Redondo Beach USD
RBUSD Regular Board of Education Meeting
September 29, 2015 5:45 PM
1401 Inglewood Avenue
Redondo Beach, CA 90278
5:45 p.m. (CALL TO ORDER) * 6:30 p.m. (OPEN SESSION)

MISSION STATEMENT

We, in the Redondo Beach Unified School District community, are dedicated to providing every student with the knowledge and skills necessary to succeed in a global society, today, and in the future.

All documents referred to in this agenda, except those which are exempt from public disclosure under the California Records Act, are available for public inspection at the District office located at 1401 Inglewood Avenue, Redondo Beach, California and at the public meeting of the Board of Education. In compliance with the Americans with Disabilities Act, should special assistance be needed to participate in this meeting, please call the Superintendent's Office at (310) 379-5449. Notification by noon on the Friday preceding the meeting will enable the District to make reasonable arrangements to ensure accessibility to this meeting.

*Departments are represented in the Order of Business as follows:
A. ADMINISTRATIVE SERVICES
B. EDUCATIONAL SERVICES
C. STUDENT SERVICES
D. HUMAN RESOURCES
E. SUPERINTENDENT'S OFFICE
F. BOARD POLICY – FINAL READING
G. BOARD POLICY – SECOND READING
H. BOARD POLICY – FIRST READING

BOARD OF EDUCATION MINUTES: Details of actions taken by the Board of Education at official meetings. (Minutes from the previous Board meeting are available online each Monday before the next Board meeting.)

I. CALL TO ORDER

II. APPROVAL OF AGENDA

II.1. Approve the Agenda for the September 29, 2015 Regular Board of Education Meeting.

III. DECLARE NEED FOR CLOSED SESSION

III.1. Conference With Real Property Negotiator - Knob Hill

Property: 320 Knob Hill, Redondo Beach

Agency Negotiator(s): Dr. Steven Keller, Superintendent of Schools - Ms. Janet Redella, Assistant Superintendent of Administrative Services
Negotiating Parties: Fountain Square Properties & Redondo Beach Unified School District

Under Negotiations: Price and Terms

(Government Code §54956.8)

III.2. Personnel

Public Employee Discipline/Dismissal/Release
(Government Code § 54957)

IV. CALL TO ORDER (OPEN SESSION): CLOSED SESSION REPORT

Open session meetings of the Board of Education are recorded for broadcast. Board Meetings are also available live on the RBUSD website. To see the Web Cast of the Board Meeting, please go to the RBUSD home page at www.rbusd.org and click on Boardcast on the right side of the homepage.

IV.1. Pledge of Allegiance by Jacob Honeycutt, Tulita Elementary School Student

IV.2. Closed Session Report

V. APPROVAL OF MINUTES

V.1. Approve the Minutes of the September 8, 2015 Regular Board of Education Meeting

VI. READ INTO RECORD APPROVAL OF AGENDA

VII. REPORTS TO THE BOARD

VII.1. Tulita Elementary School Presentation by Dr. Tanaz Farzad, Principal

VII.2. California Assessment of Student Performance and Progress (CAASPP) – September 2015 by Dr. Annette Alpern, Deputy Superintendent - Educational Services

VII.3. Student Board Member Report by Chris Paludi

VII.4. Superintendent’s Report by Dr. Steven Keller

VIII. HEARING SECTION

Members of the audience may address the Board on any topic regardless of whether it is listed on the agenda. However, due to Brown Act Regulations, the Board cannot engage in public discussion on items not on the Agenda. Topics not on the agenda, which are brought to the Board’s attention, may be investigated by the Administration and a report
made to the Board, either publicly or privately, at a future meeting. Comments from visitors shall not exceed three (3) minutes unless the time limit is waived by a majority of the Board. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. (BB 9323 (c))

A. Advance Written Requests
B. Comments and/or Questions on Agenda Items
C. District Matters not on the Agenda
D. Public Hearing

IX. COMMUNICATIONS

This section provides an opportunity for the Board of Education to hear reports and communications from our employee associations and the community support organizations listed below. All reports are limited to five (5) minutes. Members of the public may address the Board of Education concerning this section. Each speaker will be permitted to speak for three (3) minutes per item. The Board may limit the total time for public input on each item to 20 minutes. (BB 9323 (c))

A. Redondo Beach Teachers Association (RBTA)
B. American Federation of Teachers (AFT)
C. Redondo Beach Educational Foundation (RBEF)
D. California School Employees’ Association (CSEA)
E. Redondo Beach Council Parent Teacher Association (PTA)

X. GENERAL CONSENT CALENDAR

Items included in Section X, General Consent Calendar, are considered to be routine and customary school district business. Any Board member may request that any General Consent item(s) be removed, discussed, and acted upon separately. Each item removed by the Board will be heard individually under Section XI of the agenda.

Members of the public may address the Board of Education on any item(s) on the General Consent Calendar which have not been removed by the Board for discussion. Each speaker will be permitted to speak for three (3) minutes per item.

X.1. Approve and/or ratify Administrative Services Report, attached. (X.A.1)

X.2. Accept with gratitude the donations listed and direct administration to write letters of appreciation on behalf of the Board. (X.A.2)

X.4. Approve the Participation of Outdoor Educational Science Camp Programs for Elementary and Middle School Students during the 2015-16 School Year.
X.B.1

X.5. Approve and/or Ratify Personnel Action Report P:#2015-2016:04 (Ref.X.D.1)

X.6. Student Teacher Agreement with the University of Southern California. (Ref. X.D.2)

XI. SEPARATE CONSENT CALENDAR ITEM(S)

Items included in Section XI will include any item from the General Consent Calendar that was removed by a Board member. Each item will be placed on the agenda at this time as a separate action item. Members of the public may address the Board of Education on any item(s) on the Separate Consent Calendar. Each speaker will be permitted to speak for three (3) minutes per item.

XII. ACTION ITEMS

Items included in Section XII, Action Items, are considered to be in addition to the General Consent Item(s) in Section X. Each item has a need for discussion and/or action. Members of the public may address the Board of Education on any item in the Action Items Section. Each speaker will be permitted to speak for three (3) minutes per item.

XII.1. Adopt Resolution R:15-16:04 Hispanic Heritage Month (XII.B.1)

XII.2. Adopt Resolution R:15-16:05 Recognizing October 11-17, 2015 as Week of the School Administrator (XII.B.2)

XII.3. Adopt Resolution R:15-16:06 Recognizing Red Ribbon Week (XII.B.3)

XII.4. Contractual Agreement with Redondo Beach Teachers Association (RBTA). (Ref. XII.D.1)

XII.5. Contractual Agreement with California School Employees Association Employees Association (CSEA), Chapter 57. (Ref. XII.D.2)

XII.6. Contractual Agreement with Early Childhood Federation AFT Local 1475 AFL-CIO (Ref.XII.D.3)

XII.7. Approve the Recommendation for Non-Represented Employees, including Management, Supervisory, Confidential, Adult Education, Independent Study and Noon Supervisors. (Ref. XII.D.4)


XII.9. To approve the retention of Occlink/Pacific Claims Management to provide brokerage and Third-Party Administration services for our Workers' Compensation Program. (Ref.XII.D.6)
XIII. INFORMATION ITEMS

XIV. DISCUSSION ITEMS

XIV.1. Receive for First Reading the included Board Policies (BP), Administrative Regulations (AR), and Exhibits (E). (XIV.E.1)

Redondo Beach Unified School District Board Policies, Administrative Regulations, and Exhibits are presented to the Board as revised policies for first reading.

Staff was provided an opportunity to review and provide input.

(All policies are available for review during regular business hours at the District Office, 1401 Inglewood Avenue, Redondo Beach, CA 90278)

XV. ANNOUNCEMENTS AND COMMUNICATIONS

XV.1. Board Members’ Reports

1. David Witkin, Board Member
2. Brad Waller, Board Member
3. Brad Serkin Board Presiding Officer
4. Anita Avrick, Board Vice President
5. Michael Christensen, Board President
XVI. CALENDAR OF EVENTS

XVI.1. Events, Activities, and Announcements are available on the website www.rbusd.org

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>September 30</td>
<td>Back to School Night – Redondo Union High School</td>
</tr>
<tr>
<td>October 7</td>
<td>2015 State of Education</td>
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<tr>
<td></td>
<td>Adams Middle School</td>
</tr>
<tr>
<td></td>
<td>5:30 p.m. Meet &amp; Greet</td>
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<tr>
<td></td>
<td>6:30 p.m. Program</td>
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<tr>
<td>October 8</td>
<td>Back to School Night - Redondo Shores</td>
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<tr>
<td>October 13</td>
<td>Regular Board of Education Meeting</td>
</tr>
<tr>
<td></td>
<td>1401 Inglewood Avenue – Board Room</td>
</tr>
<tr>
<td></td>
<td>Redondo Beach, CA 90278</td>
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<tr>
<td></td>
<td>5:30 p.m. Closed Session</td>
</tr>
<tr>
<td></td>
<td>6:30 p.m. Open Session</td>
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</tbody>
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XVII. FUTURE AGENDA ITEMS

XVIII. ADJOURNMENT

Open session meetings of the Board of Education are recorded for broadcast on channel 45. Board Meetings are also available live on the RBUSD website. To see the Web Cast of the Board Meeting, please go to the RBUSD home page at http://www.rbusd.org and click on the link located on the right-hand side of the home page.
X.1. Approve and/or ratify Administrative Services Report, attached. (X.A.1)

Attachments:
09-29-15 PO WARRANT REPORT
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<tr>
<th>P.O NO</th>
<th>VENDOR</th>
<th>PURPOSE</th>
<th>AMOUNT</th>
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<tr>
<td>0000032682</td>
<td>FAST SIGNS</td>
<td>Sign - Edison</td>
<td>5,668.00</td>
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<tr>
<td>0000032691</td>
<td>US POST OFFICE</td>
<td>Bulk Mail Winter Term - Edison</td>
<td>8,500.00</td>
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**Subtotal:** 18,222.12

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<td>DEPARTMENT OF SOCIAL SERVICES</td>
<td>Center Licensing - Lincoln CDC</td>
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<td>CANON SOLUTIONS AMERICA, INC</td>
<td>2015-16 Maintenance - CDC Sites</td>
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<td>SANDERS PAVING INC</td>
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**Subtotal:** 10,000.00

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**Subtotal:** 0.00

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<td>Keyboarding Workshop 11/20/15 - Washington</td>
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<td>OFFICE DEPOT</td>
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<td>0000032701</td>
<td>SCHOOL SPECIALTY</td>
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<td>BARNES AND NOBLE</td>
<td>Textbooks - RUHS</td>
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**Subtotal:** 213,089.63

**PURCHASE ORDERS OVER $500.00 TO BE RATIFIED**

246,109.35
PURCHASE ORDERS $500.00 AND UNDER TO BE RATIFIED

GENERAL FUND
0000032076, 0000032077, 0000032085, 0000032087, 0000032092, 0000032104

ADULT EDUCATION FUND

CHILDREN'S CENTER FUND

CAPITAL FACILITIES FUND
0000032079

PURCHASE ORDERS $500.00 AND UNDER TO BE RATIFIED

TOTAL PURCHASE ORDERS TO BE RATIFIED 247,781.40

COMMERICAL WARRANTS

ADULT EDUCATION 12,262.93
CHILDREN'S CENTER FUND 48,605.14
MEASURE C FUND 0.00
MEASURE E FUND 0.00
MEASURE Q FUND 31,980.00
CAPITAL FACILITIES FUND 0.00
GENERAL FUND 404,515.07
VIRGINIA RIDDLE FOUNDATION TRUST 0.00
AVIATION FUND 0.00
W/C ADMINISTRATION FUND 1,873.89
PAYROLL CLEARANCE FUND 110,011.55

REPORT OF WARRANTS

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CHILD NUTRITION

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<th>DATE</th>
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<tr>
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<td>08/27/15 - 09/08/15</td>
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<td>TOTAL</td>
<td>22,423.34</td>
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</table>
X.2. Accept with gratitude the donations listed and direct administration to write letters of appreciation on behalf of the Board. (X.A.2)

Rationale:
- Coastal Inkjets, $41.50 to Washington Elementary School for educational needs;
- The Kula Foundation, $220.02 to Lincoln Elementary School for educational needs;
- Boeing Company Political Action Committee Match Program, $60 to Jefferson Elementary School for educational needs;
- Tina Cook, $100 to Beryl Heights Elementary School for the Leaf Project;
- Cristina Notah, $50 to Beryl Heights Elementary School for the Leaf Project;
- Target Corp., $500 to Jefferson Elementary School for educational needs;

Recommended Motion:
Accept with gratitude the donations listed and direct administration to write letters of appreciation on behalf of the Board.

Financial Impact:
Increased funding for educational programs
X.4. Approve the Participation of Outdoor Educational Science Camp Programs for Elementary and Middle School Students during the 2015-16 School Year. (X.B.1)

Rationale:

The science camp experience is an annual event at most school sites. The camp experience costs approximately $200-$500 per student based on the type of camp attended. Expenses cover food, camp lodging, transportation, and insurance. Fundraisers assist in defraying most, if not all of the expenses. No student will be denied access due to inability to pay. All school sites have scheduled a meeting where parents and students will discuss the rules, regulations and appropriate behavior for the trip.

The following provides the location and date for each site participating in an upcoming Outdoor Educational Science Camp Program:

Adams - 6th Grade trip to Camp Pali, Running Springs, CA October 5-7, 2015

Parras - 6th Grade trip to Camp Pali, Running Springs, CA November 30-December 2, 2015

Alta Vista - 5th Grade trip to Camp Highland, Cherry Valley, CA November 3-6, 2015

Beryl - 5th Grade trip to Wrightwood Science Camp, Wrightwood, CA October 19-23, 2015

Birney - 5th Grade trip to Camp Highland, Cherry Valley, CA November 17-20, 2015

Jefferson - 5th Grade trip to Camp Pali, Running Springs, CA February 8-10, 2016

Lincoln - 5th Grade trip to Camp Highland, Cherry Valley, CA May 31-June 3, 2016

Tulita - 5th Grade trip to Camp Pali, Running Springs, CA March 2-4, 2016
Recommended Motion:

Approve participation at Outdoor Educational Science Camp Programs for Elementary and Middle School Students during the 2015-16 school year.

Financial Impact:

Overnight Stipends for Certificated Staff approximately $9150.
Substitute Coverage for Certificated Staff approximately $3300.

Attachments:
Science Camp Field Trip Requests 2015-16
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Instructional Services in a timely manner to ensure board approval prior to taking students on any overnight educational trips.

Education Code Section 35330 authorized the governing board of any school district to conduct field trips or excursions for students in connection with course instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, out of state, or a foreign country. Field trips or excursions, which may include overnight and/or out of state travel, must be approved by the governing board prior to departure.

<table>
<thead>
<tr>
<th>Name of Group Participating</th>
<th>6th Grade Science</th>
<th>Adams Middle School</th>
</tr>
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<tbody>
<tr>
<td>Title of Field Trip</td>
<td>6th Grade Science Camp</td>
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<tr>
<td>Location of Field Trip</td>
<td>Pali Camp Po. Box 2237 Running Springs, CA 92382</td>
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<tr>
<td>List of Activities</td>
<td>General Science, Rocketry, Space Exploration etc.</td>
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<tr>
<td>Departure Date &amp; Time</td>
<td>10/5/2015</td>
<td>Return Date &amp; Time</td>
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<tr>
<td>Mode(s) of Transportation</td>
<td>Bus</td>
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<tr>
<td>Hotel/Housing</td>
<td>Pali Camp</td>
<td>909-867-5743</td>
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<tr>
<td>Name</td>
<td>Address/City/State</td>
<td>Emergency Phone #</td>
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<tr>
<td>Number of Students Expected to Participate</td>
<td>125</td>
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<tr>
<td>Name(s) of Supervising Adult</td>
<td>Eileen Leckenby, Carolina Flores, Elaine Mannarel, Mary Valdez</td>
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<tr>
<td>Name(s) &amp; Title(s) of all Chaperones</td>
<td>Teacher/Coach/Administrator/Etc.</td>
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Will Substitute(s) be needed? Yes [ ] No [ ]
Funding Source Parent Block
Approximate Cost Per Student $345
Funding Source Parents
Date, Time & Location of Parent/Student Meeting Prior to Trip Oct. 1, 2015 @ 6:00PM

Signature of Supervising Adult

Signature of Department Chair

Signature of Site Principal

Signature of Instructional Services

Date Received in Instructional Services 8/27/15 Board Approval Date
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Instructional Services in a timely manner to ensure board approval prior to taking students on any overnight educational trips.

Education Code Section 35330 authorized the governing board of any school district to conduct field trips or excursions for students in connection with course instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, out of state, or a foreign country. Field trips or excursions, which may include overnight and/or out of state travel, must be approved by the governing board prior to departure.

Name of Group Participating: 6th Grade
Title of Class/Team/Club/Etc.: Paoas
School:

Title of Field Trip: Camp Pali

Location of Field Trip: Running Springs

List of Activities: Engineering, CS1 Pali, Archery, Energy Class

Departure Date & Time: Nov. 30 7:30 am, Return Date & Time: Dec. 2, 5:30 pm

Mode(s) of Transportation: Bus

Hotel/Housing: Pali Institute 30778 C#18 Running Springs 92378
Name: (Goep)
Address/City/State: 492382 Emergency Phone #: 867-5178

Number of Students Expected to Participate: 290

Name(s) of Supervising Adult: Lauren Kirk
Teacher/Coach/Administrator/Etc.

Name(s) & Title(s) of all Chaperones: Trent Turnbull, Teacher, Kristen Zimney, Teacher, Megan Crawford, Teacher, Tod Beharrell, Teacher, Jessica Davis, Teacher

Will Substitute(s) be needed? Yes No

Funding Source: Parent

Approximate Cost Per Student: $290.00

Funding Source: Parent

Date, Time & Location of Parent/Student Meeting Prior to Trip: 9/16/15

Signature of Supervising Adult(s):

Signature of Department Chair:

Signature of Site Principal:

Signature of Educational Services:

Date Received in Educational Services: 9/22/15

Board Approval Date:
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Instructional Services in a timely manner to ensure board approval prior to taking students on any overnight educational trips.

Education Code Section 35330 authorized the governing board of any school district to conduct field trips or excursions for students in connection with course instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, out of state, or a foreign country. Field trips or excursions, which may include overnight and/or out of state travel, must be approved by the governing board prior to departure.

Name of Group Participating: 5th Grade - Alta Vista ES

Title of Field Trip: 5th Grade Outdoor Science Camp

Location of Field Trip: 10600 Highland Springs Ave Cherry Valley CA

List of Activities: Science, outdoor instruction, ecosystems

Departure Date & Time: 11/3 8am Return Date & Time: 11/4 1pm

Mode(s) of Transportation: Buses

Hotel/Housing: 10600 Highland Springs Ave Cherry Valley

Name: [Name]
Address/City/State: [Address]
Emergency Phone: [Number]

Number of Students Expected to Participate: 105

Name(s) of Supervising Adult: Susan Wildes/Angela Chen
Teacher/Coach/Administrator/Etc.

Name(s) & Title(s) of all Chaperones: Angela Chen, Liana McCabe, Jackie Burko, Kacey Martinez

Will Substitute(s) be needed? Yes No
Funding Source: [Source]

Approximate Cost Per Student: [Cost]

Date, Time & Location of Parent/Student Meeting Prior to Trip: 9/22/15, 6pm

Signature of Supervising Adult(s): [Signature]

Signature of Department Chair: [Signature]

Signature of Site Principal: [Signature]

Signature of Educational Services: [Signature]

Date Received in Educational Services: 9/15/15 Board Approval Date: [Date]
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Instructional Services in a timely manner to ensure board approval prior to taking students on any overnight educational excursions.

Education Code Section 35330 authorized the governing board of any school district to conduct field trips or excursions for students in connection with course instruction or school-related social, educational, cultural, athletic or school band activities to and from places in the state, out of state, or a foreign country. Field trips or excursions, which may include overnight and/or out of state travel, must be approved by the governing board prior to departure.

Name of Group Participating: Beryl 5th Graders
Title of Class/Team/Club/Etc.: __________
Beryl Heights School
School

Title of Field Trip: Outdoor Science School (LA CO. ED.)

Location of Field Trip: Wrightwood Science Camp

List of Activities: Experiments, hiking, Science lessons

Departure Date & Time: Mon., October 19, 2015
Return Date & Time: Fri., October 23, 2015

Mode(s) of Transportation: 2 contracted large buses

Hotel/Housing: Wrightwood Science Camp, 1401 Linnet Road, Wrightwood, CA 92397 (760)249-4972
Name __________
Address/City/State __________
Emergency Phone # __________

Number of Students Expected to Participate: 100

Name(s) of Supervising Adult: Rachel Trauner, Janis Byars, Cecily Stewart
Teacher/Coach/Administrator/Etc.

Name(s) & Title(s) of all Chaperones: Chaperones will be determined after the 9/9/2015 Parent Cabin Mtg. and a list will be sent (8-10 Chaperones)

Will Substitute(s) be needed? Yes [ ] No [ ]
Funding Source: 5th Grade fundraiser and family contributions

Approximate Cost Per Student: $320.00
Funding Source: __________

Date, Time & Location of Parent/Student Meeting Prior to Trip: September 24, 2015-4:30-5:30 p.m.

Signature of Supervising Adult: [Signature]

Signature of Department Chair: [Signature]

Signature of Site Principal: [Signature]

Signature of Instructional Services: [Signature]

Date Received in Instructional Services: 8/20/15
Board Approval Date: ___________________________
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Instructional Services in a timely manner to ensure board approval prior to taking students on any overnight educational trips.

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Name of Group Participating: 5th grade - Biney

Title of Field Trip: Science Camp

Location of Field Trip: Camp Highland

List of Activities: Team building, hands on science, instruction

Departure Date & Time: 11/17 Return Date & Time: 11/20

Mode(s) of Transportation: Bus (private)

Hotel/Housing: Camp Highland

Name Address/City/State Emergency Phone #

Number of Students Expected to Participate: 85 students

Name(s) of Supervising Adult: Leedel / McGrath / Bender

Name(s) & Title(s) of all Chaperones: Samantha Leedel; Danielle McGrath; Elise Bender; Biney 5th grade teacher.

Will Substitute(s) be needed? Yes

Approximate Cost Per Student: $21.5

Funding Source: 33000 00 00000 5510

Date, Time & Location of Parent/Student Meeting Prior to Trip: Biney - Sept 17

Signature of Supervising Adult(s): 

Signature of Department Chair:

Signature of Site Principal: 

Signature of Educational Services:

Date Received in Educational Services: 8/20/15 Board Approval Date: 
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Educational Services in a timely manner to ensure board approval prior to taking students on any overnight educational trip.

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Name of Group Participating: Fifth Grade Classes - Jefferson Elementary School

Title of Trip: 5th grade Outdoor Science Camp

Location of Field Trip: Pali Institute, 30778 Highway 18, Running Springs, CA 92382

List of Activities: 5th Grade Science, Standardized Curriculum, Team Building, Leadership Skills

Departure Date & Time: Monday, 2/8/16  Return Date & Time: Wednesday, 2/10/16

Mode(s) of Transportation: Chartered Bus

Driver Registration Form on File at School Site for each driver per RBUSD Board Policy E 3541.1

Hotel/Housing: Name Address/City/State Emergency Phone #

Number of Students Expected to Participate: 108

Name and Title of Lead Supervising Adult: Joel Gara, 5th Grade Teacher

Name(s) & Title(s) of all Chaperones: Joel Gara, Mary Monahan, Kirsten Schneider, Gail Yoneoka - 5th Grade Teachers

Will Substitute(s) be needed? Yes [ ] No [X] Funding Source

Approximate Cost Per Student: $275.00 Funding Source

Date, Time & Location of Parent/Student Meeting Prior to Trip: Thursday, 10/8/15 5:30-6:30 p.m.

Signature of Supervising Adult

Signature of Department Chair

Signature of Site Principal

Signature of Instructional Services

Date Received in Instructional Services: 9/15 Board Approval Date

REV 8-21-15
Request for Submission of Board Item for Field Trip/Extracurricular Activity

Please complete all information on this form and submit to Instructional Services in a timely manner to ensure board approval prior to taking students on any overnight educational trips.

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Name of Group Participating 5th Grade - Lincoln School

Title of Field Trip Camp Highland Outdoor Science School

Location of Field Trip 10600 Highland Springs Ave, Cherry Valley, CA 92223

List of Activities Outdoor Science Camp

Departure Date & Time 5/31/16 7:45am Return Date & Time 6/3/16 12:30pm

Mode(s) of Transportation School bus

Hotel/Housing Cabins (Same address) Name 951-769-1113 Address/City/State Emergency Phone #

Number of Students Expected to Participate 80

Name(s) of Supervising Adult Kim Caywood, Laura Ensberg, Michelle O'Malley Teacher/Coach/Administrator/Etc.

Name(s) & Title(s) of all Chaperones Kim Caywood (Teacher) Laura Ensberg (Teacher) Michelle O'Malley (Teacher) Armida Maldonado (Teacher)

Will Substitute(s) be needed? Yes No Funding Source Science Camp Fund

Approximate Cost Per Student $265 Funding Source Fund raising

Date, Time & Location of Parent/Student Meeting Prior to Trip January 2016, 6:00pm, Cafeteria

Signature of Supervising Adult(s) Caywood

Signature of Department Chair

Signature of Site Principal

Signature of Educational Services

Date Received in Educational Services 8/2015 Board Approval Date
Request for Submission of Board Item for Field Trip/Extracurricular Activity

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Name of Group Participating ____________________ Fifth Grade Classes - Tulita School

Title of Field Trip ____________________ Fifth Grade Science Camp

Location of Field Trip ____________________ Camp Pali / Pali Institute Running Springs, CA

List of Activities ____________________ Related activities for Science Study

Departure Date & Time ____________________ 3/2/16 7:30AM Return Date & Time ____________________ 3/4/16 1:30PM

Mode(s) of Transportation ____________________ Bus

Hotel/Housing ____________________ Camp Pali Name ____________________ Address/City/State ____________________ Emergency Phone #

Number of Students Expected to Participate ____________________ 88

Name(s) of Supervising Adult ____________________ Wendy Demaria, Karin Sato, Jan Coward, 5th gr teachers Teacher/Coach/Administrator/Etc.

Name(s) & Title(s) of all Chaperones ____________________ N/A

Will Substitute(s) be needed? ____________________ Yes No x Funding Source ____________________ parent support

Approximate Cost Per Student ____________________ $300.00 Funding Source ____________________ fundraising

Date, Time & Location of Parent/Student Meeting Prior to Trip ____________________ 10/2/15 7:45 PM

Signature of Supervising Adult(s) ____________________

Signature of Department Chair ____________________

Signature of Site Principal ____________________

Signature of Educational Services ____________________

Date Received in Educational Services ____________________ Board Approval Date ____________________
X.5. Approve and/or Ratify Personnel Action Report P:#2015-2016:04 (Ref.X.D.1)

**Recommended Motion:**
Approve and/or Ratify Personnel Action Report P:#2015-2016:04

**Attachments:**
HR Personnel Report 09 29 15
# TEMPORARY EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Lovold</td>
<td>Teacher/ Alta Vista- 3rd Grade</td>
<td>$5458.82/month</td>
<td>09/03/2015-06/16/2016</td>
</tr>
<tr>
<td>Kristen Steese</td>
<td>Teacher/ Parras- 6th Grade LA &amp; SS 80%</td>
<td>$3657.31/month</td>
<td>09/22/2015-06/16/2016</td>
</tr>
</tbody>
</table>

# SUBSTITUTE EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Carr Boyd</td>
<td>Substitute Teacher</td>
<td>$140/ day</td>
<td>08/20/2015</td>
</tr>
<tr>
<td></td>
<td>Substitute CDC Teacher</td>
<td>$20.02/ hour</td>
<td>08/20/2015</td>
</tr>
<tr>
<td>Courtney Mierau</td>
<td>Substitute Teacher</td>
<td>$140/day</td>
<td>09/12/2015</td>
</tr>
<tr>
<td>Cassie Wilson</td>
<td>Substitute Teacher</td>
<td>$140/day</td>
<td>08/20/2015</td>
</tr>
</tbody>
</table>

# TEMPORARY INCREASE IN WORK ASSIGNMENT

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>EFFECTIVE DATE</th>
<th>FROM: %</th>
<th>TO: %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl Allen</td>
<td>Teacher/ Parras</td>
<td>08/24/2015-06/16/2016</td>
<td>100</td>
<td>120</td>
</tr>
<tr>
<td>Lisa Bangham</td>
<td>Teacher/ Parras</td>
<td>08/24/2015-06/16/2016</td>
<td>100</td>
<td>120</td>
</tr>
<tr>
<td>Robert Jurafsky</td>
<td>Teacher/ Parras</td>
<td>08/24/2015-06/16/2016</td>
<td>100</td>
<td>120</td>
</tr>
<tr>
<td>Lion Limuti</td>
<td>Teacher/ Parras</td>
<td>08/24/2015-06/16/2016</td>
<td>100</td>
<td>120</td>
</tr>
</tbody>
</table>

# PERMANENT INCREASE IN WORK ASSIGNMENT

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>EFFECTIVE DATE</th>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sean Epps</td>
<td>CDC Teacher / Washington CDC</td>
<td>09/17/2015</td>
<td>2 hours</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

# SPECIAL ASSIGNMENT

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Ball</td>
<td>To provides services as Lead Nurse during the 2015-2016 school year at $150 per month. (Funded by Special Education)</td>
</tr>
<tr>
<td>Jacqueline Nichols</td>
<td>Participated on the interview panel for the Alta Vista Special Education Instructional Assistant on July 21, 2015. Paid at $40 per hour, not to exceed 3.75 hours. (Funded by General Fund)</td>
</tr>
<tr>
<td>Amber Cammidge</td>
<td>Packed and moved classroom materials from Washington Elementary School to Madison Elementary School on July 30, 2015 and July 31, 2015. Paid at $95 per day, not to exceed 2 days. (Funded by General Fund)</td>
</tr>
<tr>
<td>Karrie Carpenter</td>
<td>Packed and moved classroom materials at Adams Middle School in August 2015. Paid at $95 per day, not to exceed 2 days. (Funded by General Fund)</td>
</tr>
<tr>
<td>Christie Behenna</td>
<td></td>
</tr>
<tr>
<td>Eileen Leckenby</td>
<td></td>
</tr>
<tr>
<td>John Newman</td>
<td>To provide structured teaching services for our Special Education students during the 2015-2016 school year. Paid at their regular rate of pay, not to exceed the following: John Newman- 110 hours at Shores/ISP, Suzanne Scott- 80 hours at RBLA, Timothy Todd- 110 hours at RUHS. (Funded by Special Education)</td>
</tr>
<tr>
<td>Suzanne Scott</td>
<td></td>
</tr>
<tr>
<td>Timothy Todd</td>
<td></td>
</tr>
</tbody>
</table>
SPECIAL ASSIGNMENT CONTINUED

Eileen Leckenby To attend the Adams Middle School 3-day Pali Science Camp in Running Springs, CA from October 5, 2015 through October 7, 2015. Not to exceed two nights, paid at $250 per teacher.
Carolina Flores (Funded by General Fund)

John Curtis To work with students 5 hours per week on average/ per student for the 2015-2016 school year. Paid at their regular rate of pay, not to exceed 360 hours.
Timothy Todd (Funded by General Fund)
Susan Joachim

The following teachers participated on the interview panels for Adams Middle School in the following areas of Multiple Subject, Life Science, Math, ELA and Social Studies. Paid at $40 per hour, not to exceed 5 hours. (Funded by General Fund)
Melissa Rummier, Eileen Leckenby, Ammie Ibarra, Lindsey Glick, Gina Ball, Christie Behenna, Andrew Estrada

The following RUHS math teachers will provide math tutoring for students for the 2015-2016 school year. Paid at $40 per hour, no to exceed 3 hours per week. (Funded by School Block Grant)
Donna Williams, Laurie Hamm, Jeanine Liang, Lily Tran, Michael Smith, Michael Soo Hoo, Timothy Baumgartner, Bill Dargen, Joshua Friedrich, Traci Fucci, Brian Gill, Martin Greenspan, Amanda Morton, Daniel Prinkey, Laura Sands, Jennifer Wimer

The following RUHS Teachers (1-2 teachers each day) will supervise Saturday School from 8:00am-12:00pm during the 2015-2016 School year. Paid at $40 per hour, not to exceed 4 hours each, up to 10 days. (Funded by General Fund)
Dean Preedeedilok, Barbara Bein, Arond Schonberg, Geoffrey Watts, Jason White, Thomas Nestojko

The following Parras Middle School teachers participated in Camp Parras, held during the week of registrations. Paid at $40 per hour, not to exceed 4 hours. (Funded by Supplemental Fund)
Catherine Conrad, Rachel Andrews, Amber Beach, Mike Nannini, Alex Pfeuffer, Clifford Shawver, Casey Waddell

The following Parras Middle School teachers packed and moved materials to a new classroom. Paid at $95 a day, not to exceed 2 days. (Funded by General Fund)
Erica Chang, Greg Erskine, Mike Nannini, John Newman, Brent Steinman, Casey Waddell, Jessica Williams

RESIGNATION – SUBSTITUTE EMPLOYEES

<table>
<thead>
<tr>
<th>Employee</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenna Nakamura</td>
<td>Substitute Teacher</td>
<td>09/16/2015</td>
</tr>
<tr>
<td>Christopher Tregarthen</td>
<td>Substitute CDC Teacher</td>
<td>09/16/2015</td>
</tr>
<tr>
<td>Christopher Tregarthen</td>
<td>Substitute Teacher</td>
<td>09/01/2015</td>
</tr>
<tr>
<td>Christopher Tregarthen</td>
<td>Substitute Teacher CDC</td>
<td>09/01/2015</td>
</tr>
</tbody>
</table>

Ref.X.D.1
Page 2 of 5
### REGULAR EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jasmine Alatorre</td>
<td>AVID Tutor/ RUHS</td>
<td>$13.93/hour</td>
<td>09/10/2015</td>
</tr>
<tr>
<td>Eric Enciso</td>
<td>Director Nutrition-Purchasing/District Office</td>
<td>$8.173/month</td>
<td>09/09/2015</td>
</tr>
<tr>
<td>Damian Fernandez</td>
<td>AVID Tutor/ RUHS</td>
<td>$13.93/hour</td>
<td>09/10/2015</td>
</tr>
<tr>
<td>Connie Fu</td>
<td>Instructional Assistant-Sp Ed/Tulita</td>
<td>$16.49/hour</td>
<td>09/08/2015</td>
</tr>
<tr>
<td>Jay Furusho</td>
<td>AVID Tutor/ RUHS</td>
<td>$13.93/hour</td>
<td>09/08/2015</td>
</tr>
<tr>
<td>Jose Garcia</td>
<td>Custodian /Beryl CDC 50%</td>
<td>$1,617.50/month</td>
<td>09/09/2015</td>
</tr>
<tr>
<td>Michelle Kallick</td>
<td>Intramural Coach-Girls Volleyball/Adams</td>
<td>$719.90/Season</td>
<td>2015-2016 school year</td>
</tr>
<tr>
<td>Christina Quintana</td>
<td>AVID Tutor/ RUHS</td>
<td>$13.93/hour</td>
<td>09/17/2015</td>
</tr>
<tr>
<td>Laura Resendiz</td>
<td>AVID Tutor/ RUHS</td>
<td>$13.93/hour</td>
<td>09/10/2015</td>
</tr>
<tr>
<td>Alicia Russell</td>
<td>Noon Supervisor/Parras</td>
<td>$9.89/hour</td>
<td>09/08/2015</td>
</tr>
<tr>
<td>Lenka Ude</td>
<td>Noon Supervisor/Birney</td>
<td>$9.89/hour</td>
<td>09/02/2015</td>
</tr>
<tr>
<td>Anna Valadez-Chavez</td>
<td>Attendance Technician/ RUHS</td>
<td>$3,742/month</td>
<td>09/08/2015</td>
</tr>
<tr>
<td>Mark Warnholtz</td>
<td>AVID Tutor/ RUHS</td>
<td>$13.93/hour</td>
<td>09/15/2015</td>
</tr>
<tr>
<td>Justine Zavala</td>
<td>Instructional Assistant-Sp Ed/Parras</td>
<td>$15.73/hour</td>
<td>09/22/2015</td>
</tr>
</tbody>
</table>

### TEMPORARY EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
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<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Jimenez</td>
<td>Instructional Assit. Comp Lab/ Madison</td>
<td>$17.93/hour</td>
<td>08/26/2015-06/15/2016</td>
</tr>
</tbody>
</table>

### SUBSTITUTE EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Butler</td>
<td>Substitute Custodian</td>
<td>$16.71/hour</td>
<td>08/20/2015</td>
</tr>
<tr>
<td>Christopher Heredia</td>
<td>Substitute Instructional Assistant CDC</td>
<td>$13.24/hour</td>
<td>08/26/2015</td>
</tr>
<tr>
<td>Alexa Jasmer-Richter</td>
<td>Substitute Instructional Assistant Spec. Ed</td>
<td>$14.95/hour</td>
<td>09/12/2015</td>
</tr>
<tr>
<td></td>
<td>Substitute Instructional Assistant CDC</td>
<td>$13.24/hour</td>
<td>09/12/2015</td>
</tr>
<tr>
<td>Guiliano Leon</td>
<td>Substitute Custodian</td>
<td>$16.71/hour</td>
<td>09/12/2015</td>
</tr>
<tr>
<td>Kyle McManus</td>
<td>Substitute Campus Safety Assistant</td>
<td>$11.86/hour</td>
<td>09/24/2015</td>
</tr>
<tr>
<td>Oscar Montecino</td>
<td>Substitute Instructional Assistant CDC</td>
<td>$13.24/hour</td>
<td>09/08/2015</td>
</tr>
<tr>
<td>Natalie Owens</td>
<td>Substitute Vocational Ed Specialist</td>
<td>$18.17/hour</td>
<td>09/18/2015</td>
</tr>
<tr>
<td>Lucila Ramirez</td>
<td>Substitute Custodian</td>
<td>$16.71/hour</td>
<td>08/20/2015</td>
</tr>
<tr>
<td>David Salinas</td>
<td>Substitute Instructional Assistant CDC</td>
<td>$13.24/hour</td>
<td>09/18/2015</td>
</tr>
</tbody>
</table>

### PERMANENT INCREASE IN WORK HOURS

- Julia Ann Henrich: Instructional Assistant-Special Ed/ Jefferson
  - Effective: 08/26/2015
  - From: 6 hours/day
  - To: 7 hours/day

### TEMPORARY INCREASE IN WORK HOURS

- Danette Deomano: Instructional Assistant-Special Ed/Alta Vista
  - Effective: 09/03/2015 – 06/15/2016
  - From: 4.5 hours/day
  - To: 5.5 hours/day

### TEMPORARY INCREASE IN ASSIGNMENT

- Vickie Bassman: Office Assistant/Lincoln
  - Effective: 08/26/2015-06/15/2016
  - From: 62.5%
  - To: 75%

- Kate Chiverton: Occupational Therapist/ Special Education
  - Effective: 08/26/2015-06/15/2015
  - From: 62.5%
  - To: 87.5%
SPECIAL ASSIGNMENT
Kate Chiverton  To work four additional days at the start of the school year from August 26, 2015 through August 31, 2015. Paid at her regular rate of pay, not to exceed 32 hours. (Funded by Special Education)

Jennifer Gabriel  The following employees participated on the interview panels for Adams Middle School in the following areas of Multiple Subject, Life Science, Math, ELA and Social Studies. Paid at their regular rate of pay, not to exceed 5 hours. (Funded by General Fund)

JoAnn Henrich
Helena Walker

RECLASSIFICATION OF POSITION
<table>
<thead>
<tr>
<th>Name</th>
<th>From: School Administrative Assistant</th>
<th>To: Administrative Assistant</th>
<th>Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julia Bassine</td>
<td>From: School Administrative Assistant</td>
<td>To: Administrative Assistant</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Romayne Ceragioli</td>
<td>From: School Administrative Assistant</td>
<td>To: Administrative Assistant</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Deborah Collette</td>
<td>From: School Administrative Assistant</td>
<td>To: Administrative Assistant</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Deborah Daniels</td>
<td>From: School Administrative Assistant</td>
<td>To: Administrative Assistant</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Tricia Del Rosario</td>
<td>From: School Administrative Assistant</td>
<td>To: Administrative Assistant</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Adriana Estrada</td>
<td>From: School Administrative Assistant</td>
<td>To: Administrative Assistant</td>
<td>07/01/2015</td>
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<tr>
<td>Connie Garcia</td>
<td>From: School Administrative Assistant</td>
<td>To: Administrative Assistant</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Lizbeth Garcia Castro</td>
<td>From: School Administrative Assistant</td>
<td>To: Administrative Assistant</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Therese Hooker</td>
<td>From: School Administrative Assistant</td>
<td>To: Administrative Assistant</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Stephanie Kielyka</td>
<td>From: School Administrative Assistant</td>
<td>To: Administrative Assistant</td>
<td>07/01/2015</td>
</tr>
<tr>
<td>Carolyn Roth</td>
<td>From: School Administrative Assistant</td>
<td>To: Administrative Assistant</td>
<td>07/01/2015</td>
</tr>
</tbody>
</table>

REQUEST FOR LEAVE OF ABSENCE
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Carney</td>
<td>Instructional Assistant CDC/ Jefferson CDC</td>
<td>09/01/2015-09/14/2015</td>
</tr>
<tr>
<td>Silke Hamilton</td>
<td>Instructional Assistant CDC/ Lincoln CDC</td>
<td>09/01/2015-12/31/2015</td>
</tr>
<tr>
<td>Trina Harnish</td>
<td>Instructional Assistant CDC/Washington CDC</td>
<td>09/18/2015-02/01/2016</td>
</tr>
<tr>
<td>Deanna Omanson</td>
<td>Office Assistant II/Special Education</td>
<td>6.25% LOA 08/22/2015-06/22/2016</td>
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</tbody>
</table>

RESIGNATION / NO LONGER WORKING
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalia Andrade</td>
<td>Noon Supervisor/ Jefferson</td>
<td>08/25/2015</td>
</tr>
<tr>
<td>Armaund Fowler</td>
<td>Campus Safety Assistant/ RUHS</td>
<td>08/25/2015</td>
</tr>
<tr>
<td>Luis Lopez</td>
<td>Systems Technician/ District Office</td>
<td>09/15/2015</td>
</tr>
<tr>
<td>Armando Ruiz</td>
<td>Noon Supervisor/ Jefferson</td>
<td>08/25/2015</td>
</tr>
<tr>
<td>Keara Williams</td>
<td>Instructional Assistant CDC/Jefferson CDC</td>
<td>09/09/2015</td>
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</table>

RESIGNATION (RETIREMENT)
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
</table>

Ref. X.D.1
Page 4 of 5
REDONDO BEACH UNIFIED SCHOOL DISTRICT  
HUMAN RESOURCES DIVISION  
PERSONNEL/CONSULTANT ACTION REPORT  
ADULT EDUCATION

REGULAR EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cara Hagesmester</td>
<td>Teacher/ TK- Knob Hill</td>
<td>$33.80/hour</td>
<td>09/08/2015</td>
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REQUEST FOR LEAVE OF ABSENCE

Kathy Cataldo  Teacher/ Parent Ed-Knob Hill  09/01/2015-06/30/2016

STUDENT WORKERS

REGULAR EMPLOYMENT – At Appropriate Placement on the Salary Schedule

<table>
<thead>
<tr>
<th>EMPLOYEE NAME</th>
<th>RECOMMENDATION/POSITION</th>
<th>SALARY/STEP</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolyn Aguilar</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
<td>10/01/2015</td>
</tr>
<tr>
<td>Rebekah Alfaro</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
<td>10/01/2015</td>
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<tr>
<td>Drew Bowen</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
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</tr>
<tr>
<td>Sean Bowen</td>
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<td>10/01/2015</td>
</tr>
<tr>
<td>Daniel Briones</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
<td>10/01/2015</td>
</tr>
<tr>
<td>Andrew Collins</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
<td>10/01/2015</td>
</tr>
<tr>
<td>Jasmin Dimas</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
<td>10/01/2015</td>
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<tr>
<td>Christopher Dougal</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
<td>10/01/2015</td>
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<tr>
<td>Brandon Escobar</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
<td>10/01/2015</td>
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<tr>
<td>Jonathan Garcia</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
<td>10/01/2015</td>
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<tr>
<td>Cameron Graziano</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
<td>10/01/2015</td>
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<tr>
<td>Valerei Hoopes</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
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<tr>
<td>Makenna Ingles-Fries</td>
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<tr>
<td>Brittany Ketting</td>
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<td>Hailee Liberman</td>
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<td>$9.00/hour</td>
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<tr>
<td>Shyann Martinez</td>
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<td>$9.00/hour</td>
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<td>Gregory Mattson</td>
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<td>Parker Nowicki</td>
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<td>Alejandro Padilla</td>
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<tr>
<td>Fernando Peredia</td>
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<tr>
<td>Isack Saucedo</td>
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<td>$9.00/hour</td>
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<tr>
<td>Avery Shoaf</td>
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<tr>
<td>Keilani Sieg</td>
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<tr>
<td>Dillon Stein-Watts</td>
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<td>Trevor Stiff</td>
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<tr>
<td>Kevin Strinh</td>
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<tr>
<td>Melissa Thomas</td>
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<tr>
<td>Gabriel Vialpardo</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
<td>10/01/2015</td>
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<tr>
<td>Robert Zimmerman</td>
<td>WorkAbility Student</td>
<td>$9.00/hour</td>
<td>10/01/2015</td>
</tr>
</tbody>
</table>

CONSULTANTS

Safety Net  To provide First Aid CPR training for the CDC staff at Washington CDC on October 8, 2015. Paid at $40 per employee, not to exceed 40 employees.  
(Funded by Child Development)

Ref.X.D.1  
Page 5 of 5
X.6. Student Teacher Agreement with the University of Southern California. (Ref. X.D.2)

Rationale:
University of Southern California has contacted us to place teachers in our District. Principals and teachers are directly involved in the approval and monitoring of student teachers placements.

Recommended Motion:
Approve the agreement with University of Southern California to place student teachers.
XII.1. Adopt Resolution R:15-16:04 Hispanic Heritage Month (XII.B.1)

Rationale:

Recognize October 2015 as Hispanic Heritage Month and direct sites to observe this month with appropriate programs and activities to honor the contributions Hispanic Americans have made to our community, city, state, and nation.

Recommended Motion:

Adopt Resolution R:15-16:04 Hispanic Heritage Month

Financial Impact:

None to the District

Attachments:

Hispanic Heritage Month
Whereas, the State of California is home for more than 2,200,000 Hispanic students from kindergarten through grade twelve; and

Whereas, the diversity of this group includes persons who have their origins in Mexico, Central and South America, Portugal, Spain and the Spanish speaking Caribbean Islands; and

Whereas, the impact of the Hispanic culture and traditions are manifested in our State's customs, traditions, and laws; and

Whereas, the History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve states that the history curriculum of community, state, region, nation, and world must reflect the experiences of men and women and of different racial, religious, and ethnic groups which is integrated at every level; and

Whereas, the California State Board of Education recognized in its Multicultural Education Policy that each student needs an opportunity to understand the common humanity underlying all people; and

Whereas, Hispanic Heritage Month builds a sense of pride and optimism about the future for Hispanic youth across the country; and

Whereas, Hispanic Heritage Month provides an opportunity to recognize the accomplishments of Hispanic citizens and to focus national attention on their extraordinary contributions and culture;

Whereas, the Redondo Beach Unified School District joins in support with all people of the community to observe this month with appropriate programs and activities to honor the contributions Hispanic Americans have made to our community, city, state, and nation.

Now therefore be it resolved, that the Board of Education of the Redondo Beach Unified School District join together in the celebration of,

Hispanic Heritage Month

Approved and adopted this twenty-ninth day of September Two Thousand Fifteen

Mr. Michael Christensen, President
Board of Education

Dr. Steven Keller
Superintendent of Schools
XII.2. Adopt Resolution R:15-16:05 Recognizing October 11-17, 2015 as Week of the School Administrator (XII.B.2)

Rationale:

California Education Code designates the week of October 11-17, 2015 as "Week of the School Administrator", in observance of the importance of educational leadership at the school, school district, and county levels.

The Redondo Beach Unified School District recognizes educational leaders for their innumerable contributions to the success of all students by proclaiming the week of October 11-17, 2015 as "Week of the School Administrator".

Recommended Motion:

Adopt Resolution R:15-16:05 Recognizing the Week of October 11-17, 2015 as Week of the School Administrator.

Financial Impact:

None to the District.

Attachments:

Resolution R:15-16: 05 Week of the School Administrator
WHEREAS, leadership matters for California’s public education system and the more than seven million students it serves; and

WHEREAS, school administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, the title "school administrator" is a broad term used to define many education leadership posts- superintendents, assistant superintendents, directors, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other district employees; and

WHEREAS, providing quality service for students success is paramount in the profession; and

WHEREAS, most school administrators began their careers as teachers and have served public education more than a decade; and most superintendents have served public education more than twenty years; this experience is most beneficial in effectively and efficiently leading public education toward its primary goal of improving students' achievement, and

WHEREAS, public schools operate with lean management systems, employing fewer managers and supervisors than most public and private sector industries, and

WHEREAS, research shows that great schools are lead by great principals, great districts are led by great superintendents, and

WHEREAS, the State of California has declared the week of October 11-17, 2015 as the "Week of the School Administrator",

Now therefore be it resolved, by the Board of Education of the Redondo Beach Unified School District that all educational leaders be commended and thanked for their innumerable contributions to the success of all students and proclaim the week of October 11-17, 2015 as

“Week of the School Administrator”

Approved and adopted this twenty-ninth day of September two thousand and fifteen

Mr. Michael Christensen  
President, Board of Education

Dr. Steven Keller  
Superintendent of Schools
XII.3. Adopt Resolution R:15-16:06 Recognizing Red Ribbon Week (XII.B.3)

Rationale:

Recognize Red Ribbon Week, October 23 through October 31, 2015 and direct all school sites to observe this week with appropriate programs and activities to support and encourage a drug free life style (no use of illegal drugs, no illegal use of legal drugs).

Recommended Motion:

Adopt Resolution R:15-16:06 Recognizing Red Ribbon Week, October 23 through October 31, 2015.

Financial Impact:

None to the District.

Attachments:
Red Ribbon Week Proclamation
REDONDO BEACH UNIFIED SCHOOL DISTRICT
Resolution R: 15-16:06
Red Ribbon Week
October 23 - October 31, 2015

Whereas, the students in the Redondo Beach Unified School District are provided with information, resources and incentives that encourage a drug-free lifestyle by engaging in a week-long Red Ribbon Week celebration; and

Whereas, it is imperative that the RBUSD Drug and Alcohol Community Task Force Committee and the Redondo Beach Council of PTAs’ be visible, with unified prevention education efforts by the parents, staff and students and to eliminate the demand for drugs; and

Whereas, the RBUSD Drug and Alcohol Community Task Force Committee and the Redondo Beach Council of PTAs’ support the National Red Ribbon Week Campaign by offering parents, students, employees and community the opportunity to demonstrate their commitment to drug-free lifestyles (no use of illegal drugs, no illegal use of legal drugs); and

Whereas, the RBUSD Drug and Alcohol Community Task Force Committee and the Redondo Beach Council of PTAs’ will celebrate the National Red Ribbon Week Campaign at schools within the Redondo Beach Unified School District during “Red Ribbon Week” October 23-31, 2015; and

Whereas, the RBUSD Drug and Alcohol Community Task Force Committee and the Redondo Beach Council of PTAs’ further commits its resources to ensure the success of the Red Ribbon Week Campaign;

Now therefore be it resolved, that the Board of Education of the Redondo Beach Unified School District join together in the celebration of,

Red Ribbon Week

Approved and adopted this 29th day of September 2015

Mr. Michael Christensen, President
Board of Education

Dr. Steven Keller
Superintendent of Schools
XII.4. Contractual Agreement with Redondo Beach Teachers Association (RBTA). (Ref. XII.D.1)

Rationale:
Representatives of the Redondo Beach Teachers Association (RBTA) and the Redondo Beach Unified School District have met and negotiated the attached Successor Agreement, which is presented to the Board of Education for adoption.

Recommended Motion:
The administration is recommending that the Board of Education adopt the negotiated Successor Agreement between the Redondo Beach Teachers Association (RBTA) and the Redondo Beach Unified School District contingent upon ratification by the membership of RBTA.

Financial Impact:
General Fund- $3,286,016.44

Attachments:
RBUSD- RBTA Tentative Agreement
Article 4 – Hours

4.1 Unit members' regularly assigned on-site duty hours shall be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 (or 6th grade where part of a K-6 school)</td>
<td>8:00 a.m. to 3:15 p.m.</td>
</tr>
<tr>
<td>6-12</td>
<td>7:40 a.m. to 3:03 p.m.</td>
</tr>
</tbody>
</table>

or equivalent on-site duty hours. The term "equivalent on-site duty hours" is limited to accommodating the District's exclusive discretion to schedule the beginning and ending of the instructional day at other times depending upon the needs or practices at an individual school site, provided that the district shall not alter the above starting and ending times by more than one-half hour each. Unit members are encouraged to remain for a sufficient period after the close of their assignment to attend to those matters, which properly require attention at the time.

Notwithstanding the foregoing, individual school sites may establish variable schedules subject to the following conditions:

1) Such schedules must provide the annual instructional minutes required to meet SB813 longer day/longer year requirements;
2) The schedule must be approved by a majority of the faculty at the school site and by the site administrator;
3) The schedule must be presented with rationale in support of the variation. The affected site representative(s) shall be provided an additional copy of the proposed schedule for forwarding to the RBTA office.
4) Implementation of the schedule is subject to final approval by district level administration, i.e., Superintendent or his/her designee;
5) Approval is valid for only one school year at a time;
6) In order to meet the challenges of both the Common Core Standards implementation and the integration of a broad range of emerging technologies into the classroom through Measure Q funds, RBTA and RBUSD have agreed to collaborate in the creation of a flexible, multi-faceted approach to professional development that honors the particular circumstances of individual schools, departments, grade levels and teachers.

Beginning with the 2013-2014 school year:

- Not more than a total of eight days of the regularly scheduled early release days may be used for the purpose of engaging in collaborative activities that may focus on whole school and/or grade-level professional development at the elementary school level.

- Not more than a total of 50% of regularly scheduled early release days may be used for the purpose of engaging in activities focused on whole school, department and/or grade-level professional development at the middle school
level. Such activities will be developed and implemented by the site principal in consultation with school-site leadership teams elected pursuant to 3.1.6.3

Article 4.1.2 – Beginning with the 2015-16 school year, the work-year of unit members currently scheduled to work 183 days will be increased to 184 days through the addition of one paid non-student day for the purpose of participating in professional development planned and developed by District Leadership in conjunction with school-site leadership teams elected pursuant to 3.1.6.3. Beginning with the 2016-17 school year and ongoing, the work-year of those same unit members will be increased to 185 days through the addition of a second paid non-student day for this purpose.

Article 4.4.1

Faculty meetings ideally will focus on collaboration, district program implementation and professional development. Schools shall have either two faculty meetings per month that last up to 60 minutes or one meeting per month that lasts up to 120 minutes, unless an extra meeting is added as necessary. Where practicable, middle schools should strive to combine faculty meetings focusing on collaboration and professional development with existing banded-time. Meetings shall commence not later than 30 minutes after student dismissal at all levels. Beginning and ending times shall be published by site principals a minimum of one week in advance. Agendas will be published a minimum of 24 hours in advance of the meeting and RBTA will be listed on the agenda. Redondo Union High School will strive to have faculty meetings of no more than 60 minutes in length and not more than ten meetings during the school year.

Articles 4.9.1, 4.9.2, 4.9.3, 4.9.4 - Eliminated

Article 6 – Class Size

Article 6.1.1.1 Community Day School class size shall not exceed fifteen (15) enrolled students on any given day.

Article 7 - Salary

Article 7.1 All certificated bargaining unit salary schedules shall be increased by 6.0% effective July 1, 2015.

Article 7.5.3 Bargaining Unit Members serving on District interview panels outside of regular school hours or outside of the regular school year shall be paid at the extra duty rate.
Article 7.18.1.1

Teachers shall have the opportunity to indicate their interest in being assigned extra teaching sections prior to the start of the school year. The site administrator will choose from those indicating interest and will provide a rationale for the assignment to those not chosen.

Article 8 – Health & Welfare

8.1 Effective October 1, 2008, the employee shall make the contributions tenuously toward the payment of premiums for eligible unit members as indicated in Appendix E. The District will continue to make the contributions as provided in Appendix E for unit members' health and welfare benefits. For the 2015-16 school year, the District shall pay 100% of all increases to health care premiums, with major medical capped at the Blue Shield HMO Full Network rates.

8.4 No change

8.5 Eliminated

Article 9 – Attached

Article 10 - Leaves

Article 10.12.1 – The District may grant leaves of absence without pay for reasons other than those generating other leaves under this Article. Unit members who wish to apply for a personal unpaid leave must obtain prior approval of their immediate supervisor and submit their application to the District Office of Human Resources by May 1 for leaves encompassing either the fall semester or the entire school-year. Applications received after May 1 may be subject to summary denial. Any unit member on an unpaid leave of absence may continue to be covered under District health and welfare plans by paying to the District the amount of the full premiums to maintain his/her health and welfare plans. The application for unpaid leave of absence shall be in writing on the appropriate District form.

Article 10.14.3 Shared teaching assignments will be filled only by tenured permanent unit members who have jointly agreed to work together and who have submitted a written proposal for shared teaching to the site Principal(s). The proposal must be submitted on a form developed by the District in direct consultation with the Association. The proposal must be received on or before March 31 of each school year prior to the year in which the shared teaching assignment is being requested.

10.14.13 Unit members who have previously received tenure permanent status in the District, resigned their position with the District, and subsequent to the resignation are rehired within thirty-nine months, shall be eligible to be considered for participation in the job sharing section of the collective bargaining agreement.
<table>
<thead>
<tr>
<th>RBUSD</th>
<th>Date</th>
<th>RBTA</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Stahl</td>
<td>8/21/15</td>
<td></td>
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<tr>
<td>Roger Weps</td>
<td>8/21/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brian Topp</td>
<td>8/21/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth</td>
<td>8/21/15</td>
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<tr>
<td></td>
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ARTICLE 9 - EVALUATION PROCEDURES

This article takes the place of the existing Article 9

9.1 Definition of Terms

Course Objectives
Statements which provide the basic framework for each course and indicate what the students are expected to learn as a result of taking the course.

Curricular Adherence
Course goals and objectives are consistent with the scope and sequence of the district approved curriculum.

Instructional Strategies
A variety of content delivery methods used by teachers to determine the appropriate match between the content and the learner.

Suitable Learning Environment
An atmosphere established and maintained by the teacher that is conducive to student learning. Teacher clearly communicates and consistently enforces rules and procedures, uses instructional time efficiently, provides positive motivation for learning and monitors both student learning and behavior to ensure a safe and productive learning environment.

Evaluator
The prime evaluator shall be appointed by the principal. If the evaluatee does not agree with the appointment, he/she may request another evaluator. If no agreement can be reached, the principal shall be the prime evaluator.

Pertinent Factors
The District and the Association acknowledge that external conditions can affect a unit member's performance and his/her ability to meet objectives.

9.1 Evaluation Categories

Unit members in temporary or probationary status shall be evaluated through the Tier I Evaluation Process. All other bargaining unit members with permanent, continuing status shall be evaluated through the Tier II Evaluation Process.

9.2 Tier I Evaluation Process

The Tier I Evaluation Process is based on the Redondo Beach Unified School District's Expectations for Practice, which derive from the California Standards for the Teaching Profession.

9.2.1 Initial Planning
Not later than fifteen (15) work days after the first school day of the year in which the evaluation is to take place, all unit members scheduled for evaluation shall be notified by the principal of their participation in the evaluation process. The notification shall include the name of the evaluator as well as copies of the RBUSD Expectations for
9.2.2 Not later than thirty (30) work days after the first school day of the year in which the evaluation is to take place, the unit member shall complete the Tier I Initial Reflection document. The evaluator and the unit member shall then meet to discuss the Initial Reflection and the RBUSD Expectations for Practice. During the meeting, areas requiring heightened attention may be identified with the understanding that the unit member is nevertheless responsible for developing competency in all areas.

9.2.3 Observations
Every temporary or probationary member of the unit shall be observed both formally and informally during the school year.

9.2.3.1 Formal Observation
The evaluator shall schedule and conduct at least one formal observation during the school year. The unit member shall submit a lesson plan based on the RBUSD Essential Elements of Lesson Planning prior to any scheduled formal observation. Formal observations shall last no less than thirty (30) minutes. Within ten (10) working days of a formal observation, the evaluator shall provide both feedback on the lesson as well as an opportunity to engage in dialogue about the feedback.

9.2.3.2 Informal Observation
The evaluator may conduct informal observations of the unit member at any time and need not limit such observations to lesson delivery. All areas of the RBUSD Expectations for Practice may provide the basis for informal observation. Within ten (10) working days of any informal observation incorporated into the evaluation, the evaluator shall provide both feedback as well as an opportunity to engage in dialogue about the feedback.

9.2.4 Recommendations
The unit member shall take affirmative action to correct any cited deficiencies based upon the evaluator’s specific recommendations for improvement and assistance in implementing such recommendations.

9.2.5 Final Reflection
Not later than the sixty (60) days before the last school day of the school year in which the evaluation takes place, the unit member shall complete and submit the Tier I Final Reflection document to the evaluator.

9.2.6 Rating Scale
Temporary and probationary unit members shall be evaluated according to their demonstration of sufficient growth toward competency in all areas of the RBUSD Expectations for Practice.

Sufficient Growth
Performance demonstrates either acquired competency or sufficient progress toward competency such as would be achieved through continued professional growth and practice.

Insufficient Growth
Performance demonstrates either continued deficiency despite assistance and guidance or a pace of development such as would not progress toward competency prior to the completion of the probationary period.

9.2.7 Final Evaluation
Evaluation and assessment made pursuant to this procedure shall be reduced to writing and a copy thereof shall be transmitted to the employee not later than thirty (30) days before the last school day of the school year in which the evaluation takes place. A conference between the evaluator and the employee to discuss the evaluation shall be scheduled. The employee shall have the right to initiate a written reaction or response to the evaluation. Such response shall be attached to the employee's evaluation. Said employee shall not be evaluated again within the same school year. Copies of the District's Evaluation Forms are attached to this Agreement as Appendix "F."

9.3 Tier II Evaluation Process
The Tier II Evaluation is a formative, growth-oriented process that focuses on the improvement of teaching practice through guided reflective writing, dialogue with evaluators and colleagues, and self-directed inquiry.

9.3.1 Initial Planning
Phase 1: Not later than fifteen (15) work days after the first school day of the year in which the evaluation is to take place, all unit members scheduled for evaluation shall be notified by the principal of their participation in the evaluation process. The notification shall include the name of the evaluator as well as copies of the RBUSD Tier II Introduction to Reflection and Reflective Practice and the Tier II Evaluation Process documents.

9.3.2 Phase 1 – Introduction to Reflection and Reflective Process:
Not later than thirty (30) work days after the first school day of the year in which the evaluation is to take place, the unit member shall complete the Tier II Initial Reflection document.

9.3.3 Phase 2 – Selection of Focus Area:
Not later than thirty (30) work days after the first school day of the year in which the evaluation is to take place, the unit member shall select a Focus Area for the year. The evaluator and the unit member shall then meet to discuss the Tier II Introduction to Reflection and Reflective Practice and the Focus Area that has been selected. During the meeting, the evaluator and unit member will discuss the selection and the reasons for the choice. After this discussion, the focus area may be collaboratively modified.

9.3.4 Phase 3 – Initial Reflection on Focus Area:
Not later than fifty (50) work days after the first school day of the year in which the evaluation is to take place, the unit member shall complete the Tier II Initial Reflection
on Focus Area and submit it to the evaluator for feedback. The unit member may also elect to share this reflection with colleagues either of their own choosing, or through the facilitation of the evaluator.

9.3.5 Phase 4 – Experimental Trial:
Not later than sixty (60) work days after the first school day of the year in which the evaluation is to take place, the unit member shall develop an Experimental Trial based on their Tier II Initial Reflection on Focus Area which will serve as the basis for the evaluation process. During the Experimental Trial phase of the evaluation, the unit member will seek to develop innovative approaches to the issues they have identified and examined during the first three phases of the evaluation.

9.3.5.1 Observations
Observations of unit members participating in the Tier II Evaluation process shall focus on unit member’s execution of their Experimental Trial. The first such observation shall be conducted not later than seventy-five (75) work days after the first school day of the year in which the evaluation is to take place.

9.3.5.2 Dialogue and Feedback
During the Experimental Trial, the evaluator shall meet with the unit member to offer feedback on observations, engage in open dialogue regarding the outcomes of the experimental trial and suggest additional resources and/or opportunities for additional dialogue with colleagues.

9.3.6 Phase 5 – Final Reflection:
Not later than the sixty (60) days before the last school day of the school year in which the evaluation takes place, the unit member shall submit the Tier II Final Reflection document to the evaluator.

9.3.7 Final Meeting
The unit member and evaluator shall meet not later than thirty (30) days before the last school day of the school year in which the evaluation takes place. During the meeting, the evaluator shall discuss with the unit member the growth and development experienced and observed throughout the evaluation process. At this meeting, the evaluator may make recommendations for further growth and development based on the experiences and observations of the evaluation process. There shall be no summative rating issued to the unit member.

9.4 General Information
Evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis, at least once a year for temporary or probationary personnel, and at least once every other year for personnel with permanent status except as provided for in 9.4.1. The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee.

In the event a permanent employee is not performing his/her duties in a satisfactory manner, the District shall utilize the pre-disciplinary or disciplinary processes available to it such as are identified in Article 14. It is expressly recognized that such procedures shall be implemented separately and apart from the evaluation process. Notify the employee in writing of such fact
and describe such unsatisfactory performance no later than February 1st. The District shall thereafter confer with the employee, making specific recommendations as to areas of improvement in the employee's performance, and endeavor to assist the employee in such performance. When any permanent certificated employee has received an unsatisfactory evaluation, the District shall annually evaluate the employee until the employee achieves a positive evaluation or is separated from the District.

9.4.1 Permanent unit members who have been employed by the District for at least ten (10) years and whose previous participation in the Tier II evaluation meets the District’s expectation Meets-District-Expectations shall, by mutual agreement of the administrator and unit member, be evaluated up to every five (5) years (pursuant to terms of Education Code Section 44664). Documentation that the five year evaluation procedure has been approved will be given to the unit member and a copy will be placed in their Human Resources file.

9.4.2 Members of the unit shall not be required to evaluate other members of the unit.

9.4.3 Language deleted.

9.4.3 No Tier I evaluation or procedure giving rise to it shall be subject to the Grievance/Arbitration Procedure, unless resulting in a final rating of “Insufficient Growth”.

9.5 Personnel Files

9.5.1 Materials in personnel files of unit members which may serve as a basis for affecting the status of their employment are to be made available for the inspection of the unit member involved. Such material is not to include ratings, reports or records which (1) were obtained prior to the employment of the person involved; (2) were prepared by identifiable examination committee members; or (3) were obtained in connection with a promotional examination. Every unit member shall have the right to inspect such materials in their personnel file, except those listed in 1, 2, and 3 above, provided that the request is made so that the inspection does not take place when the unit member is required to render service to the District.

9.5.2 Information of a derogatory nature shall not be entered or filed in the personnel file unless and until the unit member is given notice and an opportunity to review and comment thereon has been provided. A unit member shall have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon.

9.5.3 Upon written authorization by the unit member, a representative of the Association shall be permitted to examine and/or obtain a copy of materials in such unit member's personnel file.
Redondo Beach Unified School District
Tier 1 Evaluation – Expectations for Practice

The Redondo Beach Unified School District's Tier 1 Evaluation is based on the California Standards for the Teaching Profession (CSTP). The CSTP's themselves are formative standards designed to guide teachers through a process of growth and development. The scope of the standards is broad and the descriptors are general so as to maximize applicability to a variety of grade-levels, subjects, student populations and circumstances. Accordingly, they do not incorporate specific examples of the actions or activities through which the achievement of a particular standard may be made evident.

The Redondo Beach Unified School District has endeavored to provide teachers with such examples which may be considered as representative of the expectations that we hold for teaching practice in the District. In this document, you will find more specific descriptions of the standards in action. These descriptions do not specify actual activities, but instead provide guidelines for the development of the kinds of actions and activities that a particular standard demands.

For example, Standard 2.2 of the CSTP: Creating physical or virtual learning environments that promote student learning says, "As teachers develop, they may ask, 'How do I create an environment that promotes optimal learning for each student?'" In Sub-standard 2.2e of this document, the question is answered in part as follows: "The classroom environment explicitly and implicitly displays learning goals through visual cues such as current, relevant student-generated bulletin boards." The specific learning goals, the selection of student work, and how they are displayed are the work of the teacher.

This document is used to help you understand what is minimally expected of a teacher in the Redondo Beach Unified School District. It also serves as a solid foundation for discussions between you and your evaluator as you engage in the evaluation process. Its intention is to provide clarity on what each standard means when put into practice. Should you have any questions or uncertainties about the meaning of any standard or its exemplars, consult your evaluator immediately for clarification and guidance.
Standard One

Engaging and Supporting All Students in Learning

Key Elements

1.1 Using knowledge of students to engage them in learning

a. The teacher learns about students’ backgrounds, experiences, interests and values in order to connect with them better on a human level and build trust.

b. The teacher recognizes when students are behaving in an atypical manner and initiates appropriate intervention, whether directly or by referral.

c. The teacher assesses students’ strengths, interests and needs and provides opportunities for them to build on those strengths, interests and needs.

d. The teacher welcomes parent interaction and involvement and seeks actively to learn about the students’ families, relationships and communities.

e. The teacher connects classroom learning to students’ backgrounds, experiences, interests and values.
Standard Two

Creating & Maintaining Effective Environments

For Student Learning

Key Elements

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

a. Students are involved in the establishment of expectations, rules and classroom procedures as made evident by authentic charts and posters.

b. The teacher references expectations, rules and procedures when resolving conflicts, re-directing behavior and mediating interactions.

c. The teacher uses both verbal and non-verbal behaviors that indicate a caring attitude toward students.

2.2 Creating physical or virtual learning environments that promote student learning

a. The physical layout of the classroom is organized to facilitate movement and enhance the focus on learning.

b. The physical layout of the classroom is designed to support a variety of student groupings, interactions and needs.

c. Student work is displayed.

d. Materials, resources and activity centers where applicable are easily accessible.

e. The classroom environment explicitly and implicitly displays learning goals through visual cues such as current, relevant student-generated bulletin boards.

2.3 Establishing and maintaining learning environments that are physically, intellectually and emotionally safe

a. The teacher establishes and adheres to routines that ensure regular participation of all students.

b. The teacher involves students in the development of norms and expectations for offering opinions and perspectives and for responding to the opinions and perspectives of others.
c. The teacher actively addresses and mediates interpersonal issues between students according to established expectations and norms for behavior and respect.

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

a. The teacher establishes expectations and routines for student grouping and student interactions in groups.

b. The teacher reinforces intra-group accountability and group responsibility for interactions and outcomes.

c. The teacher assesses progress in social development and provides appropriate acknowledgement and reinforcement of that progress.

2.5 Developing, communicating and maintaining high standards for individual and group behavior

a. The teacher establishes expectations and routines for student grouping and student interactions in groups.

b. The teacher reinforces intra-group accountability and group responsibility for interactions and outcomes.

c. The teacher assesses progress in social development and provides appropriate acknowledgement and reinforcement of that progress.

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

a. The teacher establishes and adheres to clear routines for student behavior.

b. The teacher uses classroom meetings to review and process expectations, rules and procedures.

c. When asked, students can describe established expectations, rules and procedures.

d. The teacher provides appropriate acknowledgement and reinforcement of students meeting expectations for behavior.

e. The teacher uses non-verbal cues such as eye contact, proximity, etc. to indicate when students are not meeting expectations for behavior.
f. The teacher recognizes behavioral issues and situations that may escalate and intervenes in advance of an escalation.

2.7 Using instructional time to optimize learning

a. The teacher adapts and creates new strategies for unique student needs and situations.

b. The teacher plans and executes crisp transitions from one activity to another.

c. The teacher alters pace appropriately to maximize student focus and learning.

d. Students adapt to transitions and re-engage quickly in the next activity.
Standard Three

Understanding and Organizing Subject Matter for Student Learning

Key Elements

3.1 Demonstrating knowledge of subject matter, academic content standards and curriculum frameworks

a. The teacher continually increases the depth of his or her content knowledge and applies it to the revision and improvement of lessons and activities.

b. The teacher makes accurate assessments of the knowledge and skills that will be required for students to meet a particular learning goal.

c. The teacher understands the content and determines which the sequence in which distinct elements must be mastered.

d. The teacher draws upon knowledge of subject matter to identify where the current lesson or learning activity fits within the broader scope of the discipline as a whole.

e. The teacher is able to connect the lesson or unit to other subjects and/or demonstrate relevance to the “real world”.

f. The teacher is able to link content to universal themes that link all subject areas.

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

a. The teacher plans and utilizes instructional strategies that are appropriate to the physical and cognitive development of his or her students.

b. The teacher utilizes current research to develop understanding of how students learn and applies that understanding to the teaching of students.

c. The teacher understands and appropriately emphasizes the different elements of knowledge (e.g. factual, procedural, conceptual, etc.) needed to master content.

d. The teacher uses technology to enhance student access to greater breadth and depth of content knowledge.
3.3 Organizing curriculum to facilitate student understanding of subject matter

a. The teacher understands how to sequence the presentation of curriculum based on the knowledge, skill-level and learning needs of students and does not simply follow either chronological or textbook-based sequencing.

b. The teacher ensures that the sequencing of the curriculum builds upon prior knowledge and previous instruction.

c. The teacher incorporates the relationships between and among disciplines when planning the presentation of curriculum; the teacher demonstrates awareness of other subject matter that is learned in other grade-levels and departments and strives to make cross-curricular connections.

3.4 Utilizing instructional strategies that are appropriate to the subject matter

a. The teacher uses instructional strategies that foster close engagement with subject matter rather than relying exclusively on abstract presentation.

b. The teacher incorporates understanding of students' cognitive, emotional and physical developmental levels in presenting content without oversimplifying concepts or reducing them to procedures and algorithms.

d. The teacher seeks to emphasize depth of knowledge over breadth in the planning and execution of instructional activities.

e. The teacher plans for and provides opportunities for students to discuss, clarify and critically analyze content from a variety of perspectives.

f. Students actively participate in instructional activities in student-centered classrooms that allow students to take the lead in presenting content.

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

a. The teacher selectively chooses content from textbooks that support the current lesson and strategically incorporates them into instruction.

b. The teacher selectively identifies materials, resources and activities that support the standards-based curriculum and does not simply "follow the textbook".

c. The teacher plans strategies to extend and deepen the learning of students who demonstrate understanding of a concept.
d. The teacher utilizes available resources (e.g. Illuminate, Google Forms, etc.) to assess student understanding efficiently, check for understanding and provide students with feedback on progress.

e. The teacher utilizes appropriate technologies (e.g. Google classroom, Haiku, District websites, etc.) to provide curricular and instructional materials for students.

3.6 Addressing the needs of English Learners, students with special needs, and students in targeted sub-groups to provide equitable access to content

a. The teacher uses Specially Designed Academic Instruction in English (SDAIE) strategies to provide content-area instruction and build academic vocabulary of English Language Learners (ELL’s).

b. The teacher incorporates accommodations for special needs students into the instructional plan.

c. The teacher demonstrates culturally responsive pedagogy within the lesson plan and the choice of materials that support the lesson.

d. The teacher structures materials and activities in a way that makes content accessible to students according to their level of language proficiency.

e. The teacher allows ELL’s and special needs student to demonstrate their learning through a variety of means and modalities.

f. The teacher utilizes technology to provide students opportunities to revisit concepts previously taught to enhance understanding.
Standard Four
Planning Instruction and Designing Learning Experiences for All Students

Key Elements

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

a. The teacher explicitly accounts for the specific learning needs of students with particular backgrounds and needs in planning and designing instruction.

b. The teacher incorporates plans for addressing academic language development in content area instruction.

c. The teacher builds on the academic readiness of his or her students by planning instruction based on their strengths in addition to their deficits.

4.2 Establishing goals for student learning

a. The teacher establishes consistently high expectations for student learning.

b. The teacher clearly communicates expectations for learning to students and parents.

c. The teacher develops a clear set of sequential objectives that culminate in the achievement of the learning goals.

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

a. The teacher identifies which learning goals are appropriately planned for the short-term and which are appropriately planned for the long-term.

b. The teacher breaks down learning goals into a series of intentionally sequenced objectives that build toward the mastery of a specific learning goal.

c. The teacher explicitly identifies and plans for the instruction of skills needed to achieve short-term objectives.

d. The teacher allows for modification of short-term plans based on periodic formative assessments of student learning.
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

a. The teacher uses the results of formal and informal assessments to scaffold instruction according to students' strengths and needs.

b. The teacher explicitly plans the use of direct instruction, guided practice, independent practice, and checking for understanding.

c. The teacher plans for the use of varied, open-ended questions that promote inquiry, critical-thinking and reflection.

d. The teacher plans for the gradual release of responsibility to students to build their mastery of content standards individually.

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

a. The teacher will modify instructional plans according to information gained from both formal and informal assessments of student learning before, during and after the lesson.

b. The teacher anticipates possible student misunderstandings of a lesson or activity with planned modifications of the lesson.

c. The teacher reflects on the effectiveness/ineffectiveness of his or her lesson as indicated by formal or informal assessment data and considers alternative approaches to re-teaching the lesson, activity or objective.
Standard Five

Assessing Student Learning

Key Elements

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.
   a. The teacher understands and is able to explain the difference between diagnostic, formative and summative assessment.

   b. The teacher regularly uses initial diagnostic assessments of student knowledge prior to commencing a new unit of study. Such assessments should focus on both content and process knowledge and should mirror ultimate expectations for student learning.

   c. The teacher makes use of informal dialogue, frequent checks for understanding during a lesson, observation of student work and problem-solving, free-writing and topical essays, constructed response, multiple choice and performance tasks to assess student learning.

   d. The teacher understands and engages in the calibration of grading standards through collaborative, systematic analysis of student work according to well-developed criteria charts and rubrics.

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
   a. The teacher actively seeks a variety of information from different sources and perspectives to get to know students’ needs and interests.

   b. The teacher understands and employs a variety of assessment tools that best reflect students’ strengths.

   c. The teacher analyzes data from student assessments according to the purposes for which the assessments were intended (i.e. diagnostic, formative, summative).

   d. The teacher creates and modifies unit and lesson plans according to diagnostic and formative assessments that focus on both content and process knowledge development.
5.3 Reviewing data, both individually and with colleagues, to monitor student learning
   a. The teacher consistently utilizes a system for assessing student learning both formally
      and informally in planning units and lessons.
   b. The teacher meets regularly with grade level and/or department colleagues to review
      common assignments, assessment criteria and rubrics. The teacher also discusses the
      various instructional strategies employed by colleagues to achieve desired results.
   c. The teacher consistently and timely grades student work and maintains an accurate
      record of those grades.
   d. The teacher utilizes assessment data to determine needs for additional instruction,
      review or modification of instructional strategies.

5.4 Using assessment data to establish learning goals and to plan, differentiate and modify
   instruction
   a. The teacher uses informal assessments throughout the lesson to monitor student
      understanding of concepts.
   b. The teacher uses multiple modalities to deliver content that meets the needs of
      diverse learner groups.
   c. The teacher provides students with timely feedback to correct misconceptions early in
      the learning process.
   d. The teacher chooses activities that support and reinforce the content.
   e. The teacher reteaches content when students do not demonstrate competency prior
      to the summative assessment.

5.5 Involving all students in self-assessment, goal setting, and monitoring progress
   a. The teacher models self-assessment strategies for all students and provides students
      opportunities to evaluate their work with their peers and make adjustments in their
      learning.
   b. The teacher provides a tool for students to record their assessment scores and
      therefore monitor progress in the class.
c. The teacher scores group projects using a combination of self-assessment, peer-assessment and teacher-assessment according to a common rubric.

d. The teacher has students reflect on their performance at the end of each unit and have the student offer suggestions on how to increase student performance.
Standard Six

Developing as a Professional Educator

Key Elements

6.1 Reflecting on teaching practice in support of student learning

   a. The teacher welcomes feedback from supervisors and peers and uses the feedback to improve professional practice.

   b. The teacher makes an accurate assessment of a lesson's and/or unit's effectiveness through the consideration of student learning targets and outcomes.

   c. The teacher cites specific suggestions on how the lesson and/or unit can be revised to improve student learning outcomes.

   d. The teacher is able to identify areas for pedagogical growth and pursues professional development in those areas.

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

   a. The teacher identifies and prioritizes areas for professional growth and develops a growth plan to address those areas.

   b. The teacher actively seeks out current and relevant research in identified growth areas and integrates learned concepts into practice.

   c. The teacher develops short and long term goals to increase breadth and depth of instructional strategies including the increasing integration of technology into both teacher and student activity.

   d. The teacher engages in school-wide activities that contribute to the breadth of his or her professional growth and development.

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

   a. The teacher actively participates in the school's professional learning community and seeks professional development opportunities related to targeted student learning outcomes.
b. The teacher solicits feedback from administrators and colleagues on performance and uses the information to improve instructional practice.

c. The teacher contributes to and actively endorses the formulation of student learning outcomes, instructional strategies and focus areas through professional learning communities (PLC’s), grade-levels and departments.

6.4 Working with families to support student learning

a. The teacher initiates communication with parents/guardians and responds promptly to inquiries from parents/guardians.

b. The teacher communicates with parents/guardians in a professional, positive manner at all times.

d. The teacher provides regular information and opportunities for families to learn about and engage in the instructional program.

6.5 Engaging local communities in support of the instructional program

a. The teacher actively learns about and respects various cultural backgrounds of his or her students.

b. The teacher actively seeks to incorporate opportunities for learning that are available in the local community.

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

a. The teacher continually seeks interactions and opportunities that renew and revitalize commitment to the profession and to the learning of all students.

6.7 Demonstrating professional responsibility, integrity and ethical conduct

a. The teacher exhibits a high level of ethics characterized by honesty, integrity, confidentiality and mutual support of colleagues.

b. The teacher embraces continuous improvement through his or her own professional practices as well as through District and school initiatives.

c. The teacher presents professionally at all times in the use of language, manners and professional dress.
The purpose of the Initial Reflection is to enable teachers to think more deeply about their goals for the year, areas of practice where they may wish to improve and specific standards on which they may wish to focus. The Initial Reflection is neither rated nor scored. It should serve as a starting point for discussion with the teacher’s evaluator during the Initial evaluation meeting.

Think carefully about each reflective prompt before responding. The candor and depth of your responses will enhance the benefits of your evaluation experience this year.

**Reflection 1:** What are my goals this year?

**Reflection 2:** What unanswered questions, issues or concerns would I like to resolve this year?
Reflection 3: In which California Standard(s) for the Teaching Profession (CSTP) do I feel the greatest need for improvement? What might I do to achieve growth in this area?
Redondo Beach Unified School District
Tier 1 Evaluation – Final Reflection

Name ___________________________ Grade/Subject ______________ Date ____________

The purpose of the Final Reflection is to provide teachers the opportunity to review and assess their growth and development over the course of the year.

Like the Initial Reflection, the Final Reflection is neither rated nor scored.

Reflection 1: Did I accomplish any of my goals this year? What were key contributors/obstacles to my achievement?

Reflection 2: In what ways did my perspectives on my teaching practice change over the course of the year?
Redondo Beach Unified School District
Tier 1 Evaluation – Final Reflection

Reflection 3: In what areas did I achieve the most growth? What do I believe contributed to this growth?
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<thead>
<tr>
<th>Name</th>
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### Standard One – Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in learning

Comments:

### Standard Two – Creating & Maintaining Effective Environments For Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

2.2 Creating physical or virtual learning environments that promote student learning

2.3 Establishing and maintaining learning environments that are physically, intellectually and emotionally safe

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

2.5 Developing, communicating and maintaining high standards for individual and group behavior

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

2.7 Using instructional time to optimize learning

Comments:
## Redondo Beach Unified School District

### Tier 1 Evaluation

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**Comments:**

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### Standard Four – Planning Instruction and Designing Learning Experiences for All Students

<p>| 4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction | ☐      | ☐                 | ☐                   |
| 4.2 Establishing goals for student learning | ☐      | ☐                 | ☐                   |
| 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning | ☐      | ☐                 | ☐                   |</p>
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<td>5.4 Using assessment data to establish learning goals and to plan, differentiate and modify instruction</td>
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<td>Standard Five - Assessing Student Learning</td>
<td>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</td>
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Comments:

Redondo Beach Unified School District
Tier 1 Evaluation
Redondo Beach Unified School District
Tier 1 Evaluation

<table>
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<th>Insufficient Growth</th>
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**Standard Six – Developing as a Professional Educator**

6.1 Reflecting on teaching practice in support of student learning

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

6.4 Working with families to support student learning

6.5 Engaging local communities in support of the instructional program

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

6.7 Demonstrating professional responsibility, integrity and ethical conduct

Comments:

Summary Comments:

Teacher signature ___________________________ Date ____________

Evaluator signature ___________________________ Date ____________
Redondo Beach Unified School District
Tier 2 Certificated Evaluation Process

The Redondo Beach Unified School District and the Redondo Beach Teachers Association have collaborated in the creation of a new evaluation system designed to promote teacher growth and development. We would like to introduce you to some of the concepts and approaches that differentiate this system from other more traditional evaluation processes which you may have experienced previously.

**Formative Evaluation**

The first premise of our formative evaluation system is that insights or improvements, in order to be meaningful and lasting must be generated by the teacher him or herself. The role of the evaluator therefore is not to attempt to rate, prescribe or direct the actions of the teacher, but rather to assist him or her in analyzing, reflecting and experimenting with new approaches to complex issues.

The catalyst for this process is reflection. Reflection on practice, our beliefs, our tendencies and our reasons for doing what we do constitutes the foundation of our formative approach to teacher evaluation. With this in mind, we offer some guidelines that define reflection in the context of our evaluation system.

**What is reflection?**

Reflection is a process through which to review thoughts, experiences and actions in a “new light”. Considering a new perspective, analyzing past actions through the lens of new knowledge and questioning assumptions that one previously held as true are all starting points for reflection. It is especially important to engage in reflection when we have become comfortable and unquestioning of our habits of mind and of action. Otherwise, we may find ourselves in intellectual, philosophical or emotional ruts that undermine both our effectiveness and our professional growth.

A key manner in which reflection differs from any other process of critical analysis is that reflection, as the word itself suggests, always focuses on the thoughts, experiences, and actions of the individual who is reflecting.
What is the purpose of reflection?

In our evaluation system, we will be reflecting on elements of our own teaching practice with a mind toward understanding them better and improving them. In this sense, reflection will go far beyond the normal review/pondering about the day’s events in which we all engage. Our process of reflection involves the deliberate selection of a focus area in which we feel a need to improve our practice. Through a series of guided questions, we will think deeply about issues with which we have become perhaps too familiar or too close to analyze objectively in order to find different perspectives through which we might view and understand them. Our goal is not only to see issues that have become commonplace to us with new eyes, but to examine the sources of our habitual, if not automatic approach to them.

To be effective, reflection must be open and honest, which can raise apprehensions where levels of trust may be low. To at least get off on the right foot, we have eliminated the element of summative judgment and the various anxieties it may bring. Reflection also demands that we be mindful and attentive, as the consideration of new ideas and perspectives is neither a simple nor a quick process. The self-determinative structure of our process is designed in part to allow participants to devote the time they need in order to achieve lasting professional growth. Finally, reflection encourages us to be courageous and imaginative in generating new approaches to issues. Do not be afraid to take risks, to fail and to try again.

"What would life be if we had no courage to attempt anything?" – Vincent van Gogh
Phase 1: Introduction to Reflection and the Reflective Process

The following questions guide teachers through a process of self-examination that is intended to reveal one’s receptivity to processes of introspection and reflection. Responding to these questions can be challenging at times, especially if one approaches them with requisite candor. The experience of uncertainty and perhaps even discomfort should be regarded as normal.

It is important that responses to these questions be written. The time required to write down one’s thoughts increases mindfulness and thereby yields a more complete and forthcoming response. Your reflective writings and dialogue with your evaluator will constitute the greater part of the evaluation process.

| Questions |
|-----------|-----------|
| • What do I feel is my greatest strength as a teacher? Where is my greatest need for growth? |
| • When do I feel most proud at work? When have I felt like I have not done my best? |
| • When am I most critical of myself? Why? |
| • When I think about working with others, what comes to mind? Why? |
| • How often do I take risks and experiment at work? When was the last time I did this and how did it turn out? |
Redondo Beach Unified School District
Certificated Teacher Evaluation Process

**Phase 2: Determination of Focus Area**

After completion of the Introduction to Reflection, teachers should consider one of the following areas for their self-study. When considering the areas, teachers should also ask themselves the following questions:

- In which area do I sometimes feel less confident?
- In which area do I feel I have the greatest need for growth and development?
- Which area presents challenges that I may not be eager to face?

After considering a focus area, teachers will meet with their evaluator to discuss the selection and the reasons for the choice. After this discussion, the focus area may be collaboratively modified.

**Focus Areas (Select One)**

- Individual Student Issues (e.g. Personal, Behavior, Learning, Resiliency)
- Content Knowledge Development
- Planning and Designing Instruction
- Establishing Systems, Structures and Procedures to Support Learning
- Assessment of Student Learning
- The Path to Continuous Improvement
Phase 3: Initial Reflection on Focus Area

The purpose of the Initial Reflection is to think in greater depth about the issues that one faces in the focus area and to begin generating theories as to their causes and effects. Teachers also begin generating ideas about possible approaches to the issues which later become the foundation of their experimental trial.

**Focus Area Questions: Individual Student Issues**

- What do I know about his/her background, prior knowledge and interests?
- How confident am I about linking my instruction to these interests?
- What questions am I asking about the student?
- What beliefs or preconceptions do I have about the student on whom I am focusing? How might my beliefs or preconceptions be inducing bias toward this student?
- What strengths does the student possess upon which I can build?
- Have I conducted one-on-one meetings with the student? What have I done to deepen my relationship and trust with the student?

**Focus Area Questions: Content Knowledge Development**

- What specific subject or element of a subject do I consider to be my favorite to study and/or teach?
- How well do I understand the relevance of this subject to other subjects? How confident am I in my ability to make connections between them?
- How can understanding of this subject help student grow in the development of their self-concept and sense of self-efficacy? What can I do to help make those connections?
- What specific subject or element of a subject do I feel less confident about when teaching? What might I do to strengthen my confidence in this area?
- Of what other theories or approaches to this subject am I aware? How might I learn more about these theories or approaches and incorporate them into my teaching?
- What other activities have I considered for the teaching this subject (writing, projects, videos, etc.)? How might I incorporate them into my teaching?
Focus Area Questions: Planning and Designing Instruction

- What is my primary approach to instruction (lecture, reading assignments, skill-based assignments, projects, cooperative groups, centers, etc.)?
- Is my primary approach to instruction appropriate for all learners? If not, what could I do differently to address those needs?
- What percentage of my lessons and activities are inquiry-based? How might I increase that percentage?
- In what ways do my lessons and activities require students to formulate theories?
- In what ways do my lessons and activities require students to discover and provide evidence to support their theories?
- Do I provide students opportunities to explore, examine and explain topics in greater depth and detail? How might I increase these opportunities?
- What kinds of questions am I asking my students? Do these questions address deeper conceptual understandings and essential elements of the topic?
- What conceptual framework(s) am I seeking to build through my lessons and activities? How will students demonstrate their development of this conceptual framework?

Focus Area Questions: Establishing Systems, Structures & Procedures to Support Learning

- What presumptions have I made about what students should already know about behavioral standards, conduct in the classroom, treatment of others, etc.?
- How do I build a classroom culture that includes student input into the creation of standards of behavior, interaction and work-habits?
- Do I tend to frame guidelines for student conduct as “do’s & don’ts”? How can I frame such guidelines as matters of responsible choice?
- Do I require students to obey rules and individuals as sources of authority or do I encourage them to explore concepts of fairness, equity and principle as sources of authority?
- How have I developed procedural guidelines for participation, work-habits, submission of assignments and, where applicable, traffic flow in the classroom? Have I led students in discussions of what makes these guidelines important?
- How often do I provide students opportunities to learn and practice in whole group, small groups or independently? When are such opportunities most appropriate?
- How frequently do I involve students in the development of criteria charts and rubrics used in the assessment of student work?
Focus Area Questions: Assessment of Student Learning

- What are my beliefs about the purpose(s) of assessment? How should assessments be structured and used?
- How confident and knowledgeable am I about using and analyzing different forms of assessment? In what ways do I feel the need for greater expertise?
- What concerns do I have about collaborating with colleagues in analyzing data and calibrating rubrics?
- In what ways do I consider the results of student assessments in planning my units and lessons? How structured is my consideration?
- How can I involve students in identifying their own evidence of learning?
- How do I plan for the assessment of student learning in my lessons? How much variety do I incorporate in my assessment processes? Do I involve students in identifying evidence of their learning? If so, how? If not, why not?
- What new approaches to assessment do I find intriguing and might wish to try?
- How frequently do I involve students in the development of criteria charts and rubrics used in the assessment of student work?

Focus Area Questions: The Path to Continuous Improvement

- How open am I to the consideration of new evidence, ideas or theories that may differ from my current teaching practice? What makes me feel this way?
- How often do I take risks in changing my practice? What concerns might I have about taking such risks? How do I handle such concerns?
- How do I define “success” for a given lesson or unit of study?
- Are there components of a lesson or unit of study where I have strong content knowledge? What might be other areas where I have weaknesses?
- Are there components of a lesson or unit of study where I have strong pedagogical strategies? What might be other areas where I have weaknesses?
- In what ways do I collaborate with colleagues in developing my practice to overcome my areas of weakness? How might I engage more regularly and purposefully with colleagues in this work?
- Do I use student assessment data to drive changes to my practice? In what ways are such data relevant to me?
- Do I sometimes feel doubts about my efficacy? What causes these doubts and how might I address them through collaboration and/or further study?
Phase 4: Experimental Trial

The Experimental Trial phase comprises an iterative process of inquiry through which teachers develop new and innovative approaches to the issues they have identified and examined in the first three phases of the evaluation. The Experimental Trial consists of the following elements:

- **Rationale & Explanation** - Teachers discuss the reasons and rationale for the experiment that they are undertaking. The rationale should include an explanation of the experiment and the expected outcomes.

- **Experimental/Alternative Approach to Issue** - Teachers undertake substantial change(s) in practice in order to address the issue(s) they have identified in an effort to achieve improved outcomes.

- **Observation/Reading** - The evaluator and teaching colleagues observe and/or read about the changes in practice that the teacher is undertaking at least once a month.

- **Dialogue & Feedback** - The evaluator and teaching colleagues engage in dialogue with the teacher in which questions may be posed, insights offered and suggestions made for modification of practice at least once a month. Dialogue may be initiated by either the teacher or the evaluator.

- **Experiment Modification** - The teacher considers and incorporates the insights, ideas and suggestions and modifies his/her practice further.

- **Summary of Outcomes/Results** - The teacher writes his/her assessment of the experiment’s outcomes and results.

- **Analysis & Conclusions** - The teacher analyzes the results of his/her change in practice in light of the outcomes/results and draws conclusions for future practice,
Overview of Experimental Trial

- Rationale & Explanation
- Experimental Practice
- Observation/Reading
- Experiment Modification
- Dialogue & Feedback
- Summary of Outcomes/Results
- Analysis & Conclusions
Redondo Beach Unified School District
Certificated Teacher Evaluation Process

**Phase 5: Final Reflection**

At the conclusion of the Experimental Trial phase of the evaluation, teachers will engage in a final written reflection that will help them examine and synthesize the results of their evaluation process.

**Sample Questions**

- How has my overall approach to (Focus Area issue) changed as a result of my experimental trial?
- What were the most important changes that I made and how did they affect the outcomes of my experimental trial?
- What did I learn about (Focus Area issue) that I did not expect?
- How did my attitudes toward (Focus Area issue) change as a result of my experimental trial?
- In what ways has my confidence with regard to (Focus Area issue) changed as a result of my experimental trial?
- What would I like to share with my colleagues and/or evaluator about my experimental trial?
- How will I use the reflective process in the future?
- What other questions has this evaluation process led me to consider?
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<td>57,592.00</td>
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<td>Coordinator - Intramural Sports MS</td>
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<td>Positions Not Negotiated</td>
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<td>See Article 4.8 Period Substitution</td>
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<td>BTSA Support Providers</td>
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<td>Per beginning teacher (maximum case load=2)</td>
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<td>Per year</td>
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<td>Honorarium for Master Teachers (Supervisors of Students)</td>
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<td>Determined by Individual University</td>
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<td>Determined Annually per MOU</td>
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* Class Size Stipends refer to Article 6.1.1
### REDONDO BEACH UNIFIED SCHOOL DISTRICT

**ACTIVE "CERTIFIED" EMPLOYEE HEALTH AND WELFARE BENEFIT PAYROLL DEDUCTION**

Rates shown are tenths payroll deduction amounts taken from September through June

**COVERAGE EFFECTIVE: OCTOBER 1, 2015 - SEPTEMBER 30, 2016**

PENDING ratification and Board Approval

<table>
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<th>BENEFIT PLANS</th>
<th>EMPLOYEE DEDUCTIONS</th>
<th>DISTRICT CONTRIBUTION FOR FULL-TIME EMPLOYEES</th>
<th>Monthly Premium Per Member Paid to Insurance Company</th>
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XII.5. Contractual Agreement with California School Employees Association Employees Association (CSEA), Chapter 57. (Ref. XII.D.2)

Rationale:
Representatives of the CSEA Chapter 57 and the Redondo Beach Unified School District have met and negotiated the attached Successor Agreement, which is presented to the Board of Education for adoption.

Recommended Motion:
The administration is recommending that the Board of Education adopt the negotiated Successor Agreement between CSEA Chapter 57 and the Redondo Beach Unified School District contingent upon ratification by the membership of CSEA Chapter 57.

Financial Impact:

- General Fund – $802,235;
- Adult Education – $47,190;
- Child Development – $94,381

Total – $943,805

Attachments:
RBUSD-CSEA Tentative Agreement
Tentative Agreement
between the
Redondo Beach Unified School District
and
California School Employees Association
Chapter 57

Article 4 – Association Rights

4.5.2 CSEA may select job stewards to carry out duties of representation. CSEA shall notify the District in writing of the names of the job stewards and the group they represent as soon as they are designated as such. If changes are made to such designations, the District shall be advised in writing of such changes.

Article 6 – Reclassification

6.1 The District retains the right in its sole judgment and discretion to classify and reclassify bargaining unit positions and revise job descriptions. In addition to the rights reserved to the District in this section, and without detracting from those rights, any employee who believes that his/her position has accrued substantial new responsibilities may request a review of their position’s classification. Unit members may request reclassification documents by November 15th of each year. Reclassification documents must be completed and returned to the Human Resources Department no later than December 15th of same year.

6.2 In the event that such reclassification, or revision of job description results in a change in the salary of the reclassified or revised position, the District will notify CSEA within ten (10) working days of that change. CSEA may request to meet and negotiate with the District concerning the salary range applicable to such classification or reclassification or revised job description. Should CSEA wish to meet and negotiate with the District, it shall request a meeting within ten (10) days of its having received notification of the classification, reclassification or revised job description.

6.3 In the event agreement is reached on such appropriate salary range within twenty working days following receipt of the Association’s request, any salary range adjustment shall be implemented retroactively to the first date that an incumbent bargaining unit member or members actually worked in such classification. In the event that no agreement is reached, CSEA reserves the right to bring the matter to formal negotiations pursuant to the terms of Articles 7 and 28. Should the salary subsequently be adjusted as a result of formal negotiations, the new salary will be made effective from the first date the incumbent began working in such classification.
Article 7 – Salaries

7.1 Effective July 1, 2015, the classified salary schedule shall be increased by 6%.

Article 8 – Health and Welfare

For the 2015-16 school year, the District shall pay 100% of all increases to health care premiums, with major medical capped at the Blue Shield HMO Full Network rates.

Article 16 – Evaluation Procedures

16.4 Schedule - Employees shall be evaluated in accordance with the following schedule:

16.4.1 Probationary employees shall be given performance evaluations no fewer than two times during the evaluation cycle of their probationary period. The first evaluation shall be issued no later than the end of the fourth month of probationary employment. If during the probationary period, any area of performance is deemed “unsatisfactory” on the evaluation, the evaluator shall indicate the specific deficiencies in addition to any required corrective actions. It is understood that a probationary employee may be released from employment at any point in their probationary period regardless of the number of evaluations he or she may have received.

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<th>Date</th>
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<td>Don G.</td>
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<td>Anthony Tara</td>
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<td>Bryan Parker</td>
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<td>Monthly Premium Per Member Paid to Insurance Company</td>
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<td></td>
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XII.6. Contractual Agreement with Early Childhood Federation AFT Local 1475 AFL-CIO (Ref.XII.D.3)

Rationale:
Representatives of the the Early Childhood Federation AFT Local 1475 AFL-CIO and the Redondo Beach Unified School District have met and negotiated the attached Successor Agreement, which is presented to the Board of Education for adoption.

Recommended Motion:
The administration is recommending that the Board of Education adopt the negotiated Successor Agreement between the Early Childhood Federation AFT Local 1475 AFL-CIO and the Redondo Beach Unified School District.

Financial Impact:
Child Development-$165,997

Attachments:
RBUSD- Early Childhood Federation Tentative Agreement
Tentative Agreement
Between the
Redondo Beach Unified School District
And
Early Childhood Federation
AFT Local 1475
AFL-CIO

Article 2 – Union Rights

2.4 The Union shall have the right to post notices of official Union matters in school mailboxes, via school email and on designated bulletin board spaces where employees are assigned. The space assigned shall be comparable to the space allotted other bargaining units and subject to the following conditions: All Union publications, newsletters or other material emanating from the Union office shall contain the date of posting or distribution and the identification of the organization; a copy of such postings or distributions shall be delivered to the Superintendent or his designee at the same time as posting or distribution as a courtesy; and, the Union will not post or distribute information that is defamatory of the District or its personnel.

2.6 At least four times a year, a staff meeting will be scheduled in the evening hours to allow unit members to attend. Unit members will be paid at the equivalent of their current salary calculated at an hourly rate or $20 per hour, whichever is greater for attendance at this mandatory staff meeting. The Union may meet at the conclusion of such staff meetings with no compensation.

2.7 AFT will receive up to twenty-five (25) days per year release time for conducting Federation business. Such release time shall be requested in writing as soon as possible but in no case fewer than twenty-four (24) hours in advance, except in emergencies. Written requests shall be submitted to the Assistant Superintendent of Human Resources. Released time for negotiations: when negotiation sessions are scheduled during school hours by mutual consent between Local 1475 and the District, the duly designated official members of the AFT negotiating team will be released from their regular teaching responsibilities for this purpose.

2.8 Union members shall be provided the opportunity to serve on District interview panels and the Union shall choose any and all bargaining unit member representatives on these panels. Unit members shall be granted release time during their workday at no loss of pay or benefits to fulfill the obligations of their appointment.
2.9 New hires eligible for membership in the bargaining unit will be provided with an AFT membership application form and information concerning union membership, all of which will be furnished to the District by the Union.

Article 3 – District Rights

3.1 It is understood and agreed that the District retains all of its powers and authority to direct, manage and control to the full extent of the law including but not limited to the exclusive right to: determine its organization; direct the work of its employees; determine the times and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals and objectives; ensure the rights and educational opportunities of students; determine staffing patterns; determine the number of District operations; determine the curriculum; build, move or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; contract out work; and take action on any matter in the event of an emergency. In addition, the District retains the right to hire, classify, assign, evaluation, promote, terminate and discipline employees.

Article 4 – Grievance Procedure

4.1.1 A “grievance” is a formal written allegation by a unit member or members that he/she/they have been adversely affected by an alleged violation, misinterpretation or misapplication of the specific terms of this Agreement. It shall be the exclusive right of the Union to file a grievance utilizing the agreed-upon form for such filings.

4.2 In order to be timely filed, a grievance must be initiated no later than fifteen (15) days following the act or occurrence upon which the grievance is based, or following the date the grievant reasonably should have known of the act or occurrence. Failure by the grievant to meet any time limits constitutes a waiver of the grievance. Failure by the District to meet any time limits allows the grievant to proceed to the next step. At any level of the procedure the time limits may be extended by mutual written agreement.

4.4.2 LEVEL II

In the event the grievant is not satisfied with the decision at Level I, the grievant may appeal the decision on the appropriate form to the Assistant Superintendent of Human Resources within ten (10) days. The appeal should include a copy of the original grievance the decision rendered and a clear, concise statement of the reasons for the appeal.
The Assistant Superintendent of Human Resources shall communicate a decision in writing within ten (10) days after receiving the appeal.

Article 6 – Salaries and Health and Welfare

6.1 Effective July 1, 2015, the salary schedule for unit members will be increased by 6%.

6.2 Longevity increments shall be as follows effective July 1, 2015:

$125.00 per month after 10 years credited service
$150.00 per month after 15 years credited service
$200.00 per month after 20 years credited service
$225.00 per month after 25 years credited service

6.3.1 For the 2015-16 school year, the District shall pay 100% of all increases to health care premiums, with major medical capped at the Blue Shield HMO Full Network rates.

Article 7 – Transfers and Vacancies

7.2 A vacancy is defined as a new or existing bargaining unit position that the District determines to fill.

7.2.1 c Description of duties including job title, salary and final filing date.

7.2.3 Announcements of vacancies shall be sent to unassigned employees, unassigned employees who are on leave and who have requested in writing such notice, and to employees who have applied for a comparable position in the twelve (12) months preceding the posting date. All unit employees applying and who meet the minimum qualifications will be interviewed for the vacancy.

7.3 Teachers who desire to transfer shall file a transfer application with his/her site supervisor. The site supervisor shall forward the application to the Office of Human Resources, which shall return a copy to the applicant with appropriate acknowledgement of receipt. Such statement shall note the site or sites to which he/she desires to be transferred in order of preference.
Article 8 – Hours

8.1.1 In the event of an anticipated change in any employee’s regular work schedule as defined above, the employee shall be given two (2) weeks’ notice prior to the change taking effect unless otherwise by mutual agreement.

8.2 EXTENDED HOURS

Extended hours shall be defined as assigned and authorized work performed during hours actually worked in excess of forty (40) hours in any one-work week and in excess of eight (8) in any one workday. Authorized and assigned extended hours shall be compensated for at one and one-half (1 1/2) times in compensatory time off. In the event an employee is to receive compensatory time off, appropriate District management must approve the scheduling of such time off. Compensatory time off must be taken within the pay period in which earned and with approval of District management, may be carried over to the next pay period. If an employee is not allowed to take his/her compensatory time by the end of the following pay period in which it is earned, the employee shall be paid therefore at one and one-half (1 1/2) time the rate such time was earned at the end of that pay period.

8.5 At each site the site supervisor shall implement a schedule which provides for preparation time on the following basis:

a. Extended Day Care – One and one-half hours weekly.

b. Pre-School – Three hours weekly.

c. Full-Day Kindergarten – Two and one-half hours weekly.

Article 10 – Leaves of Absence

10.1.5 Whenever possible, a unit member must contact his/her immediate supervisor as soon as the need to be absent is known, but in no event less than two (2) hours prior to the start of the unit member’s assignment or 9:00 AM, whichever is sooner to permit the employer time to secure substitute service. Failure to provide adequate notice may result in disciplinary action.

10.5.2 Immediate family is defined as: mother, mother-in-law, father, father-in-law, husband, wife, domestic partner, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law, grandchild, grandfather, grandmother, or any relative living in the immediate household of the unit member or any other person as determined by mutual consent of the Assistant Superintendent of Human Resources and the unit member. For
the purposes of this section, relatives by virtue of marriage and relatives by virtue of court action shall be considered as natural or legal relatives.

10.6.4 Removed

Article 12 – Evaluation

12.1.1 Evaluation and assessment of the performance of each unit member shall be made on a continuing basis, at least twice each school year for probationary personnel, and at least every other year for personnel with permanent status. In the event an employee is not performing his or her duties in a satisfactory manner, the District shall notify the employee in writing of such fact and describe such unsatisfactory performance. The District shall thereafter confer with the employee, making specific recommendations as to areas of improvement in the employee's performance. When a permanent unit member has received an unsatisfactory evaluation the District shall annually evaluate the employee until the employee achieves a satisfactory evaluation or is separated from the District.

Permanent unit members who have been employed by the District for at least ten (10) years and whose previous evaluation Meets District Expectations shall, by mutual agreement of the administrator and unit member, be evaluated up to every five (5) years (pursuant to terms of Education Code Section 44664). Documentation that the five year evaluation procedure has been approved will be given to the unit member and a copy will be placed in their Human Resources file.

Article 13 – Discipline

The District retains the sole right to discipline employees for cause, provided that in the exercise of this right the District will not act arbitrarily, capriciously or in violation of the terms of this Agreement. No permanent employee shall be disciplined or discharged without just cause.

In imposing discipline, the District will not take into account any prior charges, which occurred more than four (4) years preceding the date of the charge or charges giving rise to the discipline.

Discipline may include, but is not limited to, suspension with or without pay, involuntary transfer, withholding of pay, denying in part or entirely incremental movement, or any other sanction appropriate to the situation. For purposes of this Article, discipline shall not be defined to include oral reprimands, written letters or reprimand and/or termination pursuant
to California Education Code Section 44932 all of which are covered either by other sections of this contract or applicable provisions of the California Education code. Any employee has the right to request the presence of a Union representative in a conference where the employee reasonably perceives at the time that the conference is convened that he or she may be subject to possible disciplinary action.

Within ten (10) days of receipt of a disciplinary notice issued pursuant to this article, unit members may submit a written request to attend a preliminary appeal (Skelly) meeting with the Skelly Respondent who shall have the authority to implement, reverse or modify the proposed decision, and who can render an unbiased opinion regarding the matters raised in the Notice. Within ten (10) days of the meeting the Skelly Respondent shall issue a written decision regarding the appeal.

**Article 14 – Personnel Files**

14.1 Materials in personnel files of unit members which may serve as a basis for affecting the status of their employment are to be made available to the unit member involved. Such material is not to include ratings, reports or records which: (1) were obtained prior to the employment of the person involved. Every unit member shall have the right to inspect such materials in their personnel file, except those listed in (1) above, provided that the request is made so that the inspection does not take place when the unit member is required to render service to the District.

**Article 15 – Vacation**

15.2 After completing five (5) years of satisfactory service from the date of regular employment, the employee shall be granted one (1) additional working day vacation each year over and above the regular vacation to which he/she becomes entitled in subsequent years, not to exceed a total of twenty (20) working days.

15.3 Vacations shall be scheduled only with the approval of the employee’s immediate supervisor. Vacation requests shall be approved or denied in writing within seven (7) working days of their submission.

**Article 23 – Terms of Agreement and Re-Opener**

Except where otherwise specifically provide, this agreement shall be in full force and effect from July 1, 2000 up to and including June 30, 2003 and from year to year thereafter unless either party submits a request to the other to terminate, modify or amend the agreement as provided below: No sooner than February 1, 2003 or February 1 of any successive year, and no later than March 15, 2003 or March 15 of any successive year, the party wishing to
terminate, modify or amend the agreement shall submit in writing to the other party its request to do so through a "sunshine" letter highlighting articles with an accompanying paragraph explaining the proposed changes. Meeting and negotiating in connection with such proposals as well as appropriate counter-proposals shall commence no later than April 15, 2003 or April 15 of any successive year. Through June 30, 2003 with 2001-02 and 2002-03 salaries and health and welfare benefits subject to re-openers and either party with the option of re-opening one additional item. Additional items may be re-opened with the mutual consent of both parties.

The AFT may propose contractual changes limited to salaries and health and welfare benefits for the 1996-97 school year. For such re-opener, either party may submit three (3) additional proposals for purposes of the meeting and negotiating process. Such re-openers shall not affect the existence and/or continuity of the remainder of the contractual provisions contained herein.
Tentative Agreement
Between the
Redondo Beach Unified School District
And
Early Childhood Federation
AFT Local 1475
AFL-CIO
August 25, 2015 Addendum

Article 8 – Hours

8.4 REST PERIODS/BREAK

Employees regularly scheduled to work more than six (6) hours per day shall be entitled to a fifteen (15) minute rest period during the first half of their workday and to a fifteen (15) minute rest period during the second half of their workday. Employees regularly scheduled to work for more than four (4) up to and including six (6) hours per day shall be entitled to one fifteen (15) minute rest period during their workday. District management shall determine the appropriate time for scheduling such rest breaks, with consideration for the employee's needs. District management may under extenuating circumstances, require an employee to work through his/her rest break. An employee required to work through rest break shall be entitled to a rescheduled rest break.
<table>
<thead>
<tr>
<th>BENEFIT PLANS</th>
<th>EMPLOYEE DEDUCTIONS</th>
<th>DISTRICT CONTRIBUTION FOR FULL TIME EMPLOYEES</th>
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XII.7. Approve the Recommendation for Non-Represented Employees, including Management, Supervisory, Confidential, Adult Education, Independent Study and Noon Supervisors. (Ref. XII.D.4)

Rationale:
The compensation and health and welfare benefits recommendation aligns with agreements reached with RBTA and CSEA bargaining units.

Recommended Motion:
The administration is recommending that the Board of Education approve a 6.00% salary increase retroactive to July 1, 2015 and an increase in the employer contribution to health benefits to cover the cost of increased premiums for health and welfare benefits for the 2015-16 fiscal year for non-represented employees including Management, Supervisory, Confidential, Adult Education, Independent Study and Noon Supervisors.

Financial Impact:
General Fund – $251,298; Adult Education – $69,797; Child Development – $29,565
Total – $350,660

Rationale:
These calendars feature a later start date for schools than in years past.

Recommended Motion:
The administration is recommending that the Board of Education adopt the revised RBUSD School Calendar for 2015-2016, 2016-2017, 2017-2018 and 2018-2019 school years.

Attachments:
RBUSD 2015-16 Calendar
RBUSD 2016-17 School Year Calendar
RBUSD 2017-18 School Year Calendar
RBUSD 2018-19 School Year Calendar
XII.9. To approve the retention of Occlink/Pacific Claims Management to provide brokerage and Third-Party Administration services for our Workers' Compensation Program. (Ref.XII.D.6)

Rationale:
After a successful year of their services, we recommend renewing their contract for another year.

Recommended Motion:
To approve the retention of Occlink/Pacific Claims Management to provide brokerage and Third-Party Administration services for our Workers' Compensation Program.

Financial Impact:
Funded by the Workers' Compensation savings-$150,000
XIV.1. Receive for First Reading the included Board Policies (BP), Administrative Regulations (AR), and Exhibits (E). (XIV.E.1)

Rationale:

Receive for First Reading the following Board Policies (BP), Administrative Regulations (AR), and Exhibits (E):

<table>
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<th>POLICY</th>
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<td>BP 1312.3</td>
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<td>AR 1312.3</td>
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<td>AR 5141.21</td>
<td>Administering Medication &amp; Monitoring Health Conditions</td>
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<td>BP 5145.3</td>
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<td>AR 6146.2</td>
<td>Certificate of Proficiency/High School Equivalency</td>
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<tr>
<td>E(1) 9323.2</td>
<td>Actions by the Board</td>
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</table>
Recommended Motion:
Receive for First Reading the included Board Policies (BP), Administrative Regulations (AR), and Exhibits (E).

Quick Summary / Abstract:
Redondo Beach Unified School District Board Policies, Administrative Regulations, and Exhibits are presented to the Board as revised policies for first reading.

Staff was provided an opportunity to review and provide input.

(All policies are available for review during regular business hours at the District Office, 1401 Inglewood Avenue, Redondo Beach, CA 90278)

Financial Impact:
None

Attachments:
Board Policies Packet - 1st Reading - 09 29 2015
Redondo Beach USD Minutes
RBUSD Regular Board of Education Meeting
September 08, 2015 5:00 PM
1401 Inglewood Avenue

Redondo Beach, CA 90278

5:00 p.m. (CALL TO ORDER) * 6:30 p.m. (OPEN SESSION)

I. CALL TO ORDER

Minutes:
The meeting was called to order by the Presiding Chairperson, Michael Christensen, at 5:00 p.m.

II. APPROVAL OF AGENDA

II.1. Approve the Agenda for the September 8, 2015 Regular Board of Education Meeting.

Minutes:
Motion to approve the September 28, 2015 Regular Board of Education meeting Agenda -

Motion: Anita Avrick

Second: Brad Serkin

Unanimously Approved

III. DECLARE NEED FOR CLOSED SESSION

III.1. Conference With Real Property Negotiator - Knob Hill

Property: 320 Knob Hill, Redondo Beach
Agency Negotiator(s): Dr. Steven Keller, Superintendent of Schools -

Ms. Janet Redella, Assistant Superintendent of Administrative Services

Negotiating Parties: Fountain Square Properties & Redondo Beach Unified School District

Under Negotiations: Price and Terms

(Government Code 54956.8)

Minutes:
The Board received information from staff.

III.2. Personnel -

Public Employee Appointment (Classified Management)

Title: Director of Nutrition Services & Purchasing

(Government Code 54957)

Minutes:
The Board took action on the Public Employee Appointment. The Board's action will be reflected in the September 29, 2015 Personnel Report.
III.3. Conference with Labor Negotiators

Minutes:
The Board received information from staff.

III.4. Public Employee Performance Evaluation -

Title: Superintendent

(Government Code 54957)

Minutes:
The Board reviewed-discussed the Employee Performance Evaluation.

IV. CALL TO ORDER (OPEN SESSION): CLOSED SESSION REPORT

Minutes:
The Open Session was called to order by the Presiding Chairperson, Michael Christensen, at 6:30 p.m.

IV.1. Pledge of Allegiance by Dr. Steven Keller, Superintendent of Schools

IV.2. Closed Session Report

V. APPROVAL OF MINUTES

V.1. Approve the Minutes of the August 18, 2015 Regular Board of Education Meeting

Minutes:
Student Vote: YES

Motion: Brad Serkin

Second: Brad Waller
Unanimously Approved

VI. READ INTO RECORD APPROVAL OF AGENDA

VII. REPORTS TO THE BOARD

VII.1. Facility Use Presentation by Janet Redella, Assistant Superintendent of Administrative Services

VII.2. Student Board Member Report by Chris Paludi

VII.3. Superintendent's Report by Dr. Steven Keller

VIII. HEARING SECTION

Minutes:
A. Advance Written Requests -

The following community members spoke to the Board regarding a personal residency/registration issue at Redondo Union High School.

Rachel Wright
Dr. Zyra McCloud
Arlene Bennet

B. None
C. None
D. None
IX. COMMUNICATIONS

Minutes:
A. Redondo Beach Teachers Association -

Monica Joyce, RBTA President:

Shared that all are happy to be back. Thanked the Board and staff for the Welcome Back Rally and guest speaker.

B. None
C. None
D. None
E. Redondo Beach Council Parent Teacher Association -

Raymur Sweeney, PTA Council President:

Welcomed all back and encouraged all to join PTA for all sites (community membership).

X. GENERAL CONSENT CALENDAR

X.1. Approve and/or ratify Administrative Services Report, attached. (X.A.1)

Minutes:
Student Vote: YES

Motion: Brad Serkin
Second: Brad Waller
Unanimously Approved

X.2. Accept with gratitude the donations listed and direct administration to write letters of appreciation on behalf of the Board. (X.A.2)
Minutes:
Student Vote: YES

Motion: Brad Serkin
Second: Brad Waller
Unanimously Approved


Minutes:
Student Vote: YES

Motion: Brad Serkin
Second: Brad Waller
Unanimously Approved

X.4. Accept Washington Elementary School Field Replacement Project as complete and authorize release of final payment of the retention to FieldTurf USA, Inc. in the amount of $8,656.05. (X.A.4)

Minutes:
Student Vote: YES

Motion: Brad Serkin
Second: Brad Waller
Unanimously Approved

X.5. Accept District-wide Fiber Optic Cabling Project as complete and authorize Retention release to Balfour Beatty Construction, Inc. (X.A.5)
Minutes:
Student Vote: YES

Motion: Brad Serkin
Second: Brad Waller
Unanimously Approved

X.6. Approve participation of the Redondo Cross Country Team to attend the Bob Firman Cross Country Invitational in Boise, Idaho. (X.B.1)

Minutes:
Student Vote: YES

Motion: Brad Serkin
Second: Brad Waller
Unanimously Approved

X.7. Approve participation of the RUHS Varsity Girls Volleyball Team at the Nike Tournament of Champions. (X.B.2)

Minutes:
Student Vote: YES

Motion: Brad Serkin
Second: Brad Waller
Unanimously Approved

X.8. Approve participation of the Redondo Cross Country Team at the Clovis Cross Country Invitational in Fresno, California. (X.B.3)

Minutes:
Student Vote: YES
Motion: Brad Serkin
Second: Brad Waller
Unanimously Approved

X.9. Approve and/or Ratify Personnel Action Report P:#2015-2016:03 (Ref.X.D.1)

Minutes:
Student Vote: YES

Motion: Brad Serkin
Second: Brad Waller
Unanimously Approved

XI. SEPARATE CONSENT CALENDAR ITEM(S)

XII. ACTION ITEMS

XII.1. Authorize Budget Revision Summary, attached, Deferred Maintenance Fund 14. (XII.A.1)

Minutes:
Student Vote: YES

Motion: Anita Avrick
Second: Brad Serkin
Unanimously Approved

XII.2. Approve increased FieldTurf price of $7,169 for Redondo Union High School Practice Field Project to include cost for additional striping. (XII.A.2)

Minutes:
Student Vote: YES
Motion: Brad Serkin

Second: David Witkin

Unanimously Approved

XII.3. Approve participation in County of Los Angeles Piggyback Bid and approve District-wide Contract with Canon Business Solutions. (XII.A.3)

Minutes:
Student Vote: YES

Motion: Anita Avrict

Second: Brad Serkin

Unanimously Approved

XIII. INFORMATION ITEMS

XIV. DISCUSSION ITEMS

XV. ANNOUNCEMENTS AND COMMUNICATIONS

XV.1. Board Members’ Reports

Minutes:
1. David Witkin, Board Member, reported on the following:

- Welcome Back Rally

2. Brad Waller, Board Member, reported on the following:

- SoCal ROC
3. Brad Serkin, Board Presiding Officer, reported on the following:

- Welcome Back Rally

4. Anita Avrick, Board Vice President, reported on the following:

- Welcome Back Rally
- Golf Tournament

5. Michael Christensen, Board President, reported on the following:

- Welcome Back Rally
- RUHS Girls Volleyball

XVI. CALENDAR OF EVENTS

XVI.1. Events, Activities, and Announcements are available on the website www.rbusd.org

XVII. FUTURE AGENDA ITEMS

XVIII. ADJOURNMENT

Minutes:
The meeting was adjourned at 7:50 p.m.
Student Vote: YES

Motion: Anita Avrick
Second: Brad Waller
Unanimously Approved

__________________________
Signature

__________________________
Signature