



DELMAR

UNION SCHOOL DISTRICT

Mission Statement

Supported by an involved community, an outstanding staff, and a shared vision for academic excellence, the Del Mar Union School District is committed to providing a rigorous, inspiring, and nurturing education program that is continually evolving to develop well-rounded individuals who embrace learning for life and who are prepared to meet the challenges of the future.

We believe that...

- Every individual has worth
- Individuals deserve the opportunity to reach their potential
- Learning is a life-long process
- Everyone has the right to be safe
- Everyone can make a difference
- Individuals and communities have responsibilities to each other
- The uniqueness of individuals enriches the community

We believe in...

- Honesty and integrity
 - Treating others with respect
 - The principles of Democracy
- www.dmusd.org

Board of Trustees

Dr. Annette Easton
Steven McDowell
Doug Perkins
Comischell Rodriguez
Katherine White



Superintendent

Dr. Sharon McClain

DELMAR UNION SCHOOL DISTRICT

NOTICE OF SPECIAL BOARD MEETING BY THE BOARD OF TRUSTEES

September 23, 2009
6:00 p.m.

Del Mar Hills Academy
14085 Mango Drive
Del Mar, CA 92014

Welcome to a Special Board meeting of the Board of Trustees of the Del Mar Union School District!

Public Inspection of Documents

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the board meeting are available for inspection at the Del Mar Union School District, 225 9th St. Del Mar, CA 92014.

Hearing of the Public

Persons wishing to address the Board on any item except personnel are invited to do so at this time. In the interest of time and order, presentations from the public are limited to 3 minutes per person, per topic. If you wish to speak, complete a card (located at the sign-in desk) and present it to the Secretary of the Board prior to the start of the meeting. When the Board President invites you to the podium, please state your name, address, and organization before making your presentation.

In accordance with the Brown Act, unless an item has been placed on the published agenda, there shall be no action taken. The Board may (1) acknowledge receipt of the information, (2) refer to staff for further study; or (3) refer the matter to the next agenda.

Closed Session

The Board will meet in Closed Session to consider qualified matters of litigation, employee negotiations, student discipline, employee grievances, personnel qualifications, or real estate negotiations.

Cell Phones/Pagers

As a courtesy to all meeting attendees, please set cellular phones and pagers to silent mode and engage in conversations outside the meeting room.

Assistance With Meeting

In compliance with the Americans With Disabilities Act and AB-3035, if you require special assistance to participate in this meeting, please contact the Superintendent at (858) 755-9301 at least 24 hours prior to the start of the meeting to enable the District to make reasonable arrangements.

BUSINESS TO BE TRANSACTED WILL BE LIMITED TO THE FOLLOWING:

CALL TO ORDER

PUBLIC INPUT CONCERNING ITEMS ON THE CLOSED SESSION AGENDA

Adjournment into Closed Session

_____/_____
Motion/Second
Time

CLOSED SESSION, 5:30 P.M.

1. Public Employee Performance Evaluation: Title: Superintendent/Board of Trustees (G.C. 54957)

Adjournment of Closed Session

_____/_____
Motion/Second
Time

RECONVENE OPEN SESSION (6:00 P.M.)

2. REPORT OF ACTION TAKEN IN CLOSED SESSION

3. APPROVAL OF AGENDA

_____/_____
Motion/Second

4. UPDATE, DISTRICT OFFICE FACILITY NEEDS, OPTION 1A REVISED

Page 1

5. DISCUSSION/BOARD APPROVAL, THE EARLY CHILDHOOD EDUCATION PROGRAM PROPOSAL

Pages 2-8

_____/_____
Motion/Second

6. UPDATE, 7/11 DISTRICT ADVISORY COMMITTEE

Pages 9-20

7. ADJOURNMENT OF SPECIAL BOARD MEETING OF SEPTEMBER 23, 2009

_____/_____
Motion/Second
Time

September 23, 2009

To: Board Members
From: Dr. Sharon McClain, Superintendent
Subject: Agenda Item 4: Update, District Office Facility Needs, Option 1A
Revised

Staff is working with Frisco White of Westberg + White, Architects on the space requirements for a new District Administrative Center. A revised Project Spatial Program Summary, Option 1A, will be available at the Special Board Meeting of September 23, 2009.

FISCAL IMPACT: Not applicable; this item is for information only.

RECOMMENDATION: No action required.

September 23, 2009

To: Board Members
From: Holly McClurg, Assistant Superintendent of Instructional Services
Through: Dr. Sharon McClain, Superintendent
Subject: Agenda Item #5: Early Childhood Education Program Proposal

Research has consistently shown that children who attend a high-quality preschool are more successful in kindergarten and beyond – both academically and socially. The number of our district’s special education preschool-age students continues to increase each year, resulting in the need to increase numbers of typical peers in the program. The opportunity now presents itself to merge the district’s current typical preschool program with the district’s current special education preschool program, creating the potential for growth.

Please see attached for comprehensive Action Plan.

FISCAL IMPACT: Cost – None at this time
Program or Department – Enterprise Fund
Is this a Restricted Program? No
Was this expenditure anticipated in the adopted budget? No
Will this Program or Department be over budget after this expenditure? No

RECOMMENDED: Superintendent recommends Board give direction to move forward with Early Childhood Education Program Proposal.

**Early Childhood Education Program Proposal
Del Mar Union School District**

Purpose

Merge and expand the Del Mar Union School District's existing early childhood education programs.

Background

The benefits of merging the preschool special education program with the employee preschool program have been recognized and discussed for the past ten years. The Director of Special Education and the Director of Child Care Services have continuously collaborated regarding the blending of these two programs.

Current State of the District's Early Childhood Programs

Special Education Preschool (Sycamore Ridge School)

Enrollment Trends: Increased by 70% since 2004

Current Staff: Special Education Preschool Teachers (4), Autism Behavior Specialist, Speech Language Pathologists (2), School Psychologist, Occupational Therapist, Adapted Physical Education Teacher, Assessment Team Leader, School Nurse, and Instructional Aides (13)

Employee Child Care Preschool Program (Del Mar Shores School)

Enrollment Trends: Consistent Enrollment

Current Staff: Assistant Director, Preschool Teachers (3), Preschool Instructional Aides (7)

Other Relevant Information

Kindergarten

Enrollment Trends: Increased by 10% since 2004.

Education Code Addressing Special Education Preschool and Child Care

Although the District is not required to maintain a preschool program, it is required to provide special education and related services to eligible students. The Comments to the 1999 Federal Regulations provided guidance on implementing programs for preschool students: "The full continuum of alternative placements...including integrated placement options, such as community-based settings with typically developing age peers, must be available to preschool children with disabilities."

(64 Fed. Reg. 12406, 12369.)

In California, state law implementing the Individuals with Disabilities Education Act ("IDEA") obligates the District to provide placement in preschool programs as follows:

Appropriate settings for [preschool] services include any of the following:

- (a) The regular public or private nonsectarian preschool program.
- (b) The child development center or family day care home.

- (c) The child's regular environment that may include the home.
- (d) A special site where preschool programs for both children with disabilities and children who are not disabled are located close to each other and have an opportunity to share resources and programming.
- (e) A special education preschool program with children who are not disabled attending and participating for all or part of the program.
(Ed. Code § 56441.1.)

Based on this provision, if the District does not have its own preschool program that can meet the individual needs of an eligible student, it must place that student in an appropriate program, which may include a private preschool or home-based program.

Although the District is not obligated to provide its own preschool program, it is obligated to provide eligible students with an appropriate program in the least restrictive environment. While the District's existing special day classes can meet the needs of some students, they often may not meet the needs of students who require placement in a general education preschool class with nondisabled typical peers due to the ratio of disabled to nondisabled students currently attending the program.

Rationale for Early Childhood Program Proposal

- Research has consistently shown that children who attend a high-quality preschool are more successful in kindergarten and beyond – both academically and socially.
- The number of preschool-age special education students continues to increase each year, resulting in the need to increase numbers of typical peers in the program.
- A unique opportunity now presents itself to merge the district's current employee preschool program with the district's current special education preschool program, creating the potential for growth.
- The employee preschool must be relocated by May 2011 or face closure.

Benefits to the District's Students

- Provide high-quality preschool experiences for children to help them develop knowledge, skills, and attributes necessary to be successful in school and provide for a smooth transition into the elementary education program.
- Provide developmentally appropriate activities in a safe, well-supervised, cognitively rich environment.
- Provide a natural environment for children with special needs. Increase the ratio of typical peers to special needs students. Increase opportunities for special education students to interact with typical peers as per their IEP goals.
- All students develop empathy and understanding of children who are different from one another.

Fiscal Benefits to the District

- Early intervention of children with special needs often leads to fewer needed supports and services in later grades.
- Program designed to be self sufficient.
- Program designed to generate funds to help offset the contribution from the District's General Fund in providing services to District preschool children who have special education requirements.

- The enhanced early childhood program will not impact the General Fund. The start-up costs will be minimal and will be paid for through the Enterprise Fund.

Process

- Determine rationale and objectives for the preschool program.
- Outline five-year plan for program development and implementation.
- Seek direction from the Governing Board.
- Gather input from stakeholders in the community.
- Provide monthly reports to the Governing Board regarding progress of program development and implementation.
- With Governing Board approval, the District will proceed and may expand upon the services currently being offered and merge existing programs.

**Year One
(September 2009 – June 2010)**

Direction

- Obtain direction from Governing Board regarding whether to move forward with program planning and implementation.
- The Governing Board will receive a monthly update from District staff on this process. The Governing Board has the option to opt out at any time during this process.

Develop Program Design

- Research other model preschool programs.
- Begin design of program: mission statement, philosophy, program goals, program model – students served, needed staff, staff to student ratios, curriculum, days and hours of operation. Determine which existing District programs will be continued, modified, and/or eliminated.
- Determine special education student/typical peer/teacher ratios.
- Begin curriculum development (preschool standards).
- Determine tuition rates.
- Determine needed staff (certificated and classified) and reconfigure as appropriate and as required by the State of California Licensing Agency.
- Revise current job descriptions, as needed.

Assess Legal Issues

- Identify benefits to licensing the program.
- Develop Board Policies for review, input, and approval from the Governing Board.
- Legal Considerations.
 - Follow requirements set by Education Code related to Special Education and Early Childhood Education.

Determine Financial Impact

- Research financial statements from neighboring preschool program(s).
- Develop preliminary Business Plan.
- Develop Preliminary Budget.
- Financial Considerations:
 - The enhanced Early Childhood Education Program will be self-supporting.
 - With the exception of mandated special education services, taxpayer dollars will not be used to fund the Early Childhood Education Program.
 - Estimate the licensing, insurance and marketing costs.
 - Generate a list of materials and supplies, taking into consideration existing inventory.

Develop Marketing Plan

- Develop Marketing Plan to align with the program's Business Plan. Assess marketing costs.
- Assess demand for additional preschool in the Del Mar area. Assess enrollment and waiting lists of preschools within the DMUSD boundaries. Conduct a comparative study of local area preschool tuitions and hours of operation. Assess desires of the community. Use kindergarten enrollments to project incoming numbers of potential preschool-age children. Target 10% of kindergarten students to attend the preschool.
- Organize a parent group that gives parents the opportunity to give input regarding the development of the Early Childhood Education Program.
- Create advertising strategy.
- Develop a website to generate interest and communicate with stake holders.
- Secure a core group of initial students. (e.g., By offering employees a discounted rate, they are encouraged to enroll their children, which helps build a core group. The discount policy will be evaluated annually to ensure the program's viability.)

**Year Two
(2010-2011)**

The Governing Board will continue to receive monthly updates from District staff during Year 2.

Plan, Design Facility

- When the Governing Board determines a location that is feasible, the District may proceed with actions related to providing preschool facilities. At that time, the Facilities Department will proceed with a Facilities plan of action.

Continue the Design of the Program

- Philosophy
- Program Goals
- Program Model (e.g., students served)
- Staffing Allocations
- Staff to Student Ratios
- Curriculum
- Days and Hours of Operation
- Parent Handbook
- Staff Handbook

Finalize Board Policies and Submit for Governing Board Approval

Design Program Evaluation

- Identify at the onset of program implementation, measurable outcomes of the program, indicators, and associated data sources for assessing program effectiveness.
- Monitor program outcomes periodically during the implementation cycle.

Staffing

- Determine Program Leadership for the Early Childhood Program.
- Determine staffing requirements as per program need.
- Determine staffing allocation based on preliminary enrollment.
- Post job announcements, if needed.
- Administrators, teachers, and instructional aides in the district Early Childhood Education Program will possess the appropriate credentials or permits issued by the Commission on Teacher Credentialing and meet any additional qualifications established by the Board.

Admission and Enrollment

- Refine admission and enrollment policies.
- Implement registration process for incoming 2011-2012 children.

Legal Considerations

- Complete licensing requirements.

Marketing Plan

- Develop brochure.
- Implement advertising strategy.

Parent Involvement

- Establish a parent group that gives parents the opportunity to support the Early Childhood Education Program through fundraisers, social events, staff appreciation, and other activities.

Business Plan and Program Budget

- Project anticipated salary and benefits costs.
- Determine revenue necessary for the program to be self-sufficient.

**Year Three
(2011-2012)**

Fully Operational - Begin delivery of program.

- 50 special education students (approximately 20 students will be fully included, others may be included for shorter periods of time) and approximately 105 typical peers.
- Program Leader will develop and implement Action Plan for years three, four, and five.

**Year Four
(2012-2013)**

Fully Operational – Expand the program.

- 60 special education students (approximately 30 students will be fully included, others may be included for shorter periods of time) and the number of typical peers to be based on facility space availability.
- Program Leader will develop and implement Action Plan for year four.

**Year Five
(2013-2014)**

Fully Operational – Continue to expand the program.

- 70 special education students (approximately 35 students will be fully included, others may be included for shorter periods of time) and the number of typical peers to be based on facility space availability.
- Program Leader will develop and implement Action Plan for year five.

September 23, 2009

To: Board Members

From: 7-11 Committee, Gayle Wayne, facilitator, on behalf of members Jennifer Emberger, Janet Handzel, Wayne Harris, Susan Paul, Cinda Peck, Bob Shopes, and Randy Wheaton.

Through: Dr. Sharon McClain, Superintendent

Subject: Agenda Item 6: Update, 7/11 District Advisory Committee

RE: Continued Discussion of Progress Report and Criteria

The 7-11 committee is submitting its progress report as requested by the Board of Trustees. As both a group and individually, the committee has worked diligently to examine the complex data, respond to needs as presented by the Board and administration, and manage its work in a very public and accessible manner. It has been a distinct pleasure to work with these student-centered citizens in a task with substantial community interest and the potential for significant conflict. I believe the committee has balanced its approach appropriately and are on target to reach a general consensus on final recommendations in the next 8-10 weeks. We are pleased to present the following update on our work.

History

This committee began its work in May with appointment of 7 members whose background and experience were aligned to the legal requirements. In early June they completed training on the Brown Act, to ensure that deliberations were conducted according to law. A website (First Class) was established for the committee, and a facilitator was employed to ensure that the committee had the benefit of an experienced and neutral outsider to provide insights and assistance.

The first meeting centered on understanding the contents of a large binder of detailed demographic and other relevant information. They began the discussion regarding criteria for decision making, using the Board's charge as a starting point, and agreeing on additional elements. They queried staff for clarification of issues, studied enrollment projections and interviewed the District's legal counsel regarding zoning and environmental concerns at their second meeting. They agreed to wait for environmental reviews until final recommendations were about to be forwarded to the Board. They finalized a formal charter (see attachment 1),

adopted it unanimously, and elected Bob Shopes to serve as chair. They set a meeting schedule and timetable. They visited district sites to walk through the schools and understand the traffic patterns, and see how the site is used today in “modified capacity” due to program expansions. (Actual capacity of the schools as built is higher than numbers the committee is using to study enrollment vs. available seats because Extended Study Curriculum programs such as art, music, science and technology programs are taking classroom space.)

Criteria

The criteria agreed upon includes the following elements which the committee is using as they examine the options that committee members bring forward regarding closures and reconfigurations:

1. Age of school facility.
2. Condition of school facility:
 - o Is it relatively new?
 - o Has it been recently modernized?
 - o Is it slated for modernization?
3. *Operational cost based on enrollment.*
4. Students needing special support will be assured of services.
5. Special Education programs can be developed or duplicated.
6. Enrollment trends impacted site.
7. *Impact of new/additional use of facility or reconfiguration.*
8. *Improvement of District’s financial stability.*
9. Capacity, convenience, safety and suitability for preschool program consolidation.
10. *Minimize the number of students and families impacted.*
11. Space, convenience and suitability for district offices and maintenance facilities.
12. *Impact on community.*

As proposals now under study are refined, they will be weighed against these criteria.

Process

The individual members are developing “what-if” scenarios, using a template that explains the concept; projects anticipated outcomes in enrollments and judges its positive and negative elements. To date, seven scenarios were actually studied. Two sets of two proposals from the original seven were similar and are being merged and refined into two specific new proposals.

Consensus Findings

While the committee is not ready for formal findings, they have identified areas of consensus agreement. These include:

- Three schools (Torrey Hills, Sage Canyon, Ocean Air) will not be studied for closure because they are either at or near capacity enrollments.
- Sycamore Ridge will not be studied because of a prior agreement with Pardee Homes. This agreement is based on future development of Pacific Highlands Ranch at some undetermined date, at which time 659 seats must be available to students from these homes.
- Several sites, including Carmel Del Mar and Ashley Falls, have joint powers agreements with the City of San Diego for parks, fields and parking areas, and are also impacted by special taxing districts (Mello Roos) which will require a legal review. While these agreements result in inherent legal issues for a school closure, the committee was not willing to reach consensus at this time that these legal obstacles preclude a recommendation for closure, despite low enrollments. The committee is pursuing clarification on the public financing issues that must be addressed, and this element is not yet completed.
- Enough space is available at existing district schools to house district offices, Maintenance and Special Ed Preschool.

Proposals examined to date

Several proposals have been submitted by members Emberger, Shopes, Handzel and Harris. These include:

- Two proposals to close Del Mar Hills in several iterations.
- Closure of Ashley Falls (currently awaiting greater detail on Mello Roos issues for which there is no case law).
- Two proposals that do not close any schools (splitting up District facilities into available spaces at Ashley Falls and Carmel Del Mar, placing preschools at Sycamore Ridge and Torrey Hills, and Maintenance and Operations at Del Mar Hills). Another would move the District Offices to Torrey Hills, Maintenance and Operations to Del Mar Hills, and preschools to Ashley Falls.
- A proposal that reconfigures Del Mar Hills and Del Mar Heights by grade level restructuring (K-3 one site, 4-6 at another), including assignment of a single principal to both schools using a vice principal at one site.

Of the proposals those below are under going further analysis and must be weighed against the agreed-upon criteria. Specific issues that remain unresolved by the committee at this time relate to the financial imperative to significantly

reduce general fund costs in the face of deficits that are projected to continue in the immediate future. The proposal below responds to that issue.

1. Close Del Mar Hills, return transfer students to home site, combine Hills and Heights Students at Del Mar Heights

This proposal closes Del Mar Hills and combines students from Del Mar Hills and Del Mar Heights at Del Mar Heights. It reassigns students living east of I-5 to their neighborhood schools (students in areas 16GJK to Carmel Del Mar, and transfers students to their neighborhood school). It places district offices, maintenance & operations, and a proposed preschool at Del Mar Hills. Additional space at Del Mar Heights can be obtained by adding a 2-classroom portable near the southeastern portion of the building, or by removing all of the portables in that location and replacing them with a permanent, up-to-date building. Additional space can be obtained by relocating the Del Mar Heights special day classes to Ashley Falls.

Advantages of Proposal

This proposal relocates the least number of students while preserving the open space and park at Del Mar Hills. In addition to uniting the community west of I-5, this proposal reduces operational costs by eliminating fixed staff costs at Del Mar Hills – for example, annual staff operational costs are nearly \$1,000 more per student at Del Mar Hills than at Sage Canyon. The Del Mar Hills site uniquely provides space for a preschool on the western portion of the existing permanent building, district offices in the eastern portion of the building, and maintenance and operations out of sight, on the blacktop along the fence above the freeway.

Meeting the Criteria

The proposal to close Del Mar Hills achieves the district's criteria by providing a rent-free location for the district offices, maintenance & operations, and preschool. Additionally, this proposal eliminates the fixed costs associated with operating Del Mar Hills. While Del Mar Hills was remodeled in 2001, it was originally built in 1974 and has an older/dated functional design as compared to most of the other schools in the district. Furthermore, enrollment has been declining at Del Mar Hills, and the area west of I-5 as a whole is predicted to experience relatively little growth over the next decade. Additionally, Del Mar Heights and Del Mar Hills are in close proximity to one another, and many students living near Del Mar Hills already attend

Del Mar Heights. This proposal thus serves to unite the community west of I-5. Any capacity issues at Del Mar Heights can be relieved by adding a portable or a permanent structure, and by relocating special day classes to Ashley Falls. General fund savings through this proposal are roughly estimated at more than \$680,000 in fixed costs annually, with operational costs per student reduced by \$893. Additional savings can be realized with the elimination of some variable costs as well.

Combined Heights and Hills

After returning areas 16GJK and transfers to their neighborhood schools, Del Mar Hills' estimated enrollment for 2009-10 would be just 239 students and Del Mar Heights' enrollment would be 351, for a total of 590. Those students can be accommodated at Del Mar Heights by adding the two-classroom portable, which would bring the modified capacity to 647 – an overall capacity of 91%. As previously mentioned, additional space can be gained by moving the special day classes to Ashley Falls, which would bring Del Mar Heights' capacity to well below 90%.

2. A second proposal being refined would not close a school.

As an alternative to not close a school, an analysis of the excess capacity within the district was evaluated to consider options that could accommodate the district's eminent need to relocate the district office functions while leaving the schools intact. Space considerations for the district administrative functions as well as maintenance and operations, technology, special end preschool, employee childcare/preschool, and the after school programs/childcare were evaluated against an analysis of the projected enrollment through out the district in 2010-11. Two committee members have presented proposals for dividing up the district functions among the various schools. Their proposal is currently undergoing further refinement with the help of the director of maintenance and operations to come up with a workable solution for both the district and the students of the receiving schools.

Reconfiguration Option

As an alternative to closing any school, Del Mar Hills and Del Mar Heights would be reconfigured. Lower grades (K-3) would be located at the Heights site and upper grades (4-6) at the Hills site. No changes in boundaries would be required. All students in the current Del Mar Hills/Heights boundary area, including 16GJK east of I-5, could continue to attend Hills/Heights. Intradistrict transfers would continue under current rules.

At the Hills site grades 4-6 would use sixteen of the permanent classrooms. The district offices could occupy the remaining 15,000 s.f. at the Hills. Maintenance & Operations would be housed in a new "tilt-up" building on the eastern blacktop along the fence near the freeway with parking for 10+ vehicles. The Multi Use Room on the west side and open green space would remain available for school, district and community use.

At the Heights site grades K-3 would occupy the original building and four portables. The remaining classrooms will provide space for employee childcare and preschool would be located on the eastern side of the Heights property. Traffic problems would be minimized by an earlier start time of the ECC/preschool.

Cost savings will come from lower administrative costs plus sharing of operational costs of two sites with non-instructional functions. (One principal for both sites, one vice principal.) Proponents of this proposal believe that leaving all sites open provides operational flexibility with the least disruption to parents, students, property values, open space and the community.

3. Proposal to Close Ashley Falls

One proposal would close Ashley Falls which is projected to show the greatest decline in enrollment within the district. This school is projected to be utilized at 59% of its modified capacity in 2010, 41% of its modified capacity in 2013, and 36% its modified capacity in 2018. It was built to accommodate 932 students at its maximum capacity and 677 at its current and modified capacity and is projected to enroll 397 students in 2010 and 244 students in 2018. Ashley Falls currently houses the district childcare and after school program administration as well as a portion of the district technology department. There is sufficient excess capacity to accommodate the district office and employee childcare/preschool while serving the existing student population without further alteration to the campus. If enrollment continues to decline as projected, students could be redistributed among Carmel Del Mar and Sycamore Ridge. Sycamore

Ridge is projected to have significant excess capacity until the development of Pacific Highlands Ranch is completed. Ashley Falls does have a joint use agreement with the City of San Diego and is within a Community Facilities Assessment District (CFD), also known as Mello Roos. The City

owns almost all of the hard top and turf play areas. The CFD includes Ashley Falls, Carmel Creek, Carmel Del Mar, Sage Canyon, and Solana Highlands. The committee is awaiting clarifying details regarding the closure of a facility built under this financing authority.

Next Steps

In the next month the two proposals being refined will be reevaluated against the criteria set forth on page one. Other proposals are anticipated in the next few weeks and will be reviewed in time to meet Board-established deadlines. The committee is hopeful that a final set of recommendations will be available within the next six to 10 weeks.

Once the best recommendations are clearly established the committee will hold one or two public hearings for purposes of gaining community input. These will be well publicized and undoubtedly will be well attended. The committee will, in the meantime, be monitoring enrollment as it develops in the next few weeks while waiting for legal counsel to formulate responses to questions regarding the closure of a site funded with community facilities bonds or Mello Roos assessments, since all but two of the District's sites are funded in whole or in part by this form of revenue, and some of the assessments are ongoing.

7-11 DISTRICT ADVISORY COMMITTEE CHARTER

Established Requirements

Education Code 17388 requires the Board of Trustees to appoint a 7/11 district Advisory Committee to secure community involvement and to assist in making the best possible judgment regarding every situation involving property or space.

Composition and Membership of Committee as Appointed by the Board

District staff is responsible for the formation of the "7/11" Committee. The District has solicited applications from the community for Board of Trustees review and appointment. The committee includes the following representatives of the community as mandated:

- Representative of the ethnic, age group, and socioeconomic composition of the District.
- Business community including, but not limited to, store owners, managers, or supervisors.
- Landowners, renters, or neighborhood association members.
- Teachers.
- Administrators.
- Parent(s) of students.
- Persons with expertise in environmental planning, legal contracts, building codes, or land use planning.

The Board has appointed the following citizens as members of the committee with expertise as noted above

- Gayle Wayne, Facilitator
- Jennifer Emberger
- Janet Handzel
- Wayne Harris
- Susan Paul
- Cinda Peck
- Bob Shopes
- Randy Wheaton
- Steven Brumer, alternate
- Lisa Lutz, alternate
- Amy NeFouse, alternate
- Scott Williams, alternate

ATTACHMENT 1

Charge from Board of Trustees, May 28, 2009

Review the projected school enrollment and other data as provided by the District to determine the amount of surplus space and real property.

- Establish a priority list of use of surplus space and real property that will be acceptable to the community.
- Cause to have circulated throughout the attendance area a priority list of surplus space and real property and provide hearings of community input to the Committee on acceptable uses of space and real property. Make a final determination of limits of tolerance of use of space and real property.
- Forward to the District Governing Board a report recommending uses of surplus space and real property.

TIMELINE

- Board approves committee membership: May 2009
- First committee meeting: May 20, 2009
- Demographics report available to committee: June 3, 2009
- Data on property available to committee: June 18, 2009
- Tour District facilities: June 24, 2009, and June 29, 2009
- Regular Meetings: July 2, 2009, 3:00-5:00 p.m.
 - July 16, 2009, 3:00-5:00 p.m.
 - July 23, 2009, 3:00-5:00 p.m.
 - August 6, 2009, 3:00-5:00 p.m.
 - August 20, 2009, 3:00-5:00 p.m.
- Preliminary report due to the Board: August 26, 2009
- Two hearings of community input to be held: September 2009
- Committee delivers final report to Board of Trustees: December 2009

Operating Procedures

- Committee will meet according to attached schedule with modification made by majority vote.
- The final recommendations of the committee must be supported by 80% or more of the members of the committee, with the goal and intention of reaching agreement by consensus.
- The committee will adhere to all provisions of the Brown Act.
- Minutes, agendas and relevant communications and information will be posted to website maintained by DMUSD. All background detail information will be made available to the public as requested.
- Meeting will not exceed two hours in length unless extended by majority vote; will begin on time; and notices will be posted 72 hours prior to each meeting.

ATTACHMENT 1

- Minutes and agendas will be issued at least three days before a scheduled meeting.
- A quorum will be required to conduct a meeting.
- A high level of courtesy will be extended from each member to every other member, particularly during difficult deliberations.
- Alternates will be seated upon the resignation of any members and will receive all committee communications while serving as an alternate.
- Member of the committee as well as any members of an audience, if one is present, must preserve order and decorum, and no one shall, by conversation or otherwise, delay or interrupt the proceedings or the peace of the Committee nor disturb any member while speaking, or refuse to obey the orders of the Committee or its Chairperson or Facilitator.
- Any audience member making personal, impertinent or inappropriate remarks, or who becomes boisterous while addressing the committee, shall forthwith, by the Chairperson or the Facilitator, be barred from further audience before the Committee, unless permission to continue is granted by a majority vote of the Committee.
- A chair will be selected from among voting members to conduct public hearings in behalf of the committee, and to serve in representative capacity as needed.

Resources for Committee

1. District will provide legal guidance in ensuring adherence to CEQA and any other mandated requirements related to school closure and reconfiguration.
2. District will provide the historical and projected enrollment data from formal projections by Decision Insight and district staffing and enrollment reports; will respond to all questions as quickly as possible.
3. Principals and District administrators will be available to advise on program issues and financial considerations and will attend meetings as requested.
4. All District departments will cooperate in the need for information required prior to formal recommendations.
5. Website will be managed by District Technology personnel.

Facilitator Job Description

- Work with the Chair of the committee to create meeting agendas, request materials from staff, schedule meetings, put together draft documents, etc.
- Facilitate committee meetings.
- Create an executive summary of each committee meeting for distribution and communication purposes.

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- Work with the District Administration to provide the support the committee requires.
- Support committee in scheduling and arranging logistics for two hearings of community input.
- Facilitate these hearings. Document the results of these hearings
- Supply administrative support for the committee. Scheduling meetings, making copies, arranging for meeting location, monitoring the web space allocated to the committee, ensuring secretarial support for agendas, meeting minutes, and other clerical needs, and maintaining contact information of committee members.
- Arrange for speakers/experts as requested.
- Ensure continual information flow to members and to the public
- The facilitator is considered a neutral party without voting rights.

Data Required for Decision and Evaluation as Requested in Board Action

Review the capacity and the condition of the various school buildings by visiting the school sites.

1. Examine the effect of the size of a school's enrollment upon per pupil operational costs.
2. Consider the influence of a school's enrollment upon its education program offerings.
3. Consider demographic information such as birthrate, housing increases, historical data about changes in enrollment.
4. Consider the needs of special education students residing in the District.
5. Consider the needs of the District Office Staff/Programs, including Maintenance and Operations, Technology, Special Education Preschool, Employee Childcare, After School Programs/Childcare.
6. Establish criteria for closing any school.
7. Evaluate each facility on the basis of criteria developed.
8. Recommend which school(s) should be closed, but not sale of school property.

Criteria to be used to Determine Closure/Reconfiguration Recommendation

By unanimous vote, the Committee has determined that the following criteria will be used to evaluate options in their deliberations regarding any school closure/reconfiguration:

1. Age of school facility.
2. Condition of school facility:
 - a. Is it relatively new?

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- b. Has it been recently modernized?
- c. Is it slated for modernization?
- 3. Operational cost based on enrollment.
- 4. Students needing special support will be assured of services.
- 5. Special Education programs can be developed or duplicated.
- 6. Enrollment trends impacted site.
- 7. Impact of new/additional use of facility or reconfiguration.
- 8. Improvement of District's financial stability.
- 9. Capacity, convenience, safety and suitability for preschool program consolidation.
- 10. Minimize the number of students and families impacted.
- 11. Space, convenience and suitability for district offices and maintenance facilities.
- 12. Impact on community.

ATTACHMENT 1

Del Mar Union School District
225 Ninth St.
Del Mar, CA 92014-2716

7-11 COMMITTEE CONSTRUCTION QUESTIONS
Prepared by Frisco White, Architect

Question	Response
<p>1. What is the cost for additional 960 SF classrooms?</p> <p>a. Portables?</p> <p>b. Permanent Structures?</p> <p>c. Classroom Remodel?</p> <p>d. 1 Toilet Bathroom</p> <p>e. Demolition of Existing Older Portables?</p>	<p>a. Portables: \$150,000 each (includes \$65,000 to \$85,000 for portable plus set up)</p> <p>b. Permanent Structures: \$300,000</p> <p>c. Classroom Remodel: \$165,000</p> <p>d. 1 Toilet Bathroom: \$60,000</p> <p>e. Demolition: Contracted</p>
<p>2. How much would it cost to build a new building (not considering purchase of land) for the District offices in the size most recently recommended by staff?</p> <p>How much would it cost to remodel a portion of a school?</p>	<p>The recommendation for the District Office is about 17,000 s.f. (see Option 1A, revised).</p> <p>New Building estimate: \$4 - 5M.</p> <p>Remodel portion of a school: \$2.5 - \$3.5M.</p>
<p>3. How much for the cost and construction of the Tilt-Up (beamless metal) building they considered for maintenance (full cost including permits, engineering, architects and any interior modifications or finishing needed)?</p>	<p>\$150,000 - \$250,000</p>
<p>4. What is the cost of the allowable construction/development costs/expenses from our sales proceeds (engineering, architecture, equipment, telecommunications/ computer infrastructure, etc).</p>	<p>Soft costs are figured at 25% to 35% of the total budget.</p>

<p>8. What specific construction related costs would be prohibited from these same funds (furniture, computers, phones, etc)</p>	<p>All is allowable</p>
<p>9. Would district staff time to oversee and manage each of these separate construction projects be allowable (100% or how much)?</p>	<p>District does not have staff to oversee such projects. Recommend contracting with a Project Management or Construction Management firm.</p> <p>Cost: Approx 12-15% of Total Project Budget and is negotiable.</p> <p>(PM Firm would most likely assign 3 employees - a Project Manager, Project Construction Superintendent and Office Clerk - to manage a project. The district would also need to assign a district employee to attend weekly meetings and be available for day-to-day decision-making. District time may involve about 10 – 20 hours per week.)</p>
<p>10. What are the costs, if any, of any of the construction/remodel options for either the expanded preschool or the DO considered by the 7/11 Committee that would need to be charged to our non-shores sale budget?</p>	<p>Cost depends on the size of the project.</p>