

For a Listing of Upcoming Board Meetings See Page vi of this Table of Contents
Santa Monica-Malibu Unified School District
Board of Education Meeting
MINUTES

June 25, 2014

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Wednesday, June 25, 2014, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:36 p.m. in the Board Conference Room at the District Offices. At 4:41 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 6:42 p.m. in the Board Room.

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

I. PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

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

- *Stan Epstein addressed the board regarding the Real Property Negotiators item listed under Closed Session. (Once the topic of the public comment was known, Ms. Lieberman recused herself from this public comments section.)*

II. CLOSED SESSION (60 minutes)

- Government Code §54956.8 (10)
CONFERENCE WITH REAL PROPERTY NEGOTIATORS
 - Property: 1707 4th Street, Santa Monica, CA
 - Agency Negotiator: Sandra Lyon
 - Negotiating Parties: Santa Monica-Malibu Unified School District (SMMUSD), PCA I, L.P.
 - Under Negotiation: Price and terms of payment
- Government Code §54956.9(d)(2) (10)
CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – SIGNIFICANT EXPOSURE TO LITIGATION
 - 1 case
- Government Code §54957 (5)
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
- Government Code §54957 (10)
PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT
 - Titles: House Principal
- Government Code §54957 (25)
PUBLIC EMPLOYEE PERFORMANCE EVALUATION
 - Title: Superintendent

No action was taken during closed session.

OPEN SESSION (5:30 p.m.)

6:42 pm

A. Roll Call

Board of Education Members

Maria Leon-Vazquez – Vice President
Ralph Mechur – Vice President
Ben Allen – left 6:15pm, returned 8:47pm
Oscar de la Torre

Jose Escarce
Laurie Lieberman
Nimish Patel

6:42 pm

B. Pledge of Allegiance

Led by Ms. Lieberman

- 6:44 pm **V. APPROVAL OF THE AGENDA**
It was moved by Ms. Lieberman, seconded by Mr. de la Torre, and voted 6/0 (Mr. Allen was absent) to approve the agenda. The board agreed to move Item No. A.27 to before the study session.
- 6:45 pm **V. APPROVAL OF MINUTES**
 A.01 June 5, 2014 1
- VI. BOARD OF EDUCATION – COMMENDATIONS / RECOGNITIONS (0 minutes)**
- 6:49 pm **VII. STUDY SESSION (60 minutes)**
 These items are staff presentations and/or updates to the Board of Education.
 S.01 Literacy Coach Pilot Update (60)..... 2
- VIII. COMMUNICATIONS (50 minutes)**
 The Communications section provides an opportunity for the Board of Education to hear reports from the individuals or committee representatives listed below. All reports are limited to 5 minutes or less. However, if more time is necessary, or if a report will not be presented, please notify the Board secretary eight workdays prior to the date of the meeting.
- A. Student Board Member Reports (5)**
- 1. Matthew Ware – Santa Monica High School**
- B. SMMCTA Update – Ms. Sarah Braff (5) – absent**
- C. SEIU Update – Ms. Keryl Cartee-McNeely (5) – absent**
- 8:08 pm **D. PTA Council – Ms. Rochelle Fanali (5)**
Ms. Fanali expressed her excitement for the literacy coach professional development program. The PTA Council would like to explore the possibility of having parents sit in their students’ classrooms and experience the instruction themselves. The council is working with the district on a parent engagement survey. Ms. Fanali introduced Ms. Debbie Mulvaney and Rachel Faulkner to summarize this year’s Summer Adventure, a partnership among the PTA Council, Education Foundation, and district.
- E. District Advisory Committees (DACs) End-of-Year Report Summaries (30)**
- 1. Early Child Care Development DAC – no rep. present**
- 8:19 pm **2. District English Learners Advisory Committee**
Ms. Aida Diaz and Lupe Vigara-Smith highlighted aspects of the end-of year report. Ms. Leon-Vazquez encouraged the various committees and parent groups to work together and share resources and information to help increase parent involvement.
- 8:28 pm **3. Health & Safety DAC**
Ms. Patricia Nolan highlighted aspects of the end-of year report. She suggested follow-up on the volunteer sheet that was created. She said the committee would like to see a homework plan consistent with the homework policy put into place at Samohi. The committee would like a member of the DAC to serve on the environmental task force if it expands to projects in Santa Monica. The committee would like a PE staff member to serve on the DAC. Ms. Leon-Vazquez requested an update in the fall on the process for updating the wellness policy.
- 8:35 pm **4. Intercultural Equity & Excellence DAC**
Mr. Darrell Goode highlighted aspects of the end-of year report, focusing on the community conversation event that occurred in June.

8:45 pm

5. Special Education DAC

Ms. Lee Jones highlighted aspects of the end-of year report, focusing on the charges regarding a parent handbook and parent-to-parent transition plan.

8:50 pm

6. Visual & Performing Arts DAC

Mr. Tom Whaley and Ms. Janis Gabbert showed a video (created by Lori Nafshun) highlighting all of the visual and performing arts that occur throughout the district.

IX. SENIOR STAFF REPORTS (20 minutes)

9:00 pm

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

Dr. Edeburn explained how the Education Services Department has been working to clarify for parents the middle school math model under CCSS.

9:10 pm

B. Assoc. Supt., Business & Fiscal Services/CFO – Ms. Janece Maez (5)

Ms. Maez announced that the Payroll Department has completed the monumental task of getting the retro checks out to all classified employees. She also reported that the custodial crews at Malibu High School have started Best Management Practices cleaning at the site.

9:12 pm

C. Asst. Supt., Human Resources – Ms. Debra Moore Washington (5)

Ms. Washington thanked Mr. Goode for sharing the IEE DAC end-of-year report earlier in the meeting. She added that the committee worked hard to plan and host the Community Conversation event that occurred on June 12 and included representatives from site councils, PTAs, and other parent leader groups. The Human Resources Department is approaching the end of the hiring process. Interviews for the Malibu High School principal will be held on Friday. Ms. Washington thanked the Payroll Department for getting the retro checks out. The HR Department is also working on ACA regulations recommendations. Ms. Leon-Vazquez thanked staff for their work during the negotiations process.

9:15 pm

D. Superintendent – Ms. Sandra Lyon (5)

Ms. Lyon reflected on the successes and challenges of 2013-14 as well as the work ahead for 2014-15. She thanked district staff for everything they do to fulfill the SMMUSD mission. She also recognized the amazing parent community and community at-large for their contributions, support, and advocacy. She then reflected on the various programs and services that the Board of Education has consistently advocated for and supported, including PLCs, Equity and Access Plan, RTI², CCSS, STEM, LCFF/LCAP, IBB for negotiations, environmental issues in Malibu, K12 Insight surveys, EOC preparedness, Cradle to Career, collaborations with both cities, VSS, Measure ES, capacity and leadership building, and communications. Ms. Lyon expressed her gratitude for a fantastic staff, board, and community.

9:24 pm

X. CONSENT CALENDAR (10 minutes)

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

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A.18	Contract Amendment #28 for Environmental Monitoring at Edison Language Academy – New Construction – Arcadis – Measure BB	32-34
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A.28	Revise BP 6163.1 – Library and Media Centers.....	55-60
A.29	Revise BP 6164 – Controversial Issues	61-63

6:45 pm

9:25 pm

XI. PUBLIC COMMENTS

Public Comments is the time when members of the audience may address the Board of Education on items not scheduled on the meeting’s agenda. All speakers are limited to two (2) or three (3) minutes, depending on the number of speakers. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during Public Comments, except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff. This Public Comment section is limited to twenty (20) minutes. If the number of persons wishing to address the Board of Education

exceeds the time limit, additional time will be provided in **Section XVI. CONTINUATION OF PUBLIC COMMENTS.**

- *Craig Foster addressed the board regarding various issues in Malibu.*
- *Stan Epstein addressed the board regarding the lease with the DoubleTree Hotel.*

DISCUSSION and MAJOR Items

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

XII. DISCUSSION ITEMS (15 minutes)

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

9:36 pm

- D.01 Consider Revising BP 5145.9 and Adopting AR and E 5145.9 – Hate Motivated Behavior (15).....64-70

XIII. MAJOR ITEMS (75 minutes)

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

10:08 pm

- A.30 Adopt Measure R Parcel Tax 2014-15 Annual Plan (5).....71

10:12 pm

- A.31 Adopt 2014-15 Local Control Accountability Plan (LCAP) (30).....72

10:19 pm

- A.32 Adopt 2014-15 Budget (30).....73-89

10:49 pm

- A.33 Completion of Superintendent’s Evaluation and Approval of Amended Employment Agreement (10).....90

10:52 pm

XIV. INFORMATIONAL ITEMS (0 minutes)

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

- I.01 Deletion of AR 6144 – Controversial Issues91-92

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- I.03 District Advisory Committees (DACs) End-of-Year Reports94-119

Early Child Care DAC

District English Learners Advisory Committee

Health and Safety DAC

Visual and Performing Arts DAC

English Learners Advisory Committee

Intercultural Equity & Excellence DAC

XV. BOARD MEMBER ITEMS

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

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

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

XVII. CONTINUATION OF PUBLIC COMMENTS

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

XVIII. BOARD MEMBER COMMENTS

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

XIX. FUTURE AGENDA ITEMS

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

XX. CLOSED SESSION

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

XXI. ADJOURNMENT

It was moved by Mr. de la Torre, seconded by Dr. Escarce, and voted 7/0 to adjourn the meeting at 10:53 p.m. The next meeting is a special meeting scheduled for 8:00 a.m. on **Saturday, June 28, 2014**, at the **District Office**: 1651 16th Street, Santa Monica, CA 90404. The next regular meeting is scheduled for 5:30 p.m. on **Wednesday, July 16, 2014**, at the district office.

Approved: 8/13/14

Maria Leon-Vazquez
President

Janet Lynn
Superintendent

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

SMMUSD Board of Education Meeting Schedule 2013-2014

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

July through December 2013					
Month	1 st Thursday	2 nd Thursday	3 rd Thursday	4 th Thursday	Special Note:
July			7/18* DO	7/24* DO 7/30* DO	*7/18: Special Meeting *Wednesday, 7/24 *7/30: Special Meeting
August		8/14* DO		8/28* DO	*Wednesday, 8/14 First day of school: 8/22
September	9/5 DO		9/19 DO		*9/5: District Holiday
October	10/3 M		10/17 DO		
November	11/7 M		11/19* LMS 11/21 DO		*11/19: Workshop Thanksgiving: 11/28-29
December		12/12 DO		winter break	
Winter Break: December 23 – January 3					
January through June 2014					
Winter Break: December 23 – January 3					
January	winter break	1/16 DO			
February	2/6 M		2/20 DO		
March	3/6 DO		3/20 M 3/26* DO		*3/26: Workshop
Spring Break: April 7-18					
April	4/3 DO	spring break	spring break		
May	5/1 M	5/7* M	5/15 DO		*5/7: Special Meeting
June	6/5 DO		6/19* DO	6/25* DO 6/28* DO	Last day of school: 6/10 *6/19: Special Meeting *Wednesday: 6/25 *6/28: Special Meeting

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

SMMUSD Board of Education Meeting Schedule 2014-2015

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

July through December 2014					
Month	1 st Thursday	2 nd Thursday	3 rd Thursday	4 th Thursday	Special Note:
July			7/16* DO		*Wednesday, 7/16
August		8/13* DO		8/28 DO	*Wednesday: 8/13 First day of school: 8/19
September	9/4* DO		9/18 DO	9/25* DO	*9/4: MS Back to School Night *9/25: Admissions Day Holiday
October	10/2 M		10/16 DO	10/30* DO	*10/30: 5 th Thursday
November	11/6 M		11/20 DO		Thanksgiving: 11/27-28
December		12/11 DO		winter break	
Winter Break: December 22 – January 2					
January through June 2015					
Winter Break: December 22 – January 2					
January	winter break	1/15 DO			
February	2/5 M		2/19 DO		
March	3/5 DO		3/19 M		
Spring Break: March 30 – April 10					
April	spring break	spring break		4/23 DO	
May	5/7 M		5/21 DO		
June		6/11 DO		6/24* DO	Last day of school: 6/5 *Wednesday: 6/24

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

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

ACTION
06/05/14

RECOMMENDATION NO. A.01

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

June 5, 2014

MOTION MADE BY: Mr. Mechur
SECONDED BY: Ms. Lieberman
STUDENT ADVISORY VOTE: N/A
AYES: 6 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre, Escarce)
NOES: 0
ABSENT: 1 (Allen)

STUDY SESSION

TO: BOARD OF EDUCATION

STUDY SESSION

06/25/14

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

RE: LITERACY COACH PILOT UPDATE

STUDY SESSION ITEM NO. S.01

One of the major components of the Vision for Student Success is Literacy Support, which includes the addition of literacy coaches in our elementary schools for the 2014-15 school year. Staff was able to pilot literacy coach positions for the 2013-14 school year. Two literacy coaches, LaDawna Hamilton and Michael Ostrom, provided classroom-level support and schoolwide professional development in literacy at our four Title I schools.

Tonight staff will update the Board on the pilot program and will share progress made in implementing literacy coaches districtwide in August 2015.

Ms. Gonzalez-Castillo, Mr. Ostrom, and Ms. Hamilton's presentation can be found under Attachments at the end of these minutes.

They answered board members' questions regarding student engagement; how coaching addresses district, school, grade level, and individual teacher goals; principals monitoring the implementation of literacy strategies in the classroom; funding sources for the literacy coaches; plans for parent participation; how the district's website could be used more effectively to communicate literacy coaching with the families; and the different medium that can be analyzed using close reading strategies.

The board and superintendent expressed their delight in seeing the efforts of Vision for Student Success (VSS), which provides the funding for literacy coaches, coming to fruition.

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / TERRY DELORIA / JANECE L. MAEZ / STUART SAM

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.02

It is recommended that the Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2013-2014 budget.

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

Contractor/ Contract Dates	Description	Site	Funding
Marina Data Solutions (Hank Kratzer) 7/01/14 to 12/31/14 Not to exceed: \$32,500	Compiling and maintaining the following data systems: CALPADS, CALPASS, Illuminate, and other programming services.	Educational Services	01-00000-0-19600-21000-5802-030-1300 (Ed. Serv. Adm.)
P.S.Arts (Dr. Kristen Paglia) 9/01/14 to 5/05/15 Not to exceed: \$557,118.57	Provide 30 weeks of instructional time with students. Teaching artists focus of accepted best practices in arts education.	Educational Services	01-00020-0-11100-10000-5802-030-1300 (VSS)
Dannis Woliver Kelley (DWK) 7/1/14 – 6/30/15 Not to exceed: \$5,000	Facilitation of Interest-Based Bargaining	Human Resources	01-00000-0-00000-74000-5802-026-1250
Art Meets Technology (Maryanne Solomon) 7/1/14 – 6/30/15 Not to exceed: \$36,000	Maintain & update district website. Create new district, JAMS, & LMS websites. Maintain & update following school websites: Edison LA, Franklin ES, Grant ES, JAMS, Muir ES, Cabrillo ES, LMS, McKinley ES, Olympic HS, Point Dume MSS, Webster ES, & Will Rogers LC	Superintendent's Office	01-00000-0-00000-71500-5802-020-1200
Robert Gilliam The Artist Collective 5/20/14 – 6/4/2014	6 student dance workshops for 6 th & 7 th grade.	SMASH	01-90830-0-17000-10000-5802-009-4090 (Ed Foundation)

<p>Atkinson, Andelson, Loya, Ruud & Romo (AALRR)</p> <p>7/1/14 – 6/30/17</p> <p>Not-to-exceed hourly amount as follows: \$240-260 (senior partners) \$230-240 (partners/senior counsel) \$230-240 (senior associates) \$195-205 (associates) \$160 (non-legal Consultants) \$140-150 (senior paralegals/law clerks) \$140-150 (paralegals/legal assistants)</p>	<p>Legal services for Human Resources and Special Education</p>	<p>Human Resources & Special Education</p>	<p>01-0000-0-74000-5802-025-1250 (Human Resources)</p> <p>and</p> <p>01-65000-0-57500-11900-5802-043-1400 (Special Education)</p>
<p>Dolinka Group, LLC</p> <p>Amend amount not to exceed: \$56,000 <u>66,000</u></p> <p><i>(Original contract 8/1/13 to 6/30/14 for \$11,000 approved 8/14/13. Contract date extended to 6/30/19 and not-to-exceed amount amended to \$56,000 approved 3/20/14.)</i></p>	<p>Phase III Negotiating Services</p>	<p>Business</p>	<p>01-90100-0-00000-73000-5802-050-1500</p>
<p>City of Santa Monica</p> <p>4/1/14 – 8/31/21 (base rent of \$9,056 per month subject to 3% annual increase)</p> <p>Not to exceed: \$870,272.00 (7 ½ years)</p>	<p>Sublease for District Office space at 1630 17th Street</p>	<p>Business</p>	<p>01-00000-0-00000-87000-5630-030-1300</p>

<p>JLSBRA</p> <p>7/1/14 – 6/30/15 (base rent of \$20,000)</p> <p>7/1/15 – 6/30/16 (base rent of \$20,000 per month subject to CPI adjustment)</p> <p>Not to exceed: \$492,000</p>	<p>Transportation Department</p>	<p>Business</p>	<p>01-00000-0-00000- 87000-5630-058-2580</p>
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MOTION MADE BY: Ms. Lieberman
 SECONDED BY: Dr. Escarce
 STUDENT ADVISORY VOTE: N/A
 AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
 NOES: 0
 ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / TERRY DELORIA
 RE: OVERNIGHT FIELD TRIP(S) 2014-2015

ACTION/CONSENT
 06/25/14

RECOMMENDATION NO. A.03

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2014-2015 school year. No child will be denied due to financial hardship.

School Grade # students	Destination Dates of Trip	Principal/Teacher	Cost Funding Source	Subject	Purpose Of Field Trip
SMASH 5 th & 6 th 52	CIMI Catalina Island 10/6/14 – 10/8/14	G. Hwang/ E. Haendel	\$350/student Paid by parents and fundraising	Science Nature	Outdoor Education
SMASH 7 th & 8 th 52	Camp Hess-Kramer Malibu 11/12/14 – 11/14/14	D. Mendinueto/ P. Dresher	\$350/student Paid by parents and fundraising	Science, Nature	Outdoor Education

MOTION MADE BY: Ms. Lieberman
 SECONDED BY: Dr. Escarce
 STUDENT ADVISORY VOTE: N/A
 AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
 NOES: 0
 ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

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

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.04

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

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

<u>NAME</u> <u>SITE</u> Account Number Fund – Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>HALL, Caryl</u> Special Education 01-65000-0-50010-21000-5210-043-1400 Cafeteria Fund- Resource: Special Education	Year-End Closing Downey, CA May 28, 2014	\$25 Mileage Only
<u>KHEM, Chamnauch</u> Santa Monica High 01-90121-0-11100-10000-5220-015-4150 General Fund- Resource: Gifts-Equity Fund	AVID Los Angeles County School Wide Training Woodland, CA June 19 -20, 2014	\$400
<u>LEE, Duc</u> Fiscal Services 01-00000-0-00000-73100-5220-051-2510 General Fund- Function: Fiscal Services	Digital Citizenship Day Downey, CA June 20, 2014	\$30 Mileage Only
<u>PANKOW, Karen</u> Muir Elementary 01-00020-0-11100-10000-5220-005-4050 General Fund- Resource: VSS	Handwriting Without Tears North Hollywood, CA July 19, 2014	\$320
<u>SUMINSKI, Mark</u> Olympic High No Cost To District	Active Shooter Training Los Angeles, CA June 10, 2014	\$0
<u>SCHMIDT, Samantha</u> Santa Monica High 01-90121-0-11100-10000-5220-015-4150 General Fund- Resource: Gifts-Equity Fund	Pre-AP Riverside, CA July 21 – 24, 2014	\$775

Adjustments		
(Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
NONE		

Group Conference and Travel: In-State		
* a complete list of conference participants is on file in the Department of Fiscal Services		
<u>KAY, Ben</u> <u>LOCKETT, Graham</u> Santa Monica High 01-90121-0-11100-10000-5220-015-4150 General Fund- Resource: Gifts-Equity Fund	AP Summer Institute-Environmental Science Palos Verdes, CA August 4 – 7, 2014	\$1,550
<u>LYON, Sandra</u> <u>LIEBERMAN, Laurie</u> District Office 01-00000-0-00000-71500-5220-020-1200 General Fund- Function: Superintendent	Education Management Groups Sacramento, CA May 27, 2014	\$910

<u>Out-of-State Conferences: Individual</u>		
<u>BOEWE, Juliette</u> Malibu High/Special Ed 01-65000-0-50010-21000-5220-043-1400 General Fund- Resource: Special Education	School Neuropsychology Summer Institute Grapevine, TX July 9 – 11, 2014	\$1,004

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

MOTION MADE BY: Ms. Lieberman
 SECONDED BY: Dr. Escarce
 STUDENT ADVISORY VOTE: N/A
 AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
 NOES: 0
 ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / TERRY DELORIA / MARK KELLY

RE: DESIGNATION OF CIF LEAGUE REPRESENTATIVES 2014 - 2015

RECOMMENDATION NO. A.05

It is recommended that the Board of Education designate the following persons to represent their respective school as California Interscholastic Federation (CIF) league representative.

Albert Trundle	Santa Monica High School
Christopher Neier	Malibu High School

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / TERRY DELORIA / MAUREEN BRADFORD

RE: CONSOLIDATED APPLICATION

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve the submission of the Consolidated Application to the State of California.

COMMENT: The Consolidated Application must be submitted to the California Department of Education in order for the district to receive state and federal categorical program funding. The application is submitted in several parts each school year. Following Board approval, the spring submission is to be submitted by June 30, 2014. This submission indicates that Santa Monica-Malibu Unified School District requests participation in federal programs including: Title I Part A Basic Grant (low income/low achieving students), Title II, Part A (Teacher and Principal Training and Recruiting), Title III Part A Immigrant, and Title III Part A Limited English Proficient Students. Other state programs, previously part of the Consolidated Application, are now subsumed within the Local Control Funding Formula and no longer flow through the Consolidated Application.

Federal Program Descriptions:

Title I Part A – Helping Disadvantaged Children:

This is a federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II Part A – Teacher Quality:

This is a federal program that increases student academic achievement through professional development and strategies for improving teacher and principal quality.

Title III – Limited English Proficient Students:

This is a federal program that provides supplementary programs and services to limited-English-proficient (LEP) students (known as English learners in California). The purpose of the program is to assist LEP students to acquire English and achieve grade-level and graduation standards.

Federal guidelines also allow local non-profit private schools to participate with the public school district in federal programs. Those participating private schools are identified in the application.

An additional submission of the Consolidated Application, which includes budget information, will be submitted to CDE in the winter after district funding entitlements are confirmed. This second submission will indicate the number of pupil participants and funding allocations for each school site participating in Title I Part A.

Each school site is required to have a comprehensive school plan known as the Single Plan for Student Achievement describing the strategies and activities to improve student achievement and meet district adopted standards through the supplementary services provided by these categorical programs.

Schools utilize highly qualified teachers, instructional aides, scientifically research-based intervention programs, tutoring assistance, materials and equipment, professional development,

district provided training, conferences and workshop attendance, expert consultants, and parent/community involvement activities to meet the needs of their students.

Each school site council is required to provide input and recommend to the Board the approval of planned program activities and budgets as part of the Single Plan for Student Achievement. The Director of Assessment, Research and Evaluation reviews program guidelines with all school administrators to insure appropriate implementation and compliance for each categorical program.

MOTION MADE BY: Ms. Lieberman
SECONDED BY: Dr. Escarce
STUDENT ADVISORY VOTE: N/A
AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
NOES: 0
ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2013-2014

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2013-2014 as follows:

NPS

2013-2014 Budget 01-65000-0-57500-11800-5125-043-1400

2013-2014 Budget 01-65120-0-57500-31400-5890-043-1400

Nonpublic School	SSID	Service Description	Contract Number	Cost Not to Exceed
Youth Care of Utah	4588763657	RTC	96-SPED14148	\$13,073
Devereux	6103151504	RTC	89-SPED14132	\$687
Logan River Academy	4103158590	RTC	9-SPED14021	\$580

Amount Budgeted NPS 13/14		\$ 1,688,000
Amount Budgeted Mental Health Services 13/14		\$ 735,000
Total Budgeted		\$ 2,423,000
Prior Board Authorization as of 6/5/14		\$ 2,393,260
	Balance	\$ 29,740
Positive Adjustment (See Below)		\$ 0
		\$ 29,740
Total Amount for these Contracts		\$ 14,340
	Balance	\$ 15,400

Adjustment					
NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
NPS Budget 01-65000-0-57500-11800-5125-043-1400 There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2013-2014 in the amount of \$395,285 as of 6/5/14					

NPA

2013-2014 Budget 01-65000-0-57500-11800-5126-043-1400

Nonpublic Agency	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted NPA 13/14		\$ 1,162,000
Prior Board Authorization as of 6/5/14		\$ 1,083,521
	Balance	\$ 78,479
Positive Adjustment (See Below)		\$ 0
		\$ 78,479
Total Amount for these Contracts		\$ 0
	Balance	\$ 78,479

Adjustment					
NPA Budget 01-65000-0-57500-11800-5126-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2013-2014 in the amount of \$83,483 as of 6/5/14					
NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Instructional Consultants

2013-2014 Budget 01-65000-0-57500-11900-5802-043-1400

2013-2014 Budget 01-33100-0-57500-11900-5802-044-1400

Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Ryan Berman	8103148738	Behaviour 1:1	3-SPED 14004	\$2,520

Amount Budgeted Instructional Consultants 13/14		\$ 336,920
Amount Budgeted Instructional Consultants 13/14		\$ 25,080
Total Budgeted		\$ 362,000
Prior Board Authorization as of 6/5/14		\$ 353,131
	Balance	\$ 8,869
Positive Adjustment (See Below)		\$ 0
		\$ 8,869
Total Amount for these Contracts		\$ 2,520
	Balance	\$ 6,349

Adjustment					
Instructional Consultants Budget 01-65000-0-57500-11900-5802-043-1400					
There has been a reduction in authorized expenditures of Instructional Consultants contracts for FY 2013-2014 in the amount of \$9000 as of 6/5/14					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Non-Instructional Consultants

2013-2014 Budget 01-65000-0-57500-11900-5890-043-1400

2013-2014 Budget 01-56400-0-00000-39000-5802-043-1400

Non-Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
West Shield Adolescent Services	7131049266	Non-Instructional	62-SPED14154	\$5,000
Beatrice Braun Auditory Processing Center of Pasadena	9155041301	Non-Instructional	59-SPED14150	\$1,200
Beatrice Braun Auditory Processing Center of Pasadena	2145849985	Non-Instructional	60-SPED14151	\$1,200
Alan Brodney - Century City Optometric	9155041301	Non-Instructional	61-SPED14152	\$530
Parent Reimbursement	4588763657	Travel	58-SPED14149	\$751
Parent Reimbursement	7131049266	Travel	63-SPED14155	\$1,200

Amount Budgeted Non-Instructional Consultants 13/14		\$ 247,000
Amount Budgeted Non-Instructional Consultants 13/14		\$ 20,000
Total Budgeted		\$ 267,000
Prior Board Authorization as of 6/5/14		\$ 300,318
	Balance	\$ -53,318
Positive Adjustment (See Below)		\$ 0

Total Amount for these Contracts		\$ -53,318
		\$ 9,881
	Balance	\$ -63,199

Adjustment					
Non-Instructional Consultants Budget 01-65000-0-57500-11900-5890-043-1400					
There has been a reduction in authorized expenditures of Non-Instructional Consultants contracts for FY 2013-2014 in the amount of \$37,530 as of 6/5/14					
Non- Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Legal

2013-2014 Budget 01-65000-0-57500-11900-5820-043-1400

Legal Contractor	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Legal Services 13/14		\$ 370,000
Prior Board Authorization as of 6/5/14		370,000
	Balance	\$ 0
Adjustments for this period		\$ 0
		\$ 0
Total Amount for these Contracts		\$ 0
	Balance	\$ 0

Adjustment				
Legal Services Budget 01-65000-0-57500-11900-5820-043-1400				
There has been a reduction in authorized expenditures of Legal Services contracts for FY 2013-2014 in the amount of \$ 0 as of 6/5/14				
Legal Contractor	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

COMMENT: According to the Education Code SEC.21 Section 56342, prior to recommending a new or continued placement in a non-public, non-sectarian school, the Individualized Education Program (IEP) Team must submit the proposed recommendation to the local governing board for its review and recommendation regarding the cost of such placement.

The recommendations for these severely handicapped students are made by the District IEP Teams in accordance with State and Federal laws. The mandates of IDEA require non-public school services be provided at no expense to parents if there is not an appropriate public school program available. Funding to come from a SELPA-wide non-public school/non-public agency reserve account.

MOTION MADE BY: Ms. Lieberman
 SECONDED BY: Dr. Escarce
 STUDENT ADVISORY VOTE: N/A
 AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
 NOES: 0
 ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

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

RE: AWARD OF PURCHASE ORDERS – 2013-14

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from May 28, 2014, through June 18, 2014, for fiscal year 2013-14.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JUNE 25, 2014

U-GENERAL FUND,UNRESTRICTED R-GENERAL FUND,RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
 SF-SPECIAL FINANCING (FLEX) BB,X-BONDS D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
 DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
*** NEW PURCHASE ORDERS ***					
145666	A & R WHOLESALE DISTRIBUTORS	OPEN ORDER FOR SNACK FOOD	SAMOHI STUDENT STORE	400.00	U
145729	A 1 LAWNMOWER	OPERATIONS GROUNDS EQUIPMENT	GROUNDS MAINTENANCE	540.00	U
145614	ADVANCED BATTERY SYSTEMS	MAINTENANCE VEHICLE BATTERY	FACILITY MAINTENANCE	207.94	R
145739	AIR TEMPERATURE INC.	CHECKED WALK IN COOLER	FOOD SERVICES	257.38	F
145740	AIR TEMPERATURE INC.	REPAIRED ADAMS REACHIN FRIDGE	FOOD SERVICES	340.00	F
145753	AIR TEMPERATURE INC.	REPAIR ADAMS WALKIN COOLER	FOOD SERVICES	1,975.00	F
145520	AMERICAN HARLEQUIN CORP	BLACK CASCADE FLOOR	THEATER OPERATIONS&FACILITY PR	16,972.81	R
145598	APPLE COMPUTER CORP	MACBOOK AIRS	JOHN ADAMS MIDDLE SCHOOL	3,708.32	R
145648	AT&T	AT&T SECURITY CELLPHONE	SANTA MONICA HIGH SCHOOL	200.00	U
145592	B & H PHOTO VIDEO	BEHRINGER MIXER - SMASH/MUIR	JOHN MUIR ELEMENTARY SCHOOL	291.08	R
145600	B & H PHOTO VIDEO	SOUND EQUIPMENT	THEATER OPERATIONS&FACILITY PR	4,751.40	R
145745	B-LINE ELECTRIC INC	INSTALL HAND DRYERS AT ROGERS	WILL ROGERS ELEMENTARY SCHOOL	2,350.00	R
145670	BAGELWORKS CAFE	BAGELS	FOOD SERVICES	700.00	F
145612	BARNES & NOBLE/SANTA MONICA	OTHER BOOKS	STATE AND FEDERAL PROJECTS	558.89	R
145613	BARNES & NOBLE/SANTA MONICA	OTHER BOOKS	STATE AND FEDERAL PROJECTS	2,026.85	R
145702	BARNES & NOBLE/SANTA MONICA	TEACHER BOOKS	WILL ROGERS ELEMENTARY SCHOOL	794.12	R
145688	BOURGET BROS	OPEN ORDER OPERATIONS SUPPLIES	GROUNDS MAINTENANCE	125.00	U
145701	BUDLONG & ASSOCIATES INC	HVAC SOLUTIONS	EDISON ELEMENTARY SCHOOL	2,700.00	BB
144879	CALIFORNIA OFFICE SYSTEMS INC	OPEN ORDER/INST SUP/SPEC ED	JOHN ADAMS MIDDLE SCHOOL	229.00	R
145622	CALIFORNIA OFFICE SYSTEMS INC	FURNITURE FOR TERRY D.OFFICE	CURRICULUM AND IMC	3,992.39	U
145640	CALIFORNIA OFFICE SYSTEMS INC	FURNITURE FOR ASST. PRINCIPAL	ROOSEVELT ELEMENTARY SCHOOL	3,545.71	R
145649	CALIFORNIA OFFICE SYSTEMS INC	FURNITURE FOR PRINCIPAL	ROOSEVELT ELEMENTARY SCHOOL	4,797.65	R
145667	CALIFORNIA PARK & RECREATION	CA PARK & REC RENEWAL	FACILITY MAINTENANCE	95.00	R
145626	CANON SOLUTIONS AMERICA INC.	STAPLES FOR CANON COPIER	MALIBU HIGH SCHOOL	441.10	U
145634	CASABLANCA	FOOD SERVICE	CURRICULUM AND IMC	1,144.28	R
144950	CDW-G COMPUTING SOLUTIONS	GED TESTING SUPPLIES	ADULT EDUCATION CENTER	289.79	A
145602	CHAMPION CHEMICAL	FLOOR WAX - SUMMER	ROOSEVELT ELEMENTARY SCHOOL	403.26	R
145715	CHAMPION CHEMICAL	FLOOR WAX - SUMMER	MCKINLEY ELEMENTARY SCHOOL	341.99	R
145653	CHEVRON U.S.A. INC.	MAINT.GAS	FACILITY MAINTENANCE	3,000.00	R
145682	CHEVRON U.S.A. INC.	Fuel costs - Transportaton	TRANSPORTATION	9,000.00	U
145588	CHOURA EVENTS	TENT RENTAL	CHILD DEVELOPMENT CENTER	890.00	CD
145624	CHOURA EVENTS	GRADUATION CHAIRS	MALIBU HIGH SCHOOL	1,294.05	R
145625	CHOURA EVENTS	TABLES FOR DECADES DAY PROJ.	MALIBU HIGH SCHOOL	645.45	R
145628	CINTAS DOCUMENT MANAGEMENT	SHREDDING SERVICES	MALIBU HIGH SCHOOL	1,000.00	R
145635	CITY OF SANTA MONICA	FACILITIES USE	CURRICULUM AND IMC	662.48	R
145591	COMTRONICS	REPAIR ISSUES IN RM105 AT MHS	CURRICULUM AND IMC	976.88	R
145754	CONNECTIONS FOR CHILDREN	EDI - REPORTS	CURRICULUM AND IMC	3,863.00	U
145759	CONTINENTAL BUSINESS MACHINES	SHREDDER SERVICE	PURCHASING/WAREHOUSE	500.00	U
145695	COUNTY OF LOS ANGELES	STAR PROGRAM - AWARENESS	MALIBU HIGH SCHOOL	8,351.00	R
145597	CREATIVE FIRE LLC	SUMMER/PROJECTS	CHILD DEVELOPMENT CENTER	1,600.00	CD
145630	CROWN DISPOSAL CO INC	OPEN ORDER OPERATIONS DISPOSAL	FACILITY MAINTENANCE	230.00	U
145584	DISCOUNT SCHOOL SUPPLY	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	731.84	CD
145610	DISCOUNT SCHOOL SUPPLY	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	478.15	CD
145611	DISCOUNT SCHOOL SUPPLY	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	327.37	CD
145684	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	196.03	CD

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JUNE 25, 2014

U-GENERAL FUND, UNRESTRICTED R-GENERAL FUND, RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
 SF-SPECIAL FINANCING (FLEX) BB,X-BONDS D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
 DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
145586	DIXON, LUPITA	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	60.99	CD
145623	DURHAM SCHOOL SERVICES	ATHLETIC TRANSPORTATION	MALIBU HIGH SCHOOL	11,500.00	R
145672	DURHAM SCHOOL SERVICES	PO INCREASE BUS TRANSPORT	PT DUME ELEMENTARY SCHOOL	256.49	R
145620	FEDERAL EXPRESS	Postage	INFORMATION SERVICES	99.72	U
145679	FRESHI FILMS LLC	DIGITAL MEDIA ENRICHMENT	GRANT ELEMENTARY SCHOOL	4,000.00	R
145619	FRY'S ELECTRONICS	Open Supplies	INFORMATION SERVICES	300.00	U
145758	FRY'S ELECTRONICS	OPEN ORDER FOR SUPPLIES	INFORMATION SERVICES	600.00	U
145601	GALE SUPPLY CO	CLEANING SUPPLIES - SUMMER	ROOSEVELT ELEMENTARY SCHOOL	449.94	R
145638	GALE SUPPLY CO	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	1,125.11	R
145642	GALE SUPPLY CO	CUSTODIAL SUPPLIES	LINCOLN MIDDLE SCHOOL	1,028.21	R
145654	GALE SUPPLY CO	CUSTODIAL SUPPLIES	WEBSTER ELEMENTARY SCHOOL	818.05	R
145698	GALE SUPPLY CO	CUSTODIAL SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	7,225.58	R
145720	GALE SUPPLY CO	CUSTODIAL SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	292.58	R
145755	GALE SUPPLY CO	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	2,680.45	R
145757	GALE SUPPLY CO	CUSTODIAL SUPPLIES IISS	CURRICULUM AND IMC	387.85	R
145760	GALE SUPPLY CO	CUSTODIAL SUPPLIES IISS	CURRICULUM AND IMC	213.64	R
145761	GALE SUPPLY CO	CUSTODIAL SUPPLIES IISS	CURRICULUM AND IMC	388.18	R
145778	GALE SUPPLY CO	OPEN ORDER CUSTODIAL SUPPLIES	GROUNDS MAINTENANCE	240.00	R
145777	GEORGE'S HARDWARE	OPEN ORDER GROUNDS REPAIR	FACILITY OPERATIONS	200.00	U
145659	GOLD COAST TOURS	ATHLETIC TEAM TRANSPORTATION	SANTA MONICA HIGH SCHOOL	1,100.00	U
145675	GOLD COAST TOURS	ATHLETIC TEAMS TRANSPORTATION	SANTA MONICA HIGH SCHOOL	981.00	U
145676	GOLD COAST TOURS	ATHLETIC TEAMS TRANSPORTATION	SANTA MONICA HIGH SCHOOL	724.85	U
145747	HILLYARD FLOOR CARE SUPPLY	GYM CLEANING SUPPLIES	SANTA MONICA HIGH SCHOOL	3,685.92	R
145589	IDISCOVER LLC	PRINTING	FACILITY MAINTENANCE	1,114.71	R
145641	INDUSTRIAL ELECTRIC SERVICE	GASKET FOR WEBSTER'S WARMER	FOOD SERVICES	97.34	F
145599	INTELLI-TECH	CHARGING CART FOR MACBOOK AIR	JOHN ADAMS MIDDLE SCHOOL	1,910.91	R
145656	INTELLI-TECH	COMPUTER MONITOR	PURCHASING/WAREHOUSE	227.38	U
145587	INTERNATIONAL PAPER	PAPER SUPPLIES	CHILD DEVELOPMENT CENTER	1,000.00	CD
145631	INTERNATIONAL PAPER	RECYCLED PAPER	MCKINLEY ELEMENTARY SCHOOL	850.00	R
145645	INTERNATIONAL PAPER	COPY PAPER	MALIBU HIGH SCHOOL	620.00	R
145710	KORADE & ASSOCIATE BUILDERS	ROLLER SHADES & MINI BLINDS	CHILD DEVELOPMENT CENTER	8,127.00	CD
145663	LA HYDRO-JET & ROOTER SERVICE	MAINLINE REPAIR	FACILITY MAINTENANCE	350.00	R
145680	LAGUNA CLAY COMPANY	ART SUPPLIES	STATE AND FEDERAL PROJECTS	715.60	R
145595	LAKESHORE	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	100.00	CD
145633	LAKESHORE	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	150.00	CD
145683	LAKESHORE	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	198.04	CD
145632	LAZEL INC	LEARNING A-Z - ADDITIONAL	ROOSEVELT ELEMENTARY SCHOOL	4,894.46	R
145744	M F HUSEBY CO INC	SLIM HAND DRYERS FOR ROGERS	WILL ROGERS ELEMENTARY SCHOOL	2,786.99	R
145763	MACHADO ENVIRONMENTAL CORP	CLEANING SERVICES	CHILD DEVELOPMENT CENTER	300.00	CD
145751	MAGNATAG PRODUCTS	MAGNETIC BOARD	JOHN ADAMS MIDDLE SCHOOL	795.16	U
145618	MCKEOWN, KEVIN F	CONTRACT AMENDMENT	INFORMATION SERVICES	20,000.00	U
145736	NEPTUNE'S WALK LLC	GRADUATION EVENT	OLYMPIC CONTINUATION SCHOOL	1,900.00	R
145579	ORIENTAL TRADING CO INC	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	117.78	CD
145658	ORIENTAL TRADING CO INC	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	156.77	CD
145669	PACIFIC COACHWAY CHARTER	ATHLETIC TEAMS TRANSPORTATION	SANTA MONICA HIGH SCHOOL	1,082.80	U
143893	PARSONS ENVIRONMENT &	ENVIRONMENTAL CONSULTING SVCS	BUSINESS SERVICES	40,000.00	D
145636	PEARL MOTOR	MAINT.VEHICLE SMOG	FACILITY MAINTENANCE	138.00	R
145687	PEARL MOTOR	OPERATIONS VEHICLE REPAIR	GROUNDS MAINTENANCE	500.00	U
145604	PEARSON EDUCATION	MS MATH TEXTBOOKS	CURRICULUM AND IMC	49,582.71	U
145606	PEARSON EDUCATION	MS MATH TEXTBOOKS	CURRICULUM AND IMC	92,564.88	U
145607	PEARSON EDUCATION	MS MATH TEXTBOOKS	CURRICULUM AND IMC	9,661.08	U

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JUNE 25, 2014

U-GENERAL FUND,UNRESTRICTED R-GENERAL FUND,RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
 SF-SPECIAL FINANCING (FLEX) BB,X-BONDS D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
 DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
145608	PEARSON EDUCATION	MS MATH TEXTBOOKS	CURRICULUM AND IMC	103,035.68	U
145725	PEARSON EDUCATION	MIDDLE SCHOOL MATH PROF. DEV'T	CURRICULUM AND IMC	15,330.00	U
145730	PEARSON EDUCATION	MIDDLE SCHOOL MATH - SMASH	CURRICULUM AND IMC	6,070.66	U
145731	PEARSON EDUCATION	MIDDLE SCHOOL MATH - JAMS	CURRICULUM AND IMC	111,136.06	U
145732	PEARSON EDUCATION	MIDDLE SCHOOL MATH - MALIBU	CURRICULUM AND IMC	59,070.44	U
145733	PEARSON EDUCATION	MIDDLE SCHOOL MATH - LINCOLN	CURRICULUM AND IMC	118,007.26	U
144969	PLUMBMASTER INC	PLUMBING SUPPLIES	FACILITY MAINTENANCE	300.00	R
145713	RAMIREZ-OROPEZA, MARTHA	VISUAL ARTS PROGRAM	EDISON ELEMENTARY SCHOOL	2,000.00	R
145662	REGAN, CHRISTOPHER MICHAEL	REIMBURSEMENT	JOHN ADAMS MIDDLE SCHOOL	253.98	R
145639	REGENCY ENTERPRISES INC.	FLUORESCENT LAMPS - SUMMER	ROOSEVELT ELEMENTARY SCHOOL	404.06	R
145750	REGENCY ENTERPRISES INC.	FLUORESCENTS	LINCOLN MIDDLE SCHOOL	748.32	R
145756	REGENCY ENTERPRISES INC.	FLUORESCENT LAMPS	SANTA MONICA HIGH SCHOOL	788.40	R
145661	RICHARDSON, STEVE	REIMBURSEMENT	JOHN ADAMS MIDDLE SCHOOL	91.67	R
145603	RICOH USA INC.	COPIER OVERAGE	GRANT ELEMENTARY SCHOOL	481.38	R
145283	SALINAS, MONICA	Consultant/Workshop	STATE AND FEDERAL PROJECTS	600.00	R
145671	SANTA MONICA COLLEGE	SMC FACILITY USE	JOHN ADAMS MIDDLE SCHOOL	325.00	R
145668	SCHOLASTIC	SUMMER SCHOOL MATH TEXT	CURRICULUM AND IMC	10,041.31	U
145772	SCHOLASTIC	ENGLISH 3D INSTRUCTIONAL	STATE AND FEDERAL PROJECTS	10,302.08	R
145773	SCHOLASTIC	ENGLISH 3D INSTRUCTIONAL	STATE AND FEDERAL PROJECTS	23,234.28	R
145678	SCHOLASTIC INC	SUPLIMENTAL TEXTS	GRANT ELEMENTARY SCHOOL	5,745.24	U
145721	SHANE'S INSPIRATION	TRANSPORTATION COST FOR FIELD	WEBSTER ELEMENTARY SCHOOL	1,700.00	R
145771	SIMON, MONICA	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	240.00	CD
145703	SIMPLEXGRINNELL	FIRE ALARM PART	FACILITY MAINTENANCE	183.54	R
145627	SIR SPEEDY PRINTING #0245	MALIBU HIGH SCHOOL EPS	MALIBU HIGH SCHOOL	152.60	U
145583	SMART & FINAL	OPEN ORDER/SUMMER/COOKING	CHILD DEVELOPMENT CENTER	550.00	CD
145596	SMART & FINAL	OPEN ORDER/SUMMER/SUPPLIES	CHILD DEVELOPMENT CENTER	50.00	CD
145657	SMART & FINAL	SUMMER/OPEN ORDER	CHILD DEVELOPMENT CENTER	265.00	CD
145677	SMART & FINAL	OPEN ORDER/SUPPLIES	CHILD DEVELOPMENT CENTER	500.00	CD
145775	SOCIAL STUDIES SCHOOL SVCS	CURRICULAR SUPPLIES	SANTA MONICA HIGH SCHOOL	250.00	R
145689	SOUTH BAY LANDSCAPING	SOD INSTALLATION	EDISON ELEMENTARY SCHOOL	2,920.00	BB
145690	SOUTH BAY LANDSCAPING	CURB INSTALLATION	JOHN ADAMS MIDDLE SCHOOL	24,978.00	BB
145726	SOUTHERN CALIFORNIA DISPOSAL	OPERATIONS TRASH REMOVAL	FACILITY MAINTENANCE	150.00	U
145748	SPAIN,SUSIE	COUNSELING SERVICES	MALIBU HIGH SCHOOL	2,500.00	R
145719	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLIES	FACILITY MAINTENANCE	100.00	R
145742	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLIES	PURCHASING/WAREHOUSE	200.00	U
145746	STAPLES BUSINESS ADVANTAGE	OPEN ORDER FOR SUPPLIES	INFORMATION SERVICES	500.00	U
145681	STAPLES/P-U/WLA/CUST#240174490	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	400.00	R
145664	STATE OF CALIFORNIA	STATE ELEVATOR PERMIT FEE	FACILITY MAINTENANCE	350.00	R
145655	TARGET STORES	SUMMER/OPEN ORDER	CHILD DEVELOPMENT CENTER	200.00	CD
145673	THE ARTIST COLLECTIVE	CONTEMPORARY DANCE	MALIBU HIGH SCHOOL	10,830.00	R
145674	THE ARTIST COLLECTIVE	DANCE WORKSHOP	SMASH SCHOOL	600.00	R
145694	THE ARTIST COLLECTIVE	DANCE INSTRUCTION	JOHN ADAMS MIDDLE SCHOOL	3,000.00	R
145660	TOURCOACH	ATHLETIC TEAM TRANSPORTATION	SANTA MONICA HIGH SCHOOL	1,317.00	U
145769	TRANE U.S. INC	BARNUM HALL AC	FACILITY MAINTENANCE	430.17	R
145743	TUFF SHED	TUFF SHED FOR ROGERS	WILL ROGERS ELEMENTARY SCHOOL	2,872.42	R
145738	TUMBLEWEED TRANSPORTATION	FIELDTRIP TRANSPORTATION	LINCOLN MIDDLE SCHOOL	725.00	R
145621	U S BANK (GOVT CARD SERVICES)	Domain Names	INFORMATION SERVICES	37.24	U
145722	U S BANK (GOVT CARD SERVICES)	OFFICE AND CLASSROOM SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	556.33	R
145704	U S GAMES - WEST	PLAYGROUND BALLS	CURRICULUM AND IMC	217.97	R
145686	ULINE SHIPPING SUPPLIES	OPERATIONS SUPPLIES BOXES	GROUNDS MAINTENANCE	563.43	U
145737	UPRIGHT CITIZENS BRIGADE LLC	WORKSHOP	SANTA MONICA HIGH SCHOOL	339.00	R

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JUNE 25, 2014

U-GENERAL FUND,UNRESTRICTED R-GENERAL FUND,RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
 SF-SPECIAL FINANCING (FLEX) BB,X-BONDS D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
 DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
145647	W.O.L.F.	OUTDOOR EDUCATION	CABRILLO ELEMENTARY SCHOOL	14,472.00	R
145609	WAXIE SANITARY SUPPLY	HEPA FILTER VACUUMS	FACILITY OPERATIONS	13,811.50	R
145637	WAXIE SANITARY SUPPLY	CLEANING SUPPLIES - SUMMER	WEBSTER ELEMENTARY SCHOOL	434.69	R

** NEW PURCHASE ORDERS 1,066,163.96

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

145616	ADVANCED PLANNING TECHNOLOGIES	SOFTWARE SUMMARY	MALIBU HIGH SCHOOL	8,097.00	BB
145692	ASPHALT JUNGLE INC, THE	PARKING LOT STRIPING	CHILD DEVELOPMENT CENTER	775.00	BB
145699	DODD, JASON	MILEAGE REIMBURSEMENT	BUSINESS SERVICES	200.00	BB
145706	ERICKSON-HALL CONSTRUCTION	REIMBURSEMENT	SANTA MONICA HIGH SCHOOL	6,074.92	BB
145723	PACIFIC MUNICIPAL CONSULTANTS	LIGHTING COMPLIANCE REVIEW	MALIBU HIGH SCHOOL	7,800.00	BB

** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES 22,946.92

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

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

RE: AWARD OF PURCHASE ORDERS – 2014-15

RECOMMENDATION NO. A.09

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from May 15, 2014, through June 18, 2014, for fiscal year 2014-15.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JUNE 25, 2014

U-GENERAL FUND,UNRESTRICTED R-GENERAL FUND,RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
 SF-SPECIAL FINANCING (FLEX) BB,X-BONDS D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
 DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
*** NEW PURCHASE ORDERS ***					
150076	ATLAS BACKFLOW	REPAIR BACKFLOW DEVICES	FACILITY MAINTENANCE	2,585.00	R
150075	CALIFORNIA OFFICE SYSTEMS INC	FURNITURE FOR ED SERVICE DEPT	CURRICULUM AND IMC	3,334.81	U
150111	CITY OF SANTA MONICA	LEASE - 1630 17TH ST	CURRICULUM AND IMC	138,647.28	U
150074	KORADE & ASSOCIATE BUILDERS	RUBBER STAIR TREADS-DISTRICT	BUSINESS SERVICES	8,351.00	R
150145	KORADE & ASSOCIATE BUILDERS	ROLLER SHADES FOR ROOSEVELT	ROOSEVELT ELEMENTARY SCHOOL	957.00	R
150123	POLARIS LIGHTING ASSOCIATES	GELS FOR BARNUM HALL	THEATER OPERATIONS&FACILITY PR	358.35	R
150037	SCHOLASTIC	SRI WEB subscription	CURRICULUM AND IMC	19,937.05	U
150067	SEA CLEAR POOLS	DRAINING POOL	FACILITY MAINTENANCE	17,968.00	SR
150068	SEA CLEAR POOLS	LIGHTS FOR POOL	FACILITY MAINTENANCE	10,487.68	SR
150069	SEA CLEAR POOLS	CIRCULATION PUMP FOR SAMOHI	FACILITY MAINTENANCE	34,704.43	DF
150101	STG ASSET MGMT INC.	LEASE OF 1634 17ST	CURRICULUM AND IMC	91,908.96	U
150102	STG ASSET MGMT INC.	LEASE OF 1638 17ST	CURRICULUM AND IMC	101,099.64	U
150103	STG ASSET MGMT INC.	LEASE OF 1645 16TH	BUSINESS SERVICES	74,102.04	U
150144	UNIVERSAL AWNING INC	SUNBRELLA FOR ROOSEVELT	ROOSEVELT ELEMENTARY SCHOOL	845.30	R
				** NEW PURCHASE ORDERS	507,597.54

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

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

RE: ACCEPTANCE OF GIFTS – 2013/2014

RECOMMENDATION NO. A.10

It is recommended that the Board of Education accept, with gratitude, checks totaling **\$52,384.55** presented to the Santa Monica-Malibu Unified School District.

It is further recommended that the Fiscal/Business Services Office, in accordance with Educational Code §42602, be authorized to increase the 2013-2014 income and appropriations by **\$52,384.55** as described on the attached listing.

This report details only cash gifts. It includes all contributions made by individuals or companies and some of the contributions made by our PTA's. Contributions made by a PTA in the form of a commitment and then billed are reported in a different resource. A final report that compiles all gift and PTA contributions is prepared and available annually.

COMMENT: The value of all non-cash gifts has been determined by the donors.

NOTE: The list of gifts is available on the District's website, www.smmusd.org.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

School/Site Account Number	Cash Amount	Item Description	Purpose	Donor
Adams Middle School	\$ 4,029.00		General Supplies and Materials	Various
01-90120-0-00000-00000-8699-011-0000	\$ 1,736.00		General Supplies and Materials	Various
Cabrillo Elementary School	\$ 2,229.00		Field Trip	Various
01-90120-0-00000-00000-8699-017-0000	\$ 585.00		Field Trip	Various
Educational Services	\$ 11,693.87		General Supplies and Materials	SMAPA
01-90120-0-00000-00000-8699-030-0000	\$ 876.00		General Supplies and Materials	Disney Worldwide Services, Inc.
	\$ 735.00		General Supplies and Materials	Various/Stairway 2014
	\$ 620.00		General Supplies and Materials	Various
	\$ 548.00		General Supplies and Materials	Various
	\$ 498.00		General Supplies and Materials	Various
	\$ 202.90		General Supplies and Materials	WAWANESA
	\$ 136.00		General Supplies and Materials	Various
	\$ 25.00		General Supplies and Materials	Various
Educational Services	\$ 2,100.00		Other Fees	Various
01-90125-0-00000-00000-8699-030-0000	\$ 1,700.00		General Supplies and Materials	Various
	\$ 1,611.62		Direct Cost/Other Fees	Various
	\$ 1,350.00		Other Books/ Reference Books	Various
	\$ 1,300.00		General Supplies and Materials	Various
Lincoln Middle School	\$ 3,344.00		General Supplies and Materials	Various Parents
01-90120-0-00000-00000-8699-012-0000	\$ 2,887.00		General Supplies and Materials	Various Parents
	\$ 64.00		General Supplies and Materials	Various Parents
	\$ 12.00		General Supplies and Materials	Daniel Korneychuk
Malibu High School	\$ 21.60		General Supplies and Materials	Coca-Cola
01-90120-0-00000-00000-8699-010-0000				
McKinley Elementary School	\$ 460.00		General Supplies and Materials	Various
01-90120-0-00000-00000-8699-004-0000	\$ 265.00		Field Trip	Various
	\$ 165.00		Field Trip	Various
Olympic High School	\$ 500.00		Other Operating Expenses	Santa Monica-Malibu PTA
01-90120-0-00000-00000-8699-014-0000	\$ 300.00		Other Operating Expenses	Marcia Gecht
Rogers Elementary School	\$ 9,369.06		Other Operating Expenses	Will Rogers PTA

01-90120-0-00000-00000-8699-006-0000	\$ 600.00	Other Operating Expenses	Heal The Bay
Roosevelt Elementary School 01-90120-0-00000-00000-8699-007-0000	\$ 508.50	Direct Cost	Rhonda B. Schneider
Santa Monica High School	\$ 883.00	General Supplies and Materials	Various
01-90120-0-00000-00000-8699-015-0000	\$ 680.00	General Supplies and Materials	Various
Webster Elementary School 01-90120-0-00000-00000-8699-008-0000	\$ 350.00	General Supplies and Materials	Various
TOTAL	\$ 52,384.55		

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

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

RE: APPROPRIATION TRANSFERS AT SCHOOL YEAR-END – FY 2013-14

RECOMMENDATION NO. A.11

It is recommended that the Board of Education approve the attached authorization to make appropriation transfers.

COMMENTS: The Los Angeles County Office of Education encourages District's Governing Boards to authorize the County Office to make appropriation transfers. The District will identify the source of the funds to be transferred. Copies of transfers will be sent to Santa Monica-Malibu Unified School District as they occur. This action is recommended by the Los Angeles County Office of Education and is a routine occurrence.

The provision of the Education Code that allows for this is Section 42601 as follows: "At the close of any school year a school district may, with the approval of the governing board, identify and request the County Superintendent of Schools to make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during that school year. For each elementary, high school, and unified school district that during the preceding school year, had an average daily attendance less than the level, as appropriate, specified in subdivision (a) of EC 41301, the County Superintendent of Schools, with the consent of the Governing Board of the School District, may identify and make the transfers, and shall notify the districts."

Fiscal year-end posting of warrants or liabilities, or both, may cause overdraft in appropriation accounts, which will need budget transfers between major objects or reserve accounts. Authorizing these transfers to be made will facilitate our year-end closing process.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

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

RE: EMERGENCY RESOLUTION AND CONTRACT RATIFICATION FOR DUCT
CLEANING AT MALIBU HIGH AND CABRILLO ELEMENTARY SCHOOLS BY
AIR TEK – BID#15.02

RECOMMENDATION NO. A.11

It is recommended that the Board of Education approve an Emergency Resolution and contract ratification, without advertising, to Air Tek, for Duct Cleaning at Malibu High and Cabrillo Elementary Schools in an amount not to exceed \$59,980.00.

Funding Information

Budgeted: Yes
Fund: 25
Source: Capital Facilities Fund
Account Number: 25-90100-0-00000-82000-5890-050-1500

COMMENT: This award will authorize Air Tek to clean ducts at Malibu High and Cabrillo Elementary Schools prior to the opening of school. Bid documents have been prepared, five (5) bidders were invited to attend a mandatory job walk; three (3) contractors attended.

This cleaning is part of Best Management Practices (BMP) and has been approved by Environ and EPA.

A payment bond and all other construction documents will be furnished for this project. Los Angeles County Department of Education has approved this project as an Emergency Project and will require unanimous approval by resolution which follows. Duration of the project is 5-6 weeks and will be completed by August 1, 2014.

Bid results are as follows:

The Penn Air Group	\$107,650.00
Air Tek Indoor Solutions	\$ 59,980.00
American Technologies Inc.	\$398,750.00

Hourly rates are available in the Purchasing Office for review.

Emergency Resolution follows for approval and signatures.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

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

**EMERGENCY RESOLUTION FOR AWARDING
“Duct Cleaning at Malibu High and Cabrillo Elementary Schools”
WITHOUT ADVERTISING**

Action taken by the members of the Board of Education of the Santa Monica-Malibu Unified School District at a regular meeting held June 25, 2014.

BE IT UNANIMOUSLY RESOLVED by this Board that an emergency exists wherein certain repairs, alterations, work and improvements are necessary to permit the continuance of existing school classes, or to avoid danger to health, life or property, to wit:

As outlined in the Comprehensive PCB-Related Building Materials Inspection, Management and Removal Plan for the Santa Monica-Malibu Unified School District, as prepared by Environ, environmental consultants, the District must take immediate action to address environmental concerns at Malibu High and Cabrillo Elementary Schools. Duct cleaning is one of several steps in a Best Management Practices (BMP) cleaning to be completed this summer at both sites. The plan was developed due to a directive given to the District by Region IX of the Environmental Protection Agency (EPA). Since the project has a limited time frame to perform the work, the District has had to expedite the bidding procedure so that the contractor can start work at both facilities by June 19th. The District has issued Bid# 15.02, without advertising, and is waiting for proposals to be received on June 9, 2014.

This emergency procedure will enable the District to correct this condition by August 1, 2014, at Malibu High and Cabrillo Elementary Schools.

The job is estimated to cost between \$175,000 and \$500,000.

BE IT FURTHER RESOLVED that this Board makes contracts in writing on behalf of the District, without advertising for bids or inviting of bids for the performance of labor and furnishing of materials and supplies for such repairs, alterations, work and improvements.

BE IT FURTHER RESOLVED that before entering into such contracts, that the approval of the County Superintendent of Schools be secured to this resolution and to the proposed contracts.

Adopted this 25th day of June 2014

President

Vice President

Board Member

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYONS / JAN L. MAEZ / VIRGINIA HYATT

RE: AUTHORIZATION TO USE NATIONAL JOINT POWERS ALLIANCE (NJPA)
CONTRACT NO. 031913-SGL – SIMPLEX GRINELL FIRE EQUIPMENT

RECOMMENDATION NO. A.13

It is recommended that the Board of Education authorize the use of the NJPA/Contract No. 031913-SGL to Simplex Grinnell for fire alarm, security, equipment, supplies and associated services per the terms and conditions of the public agency's contract on an as needed basis, through the extended contract period of April 2, 2017.

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

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

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

RE: AWARD OF EXTERIOR STAIR RENOVATION MCKINLEY ELEMENTARY SCHOOL BY GRAPH COMPANY – BID#15.01

RECOMMENDATION NO. A.14

It is recommended that the Board of Education award Bid #15.01, McKinley Exterior Stair Renovation to Graph Company in an amount not to exceed \$60,300.00.

Funding Information

Budgeted: Yes
Fund: 40
Source: Special Reserved Fund
Account Number: 40-90100-0-00000-82000-5640-060-2600
Description: Wells Fargo

COMMENT: Three exterior stairwells at McKinley Elementary School are in need of repair on the campus which are located on the west and east sides of building C and the north stairwell of building B.

The scope of work for this project includes project scoping documentation and testing clearances by Alta Environmental, DSA inspection services by Knowland Construction. Engineering and inspection services by Ishler Engineering and the scope of bid #15.01 for the painting, welding and repairs by Graph Company, for a total project cost of \$60,300.00. Due to the duration of the repairs and the multiple disciplines required to complete the project, the work can only be performed during a time when the campus is unoccupied. This work is scheduled to be performed and completed by August 1, 2014.

Eight Contractors were invited to bid; four contractors attended the mandatory job walk on May 27, 2014. Two bidders submitted proposals as listed below:

Graph Company	\$ 60,300.00
Korade & Associates	\$155,877.00

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/25/14

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

RE: APPROVAL FOR DISPOSAL / RECYCLE OF SURPLUS EQUIPMENT

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve the disposal, sale, recycling or donation of the surplus equipment and furniture listed below.

COMMENT: All items are obsolete, beyond economic repair, unusable or deemed as surplus. Items will be disposed of in accordance with Educational Code 17545-1755.

School / Department	Item	Qty	Serial #	Acquired	Asset #
Adams	iMac Desktop Computers	12	W87150A5VUX, W86190N9U2N, W8603L7GU2N	2007	17411, 17418, 17385, 17386, 17367, 17399, 17392, 17415, 18716, 17432, 18707
Adult Ed	Apple Macintosh M3457 Computer	1	TY6409ZW8FV	1996	5291
	Gateway Computer		0035994320	N/A	10239
	Gateway E6100 Computer Server	1	0033211586	2004	16153
	Canon IR33 Copier	1	MPH56358	2004	16099
Districtwide	Textbooks & Literature books	1 Lot	ISBN on file in Purchasing Department*	On file*	N/A*
District	Scotsman Ice Machine	2	Unknown 08031320012327	1985 2008	5108 18933
	Gateway E4100 Computer	1	0032665655	2003	14609
Ed Svcs	Apple iBook A100 Computer	1	UV2330ZM4R	2002	14012
	Apple MacBook A118 Computer	1	4H6231BPU9D	2006	17227
	Apple PowerBook G4 Computer	2	QT02109AHKE, W853785RG4	2005	n/a, 16886
	Boxlight CP720e Projector	1	310300166310164	2006	17732
	HP LaserJet 5M Printer	1	USKB208429	1997	5721/12226 (two tags on one unit)
	InFocus W240 Projector	1	AVHC71900666	n/a	18359
	InFocus W2100 Projector	1	A7MB83102684	n/a	n/a
	NEC VT695 Projector	1	7501069FE	2007	18240
	NEC VT700 Projector	2	7801420FB, 7801453FB	n/a	n/a
	Sharp PG-D210U Projector	1	910312505	2000	7776

School / Department	Item	Qty	Serial #	Acquired	Asset #	
Ed Svcs - Continued	Smart Airliner Slate WS100	5	8EZ012862, 9AZ016590, 8LZ018271, 8LZ017803, 9AZ016590	n/a	n/a	
	Sony Digital Camera	1	S010357573G	2001	12457	
	Wall Partitions	25	n/a	n/a	n/a	
Fiscal	HP DC7900 Computer	1	MXL9130WV8	2009	22060	
	HP DC5800 Computer	2	MXL848002T Unknown	2009 2009	22059 19805	
Food Svcs	Crescor Warmer, H3391813	1	JJDK86188B	n/a	n/a	
	Milk Cooler, SMF34	1	n/a	n/a	12037	
Grounds	Billy Goat Vacuum KD51	2	010807059	2007	18214	
			010807058	2007	18213	
Lincoln	Canon IR65 Copier	2	SLP12954	2006	17756	
			SLP03292	2006	17875	
	Canon IR 400	1	NNV12455	2001	8906	
	Duplo 31S Duplicator	1	001265848	2001	9158	
	Duplo 330L Duplicator	1	021164953	2003	14543	
Malibu	HP 5800 Laptop Computer	1	C2E841FWB9	2009	19800	
Muir	Apple A100 eMac Computer	9	G8349548PPO	2004	14663	
			YM4149TBQJA		16591	
		G8350389PP0		14666		
		YM4149TAQJA		16576		
	Apple A100 eMac Computer			YM4149QQQJA	2004	16590
				G8435029QB		N/A
	YM5242XTSCG		N/A			
	G834954EPPO		14646			
	G842062TQJ7		16679			
	Apple B989 eMac Computers	3	G8519AVLSCF	2005	16856	
			G8519ALBSCF		16844	
			G8519D4ASCF		16865	
	HP Elitebook	1	CND1087TFW	2011	25050	
	Canon IR50 Copier	1	KHT0427	2010	19845	
Roosevelt	Gate E2600 Computer	2	0040331328	2007	18396	
			0040331326		18393	
Samohi	Apple PowerMac G4	5	XB221129M1X, XB22111VM1X, XB29607NMXD, XB23607QMXD, XB22111TMIX	N/A	N/A	
	Gateway 4620N Computer	1	0004629763	2008	19583	
	Gateway 4300 Computers	4	00357Z2919, 0035506099, 0035506102, 0035506101	2005	16891, 16837, 16840, 16939	
	Gateway 4100 Computers	2	0033006558, 0032889505	2004	13166, 13140	
	Gateway 2300 Computer	1	0034797478	2005	16628	

School / Department	Item	Qty	Serial #	Acquired	Asset #
SMASH	Apple PowerMac G4 Computer	1	XB32103RNI5	2003	12577
	Apple G4 iBook	6	UV1425A6LPX, UV23207WM4S, UV41115EPMM, 4H621055SE7, 4H6210JESE7 Unknown	2001, 2002, 2004, 2006	12751, 14046, 16123, 17273, 17285, n/a
	Gateway E4100 Computer	2	0032551832, 0033890696	2003	14528, n/a
	HP PSC 2175 Printer	1	Unknown	n/a	n/a
	HP PhotoSmart	1	Unknown	n/a	n/a
Special Ed	HP 6730 Laptop Computer	1	CNU83424P1	2009	19776
Supt Ofc.	HP 6550 Laptop Computer	1	CNU0363065	2011	25046
	Panasonic Panafax UF333 Fax	1	11000504525	2000	8333
	Brother 1960 Fax	1	164D980B959	n/a	n/a
	Bell & Howell 16MM Filmsound Projector	1	n/a	n/a	n/a

* An extensive list of discarded textbooks and literature books is on file in the purchasing office by title and ISBN numbers and available for review upon request. All textbooks are outdated and deemed as surplus. Disposal of textbooks are in accordance with Educational Code Section 60510.

MOTION MADE BY: Ms. Lieberman
 SECONDED BY: Dr. Escarce
 STUDENT ADVISORY VOTE: N/A
 AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
 NOES: 0
 ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

RE: CONTRACT AMENDMENT #10 FOR GEOTECHNICAL OBSERVATION AND TESTING SERVICES – SANTA MONICA HIGH SCHOOL – SCIENCE AND TECHNOLOGY CLASSROOM BUILDING AND SITE IMPROVEMENTS – AMEC ENVIRONMENTAL & INFRASTRUCTURE, INC. – MEASURE BB

RECOMMENDATION NO. A.16

It is recommended that the Board of Education approve Contract Amendment #10 to AMEC Environmental & Infrastructure, Inc. for additional Geotechnical Services for the Santa Monica High School Science and Technology Building and Site Improvement Project for an amount not to exceed \$42,966, for a total contract amount of \$326,538.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-5802-015-2600
Project: Santa Monica High School
Budget Category: Soft Costs/Environmental Testing/Geotechnical & Soils

COMMENTS: AMEC Environmental & Infrastructure, Inc. is providing Geotechnical Observation and Testing Services for the Santa Monica High School Science and Technology Building and Site Improvement Project. Contract amendment #8 was approved on March 5, 2013 for an amount of \$44,600. Contract Amendment #9 was approved on February 6, 2014 for an amount for \$35,193 for this scope.

AMEC's original price was based on a milestone schedule and the plans for a single phased project. Subsequently, the decision to keep the Science Building and only demolish the Technology building resulted in a redesign, now known as Phase II. The phasing of the work, and accommodations to maintain fire department access, has led to unanticipated out-of-sequence work with multiple move-ins. We have reviewed the work to be performed with the Inspector of Record, and he concurs that the additional geotechnical services will be required.

The estimated additional testing required to complete the Phase 1 portion of the project will result in a total add of \$28,875. AMEC has estimated that the partial cost for Phase 2 testing will be \$14,091. There are sufficient funds in the projects Soft Costs/Test & Inspection/Materials Lab budget category to cover this expense. It is recommended the Board of Education approve this amendment to allow for uninterrupted testing and observation. The revised contract total will be \$326,538.

District anticipates a future item to complete Phase II at a later date

(Continued on next page)

ORIGINAL CONTRACT – Samohi Seismic Evaluation	\$31,600
CONTRACT AMENDMENT #1 (Samohi Seismic)	\$5,000
CONTRACT AMENDMENT #2 (Samohi Seismic)	\$18,030
CONTRACT AMENDMENT #3 (Samohi Seismic)	\$2,000
CONTRACT AMENDMENT #4 (Samohi DSA Closeout)	\$6,000
CONTRACT AMENDMENT #5 (Washington CDS)	\$9,675
CONTRACT AMENDMENT #6 (Company Name Change)	\$0
CONTRACT AMENDMENT #7 (Samohi Science and Tech Geotech)	\$131,474
CONTRACT AMENDMENT #8 (Samohi Science and Tech Geotech)	\$44,600
CONTRACT AMENDMENT #9 (Samohi Science and Tech Geotech)	\$35,193
CONTRACT AMENDMENT #10 (Samohi Phase 2 West Site Geotech)	\$42,966
TOTAL:	\$326,538

A Friday memo accompanies this board item.

MOTION MADE BY: Ms. Lieberman
 SECONDED BY: Dr. Escarce
 STUDENT ADVISORY VOTE: N/A
 AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
 NOES: 0
 ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

RE: AWARD OF BID #14.01.BB – PROVIDE VOICE AND DATA COMMUNICATIONS EQUIPMENT AT SANTA MONICA HIGH SCHOOL – SCIENCE & TECHNOLOGY BUILDING AND SITE IMPROVEMENTS PROJECT – LOWEST RESPONSIVE RESPONSIBLE BIDDER – MEASURE BB

RECOMMENDATION NO. A.17

It is recommended that the Board of Education award Bid #14.01.BB, Provide Voice and Data Communications Equipment, to the lowest responsive responsible bidder, in the amount of \$300,923.05., plus allowance of \$40,000 for installation.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-6200-015-2600
Project: Santa Monica High School – Science & Tech Building & Site Improvements
Budget Category: Hard Cost/Construction Contract

COMMENTS: The Board of Education approved the Samohi Science and Technology budget that included the purchase of new equipment to support a 10Gig fiber backbone for the new construction. The total allocation for the technology infrastructure and equipment, not including installation is \$300,923.05.

The bidding opportunity for RFP #14.01.BB, Provide Voice and Data Communications Equipment was advertised in December, 2013; bid solicitations were due on January 23, 2014. Direct invitations were solicited to multiple vendors capable of providing the required equipment.

Technology equipment is submitted as an RFP with very specific criteria. Qualified responses to the RFP must demonstrate that their proposed solution will meet the criteria established in the RFP. Three qualified responses were received from Meridian IT, NexusIS, and SIGMAnet and they have been evaluated by District IS staff and the District’s Technology Consultant who assisted with the preparation of the RFP. The proposal from Meridian IT met all of the criteria of the RFP and provided the most competitive price.

Meridian IT	\$300,923.05 <i>(recommended)</i>
NexusIS	\$318,519.86
SIGMAnet	\$313,717.39

Additionally, \$40,000 installation services allowance is required for onsite support, design, configuration and installation of equipment.

It is recommended that Meridian IT, being found to be the lowest responsive responsible bidder, be awarded the contract in an amount not to exceed \$340,923.05, including the allowance for installation services. The award amount is under the estimated costs for the RFP.

ORIGINAL CONTRACT AMOUNT (Award of Bid #14.01.BB)	\$300,923.05
INSTALLATION ALLOWANCE	\$ 40,000.00
<hr/> TOTAL CONTRACT AMOUNT	<hr/> \$340,923.05

A Friday memorandum accompanies this board item

MOTION MADE BY: Ms. Lieberman
SECONDED BY: Dr. Escarce
STUDENT ADVISORY VOTE: N/A
AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
NOES: 0
ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

RE: CONTRACT AMENDMENT #28 FOR ENVIRONMENTAL MONITORING AT EDISON LANGUAGE ACADEMY – NEW CONSTRUCTION – ARCADIS – MEASURE BB

RECOMMENDATION NO. A.18

It is recommended that the Board of Education approve Contract Amendment #28 to Arcadis U.S., Inc. in an amount not to exceed \$63,775 for a total contract amount of \$882,755.

Funding Information:

Budgeted: Yes
Fund: 81
Source: School Building Fund
Account Number: 81-90500-0-00000-85000-5802-001-2600
Project: Edison Language Academy – New Construction
Budget Category: Soft Costs, Environmental, Hazmat Environmental

COMMENT: Contract Amendment #28 is to supplement the unanticipated services not completely included in the previous amendments. The District has recently increased the services of environmental monitoring since the original base contract.

On 11/04/14, Contract Amendment 20, Abatement, Demolition & Soil Remediation for \$69,555.00, the environmental monitoring portion provided an allocation balance of \$26,718.00 for a non-specific environmental monitoring. The exact scope of work was not specifically identified until the project interiors were completed and a walk through of the premises was conducted by a team of environmental engineers made up of the Parson's program management and Arcadis. As part of the commissioning process, the District has various options available to meet the Interior Air Quality requirements. The District has elected to complete all options including the most exhaustive which is the air sampling to determine compliance for occupancy.

This meeting determined the proposed scope as follows:

Task 1 – Baseline Indoor Air Sampling (completed Dec 23, 2013)	\$26,445
Task 2 – Indoor Air Assessment Tech Memo (completed 01/13/14 Confirming Occupancy)	\$7,263
Task 3 – Follow-Up Indoor Air Sampling (completed January 23, 2013)	\$6,814
Task 4 – Comprehensive IAQ Report	\$11,505
Task 5 – Abatement Oversight and Monitoring	\$31,324
Task 6 – Abatement Close-Out Report *	\$3,629
Task 7 – Project Management and Technical Support **	<u>\$3,513</u>
Total all Tasks	\$90,493

The IAQ field sampling activities were conducted on December 20 and 23, 2013 and laboratory analyses were performed on 13 outdoor ambient air and 29 indoor air samples, including duplicates, from inside and outside the Edison Language Academy, and a rush turnaround time, so occupancy could occur on in January 2014 ARCADIS prepared and submitted an indoor air assessment technical memorandum (tech memo) to the SMMUSD on January 3, 2014. The memorandum also recommended performing additional air sampling to confirm data collected after occupancy, during the first round of sampling.

The additional air sampling was performed on January 20, 2014 there was no issues.

Cost to perform IAQ Evaluation Tasks (Tasks 1-4):	\$52,027
Amount deducted from CA #20:	<u><\$26,718 ></u>
Cost to complete IAQ Tasks:	\$25,309
Cost to perform Abatement Tasks (*Tasks 5-6-pending EPA/Environ requirements):	\$34,953 *
Cost to perform Project Mgnt. Task (**Task 7-pending EPA/Environ requirements):	<u>\$3,513 **</u>
This proposed Contract Amendment Total cost to complete beyond CA#20:	\$63,775

The District will also be performing an approximate one year sampling at areas defined by the Environmental Engineers to monitor the interior air for ultra fine particulate matter. The scope and testing will begin upon the completion of the adjacent construction work which include the pre-school and site work. District anticipants further amendments to extend environmental services.

Original Contract Amount	\$ 54,300
Contract Amendment #1 (Pipe Risk Eval.,ELA)	26,686
Contract Amendment #2 (Env. Assessment, Lincoln)	50,879
Contract Amendment #3 (Env. Assessment, 4 sites)	162,335
Contract Amendment #4 (Pipe Risk Phase 2, ELA)	32,392
Contract Amendment #5 (Contract Extension)	0
Contract Amendment #6 (Malibu, SAMOHI)	4,200
Contract Amendment #7 (Pipe Risk Stage 2, SAMOHI)	6,770
Contract Amendment #8 (Removal Action Plan,ELA)	21,010
Contract Amendment #9 (Sampling Lincoln)	16,808
Contract Amendment #10 (Sampling Adams)	21,608
Contract Amendment #11 (Sampling RAW Adams)	31,970
Contract Amendment #12 (Sampling RAW Lincoln)	25,320
Contract Amendment #13 (Revised Phase 1, Malibu)	860
Contract Amendment #14 (Edison, RAW, Bid assist)	5,850
Contract Amendment #15 (Edison, RAW, Monitoring) (not approved)	0
Contract Amendment #16 (Adams, RAW, Bid assist)	5,000
Contract Amendment #17 (Lincoln, RAW, Bid assist)	3,800
Contract Amendment #18 (Malibu, sampling, RAW)	34,870
Contract Amendment #19 (Adams, add'l sampling)	8,550
Contract Amendment #20 (Edison, Virginia Ave., Remed. Monitoring)	69,555
Contract Amendment #21 (Adams, Pkg. 2b, Remed. Monitoring)	44,011
Contract Amendment #22 (Malibu HS, Bid Docs.)	5,000
Contract Amendment #23 (Malibu HS, Bid Docs.)	126,291

Contract Amendment #24 (Edison RAW Monitoring Areas 3 & 4)	24,635
Contract Amendment #25 (Lincoln MS, RAW Monitoring)	22,151
Contract Amendment #26 (John Adams MS, RAW Monitoring)	14,129
Contract Amendment #27 (Contract Extension)	0
Contract Amendment #28 (Edison Monitoring)	63,775
Total Contract Amount	\$882,755

A Friday memorandum accompanies this board item

MOTION MADE BY: Ms. Lieberman
 SECONDED BY: Dr. Escarce
 STUDENT ADVISORY VOTE: N/A
 AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
 NOES: 0
 ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

RE: CONTRACT AMENDMENT #19 – AMENDMENT TO CONTRACT FOR
CONSTRUCTION MANAGEMENT SERVICES – PARSONS – MEASURE BB

RECOMMENDATION NO. A.19

It is recommended that the Board of Education approve Contract Amendment #19 with Parsons Environment & Infrastructure Group, Inc. for Construction Management services for \$1,180,000.00 for total Parsons Measure BB Contract amount of \$30,116,531.

Funding Information

Budgeted: Yes
Funds: 21, 81, 82, 83
Source: Measure BB
Account Numbers: XX-90500-0-00000-85000-5802-XXX-2600

Projects:	John Adams MS – New Construction and Modernization	\$ 60,000
	Olympic HS-Modernization	\$500,000
	Lincoln MS Modernization-New Construction	\$200,000
	Edison New Construction	<u>\$420,000</u>
	(Total)	\$ 1,180,000

Budget Categories: Direct Costs\Hard Costs\Construction Management

COMMENTS: Program Reserve balance of 10/15/20012 of \$13,200,000 was allocated into anticipated categories forecasted at the time on the active construction projects. Technology equipment specifically for classrooms were not included in the originally 10.7m Technology District Wide projects. To meet the District Technology Standards in the classroom a general forecast from the Program Reserve was established. Management services in the original program did not account for Program Controls, Estimating, Scheduling, extended services for phasing projects, Communication, Logistics and planning of transportation issues, parking planning, extended environmental, asset management, move management, and document controls. To meet the typical program controls standards PM/CM management extended services a general forecast was established. Hard Construction Cost & Change Orders were forecasted and projected on current construction projects. The forecast considered unforeseen conditions and contract documentation conflicts. Soft Cost forecast were minimally forecasted. Only identified under allocations were considered.

Technology Equipment/computers	\$2,666,199.00
PM/CM Management Extended services	\$3,901,774.00
Hard Construction Cost & Change Orders	\$6,311,336.00
Soft Cost	\$ 284,000.00
<u>Unallocated</u>	<u>\$ 36,691.00</u>
Total Program Reserve	\$ 13,200,000.00

Contract Amendment #19 for Parsons is an anticipated reallocation of the PM/CM Management Extended services. Including this Contract Amendment the reserve expenditures are as follows:

Program Reserve Allocation expenditures:

Technology Equipment/Laptops	<\$1,210,957.76>
PM/CM Management Extended services	<\$2,817,000.00>
Hard Construction Cost Change Orders	<\$3,201,723.80>
Soft Cost	< \$ 284,000.00>
Total Expenditures	<\$7,513,681.56>

Program Reserve Balance \$5,686,318.44

Minor adjustment to the scope on CA #11 for DSA closeout on legacy projects includes addressing current BB projects with legacy DSA issues. DSA has tied legacy DSA issues with the certification of new projects. This currently includes Olympic and JAMS only. The current balance of \$148,848.90 in DSA closeout is re-allocated to Olympic CM to address the Olympic Project with legacy DSA issues.

ORIGINAL CONTRACT AMOUNT (Revised in CA#8)	\$14,700,000.00
Revised Contract Amendment #1 (General CM)	\$1,839,561.00
Contract Amendment #2 (Safety/Security projects)	\$1,191,662.00
Contract Amendment #3 (Edison New construction)	\$2,416,159.00
Contract Amendment #4 (JAMS Modernization) DSA #03-112808	\$1,580,390.00
Contract Amendment #5 (Lincoln MS)	
New Building - DSA #03-112865	
Modular Classroom & Library - DSA #03-112987	
Modernization of Main Building - DSA #03-113031	\$2,230,321.00
Contract Amendment #6 (Samohi Science & Tech, Fields) DSA #03-113433	\$2,366,741.00
Contract Amendment #7 (Malibu Campus Improvement) DSA #03-113456	\$2,068,097.00
Contract Amendment #8 (Original Contract Amount Reduced to \$11,500,000)	(\$3,200,000.00)
Contract Amendment #10 (Design & Project Commissioning)	\$1,325,000.00
Contract Amendment #11 (DSA Closeout)	\$736,600.00
Contract Amendment #13 (reallocation of commissioning)	\$0.00
Contract Amendment #14 (CM Reimbursable)	\$900,000.00
Contract Amendment #15 Jam CM Increase)	\$325,000.00
Contract Amendment #16 (General CM Support/FFE)	\$412,000.00
Contract Amendment #17 (reallocation of commissioning)	\$0
Contract Amendment #18 (Additional Commissioning at Edison)	\$45,000
Contract Amendment #19 (Project CM Extended Services)	\$1,180,000.00
TOTAL CONTRACT AMOUNT	\$30,116,531.00

Parsons amendment for CCJUP under separate funding	
Original Contract Amount-CCJUP (MOU 1)	\$167,500.00
Contract Amendment-CCJUP #1 (CCJUP MOU 2 Synthetic Field)	\$129,257.00
Contract Amendment #9 (CCJUP)	
CCJUP Project Management Services	\$1,450,000.00
CCJUP Construction Management Services	\$1,250,000.00
Total CCJUP	\$2,996,757.00

Contract Amendment #12 (Stadium Lighting)

\$77,280.00

Total Malibu Stadium Lighting

\$77,280.00

A Friday memorandum accompanies this item

MOTION MADE BY: Ms. Lieberman
SECONDED BY: Dr. Escarce
STUDENT ADVISORY VOTE: N/A
AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
NOES: 0
ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM

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

RECOMMENDATION NO. A.20

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

John Adams Middle School – Modernization Project

Vendor Name/Project	PO Number	Amount	Substantial Completion Date
AC Pros	144659	\$8,760.00	4/16/14

Edison Language Academy – New Construction Project

Vendor Name/Project	PO Number	Amount	Substantial Completion Date
Sam’s Iron Works	143789	\$24,435.00	5/29/14
Digital Networks Group	144712	\$8,840.66	5/21/14

COMMENT: A Notice of Completion must be filed for Purchase Orders over \$25,000 and within thirty-five (35) days with the County of Los Angeles pending approval by the Board of Education.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / DEBRA MOORE WASHINGTON
 RE: CERTIFICATED PERSONNEL – Elections, Separations

ACTION/CONSENT
 06/25/14

RECOMMENDATION NO. A.21

Unless otherwise noted, all items are included in the 2013/2014 approved budget.

ADDITIONAL ASSIGNMENTS

ADAMS MIDDLE SCHOOL

Woo, Angela	368 hrs @\$86.01	3/31/14-6/30/14	<u>Own Hrly/\$11,181</u>
		TOTAL OWN HOURLY	\$11,181

Comment: TOSA – Substitute Assistant Principal
 01-Unrestricted Resource

CHILD DEVELOPMENT SERVICES

Alidina, Jamila	368 hrs @\$32.43	6/11/14-8/14/14	Own Hrly/\$11,934
Barba, Yesenia	368 hrs @\$29.17	6/11/14-8/14/14	Own Hrly/\$10,735
Barreras-Graciano, Laura	368 hrs @\$19.46	6/11/14-8/14/14	Own Hrly/\$ 7,161
Cerrato, Wendy	368 hrs @\$33.65	6/11/14-8/14/14	Own Hrly/\$12,383
Chaheme-Morales, Yessenia	368 hrs @\$35.15	6/11/14-8/14/14	Own Hrly/\$12,935
Cruse, Patricia	368 hrs @\$36.90	6/11/14-8/14/14	Own Hrly/\$13,579
Cueva, Leonardo	368 hrs @\$23.94	6/11/14-8/14/14	Own Hrly/\$12,383
Douglas, Jennifer	368 hrs @\$34.66	6/11/14-8/14/14	Own Hrly/\$12,755
Gluck, Heidi	368 hrs @\$35.78	6/11/14-8/14/14	Own Hrly/\$19,735
Henry, Cassy	368 hrs @\$32.90	6/11/14-8/14/14	Own Hrly/\$12,107
Langley, Zoe	368 hrs @\$24.58	6/11/14-8/14/14	Own Hrly/\$ 9,045
Lockwood, Silvia	368 hrs @\$31.04	6/11/14-8/14/14	Own Hrly/\$11,423
Martinez, Emelita	368 hrs @\$36.90	6/11/14-8/14/14	Own Hrly/\$13,579
Norodom, Pachapor	368 hrs @\$31.78	6/11/14-8/14/14	Own Hrly/\$11,695
Olliff, Elizabeth	368 hrs @\$32.43	6/11/14-8/14/14	Own Hrly/\$11,934
Patton, Roxanna	368 hrs @\$32.43	6/11/14-8/14/14	Own Hrly/\$11,934
Redding, Yael	368 hrs @\$26.81	6/11/14-8/14/14	Own Hrly/\$ 9,866
Reed, Flavia	368 hrs @\$34.40	6/11/14-8/14/14	Own Hrly/\$12,659
Rodriguez, Claudia	368 hrs @\$33.54	6/11/14-8/14/14	Own Hrly/\$12,343
Rodriguez, Melinda	368 hrs @\$30.67	6/11/14-8/14/14	Own Hrly/\$11,287
Romo, Patricia	368 hrs @\$34.66	6/11/14-8/14/14	Own Hrly/\$12,755
Rosas-Lopez, Cecelia	368 hrs @\$26.81	6/11/14-8/14/14	Own Hrly/\$ 9,866
Sanchez-Aviles	368 hrs @\$29.61	6/11/14-8/14/14	Own Hrly/\$10,896
Smith, Courtnee	368 hrs @\$28.79	6/11/14-8/14/14	Own Hrly/\$10,595
Sugasaware, Patricia	368 hrs @\$30.67	6/11/14-8/14/14	Own Hrly/\$11,287
Williams, Valerii	368 hrs @\$30.67	6/11/14-8/14/14	<u>Own Hrly/\$11,287</u>
		TOTAL OWN HOURLY	\$308,458

Comment: Summer Assignment
 12-CA State Preschool Prog

Brisky, Perla	368 hrs @\$30.66	6/11/14-8/14/14	Own Hrly/\$11,282
Castellon, Emma	368 hrs @\$26.81	6/11/14-8/14/14	Own Hrly/\$ 9,866
Conway, Kenyatta	368 hrs @\$24.83	6/11/14-8/14/14	Own Hrly/\$ 9,137
Garrett, Chakesha	368 hrs @\$22.43	6/11/14-8/14/14	Own Hrly/\$ 9,866
Gonzalez, Yolanda	368 hrs @\$32.43	6/11/14-8/14/14	Own Hrly/\$11,934
Gutierrez, Sofia	368 hrs @\$28.42	6/11/14-8/14/14	Own Hrly/\$10,459
Herberg, Joan	368 hrs @\$35.15	6/11/14-8/14/14	Own Hrly/\$12,935
Jaye, Susan	368 hrs @\$32.43	6/11/14-8/14/14	Own Hrly/\$11,934
Justis, Vicki	368 hrs @\$34.66	6/11/14-8/14/14	Own Hrly/\$12,755
Mercier, Alisha	368 hrs @\$34.03	6/11/14-8/14/14	Own Hrly/\$12,523
Smith, LaTonya	368 hrs @\$28.80	6/11/14-8/14/14	Own Hrly/\$10,598

Yadegari, Sholeh	368 hrs @\$26.81	6/11/14-8/14/14	<u>Own Hrly/\$ 9,866</u>
		TOTAL OWN HOURLY	\$133,155
Comment:	Summer Assignment		
	12-Unrestricted Resource	-50%	
	12-CA State Preschool Prog	-50%	

Meek, Dorie	8 hrs @\$32.90	6/11/14	<u>Own Hrly/\$263</u>
		TOTAL OWN HOURLY	\$263
Comment:	Creative Curriculum Training		
	12-L.A. Universal Preschool		

Enriquez, Maria	8 hrs @\$32.43	6/11/14	<u>Own Hrly/\$259</u>
		TOTAL OWN HOURLY	\$259
Comment:	Creative Curriculum Training		
	12-Head Start Basic		

EDUCATIONAL SERVICES

Collins, Katherine	2 hrs @\$42.08	5/12/14-5/23/14	Est Hrly/\$84
Faas, Kathleen	1 hr @\$42.08	5/12/14-5/23/14	Est Hrly/\$42
Saling, David	1 hr @\$42.08	5/12/14-5/23/14	Est Hrly/\$42
Sinfield, Paul	2 hrs @\$42.08	5/12/14-5/23/14	Est Hrly/\$84
Toppel, Diane	1 hr @\$42.08	5/12/14-5/23/14	Est Hrly/\$42
Webb, Kitano	1 hr @\$42.08	5/12/14-5/23/14	<u>Est Hrly/\$42</u>
		TOTAL ESTABLISHED HOURLY	\$336
Comment:	Scoring 8 th Grade District Writing Assessment		
	01-Unrestricted Resource		

MCKINLEY ELEMENTARY SCHOOL

Taslami, Laila	12 hrs @\$42.08	3/1/14-6/10/14	<u>Est Hrly/\$505</u>
		TOTAL ESTABLISHED HOURLY	\$505
Comment:	AIMS Progress Monitoring		
	01-Tier III Programs Cat Flex		

Wetmore, Elayne	11 hrs @\$42.08	10/15'13-5/9/14	<u>Est Hrly/\$463</u>
		TOTAL ESTABLISHED HOURLY	\$463
Comment:	Test Coordinator		
	01-Gifts – Equity Fund		

SPECIAL EDUCATION

Badt, Jonathan	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Berezowsky, Lisa	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Blair, Susy	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Brock, Miriam	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Center-Brooks, Cheryl	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Chavez, Craig	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Cierra, Jorge	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Cohn, Jeffrey	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Collin, Lisa	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Collins-Mansour	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Cogan, Lisa	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Crane, Lakin	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Davies, Michael	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
DeGregorio, Dana	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Deshautelle, Anna	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Duncan, Yeato	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Elledge, Rachel	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Fliegel, Lois	6 hrs @\$42.08	6/12/14	Est Hrly/\$252

Gomez, Tony	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Gonsalves, Diane	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Hylind, Amy	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Keith, Kelly	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Kilpatrick, Genevieve	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Kittel, Gina	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Kleis, Heidi	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Levy, Amanda	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Marshall, Susan	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
McCabe, Eileen	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Montanez, Joe	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Piper, Sasha	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Reilly, Maureen	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Schneider, Rhonda	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Serapiglia, Anne	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Topp, Courtney	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Ustation, Tina	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
Van Cott, James	6 hrs @\$42.08	6/12/14	Est Hrly/\$252
TOTAL ESTABLISHED HOURLY			\$9,072

Comment: Professional Development
01-Special Education

HOURLY TEACHERS

STUDENT SERVICES

Mireles-Toumayan, G.	42.08, as needed	5/1/14-6/10/14	Est Hrly/\$----
TOTAL ESTABLISHED HOURLY			\$----

Comment: Home Instructor
01-Unrestricted Resource

ADDITIONAL ASSIGNMENT – EXTRA DUTY UNITS

PT DUME ELEMENTARY SCHOOL

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Dunn, Margo	6 EDU	Overnight Field Trips	8/13-6/14	\$1,602
Jennings, Kristine	4 EDU	Overnight Field Trips	8/13-6/14	\$1,068
TOTAL EDUS				\$2,670

WILL ROGERS ELEMENTARY

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Duran-Contreras, Martha	1 EDU	Student Engagement	8/13-6/14	\$267
Gonzalez, Monica	2 EDU	Outdoor Science Camp	8/13-6/14	\$534
Holmstrom, Toni	1 EDU	Student Council	8/13-6/14	\$267
Peterson, Aimee	2 EDU	Outdoor Science Camp	8/13-6/14	\$534
Reid, Roberta	1 EDU	Student Engagement	8/13-6/14	\$267
Schneider, Kirsten	2 EDU	Outdoor Science Camp	8/13-6/14	\$534
Simon, Laura	1 EDU	STEM	8/13-6/14	\$267
Smith, Lovell	2 EDU	Outdoor Science Camp	8/13-6/14	\$534
TOTAL EDUS				\$3,204

EDUCATIONAL SERVICES – Elementary Music

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Bersch, Kirsten	6 EDU	Stairway	8/13-6/14	\$1,602
Cruz, Jar-el	6 EDU	Stairway	8/13-6/14	\$1,602
Justin, Susan	6 EDU	Stairway	8/13-6/14	\$1,602
Lockrem, Bonnie	6 EDU	Stairway	8/13-6/14	\$1,602
Munoz, Salvador	6 EDU	Stairway	8/13-6/14	\$1,602

Quiroz, Lindsay	6 EDU	Stairway	8/13-6/14	\$1,602
Pawling, Sean	6 EDU	Stairway	8/13-6/14	\$1,602
Ravaglioli, Steven	6 EDU	Stairway	8/13-6/14	\$1,602
Spike-Gravelle, Jessica	6 EDU	Stairway	8/13-6/14	\$1,602
Tellier, Bruce	6 EDU	Stairway	8/13-6/14	<u>\$1,602</u>
TOTAL EDUS				\$16,020

EDUCATIONAL SERVICES – Elementary Music

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Aiello, Jason	0.3 EDU	Stairway	8/13-6/14	\$ 80
Blanchard, Cecile	0.5 EDU	Stairway	8/13-6/14	\$134
Bixler, Bill	0.3 EDU	Stairway	8/13-6/14	\$ 80
Counte, Vanessa	0.5 EDU	Stairway	8/13-6/14	\$134
Huls, Jeffe	0.5 EDU	Stairway	8/13-6/14	\$134
Hunt, Mark	0.3 EDU	Stairway	8/13-6/14	\$ 80
Loch, Amy	0.5 EDU	Stairway	8/13-6/14	\$134
McKeown, Kevin	0.3 EDU	Stairway	8/13-6/14	\$ 80
Sakow, Terry	0.3 EDU	Stairway	8/13-6/14	\$ 80
Swenson, Joni	0.3 EDU	Stairway	8/13-6/14	\$ 80
Swift, Jessica	0.7 EDU	Stairway	8/13-6/14	\$187
Wang, Jim	0.3 EDU	Stairway	8/13-6/14	\$ 80
Woo, Angela	0.7 EDU	Stairway	8/13-6/14	\$186
Zander, Maia	0.3 EDU	Stairway	8/13-6/14	<u>\$ 80</u>
TOTAL EDUS				\$1,549

SANTA MONICA HIGH SCHOOL – 2nd Semester Activities

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Aiello, Jason	13 EDU	Orchestra	1/14-6/14	\$3,471
Boyd, Bryn	12 EDU	Student Activities	1/14-6/14	\$3,204
Chapman, Amy	6 EDU	Yearbook	1/14-6/14	\$1,602
Faas, Kathleen	6 EDU	Newspaper	1/14-6/14	\$1,602
Forrer, Brooke	10 EDU	Senior Advisor	1/14-6/14	\$2,670
Hoffman, Ryan	10 EDU	Senior Advisor	1/14-6/14	\$2,670
Honda, Julie	9 EDU	Scholarship Advisor	1/14-6/14	\$2,403
Huls, Jeffe	10 EDU	Vocal Music	1/14-6/14	\$2,670
McKeown, Kevin	13 EDU	Band	1/14-6/14	\$3,471
Meadors, Amy	12 EDU	Pep Squad	1/14-6/14	\$3,204
Mejia, Rosa	9 EDU	Scholarship Advisor	1/14-6/14	\$2,403
Sakow, Terry	13 EDU	Band	1/14-6/14	\$3,471
Silvestri, Marisa	13 EDU	Athletic Director	1/14-6/14	\$3,471
Soller, Katheryne	13 EDU	Drama	1/14-6/14	\$3,471
Swenson, Joni	13 EDU	Orchestra	1/14-6/14	<u>\$3,471</u>
TOTAL EDUS				\$43,254

SANTA MONICA HIGH SCHOOL – Spring Athletics

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Young, Cerenity	12 EDU	Asst. Cross Country	2/14-5/14	<u>\$3,204</u>
TOTAL EDUS				\$3,204

TOTAL ESTABLISHED HOURLY, OWN HOURLY AND EXTRA DUTY UNITS = \$ 533,593

REINSTATEMENT FROM LAYOFF

TENURED CONTRACT

<u>Name/Assignment/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Dempsey, Bridget/2nd Grade McKinley Elementary	100%	8/14/14
Pankow, Karen/1st Grade Muir Elementary	100%	8/14/14
Trubo, Melissa/2nd/3rd Grade Muir Elementary	100%	8/14/14

NEW HIRES

SUBSTITUTE TEACHERS

Effective

PREFERRED SUBSTITUTES

(@\$169.00 Daily Rate)

Andino, Melisa	6/16/14-7/18/14
Battung, Jason	6/16/14-7/18/14
Caamal-Murcia, Gabriel	6/16/14-7/18/14
DeMercurio, Joseph	6/16/14-7/18/14
Flynn, Paula	6/16/14-7/18/14
Gonzalez, Monica	6/16/14-7/18/14
Helsing, Alyssa	6/16/14-7/18/14
Herrera, Mayra	6/16/14-7/18/14
Huston, Sophie	6/16/14-7/18/14
Light, Lindsey	6/16/14-7/18/14
Luong, Theresa	6/16/14-7/18/14
Rose, Lori	6/16/14-7/18/14
Salumbides, Rose	6/16/14-7/18/14
Sass, Amanda	6/16/14-7/18/14
Ware, Andrea	6/16/14-7/18/14

CHILD DEVELOPMENT SERVICES

(@\$16.83 Hourly Rate)

Cahill, Susan	6/11/14-8/14/14
Diaz, Evelyn	5/12/14-8/14/14
Gheewala, Nasreen	6/11/14-8/14/14
Johnson, Alice	6/11/14-8/14/14
Levenson, Paola	6/11/14-8/14/14
Mckshaw, Leslee	6/11/14-8/14/14
Monroe, Doris	6/11/14-8/14/14
Morales, Ismael	6/11/14-8/14/14
Otero-Rivera, Tasha	6/11/14-8/14/14
Singleton, Monique	6/11/14-8/14/14
Sulukyan, Nvard	6/11/14-8/14/14
Vega, Dolores	6/11/14-8/14/14

CHANGE IN ASSIGNMENT

Effective

Davis, Michael McKinley/SAI	8/14/14
<u>From:</u> Muir Elementary/SAI	
<u>To:</u> McKinley/SAI	
Eddy, Tara Special Ed/Psychologist	7/1/14
<u>From:</u> 80%	
<u>To:</u> 100%	

Greenfield, Sara 8/14/14
Lincoln MS/Humanities
From: 80%
To: 100%

Hammill, Debra 8/14/14
Malibu HS/Math and Science
From: Lincoln Middle School
To: Malibu High School

Heyler, Sioux 8/14/14
Pt Dume/SAI
From: 100% Workability/Special Ed
To: 80% SAI/Pt. Dume; 20% Workability

Moe, Rose 8/14/14
Lincoln MS/Math
From: 80%
To: 100%

Palumbos Debeeck, Elizabeth 8/14/14
McKinley Elementary/4th Grade
From: Lincoln MS/Humanities
To: McKinley Elem/4th Grade

Schwengel, Tracey 8/14/14
Rogers Elementary/2nd Grade
From: 50%
To: 100%

LEAVE OF ABSENCE (without pay)

<u>Name/Location</u>	<u>Effective</u>
McCaw, Renee McKinley Elementary	8/14/14-6/5/15 [20% - personal]

Rishe, Jessica SMASH	7/1/14-6/30/15 [20% - personal]
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Simon, Laura Rogers Elementary	8/14/14-6/5/15 [40% - personal]
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Valentiner, Katharina John Adams MS	8/14/14-6/5/15 [child care]
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ABOLISHMENT OF POSITION

<u>Name/Location</u>	<u>Effective</u>
Workability – Special Assignment Special Education	8/14/14

RESIGNATION

<u>Name/Location</u>	<u>Effective</u>
Barraza, Pete Santa Monica High School	6/10/14

Block, Jerry Malibu High School	6/30/14
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Compton, Shirley Grant Elementary School	6/30/14
Johnson, Miyah Child Develop Svcs	6/10/14
Johnson, Rebecca Pt. Dume Elementary School	6/30/14
Mendoza, Annette Rogers Learning Community	6/30/14
Tabis, Kelly Santa Monica High School	6/30/14
Urtz, Markelle Lincoln Middle School	6/10/14
Watson, Blain Santa Monica High School	6/30/14

MOTION MADE BY: Ms. Lieberman
 SECONDED BY: Dr. Escarce
 STUDENT ADVISORY VOTE: N/A
 AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
 NOES: 0
 ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / BRANDON TIETZE
 RE: CLASSIFIED PERSONNEL – MERIT

ACTION/CONSENT
 06/25/14

RECOMMENDATION NO. A.22

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

<u>NEW HIRES</u>		<u>EFFECTIVE DATE</u>
Bautista, Julienne Facility Use	Sports Facility Attendant 6 Hrs/12 Mo/Range: 22 Step: A	6/1/14
Di Dario, JoAnn Special Ed-Grant ES	Paraeducator 1 6 Hrs/SY/Range: 20 Step: A	5/7/14
Dixon, Crystal Special Ed-Grant ES	Paraeducator 1 6 Hrs/SY/Range: 20 Step: A	5/7/14
Lopez, Jorge Maintenance	HVAC Mechanic 8 Hrs/12 Mo/Range: 37 Step: A	5/19/14

<u>TEMP/ADDITIONAL ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Avina, Fernando Maintenance	Plumber [limited term; plumbing assignment]	5/27/14-6/30/14
Barnes, Brian Webster ES	Physical Activities Specialist [additional hours; overnight field trip]	4/30/14-5/2/14
Bautista, Julienne Facility Use	Sports Facility Attendant [additional hours; sports events support]	6/1/14-6/30/14
Bautista, Julienne Facility Use	Sports Facility Attendant [overtime; sports events support]	6/1/14-6/30/14
Coleman, Daniel Webster ES	Inst Asst – Physical Education [overtime; overnight field trip]	4/25/14-6/10/14
De La Rosa, Johanna Student Svcs	Bilingual Community Liaison [overtime; translation for SARB meetings]	5/16/14-6/10/14
Hendler, Nanette Special Ed-Muir ES	Paraeducator 1 [overtime; school field trip]	5/14/14
Nguyen, Kim Business Svcs	Senior Administrative Assistant [overtime; measure R senior exemption]	4/1/14-8/15/14
Schlierman, Cherie Special Ed-Muir ES	Paraeducator 1 [overtime; school field trip]	5/14/14

<u>SUBSTITUTES</u>		<u>EFFECTIVE DATE</u>
Bennett, Claire District	Office Specialist	5/7/14-6/30/14

Caiseros, Vicente Operations	Gardener	5/30/14-6/30/14
Gonzalez, Diane Health Svcs	Health Office Specialist	5/2/14-6/10/14
Jimenez, Paul Operations	Gardener	5/22/14-6/30/14
Johnson, Peter Operations	Custodian	5/27/14-6/30/14
Lenon, Patrick Facility Use	Sports Facility Attendant	5/30/14-6/30/14
Mamon, Steven Operations	Custodian	5/2/14-6/30/14
Morales, Steve Operations	Custodian	5/28/14-6/30/14
Morrison, Faer Special Education	Paraeducator 1	10/28/13-6/30/14
Orozco, Eugene Operations	Custodian	5/30/14-6/30/14
Rangel, Eduardo Operations	Gardener	5/30/14-6/30/14
Ward, Michael District	Office Specialist	5/22/14-6/30/14
Webber, Walter Facility Use	Sports Facility Attendant	5/7/14-6/30/14
Williams, Kenneth Operations	Custodian	5/21/14-6/30/14
Woodad, Christopher Special Education	Paraeducator 1	5/25/14-6/30/14

LEAVE OF ABSENCE (PAID)

EFFECTIVE DATE

Mederos, Eden Santa Monica HS	Paraeducator 3 Medical	4/1/14-5/2/14
Nicolas, Jenny Santa Monica HS	Accounting Assistant II Maternity	6/6/14-8/4/14
Ortiz-Gonzalez, Patricia Edison ES	Health Office Specialist Medical	5/19/14-6/2/14
Padilla, Gloria Santa Monica HS	Paraeducator 1 Medical	4/29/14-6/10/14
Simmonds, Hugh Operations	Gardener Medical	6/2/14-6/30/14 7/1/14-7/31/14

LEAVE OF ABSENCE (UNPAID)Buccioni, Tashia
Adams MSInst Asst – Bilingual
Personal**EFFECTIVE DATE**

5/16/14-6/10/14

Richardson, Melvin
Adams MSInst Asst – Physical Education
Personal

8/18/14-10/13/14

VOLUNTARY TRANSFERGonzalez, April
Special Ed-Lincoln MSParaeducator 1
6 Hrs/SY/ Special Ed-Lincoln MS
From: 6 Hrs/SY/Webster ES**EFFECTIVE DATE**

6/2/14

Goudeau, Tajanieace
Special Ed-Grant ESParaeducator 1
6 Hrs/SY/ Special Ed-Grant ES
From: Inst Asst – Physical Ed/6 Hrs/SY/Santa Monica HS

5/20/14

Mena, Mariam
Special Ed-Lincoln MSParaeducator 1
6 Hrs/SY/ Special Ed-Lincoln MS
From: 6 Hrs/SY/Muir ES

5/29/14

WORKING OUT OF CLASSMartin, Eric
MaintenanceSkilled Maintenance Worker
From: Custodian**EFFECTIVE DATE**

5/19/14-6/30/14

McNeely, Deborah
MaintenanceSkilled Maintenance Worker
From: Custodian

5/27/14-6/30/14

LAYOFF

Elementary Schools

Inst Asst – Physical Education
4.9687 FTE**EFFECTIVE DATE**

8/25/14

LAYOFF/REDUCTION OF HOURS

HC5135648

Physical Activities Specialist
4 Hrs/SY
From: 6 Hrs/SY**EFFECTIVE DATE**

8/25/14

PJ5894186

Physical Activities Specialist
5 Hrs/SY
From: 6 Hrs/SY

8/25/14

EN8233516

Physical Activities Specialist
5 Hrs/SY
From: 6 Hrs/SY

8/25/14

GZ1395572

Physical Activities Specialist
3 Hrs/SY
From: 5.4 Hrs/SY

8/25/14

PROFESSIONAL GROWTHAbdulkareem, Nehal
Child Develop Svcs-Pine Street

Children's Center Asst

EFFECTIVE DATE

6/1/14

Alvarez, Jennifer
Franklin ES

Paraeducator 3

6/1/14

Bolan, Anette
Facility Use

Administrative Assistant

7/1/14

Fargnoli, Kathy Santa Monica HS	Senior Office Specialist	6/1/14
Herrera, Zenon Maintenance	Locksmith	6/1/14
Monte, Peri Webster ES	Elementary Library Coordinator	7/1/14
Peak, Denise Malibu HS	Library Assistant I	7/1/14
Richardson, Melvin John Adams MS	Instructional Asst. PE	6/1/14

ABOLISHMENT OF POSITION

Paraeducator 1 5 Hrs/SY; Cabrillo ES	<u>EFFECTIVE DATE</u> 4/4/14
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RESIGNATION

Ernst, Amanda Child Develop Svcs-Franklin ES	Children's Center Asst	<u>EFFECTIVE DATE</u> 6/10/14
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Ramirez, Armida Food and Nutrition Svcs	Cafeteria Worker I	6/10/14
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REVISED RESIGNATION

Miller, Bryon Personnel Commission	Human Resources Analyst (Revised from 5/15/14)	<u>EFFECTIVE DATE</u> 5/10/14
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RENEWAL OF ASSIGNMENT PER COLLECTIVE BARGAINING AGREEMENT

Cartee-McNeely, Keryl Human Resources/SEIU	Chief Steward	<u>EFFECTIVE DATE</u> 7/1/14-6/30/15
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MOTION MADE BY: Ms. Lieberman
 SECONDED BY: Dr. Escarce
 STUDENT ADVISORY VOTE: N/A
 AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
 NOES: 0
 ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION ACTION/CONSENT
06/25/14
FROM: SANDRA LYON / DEBRA MOORE WASHINGTON / BRANDON TIETZE
RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.23

It is recommended that the following be approved and/or ratified for Classified Personnel (Non-Merit). All personnel assigned will be properly elected on a temporary basis to be used as needed in accordance with District policies and salary schedules.

COACHING ASSISTANT

Misko, Robert	Malibu HS	1/7/14-6/30/14
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STUDENT WORKER – WORKABILITY

Nanjee, Amyna	Special Education	2/6/14-6/30/15
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MOTION MADE BY: Ms. Lieberman
SECONDED BY: Dr. Escarce
STUDENT ADVISORY VOTE: N/A
AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
NOES: 0
ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / JANECE L. MAEZ / DEBRA MOORE WASHINGTON

RE: NEW STAFFING (FTE) – 2014-2015 CLASSIFIED POSITIONS

RECOMMENDATION NO. A.24

It is recommended that the Board of Education approve the new positions listed below in order to best serve the needs of the district.

Facilities Technicians (BB Projects – Fund 21)	3.00 FTE	(\$274,398)
Office Specialist (CDS – Fund 11)	1.00 FTE	(\$53,837)
Bilingual Community Liaison (CDS – Fund 11)	0.50 FTE	(\$34,554)

FUNDING NOTE: The 2014-2015 budget will be adjusted \$362,789 for salary and benefits

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: NEW STAFFING (FTE) – SPECIAL EDUCATION

RECOMMENDATION NO. A.25

It is recommended that the Board of Education approve the following new positions in Special Education for the 2014-15 school year, in order to meet IEP requirements and serve the needs of students supported by Special Education services.

- Two (2) full-time (1.0 FTE) SAI Collaborative teacher positions (total 2.0 FTE)
- One (1) 6-hour (0.75 FTE) Instructional Assistant – Specialized position

FUNDING NOTE: The 2014-2015 budget will be adjusted \$241,712 for salary and benefits.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / EVA MAYORAL

RE: REINSTATE COLLEGE COUNSELOR POSITION AT SANTA MONICA HIGH SCHOOL

RECOMMENDATION NO. A.26

It is recommended that the Board of Education reinstate the third College Counselor position at Santa Monica High School to improve outreach to, and support of, under-represented students and their families.

COMMENTS: Last spring, the board did not allocate \$100,000 in the 2013-14 budget in order to allow the Santa Monica High School Principal time to evaluate the need of a third college counselor. During this evaluation period, it has been determined that two college counselors are unable to serve students beyond those who independently access the College Center for support. Unfortunately, many under-represented students either do not access this resource or access it too late to be as beneficial as it should. This third college counselor will allow sufficient resources to reach out and check in with these students and their parents early and often. Additionally, it will allow us to enhance outreach and access to the College Center for 9th and 10th grade students. This would allow students to begin exploring careers and considering pathways early enough to inspire them into making sound and informed day-to-day decisions relative to their academic commitment and motivation.

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

Dr. Escarce thanked staff for conducting the evaluation of the number of college counselors and determining that a third counselor was needed.

MOTION MADE BY: Ms. Lieberman
SECONDED BY: Dr. Escarce
STUDENT ADVISORY VOTE: N/A
AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)
NOES: 0
ABSENT: 1 (de la Torre)

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / DEBRA MOORE WASHINGTON
RE: ADMINISTRATIVE APPOINTMENTS

ACTION/CONSENT
06/25/14

RECOMMENDATION NO. A.27

It is recommended that the Board of Education approve the following administrative appointments:

CERTIFICATED APPOINTMENTS

Effective

Mr. Hector Medrano
House Principal, Santa Monica High School

7/1/14

Mr. John Misustin
House Principal, Santa Monica High School

7/1/14

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

Ms. Lyon and Ms. Mayoral introduced Mr. Medrano and Mr. Misustin.

MOTION MADE BY: Lieberman
SECONDED BY: Mechur
STUDENT ADVISORY VOTE: N/A
AYES: 6 (Leon-Vazquez, Mechur, Patel, Lieberman, de la Torre, Escarce)
NOES: 0
ABSENT: 1 (Allen)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: REVISE BP 6163.1 – LIBRARY MEDIA CENTERS

RECOMMENDATION NO. A.28

It is recommended that the Board of Education revise BP 6163.1 – Library Media Centers.

COMMENTS: CSBA recommends updating this policy to reflect new law (AB 97, 2013) eliminating the School and Library Improvement Block Grant and State Instructional Materials Fund, which could be used to purchase materials for school or classroom libraries contingent upon the development of a districtwide library plan. New optional language addresses the development of a library plan that is aligned with other district and school plans.

These changes were discussed at the June 5, 2014, board meeting.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

Library Media Centers

The ~~Board of Education~~ Governing Board recognizes that school ~~libraries~~ library media centers support the educational program by providing access to a variety of informational and supplemental resources that can help raise the academic achievement of all students. The Board desires ~~to provide library media centers~~ that school libraries be stocked with up-to-date books, reference materials, and electronic ~~information~~ resources ~~necessary to~~ that promote literacy, support ~~students in achieving~~ academic standards, and ~~encourage~~ students to become lifelong learners.

The Superintendent or designee may, in consultation with teacher librarians, classroom teachers, administrators, parents/guardians, and students as appropriate, develop and regularly update a plan for school libraries that describes the district's goals for school libraries and how funds will be distributed to school sites to support libraries. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, the development and maintenance of classroom libraries, prevention of loss or damage of library materials, prioritization of needs, and other related matters. The Superintendent or designee shall ensure that the library plan is aligned with the district's local control and accountability plan and other district and school plans.

Staffing

To staff school libraries, the district may employ one or more teacher librarians who possess appropriate credentials issued by the Commission on Teacher Credentialing. (Education Code 18120, 44868; 5 CCR 80024.6, 80053)

~~The district's school libraries may provide~~ The Superintendent or designee may assign teacher librarians to perform the following duties in accordance with the authorizations of their credential: (5 CCR 80053, 80053.1)

1. Instruct ~~students in the choice and use of library materials and technology~~ students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy, digital literacy, and digital citizenship
2. Plan and coordinate school library programs with the district's instructional programs through collaboration with teachers
3. Select materials for school and district libraries
4. Develop and deliver staff development programs for school library services
5. Coordinate or supervise library programs at the school or district level
6. Plan and conduct a course of instruction for students who assist in the operation of school libraries
7. Supervise classified personnel assigned school library duties
8. Develop procedures for and management of the school and district libraries

The Board also may appoint classified paraprofessionals to serve as library aides or library technicians. Volunteers may assist with school library services in accordance with law, Board policy, and administrative regulation.

Hours of Operation

School libraries shall be open for use by students and teachers during the school day.
(Education Code 18103)

With the approval of the Board, Any a school library may be open outside the school day, such as including evenings and/or Saturdays. Any library open to serve students during evening and Saturday hours shall be under the supervision of a certificated employee who consents to the assignment. (Education Code 18103)

Selection and Evaluation of School Library Materials

~~The Superintendent or designee shall develop procedures for the selection and evaluation of library materials.~~ Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive or language needs.
Library materials shall be evaluated and selected through a process that invites recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

Library materials shall be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, ~~culturally relevant topics,~~ and the needs of students and teachers. Materials that contain ~~obsolete~~ outdated subject matter or are no longer appropriate shall be removed, ~~and lost or worn materials may be replaced if possible.~~

~~Whenever a school receives state funding for school and library improvement pursuant to Education Code 41570-41573, the school site council shall develop a single plan for student achievement that addresses the needs of the school's library media center.~~

All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the district.

Complaints regarding the appropriateness of library materials shall be addressed using the district's procedures for complaints regarding instructional materials.

Fees

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

To encourage students to return materials in a timely manner, a nominal fee may be charged for the later return of materials.

Library Instruction

Teacher librarians and/or classroom teachers shall provide library instruction to develop students' information literacy skills. Such instruction shall be aligned with state academic standards for library instruction and shall prepare students to:

1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources

2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry
3. Organize, synthesize, create, and communicate information
4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

Teacher librarians also may provide support to teachers, administrators, and other staff by identifying instructional materials that will aid in the development of curriculum and instructional activities and by providing information about effective and ethical uses of school library services and equipment.

~~In developing a districtwide plan, the Superintendent or designee is encouraged to consult with school library media teachers, classroom teachers, administrators, parents/guardians, and students as appropriate in the development of the plan.~~

~~The districtwide library plan shall describe the district's vision and goals for the district's libraries and action steps including how funds will be distributed to school sites. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, prioritization of needs, and other related matters.~~

~~When state funding is available for library materials in grades K-4 classrooms, the Superintendent or designee shall develop, for certification by the Board, a districtwide classroom library plan grades K-4. The plan shall include a means of preventing loss, damage, or destruction of the materials.~~

~~The Superintendent or designee is encouraged to consult with primary grade teachers and school and/or county office of education library media teachers in the development of the plan for Grades K-4 and to consider selections from the list of books recommended by the State Librarian pursuant to Education Code 19336.~~

~~Responsibility for the selection of library materials is delegated to the professional library staff through the principal. School librarians shall evaluate materials, using professional selection aids and standards, in accordance with law, Board policy, and administrative regulation. The selection process shall invite recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.~~

1. ~~Library instruction to students that enables them to become proficient users of library resources~~
2. ~~Information to teachers and administrators concerning sources and availability of instructional materials that will aid in the development of school curriculum, and, in cooperation with classroom teachers, the development of instructional units and activities using library resources~~
3. ~~Assistance to teachers and students in the evaluation, selection, production, and uses of instructional materials~~
4. ~~A collection of materials and resources that support the curriculum and are appropriate for user needs~~
5. ~~Assistance to teachers, administrators, and other school staff members in becoming knowledgeable about appropriate uses of library media services, materials, and equipment~~

~~The Superintendent or designee shall develop procedures for the selection and evaluation of library materials.~~

~~Whenever a school receives state funding for school and library improvement pursuant to Education Code 41570-41573, the school site council shall develop a single plan for student achievement that addresses the needs of the school's library media center.~~

~~In developing a districtwide plan, the Superintendent or designee is encouraged to consult with school library media teachers, classroom teachers, administrators, parents/guardians, and students as appropriate in the development of the plan.~~

~~The districtwide library plan shall describe the district's vision and goals for the district's libraries and action steps including how funds will be distributed to school sites. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, prioritization of needs, and other related matters.~~

~~When state funding is available for library materials in grades K-4 classrooms, the Superintendent or designee shall develop, for certification by the Board, a districtwide classroom library plan grades K-4. The plan shall include a means of preventing loss, damage, or destruction of the materials.~~

~~The Superintendent or designee is encouraged to consult with primary grade teachers and school and/or county office of education library media teachers in the development of the plan for Grades K-4 and to consider selections from the list of books recommended by the State Librarian pursuant to Education Code 19336.~~

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~~Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive or language needs.~~

~~Library materials shall be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, culturally relevant topics, and the needs of students and teachers. Materials that contain obsolete subject matter or are no longer appropriate shall be removed, and lost or worn materials may be replaced if possible.~~

~~Complaints regarding the appropriateness of library materials shall be addressed using the district's procedures for complaints regarding instructional materials.~~

~~Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. To encourage students to return materials in a timely manner, a nominal fee may be charged for the later return of materials.~~

~~The district shall, on or before August 31 each year, report to the California Department of Education on the condition of school libraries for the preceding year ending June 30.~~

Legal Reference:

EDUCATION CODE

1703 Coordination of district library services by county superintendent
1770-1775 Provision of library services by county superintendent
18100-18203 School libraries
18300-18571 Union high school district/unified school district library district
19335-19336 Reading Initiative Program; recommended books
35021 Volunteer aides
44868-44869 Qualifications and employment of library media teachers
45340-45349 Instructional aides
CODE OF REGULATIONS, TITLE 5
16040-16043 School libraries
80023-80023.2 Emergency permits, general requirements
80024.6 Emergency teacher librarian services permit
80026-80026.6 Emergency permits
80053-80053.1 Teacher librarian services credential

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Examples of Model School Library Standards for California Public Schools Supporting Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. February 2012

Model School Library Standards for California Public Schools: Kindergarten Through Grade Twelve, 2010 (includes standards for student instruction as well as program standards)

Looking at the School Library: An Evaluation Tool, 2003

Recommended Literature: Kindergarten Through Grade Twelve

CALIFORNIA SCHOOL LIBRARY ASSOCIATION PUBLICATIONS

Standards and Guidelines for Strong School Libraries, 2004

WEB SITES

American Association of School Libraries: <http://www.ala.org/aasl>

California Department of Education, School Libraries: <http://www.cde.ca.gov/ci/cr/lb>

California School Library Association: <http://www.csla.net>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: August 19, 2009 Santa Monica, California

revised: September 22, 2011

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/25/14

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: REVISE BP 6144 – CONTROVERSIAL ISSUES

RECOMMENDATION NO. A.29

It is recommended that the Board of Education consider revising BP and deleting AR 6144 – Controversial Issues.

COMMENTS: CSBA recommends updating this policy to incorporate material formerly in AR, reference policy that addresses appropriateness of supplementary instructional materials, add consultation with Superintendent or designee as needed to determine appropriateness of the subject matter or resource, add prior parental notification when required or deemed advisable, and add reference to appropriate complaint procedures.

The regulation has been deleted and incorporated into the BP.

These changes were discussed at the June 5, 2014, board meeting. The deleted AR can be found under Information in this agenda.

MOTION MADE BY: Ms. Lieberman

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, Escarce)

NOES: 0

ABSENT: 1 (de la Torre)

CONTROVERSIAL ISSUES

The Governing Board recognizes that the district's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

~~The Board of Education believes that students should have opportunities to discuss controversial issues which have political, social or economic significance and which the students are mature enough to investigate and address. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions and respect the opinions of others.~~

The Board expects administrators and teachers to exercise professional judgment ~~caution and discretion~~ when deciding whether or not a particular issue is suitable for study or discussion. ~~in any particular class.~~ They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources. ~~Teachers should not spend class time on any topic which they feel is not suitable for the class or related to the established course of study.~~

~~The Board also expects teachers to ensure that all sides of a controversial issue are impartially presented, with adequate and appropriate factual information. Without promoting any partisan point of view, the teacher should help students separate fact from opinion and warn them against drawing conclusions from insufficient data. The teacher shall not suppress any student's view on the issue as long as its expression is not malicious or abusive toward others.~~

~~Teachers sponsoring guest speakers shall either ask them not to use their position or influence on students to forward their own religious, political, economic or social views or shall take active steps to neutralize whatever bias has been presented.~~

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
3. The teacher may express a personal opinion provided he/she identifies it as a personal opinion and clarifies that he/she is not speaking on behalf of the school or district. The teacher shall not express an opinion for the purpose of persuading students to his/her point of view.
4. No student's viewpoint shall be suppressed, provided such expression is not malicious or abusive toward others. Students shall be assured of their right to form and express an opinion without jeopardizing their relationship with the teacher or school.
5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.

6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.
7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.
8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the Board requires that he/she be notified of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

When required by law or otherwise deemed appropriate by the teacher or administrator, parents/guardians shall be notified prior to instruction related to any controversial issue and parent/guardian consent shall be obtained for student participation. Students whose parents/guardians decline such instruction may be offered the option to participate in an alternative activity of similar value.

A student or parent/guardian with concerns regarding instruction about controversial issues shall be directed to appropriate district complaint procedures.

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

51500 Prohibited instruction or activity

51510 Prohibited study or supplemental materials

51511 Religious matters properly included in courses of study

51530 Prohibition and definition regarding advocating or teaching communism with intent to indoctrinate

51933 Sex education courses

51938 Right of parent/guardian to excuse child from sexual health instruction

60040 Portrayal of cultural and racial diversity

60044 Prohibited instructional materials

60045 Criteria for instructional materials

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

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

06/25/14

FROM: SANDRA LYON / TERRY DELORIA / MARK KELLY

RE: CONSIDER REVISING BP 5145.9 AND ADOPTING AR AND E 5145.9 – HATE
MOTIVATED BEHAVIOR

DISCUSSION ITEM NO. D.01

It is recommended that the Board of Education consider revising BP 5145.9 and adopting AR and E 5145.9 – Hate Motivated Behavior.

COMMENTS: In May of 2012, BP, AR and E 5145.9 – Hate Motivated Behavior were presented to the Board, but not adopted. Using the policy and accompanying regulation and exhibit as a starting point, these proposed revisions have been updated to address current needs including communicating to all students that hate motivated behavior will not be tolerated. The proposed revised policy includes an accompanying administrative regulation and exhibit that describe student reporting procedures, investigation procedures, student supports, communication, district office reporting and record keeping. Currently, no administrative regulation or exhibit exists.

Dr. Kelly summarized the proposed changes.

Ms. Lieberman suggested that staff receive legal opinion regarding the changes. Dr. Escarce wondered if the district had a policy addressing staff behavior, understanding that this policy addresses student behavior. Mr. Mechur suggested a board subcommittee to review the changes prior to returning for approval. Mr. de la Torre suggested adding language that encourages school site activities that celebrated diversity.

This policy will return for approval at a board meeting following legal counsel.

HATE-MOTIVATED BEHAVIOR

The Board of Education affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, immigration status, sexual orientation, gender, gender identity, gender expression, disability, physical/mental attributes, religious beliefs or practices, or based on association with a person or group with one or more of these actual or perceived characteristics shall not be tolerated.

Definition of Hate-Motivated Behavior

Hate-motivated behavior is an act, or attempted act, motivated by hostility toward a victim's actual or perceived race, ethnicity, culture, heritage, immigration status, sexual orientation, gender, gender identity, gender expression, disability, physical/mental attributes, or religious beliefs or practices, or based on association with a person or group with one or more these actual or perceived characteristics.

Hate-motivated incidents include those actions that are motivated by bias, but may or may not meet the necessary elements required to prove a crime. This may include such behavior as non-threatening name-calling, using racial slurs or disseminating racist leaflets. Some hate-motivated behavior including, but not limited to, assault, threats, destruction of property, graffiti, and vandalism may be a crime.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall immediately notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

In addition, the district shall provide counseling and appropriate ~~sensitivity~~ anti-bias training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

The Superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights, diversity and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Each school will adopt safe-school guidelines to be followed by every student at school or at school-sponsored or school-related activities.

At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior. Additionally, principals or designees shall provide appropriate instruction on the district's policy including examples of hate-motivated behaviors.

The district shall develop and implement strategies designed to raise the awareness and sensitivity of teachers, administrators, and school employees to potentially prejudicial and discriminatory behavior and to encourage the participation of these groups in appropriate programs.

Each teacher shall create and foster an environment that encourages pupils to realize their full potential and that is free from discriminatory attitudes, practices, events, or activities, in order to prevent acts of hate-motivated behavior.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention - Laws and Regulations, April 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS

GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997

WEB SITES

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

California Association of Human Relations Organizations: <http://www.cahro.org>

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

National Youth Violence Prevention Resource Center: <http://www.safeyouth.org>

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

U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>

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

HATE MOTIVATED BEHAVIOR

The Board of Education is committed to maintaining an educational environment that is free from harassment and discrimination of any kind.

Definition of Hate Motivated Behavior

Hate motivated behavior is an act, or attempted act, motivated by hostility toward a victim's actual or perceived race, ethnicity, culture, heritage, immigration status, sexual orientation, gender, gender identity, gender expression, disability, physical/mental attributes, or religious beliefs or practices, or based on association with a person or group with one or more these actual or perceived characteristics.

Hate-motivated incidents include those actions that are motivated by bias, but may or may not meet the necessary elements required to prove a crime.

Types of conduct that are prohibited in the district and that may constitute hate motivated behavior include, but are not limited to:

1. Graffiti containing offensive language
2. Threatening or intimidating conduct
3. Jokes, teasing, rumors or name calling
4. Slurs, negative stereotyping, and other hostile acts
5. Graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading the target
6. A physical act of aggression or assault
7. Threatening phone calls, hate mail, cyber or other electronic communication
8. Vandalism or destruction of religious symbols or images
9. Other kinds of aggressive conduct such as theft or damage to property.

The determination of hate motivated behavior should be made when the behavior is judged by a reasonable person as the target to be sufficiently severe or pervasive to have a negative impact on the student's academic environment. It may be necessary to seek input from persons of the same protected group.

Investigation of Complaints Regarding Hate Motivated Behavior by another Student

1. Notice and Receipt of Complaint: Any student, parent/guardian, or staff who believes a student has been subjected to hate motivated behavior or who has witnessed hate motivated behavior shall report to the school principal or designee immediately. Reports may be either oral or written. The school shall assist the student in the writing of the complaint if necessary.

2. Initiation of Investigation: Principal or designee shall initiate an investigation of an allegation of hate motivated behavior within five school days of receiving notice of the incident, regardless of whether an informal or formal complaint has been filed.

The investigation at the school site shall include interviewing:

- The student who is complaining
- The person accused of harassment
- Anyone who witnessed the conduct complained of
- Anyone mentioned as having related information

Factors to consider may include, but not limited to the following:

- Nature and scope of the incident
- Impact on the target
- Impact on members of the target's group
- Impact on student witnesses
- Age of the target
- Age of the perpetrator
- Context in which the incident occurred

The complainant or the target shall not be required to meet with the alleged harasser or person suspected of hate motivated behavior.

If appropriate, the Principal or designee shall activate the school Threat Assessment Team to determine the level of threat posed to the target and need for safety supports.

The school shall notify the parents/guardians of the following: the target(s), the student/s who made the report and the alleged perpetrator(s) of the incident.

3. Reporting: As required, the Principal or designee shall file an Incident Report to be submitted to the Risk Manager.

The principal or designee shall give the Director of Student Services a written report of the complaint and investigation. If the school verifies that hate motivated behavior occurred, this report shall describe the actions taken to end the behavior including appropriate disciplinary action, address the effects of the behavior on the target, and prevent retaliation or further incidents.

Disciplinary Measures

Any student who engages in hate motivated behavior of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

Students in grades 4-12 who engage in hate motivated behavior shall be subject to discipline including, but not limited to, behavior contract, counseling, community service, suspension, expulsion, transfer to another school, transfer to an alternative program, or denial of participation in extracurricular or co-curricular activities in accordance with Board Policy and administrative regulation.

The Superintendent or designee shall notify local law enforcement as appropriate.

Support for Students

The Superintendent or designee shall take appropriate actions to provide support for students who have been subjected or witnessed an act of hate motivated behavior.

1. The Principal or designee will make it clear to the affected student(s) and the parents/guardians that any form of retaliation or mistreatment of a student who complained will not be tolerated.
2. In instances where there were substantiated findings that a student was subjected to hate motivated behavior by a district employee or volunteer, the district will offer, and upon the request of the parent/guardian, will assist the student in receiving counseling intervention support.
3. The principal or designee shall also advise the target and the parent/guardian of any other resources and supports that may be available.

Information

The Superintendent or designee shall ensure that all staff receive training and all district students receive age-appropriate instruction and information on following regarding hate motivated behavior:

1. Acts and behavior which constitute hate motivated behavior;
2. Encouragement for those subject to, and witnesses of, hate motivated behavior to report incidents immediately, and assurance that they will be protected from retaliation.
3. Name(s) or title(s) of the person(s) to whom hate motivated behavior should be reported.

Notifications

A copy of the district's hate motivated behavior policy and regulation shall:

1. Be summarized in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code [48980](#); 5 CCR [4917](#))
2. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code [231.5](#))
3. Be summarized in the student handbook
4. Be provided to employees and employee organizations

Record Keeping

All reports will be forwarded to the Director of Student Services for record keeping. Records will be retained for five years.

Each quarter, the Superintendent or designee shall inform the public via an Information Item in the Board Agenda regarding the number of reported hate motivated behavior reports for the prior quarter, with total number of reported cases by site.

**Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Approved:**

HATE-MOTIVATED BEHAVIOR

**Santa Monica-Malibu Unified School District
Behavior Report**

Date and Time of Alleged Incident(s): _____

Student Target(s): _____

Alleged Perpetrator(s): _____

Person(s) Reporting the Incident: _____

Type of Hate-Motivated Behavior:

- | | |
|--|--|
| <input type="checkbox"/> Race | <input type="checkbox"/> Gender |
| <input type="checkbox"/> Ethnicity | <input type="checkbox"/> Gender Identity |
| <input type="checkbox"/> Culture | <input type="checkbox"/> Gender Expression |
| <input type="checkbox"/> Heritage | <input type="checkbox"/> Disability |
| <input type="checkbox"/> Immigration Status | <input type="checkbox"/> Physical or Mental Attributes |
| <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Religious Beliefs or Practices |

Describe the incident, including such things as specific types of behavior, any verbal or written statements (i.e. threats, requests, demands, etc.), or if any physical contact was involved. Attach additional pages as necessary.

List any witnesses: _____

Have there been any previous incidents? _____

Attach additional pages as necessary.

Describe the actions the school has taken to end the behavior including appropriate disciplinary action, addressing the effects of the behavior on the target, and preventing retaliation or further incidents. (Attach additional pages as necessary.) _____

Law Enforcement Notified ___yes ___no Parent Notified ___yes ___no

Investigating Administrator _____ Date _____

Site Administrator Signature _____ Date _____

District Office Only	
Report reviewed by _____	
Date _____	
Summary of Investigation _____	

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/25/14

FROM: SANDRA LYON / JANECE L. MAEZ

RE: ADOPT MEASURE R PARCEL TAX 2014-15 ANNUAL PLAN

RECOMMENDATION NO. A.30

It is recommended that the Board of Education approve the Measure R parcel 2014-15 Annual Plan. The Measure R Parcel Tax Annual Plan has been available for public review on the District's website and in the Office of the Superintendent since March 24, 2014. The Board held a noticed public hearing on April 3, 2014.

COMMENT: Proposed Annual Plan: Section 5.B., ACCOUNTABILITY, PLANNING, PUBLIC INFORMATION, AND COMPLIANCE REVIEW PROVISIONS-Annual Plan, requires that an expenditure plan shall be developed annually for the succeeding fiscal year that will recommend expenditures of the tax proceeds, consistent with the intent of the Funding Measure. It further states that "The Proposed Annual Plan shall be presented for Board action each fiscal year in conjunction with the District's annual budget adoption process for the subsequent fiscal year."

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

	2013-14 WORKING BUDGET		2014-15 PROPOSED BUDGET	
	FTE	AMOUNT	FTE	AMOUNT
REVENUE:		11,164,948		11,220,773
EXPENDITURES:				
SUPPORT GENERAL ED TEACHERS	62.000	6,221,354	56.000	5,669,572
COST TO ADMINISTER		27,984		27,529
ART AND MUSIC PROGRAMS	15.750	1,292,349	15.750	1,316,575
PHYSICAL EDUCATION	13.575	650,238	16.250	862,997
LIBRARY PROGRAM	17.875	1,268,465	17.875	1,303,707
TECHNOLOGY	14.500	1,640,755	18.000	1,976,590
COMMUNITY SERVICES	1.000	63,803	1.000	63,803
TOTAL EXPENDITURES	124.700	11,164,948	124.875	11,220,773

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. de la Torre

STUDENT ADVISORY VOTE: N/A

AYES: 6 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, de la Torre)

NOES: 0

ABSENT: 1 (Dr. Escarce)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/25/14

FROM: SANDRA LYON / TERRY DELORIA / MAUREEN BRADFORD

RE: ADOPT 2014-15 LOCAL CONTROL ACCCOUNTABILITY PLAN (LCAP)

RECOMMENDATION NO. A.31

It is recommended that the Board of Education adopt the District Local Control Accountability Plan (LCAP) for 2014-15.

COMMENT: As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) beginning on July 1, 2014, using a template that was adopted by the California State Board of Education (SBE) in January 2014. The LCAP is required to identify goals and measure progress for student subgroups across eight state priority areas. Districts must include in their LCAP actions, services, and expenditures to be used to support students district-wide, as well as additional actions and services for low-income students, English learners, and foster youth. The LCAP and the district budget must be presented at a public hearing prior to the board meeting at which the LCAP and the budget are adopted. The LCAP must be approved by the school board at the same meeting, but prior to adoption of the district budget.

Developed with input from parents, teachers, administrators, students and community members, the LCAP follows the required template:

Section 1 describes the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP.

Section 2 describes annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities.

Section 3 identifies annual actions, services and expenditures to be performed to meet the goals described in Section 2 and describes expenditures to implement each action, and where these expenditures can be found in the LEA's budget.

A public hearing for the LCAP 2014-15 occurred on June 19, 2014, and a final copy is attached.

MOTION MADE BY: Dr. Escarce

SECONDED BY: Ms. Leiberman

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, de la Torre, Escarce)

NOES: 0

ABSENT: 0

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LEA: Santa Monica-Malibu Unified School District

LCAP Year: 2014-15

Contact: Sandra Lyon

Email: slyon@smmusd.org

Phone: (310) 450-8338

Introduction

The Local Control and Accountability Plan (LCAP) provides details regarding Santa Monica-Malibu Unified School District’s actions and expenditures to support pupil outcomes and overall performance—both district-wide and by student subgroup—related to the State of California eight priorities:

State Priority 1

Basic Services: degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials; school facilities are maintained in good repair

State Priority 2

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners (CCSS, NGSS, ELD.)

State Priority 3

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.

State Priority 4

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

State Priority 5

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Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.

State Priority 6

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

State Priority 7

Course access: pupil enrollment in a broad course of study that includes all of the subject areas.

State Priority 8

Other pupil outcomes: pupil outcomes in the subject areas.

District Profile

The Santa Monica-Malibu Unified School District is located in the coastal cities of Santa Monica and Malibu within the county of Los Angeles. Over 11,400 students are enrolled in the district's two comprehensive high schools, three junior high schools, ten elementary schools, one continuation school, and a K-8 alternative school. The district also operates a successful preschool, adult school and Regional Occupational Program (ROP). The community has a history of supporting its district and schools through bonds and parcel taxes, including the \$385,000,000 general obligation bond passed in November 2012 to support modernization/maintenance activities, ensure campus safety and to acquire technology and related equipment.

Student Demographic Data Of more than 11,400 students, about 9% are classified as English Learners (ELs) and about 14% are reclassified as fluent-English proficient students (RFEP.) Seventy ELs qualified to reclassify to RFEP status during the 2012-13 school year. About 27% of all students receive free or reduced price meals. About 11% of children from ages 0 to 22 receive special

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education services. Figure 1 shows student enrollment trends. Figure 2 summaries 2012-13 enrollment by grade level, and Figure 3 summaries student ethnicity data. Student enrollment by ethnicity is summarized in Figure 3.

Figure 1

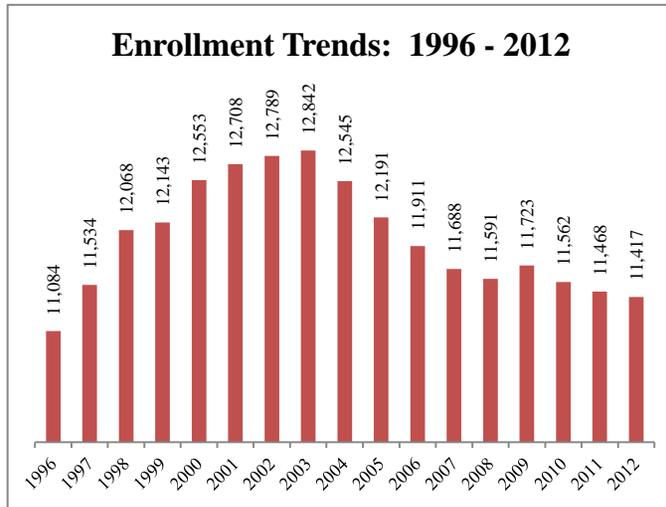


Figure 2

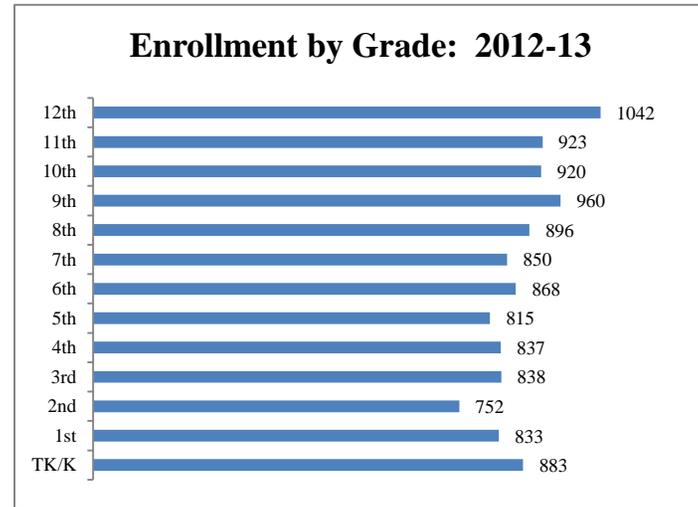
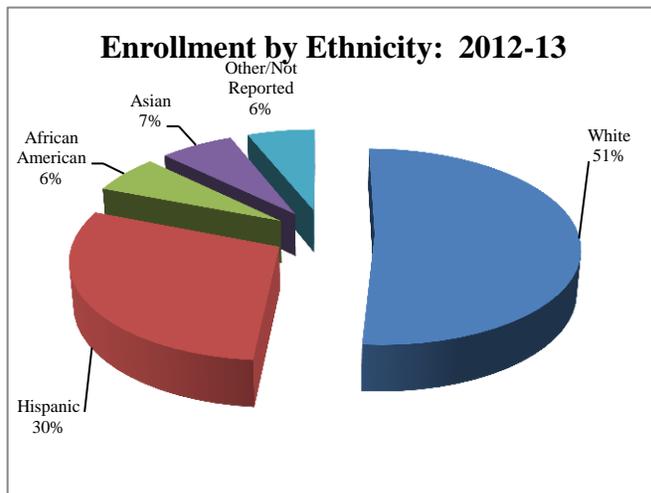


Figure 3



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Section 1: Stakeholder Engagement (Incomplete)

Meaningful engagement of parents, pupils, and other stakeholders was critical to the LCAP and budget process.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update..

Guiding Questions:

Involvement Process	Impact on LCAP
<p>1. How have parents, community members, pupils, local bargaining units, and other stakeholders been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?</p> <p>Meaningful engagement of parents, pupils, and other stakeholders was critical to the LCAP and budget development and refinement process. The District involved a diverse group of stakeholders during the consultation and review phases of its LCAP development. Stakeholders could participate via a number of venues, including live meetings, webinars, and surveys.</p> <p><u>Consultation Phase</u></p> <p>District staff consulted with the following stakeholders, organized by stakeholder group and venue type:</p> <p><i>Live Meeting or Webinar</i> Educational Services Division and Union Representatives Directors and Supervisors</p>	<p>Classified and certificated staff responded to a survey of seventy-nine items organized into five broad categories: programs, staffing, technology, instructional materials and professional development. Survey participants were asked to rank each item on its likelihood of closing achievement gaps. The top twenty-one ranked items are listed below:</p> <ol style="list-style-type: none"> 1. Reduction in class size 2. Coaching for principals 3. Multiple tiers of systematic support for English Learners 4. Systematic intervention program for before/after school. 5. Additional literacy support at high needs schools 6. Release time for teachers to collaborate and look at student work 7. Increased new teacher support 8. Districtwide Tier I/II Behavior Interventions 9. Districtwide supported Positive Behavior Support System 10. Increased hours for general classroom instructional assistants 11. Uniform technology (continually refreshed) throughout the district in all schools built to a defined standard, including

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Involvement Process	Impact on LCAP
Principals Co-Administrators Counselors/Advisors Librarians/Elementary Library Coordinators DELAC and Community Liaisons <i>Staff Survey</i> Cabinet District Administrators Principals Co-Administrators Librarians/ Elementary Library Coordinators Teachers Counselors/Advisors Classified Staff Other <i>K-12 Insight LCAP Survey</i> Community Members Employees Parent Students Other Information collected included the degree to which stakeholders were satisfied with the District’s success on each of the State’s eight priorities and the District’s quality overall. Additionally, ideas for new or revised staffing, professional	assistive technology 12. Targeted, directive math support during the school day at secondary level 13. Comprehensive case management for high risk students (both with and without IEPs) 14. Site-based technology coaches/leaders 15. Every teacher with standard model of classroom technology (rather than waiting for modernization or depending on local funds) 16. Enhanced Technology infrastructure 17. Increased hours for ELD coaches 18. Ongoing technology (including software) training for both certificated and classified staff 19. Supplementary instructional materials 20. Increase access to quality summer intervention at all grade spans 21. Model STEM curriculum districtwide All of these items, with the exception of #10 are addressed either in the LCAP or (in the case of technology) through the SMMUSD’s Measure ES Bond program. Items that were specifically built into the LCFE supplemental grant budget include: <ul style="list-style-type: none"> • Additional literacy coaches • Technology for literacy coaches • Additional teacher staffing to expand intensive intervention summer school to students in grades one and six

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Involvement Process	Impact on LCAP
<p>development or programs were suggested by state priority during the consultation phase.</p> <p><u>Feedback Phase</u></p> <p>An LCAP Committee was formed for the purpose of reviewing LCAP drafts and providing feedback regarding goals, actions, services and expenditures. The LCAP Committee included the following stakeholders:</p> <p>DELAC/ELAC District Advisory Committee Representatives PTA Representatives School Site Council Representatives Student Board Members</p> <p>The LCAP Committee met monthly in February, March, April and May and attended several Board of Education meetings related to budget and LCAP.</p> <p>2. How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?</p> <p>Keeping all stakeholders informed in a timely manner ensured they could successfully participate in consultation and feedback phases. A webpage was created at</p>	<ul style="list-style-type: none"> • Additional paraprofessional staffing to support RTI and small group instruction during intensive intervention summer school for grades one through six • Additional certificated and classified professional development for intervention summer school to students in grades one through six • Literacy coaches during intensive intervention summer school to students in grades one through six • Additional bilingual community liaisons • Fee reimbursements/scholarships for advanced placement exams • Professional development costs, student materials and tutor salaries for AVID • Universal screening and progress monitoring tools for RTII • Additional staffing to work with students with chronic attendance issues • Typing and math fluency software • SchoolSmarts parent engagement program • Restorative Justice • Professional development contracts and substitutes related to literacy, STEM and English Learners • College Board training on reducing disproportionality and increasing success in advanced placement enrollment <p>Having data was vital to educating all stakeholders of the district’s current reality related to:</p>

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Involvement Process	Impact on LCAP
<p>www.smmusd.org for all things LCAP which included:</p> <ul style="list-style-type: none"> • A calendar of all consultation and feedback meetings was created and published. • An archive for all webinars • Copies of surveys and their results • Copies of all draft and final LCAP versions • Dates of LCFF/LCAP-related Board of Education meetings • An LCAP Committee section where membership lists, agendas, data and other meeting documents could be accessed <p>3. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?</p> <p>Although the timeline to develop the LCAP was short during the 2013-14 school year, the data that follows was presented to stakeholders during the consultation and/or feedback phases. Wherever possible, data was disaggregated by student subgroup.</p> <ul style="list-style-type: none"> • HQT rates • Textbook budgets • Facility Inspection Tool (FIT) • Student attendance 	<ul style="list-style-type: none"> • Student achievement and course access • Student attendance and discipline • Student access to appropriately credential teachers • Student access to standards-aligned textbooks • Clean and safe schools/classrooms • Parent involvement <p>Having disaggregated data made it possible for stakeholders to understand how limited resources needed to be targeted to students in need.</p> <p>How the LCAP evolved follows:</p> <p>LCAP 1.0: Initial document LCAP 2.0: Feedback from staff on Sections 1 and 2 LCAP 3.0: Feedback was collected from LCAP committee on 4/23/14. Section 2 goals and metrics were revised. LCAP 4.0: Revised based on above input. LCAP 5.0: Presented to LCAP committee for feedback on Section 3A and 3B. LCAP 6.0: Revised order of goals based on LCAP Committee input. Other formatting issues corrected. Additional subgroup metrics added. LCAP 7.0: Revised Section 3A and 3B to reflect Senior Cabinet’s request to organize by fiscal function. LCAP 8.0: Revised to reflect LCAP Committee’s feedback on Section 3A and 3B LCAP 9.0: All sections completed—this was the copy to which</p>

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Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • Student suspension/expulsion • Student CST results • EL reclassification rates • LTEL rates • Graduation rates • A-g • Advanced placement enrollment and achievement • Secondary math grades • LCAP survey • Staff consultation survey • District demographic information <p>4. What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?</p> <p>Feedback was collected at the LCAP committee and DELAC meetings on goals, actions, services and expenditures. Participants could either submit written feedback or could provide it electronically via a Google form. Written feedback was also collected at the public hearing on July 19, 2014.</p> <p>The feedback was organized by page number in the corresponding version of LCAP. The superintendent responded to each, and memos were posted on the district LCAP page for public viewing.</p>	<p>staff will referred at the public hearing on June 19, 2014.</p>

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Involvement Process	Impact on LCAP
<p>Ultimately, feedback to which the Superintendent agreed was included in subsequent LCAP versions. Feedback and the various LCAP versions can be viewed at www.smmusd.org.</p> <p>5. What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, including engagement with representative parents of pupils identified in Education Code section 42238.01?</p> <ul style="list-style-type: none"> • The superintendent’s designee formed a parent advisory committee, the LCAP Committee, which included DELAC membership. This committee met monthly from February through May. Feedback was collected from members both in writing and online, and the superintendent responded in writing to that feedback. • The superintendent notified the public of the opportunity to submit written comments (Public Hearing and LCAP Committee meetings) regarding the proposed actions and expenditures proposed to be included in the local control and accountability plan through local media and the district website. • The superintendent has directed administrative staff to align LCAP and school plans. • The governing board held one public hearing on June 19, 2014 to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The 	

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Involvement Process	Impact on LCAP
<p>agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan would be available for public inspection. The public hearings for LCAP and the district budget both occurred at the same meeting.</p> <ul style="list-style-type: none"> • The governing board of a school district adopted both the LCAP 2014-15 and the budget at the June 25, 2014 public meeting. <p>The governing board may adopt revisions to the LCAP 2014-15 during the period it is in effect.</p> <p>6. In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?</p> <p>This becomes applicable in 2014-15.</p>	

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Section 2: Goals and Progress Indicators								
Identified Need and Metric	Goal			Annual Update: Analysis of Progress	What will be different or improved for students?			State and/or Local Priority
	Description	Subgroups or All	Schools/All		2014-15	2015-16	2016-17	
Teachers who are not HQ, need a prescriptive plan to remedy CalPads	All teachers are credentialed for the subject(s) they teach or on a clear path to obtaining a credential.	All	All	2013-14: 98%	100%	100%	100%	1: Basic Services
Standards-aligned textbooks	Ensure all students have access to standards-aligned textbooks.	All	All	2013-14: 100%	100%	100%	100%	1: Basic Services
Facility Inspection Tool (FIT)	Increase the number of schools whose Overall School Facility Conditions Repair Status is either "Exemplary" or Good" to 16 by 2016-17	N/A	All	2013-14: 10	12	14	16	1: Basic Services
Proficiency in Literacy and Math SBAC Assessments (3-8, 11) AIMSWeb (K-2)	Increase the % of students proficient in math. Increase the % of students proficient in reading. Increase the % of students proficient in technical literacy. Increase proficiency in literacy in grades K-2.	All W A H/L AA EL SWD SED	All	No data until 2014-15	Benchmark Year (BY)	BY + 2%	BY + 4%	2: Student Outcomes (Standards)

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Section 2: Goals and Progress Indicators								
Identified Need and Metric	Goal			Annual Update: Analysis of Progress	What will be different or improved for students?			State and/or Local Priority
	Description	Subgroups or All	Schools/All		2014-15	2015-16	2016-17	
Need a district-wide method for measuring parent involvement and satisfaction K-12 Insight data	Increase the K-12 Insight LCAP survey parent participation rates.	All		2013-14 Survey Rates (Enroll %)	All: 10 BY	All: 12 BY + 2	All: 15 BY + 4	
		H/L		All: 8 H/L: NC (30)				
		AA		AA: NC(6) (Ethnicity data not collected.)	BY	BY + 1	BY + 2	
		SWD		SWD: 6 (11)	7	8	8	
		EL		EL: 1 (9)	2	3	3	
		SWD		SED: 1 (27)	3	5	5	
	Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.	All	All	All: 80%	81%	83%	85%	3: Parental Involvement
		H/L		H/L: NC	BY	BY+TBD	BY+TBD	
		AA		AA: NC	BY	BY+TBD	BY+TBD	
		EL		EL: NC	BY	BY+TBD	BY+TBD	
		SED		SED: NC	BY	BY+TBD	BY+TBD	
		SWD		SWD: NC	BY	BY+TBD	BY+TBD	
				<i>Note: Will collect subgroup data in 2014/15.</i>				

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Section 2: Goals and Progress Indicators								
Identified Need and Metric	Goal			Annual Update: Analysis of Progress	What will be different or improved for students?			State and/or Local Priority
	Description	Subgroups or All	Schools/All		2014-15	2015-16	2016-17	
Gaps in CCR rates	Increase the percent of students who qualify for admission to UC/CSU's (a-g rate) to 75% by 2019-20	All	All	2012-13				4: Student Achievement
UC/CSU a-g rate (access)		W		All:68%	69%	70%	72%	
		A		W:71%	72%	72%	73%	
		H/L		A:75%	75%	75%	75%	
		AA		H/L:63%	65%	67%	69%	
		SED		AA:52%	56%	60%	64%	
		EL		SED:57%	60%	63%	66%	
		Male		EL:22%	31%	40%	49%	
	Female	M: 65%	67%	68%	70%			
EAP-SBAC (academic readiness)	Increase college and career readiness rates (SBAC).	All		F: 70%	71%	72%	73%	
				N/A Until 6/15	BY	BY + 2%	BY + 4%	
Significant numbers of students are absent 9 or more days during the school year; gaps in graduation rates	Increase the percentage of students with "Excellent" or "Satisfactory" attendance to 80% by 2019-20.	All	All	2012-13				5: Student Engagement
A2A data		W		All: 61%	64%	67%	70%	
	A	W: 61%		64%	67%	71%		
	H/L	A: 72%		73%	75%	76%		
	AA	H/L: 57%		61%	65%	69%		
	EL	AA: 55%		59%	63%	68%		
	SWD	EL:		EL: BY	EL:	EL:		
	SED	SWD:		SWD:BY	SWD:	SWD:		
		SED:		SED:BY	SED:	SED:		
CDE Dataquest graduation rates	Increase the graduation rate to 95% by 2019-20.				W: 95%	95%	95%	
				A: 100%	100%	100%	100%	
				H: 90%	91%	92%	93%	
				AA: 92%	93%	93%	94%	
				EL: 80%	83%	85%	88%	
				SWD: 84%	86%	87%	89%	
				SED: 91%	91%	92%	93%	
				Males: 91%	92%	92%	93%	

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Section 2: Goals and Progress Indicators											
Identified Need and Metric	Goal			Annual Update: Analysis of Progress	What will be different or improved for students?			State and/or Local Priority			
	Description	Subgroups or All	Schools/All		2014-15	2015-16	2016-17				
Need to decrease suspension rates and employ alternatives to suspension	Reduce disproportionality related to suspension rates among district subgroups to align with enrollment rates by 2019-20.	H/L		2012-13 Susp.%(Enroll.%)	33	33	32	6: School Climate			
		AA		H/L: 34 (30)					18	15	13
		SED		AA:20 (6)					47	43	39
CDE DataQuest Suspension Data	Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%	7 th Grade	All	2012-13	71	73	75				
		9 th Grade		7 th : 69%					67	71	75
		11 th Grade		9 th : 63%					72	73	75
Healthy Kids Survey	Increase the percentage of students who feel “very safe” or “safe” at school to 80%.	7 th Grade		2012-13	77	78	80				
		9 th Grade		7 th : 76%					75	78	80
		11 th Grade		9 th : 72%					79	80	80
Gaps in enrollment in rigorous courses	Decrease disproportionality in AP course enrollment (Grades 11 & 12) by 2019-20.	H/L	All	2013-14 AP Enroll.%(Enroll.%)	26	27	29	7: Course Access			
		AA		H/L: 24 (33)					4	5	5
		SED		AA: 4 (7)					24	25	27
AP enrollment AP exam results	Increase the AP Exam rate (Grades 11 & 12) of 3’s, 4’s and 5’s to 78%.	All	All	2011-12	76%	77%	78%				
				75%							

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Section 2: Goals and Progress Indicators								
Identified Need and Metric	Goal			Annual Update: Analysis of Progress	What will be different or improved for students?			State and/or Local Priority
	Description	Subgroups or All	Schools/All		2014-15	2015-16	2016-17	
High failure rate in secondary math classes Final grades.	Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.	All	All middle and high schools	25%	20%	15%	10%	8: Student Outcomes (Other)
No district-wide plan for tracking FY progress	Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate. <i>Note: The number of foster youth district wide < 30.</i>	TK-5 FY 6-8 FY 9-12 FY	All	0%	50%	75%	100%	Foster Youth
LTEs not making sufficient progress toward proficiency in English District Reclassification Criteria, CELDT	Increase the percentage of ELs who reclassify to RFEP. Decrease the percentage of ELs who are classified as LTEL. to 18%.	ELs	All	2012-13 6.8%	8%	10%	12%	English Learners
				2013-14 23%	22%	20%	18%	

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Section 3 A: Actions, Services and Expenditures for All Students by Budget Function							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures		
					2014-15	2015-16	2016-17
<p>All teachers are credentialed for the subject(s) they teach or on a clear path to obtaining a credential.</p> <p>Ensure all students have access to standards-aligned textbooks.</p> <p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p> <p>Increase the percentage of students who report “very much true” or “pretty much true” about “having an adult at</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>6: School Climate</p> <p>7: Course Access</p> <p>8: Student Outcomes (Other)</p>	<p>Teachers provide teaching and learning opportunities aligned to standards and/or learning outcomes:</p> <ul style="list-style-type: none"> • CCSS ELA • CCSS Math • CCSS Technical Literacy • ELD • Advanced Placement <p>Students with disabilities have access to grade-level standards in the following settings:</p> <ul style="list-style-type: none"> • General Education • Mainstream • Self-contained • Co-teaching <p>Teachers create classrooms conducive to learning for all students.</p> <p>Teachers employ culturally relevant instruction and practices.</p> <p>Teachers employ practices that provide equity and access to rigorous coursework.</p> <p>Elementary teachers incorporate small group</p>	<p>District-wide</p> <p>TK-5 Classrooms</p>		<p>Instructional: \$56,136,350</p> <p>Change/Reduction in Staffing Ratios</p> <p>TK: 24 K-3: 25 4-5: 30 4-5 (TI): 27 6-8: 34 6-8 (TI): 33 9-12: 35</p> <p>New/Growth Classified Positions:</p> <p>2.75 FTE Special Ed IA / Behavior Intervention</p> <p>1.96 FTE Special Ed IA’s</p> <p>6.75 FTE PASs</p> <p>34.00 FTE Instruction Aides for VSS programs</p> <p>\$1.3M for standards-based textbooks</p>	<p>Instructional: \$56,814,127</p>	<p>Instructional: \$57,505,517</p>

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Section 3 A: Actions, Services and Expenditures for All Students by Budget Function							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures		
					2014-15	2015-16	2016-17
<p>school who cares about them” to 75%</p> <p>Decrease disproportionality in AP course enrollment (Grades 11 & 12) by 2019-20.</p> <p>Increase the AP Exam rate (Grades 11 & 12) of 3’s, 4’s and 5’s to 78%.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p>		instruction/RTII to facilitate reteaching, practice and enrichment.			<p>New Programs or Training: PLC Training</p> <p>RTII/MTSS</p> <p>Literacy Coaches and Training (TK-5, IISS)</p> <p>Expand IISS Summer School from grades 2-5 to grades 1-7</p> <p>Pair IISS (1-7) teachers with HT IA’s</p> <p>STEM Planning and Training</p> <p>Universal Screening and Progress Monitoring Tools</p> <p>AVID Training</p> <p>AVID Tutors</p> <p>District AP Fee Scholarships</p>		

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					2014-15	2015-16	2016-17	
					Restorative Justice (Samohi)			
					Equity and Access Training for AP Courses			
<p>Ensure all students have access to standards-aligned textbooks.</p> <p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p> <p>Increase the K-12 Insight LCAP survey parent participation rates.</p> <p>Increase the percent of students who qualify for</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>3: Parental Involvement</p> <p>4: Student Achievement</p> <p>6: School Climate</p> <p>7: Course Access</p> <p>8: Student Outcomes (Other)</p>	<p>Computer technicians support :</p> <ul style="list-style-type: none"> • classroom and school technology • standards-aligned technology • instructional software <p>Educational Services administrators and classified staff support professional development of multiple venues for:</p> <ul style="list-style-type: none"> • teachers • literacy coaches • instructional assistants • counselors/advisors • school administrators • parents <p>Educational Services administrators and classified staff provide professional development on:</p> <ul style="list-style-type: none"> • Literacy • CCSS ELA • CCSS Math • CCSS Technical 	District-wide			Instructional Supervision: \$2,982,769	Instructional Supervision: \$3,055,745	Instructional Supervision: \$3,131,973

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					2014-15	2015-16	2016-17
<p>admission to UC/CSU's (access) to 75% by 2019-20</p> <p>Increase college and career readiness rates (academic readiness.)</p> <p>Increase the percentage of students who report "very much true" or "pretty much true" about having "an adult at school who cares about them" to 75%</p> <p>Decrease disproportionality in AP course enrollment (Grades 11 & 12) by 2019-20.</p> <p>Increase the AP Exam rate (Grades 11 & 12) of 3's, 4's and 5's to 78%.</p> <p>Decrease D-F rates in secondary</p>		<p>Literacy</p> <ul style="list-style-type: none"> • ELD • Using textbook adoptions • RTII/MTSS • Formative Assessment • Co-teaching • Technology integration • Cultural Proficiency • Instructional coaching • Equity and Access • Professional Learning Communities • ELD Strategies • Parent Involvement • Instructional software • College and Career Readiness • Equity and Access • STEM 	<p>Families of ELs, LTELs, AA, H/L, SED, SWD</p>				

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					2014-15	2015-16	2016-17
(grades 6 – 12) math classes. To 10%. Increase the percentage of ELs who reclassify to RFEP. Decrease the percentage of ELs who are classified as LTEL to 18%.							
Ensure all students have access to standards-aligned textbooks. Increase the % of students proficient in math. Increase the % of students proficient in reading. Increase the % of students proficient in technical literacy. Increase proficiency in literacy in grades K-2.	1: Basic Services 2: Student Outcomes (Standards) 4. Student Achievement 6: School Climate	Library staff provide relevant and appropriate supplemental or support materials for students: <ul style="list-style-type: none"> • Fiction • Non-fiction and/or informational text • Technology • Educational software Library staff provide training in use of library materials and media to staff and students. Library staff organizes and maintains all instructional materials. Library staff maintains a library climate that is conducive to learning. Library staff coordinates	District-wide		Instructional Library, Media, Tech: \$1,324,321	Instructional Library, Media, Tech: \$1,354,273	Instructional Library, Media, Tech: \$1,385,544

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					2014-15	2015-16	2016-17
<p>Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p> <p>Increase the percentage of ELs who reclassify to RFEP.</p> <p>Decrease the percentage of ELs who are classified as LTEL to 18%.</p>		<p>with teachers on instructional materials and media aligned with needs of all students, including ELs, LTELs, and SWD.</p> <p>Library staff ensure that the library collections includes culturally relevant content and media.</p>					
<p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>3: Parental Involvement</p> <p>4: Student Achievement</p> <p>5: Student Engagement</p>	<p>Community Liaisons facilitate parent involvement to students in under-performing subgroups.</p> <p>Community Liaisons direct parents to appropriate school and community resources.</p> <p>Community Liaisons provide training to parents and caregivers:</p> <ul style="list-style-type: none"> Academic proficiency in 	District-wide		<p>Parent Participation: \$499,262</p> <p>Add 2.0 FTE Community Liaisons</p> <p>New Programming:</p> <p>Parent Academy</p> <p>School Smarts (TK-5)</p>	<p>Parent Participation: \$515,533</p>	<p>Parent Participation: \$532,618</p>

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					2014-15	2015-16	2016-17
literacy in grades K-2. Increase the K-12 Insight LCAP survey parent participation rates. Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%. Increase the percent of students who qualify for admission to UC/CSU’s (access) to 75% by 2019-20 Increase college and career readiness rates (academic readiness.) Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20	6: School Climate 7: Course Access 8: Student Outcomes (Other)	standards • College and Career Readiness • GRIT and other non-cognitive skills. • Student advocacy • Rigorous coursework Community liaisons coordinate communication regarding attendance and discipline.					

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					2014-15	2015-16	2016-17
<p>Increase the graduation rate to 95% by 2019-20.</p> <p>Reduce disproportionality related to suspension rates among district subgroups to align with enrollment rates by 2019-20.</p> <p>Decrease disproportionality in AP course enrollment (Grades 11 & 12) by 2019-20.</p> <p>Increase the AP Exam rate (Grades 11 & 12) of 3's,</p> <p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.</p> <p>Increase the percentage of ELs who reclassify to</p>							

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RFEP. Decrease the percentage of ELs who are classified as LTEL to 18%.							
All teachers are credentialed for the subject(s) they teach or on a clear path to obtaining a credential. Ensure all students have access to standards-aligned textbooks. Increase the number of schools whose Overall School Facility Conditions Repair Status is either "Exemplary" or Good" to 16 by 2016-17 Increase the % of students proficient in math. Increase the % of students proficient in reading. Increase the % of	1: Basic Services 2: Student Outcomes (Standards) 3: Parental Involvement 4: Student Achievement 5: Student Engagement 6: School Climate 7: Course Access 8: Student Outcomes (Other)	School administrators supervise: <ul style="list-style-type: none"> • Curriculum , instruction and assessment • Facilities • Professional development • Various budgets • School and classroom climate • Safety • Legal mandates • Instructional programs (AVID, Special Education, ELD, AP, etc.) • Staff recruitment and evaluation • Student attendance • Student discipline • Cocurricular and extracurricular programs • Professional development • Counselors and advisors • Classified staff 	District-wide		School Administration: \$8,642,630	School Administration: \$8,819,193	School Administration: \$9,002,713

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					2014-15	2015-16	2016-17
<p>students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p> <p>Increase the K-12 Insight LCAP survey parent participation rates.</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percent of students who qualify for admission to UC/CSU’s (access) to 75% by 2019-20</p> <p>Increase college and career readiness rates (academic readiness.)</p> <p>Increase the</p>		<p>School administrators support the goals and vision of the superintendent and the governing board.</p> <p>School administrators engage in school, parent and community partnerships.</p>					

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					2014-15	2015-16	2016-17
<p>percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20</p> <p>Increase the graduation rate to 95% by 2019-20.</p> <p>Reduce disproportionality related to suspension rates among district subgroups to align with enrollment rates by 2019-20.</p> <p>Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p>							

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Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures		
					2014-15	2015-16	2016-17
<p>Decrease disproportionality in AP course enrollment (Grades 11 & 12) by 2019-20.</p> <p>Increase the AP Exam rate (Grades 11 & 12) of 3's, 4's and 5's to 78%.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p> <p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.</p> <p>Increase the percentage of ELs who reclassify to RFEP.</p> <p>Decrease the percentage of ELs who are classified</p>							

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					2014-15	2015-16	2016-17
as LTEL to 18%.							
<p>Ensure all students have access to standards-aligned textbooks.</p> <p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percent of students who qualify for admission to UC/CSU’s</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>3: Parental Involvement</p> <p>4: Student Achievement</p> <p>5: Student Engagement</p> <p>6: School Climate</p> <p>7: Course Access</p> <p>8: Student Outcomes (Other)</p>	<p>School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.</p> <p>School counselors provide services to students, parents, school staff and the community in the following areas:</p> <ul style="list-style-type: none"> • Direct Student Services • School counseling core curriculum • Individual student planning • Responsive services • Indirect student services and/or referrals <p>School counselors incorporate organizational assessments and tools that</p>	<p>District-wide</p>		<p>Guidance & Counseling Services: \$2,825,548</p>	<p>Guidance & Counseling Services: \$2,863,621</p>	<p>Guidance & Counseling Services: \$2,902,552</p>

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<p>(access) to 75% by 2019-20</p> <p>Increase college and career readiness rates (academic readiness.)</p> <p>Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20</p> <p>Increase the graduation rate to 95% by 2019-20.</p> <p>Reduce disproportionality related to suspension rates among district subgroups to align with enrollment rates by 2019-20.</p> <p>Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult</p>		<p>are concrete, clearly delineated and reflective of the school’s needs including:</p> <ul style="list-style-type: none"> • Annual agreements or MOU’s • Advisory councils • Use of data • Curriculum, small-group and closing-the-gap action plans <p>School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior.</p>					

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					2014-15	2015-16	2016-17
<p>at school who cares about them” to 75%</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p> <p>Decrease disproportionality in AP course enrollment (Grades 11 & 12) by 2019-20.</p> <p>Increase the AP Exam rate (Grades 11 & 12) of 3’s, 4’s and 5’s to 78%.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p> <p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level</p>							

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<p>appropriate.</p> <p>Increase the percentage of ELs who reclassify to RFEP.</p> <p>Decrease the percentage of ELs who are classified as LTEL to 18%.</p>							
<p>Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20</p> <p>Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p> <p>Increase the percentage of students who feel “very safe” or</p>	<p>1: Basic Services</p> <p>2: Student Outcomes (Standards)</p> <p>3: Parental Involvement</p> <p>4: Student Achievement</p> <p>5: Student Engagement</p> <p>6: School Climate</p> <p>7: Course Access</p>	<p>Health staff partner with district and school staff in the following areas:</p> <ul style="list-style-type: none"> • Attendance support • Back to School procedures • Childhood Obesity • Cultural Competency • Diabetes in Children • Disaster Preparedness • Documentation in School Health • Drug Abuse • Environmental Health • Food Allergy and Anaphylaxis • Head Lice • Immunizations • Mental Health • Oral Health Connections • School Wellness 	District-wide		Health Services: \$896,415	Health Services: \$912,652	Health Services: \$929,433

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“safe” at school to 80%.	8: Student Outcomes (Other)	Policies <ul style="list-style-type: none"> • Seasonal Influenza • Sexual and Reproductive Health • Violence in Schools • Vision 					
Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%. Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20 Increase the graduation rate to 95% by 2019-20. Reduce disproportionality related to suspension rates among district subgroups to align with enrollment rates by 2019-20. Increase the	3: Parental Involvement 4: Student Achievement 5: Student Engagement 6: School Climate	Pupil services staff ensure all students are provided appropriate supports, services and programs to overcome their barriers to learning. <ul style="list-style-type: none"> • Collaborate to develop programs that meet the identified needs of students, families and school personnel. • Maintain written policies and procedures to ensure quality of services and districtwide uniformity. • Deliver effective prevention programs and services. • Deliver effective screening and assessment services. • Deliver a continuum of effective intervention services from early 	District-Provided Services to All Schools		Attendance and Other Pupil Services: \$429,449 Add 0.5 FTE Child Welfare and Attendance (CWA)	Attendance and Other Pupil Services: \$438,520	Attendance and Other Pupil Services: \$447,967

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<p>percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p> <p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.</p>		<p>intervention through crisis response.</p> <ul style="list-style-type: none"> • Deliver effective referral and liaison services. • Collaborate and consult with others to provide effective and efficient services. 					
<p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students with</p>	<p>3: Parental Involvement</p> <p>5: Student Engagement</p> <p>6: School Climate</p>	<p>Transportation staff provides safe and efficient pupil transportation for students to and from school and school activities.</p>	<p>District-Provided Services to All Schools</p>		<p>Pupil Transportation: \$1,990,156</p>	<p>Pupil Transportation: \$2,044,578</p>	<p>Pupil Transportation: \$2,101,721</p>

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<p>“Excellent” or “Satisfactory” attendance to 80% by 2019-20</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p>							
<p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p>	<p>3: Parental Involvement</p> <p>5: Student Engagement</p> <p>6: School Climate</p>	<p>Security staff ensures the safety of students, staff and physical assets.</p>	<p>Secondary Schools</p>		<p>Security: \$897,729</p>	<p>Security: \$927,289</p>	<p>Security: \$958,327</p>
<p>All teachers are credentialed for the subject(s) they teach or on a clear</p>	<p>1: Basic Services</p>	<p>The Governing Board oversees the effectiveness of the instructional programs, the safety of</p>	<p>District</p>		<p>Board and Superintendent: \$1,277,339</p>	<p>Board and Superintendent: \$1,288,764</p>	<p>Board and Superintendent: \$1,300,635</p>

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					2014-15	2015-16	2016-17
path to obtaining a credential. Ensure all students have access to standards-aligned textbooks. Increase the number of schools whose Overall School Facility Conditions Repair Status is either "Exemplary" or "Good" to 16 by 2016-17 Increase the % of students proficient in math. Increase the % of students proficient in reading. Increase the % of students proficient in technical literacy. Increase proficiency in literacy in grades K-2. Increase the K-12	2: Student Outcomes (Standards) 3: Parental Involvement 4: Student Achievement 5: Student Engagement 6: School Climate 7: Course Access 8: Student Outcomes (Other)	students, staff and physical asset and the fiscal health of the district by adopting policy, regulations and practices. The superintendent is the chief operations officer over educational services, human resources, and business and fiscal services.					

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					2014-15	2015-16	2016-17
<p>Insight LCAP survey parent participation rates.</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percent of students who qualify for admission to UC/CSU’s (access) to 75% by 2019-20</p> <p>Increase college and career readiness rates (academic readiness.)</p> <p>Increase the percentage of students with “Excellent” or “Satisfactory” attendance to 80% by 2019-20</p> <p>Increase the graduation rate to 95% by 2019-20.</p>							

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					2014-15	2015-16	2016-17
<p>Reduce disproportionality related to suspension rates among district subgroups to align with enrollment rates by 2019-20.</p> <p>Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p> <p>Decrease disproportionality in AP course enrollment (Grades 11 & 12) by 2019-20.</p> <p>Increase the AP Exam rate (Grades 11 & 12) of 3’s,</p>							

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					2014-15	2015-16	2016-17
<p>4's and 5's to 78%.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p> <p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.</p> <p>Increase the percentage of ELs who reclassify to RFEP.</p> <p>Decrease the percentage of ELs who are classified as LTEL to 18%.</p>							

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					2014-15	2015-16	2016-17
<p>All teachers are credentialed for the subject(s) they teach or on a clear path to obtaining a credential.</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students who report “very much true” or “pretty much true” about having “an adult at school who cares about them” to 75%</p>	<p>1: Basic Services</p> <p>3: Parental Involvement</p> <p>6: School Climate</p>	<p>Human Resources staff oversee the recruitment, selection, and evaluation of classified and certificated staff. Other duties include:</p> <ul style="list-style-type: none"> • Uniform complaint processes • Benefits management • Contracts management • Salary schedules • Substitutes • Credentials and Licenses • New teacher support • Staff recognition programs • Staffing/Budget allocations 	<p>District-Provided Services to All Schools</p>		<p>Human Resources: \$1,148,929</p> <p>Employee Relations: \$545,644</p> <p>Personnel Commission: \$595,054</p>	<p>Human Resources: \$1,175,398</p> <p>Employee Relations: \$551,334</p> <p>Personnel Commission: \$614,904</p>	<p>Human Resources: \$1,203,051</p> <p>Employee Relations: \$557,259</p> <p>Personnel Commission: \$635,747</p>

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Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures		
					2014-15	2015-16	2016-17
<p>Ensure all students have access to standards-aligned textbooks.</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p>	<p>1: Basic Services</p> <p>3: Parental Involvement</p> <p>6: School Climate</p>	<p>Business, fiscal and purchasing staff facilitate finance and budget, student transportation, food services, and risk management:</p> <ul style="list-style-type: none"> • Accounting • Budgeting • financial reporting • Special Education, Facilities oversight • Child Nutrition Services • Purchasing • Risk Management • Negotiations 	<p>District-Provided Services to All Schools</p>		<p>Business and Fiscal Services: \$614,401</p> <p>Fiscal Services: \$1,375,430</p> <p>Purchasing Department: \$503,990</p> <p>District Utilities: \$2,608,750</p> <p>Printing Services: \$27,440</p>	<p>Business and Fiscal Services: \$626,276</p> <p>Fiscal Services: \$1,419,570</p> <p>Purchasing Department: \$520,224</p> <p>District Utilities: \$2,739,188</p> <p>Printing Services: \$29,349</p>	<p>Business and Fiscal Services: \$638,744</p> <p>Fiscal Services: \$1,465,918</p> <p>Purchasing Department: \$537,269</p> <p>District Utilities: \$2,876,147</p> <p>Printing Services: \$31,354</p>
<p>All students have access to standards-aligned textbooks.</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students with</p>	<p>1: Basic Services</p> <p>3: Parental Involvement</p> <p>5: Student Engagement</p>	<p>Computer Services staff oversee school and district technology:</p> <ul style="list-style-type: none"> • Infrastructure • Staff workstations • Educational Technology <p>Computer Services staff manages instructional and business software applications including:</p> <ul style="list-style-type: none"> • Student information system • Financial tools 	<p>District-Provided Services to All Schools And District-wide</p>		<p>Computer Services: \$930,971</p> <p>1.0 FTE SIS Technician</p> <p>3.00 FTE Computer Technicians</p> <p>Typing Software</p> <p>Math Fluency Software</p> <p>Literacy</p>	<p>Computer Services: \$947,219</p>	<p>Computer Services: \$964,279</p>

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Section 3 A: Actions, Services and Expenditures for All Students by Budget Function							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures		
					2014-15	2015-16	2016-17
“Excellent” or “Satisfactory” attendance to 80% by 2019-20		<ul style="list-style-type: none"> • Purchasing tools • HR tools • District website • Blackboard Connect • A2A (Attention to Attendance) 			Coaches’ Laptops		
<p>Increase the number of schools whose Overall School Facility Conditions Repair Status is either “Exemplary” or Good” to 16 by 2016-17</p> <p>Increase satisfaction level of Parent Involvement (Very Satisfied” and “Satisfied”) to 85%.</p> <p>Increase the percentage of students who feel “very safe” or “safe” at school to 80%.</p>	<p>1: Basic Services</p> <p>3: Parental Involvement</p> <p>6: School Climate</p>	Staff from Theater and Facilities Operations and Maintenance and Operations ensure students, staff and the community have access to clean and safe facilities.	District-Provided Services to All Schools		<p>Theater & Facilities Operations: \$520,785</p> <p>Facility Maintenance Operations: \$1,549,898</p> <p>Ongoing and Major Maintenance Program: \$3,542,705</p> <p>3.0 FTE Lead Custodians 9.13 FTE Night Shift Custodians</p>	<p>Theater & Facilities Operations: \$537,423</p> <p>Facility Maintenance Operations: \$1,600,285</p> <p>Ongoing and Major Maintenance Program: \$3,628,591</p>	<p>Theater & Facilities Operations: \$554,894</p> <p>Facility Maintenance Operations: \$1,653,192</p> <p>Ongoing and Major Maintenance Program: \$3,718,772</p>
Total:					\$91,865,965	\$93,424,056	95,035,624

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Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures and/or Services		
					2014-15	2015-16	2016-17
<p>Every Foster Youth (FY) will have a literacy, culmination or graduation and postsecondary plan as grade level appropriate.</p> <p><i>Note: The number of foster youth district wide < 30.</i></p>	Foster Youth	For Foster Youth: Provide training	District-wide		<p><i>Services:</i></p> <p>Train administrative and counseling staff on foster youth issues and monitoring practices.</p> <p>Develop Foster Youth procedures and related products for literacy, culmination, and graduation and postsecondary plans.</p> <p>Train staff on Foster Youth procedures related to literacy, culmination, and graduation and postsecondary plans.</p>	<p><i>Services:</i></p> <p>Train administrative and counseling staff on foster youth issues and monitoring practices.</p> <p>Monitor Foster Youth procedures and related products for literacy, culmination, and graduation and postsecondary plans.</p> <p>Train staff on Foster Youth procedures related to literacy, culmination, and graduation and postsecondary plans.</p>	<p><i>Services:</i></p> <p>Train administrative and counseling staff on foster youth issues and monitoring practices.</p> <p>Monitor Foster Youth procedures and related products for literacy, culmination, and graduation and postsecondary plans.</p> <p>Train staff on Foster Youth procedures related to literacy, culmination, and graduation and postsecondary plans.</p>
<p>Increase the percentage of ELs who reclassify to RFEP.</p> <p>Decrease the percentage of ELs who are classified as LTEL. to 18%.</p>	<p>English Learners</p> <p>Priority 2: Student Outcomes (Standards)</p>	<p>Individual Learning Plans</p> <p>Professional Development</p> <p>Classroom Learning Walks</p>	District-wide		<p><i>Services:</i></p> <p>Develop and monitor individual learning plans for ELs and LTELS.</p> <p>Employ universal</p>	<p><i>Services:</i></p> <p>Monitor individual learning plans for ELs and LTELS.</p> <p>Employ universal screening and progress</p>	<p><i>Services:</i></p> <p>Monitor individual learning plans for ELs and LTELS.</p> <p>Employ universal screening and progress</p>

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Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures and/or Services		
					2014-15	2015-16	2016-17
<p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p>	<p>Priority 4: Student Achievement</p> <p>Priority 8: Student Outcomes (Other)</p>	<p>Monitoring fields in SIS</p> <p>Interventions</p> <p>ELD curriculum alignment with CCSS</p> <p>Classroom support</p>			<p>screening and progress monitoring tools to track EL progress.</p> <p>Provide initial and ongoing professional development to all instructional staff on research-based strategies that best serve ELs and LTELs.</p> <p>Provide professional development to all administrative and counseling staff on EL/LTEL leadership, monitoring practices and equity.</p> <p>Develop monitoring devices for the SIS that identify and track LTELs and train all certificated staff on their uses.</p> <p>Provide</p>	<p>monitoring tools to track EL progress.</p> <p>Provide initial and ongoing professional development to all instructional staff on research-based strategies that best serve ELs and LTELs.</p> <p>Provide professional development to all administrative and counseling staff on EL/LTEL leadership, monitoring practices and equity.</p> <p>Use monitoring devices for the SIS that identify and track LTELs and train all certificated staff on their uses.</p> <p>Provide leadership and instructional training to AVID staff related to recruitment and</p>	<p>monitoring tools to track EL progress.</p> <p>Provide initial and ongoing professional development to all instructional staff on research-based strategies that best serve ELs and LTELs.</p> <p>Provide professional development to all administrative and counseling staff on EL/LTEL leadership, monitoring practices and equity.</p> <p>Use monitoring devices for the SIS that identify and track LTELs and train all certificated staff on their uses.</p> <p>Provide leadership and instructional training to AVID staff related to recruitment and support of LTELs.</p>

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Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures and/or Services		
					2014-15	2015-16	2016-17
					<p>leadership and instructional training to AVID staff related to recruitment and support of LTELs.</p> <p><i>Expenditures:</i></p> <p>Bilingual IA’s provide ELs language support in the classroom. LCFF Supplemental Grant: \$785,233</p> <p>Provide interventions during the school day or after school specific to ELs and LTEL needs. VSS, Title I, SFA (Amounts dependent on SPSA)</p> <p>Add ELD pacing to district CCSS ELA curriculum guide. CCSS (Number of subs depends on number of teachers who participate)</p>	<p>support of LTELs.</p> <p><i>Expenditures:</i></p> <p>Bilingual IA’s provide ELs language support in the classroom. LCFF Supplemental Grant: \$785,233</p> <p>Provide interventions during the school day or after school specific to ELs and LTEL needs. VSS, Title I, SFA (Amounts dependent on SPSA)</p> <p>Revise ELD pacing and curriculum guide. CCSS (Number of subs depends on number of teachers who participate)</p>	<p><i>Expenditures:</i></p> <p>Bilingual IA’s provide ELs language support in the classroom. LCFF Supplemental Grant: \$785,233</p> <p>Provide interventions during the school day or after school specific to ELs and LTEL needs. VSS, Title I, SFA (Amounts dependent on SPSA)</p> <p>Revise ELD pacing curriculum guide. CCSS (Number of subs depends on number of teachers who participate)</p>

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Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures and/or Services		
					2014-15	2015-16	2016-17
					Training PD leaders and Literacy coaches in Thinking Maps. LCFF SG: \$93,000 CCSS: \$24,000		
<p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Increase proficiency in literacy in grades K-2.</p>	2: Student Outcomes (Standards)	<p>For low income students:</p> <p>Provide professional development</p> <p>Increase intervention services as needed (frequency, duration, etc.)</p> <p>Increase parent engagement</p> <p>Reduce class ratios</p>	<p>District-wide</p> <p>Title I Schools, JAMS</p>		<p><i>Services:</i></p> <p>Train certificated and classified staff on cultural proficiency and parent engagement.</p> <p>Communicate in multiple ways and frequency to increase parent academy attendance.</p> <p><i>Expenditures:</i></p> <p>Work with community liaisons to reach out specifically to low-income parents.\$499,262 from LCFF; \$111,200 from Supplemental Grant;</p>		

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Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures and/or Services		
					2014-15	2015-16	2016-17
					Provide interventions during the school day or after school specific to student needs. VSS, Title I, SFA (Amounts dependent on SPSA) Reduce staffing ratios JAMS, Edison, Rogers, McKinley and Muir. \$XXX from LCFE		

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Section 3 B: Actions, Services and Expenditures for Foster Youth, English Learners and Socio-economically disadvantaged students							
Goal	State Priority	Action and Services	Service Level	Annual Update: Review of Actions	Expenditures and/or Services		
					2014-15	2015-16	2016-17
<p>Increase the % of students proficient in math.</p> <p>Increase the % of students proficient in reading.</p> <p>Increase the % of students proficient in technical literacy.</p> <p>Decrease D-F rates in secondary (grades 6 – 12) math classes. To 10%.</p> <p>Increase the percent of students who qualify for admission to UC/CSU's (a-g rate) to 75% by 2019-20</p> <p>Increase college and career readiness rates (SBAC)</p>	<p>Priority 2: Student Outcomes (Standards)</p> <p>Priority 4: Student Achievement</p> <p>Priority 8: Student Outcomes (Other)</p>	<p>For redesignated fluent English proficient students:</p> <p>Professional development</p> <p>Monitor RFEP progress</p> <p>Provide interventions</p>	<p>District-wide</p>		<p><i>Services:</i></p> <p>Provide training on monitoring requirements.</p> <p>Develop RFEP monitoring fields in SIS and provide annual training in their use.</p> <p>Communicate in multiple ways and frequency to increase parent academy attendance.</p> <p><i>Expenditures:</i></p> <p>Provide interventions during the school day or after school specific to ELs and LTEL needs. VSS, Title I, SFA (Amounts dependent on SPSA)</p>		

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3C. The unduplicated count used for the 2014-15 budget was 3,265 (28.36%), and the projected student enrollment is 11,513. Student enrollment includes about 8.6% English Learners, 28.3% low-income students and less than twenty foster youth. Given the low proportions of these subgroups, services are generally district-wide in nature, with two notable exceptions. 1) Class size is reduced at Title I elementary schools and their feeder middle school. 2) Additional professional development funds are allocated to one high school due to diversity climate issues.

The table below itemizes gap funding through the 2016-17 school year.

	2013-14	2014-15	2015-16	2016-17
Annual Percentage Gap Funding	11.78%	28.06%	30.39%	19.50%
Target Funding	90,828,527	92,058,458	93,962,423	96,094,274
Annual Gap Funding	2,796,742	6,128,753	5,360,939	2,802,965
Base Grant Target Funding	81,680,705	82,793,947	84,529,876	86,473,471
Base Grant % of Total Target	89.93%	89.94%	89.96%	89.99%
Gap Funds Based Grant	2,515,067	5,511,972	4,822,774	2,522,337
CSR Target Funding	2,301,609	2,345,656	2,394,838	2,450,041
CTE Target Funding	788,445	794,758	811,418	830,045
CSR % of Total Target Funding	2.53%	2.55%	2.55%	2.55%
CTE % of Total Target Funding	0.87%	0.86%	0.86%	0.86%
Gap Fund CSR: Based on Percentage	70,870	156,161	136,635	71,465
Gap Fund CTE: Based on Percentage	24,277	52,911	46,295	24,212
Supplemental Target	4,807,738	4,874,067	4,976,261	5,090,686
Supplemental % of Total Target Funding	5.29%	5.29%	5.30%	5.30%
Gap Funds Supplemental	148,037	324,489	283,916	148,490

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3D. The chart below illustrates how the minimum proportionality percentage was computed for 2014-15. 2.59% is the rate at which the district must meet/exceed to increase or improve services to unduplicated students as compared to services provided to all students. The 2014-15 budget for the supplemental grant funding is including in the budget for transparency.

	2014-15	2015-16	2016-17
TOTAL LCFF FUNDING	76,345,612	81,682,892	84,523,058
GAP FUNDING %	28.06%	30.39%	19.50%
FULL IMPLEMENTATION:			
LCFF FUNDING TARGET	92,058,458	93,962,423	96,094,274
SUPPLEMENTAL TARGET	4,874,067	4,976,261	5,090,686
PRIOR YEAR LCFF FUNDS EXPENDED ON UNDUPLICATED	785,233	1,930,107	2,855,833
GAP BETWEEN PRIOR YR EXP. AND TARGET SUPPLEMENTAL	4,088,834	3,046,154	2,234,853
ESTIMATED SUPPLEMENT FUNDING IN THE LCAP YEAR	1,144,874	925,726	435,796
FUNDING GAP 28% IN 2014-15			
DISTRICT TOTAL ESTIMATED SUPPLEMENTAL GRANT	1,930,107	2,855,833	3,291,629
		925,726	435,796
DISTRICT BASE FUNDING IN THE LCAP YEAR	74,415,505	78,827,059	81,231,429
MINIMUM PROPORTIONALITY PERCENTAGE	2.59%	3.62%	4.05%

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Appendix A: Supplement Grant Budget 2014-15

Item Description	Cost
AVID Training	\$27,139
AVID Tutors	\$12,000
Advanced Placement Fee Reimbursement	\$2,000
Child Welfare and Attendance (0.5 FTE)	\$51,750
ELD Coaches, Bilingual Instructional Assistants	\$785,233
Community Liaisons	\$111,200
Equity and Access Training for Advanced Placement Courses	\$24,000
Literacy Coaches	\$408,000
Literacy Coach Technology	\$18,000
IIS (Expand from 2-5 to 1-6) Staffing	\$68,852
IIS (3 Literacy Coaches)	\$34,426
IIS Paraprofessionals/RTII	\$42,243
Math Fluency Software (Reflex Math)	\$44,200
Professional Development (ELD, Thinking Maps, PLC, etc.)	\$173,000
Restorative Justice (Samohi)	\$35,000
RTII Universal Screening/Progress Monitoring Software	\$38,000
School Smarts	\$34,000
STEM Planning and Training	\$70,000
Typing Software	\$3,600
Total:	\$1,982,644

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Appendix B: Acronyms

A2A	Attention to Attendance
A	Asian
AA	African American/Black
BY	Benchmark Year
CCSS	Common Core State Standards
FTE	Fulltime Equivalent
H/L	Hispanic/Latino
LCFF	Local Control Funding Formula
PAS	Physical Activity Specialist
SG	Supplemental Grant
LTEL	A student in grade 6 -12 who has been an EL for more than 6 years (Additional requirement by State is “at the same CELDT level for 2 or more years)
NC	Not collected
W	White
SED	Socio-economically disadvantaged
SFA	School Formula Account (discretionary, formerly Tier III)
SIS	Student Information System (Illuminate)
SWD	Students with disabilities
VSS	Vision for Student Success

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/25/14

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

RE: ADOPT 2014-15 BUDGET

RECOMMENDATION NO. A.32

It is recommended that the Board of Education adopt the 2014-15 District Budget. A public hearing on the budget was held on June 19, 2014.

COMMENT: The proposed budget has been made available for public inspection in the Office of the Superintendent, consistent with established District policy.

Following is the Proposed Budget for 2014-15 according to the most recent information we have received for State and Federal funding. This includes revenue and expenditure assumptions, the estimated Reserve, Revenue and Expenditure Summaries, and Multi-year Projections.

Listed below are the assumptions used to develop the SMMUSD budget:

REVENUE ASSUMPTIONS

A 0.85% statutory Cost of Living Adjustment (COLA) is applied to the 2014-15 LCFF funding. The gap funding is 28.06%. The projected District LCFF revenues calculation as follows:

2014-15 LCFF CALCULATION					
BASE GRANT					
	TK-3	4-6	7-8	9-12	TOTAL
	3,217.00	2,450.00	1,670.00	3,600.00	10,937
2013-14 BASE	6,952	7,056	7,266	8,419	
COLA 0.85%	7,011	7,116	7,328	8,491	
	22,554,387	17,434,200	12,237,760	30,567,600	82,793,947
AUGUMENTATION GRANTS:					
CSR AUGUMENTATION: BASE GRANT X10.4%					2,345,656
CTE AUGUMENTATION 9-12 BASE GRANT X2.6%					794,758
SUPPLEMENT AND CONCENTRATION GRANTS:					
TOTAL ENROLLMENT					11,513
TOTAL UNDUPLICATED PUPIL COUNT					3,265
					28.36%
SUPPLEMENT ADD-ON 20% OF BASE GRANT X % OF ELIGIBLE ENROLLMENT					4,874,067
TRANSPORTATION AND TIIG GRANT					
2012-13 TRANSPORTATION					820,273
2012-13 TIIG					429,757
TOTAL LCFF ENTITLEMENT /TARGET FUNDING					92,058,458
HOLD HARMLESS CALCULATION					
12-13 TOTAL CATEGORICAL FUNDING (INCL. TRANSPORTATION & TIIG					8,585,843
12-13 HOLD HARMLESS REVENUE LIMIT PER ADA					5,377.99
13-14 GAP FUNDING PER ADA					257.10
TOTAL PRIOR YEAR PER ADA RATE					5,635.09
14-15 FUNDED ADA					10,937.00
14-15 HOLD HARMLESS REVEUE LIMIT FUNDING					61,631,016
14-15 TOTAL HOLD HARMLESS FUNDING					70,216,859
2014-15 FUNDING			RES.	OBJ.	
DIFFERENCE BTW LCFF AND HOLD HARMLESS FUNDING					21,841,599
GAP FUNDING	28.06%				6,128,753
2014-15 TOTAL FUNDING					76,345,612
LOCAL REVENUE /PROPERTY TAXES			00000	8021-8048	63,901,199
EDUCATION PROTECTION ACT (EPA)			14000	8012	2,187,400
STATE AID /LCFF			00000	8011	10,257,013

Enrollment for 2014-15 is expected to be 11,513.

The Lottery allocation will be \$156 per annual ADA, of which \$126 is for Unrestricted General Fund expenditures and the remaining \$30 is Proposition 20 – Mandated for Instructional Materials.

The COLA for Special Education Funding is 0.85%. The projected Special Education AB 602 revenue is \$5,669,376 and \$2,202,897 for Federal IDEA programs.

No funding for Special Ed: Transition Partnership Program (TPP); \$137,946 in 2013-14.

Mandated Block Grant revenue is \$405,563.

The Measure “R” parcel tax of \$376.39 per parcel is estimated to generate \$11,220,773, after processing the senior exemptions.

The Districtwide fund raising for “Vision for Student Success” revenue is \$3,200,000.

The estimated revenue from Prop Y is \$7,300,000 from the City of Santa Monica.

The District will receive \$8,448,303 from the Joint Use Agreement with the City of Santa Monica.

The District will receive \$200,000 from the Joint Use Agreement funding with the City of Malibu.

The combined lease revenue is \$2,403,004 which is from the DoubleTree Hotel, Madison Site, 9th & Colorado and 16th Street properties.

The projected revenue of Federal programs:

Title I: \$871,344

Title II: \$302,815

Title III: \$100,412

Medical: \$460,000

The projected ROP revenue is \$1,018,448.

The projected Federal Head Start revenue is \$1,350,064, State Preschool program revenue is \$2,713,372 and estimated parent fees are \$2,397,795.

The projected revenue of Federal Adult Education and Family Literacy programs is \$49,500 which is decreased by 19%.

The projected revenue for Federal Nutrition program is \$1,380,000 and \$1,562,000 from food sale.

EXPENDITURE ASSUMPTIONS

Staffing Ratio Changes:

K-1	25
Grade 2-3	25
Grade 4-5	30
Grade 4-5 (Title I schools)	27
Grade 6-8	34
Grade 6-8 (JAMS)	33
Grade 9-12	35

Full-Time Equivalent (FTE) Changes:

Certificated: The FTE change of teaching positions reflect changes of projected enrollment and implementation of VSS and LCAP programs.

- 1.0 FTE teaching position Will Rogers Elementary School
- 2.0 FTE teaching positions Roosevelt Elementary School
- 0.6 FTE teaching position John Adams Middle School
- 1.80 FTE teaching positions Santa Monica High School
- 1.00 FTE teaching position Malibu High School
- 1.00 FTE teaching position Grant Elementary School
- 1.00 FTE teaching position Lincoln Middle School
- 12.0 FTE Literacy Coaches (VSS & LCAP)

4.60 FTE English and Math teachers for Secondary schools (VSS)
1.60 FTE teaching positions Special Education
4.00 FTE Speech Language Pathologists

Classified:

2.75 FTE Special Ed IA / Behavior Intervention
1.96 FTE Special Ed Instructional Aides
6.75 FTE Physical Activity Specialists
1.00 FTE Student Information System Technician
2.00 FTE Community Liaisons
3.00 FTE Lead Custodians
9.13 FTE Night Shift Custodians
3.00 FTE Computer Technicians
2.375 FTE Instruction Aides for TK classes
34.00 FTE Instruction Aides for VSS programs
(3.58) FTE PE Aides

Certificated Management:

1.0 FTE Psychologist Special Education
1.0 FTE Executive Director Human Resources

Salary:

1.5% step and column increase for certificated employees
1.5% step and column increase for classified employees

Benefits:

Statutory Benefits:

8.25% STRS employer contribution rate (9.5% in May Revision)
6.20% OASDI contribution rate
1.45% Medicare contribution rate
0.05% SUI contribution
3.00% Workers' Compensation contribution
11.771% PERS Employer contribution rate
1.25% Other Postemployment Benefit

Health & Welfare:

The premium for District-paid employee health benefits is budgeted for a 10% increase in 2015 calendar year. Cal-PERS has not announced the new rate for 2015. We will adjust these rates when we receive the official notification.

OTHER PROGRAMS

Educational Protection Act (EPA)

After passage of Proposition 30, the Schools and Local Public Safety Protection Act of 2012, the District received funds through a new Education Protection Account to help stabilize school budgets and restore educational opportunities that were decimated by revenue shortfalls brought by the Recession. The District will receive \$2,187,400 in 2014-15 and will use all funds to support Teachers Salary. EPA funds are one of the three components that make up the LCFF funds in the district.

Vision for Student Success (VSS)

\$4.0M is budgeted to support “Vision for Student Success” various programs to schools.

LCAP Supplemental

\$1,965,581 is budgeted to support the LCAP plan that will be approved by the Board.

Textbooks

\$1,000,000 funded by Unrestricted General Fund

\$ 300,000 funded by Restricted Lottery

Formula Budget

Total formula budget is \$1,033,147 which includes a 5% restoration adding to schools’ Formula and old Tier III allocations. The allocation is based on:

K-5 \$ 77.75 per pupil

6-8 \$ 80.66 per pupil

9-12 \$ 59.48 per pupil

Regional Occupational Program (ROP)

\$1,018,448 is budgeted for ROP program.

Transportation

\$ 886,549 for Regular Ed Transportation

\$1,128,607 for Special Ed Transportation

Ongoing Maintenance Program

\$3,542,705 is budgeted for Ongoing Maintenance Program.

TRANSFERS

\$262,628 transfer to Adult Education Fund (Fund 12)

\$175,000 transfer to Deferred Maintenance Fund (Fund 14)

\$185,494 transfer to Infant and Toddler Program (Fund 12)

The Indirect Rate is changed from 5.78% to 5.73% in 2014-15.

RESERVE

The District Budget reflects a 3% reserve of the total General Fund Budget for 2014-15, 2015-16, and 2016-17 for Economic Uncertainties.

The Budget also indicates an assignment for the Governor’s proposed increase to STRS employer’s contribution. The multi-year projection show reserves for additional STRS increase in 2015-16 and 2016-17.

The following documents include:

- Summary General Fund Budget
- 2014-15 Major Categorical Program
- Local General Fund Contribution
- Projected Ending Fund Balance as of 6/30/2014
- Multi-year Financial Projections (MYFP) through 2016-17
- Summary of Major Fund

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

Ms. Maez answered questions regarding the STRS employer contribution rate. Mr. de la Torre asked about a line item for multicultural initiatives that used to appear on the budget. Ms. Maez explained that the source of those funds from the City of Santa Monica were rolled into the Master Facilities Use Agreement and Measure Y; however, the activities aimed at multiculturalism, student outreach specialists, and closing the achievement gap can be found in the LCAP and similar sources.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Ms. Lieberman

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, de la Torre, Escarce)

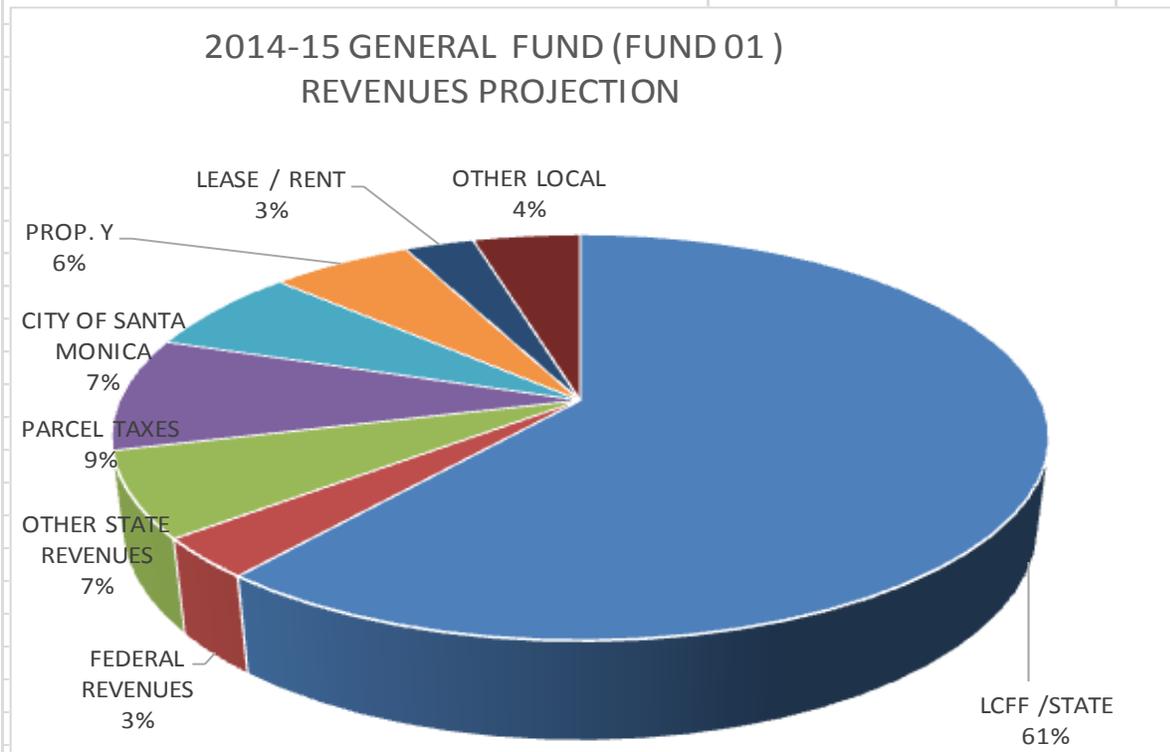
NOES: 0

ABSENT: 0

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
2014-15 PRELIMINARY BUDGET
GENERAL FUND**

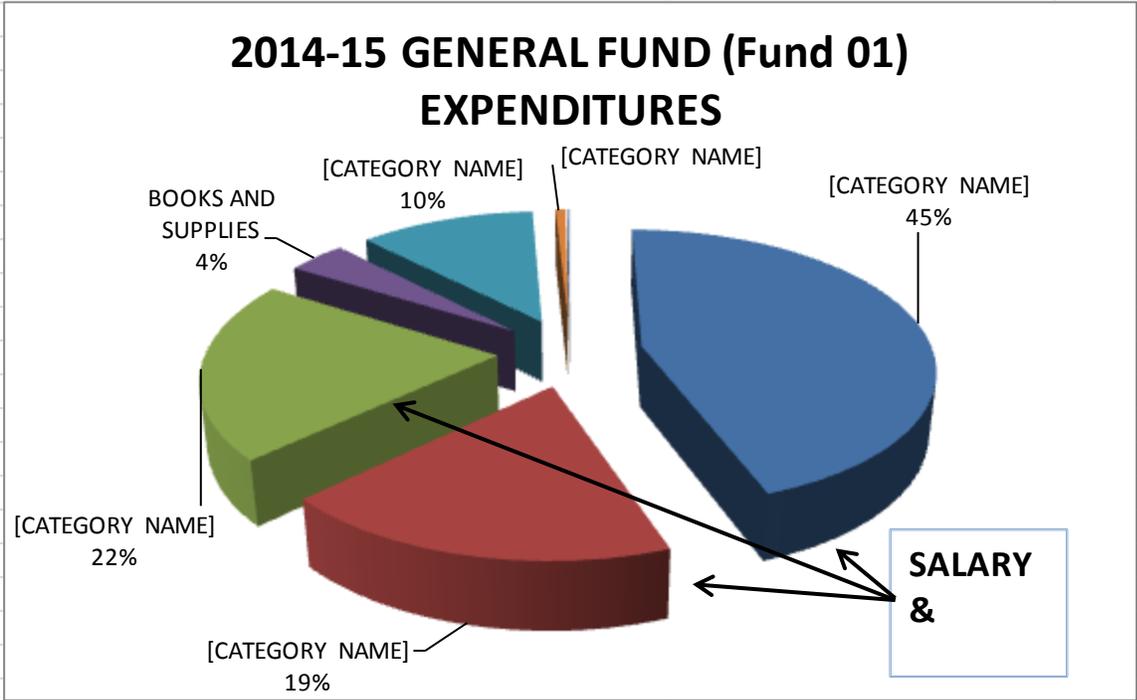
REVENUES

PROJECTED BEGINNING BALANCE	\$	21,734,068
LCFF /STATE	\$	75,907,984
FEDERAL REVENUES	\$	4,037,468
OTHER STATE REVENUES	\$	8,475,971
PARCEL TAXES	\$	11,220,773
CITY OF SANTA MONICA	\$	8,448,303
PROP. Y	\$	7,300,000
LEASE / RENT	\$	3,548,004
OTHER LOCAL	\$	5,488,333
TOTAL REVENUES	\$	124,426,836
TOTAL AVAILABLE FUNDS	\$	146,160,904



GENERAL FUND (UNRESTRICTED & RESTRICTED)

PROJECTED EXPENDITURES:		
CERTIFICATED SALARIES	\$	58,824,690
CLASSIFIED SALARIES	\$	24,776,182
EMPLOYEE BENEFITS	\$	28,674,526
BOOKS AND SUPPLIES	\$	5,116,551
SERVICES & OTHER OPERATING COSTS	\$	13,849,708
CAPITAL OUTLAY	\$	208,500
OTHER OUTGO	\$	(254,264)
TOTAL EXPENDITURES:	\$	131,195,893
PROJECTED FUND BALANCE:	\$	14,965,011



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT			
2014-15 MAJOR CATEGORICAL PROGRAMS			
	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
FEDERAL PROGRAMS			
TITLE I :BASIC	1,197,468	871,344	(326,124)
TITLE II :TEACHER QUALITY	376,193	302,815	(73,378)
TITLE III : IMMIGRANT EDUCATION (IMM)	37,715	23,367	(14,348)
TITLE III : LIMITED ENGLISH PROFICIENT (LEP)	98,056	77,045	(21,011)
MEDICAL REIMBURSEMENT	776,751	460,000	(316,751)
SP ED: IDEA ENTITLEMENT	2,174,163	2,202,897	28,734
DEPT REHAB: TRANSITION PARTNERSHIP	137,946	-	(137,946)
TOTAL FEDERAL REVENUES:	4,798,292	3,937,468	(860,824)
STATE PROGRAMS			
SP ED : AB602	5,570,017	5,669,376	99,359
SP ED : MENTAL HEALTH	587,948	530,000	(57,948)
SP ED: STATE PRESCHOOL GRANT	4,436	4,436	-
SP ED : PROJECT WORKABILITY	61,596	61,596	-
SP ED : LOW INCIDENCE ENTITLEMENT	7,767	1,000	(6,767)
LOTTERY - INSTRUCTIONAL MATERIALS	330,000	345,000	15,000
COMMON CORE IMPLEMENTATION	2,283,400	-	(2,283,400)
REGIONAL OCCUPATIONAL PROGRAM (ROP)	1,067,404	1,018,448	(48,956)
TOTAL STATE REVENUES:	9,912,568	7,629,856	(2,282,712)
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT			
LOCAL GENERAL FUND CONTRIBUTION (LGFC)			
	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGE
SPECIAL EDUCATION	16,983,867	17,907,201	923,334
ONGOING MAINTENANCE PROGRAM	3,527,467	3,542,705	15,238
TOTAL CONTRIBUTION:	20,511,334	21,449,906	938,572

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
2013-14 PROJECTED ENDING FUND BALANCE AS OF JUNE 30, 2014

	FUND	PROJECTED END FUND BALANCE AS OF 6/30/14
01	GENERAL FUND	
	UNRESTRICTED	\$19,104,120
	RESTRICTED	2,629,948
11	ADULT EDUCATION	300,755
12	CHILD DEVELOPMENT FUND	24,479
13	CAFETERIA FUND	205,769
14	DEFERRED MAINTENANCE FUND	80,996
21	BUILDING FUND - BB PROJECTS	27,681,620
25	CAPITAL FACILITIES FUND	8,786,677
40	SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS	8,568,726

SANTA MONICA - MALIBU USD			
MULTI-YEAR PROJECTION			
UNRESTRICTED GENERAL FUND - ASSUMPTIONS			
Factor	2014-15	2015-16	2016-17
Statutory COLA	0.85%	2.19%	2.14%
LCFF FUNDING BASE			
K-3 + 10.4% CSR	\$ 7,740	\$ 7,910	\$ 8,079
4-6	\$ 7,116	\$ 7,272	\$ 7,428
7-8	\$ 7,328	\$ 7,488	\$ 7,648
9-12 + 2.6% CTE	\$ 8,712	\$ 8,901	\$ 9,091
AVERAGE LCFF FUNDING PER ADA	\$ 6,980.00	\$ 7,468.00	\$ 7,728.00
% OF GAP FUNDING /DOF	28.06%	30.39%	19.50%
Enrollment Projection*	11,513	11,513	11,513
P2 ADA Projection	10,937	10,937	10,937
Funding ADA	10,937	10,937	10,937
Federal Revenues	0%	0%	0%
City of Santa Monica	\$ 8,448,303	\$ 8,617,269	\$ 8,617,269
Measure "R"	\$ 11,220,773	\$ 11,445,188	\$ 11,674,092
City of SM/Prop. Y	\$ 7,300,000	\$ 7,400,000	\$ 7,500,000
Lottery	\$156/ADA	\$156/ADA	\$156/ADA
Step & Column Incr. - Certificated	1.50%	1.50%	1.50%
Vision Student Success (VSS)	\$ 3,200,000	\$ 4,000,000	\$ 4,000,000
Salary Increase - Certificated	0%	0%	0%
Salary Increase - Classified	0%	0%	0%
Step & Column Incr. - Mgmt.	1.50%	1.50%	1.50%
Step & Column Incr. - Classified	1.50%	1.50%	1.50%
STRS Rate	9.50%	11.10%	12.70%
PERS Rate	11.77%	12.60%	15.00%
Health/Welfare - Annualized	7%	7%	7%
Workers' Compensation	3%	3%	3%
Other Postemployment Benefits	1.25%	1.25%	1.25%
Indirect Cost Rate	5.73%	5.73%	5.73%
Interest Rate	0.70%	0.70%	0.70%
Ongoing Maintenance	3%	3%	3%
Reserve for Uncertainties	3%	3%	3%

SANTA MONICA - MALIBU USD			
MULTI-YEAR PROJECTION			
UNRESTRICTED GENERAL FUND			
	2014-15	2015-16	2016-17
Description	PROPOSED BUDGET	PROJECTED BUDGET	PROJECTED BUDGET
Revenue:			
Property Tax	63,901,199	63,901,199	63,901,199
Education Protection Account (EPA)	2,187,400	12,321,402	13,304,920
LCFF Transfer to Fund 11 & Fund 14	(437,628)	(512,628)	(512,628)
LCFF Transfer to Charter School			
LCFF State Aide	10,257,013	5,460,291	7,316,939
Subtotal LCFF Funding	75,907,984	81,170,264	84,010,430
Other Federal	100,000	100,000	100,000
Lottery	1,449,000	1,449,000	1,449,000
Mandated Reimbursement Block Grant	405,563	405,563	405,563
All Other State	10,000		
Meas. "R"	11,220,773	11,445,188	11,674,092
Prop. Y / City of SM	7,300,000	7,400,000	7,500,000
Joint Use Agreement/ City of SM	8,448,303	8,617,269	8,789,614
All Other Local Income	3,168,004	3,167,355	3,170,000
Vision for Student Success (VSS)	3,200,000	4,000,000	4,000,000
Local General Fund Contribution	(21,449,906)	(21,500,000)	(21,500,000)
TOTAL REVENUE	89,759,721	96,254,639	99,598,700
Expenditure:			
Certificated Salary	46,812,689	47,514,879	48,227,603
Classified	16,025,222	16,265,600	16,509,584
Benefits	21,253,558	22,616,236	23,832,048
Supplies/Books	3,265,815	3,100,000	3,000,000
Other Operational Costs	8,237,485	8,000,000	8,000,000
Capital Outlay	43,000	50,000	50,000
State Special Schools	7,000	7,000	7,000
Debt Services	55,000	55,000	55,000
Indirect	(979,607)	(850,000)	(850,000)
Interfund Transfer Out to FUND 12	185,494	110,000	110,000
LCAP increase above 2014-15		925,726	1,361,523
TOTAL EXPENDITURE	94,905,656	97,794,441	100,302,757
Increase (Decrease) Fund Balance	(5,145,935)	(1,539,802)	(704,057)
Beginning Fund Balance	19,104,120	13,958,185	12,418,383
Ending Fund Balance	13,958,185	12,418,383	11,714,326
Reserve - Revolving cash, Store	80,000	80,000	80,000
Reserve - Deficit Spending	1,539,802	704,057	-
Reserve - STRS Contribution Increase	767,160	1,775,363	2,813,639
Reserve - LCFF Growth Increment / 1/2 the difference between SSC and DOF		2,000,000	2,700,000
3% Contingency Reserve	3,935,877	3,988,470	4,084,707
Unappropriated Balance	7,635,346	3,870,493	2,035,980

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT			
SUMMARY BUDGET OF GENERAL FUND			
FUND 01: UNRESTRICTED GENERAL FUND			
	2013-14 ESTIMATED ACTUALS	2014-15 PRELIMINARY BUDGET	CHANGES
BEGINNING BALANCE	24,751,270	19,104,120	
REVENUES			-
LCFF SOURCES	69,606,796	75,907,984	6,301,188
FEDERAL REVENUE	15,795	100,000	84,205
OTHER STATE REVENUE	1,847,950	1,864,563	16,613
LOCAL REVENUES	29,941,036	33,337,080	3,396,044
LOCAL GENERAL FUND CONTRIBUTION	(20,511,334)	(21,449,906)	(938,572)
TOTAL REVENUES	80,900,243	89,759,721	8,859,478
EXPENDITURES			
CERTIFICATED SALARIES	44,493,780	46,812,689	2,318,909
CLASSIFIED SALARIES	14,245,345	16,025,222	1,779,877
EMPLOYEE BENEFITS	19,332,695	21,253,558	1,920,863
BOOKS AND SUPPLIES	1,970,282	3,265,815	1,295,533
SERVICES & OTHER OPERATING COSTS	7,147,128	8,237,485	1,090,357
CAPITAL OUTLAY	29,690	43,000	13,310
OTHER OUTGO	(671,527)	(732,113)	(60,586)
TOTAL EXPENDITURES	86,547,393	94,905,656	8,358,263
NET INCREASE (DECREASE)	(5,647,150)	(5,145,935)	
PROJECTED FUND BALANCE	19,104,120	13,958,185	
FUND 01: RESTRICTED GENERAL FUND			
	2013-14 ESTIMATED ACTUALS	2014-15 PRELIMINARY BUDGET	CHANGES
BEGINNING BALANCE	3,631,274	2,629,948	
REVENUES			
FEDERAL REVENUE	4,798,292	3,937,468	(860,824)
OTHER STATE REVENUE	3,263,944	942,032	(2,321,912)
LOCAL REVENUES	11,895,056	8,337,709	(3,557,347)
INTERFUND TRANSFER	20,511,334	21,449,906	938,572
TOTAL REVENUES	40,468,626	34,667,115	(5,801,511)
EXPENDITURES			
CERTIFICATED SALARIES	11,772,971	12,012,001	239,030
CLASSIFIED SALARIES	9,887,412	8,750,960	(1,136,452)
EMPLOYEE BENEFITS	7,069,372	7,420,968	351,596
BOOKS AND SUPPLIES	3,769,540	1,850,736	(1,918,804)
SERVICES & OTHER OPERATING COSTS	7,675,626	5,612,223	(2,063,403)
CAPITAL OUTLAY	774,857	165,500	(609,357)
OTHER OUTGO	520,174	477,849	(42,325)
TOTAL EXPENDITURES	41,469,952	36,290,237	(5,179,715)
NET INCREASE (DECREASE)	(1,001,326)	(1,623,122)	
PROJECTED FUND BALANCE	2,629,948	1,006,826	

FUND 11: ADULT EDUCATION			
	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	334,598	300,755	
REVENUES			
LCFF RESOURCES	262,628	262,628	-
FEDERAL REVENUE	61,050	49,500	(11,550)
LOCAL REVENUES	65,000	49,851	(15,149)
TOTAL REVENUES	388,678	361,979	(26,699)
EXPENDITURES			
CERTIFICATED SALARIES	194,023	175,470	(18,553)
CLASSIFIED SALARIES	110,545	109,612	(933)
EMPLOYEE BENEFITS	79,545	78,468	(1,077)
BOOKS AND SUPPLIES	19,194	23,344	4,150
SERVICES & OTHER OPERATING COSTS	19,214	16,542	(2,672)
OTHER OUTGO			-
TOTAL EXPENDITURES	422,521	403,436	(19,085)
NET INCREASE (DECREASE)	(33,843)	(41,457)	
PROJECTED FUND BALANCE	300,755	259,298	
FUND 12: CHILD DEVELOPMENT FUND			
	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	25,256	24,479	
REVENUES			
FEDERAL REVENUE	1,579,574	1,589,058	9,484
OTHER STATE REVENUE	2,697,347	2,784,812	87,465
LOCAL REVENUES	3,000,897	3,143,997	143,100
INTERFUND TRANSFER	307,452	185,494	(121,958)
TOTAL REVENUES	7,585,270	7,703,361	118,091
EXPENDITURES			
CERTIFICATED SALARIES	2,404,437	2,530,066	125,629
CLASSIFIED SALARIES	2,156,939	2,236,985	80,046
EMPLOYEE BENEFITS	1,732,125	1,738,015	5,890
BOOKS AND SUPPLIES	140,713	185,683	44,970
SERVICES & OTHER OPERATING COSTS	754,435	642,798	(111,637)
CAPITAL OUTLAY	63,425	40,890	(22,535)
OTHER OUTGO	333,973	328,924	(5,049)
TOTAL EXPENDITURES	7,586,047	7,703,361	117,314
NET INCREASE (DECREASE)	(777)	-	
PROJECTED FUND BALANCE	24,479	24,479	
CHILD DEVELOPMENT MAJOR PROGRAMS			
FEE PROGRAMS	2,381,795	2,397,795	16,000
HEAD START	1,321,033	1,350,064	29,031
OTHER FEDERAL PROGRAMS	277,446	238,994	(38,452)
STATE PROGRAMS	2,697,347	2,784,812	87,465
INFANT AND TODDLER PROGRAM	408,707	449,026	40,319
L. A. UNIVERSAL PRESCHOOL	482,258	461,520	(20,738)

FUND 13: CAFETERIA SPECIAL FUND			
	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	244,125	205,769	
REVENUES			
FEDERAL REVENUE	1,380,000	1,380,000	-
OTHER STATE REVENUE	100,000	100,000	-
LOCAL REVENUES	1,633,000	1,633,000	-
TOTAL REVENUES	3,113,000	3,113,000	-
EXPENDITURES			
CLASSIFIED SALARIES*	1,419,758	1,442,842	23,084
EMPLOYEE BENEFITS	544,229	586,954	42,725
BOOKS AND SUPPLIES	1,448,503	1,435,000	(13,503)
SERVICES & OTHER OPERATING COSTS	(423,325)	(427,300)	(3,975)
CAPITAL OUTLAY	5,769	-	(5,769)
OTHER OUTGO	156,422	172,834	16,412
TOTAL EXPENDITURES	3,151,356	3,210,330	58,974
NET INCREASE (DECREASE)	(38,356)	(97,330)	
PROJECTED FUND BALANCE	205,769	108,439	
FUND 14: DEFERRED MAINTENANCE FUND			
	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	228,996	80,996	
REVENUES			
LCFF RESOURCES	-	175,000	175,000
LOCAL REVENUES	2,000	2,000	-
TOTAL REVENUES	2,000	177,000	175,000
EXPENDITURES			
BOOKS AND SUPPLIES			-
SERVICES & OTHER OPERATING COSTS	100,000	200,000	100,000
CAPITAL OUTLAY	50,000	50,000	-
TOTAL EXPENDITURES	150,000	250,000	100,000
NET INCREASE (DECREASE)	(148,000)	(73,000)	
PROJECTED FUND BALANCE	80,996	7,996	

FUND 21: BUILDING FUND			
	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	112,963,147	27,681,620	
REVENUES			
PROCEEDS - SALE OF BONDS	-	-	-
LOCAL REVENUES	623,000	270,000	(353,000)
TOTAL REVENUES	623,000	270,000	(353,000)
EXPENDITURES			
CLASSIFIED SALARIES	373,758	556,605	182,847
EMPLOYEE BENEFITS	160,269	259,782	99,513
BOOKS AND SUPPLIES	47,200	19,800	(27,400)
SERVICES & OTHER OPERATING COSTS	12,123,000	3,125,350	(8,997,650)
CAPITAL OUTLAY	73,200,300	20,507,500	(52,692,800)
TOTAL EXPENDITURES	85,904,527	24,469,037	(61,435,490)
NET INCREASE (DECREASE)	(85,281,527)	(24,199,037)	
PROJECTED FUND BALANCE	27,681,620	3,482,583	
FUND 25: CAPITAL FACILITIES FUND			
	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	9,655,577	8,786,677	
REVENUES			
DEVELOPMENT FEES	800,000	800,000	-
INTEREST	60,000	70,000	10,000
OTHER LOCAL	199,500	-	(199,500)
TOTAL REVENUES	1,059,500	870,000	(189,500)
EXPENDITURES			
SUPPLIES	1,300	-	(1,300)
SERVICES & OTHER OPERATING COST	1,880,100	1,300,000	(580,100)
CAPITAL OUTLAY	47,000	-	(47,000)
TOTAL EXPENDITURES	1,928,400	1,300,000	(628,400)
NET INCREASE (DECREASE)	(868,900)	(430,000)	
PROJECTED FUND BALANCE	8,786,677	8,356,677	

FUND 40: SPECIAL RESERVE FUND FOR CAPITAL OUTLAY			
	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	8,254,249	8,568,726	
REVENUES			
OTHER STATE REVENUE	143,269	83,574	
REDEVELOPMENT	2,118,855	2,150,000	31,145
INTEREST	30,000	35,000	5,000
OTHER LOCAL (CCJUP)	1,000		(1,000)
TOTAL REVENUES	2,293,124	2,268,574	(24,550)
EXPENDITURES			
SERVICES & OTHER OPERATING COSTS	464,545	557,208	92,663
CAPITAL OUTLAY	50,000	50,000	-
OTHER OUTGO	1,464,102	1,461,882	(2,220)
TOTAL EXPENDITURES	1,978,647	2,069,090	90,443
NET INCREASE (DECREASE)	314,477	199,484	
PROJECTED FUND BALANCE	8,568,726	8,768,210	
FUND 67: SELF-INSURANCE FUND (OTHER POST EMPLOYMENT BENEFIT)			
	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	(4,695,532)	(4,688,532)	
REVENUES			
OTHER LOCAL	1,075,753	1,141,000	65,247
TOTAL REVENUES	1,075,753	1,141,000	65,247
EXPENDITURES			
SERVICES & OTHER OPERATING COST	1,068,753	1,134,000	65,247
TOTAL EXPENDITURES	1,068,753	1,134,000	65,247
NET INCREASE (DECREASE)	7,000	7,000	
PROJECTED FUND BALANCE	(4,688,532)	(4,681,532)	-

TO: BOARD OF EDUCATION

ACTION/MAJOR
06/25/14

FROM: MARIA LEON-VAZQUEZ / RALPH MECHUR

RE: COMPLETION OF SUPERINTENDENT'S EVALUATION AND APPROVAL OF AMENDED EMPLOYMENT AGREEMENT

RECOMMENDATION NO. A.33

It is recommended that the Board of Education formally complete the evaluation of Superintendent Sandra Lyon and amend her contract of May 5, 2011.

COMMENTS: In Closed Session at this meeting, the Board completed its evaluation of Superintendent Sandra Lyon.

The evaluation included both a summative assessment of the superintendent's performance in 2013-14 and identified superintendent and districtwide goals for 2014-15. The 2014-15 goals include:

Superintendent's Goals:

- Implementation of Professional Learning Communities (PLCs)
- Further Implementation of Response to Instruction and Intervention (RTI²)
- Implementation of Equity and Access for Student Success Plan
- Implementation of Common Core State Standards (CCSS)
- Deepening/expansion of Science, Technology, Engineering, and Mathematics (STEM) Curriculum

Districtwide Goals:

- Vision for Student Success (VSS)
- Capacity Building/Leadership Development
- Facilities Improvement Projects – Measure ES (Including Educational Technology)
- Communications

The Board arrived at these goals in collaboration with the Superintendent for 2013-14; due to their multi-year implementation process, the Board and Superintendent agreed that these goals will continue for the 2014-15 school year. The Superintendent will be working with the board to establish appropriate benchmarks.

The amendments to the May 2011 employment agreement include:

- 4% increase to base salary, effective July 1, 2013

A copy of the amended contract is available in the superintendent's office.

MOTION MADE BY: Mr. Patel

SECONDED BY: Mr. Allen

STUDENT ADVISORY VOTE: N/A

AYES: 7 (Leon-Vazquez, Mechur, Allen, Patel, Lieberman, de la Torre, Escarce)

NOES: 0

ABSENT: 0

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

06/25/14

FROM: SANDRA LYON / TERRY DELORIA / ELLEN EDEBURN

RE: DELETION OF AR 6144 – CONTROVERSIAL ISSUES

INFORMATION ITEM NO. I.01

This is to inform the Board of Education that AR 6144 – Controversial Issues has been deleted.

COMMENTS: CSBA recommends deleting this regulation and incorporating the contents into the BP.

These changes were discussed at the June 5, 2014, board meeting.

CONTROVERSIAL ISSUES

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the course of study and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use his/her position to forward his/her own religious, political, economic or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
7. Discussion or study of the issue is instigated by the students or by the established curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation.
9. The oral or written presentation does not violate state or federal law.

The Superintendent or designee shall have the authority to judge whether the above conditions are being met.

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

TO: BOARD OF EDUCATION

INFORMATION

06/25/14

FROM: SANDRA LYON

RE: QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS

INFORMATION ITEM NO. I.02

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



Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints

District Name: Santa Monica-Malibu Unified Date: June 25, 2014

Person Completing this Form: Debra Moore Washington Title: Asst. Superintendent

Quarter covered by this report (check one below):

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

Date for information to be reported publicly at governing board meeting: June 25, 2014

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
 Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

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

Print name of District Superintendent: Sandra Lyon

Signature of District Superintendent:  Date: June 25, 2014

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

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

TO: BOARD OF EDUCATION

INFORMATION

06/25/14

FROM: SANDRA LYON

RE: DISTRICT ADVISORY COMMITTEES END-OF-YEAR REPORTS

INFORMATION ITEM NO. I.03

Attached are the End-of-Year reports for the Early Child Care DAC, District English Learners DAC, Health and Safety DAC, Intercultural Equity & Excellence DAC, Special Education DAC, and Visual and Performing Arts DAC.

While the written reports have been included in this agenda as an information item, each DAC will have five minutes to summarize its report under Communications and answer clarifying questions from the Board of Education.

At the July 16, 2014, board meeting, each DAC will have fifteen to twenty minutes for discussion with the board regarding goal-setting for the new school year. As per AR 1220, the Board will approve the district advisory committees' goals for the 2014-15 no later than the board's first meeting in October.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2013-14**

CHILD DEVELOPMENT SERVICES DISTRICT ADVISORY COMMITTEE

Chair: Jennifer Kennedy

Staff Liaison: Alice Chung

Charges:

- Provide a forum for discussion of funding for Child Development for early childhood programs focusing on ages 0-5 years and for school age out of school programs for children 5-8 years and middle school
- Monitor the Cradle to Career process and proposals and the work of the Early Education Child Care Task Force
- Review the Transitional Kindergarten Program
- Review data from Ed Services on early identification programs and activities for preschool and school age students focusing on academic achievement and the enrichment of personal and social development in educating the Whole Child
- Review information and assist in increasing communication with parents regarding District programs, Common Core and the Vision for Student Success and how they each will impact Child Development Services in the District

Accomplishments to date:

CDS teachers benefitted from a wide range of professional development during the year:

- Teachers from S.M Child Development Services (and from the cities of Lennox and Lawndale) participated in a project titled: Promoting Effective Math Instruction for Young Children, led by Dr. Megan Franke from UCLA, which provides high quality early math training. The goal for the project is to develop teachers' pedagogical expertise in supporting young students' mathematics learning while building mathematical and instructional continuity across PreK – Grade 3. Three CDS preschool teachers and District kindergarten teachers participated in this first cycle Cohort 1. A second group of teachers, Cohort 2, will receive the instruction in 2014-15.
- CDS teachers worked closely with and received training from the District's Math Coordinator, Rosa Serratore.
- The District's Director of Student Services, Dr. Mark Kelly, provided CDS school age teachers with a training workshop on: After school safety, internal emergency system, and lockdown preparedness.

Highlight(s) to date of particular note:

- Irene Gonzalez-Castillo, Director of Curriculum and Instruction Pre-K-5, attended a CDS DAC meeting and gave a presentation on Transitional Kindergarten.
- CDS staff and a few DAC members attended the RAND Youth Conference, April 2014.
- Before/After School (School Age) enrollment has increased, we opened 3 new classrooms to accommodate the enrollment.
- Our Winter and Spring enrollment has increased 5% from previous year.
- Head Start, State, and Los Angeles Universal Preschool slots are stable. CDS received a reverse sequestration plus 5% increase in COLA from Head Start.

Suggested direction for 2014-15:

- Prepare for updates/changes to the Creative Curriculum. Creative Curriculum will align with Common Core State Standards and California Early Learning Framework from the California Department of Education. This curriculum framework provides an overall approach for teachers to support children's learning through environments and experiences. First teacher training will take place June 11th 2014 for all CDS preschool teachers. Second training will take place at the beginning of the school year.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2013-2014**

District English Learners Advisory Committee

Chair: Lupe Smith

Staff Liaison: Aida Diaz

Charges:

Legal Requirements: The charge of the District English Learners Advisory Committee shall be to advise (review and comment) the Board of Education on at least the following:

- A timetable for the development and revision of a district master plan of education programs and services for English learners, taking into consideration the school sites master plans.
- A district-wide needs assessment on a school-by-school basis.
- Establishment of district-level goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Administration of the annual language census (e.g. procedures and forms)
- Review and comment on the district reclassification procedures established pursuant to Education Code Section 52164.6.
- Review and comment on the written parent notification of initial school enrollment required per Title 5, CCR Section 11303(a).
- Review and comment on any waiver request affecting programs and services for English learners.

** Legal references: E.C. Sections 62002.5 and 33051(a); Former E.C, Sections 52176; 52168; and Title 5, CCR, Sections 43112 and 11303(a)*

Accomplishments to date:

Our District DELAC meetings incorporate the mandated state requirements and informational presentations. The mandated state requirements help parents understand better the programs and services for English Learners and encourage their participation in the educational process of their children. The presentations provide parents with knowledge and skills that they can use to support and advocate for their students in their acquisition of English and academic subjects. It is important to note that our DELAC continues to include a wide range of Spanish speaking parents, many of whom do not have children who are English Learners.

Date/Location	* DELAC Business and Presentations
October 24, • PDLC	* DELAC purpose/objectives - <u>District Achievement Data</u> - <u>Tutoring and Parent Workshops</u> Jennifer Boyce Fairview Librarian
November 20 • PDLC	* DELAC/ELAC Training * Review and comment on the written parent notification of initial school enrollment * Review and comment on any waiver request affecting program and services for English learners.
January 15 • PDLC	* Review and comment on the district reclassification procedures established • Local Control Funding Formula-LCFF • Title III Improvement Plan
March 26 • PDLC	• The New Common Core Math Pathways • Local Control and Accountability Plan (LCAP)

	<ul style="list-style-type: none"> • Technology Survey
April 29 • PDLC	<ul style="list-style-type: none"> • Local Control Accountability Plan (LCAP) Input Terry Deloria, Assistant Superintendent
May 29 • PDLC	<ul style="list-style-type: none"> * Board Report Input based needs assessment from sites representatives • Local Control Accountability Plan (LCAP) Terry Deloria, Assistant Superintendent • Summer Literacy Activities

Highlight(s) to date of particular note:

- PTA and Educational Services Common Core webinars were presented at various ELAC meetings. This gave parents who were unable to view them at the time they were presented and/or do not have the technology to do so at home the opportunity to learn about these services and to participate in an interactive question/answer session.

- This year's DELAC focused on building an understanding of Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). The objective was to provide ELAC leadership and parents the information they need to contribute to decision-making at their school sites.

Recommendations / Suggested direction for 2014-2015:

- Implementation of the Title III Accountability Improvement Plan, which outlines how Title III funds help ensure English Learners attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.

- The following recommendations originate from inputs provided by ELAC/DELAC representatives and parents to the LCAP:

Parent Workshops

Continue offering of parent workshops at the ELAC/DELAC meetings. These workshops are essential for helping parents acquire the knowledge and skills to help us support the education of our children. Recommend workshops to cover the following topics:

- How to use Illuminate
- Effective parent / teacher communication
- How to help with homework
- College information at all levels including elementary
- Child development stages, stage-specific parenting strategies at home and supporting education at school
- How to establish rules to help motivate and discipline in a positive way

Homework

We believe that students should have homework each day; however, teachers should plan better and, where applicable, coordinate homework schedules to spread the homework load evenly and to avoid piling a lot of homework at once. The purpose of homework should be to reinforce concepts taught in the classroom by practicing these concepts in the homework. Homework should not require students to learn new concepts that have not been covered in the classroom.

Communication

Effective communication between home and school is essential for supporting and encouraging students' education and academic growth. More training on communication with parents for teachers and staff including district directors is needed. We would, like as parents, to participate more effectively in the education of our students; this requires communication between teachers, parents and students. Teacher communication needs to clearly include specific plans

addressing students' academic needs; the need for clarity is particularly important to parents of English Learners. Teachers should also communicate with parents when a student reaches a planned goal, thereby providing an opportunity to congratulate a student for achieving an academic milestone at school and at home.

Clean Restrooms

Safe and clean schools are important for student academic achievement. All of our schools need to have a clean campus, especially bathrooms. If the bathrooms are kept clean students will be more likely to help keep them clean. Schools need a couple of restrooms only for adults and or visitors.

After school tutors

Quality after-school tutoring programs can have a positive impact on student achievement, especially for at-risk students and English Learners. Quality tutors will not only help with homework but with skills that students can apply to future class assignments. Students need to read and have discussions about what they have read; however parents with limited schooling often feel inadequate to help with their children's reading. There should be after school programs like Reading Partners for all English Learners. Students eligible for free or reduced lunches should also be granted free participation in a Homework Club where students can receive guidance not just supervision for completing assignments.

College and Career

Preparing high school students for success means different things depending on whether students intend to pursue academic goals (e.g., college) or get a job. College-bound students need to learn the academic skills that are essential to success in college. Job-seeking students need to learn employable skills that can make a difference in getting a job and keeping a job in the future. Keep in mind that not all high school kids want to go to college, some want options to learn and train for a specific trade. To be college and career ready, students need to take advanced courses and need support at home and at school to remain committed and interested in such courses.

Intervention Classes

Early Intervention and prevention will increase the academic performance of all students and decrease the need for future interventions to remediate academic deficiencies. Students who struggle in school, especially English Learners need additional help from before, after or during school instructional and support intervention programs. Students who are low performing in all grades need intervention classes from teachers who can best address their areas of need.

Summer School for Kindergarten, First grade and Middle School

Summer school can be an excellent improvement opportunity for students who struggle in school and/or are at risk of under-performing. Summer I/SS should also include students in Kindergarten and first grade to help ensure students begin their academic career on par with the new common core expectations and high-level performance targets. Unfortunately, many students finish Kindergarten and First grade with low achievement. Without summer school, such students will statistically fall further behind in the next grade. This problem is particularly acute for students of low-income families who cannot afford enrolling their children in PTA summer adventure classes or other fee based programs. Summer school should also be offered to middle school students. Statistically, many students who have struggled in elementary school will continue to struggle in middle school. Effective intervention in middle school is important to break this pattern before high school where academic struggle often increases drop out rates.

Community Liaisons

Community Liaisons provide families with information to help them make educated choices about their children's academic experience and progression. Liaisons play an active role with

families of English Learner students who experience difficulties at school. Liaisons help with the challenges that extend beyond school and help increase academic achievement. We would like for an increase of community liaisons hours at sites where the need is great but the allocated hours are few.

Bullying

Whether physical or emotional, bullying can negatively impact the ability to learn. It is a serious problem. All students will benefit from early intervention and support. Teaching positive relationship skills and problem-solving skills will help address relationship issues and educate students to be more sensitive to and accepting of differences with other students. We need programs that teach strategies like “Cool Tools”. Teachers often say they don’t have time to teach it but they need to realize that taking time to teach it will help kids in and out of the classrooms. Furthermore we need to reward good behavior and have a Zero Tolerance for anyone who bullies.

Counseling

School counseling services can improve academic performance by identifying barriers to learning. School Counselors work with students to help them through difficult issues so that they can stay focused in the classroom and get the most out of school. Free counseling should be offered at all of our schools Kindergarten through 12th grade. Currently, the high school has a very long waiting list for free help. We need counseling by trained therapists, not only during school hours (8-3) but also after school (3-7) Monday–Friday. We need more agency collaboration.

Transportation

Some parents have to walk a long distance go to school/meetings/libraries and depend on public transportation to take their children to school and to attend school activities. The blue bus no longer gives transfers and with bus ride costing \$1, low-income parents have had to limit transportation to a minimum for going to school & coming home. It would be great to have bus tokens available so parents can get to meetings/libraries/school.

Nutrition

Good nutrition is important to learning. Children behave better, have longer attention spans and are more eager to learn when they eat healthy meals. We need to provide more healthy food choices for students to eat and to develop good eating habits.

Budgetary Implications:

The change to LCFF eliminates most of the categorical funds that provided supplementary support to English Learners such as ELD teachers, PD for teachers, Bilingual aides at the middle and high school level and materials. We support the use of LCFF to continue to provide the existing supplementary supports for English Learners and the recommendations of this report and those included in the LCAP.

**District Advisory Committee
Board of Education Annual Report
2013-14**

HEALTH & SAFETY DISTRICT ADVISORY COMMITTEE

Chair: Patricia Nolan , RN

Staff Liaison: Mark Kelly, Ph.D.

Charges:

- Monitor contemporary issues in health that have a direct impact on school age children
- Monitor issues that impact safety in SMMUSD schools
- Encourage developmentally appropriate best practices in health, nutrition and physical education
- Assist in the review and modification of the SMMUSD Wellness Policy and other district policies and practices impacting student health and safety

Accomplishments to date:

- Developed a fact sheet to encourage/inform students wishing to perform volunteer work in health care settings, for distribution by SMMUSD staff
- Hosted presentations from and engaged in subsequent discussion with:
 - Gary Bradbury, SMMUSD Risk Manager
 - Jason Olson, SMPD on 'Drug Impairment Training for Educational Professionals'
 - Elaine Rene Weisman, Outreach member of Malibu Environmental Task Force
 - Parent representatives, 'Malibu Unites'

Highlight(s) to date of particular note:

- Initiated revision of the SMMUSD Wellness Policy under the direction of Lora Morn, SMMUSD CN
- Attached please note Appendix A: California FitnessGram 2012-2013 for SMMUSD (latest school year available)
 - General trend is positive: a greater % of all SMMUSD 5th, 7th & 9th grade students are in the 'HFZ' ('Heath Fitness Zone') and lower %'s in the "Health Risk' zones compared to 2011-2012 data, but corresponding 'HFZ' %'s remain lower in 'Economically Disadvantaged' SMMUSD students
- Continued discussion on areas of pertinence/interest:
 - Status of 'Growing Green' program at Grant ES
 - Status of Homework Policy at SaMoHi
 - Please note Appendix B ('SMMUSD Homework Survey' 2014) for your convenience
 - SaMoHi has still not adopted a Homework Policy re: Board Homework Policy 6154
 - SMMUSD Suspension/Expulsion policy
 - TDaP Immunization status of students re: pertussis cases, and TB test shortage for volunteers
 - SMMUSD HS Health Curriculum
 - MHS/JCES and SMMUSD-wide environmental issues and their remediation

Suggested direction for 2014-15:

- Continue to monitor and discuss issues pertinent to the Charges of the DAC and recommend actions where appropriate
- DAC members serve on the LCFF/LCAP committee
- DAC member may serve on an expanded Environmental Task Force

- Continuing comprehensive revision of the SMMUSD Wellness Policy, with a holistic and proactive philosophy toward comprehensive student and staff wellness in social, emotional, physical, medical, environmental and regulatory area
- The Health & Safety DAC would benefit greatly from participation of SMMUSD Physical Education staff member(s), perhaps as a facet of staff professional development

Budgetary Implications:

None at this time but DAC 2014-2015 suggestions including district level oversight by physical education specialists to support physical education in SMMUSD elementary schools, which would require an increase in the SMMUSD staffing, not DAC, budget

DAC on Health & Safety Members 2012-2013	SMMUSD Community Role
Peter Argo	Community Expert: health, safety, Workers' Compensation
Debbie Bernstein, Secretary	Parent
Leslie Butchko, JD	Parent
Harriet Fraser, MD	Parent / Medical Liaison in London
Peter Getoff, LCSW (resigned March 2014)	Community Expert: Social Worker
Leesl Herman	Parent / Expert: Forensic Psychotherapy
Rita Kachru, MD	Parent / Expert: Allergy & Immunology
Stephanie Lewis, MA, CCC-SLP	Parent / Speech Pathologist
Lora Morn, RN, CN	SMMUSD Coordinating Nurse
Patricia Nolan, RN, Chair	Community Expert: Nurse / Associate Scientist
Suzanne Post, SMFD	Community Outreach, SMFD
Deborah Rothman de Beauchamp, JD	Parent / Attorney in health field
Sion Roy, MD, Vice-Chair	Community Expert: Cardiologist
Nandini Rudra-Ganguly, PhD	Parent / Scientist
Larry Sacco	Community Expert: SM Risk Control Officer
Laila Taslimi	SMMUSD staff, McKinley ES
Alyssa Ziman, MD	Parent / Expert: Pathologist

APPENDIX A

**2012-13 California Physical Fitness Report
Overall – Summary of Results
Santa Monica-Malibu Unified District**

Physical Fitness Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement – Health Risk	Total Tested ¹ in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement – Health Risk	Total Tested ¹ in Grade 9	Number Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement – Health Risk
Aerobic Capacity	805	661	82.1	14.3	3.6	844	632	74.9	18.7	6.4	919	675	73.4	16.4	10.2
Body Composition	805	570	70.8	10.8	18.4	844	574	68.0	13.6	18.4	919	626	68.1	13.6	18.3
Abdominal Strength	805	750	93.2	6.8	N/A	844	716	84.8	15.2	N/A	919	840	91.4	8.6	N/A
Trunk Extension Strength	805	711	88.3	11.7	N/A	844	791	93.7	6.3	N/A	919	878	95.5	4.5	N/A
Upper Body Strength	805	704	87.5	12.5	N/A	844	657	77.8	22.2	N/A	919	789	85.9	14.1	N/A
Flexibility	805	664	82.5	17.5	N/A	844	684	81.0	19.0	N/A	919	833	90.6	9.4	N/A

¹ Includes partially tested students

² HFZ is an acronym for Healthy Fitness Zone a registered trademark of The Cooper Institute

** To protect confidentiality scores are not shown when the number of students tested is 10 or less

N/A Not applicable

The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by the Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute.

The PFT performance standards are available on the [CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page](#). Information about the FITNESSGRAM is available on the [Human Kinetics Web site](#) (Outside Source).

Questions: High School and Physical Fitness Assessment Office | pft@cde.ca.gov | 916-445-9449

California Department of Education, Statewide Assessment Division

Prepared: 6/2/2014 10:28:07 AM

State: [California](#); County: [Los Angeles](#); District: Santa Monica-Malibu Unified

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

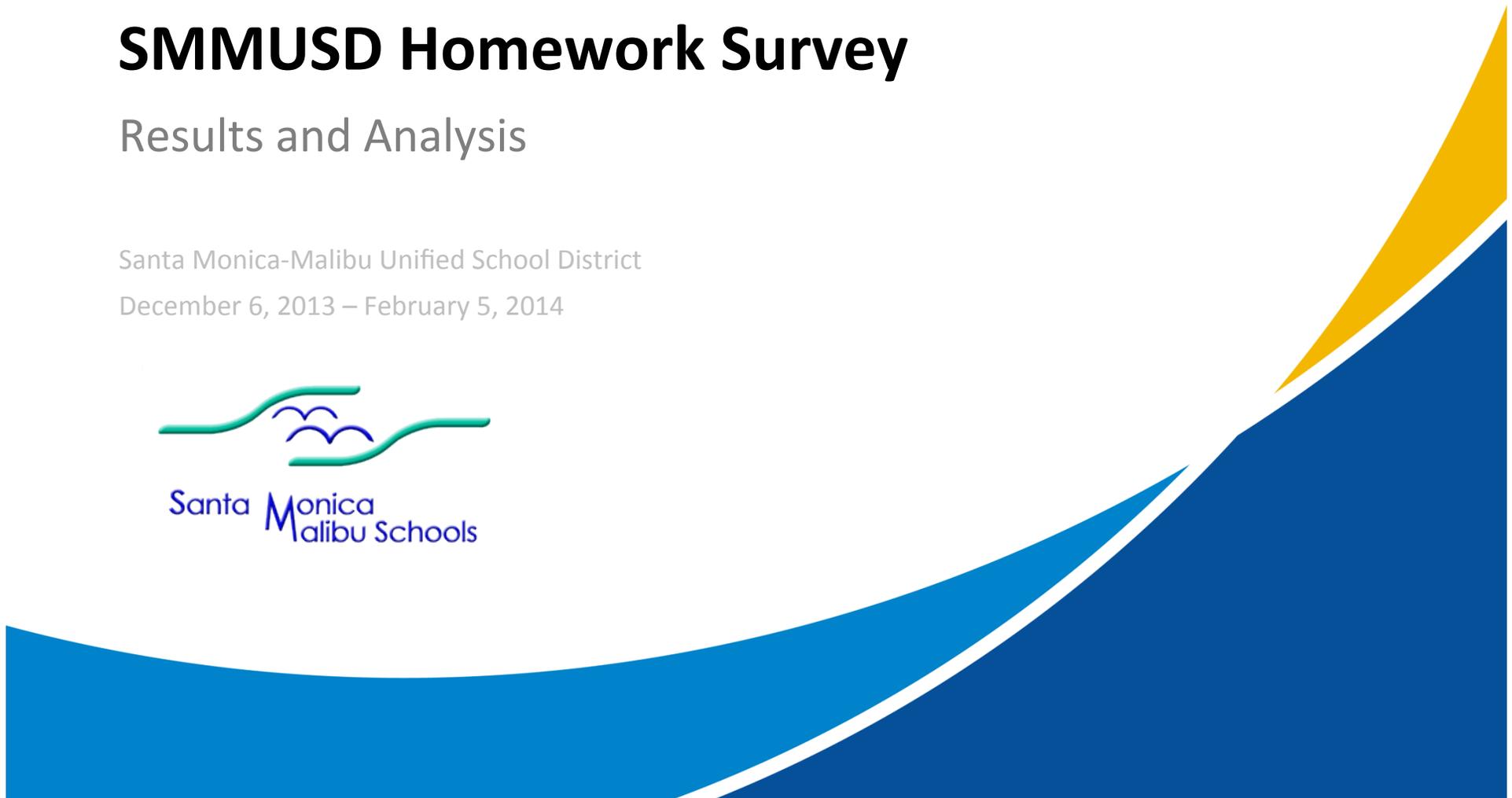
SMMUSD Homework Survey

Results and Analysis

Santa Monica-Malibu Unified School District
December 6, 2013 – February 5, 2014



Santa Monica
Malibu Schools



Overview

Parents were invited to provide feedback on their experiences with homework in the district. Parents with more than one child were encouraged to take the survey multiple times.

The survey was advertised on the district's website, promoted in school newsletters and announced via two press releases.

Survey topics included:

- Quantity of Homework
- Amount of Time Spent on Homework
- Frequency of Homework
- Assistance Needed with Homework
- Type of Homework

This presentation provides a district-level overview of survey results. This survey is conducted annually in conjunction and support of Board Policy.

Each campus will receive a site-level report for use in the development and modification of the school homework plan.

Participation

Parents were given the opportunity to take the survey online between December 6, 2013 and February 5, 2014. The survey was available in both English and Spanish.

Responding Group	Number of Participants
Parents	557

Five Spanish surveys were returned.

Participant Profile

Grade Level

Parents of high school students accounted for 52% of participants.

Please indicate the grade level of the child for whom you are completing this survey. (N=538)

Grade	Count (N)	Percent (%)
Kindergarten	21	4%
1st Grade	26	5%
2nd Grade	15	3%
3rd Grade	25	5%
4th Grade	23	4%
5th Grade	24	4%
6th Grade	45	8%
7th Grade	35	7%
8th Grade	43	8%
9th Grade	85	16%
10th Grade	83	15%
11th Grade	76	14%
12th Grade	37	7%

School

Please indicate which school your child attends. (N=531)

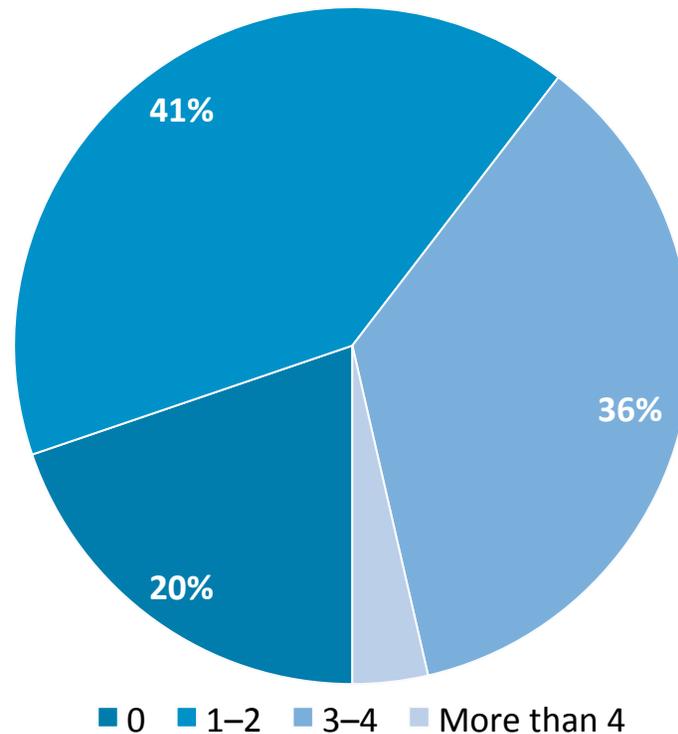
School	Count (N)	Percent (%)
Cabrillo	9	2%
Edison	15	3%
Franklin	16	3%
Grant	12	2%
Jams	37	7%
Lincoln	37	7%
Malibu	69	13%
McKinley	10	2%
Muir	4	1%
Olympic	0	0%
Point Dume	8	2%
Rogers	13	2%
Roosevelt	6	1%
Samohi	249	47%
SMASH	20	4%
Webster	26	5%

47% of participants had one or more children attending Santa Monica High School

Honors/AP Courses

8 of 10 parents of high school students had children taking one or more Honors or AP courses.

How many Honors/AP courses is your child currently taking? (N=278)



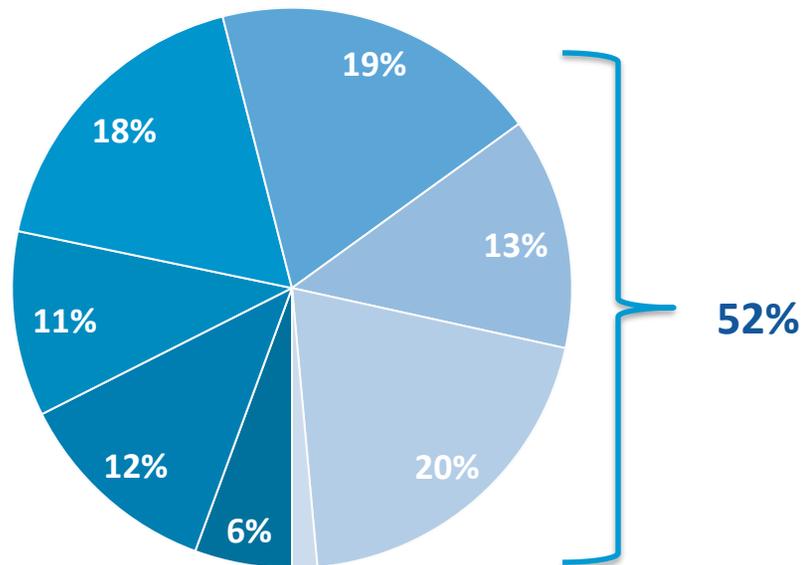
- Data labels for percentages 5% or less are not shown.
- Only parents of children in grades 9, 10, 11 and 12 were given the opportunity to answer this question.

Findings

Time on Homework

Over half of parents said their child spends 60 minutes or more on homework daily.

About how much time does your child typically spend doing homework on a daily basis? (N=552)



- Less than 15 minutes
- About 15–30 minutes
- About 30–45 minutes
- About 45–60 minutes
- About 60–90 minutes
- About 90–120 minutes
- More than 120 minutes
- Not sure

Note: Data labels for percentages 5% or less are not shown.

Time on Homework (Continued)

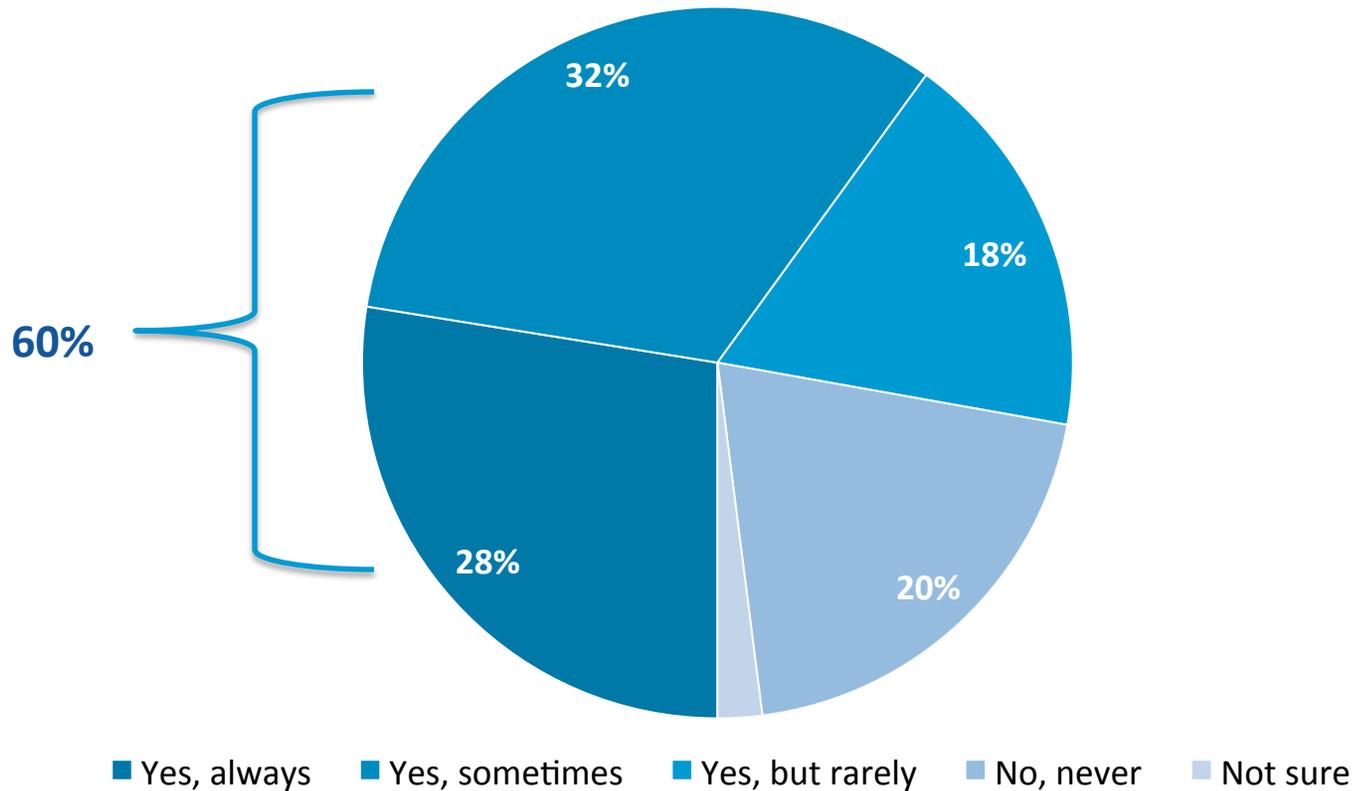
About how much time does your child typically spend doing homework on a daily basis?

Organizational Level	< 15 min.	15-30 min.	30-45 min.	45-60 min.	60-90 min.	90-120 min.	>120 min.	Not sure
Elementary School (N=134)	16%	28%	20%	22%	10%	1%	1%	1%
Middle School (N=123)	5%	9%	10%	24%	26%	13%	13%	1%
High School (N=278)	1%	5%	7%	14%	21%	19%	32%	2%

Weekend Homework

6 of 10 parents said their child Always or Sometimes has homework assigned on weekends.

Does your child have homework assigned on weekends? (N=545)



Note: Data labels for percentages 5% or less are not shown.

Weekend Homework (Continued)

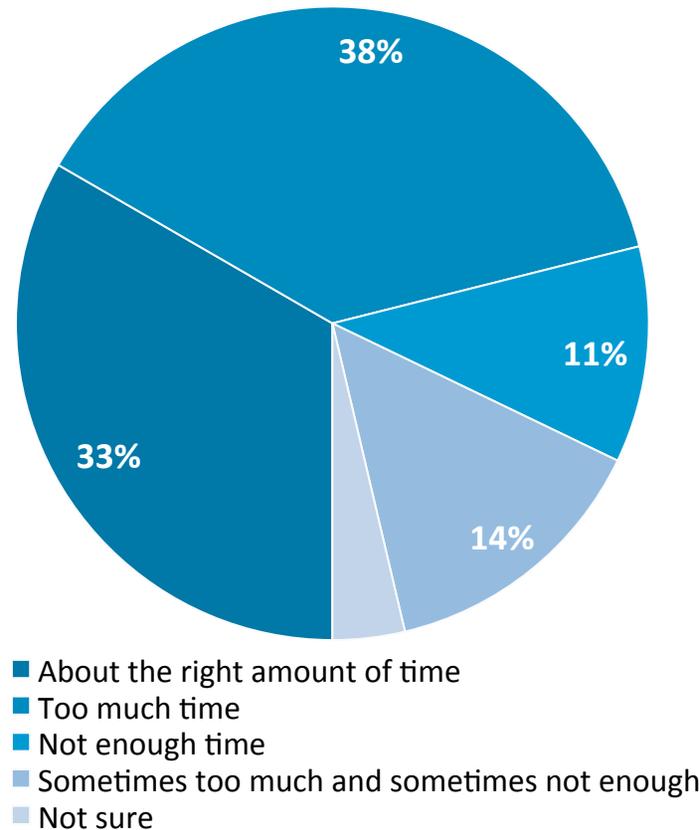
Does your child have homework assigned on weekends?

Organizational Level	Yes, Always	Yes, Sometimes	Yes, but rarely	No, never	Not Sure
Elementary School (N=132)	8%	8%	20%	62%	1%
Middle School (N=122)	8%	44%	28%	17%	2%
High School (N=274)	45%	38%	13%	2%	2%

Perceptions of Time on Homework

Nearly 4 of 10 parents said too much time is spent on homework, while 33% indicated the right amount of time is spent on homework.

The amount of time my child spends doing homework is: (N=543)



Perceptions of Time on Homework (Continued)

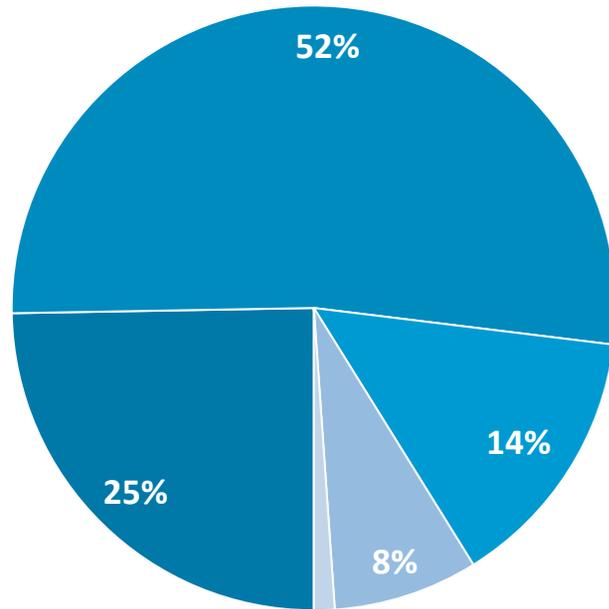
The amount of time my child spends doing homework is:

Organizational Level	About the right amount of time	Too much time	Not enough time	Sometimes too much and sometimes not enough	Not Sure
Elementary School (N=132)	53%	36%	5%	5%	1%
Middle School (N=121)	30%	41%	13%	13%	2%
High School (N=273)	26%	37%	13%	18%	5%

Assistance with Homework

Over half of students occasionally ask for assistance with homework.

How much assistance does your child need with homework assignments? (N=542)



- None, he/she completes homework independently
- He/she occasionally asks for assistance with homework
- He/she usually asks for assistance with homework
- He/she always needs assistance with homework
- Not sure

Assistance with Homework (Continued)

How much assistance does your child need with homework assignments?

Organizational Level	None, he/she completes homework independently	He/she occasionally asks for assistance with homework	He/she usually asks for assistance with homework	He/she always needs assistance with homework	Not Sure
Elementary School (N=132)	11%	52%	20%	17%	1%
Middle School (N=122)	17%	58%	16%	8%	0%
High School (N=272)	33%	51%	11%	3%	2%

Provider of Assistance

Parents were the primary provider of assistance.

Who provided that assistance? (N=401)

Who	Count (N)	Percent (%)
Parent	357	89%
Private Tutor	98	24%
Classmate or friends	91	23%
Teacher	81	20%
Brother or sister	61	15%
After-school program staff	42	10%
Other adult in the home	34	8%
Other (Please specify)	15	4%

Notes: The sum of percentages may exceed 100% because participants could select more than one response option. Only parents who answered that their child needs assistance with their homework assignments occasionally, usually or always were given the opportunity to answer this question.

Type of Homework

Math and writing assignments were the most common type of assignments.

What type of homework assignment does your child typically receive? (N=545)

Type	Count (N)	Percent (%)
Math assignments	500	92%
Writing assignments	456	84%
Reading assignments	410	75%
Studying for tests/quizzes	392	72%
Textbook exercises	294	54%
Research reports	215	39%
Student-selected reading assignments	208	38%
Group projects	202	37%
Classwork completion	185	34%
Extensive projects	171	31%
Not sure	15	3%

Note: The sum of percentages may exceed 100% because participants could select more than one response option.

Most Common Themes to Open-Ended Question

75% of participants responded to the open-ended question.

If you could change one thing about your child's homework assignments, what would it be? (N=415)

Parents suggest that their child's workload should be decreased. Parents feel that spending too much time doing homework decreases the chance of their child being a well-rounded individual.

Parents want more consistent communication from teachers about upcoming assignments. They wrote of inconsistent practices among teachers regarding updates to teacher websites.

Parents commented that they feel their child's workload is appropriate and more balanced when compared to previous years.

Summary of Conclusions

- Caution: Very low response rates
- Results quite similar to prior years' data
- Greater concerns at middle and high school levels than elementary
- Continued call for greater consistency/coordination of homework assignments across secondary classrooms

Next Steps

- Review/reconsider policy that determines frequency of homework survey
 - Are we learning anything new?
 - Are we reaching a cross-section of parents?
- Research and review best practices for:
 - Posting homework assignments (i.e. web-based, binder reminders, etc.)
 - Coordination of assignments across curricular areas



K12 *Insight* is a technology-based research and communications firm that helps school district leadership better engage in conversations with parents, teachers, staff, students and the general public on critical district issues.

K12 *Insight's* approach results in greater transparency and collaborative decision-making.

Watch our [Candid Conversations video](http://bit.ly/12m6z4x), at <http://bit.ly/12m6z4x>, to learn more about how we work.

**Santa Monica-Malibu Unified School District
Board of Education Annual End-of-Year Written Report
2013-2014
Intercultural Equity & Excellence District Advisory Committee**

Chair: Marco Masoni

Staff Liaisons: Debra Moore Washington and Aida Diaz

Charges:

- Support the district's work of closing the achievement gap by assisting in the identification and elimination of inequities in educational processes and outcomes of underserved students in district schools.
- Provide a forum for the articulation of ideas and activities being implemented in the district, school sites, and the greater community to successfully meet the needs of our diverse student and parent population.
- Provide input on district and school site efforts to facilitate the building of bridges of understanding between diverse student and parent populations so that all groups feel connected to, and part of the school community.
- Report to the Board annually, and on any other occasion as necessary, on the scope of their work, and recommendations that are developed relative to their charge.

Accomplishments to date:

1. Continued efforts to probe and understand our own core values as members, in order to better serve the district and create a welcoming platform for increased membership on the committee itself, with the ultimate end of assisting towards the elimination of inequities. "If the BOE and district leadership focus on a few, crucial goals, significant progress can be made closing achievement gaps." Therefore, the IEEDAC focused on two major areas for which subcommittees were formed. A) Engagement of Parents/Families/Students and b) Developing Global Citizens. The first subcommittee focused on charge II, above, "provide a forum for the articulation of ideas" and the second subcommittee focused on charge III, above "facilitate the building of bridges of understanding between diverse student and parent populations." The first subcommittee essentially works with internal IEEDAC membership and the second includes participation of the extended community, such as the HRC. Charges I, II, and III are interconnected and all efforts of the IEEDAC and its subcommittees have the ultimate goal of increased student achievement.
2. Active recruitment of additional IEEDAC members (see Mid-Year 2013-14 report)
3. Alignment with the SMMUSD Equity and Access Plan and follow up on last year's activities
4. IEEDAC welcomed participation of the public, and the public voice was heard in each and every meeting, expanding outreach and communication with the public at large.
5. Community Conversation with the participation of essential groups in the district took place on Thursday, June 12. BOE/district reports given monthly at IEEDAC meetings and events in which have participated members and liaisons of this committee, have had an impact on planning this pilot forum (see Highlights, below).
6. The IEEDAC's Developing Global Citizens Ad-Hoc Committee has discussed how developing global citizens out of our students can have a significant impact, over time, in closing the achievement gap. Please see addendum, below.

Highlight(s) to date of particular note:

- Unpacking Cultural Proficiency beginning with training lead by DMW on November 18 and December 16, using *The Culturally Proficient School: An Implementation Guide for School Leaders* by Lindsey, Roberts, and CampbellJones (p. 57-61)
- Encouragement of parent and community involvement
- Recruitment efforts to include parents and people of color in the IEEDAC membership
- Community Conversation June 12 including production of student video. Twenty individuals

from among school and parent leadership participated, with a good cross-section of our diverse community. Purpose: to bring together school, community and parent leaders from across the district to exchange ideas and develop recommendations about ways to expand and diversity family engagement in our school communities. Agenda: Welcome, Purpose, Video, Table Talks, Report Out, Gallery Walk, Opportunities for Collaboration. Table Talks: Introductions, discussion of programs that increase parent involvement, one suggestion from each group to expand and diversify parent engagement and identify opportunities for collaboration. *Report on results pending.*

Suggested direction for 2014-2015:

- Meet with Samohi Ethnic Studies teacher Kitaro Webb to discuss IEEDAC support of his excellent program, with possible inclusion of former suggestions of this committee (see End-of-Year report for 2013-14).
- Bi-annual community engagement forum, with the June 12 Community Conversation as a learning tool
- Continue quest for diverse and enthusiastic membership
- Solicit input from site councils and PTA presidents from elementary, middle, and high schools to help determine best direction for the next year

Budgetary Implications:

- Refreshments for Community Conversation

Addendum

IEEDAC Developing Global Citizens Ad-Hoc Committee Section for June 2014 Annual Report
June 11, 2014

The IEEDAC's Developing Global Citizens Ad-Hoc Committee has discussed how Developing Global Citizens out of our students can have a significant impact, over time, in closing the "achievement gap", and how our committee's work is perfectly in line with our "Charges" to "Provide input on district and school site efforts to facilitate the building of bridges of understanding between diverse student and parent populations so that all groups feel connected to, and part of, the school community," and to "Provide a forum for the articulation of ideas and activities being implemented in the district, school sites, and the greater community to successfully meet the needs of our diverse student and parent population." Our committee feels that developing Global Citizens can help to close the "Achievement Gap" by broadening students' perspectives and views in the following ways:

- Acknowledge differences and similarities among various cultural groups
- Empower students vis a vis their own cultural heritage
- Help give students a feeling of self-worth and positive cultural identity
- Make school more interesting, fun and relevant
- Help students see how they fit into a larger global perspective
- Ease tensions related to misunderstandings over cultural differences
- Engage students in such a way that they'll be able to see how other cultures operate
- Help teachers develop a greater cultural proficiency
- Provide education in a culturally competent and inclusive manner
- Engage families and the larger community
- Make use of various modes of learning, particularly the Arts: music, dance, visual arts, and poetry

Our committee also discussed ideas and/or programs that could be implemented in SMMUSD Schools to Develop Global Citizens

- A Global Studies Program that includes curriculum for Middle School and High School students, that introduces them to Global Studies and provides classes that feed into the Global Studies and Global Citizenship Degree Programs at Santa Monica College and other colleges and universities.
- International Events & Activities that could take place at all SMMUSD schools. We agreed that we should determine: What kind of baseline data we need to collect? What would be most useful in helping to create a successful program? How can we measure cultural proficiency in students (and teachers) before and after the initiation of a "Developing Global Citizens" program? We are currently compiling information regarding efforts at SMMUSD Schools in achieving the District's Vision of Developing Global Citizens, such as:
 1. What is currently being done by the SMMUSD to address its "Vision" to help students to become Global Citizens?
 2. What are the Common Core Standards for Multicultural and Global Education? Or, where can we get this info?
 3. What ongoing initiatives are taking place at individual SMMUSD school campuses that are successfully helping to build Global Citizens?
 4. What would SMMUSD want as a Wish List for Global Studies & Citizenship? We discussed distributing a Survey to all of SMMUSD's School Principals asking them "What ongoing initiatives are taking place at your school campus that are successfully helping to build Global Citizens?" It should be noted that Santa Monica College now has Degree Programs in both Global Studies and Global Citizenship. We feel that the SMMUSD should start to implement programs and develop curriculum that feeds into these Degree Programs at SMC. Perhaps there are opportunities for new programs that can and will address this emerging area of educational, social and civic engagement.

Community Conversation Thursday, June 12, 2014
 PDLC Santa Monica
 Sponsored by SMMUSD - IEEDAC

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2013-14**

SPECIAL EDUCATION DISTRICT ADVISORY COMMITTEE

Chair: Lee Jones

Staff Liaison: Sara Woolverton

Charges:

Advise the Board of Education about attitudes, opinions and issues significant to the Special Education community:

- A. Hold monthly meetings open to the public and provide Spanish translation when needed
- B. Act as a conduit for flow of information between the Special Education community at large and the Board of Education.
- C. Continue to bring parent's questions and concerns to the BOE regarding curriculum and programs in math, literacy, reading and autism.
- D. Provide a forum for District staff and other speakers to share information relevant tot the Special Education community
- E. To enhance District-wide outreach to Special Education parents, continue the practice of rotating meeting locations to include school sites
- F. To address topical concerns utilizing subcommittees, either Ad Hoc and/or Standing Committees, as defined by the Brown Act.
- G. Continue to review the Special Education budget with the District's Chief Financial Officer utilizing CFO's recently created Special Education specific reporting format.

Charge One

Collaborate with district staff and third party on Post IEP Parent Satisfaction Survey.

Charge Two

Give input to the deputy superinte0ndent of the technology committee to jointly consider strategies to reduce digital divide.

Charge Three

Update and expand the pre-school eligibility assessment, placement and program information for the pre-school section of The Parent Handbook.

Charge Four

Complete the Parent-to-Parent Transition Plan for high school students by presenting to the BOE and arranging for distribution to parents and high school students.

Charge Five

Review information and assist in increasing communication with parents regarding District programs, LCFF (Local Control Funding Formula), Common Core and the Vision for Student Success and how they each will impact Special Education Services in the District

Accomplishments to date:

1. SEDAC worked with Terry Deloria and K-12 Insight to create a comprehensive Special Education Program Satisfaction Survey for parents. The survey was expanded from the original charge of a "Post IEP Parent Survey" by Dr. Deloria. The survey, in English and Spanish, was completed and launched on May 20, 2014 and closed on June 3, 2014. The results will be posted on the district website the beginning of July 2014. Dr. Deloria will use the data for professional development with the school leadership team on August 4, 2014.

2. SEDAC decided to give input to the technology committee by participating in the District-Wide Survey instead of creating a separate Special Education technology survey.
3. The Ad Hoc committee continues to work on the upgrade of the pre-school section of The Parent Handbook.
4. The post-secondary transition plan, formerly called "The Parent-to-Parent Transition Plan" for high school students, was renamed "High School's Ending...Now What? - By and for Parents". Ad Hoc Chair Karen Paris, and SEDAC Chair Lee Jones worked with Joe Safier, a Beverly Hills parent, to complete the plan. It was reviewed by the Tri-Cities SELPA Director Jeanne Davis, school superintendents and Special Education directors. It was then allowed to be distributed to parents/students in Beverly Hills, Culver City, and Santa Monica. Each district was responsible for any costs incurred in the distribution of the plan. It was approved and delivered to the District in April 2014. Assistant Superintendent Terry Deloria approved the printing of the plan by the District print shop with funds from the Education Budget for SMMUSD. It is SEDAC's understanding that all district Special Education staff at middle school and high school campuses have received hard copies that are being disseminated to parents/students with IEPs in grades 8-12. All parents should have a copy of it by the start of the 2014-2015 school year. The plan is also on the SMMUSD website. The committee is immensely proud of the work of the Ad Hoc, as well as Dr. Deloria's guidance and support.
5. Through a member of SEDAC who was appointed to the LCFF committee, we have become educated in the work of that committee. In addition we have received presentation on the Common Core and the Vision for Student Success from Dr. Deloria.

Highlight(s) to date of particular note:

Budgetary Implications:

The printing of hard copies of the transition plan was authorized by Assistant Superintendent Terry Deloria and printed by the District print shop.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2013-14
June 11, 2014**

VISUAL AND PERFORMING ARTS DISTRICT ADVISORY COMMITTEE

Chair: JANIS GABBERT

Staff Liaisons: DR. ELLEN EDEBURN and TOM WHALEY

Charge for 2013-14:

- **Support** a comprehensive PreK-12 arts education program as an integral part of the core curriculum offered to all SMMUSD students, with the arts taught as discrete disciplines as well as integrated into other subject areas.
- **Serve** as a vehicle for parents, teachers, students and community members to inform, suggest and make recommendations to the Board of Education on matters related to equitable access and successful participation in comprehensive, sequential, standards-based PreK-12 arts education.
- **Review**, and report to the Board of Education, current SMMUSD Visual and Performing Arts program data (Dance, Music, Theatre and Visual Arts).
- **Monitor**, and report to the Board of Education, progress in the District's implementation of the Board-adopted *Arts for All* Strategic Plan.
- **Improve** communication among the District, parents and the community regarding the District's VAPA programs, particularly with underserved populations.
- **Work** to develop a VAPA network of those with experience or interest in the arts.
- **Coordinate** with School District producers of photos, videos, and recordings to publicize and archive VAPA events on www.smmarts.info.

I. Accomplishments to date in meeting the charges:

- The VAPA DAC has held monthly meetings and served as a vehicle for parents, teachers, students and community members to communicate with the Board of Education on matters related to PreK-12 Arts Education.
- VAPA DAC member D'Lynn Waldron continues to maintain the <http://smmarts.info> web site, which she designed in 2011, to coordinate with school district producers of photos, videos, and recordings, in order to publicize and archive VAPA events.
- VAPA DAC monitors district progress in implementing the SMMUSD Arts for All Strategic Plan to provide equitable access for all students at all grade levels to high quality instruction in dance, music, theatre, and visual arts.
- The VAPA DAC has reviewed the district's VAPA course offerings and enrollment for Fall 2013 to assess whether students had equitable access to comprehensive, sequential, standards-based K-12 Arts Education.
- The VAPA DAC sent a representative to the district's LCAP Committee in Spring 2014.
- The VAPA DAC reviewed the results of the Music Survey of 6th and 9th Grade Music Students.

II. Highlights to date of particular note since June 2013:

A. Honors for district VAPA students

Inaugural National Youth Orchestra of the United States of America – Two Santa Monica High School students were selected for this 2-week residency in Summer 2013, followed by a concert tour to Washington, DC, London, St. Petersburg, and Moscow. **One of the students has also been selected for the 2014 NYO-USA.**

The **2014 National High School Honors Orchestra** performed in Louisville, Kentucky in March 2014 and included 3 students from Santa Monica High School.

National YoungArts Foundation – Two Santa Monica High School students were among the 170 students selected from approximately 11,000 applicants nationwide as 2014 YoungArts Finalists. They were 2 of only 25 nationwide finalists in the Voice category. <http://www.youngarts.org/sites/default/files/2014YAWFinalists.pdf>

Western Division ACDA (American Choral Directors Association), which includes California, Arizona, Nevada, and Utah, held its 2014 Conference in Santa Barbara in February. The ACDA High School Honor Choir (grades 10 through 12) included 1 student from Malibu High School. The Junior High Honor Choir (grades 7 through 9) will include 7 students from Lincoln Middle School. The Children's Honor Choir (grades 4 through 6) included 4 students from John Adams Middle School and 6 students from Lincoln Middle School.

California State Summer School for the Arts -- A Malibu High School choral student was awarded the Herb Alpert Scholarship for Emerging Young Artists in Music from the Herb Alpert Foundation and the California State Summer School for the Arts in Summer 2013. The award supports a four-year commitment totaling \$40,000 for university-level study.

California Band Directors Association (CBDA) 2014 All-State Honor Bands performed at the California All-State Music Educators Conference (CASMEC) in Fresno in February 2014. The All-State High School Honor Band included 10 students from Santa Monica High School. The All-State Jr. High Honor Band included 5 students from John Adams Middle School and 4 students from Lincoln Middle School. The 17 members of the CBDA 2014 All-State Jazz Band included 2 students from Santa Monica High School.

California Orchestra Directors Association (CODA) 2014 All-State Honor Orchestras also performed in February at CASMEC in Fresno. The CODA All-State High School Honor Orchestra included 5 students from Santa Monica High School. The CODA All-State Jr. High School Honor Orchestra included 3 students from John Adams Middle School and 4 students from Lincoln Middle School

The **CODA 2013 Honors Symphony Orchestra** and the **CODA 2013 Honors String Orchestra** performed at the **CODA Festival** in December 2013 at the University of Redlands. The 2013 Symphony Orchestra included 31 students from Santa Monica High School. The 2013 Honors String Orchestra included 18 students from Santa Monica High School. This was the largest contingent from any single school in the state.

Southern California School Band and Orchestra Association (SCSBOA) 2014 All-Southern Jr. High School Honor Band and Honor Orchestra included 3 students from John Adams Middle School and 5 students from Lincoln Middle School.

Southern California Vocal Association (SCVA) 2013 Southern Region Honor Choir performed in Santa Monica in November. It included 1 student from Malibu High School. The **2014 Junior High/9th Grade Honor Choir** (94 singers) included 19 SMMUSD students from John Adams, Lincoln, SMASH, and Samohi. They performed on April 26, 2014 at John Adams Middle School.

Los Angeles Music Center Spotlight Awards – Among the 2014 semi-finalists were a student from Malibu High in Classical Voice, a student from Samohi in Non-Classical Voice, and a student from Samohi in Classical Instrumental. The semifinalists were selected from 600 applicants from all of Southern California. Ryan Roberts subsequently was named the first-place grand prize winner in the Classical Instrumental category (oboe) at the 26th Annual Music Center Spotlight Awards and performed at the Dorothy Chandler Pavilion in May 2014.

Samohi Viking Marching Band -- In October 2013, competing in the first field tournament of the year, the Samohi Viking Marching Band was awarded the highest honors (Sweepstakes) in the areas of Music Performance, Music Effect, Visual Effect, and Percussion. The color guard placed first in their division as well. All this culminated in the group receiving the tournament's overall Band Sweepstakes/Championship for the 1A/2A/3A division.

Samohi Winter Guard – In April 2014, the Santa Monica High School Winter Guard performed at the Winter Guard Association of Southern California Championships and received the gold medal for the 2014 Winter Guard competition season. The group meets five days a week before school, plus evening rehearsals, under the auspices of the Samohi Band Program. Many of these students take part in the Samohi "Viking" Marching Band first semester, and then create this competitive ensemble during the second semester.

Drama Teachers Association of Southern California (DTASC) Shakespeare Festival -- In April 2014, Santa Monica High School students won honorable mention in C Division, Large Group Comedy, performing a scene from *Twelfth Night* at the 2013-14 DTASC Shakespeare Festival.

Ryman Summer Art program - In Summer 2013, SMMUSD art students were accepted and participated in the Ryman Art program -- <http://www.ryman.org/>

California Summer School for the Arts – In Summer 2013, SMMUSD art students were accepted and participated in the California Summer School for the Arts -- www.csssa.org/

LACOROP ROP Outstanding Student Recognition – In March 2014, five SMMUSD ROP students attended the LACOROP ROP Outstanding Student Recognition final event at Southern California Edison in Irwindale. The students participated in interview panels with business and industry representatives and presented work sample demonstrations. They also provided resumes and completed job applications, which were scored by business representatives from human resource departments. They competed against students from 66 Los Angeles County high schools. Among the awards was a silver medal to a Samohi photography student, a silver medal to a Samohi Film & Video Production student, and a bronze medal to a Malibu High photography student.

College acceptances for art majors – As of June 2014, Santa Monica High School college acceptances included the California College of Art, Cornish College of the Arts, Kansas City Art Institute, Maryland Institute College of Art, and the School of the Art Institute of Chicago.

B. Honors for district VAPA teachers in 2013-14:

CBDA -- John Adams Middle School teacher Angela Woo conducted the CBDA California All-State Junior High Honor Band at the California All-State Music Education Conference (CASMEC) in Fresno in February 2014.

CODA -- Santa Monica High School teacher Jason Aiello served as Past President of the California Orchestra Directors Association (CODA).

ASTA -- Elementary music teacher Bonnie Lockrem served as Secretary of the California Chapter of the American String Teachers Association (ASTA).

C. DAC analysis of Fall 2013 VAPA course enrollment:

Total SMMUSD K-12 enrollment for Fall 2013:	11,245 K-12 students (-156 since 2012-13)
Total enrolled in district, ROP, or SMC-funded "for credit" or district-funded VAPA classes:	7,086 students (+175) = 63% of total student enrollment (+2% since 2012-13)

<i>Elementary Schools</i>		
Total enrollment:		4,944 grade K-5 students (-3 since 2012-13)
Total enrolled in district-funded VAPA classes:		2,464 students (+4) = 50% of total student enrollment (same as 2012-13)
Dance	3 rd grade dance (Music 'n' Motion)	769 students (-65) = 16% of K-5 students (+1% since 2012-13)
Music	3rd, 4th, and 5th grade music	2,464 students (+4) = 50% of K-5 students (same as 2012-13)

Elementary Schools

- No district-funded or district-wide K-2 or 4-5 **Dance** program.
- No district-funded or district-wide K-2 **Music** program.
- No district-funded or district-wide K-5 **Theatre** program.
- No district-funded or district-wide K-5 **Visual Arts** program.

To fully implement the 9-year *Arts for All* plan, **all K-5 students should have access** to instruction during the school day by highly qualified teachers in all four arts disciplines: Dance, Music, Theatre, and Visual Arts.

<i>Middle Schools</i>					
Total enrollment:		2,568 grade 6-8 students (-39 since 2012-13)			
Total enrolled in district-funded "for credit" VAPA classes:		2,096 students (+149) = 81% of total school enrollment (+6% since 2012-13)			
	Dance	Music	Theatre	Visual Arts	
JAMS	30 (+22)	571 (+33)	0	118 year-long (+10) & 63 (-21) trimester	782 (+30) of 1,011 total students (+13) = 77% (+2% since 2012-13)
Lincoln MS	0	536 (-12)	0	70 year-long, 125 semester-long, and 125 quarter (+77)	856 (+65) of 1,012 total students (-53) = 85% (+11% since 2012-13)
Malibu MS	0	183 (+46)	22 semester-long (-11)	91 year-long & 88 trimester (+6)	384 (+41) of 469 total students (+8) = 82% (+8% since 2012-13)
SMASH	0	74 (+7)	0	0	74 (+7) of 76 total students (-7) = 97% (+26% since 2012-13)

<u>High Schools</u>					
Total Enrollment:			3,733 grade 9-12 students (-83 since 2012-13)		
Total enrolled in district, ROP, or SMC-funded "for credit" VAPA classes:			2,526 students** (+13) = 67% of total school enrollment (+1% since 2012-13)		
	Dance	Music	Theatre	Visual Arts	
Malibu HS	0	130 (+12)	154 (-2)	247 (+3)	531 (+13) of 694 total students (+11) = 76% (same as 2012-13)
Olympic HS (Some programs are not district-funded.)	0 (-10) Instruction will be offered in Spring 2014.	14 (+5)	28 (same as 2012-13)	48 (+32)	90 (+8) of 71 total students (-21) = 115% (+26% since 2012-13) Some students are taking more than one VAPA class, resulting in more than 100% enrollment in VAPA classes.
Santa Monica HS	161 (+5)	884 (+20)	79 (-20)	781 (-13)	1,905 (-8) of 2698 total students (-79) = 64% (+1% since 2012-13)

(**Some high school students take more than one arts class, so the actual number of students may be somewhat lower.)

Secondary Schools

No "for credit" **Dance** classes at either Lincoln, Malibu, or SMASH Middle Schools, or at Malibu or Olympic High Schools.

No "for credit" **Theatre Arts** classes at John Adams, Lincoln, or SMASH Middle Schools.

To fully implement the 9-year *Arts for All* plan, **all middle and high school students should have access** to "for credit" instruction by highly qualified teachers in all four arts disciplines: Dance, Music, Theatre, and Visual Arts.

D. Middle school "for credit" VAPA classes offered in 2013-14 include:

John Adams Middle School

Dance: Dance

Music: Boys Chorus, Girls Chorus, Girls Chorus II, Honors Choir, Concert Choir, Music Conversion, Orchestra, Orchestra II, Orchestra III, Orchestra IV, Band, Band II, Concert Band, Wind Ensemble

Visual Arts: Exploratory Art, Art Foundation, Advanced Art.

Theatre: no district-funded "for credit" classes

Lincoln Middle School

Dance: no "for credit" classes

Music: Boys Chorus, Girls Chorus, Chorale II, Concert Choir, Band, Band II Brass, Band II Woodwinds, Concert Band, Wind Symphony, Intro to Strings, Orchestra, Orchestra II Violin; Orchestra II Viola, Cello, Bass; Concert Orchestra, Symphony Orchestra

Theatre: no district-funded "for credit" classes

Visual Arts: Exploratory Art 6 (quarter-long), Exploratory Art 7-8 (semester-long), Advanced Art (year-long)

Malibu Middle School

Dance: no district-funded "for credit" classes

Music: Girls Chorus, Concert Choir, Intro to Strings, Orchestra, Symphony Orchestra, Intro to Winds, Band, Wind Ensemble

Theatre: Theater Arts
Visual Arts: Exploratory Art 6, Art

SMASH Middle School

Dance: no district-funded “for credit” classes
Music: Choir, Strings, Winds
Theatre: no district-funded “for credit” classes
Visual Arts: no district-funded “for credit” classes

E. High School “for credit” VAPA classes offered in 2013-14 include:

Malibu High School

Dance: no district-funded “for credit” classes
Music: High School Chorale, Concert Choir, Chamber Singers (SMC); Symphony Orchestra, Wind Ensemble, Music Theory,
Theatre: Professional Actor (ROP); Stage Craft Technology (ROP), Film Studies, Advanced Film Studies
Visual Arts: Ceramics/Sculpture, Ceramics II, Digital Design (ROP), Digital Design II (ROP), Drawing/Painting, Studio Art Drawing AP, Studio Art 2D AP, Studio Art 3D AP, Photo (ROP), Photo II (ROP), Visual Arts, Yearbook

Olympic High School:

Dance: Dance class in Spring 2014 (funded by SMMEF)
Music: Music and Guitar classes (funded by SMMEF)
Theatre: 20th Century History through Film; Playwriting classes (provided by the Virginia Avenue Project); Imagination Workshop (provided by UCLA)
Visual Arts: Art classes; Intergenerational Arts Project (provided by the Santa Monica Bay Area Human Relations Council); Digital photography classes in Spring 2014 (provided by VeniceArts)

Santa Monica High School

Dance: Dance, Professional Dance, Professional Dance II, Professional Dance III, (all funded by ROP)
Music: Men’s Chorus, Women’s Chorus, High School Chorale, Chamber Singers, Madrigal Ensemble, String Orchestra, Concert Orchestra, Sinfonia Orchestra, Chamber Orchestra, Philharmonic Orchestra, Symphony Orchestra, Concert Band, Symphonic Band, Wind Symphony, Wind Ensemble, Jazz Band I and II (SMC), Marching Band, Guitar I (SMC), Guitar II (SMC), Piano I, Piano II
Theatre: Acting; Acting II, Play Production; Technical Theater (ROP)
Visual Arts: Ceramics, Ceramics II, Drawing, Drawing II, Drawing III, Painting, Painting II, Studio Art 2D AP, Studio Art Drawing AP, Photo (ROP), Photo II (ROP), Film/Video Production (ROP), Film/Video Production II (ROP), Digital Design (ROP), Digital Design II (ROP)

F. District funding for VAPA programs was maintained from 2012-13 to 2013-14.

G. Non-District Funding at the High School Level:

The following “for credit” VAPA classes are funded by the Regional Occupational Program (ROP) and Santa Monica College:

2013-2014 classes funded by ROP:

- Digital Design Level 1 (1 class at Malibu High [**one fewer class than in 2012-13**], 4 classes at Samohi)
- Digital Design Level 2-4 (1 class at Malibu High School, 1 class at Samohi)

- Film & Video Production (no classes at Malibu High [2 fewer classes than in 2012-13], 2 classes at Samohi)
- Photography Level 1 (2 classes at Malibu High School, 4 classes at Samohi),
- Photography Level 2-4 (1 class at Malibu High School, 1 class at Samohi)
- Professional Acting (1 class at Malibu High School)
- Professional Dance Level 1 (3 classes at Samohi)
- Professional Dance Level 2A and 2B (2 classes at Samohi)
- Stagecraft Technology (1 class at Malibu High School)
- Technical Theater (1 class at Samohi)

2013-2014 dual enrollment classes funded by Santa Monica College (same as 12-13)

- Chamber Choir (Malibu High School)
- Guitar (Santa Monica High School)
- Jazz Band (Santa Monica High School)

H. Partnerships with Non-District Benefactors

1. **P.S. ARTS** funded programs in the Title I elementary schools for 2013-14 (K-5 Theatre at Edison Language Academy and K-5 Visual Arts at McKinley, Muir, and Will Rogers).
2. The **Santa Monica Malibu Education Foundation** “For The Arts” endowment fund contributed \$125,400 in 2012-13 to support the Robert Gilliam dance classes at John Adams, Lincoln, Malibu, and SMASH Middles Schools, as well as Malibu and Olympic High Schools; recorders for all 3rd graders; Dream Strings; Dream Winds; Music and Guitar classes at Olympic High; after-school “non-credit” Drama programs at John Adams and Lincoln Middle Schools; and “for credit” Theatre programs at Malibu, Olympic, and Santa Monica High Schools.

The Education Foundation received an estate gift of \$4.8 million in 2012. Half of it will be used to create an arts endowment to provide semi-private music instruction and the purchase and maintenance of musical instruments for disadvantaged children throughout the district. The endowment was named the Peggy Bergmann Arts Endowment Fund.

If the January 31, 2014, *Vision for Student Success* fundraising goal were met, the district planned to provide elementary schools with the following arts programs in 2014-15:

- Kindergarten, 1st, and 2nd grade Visual and Performing Arts programs (e.g., dance, music, theatre, visual arts – per school site choice).
 - 3rd, 4th, and 5th grade Visual Arts program (in addition to the district-funded 3rd through 5th grade Music program).
1. The following is a partial list of other organizational partners that supplement or enhance the VAPA programs at one or more schools:
 - ASCAP (American Society of Composers, Authors, and Publishers)
 - Dana and Albert R. Broccoli Foundation
 - City of Santa Monica Cultural Affairs Division
 - Ella Fitzgerald Foundation
 - Flourish Foundation
 - Gail Dorin Music Foundation
 - SONY Pictures Entertainment (Janice Pober, Senior Vice President Corporate Social Responsibility)
 - Los Angeles County Arts Commission
 - Los Angeles County Music Center
 - Los Angeles Philharmonic

- Malibu Arts Angels
- Margaret Cavigga Trust
- Morgan-Wixson Theatre Y.E.S. program
- New West Symphony
- OPCC – Ocean Park Community Center
- Orchestra Santa Monica Woodwind Quintet
- Santa Monica-Malibu PTAs
- Santa Monica Arts Parents Association
- Santa Monica Boys and Girls Club
- Santa Monica City Council
- Santa Monica College: The Broad Stage and the Dual Enrollment Program
- Santa Monica Kiwanis
- Santa Monica Museum of Art
- Santa Monica-Palisades Masonic Lodge #307
- Santa Monica Playhouse
- Virginia Avenue Project

I. Arts for All

In 2013-14, the Los Angeles County Arts Commission *Arts for All* program granted \$8,000 to SMMUSD to help fund the Ballroom Madness program for 5th grade. The grant was for Muir, McKinley, Rogers and Grant.

J. Current VAPA programs

1. Elementary Dance

- There is no district-funded or district-wide Dance program for grades K-2 or 4-5.
- All 3rd graders are receiving district-funded dance instruction from Music 'N Motion in 2013-14 (2 weeks per year, during the P.E. schedule).
- 5th graders at Edison, Franklin, Grant, McKinley, Muir, Pt. Dume, Rogers, Roosevelt, SMASH, and Webster (all but Cabrillo) received dance instruction from Ballroom Madness in 2013-14 (an increase from only 3 schools in 2009-10). A yearly culmination Team Match took place on December 20, 2013 at Barnum Hall. 1st place was won by Franklin, 2nd place by Pt. Dume, and 3rd place by Muir. The program is being funded by grants and by PTAs. Edison received support from the district for Ballroom Madness in 2013-14, as the students were unable to have outdoor PE due to construction.

2. Secondary Dance

- There are no “for credit” Dance classes at Lincoln Middle School, Malibu Middle School, SMASH, Malibu High School, or Olympic High School in 2013-14.
- John Adams Middle School offered one district-funded “for credit” Dance class in 2013-14.
- ROP funded five “for credit” Dance classes at Santa Monica High School for 2013-14. The fourth Samohi Winter Dance Showcase was presented in Barnum Hall on December 6, 2013.
- SMMEF funded the Robert Gilliam dance program, which provides once-a-week instruction as part of the Physical Education program at John Adams, Lincoln and SMASH Middle Schools, and at Malibu and Olympic High Schools. Students do not get performing arts “credit” for these Dance classes.

3. Elementary Music

- There is no district-funded or district-wide Music program for K-2.
- All 3rd, 4th, and 5th graders are receiving district-funded music instruction from credentialed music teachers. All elementary schools had winter “informances” or concerts, as well as spring concerts.

- Choruses from Malibu elementary schools participated with choruses from Malibu Middle and High Schools in their winter concert.
- In November 2013, Santa Monica elementary school choirs participated at the Jonathan Club in the “Britten Birthday Bash” with conductor James Conlon, Music Director of Los Angeles Opera. This concert of music for children by the English composer Benjamin Britten, whose centenary is being celebrated all over the world, was part of LA Opera's *Britten 100/LA: A Celebration*, a countywide collaboration featuring performances, conferences and exhibitions. (<http://www.laopera.com/britten100la>)
- The district-wide Elementary Honor Band, Honor Choir, and Honor Orchestra performed in the 65th Annual Stairway of the Stars concerts at Barnum Hall in February 2014. Out of 323 performers (**+59 since 2013**), **98 are from Title I elementary schools**: 32 from Edison, 16 from Muir, 31 from McKinley, and 19 from Rogers.
- District Elementary Music teachers were allowed to attend the California All-State Music Educators Conference (CASMEC) in Fresno on February 20-23, 2014. The annual conference included professional development clinics, honor ensemble concerts, and music industry exhibits.
- The Gail Dorin Music Foundation, the Ella Fitzgerald Foundation, and the Santa Monica/Malibu Education Foundation funded the Dream Strings, Dream Winds, and Dream Voice programs to provide coaches for music students at the Title I elementary schools and the middle schools.

4. Middle School Music

- In November 2013, the Advanced Girls' Choirs from John Adams and Lincoln Middle Schools participated at the Jonathan Club in the “Britten Birthday Bash” with conductor James Conlon, Music Director of Los Angeles Opera. This concert was part of LA Opera's *Britten 100/LA: A Celebration*.
- All middle schools (John Adams, Lincoln, Malibu, and SMASH) presented high quality winter and spring band, choir, and orchestra concerts.
- Middle school band, choir, and orchestra students participated in the 65th Annual “Stairway of the Stars” concerts at Barnum Hall. The Choir Concert was on February 7, with guest conductor Dr. Albert J. McNeil. The Band Concert was on February 11, with guest conductor Dr. Thomas Lee. The Orchestra Concert was on February 13, with guest conductor Bruce Kiesling.

5. High School Music

- In July 2013, the Samohi Viking Marching Band participated in the city's Main Street 4th of July Parade. In October 2013, the marching band won a field tournament Band Sweepstakes/Championship.
- In Fall 2013, other student performances included the Malibu High School Chamber Singers performing at Pepperdine University, the Samohi Bands Fall Concert, the Samohi Choir Sweet Serenade, and “The Beatles at Barnum.”
- In November 2013, the Samohi Chamber Orchestra participated at the Jonathan Club in the “Britten Birthday Bash” with conductor James Conlon, Music Director of Los Angeles Opera.
- In Fall 2013, 14 students at Olympic High studied music with Mark Harris of the band Venice (funded by SMMEF).
- Malibu High School and Santa Monica High School presented high quality winter and spring band, choir, and orchestra concerts.
- High school band, choir, and orchestra students participated in the three “Stairway of the Stars” concerts at Barnum Hall. The Stairway Honor Award went to the Beasley Family (Lida, Rule, and John). Internationally renowned jazz

pianist, composer, and recording artist John Beasley was the guest soloist with the Jazz Bands.

- In March 2014, the Malibu High School Chorale performed at Carnegie Hall as one of 9 choirs combining to form the National Youth Choir.

2. Elementary Theatre

- There is no district-funded or district-wide Theatre program for grades K-5.
- P.S. ARTS is providing K-5 bilingual Theatre instruction at Edison Language Academy for 2013-14.
- In February 2014, the Virginia Avenue Project returned to Will Rogers Learning Community for another 10-week Creative Dramatics class.
- The Morgan-Wixson Theatre Y.E.S. program was available for district elementary schools in 2013-14.

3. Secondary Theatre

- There are no district-funded “for credit” drama programs at John Adams, Lincoln, or SMASH Middle Schools.
- The district-funded “for credit” drama programs continued in 2013-14 at Malibu Middle School, Malibu High School and Santa Monica High School.
- In Fall 2013, Malibu High School presented *The Laramie Project*, and Santa Monica High School presented *Noises Off*.
- Thirty-five Santa Monica High School students participated in the Drama Teachers Association of Southern California (DTASC) Fall 2013 Festival – http://www.cetoweb.org/dtasc_pages/fall_fest.html
- In Fall 2013, the Virginia Avenue Project taught Playmaking at Olympic High School. Students spent 10 weeks paired with an adult mentor writing short plays, and then professional actors came to Olympic and performed the students’ plays for the entire school.
- In January 2014, the Virginia Avenue Project began teaching a 10-week Playmaking class at John Adams Middle School.
- Since 2010-11, SMMEF has co-funded with the JAMS and Lincoln PTSA an after-school “non-credit” drama program. Lincoln Middle School presented *Peter Pan: The Musical* in January 2014. John Adams Middle School presented *Oliver!* in March 2014.
- In February 2014, Malibu Middle School presented the musical *Alice in Wonderland*.
- In March 2014, Santa Monica High School presented the musical *Pippin*.
- In May 2014, Malibu High presented *Young Frankenstein*.
- In May 2014, Santa Monica High School presented *Public Domain* in the Humanities Center – theatre, music, poetry, and dance, directed and performed by Samohi students.

4. Elementary and Secondary Visual Arts

- There is no district-funded or district-wide Visual Arts program for grades K-5.
- P.S. ARTS provided K-5 Visual Arts instruction at McKinley, John Muir, and Will Rogers for 2013-14.
- In Spring 2013, 34 Malibu High School and 16 Santa Monica High School AP Art students passed the AP exam. In October 2013, representatives from the School of the Art Institute of Chicago and Cornish College of the Arts visited Santa Monica High School AP art classes to recruit students.
- In October 2013, the Santa Monica Museum of Art’s 21st “Wall Works” exhibit included student artwork from SMMUSD schools. Samohi students also participated in the Park Studio program by building a tree house.

- In November 2013, the Roberts Art Gallery at Santa Monica High School exhibited *Day of the Dead – Día de los Muertos*.
- On January 31, 2014, the 2nd Annual District-wide Art Show opened in the Roberts Gallery.
- In Spring 2014, VeniceArts, a nonprofit organization, provided a digital photography class to supplement the district-funded art classes at Olympic High School.
- Artwork by Malibu Middle School and High School students is posted at www.MalibuHigh.org/arts_gallery -- Artwork by Santa Monica High School students is posted at: <http://www.samohi.smmusd.org/art/index.htm>
- The Samohi Senior Art Show opened in May 2014.
- The Samohi Film Festival took place at Barnum Hall in May 2014.

K. Communication

- **Calendar of VAPA events**

Throughout the year, information about the district's Visual and Performing Arts programs is communicated to the public, with school concerts, plays, musicals, dance performances, and art exhibits posted at <http://smmarts.info>

- **Media Coverage**

VAPA events and accomplishments during 2013-14 have been reported in the *Malibu Patch*, *Malibu Times*, *Santa Monica Daily Press*, *Santa Monica Dispatch*, *Santa Monica Lookout*, *Santa Monica Mirror*, *Santa Monica Patch*, *The Palette* (City of Santa Monica Cultural Affairs weekly e-blast), and *CMEA Magazine: The News Magazine of the California Music Educators Association*.

III. Suggested direction for 2014-15:

1. **Acquire permission to use images from the various school sites before the beginning of the 2014-15 school year in order to showcase the district's VAPA programs.**
2. **Maintain the Board and District commitment to the SMMUSD Arts for All Strategic Plan**, adopted unanimously by the Board of Education in 2005, even if it takes longer to achieve than originally anticipated.
3. **Implement the *Vision for Student Success* in the elementary schools with the following arts programs in the 2014-15 school year:**
 - a) **TK, Kindergarten, 1st, and 2nd grade Visual and Performing Arts** programs (e.g., music, theatre, and visual arts – per school site choice).
 - b) **3rd, 4th, and 5th grade Visual Arts and Theatre** programs (in addition to the district-funded 3rd through 5th grade Music program).
4. **VAPA Coordinator** – Maintain the VAPA Coordinator position, one of the five critical components of a sustainable arts education program. Our district is eligible for certain grant funding because we have an administrative level coordinator in place.
5. **Music** – Maintain the district-wide Elementary Music program, currently serving grades 3, 4, and 5. It is the foundation of the entire district music program. **Implement a district-wide standards-based Music program for grades TK-2.** To provide equitable access to arts instruction across the district, add a district-funded choir accompanist at SMASH Middle School, and explore offering more than one level of instrumental music instruction at SMASH Middle School.
6. **Theatre** – Maintain the current “for credit” secondary Theatre programs at Malibu Middle, Malibu High School, Olympic High School, and Santa Monica High School, as well as the non-credit after school programs at Lincoln and John Adams Middle Schools

that are co-funded by SMMEF and the PTSAs. To provide equitable access to arts instruction across the district, **add “for credit” Theatre classes at Johns Adams, Lincoln, and SMASH Middle Schools. Implement a district-wide standards-based Theatre program grades TK-5.**

7. **Visual Arts** – Maintain the current secondary Visual Arts programs at John Adams and Lincoln Middle Schools, Malibu High School, Olympic High School, and Santa Monica High School. **Implement a district-wide standards-based Visual Arts program for grades TK-5.**
8. **Dance** – **Move the current district-wide 3rd grade Dance program to 4th grade, and expand dance instruction to additional grade levels.** Maintain the “for credit” dance classes at John Adams Middle School and Santa Monica High School. To provide equitable access to arts instruction across the district, **add “for credit” Dance classes at Lincoln, Malibu, and SMASH Middle Schools and at Malibu High.**
9. **Scheduling** – Maintain AM classes and summer school classes, including summer school classes in the arts. This is important for 9th and 10th graders at Samohi, for students at Lincoln Middle School, and for students at John Adams Middle School who participate in the Spanish immersion and AVID programs. It serves those students who otherwise might not be able to fit these classes into their schedules, and encourages their successful participation in arts classes, foreign language classes, and sports.
10. **High school graduation requirements** – Change Board Policy 6146.1 – High School Graduation Requirements -- to **include at least one year of visual and performing arts classes and one year of a foreign language.**
11. **Facilities** – Ensure that any VAPA facilities built with Measure BB funds are constructed according to national *Opportunity-to-Learn Standards for Arts Education* and the district’s own VAPA facilities guidelines, adopted in 2000.
12. **Budget Deliberations** – When discussing budget cuts, the VAPA DAC urges the Board of Education to avoid eliminating entire curriculum areas, such as Elementary Music.

IV. Budgetary Implications:

The VAPA DAC strongly recommends *increasing* current funding for district-funded VAPA programs, which are an integral part of core curriculum.

The VAPA DAC is particularly concerned that any decrease in Regional Occupational Program (ROP) funding through LACOE could severely impact arts instruction at the high schools. Given the uncertainty of future ROP funding, the VAPA DAC recommends that the district look for ways to ensure sustainable funding for these programs.

* Regarding VAPA standards, the **Common Core State Standards** currently consist of mathematics and English language arts -- <http://www.corestandards.org/>

The new National Core Arts Standards were posted here on June 6, 2014:
<http://www.NationalArtsStandards.org/>

The National Coalition for Core Arts Standards, a partnership of organizations and states, led the revision of the 1994 National Standards for Arts Education. Media Arts was added to Dance, Music, Theatre, and Visual Arts. The leadership team consisted of representatives from the American Alliance for Theatre and Education, Arts Education Partnership,

Educational Theatre Association, National Art Education Association, National Association for Music Education, National Dance Education Organization, State Education Agency Directors of Arts Education, The College Board, and Young Audiences.

The California Department of Education posts the skills, knowledge, and abilities in Dance, Music, Theatre, and the Visual Arts that all students should be able to master here:

<http://www.cde.ca.gov/ci/vp/>

The SMMUSD VAPA Curriculum is posted here:

<http://smmusd.org/vapa/curriculum/index.html>

VAPA DAC Members for 2013-14

Deborah Berek

Allison Diftler

Scott Ferguson

Patricia Finer

Janis Gabbert, Chair

Zina Josephs, Secretary

Kathryn Kert Green

Cristyne Elizabeth Lawson

Bambi Martins

Brian Murphy

Lori Nafshun

Terry Norton-Wright

John Redfield

Alisa Stewart, Vice Chair

D'Lynn Waldron

Board Liaisons:

Ralph Mechur

Nimish Patel

Staff Liaisons:

Dr. Ellen Edeburn

Tom Whaley

Administrative Assistant:

Brenda Carrillo

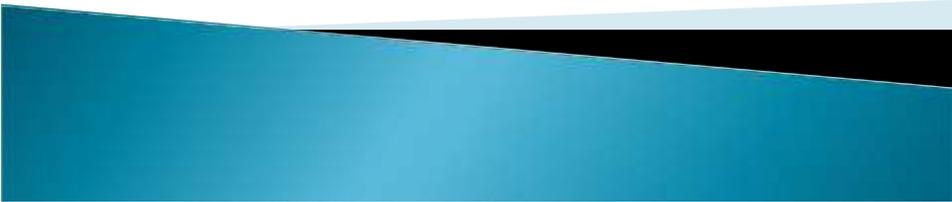
ATTACHMENTS

ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Presentation: "Literacy Coach Update" (*associated with Item no. S.01*)
- Presentation: "Budget Adoption" (*associated with Item No. A.32*)

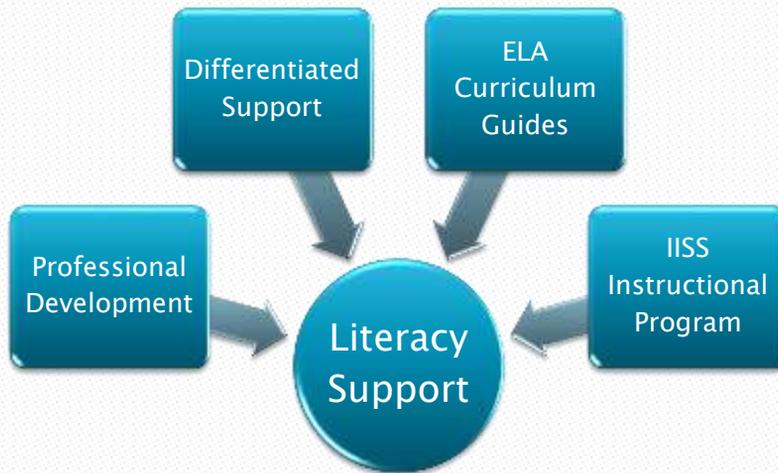
Literacy Coach Update

SMMUSD Board of Education
Study Session
June 25, 2014



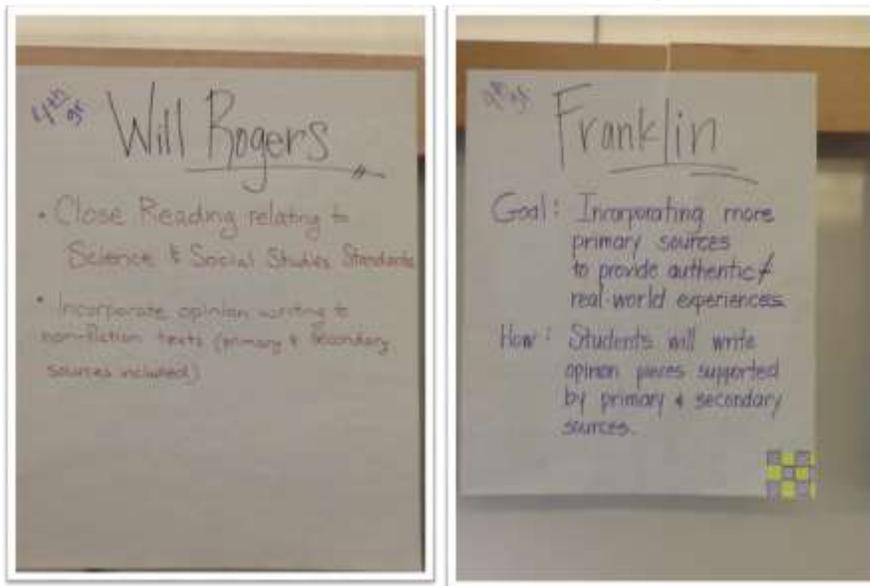
Study Session Agenda

- ▶ Literacy support within the [Vision for Student Success \(VSS\)](#)
 - ▶ PreK–5 [Common Core Professional Development Sessions](#) in English Language Arts
 - ▶ [On-site coaching](#) at Edison, McKinley, Muir and Will Rogers Learning Community
 - ▶ Focus for the [2014–15 school year](#)
- 

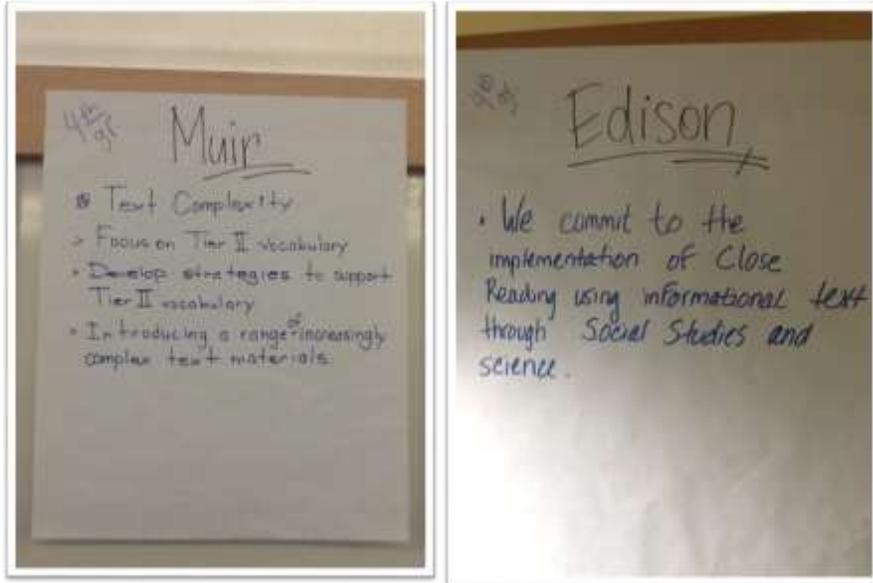


Literacy support within the Vision for Student Success (VSS)

Grade Level Chart Examples



Grade Level Chart Examples



PD Teacher Reflections

"Thank you all for such a wonderfully engaging and energizing day! There was so much careful planning, sound theory, and amazing sharing of resources! I learned an incredible amount! Thank you Thank you Thank you!"

"Last Tuesday I attended the 4th grade ELA CCSS training. The training itself was engaging, useful, with intelligent design and presentation. That's always good, however, I have already used, and shared, the resources that I'm aware of because of this team's presentation, that's even better. This was the best, most professional, and useful district training I have attended in years. If this is the direction Ed. Services is headed in its professional developments, I will look forward to attending them, and learning from this very able, personable, and relevant training team."

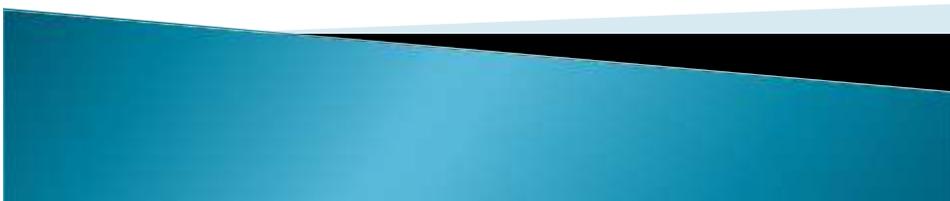
PreK–5 CCSS ELA PD Sessions

- ▶ Key Shifts in ELA
- ▶ Close Reading
- ▶ Collaboration
- ▶ Goal Setting



Close Reading

A high impact strategy for addressing the
Six Key Shifts in ELA



What is Close Reading?

- ▶ Close Reading is:
- ▶ “an interaction between the reader and text”. (Douglas Fisher via Falling in Love with Close Reading.)
- ▶ “It is about making careful observations of a text and the interpretations of those observations.” (Patricia Kain via Falling in Love with Close Reading.)
- ▶ It is reading a text and then re-reading a smaller portion of the text to gather new ideas

Close Reading includes:

- » short passages and excerpts
- » diving right into the text
- » reread on purpose
- » reading with “tools” in hand
- » discussing the text
- » responding to questions about the text

Close Reading Instruction:

- ▶ Raise engagement and joy of reading new and unfamiliar text
- ▶ Lead to student independence
- ▶ Must be repeated
- ▶ Must have time set aside for it, don't rush
- ▶ Must respond to strengths
- ▶ Only ONE piece of your reading instruction

Steps in Close Reading:

- ▶ **First Read: Key Ideas and Details.** *Give a reason for reading the passage and have students read on their own.*
- ▶ **Second Read: Craft and Structure.** *Select a piece of the passage and look at that part of the text explicitly for a specific purpose. (To answer a question or from the point of view of a particular "lens".)*
- ▶ **Third Read: Integration of Knowledge and Ideas.** *Go deeper. Make connections. Answer questions. Have further conversations. Push students to form opinions using the text.*



What is a “lens”?

- ▶ A “lens” is a tool to look at a text in a particular way. For example, as I am reading the text, for the second time, I might look through the “lens” of structure. Why did the author write the passage the way they did? What does this structure show me? How does looking at the structure help me to have a better or different understanding of the text?
- ▶ Lyrics, poems, articles, expository, opinion, commercials.



Google Chrome Commercial >>

"lens": Point of View.

A few of my favorite "Lenses":

Point of View: Through whose "eyes" are you reading the text?

Tone: How do the words throughout the passage express tone?
How does seeing the tone help you to better understand the passage or see new parts and ideas in the passage?

Word Choice: When focusing on the word choice, how does this change your understanding of the passage. How does this affect the way you see the author's intention?

Description: What do all of the details show you? How do all of the details help you to have a better understanding of the text?

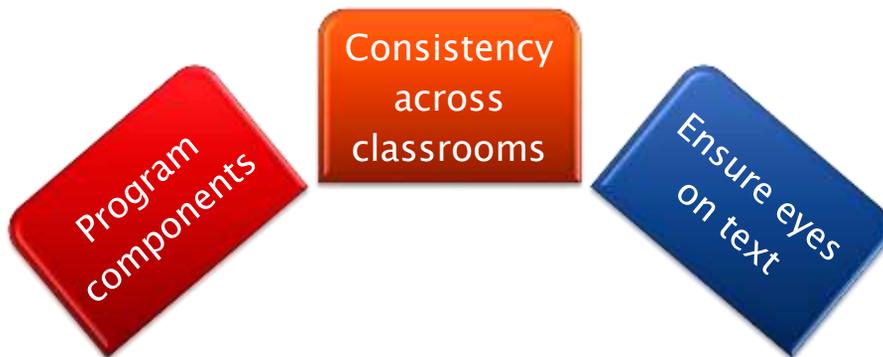
Text evidence: Using specific text evidence, form an opinion, answer a Text Dependent Question and use evidence from the text to support your thinking.

What should we do next?

- ▶ Things to think about: This is only ONE part of your Reading Program. One. Therefore, let's use this activity to PUSH our students to think harder about the text.
- ▶ We want to move away from Personal Connections (not that they are bad) and have our students GO BACK TO THE TEXT. We do this by having STRONG Text Dependent Questions.
- ▶ Try to build a STRONG Text Dependent Question using one of the passages given to you.

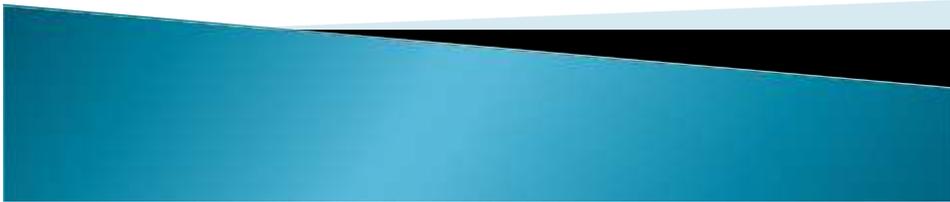


IISS Literacy Program Focus: Equity & Access and the Key Shifts



Coaching

Building Relationships and Capacity



What Does Research Say About Coaching?

Coaching contributes to the transfer of training in five ways.

Coached teachers

- Generally practice new strategies more frequently and develop greater skill
- Use their newly learned strategies more appropriately
- Exhibit greater long-term retention of knowledge
- Explain new models of teaching to their students
- Exhibit clearer understanding of the purposes and uses of the new strategies

(Showers, 1982; 1984; Baker and Showers, 1984)

Training Components and the Attainment of Outcomes (in Percent of Participants)

Components	Outcomes		
	Knowledge (Thorough)	Skill (Strong)	Transfer (Executive Implementation)
Study of Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice	60%	60%	5%
Coaching	95%	95%	95%

(Joyce and Showers)

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1-21



Understanding ELA Instruction Across our District

Strengths and challenges

Data and assessment

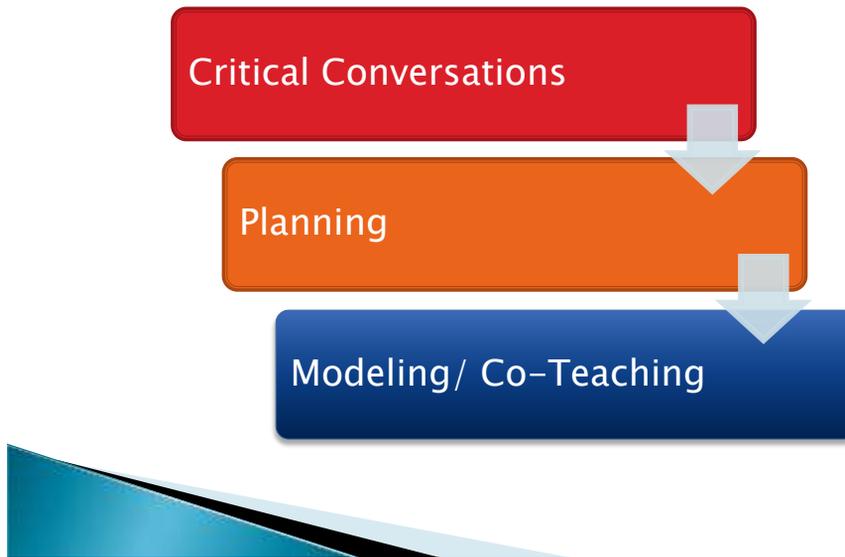
Program and Instruction

Resources and materials

Hopes for the future



Working with Teachers and Students

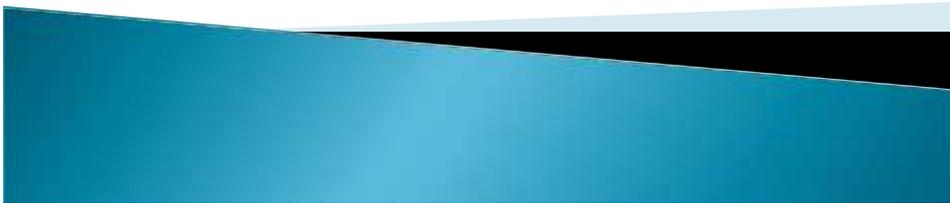


Highlights



Focus for 2014–15

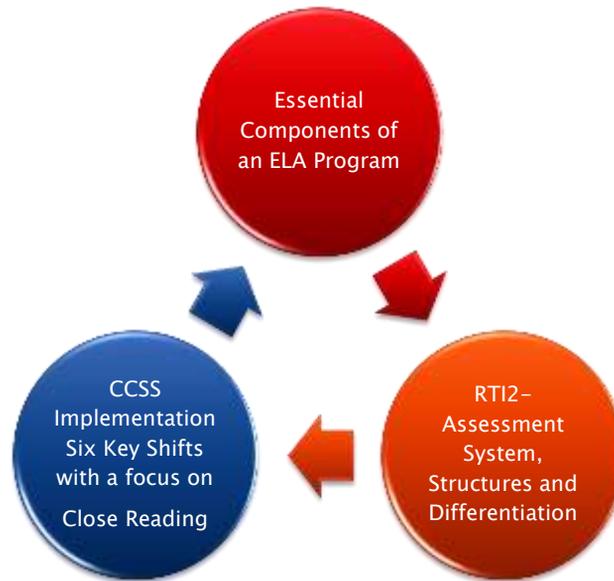
Supporting Literacy through Literacy Coach
Support at all SMMUSD Elementary Schools



Literacy Coaches

Literacy Coach	Site	Site
Julie Siegel	Cabrillo	
Aileen Salmaggi	Edison	
Sue Both	Franklin	
Gabriela Gonzalez	Franklin	Grant
Jennifer Brossoit	Grant	
Michael Ostrom	McKinley	
LaDawna Hamilton	Muir	
Maribeth Majewski	Point Dume	
Sofia Cedillo	Roosevelt	Smash
Stephanie Pirri	Roosevelt	
Lauren Walsh	Webster	
Somer Levine	Will Rogers LC	

Focus Areas



How will we support our coaches?

- ▶ Summer professional **learning & planning**
- ▶ **On-site** support from Core
- ▶ Literacy coach **collaboration**



Thank You





Budget Adoption
Board of Education Presentation
Janece L. Maez, Chief Financial Officer
June 25, 2014

Agenda Item A.32.

State Budget Approved June 15th

- The framework is essentially the same as the May Revise, with a few **changes**:
 1. LCFF gap funding increased from 28.06% to 29.56%
 2. Beginning in 2015-16, districts must substantiate fund balances above the required minimums
 3. Funds will be provided for prior year mandated claims for any one-time purpose, determined by the Board – intent is for districts to use funds for Common Core implementation
 4. The CalSTRS rate for employers will increase from 8.25% to 8.88% (.62% less than the May Revise estimate of 9.5%)



General Fund

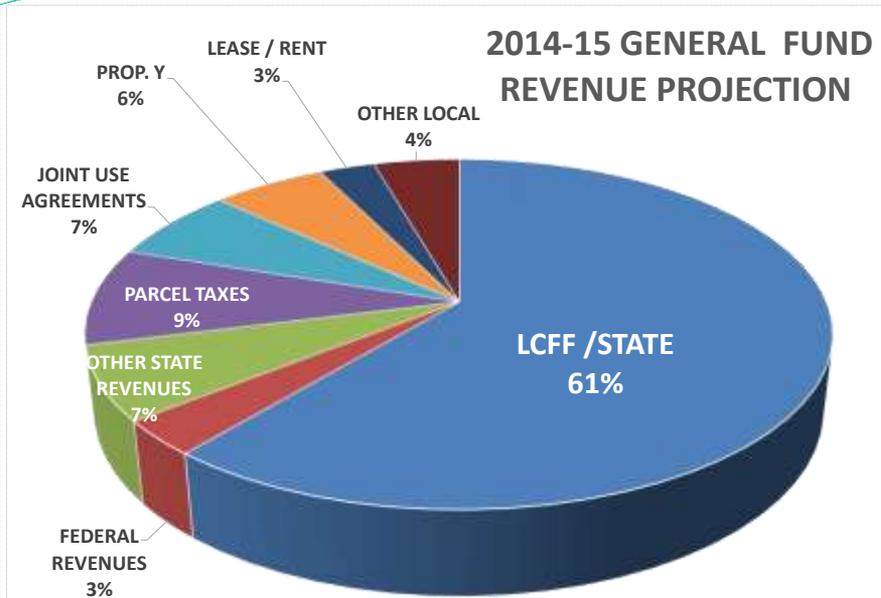
Revenue Assumptions

- Student enrollment - 11,513 (10,937 ADA)
- Cost of Living adjustment - 0.85%
- LCFF Gap funding – 28.06%
 - **State budget 29.56% - \$327,624 additional revenue**
- Mandated Costs Block Grant - \$405,563
 - **Prior Year Mandated Costs for Common Core - TBD**
- Lottery funds - \$156 per ADA
- Parcel tax at \$376.39 per parcel - \$11,220,773
- Prop Y and Joint Use Agreements - \$7,300,000 / \$8,648,303
- Vision for Student Success - \$3,200,000
- Lease revenue - \$2,400,000

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
2014-15 ADOPTED BUDGET
GENERAL FUND**

REVENUES

PROJECTED BEGINNING BALANCE	\$	21,734,068
LCFF /STATE	\$	75,907,984
FEDERAL REVENUES	\$	4,037,468
OTHER STATE REVENUES	\$	8,475,971
PARCEL TAXES	\$	11,220,773
JOINT USE AGREEMENTS	\$	8,448,303
PROP. Y	\$	7,300,000
LEASE / RENT	\$	3,548,004
OTHER LOCAL	\$	5,488,333
TOTAL REVENUES	\$	124,426,836
TOTAL AVAILABLE FUNDS	\$	146,160,904



Expenditure Assumptions

- Increased staff positions due to changes in staffing allocations, VSS, and LCAP – 98.565 fte

Classroom Teachers – 13.0
 Literacy Coaches – 12.0
 Special Ed. Teachers - 1.6
 Special Ed. Psychologist – 1.0
 Special Ed. Speech Language Pathologists – 4.0
 Special Ed. Inst. Aides – 4.71
 Physical Activity Specialists – 6.75
 Bilingual Community Liaisons – 2.0
 Custodial – 12.13
 Technology Technicians – 3.0
 Student Information Sys. Technician – 1.0
 TK Inst. Aides – 2.375
 Inst. Aides for VSS – 34.0
 Exec. Director Student Services – 1.0

Staffing Ratios Classroom Teachers – 2014-15

Grade Level	Ratio	Title I Sites	JAMS
TK	24:1	24:1	
K – 3	25:1	25:1	
4 – 5	30:1	27:1	
6 – 8	34:1		33:1
9 – 12	35:1		

Expenditure Assumptions – Employee Benefits

Benefits:

Statutory Benefits:

8.25% STRS employer contribution rate – historical rate
 8.88% STRS at the May Revise (.63% difference to be reserved)

2014-15	\$338,416
2015-16	\$1,548,839
2016-17	\$2,744,786

6.20% OASDI contribution rate
 1.45% Medicare contribution rate
 0.05% SUI contribution
 3.00% Workers' Compensation contribution
 11.771% PERS Employer contribution rate
 1.25% Other Postemployment Benefit

Health & Welfare:

The premium for District-paid employee health benefits is budgeted for a 10% increase in 2014 calendar year.

Expenditure Assumptions – Supply Allocations

Grade Level	\$ per Student
K – 5	\$ 77.75
6 – 8	\$80.66
9 – 12	\$59.48

- Site discretionary allocation for classroom, administrative and custodial supplies, site directed staff development, other services as determined by the site
- Restoration of the 5% reduction in 2014-15
- Formula (discretionary) and Tier III combined into one single allocation
- Total budget \$1,033,147

Textbooks

Subject	TK – 12 Textbook Adoptions Projected Costs
Math	1,730,205
English Language Arts	1,690,965
Science	1,648,941
History	1,620,408
World Languages	518,667
Other	339,113
Total	7,548,299

- 2013-14 Budget is \$214,000
Ed Services will begin purchasing the Math adoption in 2013-14
- Increase 2014-15 budget by \$786,000 to \$1.0 million – General Fund
Utilize lottery fund balance for additional \$300,000
- Beginning in 2015-16 Textbook budget to increase to \$1.3 million

Expenditure Assumptions – Other

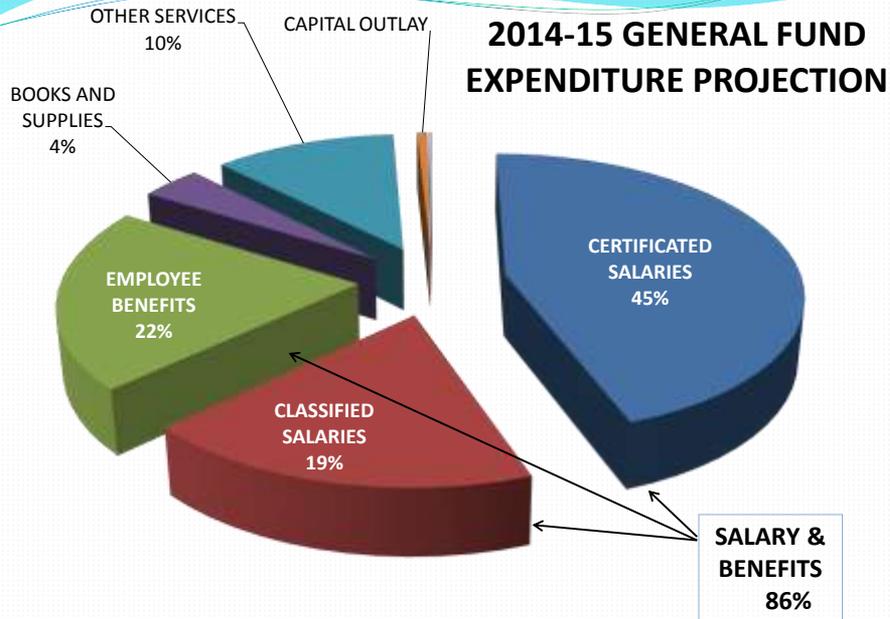
- VSS - \$4,000,000
- LCAP Supplemental - \$1,965,581
- ROP - \$1,018,448
- Transportation - \$2,015,156
- Ongoing Maintenance Program – \$3,542,705
- Support to other funds
 - Adult Education - \$262,628
 - Deferred Maintenance - \$175,000
 - Infant and Toddler Program - \$185,494



**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
2014-15 ADOPTED BUDGET
GENERAL FUND**

EXPENDITURES:

CERTIFICATED SALARIES	\$	58,824,690
CLASSIFIED SALARIES	\$	24,776,182
EMPLOYEE BENEFITS	\$	28,674,526
BOOKS AND SUPPLIES	\$	5,116,551
SERVICES & OTHER OPERATING COSTS	\$	13,849,708
CAPITAL OUTLAY	\$	208,500
OTHER OUTGO	\$	(254,264)
TOTAL EXPENDITURES:	\$	131,195,893
FUND BALANCE:	\$	14,965,011





Multi-Year Projections

See Handout



Other District Funds

FUND 11: ADULT EDUCATION

	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	334,598	300,755	
REVENUES			
LCFF RESOURCES	262,628	262,628	-
FEDERAL REVENUE	61,050	49,500	(11,550)
LOCAL REVENUES	65,000	49,851	(15,149)
TOTAL REVENUES	388,678	361,979	(26,699)
EXPENDITURES			
CERTIFICATED SALARIES	194,023	175,470	(18,553)
CLASSIFIED SALARIES	110,545	109,612	(933)
EMPLOYEE BENEFITS	79,545	78,468	(1,077)
BOOKS AND SUPPLIES	19,194	23,344	4,150
SERVICES & OTHER OPERATING COSTS	19,214	16,542	(2,672)
OTHER OUTGO			-
TOTAL EXPENDITURES	422,521	403,436	(19,085)
NET INCREASE (DECREASE)	(33,843)	(41,457)	
PROJECTED FUND BALANCE	300,755	259,298	

FUND 12: CHILD DEVELOPMENT FUND

	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	25,256	24,479	
REVENUES			
FEDERAL REVENUE	1,579,574	1,589,058	9,484
OTHER STATE REVENUE	2,697,347	2,784,812	87,465
LOCAL REVENUES	3,000,897	3,143,997	143,100
INTERFUND TRANSFER	307,452	185,494	(121,958)
TOTAL REVENUES	7,585,270	7,703,361	118,091
EXPENDITURES			
CERTIFICATED SALARIES	2,404,437	2,530,066	125,629
CLASSIFIED SALARIES	2,156,939	2,236,985	80,046
EMPLOYEE BENEFITS	1,732,125	1,738,015	5,890
BOOKS AND SUPPLIES	140,713	185,683	44,970
SERVICES & OTHER OPERATING COSTS	754,435	642,798	(111,637)
CAPITAL OUTLAY	63,425	40,890	(22,535)
OTHER OUTGO	333,973	328,924	(5,049)
TOTAL EXPENDITURES	7,586,047	7,703,361	117,314
NET INCREASE (DECREASE)	(777)	-	
PROJECTED FUND BALANCE	24,479	24,479	

FUND 13: CAFETERIA FUND

	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	244,125	205,769	
REVENUES			
FEDERAL REVENUE	1,380,000	1,380,000	-
OTHER STATE REVENUE	100,000	100,000	-
LOCAL REVENUES	1,633,000	1,633,000	-
TOTAL REVENUES	3,113,000	3,113,000	-
EXPENDITURES			
CLASSIFIED SALARIES	1,419,758	1,442,842	23,084
EMPLOYEE BENEFITS	544,229	586,954	42,725
BOOKS AND SUPPLIES	1,448,503	1,435,000	(13,503)
SERVICES & OTHER OPERATING COSTS	(423,325)	(427,300)	(3,975)
CAPITAL OUTLAY	5,769	-	(5,769)
OTHER OUTGO	156,422	172,834	16,412
TOTAL EXPENDITURES	3,151,356	3,210,330	58,974
NET INCREASE (DECREASE)	(38,356)	(97,330)	
PROJECTED FUND BALANCE	205,769	108,439	

FUND 14: DEFERRED MAINTENANCE FUND

	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	228,996	80,996	
REVENUES			
LCFF RESOURCES	-	175,000	175,000
LOCAL REVENUES	2,000	2,000	-
TOTAL REVENUES	2,000	177,000	175,000
EXPENDITURES			
BOOKS AND SUPPLIES			-
SERVICES & OTHER OPERATING COSTS	100,000	200,000	100,000
CAPITAL OUTLAY	50,000	50,000	-
TOTAL EXPENDITURES	150,000	250,000	100,000
NET INCREASE (DECREASE)	(148,000)	(73,000)	
PROJECTED FUND BALANCE	80,996	7,996	

FUND 21: BUILDING FUND

	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	112,963,147	27,681,620	
REVENUES			
PROCEEDS - SALE OF BONDS	-	-	-
LOCAL REVENUES	623,000	270,000	(353,000)
TOTAL REVENUES	623,000	270,000	(353,000)
EXPENDITURES			
CLASSIFIED SALARIES	373,758	556,605	182,847
EMPLOYEE BENEFITS	160,269	259,782	99,513
BOOKS AND SUPPLIES	47,200	19,800	(27,400)
SERVICES & OTHER OPERATING COSTS	12,123,000	3,125,350	(8,997,650)
CAPITAL OUTLAY	73,200,300	20,507,500	(52,692,800)
TOTAL EXPENDITURES	85,904,527	24,469,037	(61,435,490)
NET INCREASE (DECREASE)	(85,281,527)	(24,199,037)	
PROJECTED FUND BALANCE	27,681,620	3,482,583	

FUND 25: CAPITAL FACILITIES FUND

	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	9,655,577	8,786,677	
REVENUES			
DEVELOPMENT FEES	800,000	800,000	-
INTEREST	60,000	70,000	10,000
OTHER LOCAL	199,500	-	(199,500)
TOTAL REVENUES	1,059,500	870,000	(189,500)
EXPENDITURES			
SUPPLIES	1,300	-	(1,300)
SERVICES & OTHER OPERATING COST	1,880,100	1,300,000	(580,100)
CAPITAL OUTLAY	47,000	-	(47,000)
TOTAL EXPENDITURES	1,928,400	1,300,000	(628,400)
NET INCREASE (DECREASE)	(868,900)	(430,000)	
PROJECTED FUND BALANCE	8,786,677	8,356,677	

FUND 40: SPECIAL RESERVE FUND FOR CAPITAL OUTLAY

	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	8,254,249	8,568,726	
REVENUES			
OTHER STATE REVENUE	143,269	83,574	
REDEVELOPMENT	2,118,855	2,150,000	31,145
INTEREST	30,000	35,000	5,000
OTHER LOCAL (CCJUP)	1,000	-	(1,000)
TOTAL REVENUES	2,293,124	2,268,574	(24,550)
EXPENDITURES			
SERVICES & OTHER OPERATING COSTS	464,545	557,208	92,663
CAPITAL OUTLAY	50,000	50,000	-
OTHER OUTGO	1,464,102	1,461,882	(2,220)
TOTAL EXPENDITURES	1,978,647	2,069,090	90,443
NET INCREASE (DECREASE)	314,477	199,484	
PROJECTED FUND BALANCE	8,568,726	8,768,210	

FUND 67: SELF-INSURANCE FUND (OTHER POST EMPLOYMENT BENEFITS)

	2013-14 ESTIMATED ACTUALS	2014-15 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	(4,695,532)	(4,688,532)	
REVENUES			
OTHER LOCAL	1,075,753	1,141,000	65,247
TOTAL REVENUES	1,075,753	1,141,000	65,247
EXPENDITURES			
SERVICES & OTHER OPERATING COST	1,068,753	1,134,000	65,247
TOTAL EXPENDITURES	1,068,753	1,134,000	65,247
NET INCREASE (DECREASE)	7,000	7,000	
PROJECTED FUND BALANCE	(4,688,532)	(4,681,532)	-

Questions

