
- Conducted three focus groups with BCL incumbents to learn about relevancy of existing duties and any duties not currently captured by the class spec
- Surveyed BCL incumbents and supervisors to assess the criticality and frequency of duties carried out in addition to the type of translation and interpretation incumbents are expected to conduct as part of their routine, regular assignment
- Staff analyzed responses from the focus groups and surveys and then presented findings and recommendations to district administrators, Dr. Mark Kelly (Assistant-Superintendent, Human Resources) and Dr. Jacqueline Mora (Assistant-Superintendent, Educational Services), SEIU Union representatives, Chris Mock (Chief Steward) and Cindy Johnston (Union Steward), and BCL incumbents

ANALYSIS & FINDINGS:

Under general direction, BCLs promote positive relationships between school sites and students' families by engaging with parents and guardians and encouraging their involvement in school activities and events. As a bilingual classification, they are also responsible for performing translation as well as interpretation.

In analyzing the scope of work, functions of the job, and complexity of responsibilities, staff determined the classification's salary is misaligned. Compared to the Community Liaison (CL) classification, the BCL is differentiated in that it is expected to (a) converse in entirely in Spanish with native Spanish speakers, (b) translate written documents from English to Spanish and vice versa, and (c) use consecutive interpretation by listening to what the speaker is saying in English and then conveying the message in Spanish and vice versa.

Per SEIU Union Contract language, those that are required to frequently speak in a second language conversationally shall receive a 5% salary differential. However, the criteria for the differential does not include translation and/or interpretation. While BCL (Range 29: \$3,140 - \$4,008) is 5% above CL (Range 27: \$2,991 - \$3,816), this does not account for the other differentiations of translating and interpreting, which are distinct and more complex duties compared to bilingual conversation.

The next higher classification with which to align BCL is Translator/Interpreter (T/I), which is on salary range 34 (\$3,547 - \$4,528). While T/I also performs translation and interpretation, it is differentiated from BCL in that it (1) reviews translation and interpretation work, (2) conducts training, and (3) interprets using simultaneous interpretation, which is a distinct and more complex duty compared to consecutive interpretation.

Given that there is a 5% salary difference between CL and BCL but a 13% salary difference between BCL and T/I, the BCL classification can be reallocated on the salary schedule on the basis of internal alignment in order to create equitable increases between the classifications.

The following is an internal comparison of salaries between the three classifications as they are currently placed on the salary schedule:

Classification	Current Salary	% Salary Above Lower Classification
Translator/Interpreter	Range 34: \$3,547 - \$4,528	13% Above BCL
Bilingual Community Liaison	Range 29: \$3,140 - \$4,008	5% CL
Community Liaison	Range 27: \$2,991 - \$3,816	N/A

The following is an internal comparison of salaries between the three classifications as they would appear based on proposed correction to the alignment in order to create a 10% salary difference between CL and BCL and 10% salary difference between BCL and T/I:

Classification	Proposed Salary	% Salary Above Lower Classification
Translator/Interpreter	Range 35: \$3,634 - \$4,639	10% Above BCL
Bilingual Community Liaison	Range 31: \$3,296 - \$4,208	10% Above CL
Community Liaison	Range 27: \$2,991 - \$3,816	N/A

Additionally, based on information gathered, revisions to the BCL class spec are warranted in order to clarify that the type of interpretation conducted by BCLs is consecutive and list simultaneous interpretation as a distinguishing characteristic between BCLs and T/Is.

DIRECTOR’S RECOMMENDATION:

The Director of Classified Personnel recommends that the Personnel Commission approve the following:

1. Approve revisions to the Bilingual Community Liaison classification specification
2. Place the classification of Bilingual Community Liaison on range 31 of the classified monthly salary schedule (\$3,296 - \$4,208)

Commissioner	M	S		Yes	No	Abstain	ABSENT
Lauren Robinson							
Maria Stewart							
Phillip Tate							

PERSONNEL COMMISSION

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT



CLASSIFICATION DESCRIPTION
BARGAINING UNIT: SEIU LOCAL 99

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

CLASS TITLE: BILINGUAL COMMUNITY LIAISON ~~or~~ COMMUNITY LIAISON SPECIALIST

Classified Employees Salary Schedule – Range A-25

BASIC FUNCTION:

Under ~~direction~~ **general supervision**, serves as a liaison among the school, home, and community in order to promote positive home-school relationships; provides information and assistance to limited and non-English speaking students and parents; translates and explains a variety of school policies, regulations, programs and communications; provides assistance to school families by referring them to community resources and agencies as appropriate.

REPRESENTATIVE DUTIES

Promotes parent and student participation in school by assuring dissemination of information. Provides parents and students with reference source and encourages parent involvement in school activities and classes.	BCL-1
Assists parents, administrators, staff and others by translating verbal conversations and written communications, including, but not limited to, student admission and enrollment records. <u>Provides real time consecutive interpretation to individuals and groups for a variety of meetings, conferences, and trainings</u>	BCL-2
<u>Translates and distributes a variety of written materials including, but not limited to, brochures, bulletins, correspondence, meeting minutes, conference and workshop documents, forms, assessments, and records</u>	
Establishes and maintains community resource contacts. Maintains information on available community resources for use by District personnel, parent groups and families. In conjunction with school administration makes referrals to community agencies and organizations for clothing, housing, health care, welfare employment and other forms of assistance	BCL-3
Facilitates communication of school concerns regarding students, such as truancy, attitude, academic performance, and health issues to parents and community concerns to school; assists parents in communicating individual concerns in meetings with site administrators, teachers, nurses, counselors, or other District staff.	BCL-4
Assists in planning, organizing, and promoting of various District advisory committee meetings and elections; attends, promotes and participates in parents meetings and participates in school councils and committees; enlists parents and promotes involvement in school workshop and other groups.	BCL-5
Makes home visits to assist parents in identifying and providing for needed service in academic, health or social areas.	BCL-6
Transports students to a variety of locations as required while being accompanied by an administrator or the parent.	BCL-7
Coordinates and complies survey data.	BCL-8
Performs a variety of general office duties including answering phones, filing, photocopying, and maintaining records as required.	BCL-9
Coordinate tracking and monitoring <u>monitoring</u> record keeping activities including individual health check-ups, parent potential IEP follow up activities	BCL-10

Coordinate team planning and evaluation meeting for Family and Community Partnerships	BCL-11
Maintain partnership agreements	BCL-12
Assist in developing procedures and department standards	BCL-13
Participate on program leadership team.	BCL-14
Evaluate program activities	BCL-15
Performs related duties as assigned.	BCL-16

NOTE: The statements listed above are intended to describe the general nature and level of work being performed by employees in this classification, and are not to be interpreted as an exhaustive list of responsibilities and qualifications required of personnel so classified. Reasonable accommodations will be made so that qualified employees can perform the essential functions of the job.

SUPERVISION MATRIX:

Supervision:	<i>Establishing overall expectations, goals and objectives, and aligning departmental resources</i>
Received from:	Site Principal or Director of Child Development Services (when assigned to preschool student group)
Given to:	None.
Work Direction:	<i>Providing specific instruction on how to complete daily activities.</i>
Received from:	Site Principal or Director of Child Development Services (when assigned to preschool student group)
Given to:	None.
Work Evaluation:	<i>Assessing the performance outcomes based on work direction and supervision expectations.</i>
Received from:	Site Principal or Director of Child Development Services (when assigned to preschool student group)
Given to:	None.

SUPERVISION

General supervision is received from certificated administrators. No supervision of other staff is exercised.

KNOWLEDGE AND ABILITIES JOB REQUIREMENTS

KNOWLEDGE OF:

- Community resources and social service agencies.
- Oral and written communication skills in English and a designated second language.
- School programs, requirements, objectives and policies and concerns.
- Culture, needs, and concerns of ESL and other students and their families.
- Practical principals of intercultural relationships and communication techniques.
- Modern office practices, procedures, and equipment.
- Techniques used in Public Relations.
- Telephone techniques and etiquette.

ABILITY TO:

- Communicate effectively both orally and in writing in English and a designated second language and translate English into designated second language and vice versa.
- Learn about community services and resources and explain them to parents.
- Promote participation in school and community programs and activities.
- Understand and follow oral and written directions.
- Understand and maintain confidentiality.
- Work independently with minimal direction.
- Explain health regulations and school programs, rules and policies.
- Establish and maintain cooperative working relationships with all those contacted in the course of work.
- Attend night and weekend meetings.
- Be flexible.

MINIMUM QUALIFICATIONS

EDUCATION:

~~Graduation from high school or evidence of equivalent educational proficiency.~~ **A high school diploma or recognized equivalent.**

EXPERIENCE:

One (1) year paid or volunteer experience working with a school or other community service organization, preferably in a leadership role.

~~LICENSES AND OTHER REQUIREMENTS~~ **ADDITIONAL REQUIREMENTS/INFORMATION:**

:

- Ability to demonstrate bilingual and biliterate skills in a designated second language.
- ~~Must maintain a valid California Class C Driver's License and availability of private transportation or ability to provide transportation between job sites. Must maintain automotive insurability as prescribed by Board Policy 3541.~~ **A valid California Driver License and availability of private transportation or ability to obtain transportation between job sites is required.**
- Must have the use of a personal telephone.
- Must be available to attend night and weekend meetings
- **One year paid or volunteer experience working with K-12 students is desirable.**

PREFERRED QUALIFICATIONS

EXPERIENCE:

~~One year paid or volunteer experience working with K-12 students is desirable.~~

SPECIAL INFORMATION:

None.

WORKING CONDITIONS:

ENVIRONMENT:

This is primarily a sedentary classification and the employee works in an office environment with moderate noise levels, controlled temperature conditions and no direct exposure to hazardous physical substances; however, certain duties require working outside with the use of a motor vehicle which may expose the incumbent to adverse weather and driving conditions. The employee interfaces with students, parents, co-workers, faculty, school staff, administrators, and department supervisors in providing guidance regarding a variety of school policies, regulations, programs and communications and referring them to community resources and agencies.

PHYSICAL ABILITIES DEMANDS:

Finger dexterity is needed to access, enter and retrieve data using a computer keyboard or calculator and to operate standard office equipment. The position occasionally bends, stoops, reaches, pushes and pulls drawers

to retrieve and file information and lifts and carries reports and records that typically weigh less than twenty (20) pounds.

DISTINGUISHING CHARACTERISTICS

The Bilingual Community Liaison classification is differentiated from the Community Liaison classification in that it provides written translation of materials and consecutive oral interpretation to families and the general public in addition to their duties as a liaison between school sites and families. This classification is differentiated from Translator/Interpreter in that it conducts consecutive oral interpretation while the Translator/Interpreter conducts simultaneous oral interpretation in addition to assisting in the development and administration of trainings and evaluating other's translation and interpretation work.

**~~DUTIES APPROVED
BOARD OF EDUCATION:~~**

~~No date.~~

**CLASSIFICATION APPROVED
PERSONNEL COMMISSION:**

Revised October 2000

Revised December 13, 2011

Revised October 8, 2013

Proposed Revisions: January 13, 2020



BILINGUAL COMMUNITY LIAISON

BASIC FUNCTION

Under general supervision, serves as a liaison among the school, home, and community in order to promote positive home-school relationships; provides information and assistance to limited and non-English speaking students and parents; translates and explains a variety of school policies, regulations, programs and communications; provides assistance to school families by referring them to community resources and agencies as appropriate.

MINIMUM QUALIFICATIONS

EDUCATION:

A high school diploma or recognized equivalent.

EXPERIENCE:

One (1) year paid or volunteer experience working with a school or other community service organization, preferably in a leadership role.

ADDITIONAL REQUIREMENTS/INFORMATION:

Ability to demonstrate bilingual and biliterate skills in a designated second language. A valid California Driver License and availability of private transportation or ability to obtain transportation between job sites is required. Must have the use of a personal telephone. Must be available to attend night and weekend meetings. One year paid or volunteer experience working with K-12 students is desirable.

REPRESENTATIVE DUTIES

- Promotes parent and student participation in school by assuring dissemination of information. Provides parents and students with reference source and encourages parent involvement in school activities and classes.
- Provides real time consecutive interpretation to individuals and groups for a variety of meetings, conferences, and trainings.
- Translates and distributes a variety of written materials including, but not limited to, brochures, bulletins, correspondence, meeting minutes, conference and workshop documents, forms, assessments, and records.
- Establishes and maintains community resource contacts. Maintains information on available community resources for use by District personnel, parent groups and families. In conjunction with school administration makes referrals to community agencies and organizations for clothing, housing, health care, welfare employment and other forms of assistance.
- Facilitates communication of school concerns regarding students, such as truancy, attitude, academic performance, and health issues to parents and community concerns to school; assists parents in communicating individual concerns in meetings with site administrators, teachers, nurses, counselors, or other District staff.
- Assists in planning, organizing, and promoting of various District advisory committee meetings and elections; attends, promotes and participates in parents meetings and participates in school councils and committees; enlists parents and promotes involvement in school workshop and other groups.

- Makes home visits to assist parents in identifying and providing for needed service in academic, health or social areas.
- Transports students to a variety of locations as required while being accompanied by an administrator or the parent.
- Coordinates and complies survey data.
- Performs a variety of general office duties including answering phones, filing, photocopying, and maintaining records as required.
- Coordinate tracking and monitoring record keeping activities including individual health check-ups, parent potential IEP follow up activities.
- Coordinate team planning and evaluation meeting for Family and Community Partnerships.
- Maintain partnership agreements.
- Assist in developing procedures and department standards.
- Participate on program leadership team.
- Evaluate program activities.
- Performs related duties as assigned.

NOTE: *The statements listed above are intended to describe the general nature and level of work being performed by employees in this classification, and are not to be interpreted as an exhaustive list of responsibilities and qualifications required of personnel so classified. Reasonable accommodations will be made so that qualified employees can perform the essential functions of the job.*

SUPERVISION

General supervision is received from certificated administrators. No supervision of other staff is exercised.

JOB REQUIREMENTS

KNOWLEDGE:

- Community resources and social service agencies
- Oral and written communication skills in English and a designated second language
- School programs, requirements, objectives and policies and concerns
- Culture, needs, and concerns of ESL and other students and their families
- Practical principals of intercultural relationships and communication techniques
- Modern office practices, procedures, and equipment
- Techniques used in Public Relations
- Telephone techniques and etiquette

ABILITY TO:

- Communicate effectively both orally and in writing in English and a designated second language and translate English into designated second language and vice versa
- Learn about community services and resources and explain them to parents
- Promote participation in school and community programs and activities
- Understand and follow oral and written directions
- Understand and maintain confidentially
- Work independently with minimal direction
- Explain health regulations and school programs, rules and policies
- Establish and maintain cooperative working relationships with all those contacted in the course of work
- Attend night and weekend meetings
- Be flexible

WORKING CONDITIONS

ENVIRONMENT:

This is primarily a sedentary classification and the employee works in an office environment with moderate noise levels, controlled temperature conditions and no direct exposure to hazardous physical substances; however, certain duties require working outside with the use of a motor vehicle which may expose the incumbent to adverse weather and driving conditions. The employee interfaces with students, parents, co-workers, faculty, school staff, administrators, and department supervisors in providing guidance regarding a variety of school policies, regulations, programs and communications and referring them to community resources and agencies.

PHYSICAL DEMANDS:

Finger dexterity is needed to access, enter and retrieve data using a computer keyboard or calculator and to operate standard office equipment. The position occasionally bends, stoops, reaches, pushes and pulls drawers to retrieve and file information and lifts and carries reports and records that typically weigh less than twenty (20) pounds.

DISTINGUISHING CHARACTERISTICS

The Bilingual Community Liaison classification is differentiated from the Community Liaison classification in that it provides written translation of materials and consecutive oral interpretation to families and the general public in addition to their duties as a liaison between school sites and families. This classification is differentiated from Translator/Interpreter in that it conducts consecutive oral interpretation while the Translator/Interpreter conducts simultaneous oral interpretation in addition to assisting in the development and administration of trainings and evaluating other's translation and interpretation work.

CLASSIFICATION ESTABLISHED:

Unknown

REVISED:

October 2000

December 13, 2011

October 8, 2013

Proposed Revisions: January 13, 2020



PERSONNEL COMMISSION

Regular Meeting: Wednesday, January 13, 2021

AGENDA ITEM NO: V.A.02

Classification Specification Revision and Salary Reallocation: Translator/Interpreter

BACKGROUND INFORMATION:

The Office of the Personnel Commission received a classification study request for Bilingual Community Liaison (BCL) from BCL incumbents to determine if the classification's salary is equitable and internally aligned in comparison with other classifications, including Translator/Interpreter(T/I).

METHODOLOGY:

Staff conducted the following activities:

- Compared and contrasted duties between BCL and T/I
- Calculated reallocation of T/I's salary based on BCL's salary realignment from range 29 to range 31
- Staff presented findings and recommendations to district administrators, Dr. Mark Kelly (Assistant-Superintendent, Human Resources) and Dr. Jacqueline Mora (Assistant-Superintendent, Educational Services), and SEIU Union representatives, Chris Mock (Chief Steward) and Cindy Johnston (Union Steward)

ANALYSIS & FINDINGS:

In analyzing the Bilingual Community Liaison's scope of work, functions of the job, and complexity of responsibilities, staff determined the classification's salary is misaligned. Compared to the Community Liaison (CL) classification, the BCL is differentiated in that it is expected to (a) converse entirely in Spanish with native Spanish speakers, (b) translate written documents from English to Spanish and vice versa, and (c) use consecutive interpretation by listening to what the speaker is saying in English and then conveying the message in Spanish and vice versa.

Per SEIU Union Contract language, those that are required to frequently speak in a second language conversationally shall receive a 5% salary differential. However, the criteria for the differential does not include translation and/or interpretation. While BCL (Range 29: \$3,140 - \$4,008) is 5% above CL (Range 27: \$2,991 - \$3,816), this does not account for the other differentiations of translating and interpreting, which are distinct and more complex duties compared to bilingual conversation.

The next higher classification with which to align BCL is Translator/Interpreter (T/I), which is on salary range 34 (\$3,547 - \$4,528). While T/I also performs translation and interpretation, it is differentiated from BCL in that it (1) reviews translation and interpretation work, (2) conducts training, and (3) interprets using simultaneous interpretation, which is a distinct and more complex duty compared to consecutive interpretation.

Given that there is a 5% salary difference between CL and BCL but a 13% salary difference between BCL and T/I, the BCL classification received a recommendation from

staff to be reallocated on the salary schedule on the basis of internal alignment in order to create equitable increases between the classifications.

The following is an internal comparison of salaries between the three classifications as they are currently placed on the salary schedule:

Classification	Current Salary	% Salary Above Lower Classification
Translator/Interpreter	Range 34: \$3,547 - \$4,528	13% Above BCL
Bilingual Community Liaison	Range 29: \$3,140 - \$4,008	5% Above CL
Community Liaison	Range 27: \$2,991 - \$3,816	N/A

The following is an internal comparison of salaries between the three classifications as they would appear based on proposed correction to the alignment in order to create a 10% salary difference between CL and BCL but with no adjustment to T/I:

Classification	Proposed Salary	% Salary Above Lower Classification
Translator/Interpreter	Range 34: \$3,547 - \$4,528	8% Above BCL
Bilingual Community Liaison	Range 31: \$3,296 - \$4,208	10% Above CL
Community Liaison	Range 27: \$2,991 - \$3,816	N/A

With no adjustment to T/I, there remains a misalignment between BCL and T/I. The following is an internal comparison of salaries if T/I is reallocated from range 34 to range 35:

Classification	Proposed Salary	% Salary Above Lower Classification
Translator/Interpreter	Range 35: \$3,634 - \$4,639	10% Above BCL
Bilingual Community Liaison	Range 31: \$3,296 - \$4,208	10% Above CL
Community Liaison	Range 27: \$2,991 - \$3,816	N/A

Additionally, revisions to the T/I class spec are warranted in order to add distinguishing characteristics between BCL and T/I, clarifying that the type of interpretation conducted by BCLs is consecutive while T/Is are responsible for simultaneous interpretation.

DIRECTOR’S RECOMMENDATION:

The Director of Classified Personnel recommends that the Personnel Commission approve the following:

1. Approve revisions to the Translator/Interpreter classification specification
2. Place the classification of Translator/Interpreter on range 35 of the classified monthly salary schedule (\$3,634 - \$4,639)

Commissioner	M	S	Yes	No	Abstain	ABSENT
Lauren Robinson						
Maria Stewart						
Phillip Tate						



CLASSIFICATION DESCRIPTION
BARGAINING UNIT: SEIU LOCAL 99
~~CLASS CODE: 541446~~
~~SALARY RANGE: A-32~~

TRANSLATOR / INTERPRETER

BASIC FUNCTION:

Under general supervision, performs the translation and interpretation of written and oral communication for District and site-level communications, forms, and meetings including technical, complex, or sensitive topics/materials.

MINIMUM QUALIFICATIONS

EDUCATION:

High school degree or evidence of equivalent educational attainment.

EXPERIENCE:

One year of paid experience translating between English and a designated second language for organizations or groups.

~~LICENSES AND OTHER REQUIREMENTS~~ *ADDITIONAL REQUIREMENTS/INFORMATION:*

~~Must be able to type a minimum 25 words per minute. A valid Class C driver license~~ **California Driver License** and the availability of private transportation or access to **ability to obtain** transportation between job sites is required. Must be available to attend night and weekend meetings and have the use of a personal telephone. Forty (40) hours of training for translation/interpretation with a certificate of completion is preferred.

REPRESENTATIVE DUTIES:

- Provide translation and interpretation services for district office, school sites, and the Board of Education to ensure cross-cultural understanding of intended issues, objectives, and accomplishments in a designated second language.
- Translate documents and formal communications that may include technical vocabulary, idiomatic nuance, or sensitive/confidential information (e.g. IEPs, legal documents, district policies and memos, medical/enrollment registration forms).
- Use a variety of computer programs to recreate and properly format translated documents and communications materials (e.g. PowerPoint presentations) to match original materials.
- Conduct consecutive or simultaneous interpretation (one-way or bi-directional) for a variety of district and school-site meetings, workshops, conferences, and special events (e.g. Board Meetings, School Site Council, IEP Meetings, SPSA, SARB), utilizing microphones, headsets, and related translation/interpretation technology as necessary.
- Provide interpretation of recorded meeting and conversations.
- Review and provide feedback for translation/interpretation work conducted in other departments or at school sites (e.g. newsletters, flyers, social media posts).
- Assist in the development and administration of in-service trainings for district staff regarding job-related topics (e.g. language support services, building cultural competency).
- Maintain an accurate record of work requests and completed materials, preparing related reports as requested.
- Perform related duties as assigned.

NOTE: The statements listed above are intended to describe the general nature and level of work being performed by employees in this classification, and are not to be interpreted as an exhaustive list of responsibilities and qualifications required of personnel so classified. Reasonable accommodations will be made so that qualified employees can perform the essential functions of the job.

SUPERVISION:

General Ssupervision is received from a district administrator or site principal. ~~This classification has no supervisory responsibilities, but may train others and provide technical feedback to district staff regarding translation and interpretation work.~~ **No supervision of other staff is exercised.**

KNOWLEDGE AND ABILITIES JOB REQUIREMENTS

KNOWLEDGE OF:

- Proper language usage (grammar, spelling, punctuation, syntax) in English and a designated second language.
- Regional differences in word usage and idioms.
- Equivalent of general technical and subject-matter terms between translated languages.

ABILITY TO:

- Speak, read, and write effectively and accurately in idiomatic English and a designated second language.
- Conduct both consecutive and simultaneous interpretation of conversations, meetings, and presentations.
- Research and utilize unfamiliar technical terms in English and a designated second language.
- Work independently with little-to-no technical supervision.
- Work cooperatively with others.

WORKING CONDITIONS:

ENVIRONMENT:

Works is performed in an office environment with frequent interruptions, moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Some work is performed off-site attending various trainings, meetings, and school sites.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations. Seeing to read a variety of paperwork, emails and other materials. Dexterity of hands and fingers to operate a computer keyboard. Sitting while operating a computer for long periods of time. Bending at the waist, kneeling, or crouching to file materials.

DISTINGUISHING CHARACTERISTICS

The Translator/Interpreter classification is differentiated from the Bilingual Community Liaison classification in that it conducts simultaneous oral interpretation in addition to assisting in the development trainings and evaluating other's translation and interpretation work whereas the Bilingual Community Liaison conducts consecutive oral interpretation while promoting positive relationships between school sites and students' families.

CLASSIFICATION ESTABLISHED:

February, 1991

REVISED:

July 10, 2019

PROPOSED: January 13, 2021



TRANSLATOR / INTERPRETER

BASIC FUNCTION

Under general supervision, performs the translation and interpretation of written and oral communication for District and site-level communications, forms, and meetings including technical, complex, or sensitive topics/materials.

MINIMUM QUALIFICATIONS

EDUCATION:

High school degree or evidence of equivalent educational attainment.

EXPERIENCE:

One year of paid experience translating between English and a designated second language for organizations or groups.

ADDITIONAL REQUIREMENTS/INFORMATION:

A valid California Driver License and availability of private transportation or ability to obtain transportation between job sites is required. Must be available to attend night and weekend meetings and have the use of a personal telephone. Forty (40) hours of training for translation/interpretation with a certificate of completion is preferred.

REPRESENTATIVE DUTIES

- Provide translation and interpretation services for district office, school sites, and the Board of Education to ensure cross-cultural understanding of intended issues, objectives, and accomplishments in a designated second language
- Translate documents and formal communications that may include technical vocabulary, idiomatic nuance, or sensitive/confidential information (e.g. IEPs, legal documents, district policies and memos, medical/enrollment registration forms)
- Use a variety of computer programs to recreate and properly format translated documents and communications materials (e.g. PowerPoint presentations) to match original materials
- Conduct consecutive or simultaneous interpretation (one-way or bi-directional) for a variety of district and school-site meetings, workshops, conferences, and special events (e.g. Board Meetings, School Site Council, IEP Meetings, SPSA, SARB), utilizing microphones, headsets, and related translation/interpretation technology as necessary
- Provide interpretation of recorded meeting and conversations
- Review and provide feedback for translation/interpretation work conducted in other departments or at school sites (e.g. newsletters, flyers, social media posts)
- Assist in the development and administration of in-service trainings for district staff regarding job-related topics (e.g. language support services, building cultural competency)
- Maintain an accurate record of work requests and completed materials, preparing related reports as requested
- Perform related duties as assigned

NOTE: *The statements listed above are intended to describe the general nature and level of work being performed by employees in this classification, and are not to be interpreted as an exhaustive list of responsibilities and qualifications required of personnel so classified. Reasonable accommodations will be made so that qualified employees can perform the essential functions of the job.*

SUPERVISION

General supervision is received from a district administrator or site principal. No supervision of other staff is exercised.

JOB REQUIREMENTS

KNOWLEDGE:

- Proper language usage (grammar, spelling, punctuation, syntax) in English and a designated second language.
- Regional differences in word usage and idioms.
- Equivalents of general technical and subject-matter terms between translated languages.

ABILITY TO:

- Speak, read, and write effectively and accurately in idiomatic English and a designated second language.
- Conduct both consecutive and simultaneous interpretation of conversations, meetings, and presentations.
- Research and utilize unfamiliar technical terms in English and a designated second language.
- Work independently with little-to-no technical supervision.
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WORKING CONDITIONS

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CLASSIFICATION ESTABLISHED:

February, 1991

REVISED:

July 10, 2019

PROPOSED: January 13, 2021

VI. Information Items:

Open Requisitions (01/04/21)

Open Requisitions

Req Number	Req Title	Department	Position Type	FTE
19-188	ADMINISTRATIVE ASSISTANT	SANTA MONICA HIGH SCHOOL	Vac	100
19-206	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	Vac	37.5
20-008	SPORTS FACILITY ATTENDANT	BUSINESS SERVICES	New	30
20-013	TRANSLATOR/INTERPRETER	EDUCATIONAL SERVICES	New	100
20-035	TECHNICAL THEATER TECHNICIAN	BUSINESS SERVICES	Vac	50
20-036	TRANSLATOR/INTERPRETER	EDUCATIONAL SERVICES	New	100
20-038	CUSTODIAN	OLYMPIC HIGH SCHOOL	Vac	62.5
20-058	DIRECTOR OF PURCHASING	PURCHASING/WAREHOUSE	Vac	100
20-068	ASSISTANT DIRECTOR-FISCAL SERVICES	FISCAL SERVICES	Vac	100
20-082	GARDENER	M & O (Maintenance & Operations)	Vac	100
20-104	THEATER OPERATIONS SUPERVISOR	BUSINESS SERVICES	Vac	100
20-108	TECHNICAL THEATER TECHNICIAN	BUSINESS SERVICES	Vac	100
20-117	BUS DRIVER	TRANSPORTATION	New	87.5
20-125	INSTRUCTIONAL ASSISTANT-BILINGUAL (SPANISH)	EDISON LANGUAGE ACADEMY	Vac	43.75
20-140	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	Vac	37.5
20-143	INSTRUCTIONAL ASSISTANT-MUSIC	SANTA MONICA HIGH SCHOOL	Vac	37.5
20-152	SENIOR OFFICE SPECIALIST	LINCOLN MIDDLE SCHOOL	Vac	100
20-156	CAMPUS MONITOR	ROOSEVELT ELEMENTARY SCHOOL	Vac	15
20-162	ADMINISTRATIVE ASSISTANT	JOHN MUIR ELEMENTARY SCHOOL	Vac	100
20-163	ADMINISTRATIVE ASSISTANT	M & O (Maintenance & Operations)	Vac	100
20-166	RISK MANAGER	BUSINESS SERVICES	New	100
21-003	BUYER	PURCHASING/WAREHOUSE	Vac	100
21-004	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	Vac	37.5
21-009	PARAEDUCATOR-3	LINCOLN CHILD DEVELOPMENT CENTER	Vac	56.25
21-015	CREDENTIAL ANALYST	HUMAN RESOURCES	Vac	100

21-025	INSTRUCTIONAL ASSISTANT- BILINGUAL (SPANISH)	SANTA MONICA HIGH SCHOOL	Vac	43.75
21-026	CAMPUS MONITOR	MCKINLEY ELEMENTARY SCHOOL	Vac	15.63
21-027	CUSTODIAN	SANTA MONICA HIGH SCHOOL	Vac	100
21-028	INSTRUCTIONAL ASSISTANT- CLASSROOM	MCKINLEY ELEMENTARY SCHOOL	Vac	31.25
21-034	CAMPUS MONITOR	JOHN MUIR ELEMENTARY SCHOOL	Vac	18.75
21-035	SPORTS FACILITY ATTENDANT	BUSINESS SERVICES	New	37.5
21-036	SPORTS FACILITY ATTENDANT	BUSINESS SERVICES	New	37.5
21-037	CUSTODIAN	M & O (Maintenance & Operations)	Vac	62.5
21-038	BUS DRIVER	TRANSPORTATION	Vac	87.5

Filled Requisitions (01/04/21)

	Req Title	Department	Date of Accepted Job Offer
20-077	ELEMENTARY LIBRARY COORDINATOR	EDISON LANGUAGE ACADEMY	12/1/2020
20-153	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	12/5/2020
20-165	PHYSICAL ACTIVITIES SPECIALIST	JOHN MUIR ELEMENTARY SCHOOL	12/1/2020
20-167	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	12/3/2020
21-005	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	12/7/2020
21-006	INSTRUCTIONAL ASSISTANT-CLASSROOM	WILL ROGERS LEARNING ACADEMY	12/16/2020
21-012	INSTRUCTIONAL ASSISTANT-BILINGUAL (SPANISH)	EDISON LANGUAGE ACADEMY	12/3/2020
21-040	PARAEDUCATOR-1	LINCOLN MIDDLE SCHOOL	12/11/2020
21-041	INSTRUCTIONAL ASSISTANT-CLASSROOM	GRANT ELEMENTARY SCHOOL	12/4/2020
21-042	INSTRUCTIONAL ASSISTANT-CLASSROOM	JOHN MUIR ELEMENTARY SCHOOL	12/18/2020
21-043	PARAEDUCATOR-3	FRANKLIN ELEMENTARY SCHOOL	12/11/2020

**Classified Personnel – Merit
12/17/20**

NEW HIRES

Reyes, Marybel Adult Education	Campus Security Officer 3.2 Hrs/SY/Range: 27 Step: A	<u>EFFECTIVE DATE</u> 12/1/20
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PROMOTION

Nguyen, Kim Purchasing	Director of Purchasing 8 Hrs/12 Mo/Range: M-61 Step: A From: Senior Administrative Assistant: 8 Hrs/12 Mo	<u>EFFECTIVE DATE</u> 12/1/20
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Perez, Grace Special Ed-Santa Monica HS	Paraeducator-1 4 Hrs/SY/Range: 22 Step: E From: Children's Center Assistant-2: 3.5 Hrs/SY	10/8/20
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Thompson, Nichole Special Ed-Muir ES	Paraeducator-3 6 Hrs/SY/Range: 28 Step: A From: Paraeducator-1: 6 Hrs/SY	11/9/20
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LIMITED TERM

Arriaga, Jennifer CDS-Grant ES	Children's Center Assistant-2 3.5 Hrs/SY/Range: 20 Step: F	<u>EFFECTIVE DATE</u> 11/12/20-1/29/21
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Carbajal, Patricia CDS-Roosevelt ES	Children's Center Assistant-2 3.5 Hrs/SY/Range: 20 Step: F	11/13/20-1/29/21
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Ceron, Gloria CDS-Edison ES	Children's Center Assistant-2 3.5 Hrs/SY/Range: 20 Step: F	11/12/20-1/29/21
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Jimenez, Maria CDS-Edison ES	Children's Center Assistant-2 3.5 Hrs/SY/Range: 20 Step: F	11/13/20-1/29/21
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Razon-McMillan, Monica CDS-Grant ES	Children's Center Assistant-2 3.5 Hrs/SY/Range: 20 Step: F	11/12/20-1/29/21
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Shih, Jennifer CDS-Roosevelt ES	Children's Center Assistant-2 3.5 Hrs/SY/Range: 20 Step: F	11/12/20-1/29/21
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TEMP/ADDITIONAL ASSIGNMENTS

Agaton, Joelym Information Services	Technology Support Assistant [overtime; distance learning support]	<u>EFFECTIVE DATE</u> 8/15/20-6/30/21
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Barrett, Kenny Information Services	Technology Support Assistant [overtime; distance learning support]	8/15/20-6/30/21
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Circenis, Anita Information Services	Technology Support Assistant [overtime; distance learning support]	8/15/20-6/30/21
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Dao, Thong Vinh Information Services	Technology Support Assistant [overtime; distance learning support]	8/15/20-6/30/21
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Diaz Gomez, Angel Information Services	Technology Support Assistant [overtime; distance learning support]	8/15/20-6/30/21
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Gomez-Perez, Armando Information Services	Technology Support Assistant [overtime; distance learning support]	8/15/20-6/30/21
Jauregui, Jorge Information Services	Technology Support Assistant [overtime; distance learning support]	8/15/20-6/30/21
Martinez, Santiago Information Services	Technology Support Assistant [overtime; distance learning support]	8/15/20-6/30/21
Neal, Christal Information Services	Technology Support Assistant [overtime; distance learning support]	8/15/20-6/30/21
Overton, Marc Information Services	Technology Support Assistant [overtime; distance learning support]	8/15/20-6/30/21
Patterson, Pete Information Services	Technology Support Assistant [overtime; distance learning support]	8/15/20-6/30/21
Webb, Kevin Maintenance	Swimming Instructor/Lifeguard [additional hours; Malibu pool level check]	10/1/20-6/30/21
Yera, Alexander Information Services	Technology Support Assistant [overtime; distance learning support]	8/15/20-6/30/21

SUBSTITUTES

EFFECTIVE DATE

Genkina, Tamara Special Education	Paraeducator-2	11/3/20-6/11/21
Genkina, Tamara Special Education	Paraeducator-3	11/3/20-6/11/21
Webster, Ryan Special Education	Paraeducator-3	11/3/20-6/11/21

CHANGE IN ASSIGNMENT

EFFECTIVE DATE

Hernandez, Yolanda Webster ES	Health Office Specialist 6 Hrs/SY From: 3.5 Hrs/SY/Webster ES	11/16/20
Royal, Kenneth Operations-Adams MS	Custodian 8 Hrs/12 Mo From: 5 Hrs/12 Mo/Operations-Adams MS	10/26/20

INVOLUNTARY TRANSFER

EFFECTIVE DATE

Atkins, Michael Malibu ES	Elementary Library Coordinator 7 Hrs/10 Mo From: 7 Hrs/10 Mo/McKinley ES	11/12/20
Pineda Balbuena, Luz Special Ed-Muir ES	Paraeducator-2 5.5 Hrs/SY From: 5.5 Hrs/SY/Special Ed-Rogers ES	8/19/20
Soria, Michelle Special Ed-Muir ES	Paraeducator-1 6 Hrs/SY From: 6 Hrs/SY/Special Ed-Lincoln MS	9/4/20

VOLUNTARY TRANSFERStern, Ellen
Webster ESInstructional Assistant - Classroom
1.5 Hrs/SY
From: 3 Hrs/SY/Webster ES**EFFECTIVE DATE**

8/19/20

LEAVE OF ABSENCE (PAID)Avalos, Mario
MaintenancePlumber
FFCRA (Intermittent)**EFFECTIVE DATE**

11/2/20-12/31/20

Baxter, Isaac
Facility UseSwimming Instructor/Lifeguard
Medical/FMLA/CFRA

11/10/20-11/20/20

Custodio, Thelma
Special Ed-Santa Monica HSParaeducator-1
Medical/FMLA/CFRA

11/9/20-12/21/20

Del Rosario Rodriguez, Maria
Operations-Grant ESCustodian
FFCRA

11/2/20-11/13/20

Frazier, Jeffrey
OperationsPlant Supervisor
Medical/FMLA/CFRA

10/1/20-12/15/20

Kubicz-Preis, Anna
SMASHAdministrative Assistant
Medical/FMLA/CFRA

11/12/20-12/4/20

Larios, Carmen
Fiscal ServicesFiscal Services Supervisor
Medical/FMLA/CFRA

11/4/20-11/30/20

Lew, Shawn
Operations-Malibu HSCustodian
FFCRA

10/22/20-11/4/20

Lew, Shawn
Operations-Malibu HSCustodian
Medical/FMLA/CFRA

11/5/20-11/6/20

Montes, Linda
Special Ed-Muir ESParaeducator-3
FFCRA

11/4/20-12/31/20

Nwaigwe, Moses
TransportationVehicle and Equipment Mechanic
FFCRA

11/19/20-12/4/20

Ramos, Adrian
OperationsPlant Supervisor
FFCRA

10/20/20-11/3/20

Tate, Jarrell
OperationsCustodian
FFCRA

10/20/20-11/3/20

LEAVE OF ABSENCE (UNPAID)Howard, Kimberly
Rogers ESInstructional Assistant - Classroom
Personal**EFFECTIVE DATE**

10/29/20-2/1/21

Norton, Tayah
McKinley ESInstructional Assistant - Classroom
Personal

11/23/20-11/30/20

O'Connor, Denise
Webster ESInstructional Assistant - Classroom
Personal

10/29/20-2/28/21

WORKING OUT OF CLASS

		<u>EFFECTIVE DATE</u>
Boothby, Devon Purchasing	Buyer From: Administrative Assistant	11/4/20-3/8/21
Burton, Lisa Fiscal Services	Payroll Specialist: Higher Level Duties From: Payroll Specialist	11/1/20-12/31/20
Carrillo, Brenda Purchasing	Buyer From: Administrative Assistant	11/4/20-3/8/21
Lacson, Andrew Fiscal Services	Payroll Specialist: Higher Level Duties From: Payroll Specialist	11/1/20-12/31/20
McGrath, Kathleen Adams MS	Administrative Assistant From: Senior Office Specialist	11/7/20-3/8/21
Nguyen, Kim Purchasing	Senior Buyer From: Senior Administrative Assistant	11/4/20-3/8/21
Rizk, Rizk Fiscal Services	Payroll Specialist: Higher Level Duties From: Payroll Specialist	11/1/20-12/31/20

ELECTION TO THE BOARD OF EDUCATION

		<u>EFFECTIVE DATE</u>
Smith, Jennifer Board of Education	Board Member	12/11/20-12/12/24

RE-ELECTION TO THE BOARD OF EDUCATION

		<u>EFFECTIVE DATE</u>
Kean, Jon Board of Education	Board Member	12/11/20-12/12/24
Leon-Vazquez, Maria Board of Education	Board Member	12/11/20-12/12/24

LAY-OFF

		<u>EFFECTIVE DATE</u>
Facility Use	Swimming Instructor/Lifeguard 4.3 Hrs/12 Mo	2/15/21

RESIGNATION

		<u>EFFECTIVE DATE</u>
Barthol, Lora Special Ed-CDS-Lincoln Preschool	Paraeducator-1	11/5/20
Machare, Viviana Grant ES	Campus Monitor	11/4/20

DECEASED

		<u>EFFECTIVE DATE</u>
Larios, Carmen Fiscal Services	Fiscal Services Supervisor	12/6/20

**Classified Personnel – Non-Merit
12/17/20**

AVID TUTOR

Cardenas, Julie	Santa Monica HS	9/21/20-6/11/21
Hernandez, Angela	Santa Monica HS	9/21/20-6/11/21
Kong, Lisa	Santa Monica HS	9/21/20-6/11/21
Marcial, Kaitlyn	Santa Monica HS	9/21/20-6/11/21

TECHNICAL SPECIALIST – LEVEL II

Aron, Jack	Educational Services [Dream Winds Brass Instructor] - Funding: SMEF – Dream Winds	9/8/20-5/15/21
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TECHNICAL SPECIALIST – LEVEL III

Rowles, Ryan	Lincoln MS [Jazz Band Director] - Funding: Gifts	8/24/20-6/11/21
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**SANTA MONICA – MALIBU UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
MEETING CALENDAR
2020 – 2021**

Date	Time	Location	Notes
2020			
July 8, 2020	4:30 p.m.	Zoom	
August 11, 2020	4:30 p.m.	Zoom	
September 9, 2020	4:30 p.m.	Zoom	
October 14, 2020	4:30 p.m.	Zoom	
November 10, 2020	4:30 p.m.	Zoom	Moved to Tuesday due to Veteran's Day
December 9, 2020	4:30 p.m.	Zoom	
2021			
January 13, 2021	4:30 p.m.	Zoom	
February 10, 2021	4:30 p.m.	Zoom	
March 10, 2021	4:30 p.m.	Zoom	
April 14, 2021	4:30 p.m.	Board Room – District Office	Budget – First Reading
May 12, 2021	4:30 p.m.	Board Room – District Office	Budget – Public Hearing and Adoption
June 9, 2021	4:30 p.m.	Board Room – District Office	



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

School Board Meetings: 2020-2021

Thurs., July 16, 2020 District Office Hybrid
Thurs., August 13, 2020 District Office A
Tues., August 25, 2020 District Office Special Meeting
Thurs., September 3, 2020 District Office A
Thurs., September 17, 2020 District Office B
Thurs., October 1, 2020 Malibu A
Thurs., October 15, 2020 District Office B
Thurs., November 5, 2020 Malibu A
Tues., November 17, 2020 District Office Special Meeting
Thurs., November 19, 2020 District Office B
Thurs., December 10, 2020 District Office Hybrid
Thurs., January 14, 2021 District Office Hybrid
Tues., January 21, 2021 District Office Special Meeting
Thurs., February 4, 2021 Malibu A
Thurs., February 18, 2021 District Office B
Thurs., March 4, 2021 District Office A
Weds., March 17, 2021 Malibu B
Weds., March 24, 2021 District Office Special Meeting
Thurs., April 22, 2021 District Office Hybrid
Thurs., May 6, 2021 Malibu A
Thurs., May 20, 2021 District Office B
Thurs., June 3, 2021 District Office A
Thurs., June 17, 2021 District Office Special Meeting
Thurs., June 24, 2021 District Office B

Meeting Format Structures:

Meeting "A"

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

Meeting "B"

1. Closed Session
2. Consent Calendar
3. Study Session

4. Discussion Items
5. Major Items (as needed)
6. General Public Comments

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 (max. 30 minutes)
8. Discussion Items
9. Major Items
10. Continuation of General Public Comments (if needed)

VII. Personnel Commission Business:

A. Future Items:

Subject	Action Steps	Tentative Date
Tucker Eligibility	Commissioner Training/Briefing	February 10, 2021

VIII. Next Regular Personnel Commission Meeting:

Wednesday, February 10, 2021, at 4:30 pm, *via Zoom*

IX. Public Comments for Closed Session Items Only:

X. Closed Session:

XI. Adjournment: