

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

October 18, 2012

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, October 18, 2012, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:30 p.m. in the Board Conference Room at the District Offices. At 4:31 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 5:48 p.m. in the Board Room.

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

I. PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

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

II. CLOSED SESSION (60)

- Public Employee Discipline/Dismissal/Release pursuant to GC §54954.5 (5)
 - *In closed session, the Board took action to accept the Superintendent's recommendation to immediately suspend and dismiss a permanent classified employee, identified by #QB5041837, pursuant to Education Code Sections 45302 and 45304 and Personnel Commission Rule 14.1, and directed the Superintendent or designee to notify the Director of Classified Personnel of the Board's action.*
The roll call vote was as follows:
Ayes: 5
Nays: 0
Abstentions: 0
Absent: 2
- Public Employee Performance Evaluation pursuant to GC §54954.5 (Superintendent) (15)
- Conference with Legal Counsel: Existing Litigation pursuant to GC §54956.9(a) (1 case: Malibu Community Preservation Alliance and Malibu Township Council, Inc. v. City of Malibu, City Council of Malibu, and SMMUSD, LA County Superior Court Case # BS138633). (20)
- Conference with Legal Counsel: Existing Litigation pursuant to GC §54956.9(a) (Dionne Evans *ad litem* Endora Jones v. Santa Monica-Malibu Unified School District, Malibu High School, Jennifer Gonzalez, Mark Kelly, LA County Superior Court Case # SC118413). (20)

OPEN SESSION (5:30 p.m.)

5:50 pm

III. CALL TO ORDER

A. Roll Call

Board of Education Members

Ben Allen – President

Laurie Lieberman – Vice President – *left 9:36pm*

Oscar de la Torre – *arrived 6:31pm*

Maria Leon-Vazquez – *excused absence*

Jose Escarce

Ralph Mechur

Nimish Patel

B. Pledge of Allegiance

Led by Ms. Braff.

5:51 pm	IV. APPROVAL OF THE AGENDA <i>It was moved by Mr. Patel, seconded by Mr. Mechur, and voted 5/0 (Ms. Leon-Vazquez and Mr. de la Torre were absent) to approve the agenda.</i>	
5:52 pm	V. APPROVAL OF MINUTES A.01 October 4, 2012.....	1
	VI. STUDY SESSION (45) These items are staff presentations and/or updates to the Board of Education.	
5:52 pm	S.01 Cradle to Career Youth Wellbeing Report Card (45).....	2-3
	VII. BOARD OF EDUCATION – COMMENDATIONS / RECOGNITIONS (0)	
7:26 pm	VIII. CONSENT CALENDAR (30) As agreed by the President, Vice President, and Superintendent during agenda planning, consent agenda items are considered routine, require no discussion, and are normally approved all at once by the Board of Education. <u>However, members of the Board of Education, staff, or the public may request an item be moved from the consent agenda to Section XI (Major Items) for clarification and/or discussion.</u>	
	<u>Curriculum and Instruction</u>	
	A.02 Approval of Independent Contractors.....	4-5
	A.03 Conference and Travel Approval Ratification	6-7
	A.04 Overnight Field Trip(s) 2012-13.....	8
	A.05 Child Development Services – John Adams/Washington West Memorandum of Understanding.....	9-13
	A.06 Child Development Services Parent Handbooks.....	14
	A.07 Approval of Special Education Contracts – 2012-2013	15-18
	<u>Business and Fiscal</u>	
	A.08 Award of Purchase Orders – 2012-2013	19-19e
	A.09 Acceptance of Gifts – 2012-13	20-24
	<u>Measure BB</u>	
	A.10 Acceptance of Work Completed for Bid #TCPN-R5042 – Malibu Middle-High School – Elevator Upgrade project – ThyssenKrupp Elevator – Measure BB	25
	A.11 Acceptance of Work Completed for Bid #10.39.BB – Malibu Middle/High School – District 29 Water Line Replacement Project – Blois Construction, Inc. – Measure BB	26
	A.12 Amendment to Contract – Lease Leaseback – John Adams Middle School – Replacement of Classroom Buildings E, F, & G, New Administration, Modernization & Site Improvements – Swinerton Builders – Measure BB	27-28
	A.13 Contract Amendment #6 for Additional Inspection Services – John Adams Middle School New Construction and Modernization Project – Knowland Construction Services, Inc. – Measure BB	29-30
	A.14 Contract Amendment #18 for Additional Design Services for Edison Language Academy New Construction Project – Daly Genik Architects – Measure BB	31-32
	A.15 Contract Amendment #19 for Additional Design Services for Edison Language Academy New Construction Project – Daly Genik Architects – Measure BB	33-34
	<u>Personnel</u>	
	A.16 Certificated Personnel – Elections, Separations	35-38
	A.17 Classified Personnel – Merit.....	39-43
	A.18 Classified Personnel – Non-Merit.....	44-46

7:27 pm

IX. PUBLIC COMMENTS

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

- *Laurel Fretz updated the board on the Village Nation activities at Samohi.*
- *Matthew Ware addressed the board about policies regarding students. Mr. Mechur explained how the public can view all the district's policies online.*
- *Victoria Gray, Lisa Saxon, Michelle Wittig, Monica Sheppard, and Jessica Walker expressed their support for the Village Nation program.*
- *Zakiya and Yvonne Dawson argued that data did not support the argument that the Village Nation program provided sustainable results. Ms. Lieberman requested data on the effectiveness of the program. Mr. de la Torre added that it should include qualitative and quantitative data.*

X. COMMUNICATIONS (30)

The Communications section provides an opportunity for the Board of Education to hear reports from the individuals or committee representatives listed below. All reports are limited to 5 minutes or less. However, if more time is necessary, or if a report will not be presented, please notify the Board secretary eight workdays prior to the date of the meeting.

A. Student Board Member Reports (15)

8:08 pm

Yuri Kawashima – Santa Monica High School

Student Board Member Kawashima reported that Homecoming week was a great success. Thanks to UCLA, the dance venue was perfect. The Homecoming Rally last Friday was one of the best, and the football team beat Beverly Hills 24-0. Homecoming Queen was Jessica Walker and the King was Matthew Kimura. Parents and students learned about colleges across the country during the annual college fair on Tuesday. Ms. Kawashima thanked the PTSA and the City of Santa Monica for hosting the college fair. During this Friday's football game against Culver City High, students are wearing pink in support of Breast Cancer Awareness Month. This Saturday morning, 1,000 Samohi students will be taking the PSAT exam. Later that night, the choir program is having its Sweet Serenade at 6:00pm. On October 24, seniors will be taking their panorama photo in the Greek Theatre. On October 30, the AP Art program will feature its Day of the Dead Show at 6:30pm in the Roberts Art Gallery. Most seniors are working hard on their college applications right now, and there is a Pizza and Personal Statement Workshop on the October 30. On the October 31, Running with Speakers will host their annual Halloween Costume Contest at lunch. The first Club Day of the year will be on November 2. The next day from 10:00am-2:00pm, ASB will host a Stussy Sale to sell Stussy, Undefeated, Boneyards, Paul Frank, and Us Versus Them clothing. The sale will take place in the Science Quad.

8:14 pm

Yasi Afsharnive – Malibu High School

Student Board Member Afsharnive reported that homecoming is right around the corner. This year has an Olympics theme, and Monday will see the opening ceremony pep rally. There will be Olympic-themed activities all week during lunch, and the closing ceremony pep rally will be on Friday. The tailgate starts at 4:30pm, while the game starts at 6:30pm.

The football team recently broke a record, scoring sixty points at their last game against Bell Jefferson. Last Friday was Twin Day, and yesterday was hip hop day. The girls' tennis team has made it to CIF. Yesterday, sophomores and juniors took the PSAT. The basketball team held tryouts, and the baseball team has been holding offseason practice. The cheer team has decided that it would like to compete in the UCA Cheer National Competition in Florida in February. This Friday is the first coffee house of the year at 6:00pm in the library. Sunday will be the annual Serenade Picnic at 4:00pm. Both events feature talented students.

8:18 pm

Sean Azoulay – Olympic High School

Student Board Member Azoulay reported that the Santa Monica 5000 5K fundraiser, of which part of the proceeds benefit sports and athletics at SMMUSD, was held on October 7. Jeremy Davis, the Director of the Boys and Girls Club on Olympic's campus, delivered a presentation on October 9 regarding search and seizure to the Criminal Justice class. He also spoke to the class on Oct 10 about rights granted by the First Amendment. Also on October 10, the Santa Monica Rape Treatment Center presented prevention information as part of the Health class. The League of Women Voters met on the Olympic campus on Oct 11, coinciding with the Food Truck fundraiser night. On October 13, the campus held a Good Will donation fundraiser. Originally, the school hoped to fill just half a bin with donated items, but thanks to the students, faculty, families, neighboring schools, and community, Olympic was able to fill two bins completely. The Writers' Guild of America completed its two-week class on October 16, during which ten actors performed several twelve-page plays written by students. On October 18, the UCLA Imagination Workshop Curriculum program, a recurring improvisation performance group designed to encourage student creativity, began. The Westside Family Healthcare Center resumed monthly visits to Olympic.

8:21 pm

B. SMMCTA Update – Ms. Sarah Braff (5)

Ms. Braff delivered the SMMCTA report on behalf of Mr. Keiley. She said she was impressed with Cradle to Career conversation from earlier in the meeting. She stressed the importance of determining student need at an even younger age and to look at need as larger umbrella, rather than from a fragmented approach. She mentioned the potential benefits of grouping students of color together so they are able to relate better to their classmates. Ms. Braff underlined the importance of the passage of Prop 30 and the failure of Prop 32. She expressed her dismay in the Prop 38 campaign's propaganda against Prop 30. SMMCTA will be holding phone banking in favor of Prop 30 in Culver City on October 22 and November 5 at 4:00pm.

C. S.E.I.U. Update – Ms. Keryl Cartee-McNeely (5) – no report

D. PTA Council – Ms. Patti Braun (5) – no report

8:28 pm

XI. SUPERINTENDENT'S REPORT (5)

Superintendent Lyon commented that she recently visited Ms. Braff's class and commended her for teaching the students conflict resolution following an event on the playground. The Santa Monica 5000 Race benefiting SMMUSD athletic programs was last Sunday. Many district employees and families participated, raising \$87,000 this year. The Great Shakeout was held statewide today and was an excellent reminder about disaster preparation. The district ran a drill with the EOC. Ms. Lyon recognized two SMMUSD students who were honored at the Church in

Ocean Park's 2012 Communitas Awards. Jessica Walker and Waverly Nebedum were recognized as emerging leaders. Ms. Lyon also recognized the philanthropic efforts of our students. Malibu Middle School student Jaime Le was in the news for raising \$10,000 for children in need in Kenya by hosting a benefit at Pepperdine. The JAMS Honor Society was in the news for raising \$3,300 for the AIDS Walk Los Angeles. The superintendent informed the board that she and senior staff are in the process of creating a budget input process that will be rolled out shortly after the election. The process will involve community and district stakeholders once staff knows which scenario we are facing (Prop 30 passes, Prop 38 passes, neither pass). Senior staff will be working with principals and their school site committees in pathway meetings to begin identifying priorities for the school and district, and then district staff will coalesce that information in preparation for a budget study session in January and budget action in February. Ms. Lyon announced that there are four vacancies on the FOC, and applications are due October 26. Mr. de la Torre wondered if the district could place a Prop 30 FAQ online.

DISCUSSION and MAJOR Items

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

XII. DISCUSSION ITEMS (185)

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

8:39 pm	D.01 2012 School and District Accountability Report (40)	47
10:46 pm	D.02 Measure ES Super Site Committee for Malibu Projects (45).....	48-48a

XIII. MAJOR ITEMS (35)

These items are considered to be of major interest and/or importance and are presented for **ACTION (A)** at this time. Many have been discussed by the Board at a previous meeting.

10:54 pm	A.19 Approve Charges for District Advisory Committees (DACs) – 2012-13 (5).....	49-50
10:55 pm	A.20 Gift Fund Contribution for 2010-11 and Equity Fund Allocation for 2012-13 (15)	51-53
11:16 pm	A.21 Approve Memorandum of Understanding between the Santa Monica-Malibu Unified School District (SMMUSD) and the Pico Youth and Family Center (PYFC) as a Project of Social Environmental Entrepreneurs (SEE) (15).....	54

XIV. INFORMATIONAL ITEMS (0)

These items are submitted for the public record for information. These items do not require discussion.

11:18 pm	I.01 Revision to AR 6159 – Individualized Education Plan.....	57-68
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XV. BOARD MEMBER ITEMS (0)

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

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

A member of the public may request that a matter within the jurisdiction of the board be placed on the agenda of a regular meeting, as per Board Policy 9322. The request shall be in writing and be submitted to the superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. The board president and

superintendent shall decide whether a request is within the subject matter jurisdiction of the board. Items not within the subject matter jurisdiction of the board may not be placed on the agenda. In addition, the board president and superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

XVII. CONTINUATION OF PUBLIC COMMENTS

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

XVIII. BOARD MEMBER COMMENTS

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

XIX. FUTURE AGENDA ITEMS

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

XX. CLOSED SESSION

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

XXI. ADJOURNMENT

It was moved by Dr. Escarce, seconded by Mr. Patel, and voted 4/0 (Mr. de la Torre, Ms. Lieberman, and Ms. Leon-Vazquez were absent) to adjourn the meeting at 11:20 p.m. in memory of Samohi teacher Richard McGee and retired Samohi teacher Paul Kerry. The next regular board meeting is scheduled for **Thursday, November 1, 2012**, in the **Malibu City Council Chambers: 23825 Stuart Ranch Road, Malibu, CA.**

Approved: 11-1-12



President



Superintendent

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

SMMUSD Board of Education Meeting Schedule 2012-2013

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

July through December 2012					
Month	1 st Thursday	2 nd Thursday	3 rd Thursday	4 th Thursday	Special Note:
July			7/18* DO		*Wednesday, 7/18
August	8/1* M		8/15* DO		*Wednesday, 8/1 *Wednesday, 8/15 First day of school: 8/22
September	9/6 DO	9/15* DO	9/20 DO		*Saturday, 9/15: Retreat
October	10/4 M		10/18 DO		
November	11/1 M		11/15 DO		Thanksgiving: 11/22-23
December		12/13 DO		winter break	
Winter Break: December 24 – January 4					
January through June 2013					
Winter Break: December 24 – January 4					
January		1/17 DO			
February	2/7 M		2/21 DO		
March	3/7 3/5* DO		3/21 M	spring break	*Tuesday, 3/5
Spring Break: March 25 – April 5					
April	spring break		4/18 DO		
May	5/2 M		5/16 DO		
June	6/6 DO			6/26* DO	Last day of school: 6/11 *Wednesday: 6/26

District Office (DO): 1651 16th Street, Santa Monica.
 Malibu City Council Chambers (M): 23825 Stuart Ranch Road, Malibu, CA

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

ACTION
10/18/12

RECOMMENDATION NO. A.01

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

October 4, 2012

MOTION MADE BY: Mr. Mechur
SECONDED BY: Ms. Lieberman
STUDENT ADVISORY VOTE: Aye
AYES: All (5) (Ms. Leon-Vazquez and Mr. de la Torre were absent)
NOES: None (0)

STUDY SESSION

TO: BOARD OF EDUCATION

STUDY SESSION

10/18/12

FROM: SANDRA LYON

RE: CRADLE TO CAREER YOUTH WELLBEING REPORT CARD

STUDY SESSION ITEM NO. S.01

The Cradle to Career Working Group, created by the City of Santa Monica's Community and Cultural Services Department, was originally formed in 2010 in response to youth violence and mental health-related incidents. SMMUSD has actively participated in this group, along with staff from Santa Monica College, the City of Santa Monica, and many key community stakeholders. Due to the range of elements that contribute to youth violence and mental health, the group's focus evolved to encompass the full spectrum of factors that influence wellbeing. The first step was to develop a comprehensive, data-driven understanding of how youth 0-24 years are doing in the areas of physical development, learning, socialization, and mental health.

The resulting Youth Wellbeing Report Card is now complete. It will be released to the Board of Education at this meeting and at a community event on Monday, October from 4:00-5:30pm at the Civic Auditorium.

What the Report Card Says

SMMUSD provided a bulk of the data for the report card, including data from all Santa Monica kindergarten teachers through the EDI (Early Development Initiative – by the UCLA Center for Healthier Children, Families, & Communities and replicated throughout the U.S., Canada, and abroad to measure kindergarten readiness).

Based on the data that was available, there is much to be proud of and build on. Main points of note:

- School success is comparatively strong across all measures.
- There are children who are not doing well, but the numbers are manageable.
- Only 1/3 of kindergarteners are ready for school.
- Almost 34% of students are not proficient in language arts by 3rd grade.
- Nearly 1/3 of older youth report symptoms of depression, and alcohol use is higher than the statewide average.
- Vulnerability among boys early-on, as well as youth from low income households and/or from Ocean Park / Pico / Mid City neighborhoods.
- Overall, kids feel cared for and safe at a rate higher than the county average, but detailed data was not available, making it difficult to identify areas of concern.
- 9th graders show some vulnerability.

This project highlighted the need for better and more consistent data. Some key sets were not consistently available or recorded at all. This was particularly apparent in areas of socialization and mental health, where disaggregated data is needed to get the full picture.

The report card results also highlighted the need to deal with the fragmented system of services that support youth and families. The City of Santa Monica alone invests \$36 million in youth-related activities for the 12,000 children under eighteen in Santa Monica. With this amount of backing, all of our children should be thriving.

Going Forward

The Cradle to Career Working Group's goal is to create a community where every child thrives, from cradle to career. This first report card will be the baseline for assessing our progress. While kids are okay overall, there are gaps. Fortunately, they're manageable, especially when one considers the resources within this community.

In addition to the report card, the working group's actions to-date have focused on building awareness of this effort and developing an overall understanding of wellbeing. This has included:

- a March 2012 early learning and cradle to career conference at RAND;
- a May 2012 workshop on early learning and out of school time programs;
- allocation of City of Santa Monica funds in June 2012 for exploration of options for improved data sharing and a new web portal for parents; and
- new middle and high school resource guides for parents, teachers, and counselors.

This is just the beginning. The working group is currently:

- working with RAND to assess early learning and out of school programs;
- planning for a new SMC Early Childhood Education Center in the Civic Center of Santa Monica;
- exploring new mechanisms for sharing data across institutions to track outcomes, in real time, across the development continuum; and
- developing a cradle to career civic infrastructure to better leverage and direct the many existing youth development investments and projects.

SMMUSD's participation in this effort is critical to its success. The Cradle to Career Working Group is asking the Board of Education to officially confirm its support for this work. This means prioritizing wellbeing as a core consideration in decision-making, being open to collaboration, and championing this issue among peers within the community, in order to amplify the reach of the Board's support.

Public Comments:

- *Betsy Hiteshew encouraged the board to support the continuing work of this endeavor.*

Members of the Cradle to Career group, including the superintendent, introduced the item, highlighted different aspects of the Report Card, and summarized the next steps. Their handout can be found under Attachments at the end of these minutes.

Dr. Escarce asked about fragmentation of services and what services are available for families. Ms. Rusk said the group has discussed services for families and how to take those services directly to families. Regarding fragmentation of services, she said there needs to be a collective approach, beginning with early childhood care. Mr. Mechur asked about the RAND early childcare research project. Ms. Rusk said the report is due in early spring 2013 and will examine what early childhood and afterschool care programs currently exist in Santa Monica. She hopes it will help policy makers. Mr. Allen asked specific questions about the RAND study. Ms. Rusk suggested that the C2C working group and RAND group provide an update to the board in the spring. Mr. Allen asked if a similar study would be done in Malibu. Ms. Lyon said C2C came about by the City of Santa Monica reaching out to SMMUSD. The City of Malibu has not initiated something similar; however, the report card and research results can benefit programs throughout SMMUSD. Ms. Lieberman stated, and the board agreed, that the district will need to play a major part in promoting and sharing this information with students and their families. Mr. de la Torre restated Ms. Rusk's comment about a master plan for human development, emphasizing the need to prioritize areas of work. Ms. Lyon said the group would need to see where services are being duplicated and how resources can be aligned and used more efficiently.

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU / JANECE L. MAEZ /
PEGGY HARRIS / STUART SAM

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.02

It is recommended that the Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2011-2012 budget.

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

Contractor/ Contract Dates	Description	Site	Funding
Samantha Allen-Wright 9/20/12 to 6/30/13 Not to exceed: \$15,000	Math support for grade 8 students and teachers	Educational Services	01-90180-0-11100-10000-5802-030-1300 (RGK)
Ojai Foundation Center for Council Training 9/4/12 to 6/30/13 Not to exceed: \$15,000	Provide interactive counseling sessions for 6 th and 8 th grade students	Malibu High	100% from 01-90141-0-11100-10000-5802-010-4100 (Shark Fund)
The Artist Collective 10/2/12 – 11/13/12 Not to exceed: \$3,000	Student workshops for Dance class and 6 th grade PE class	John Adams	01-90830-0-17000-10000-5802-011-4110 (SMMEF-Dream Winds)
Chance to Dance (Kathy Cass) 8/22/12 to 6/11/13 Not to exceed: \$2,400	Dance therapy for special needs students	McKinley	01-90150-0-11100-10000-5802-004-4040 (PTA)
PS Arts 10/10/12 to 5/31/13 Not to exceed: \$5,000	Provide art classes to all students at Edison Language Academy	Edison Language Academy	01-90150-0-11100-10000-5802-001-4010 (PTA Account)

<p>Dona-Rae Richwine</p> <p>10/1/12 to 6/30/13</p> <p>Not to exceed: \$19,580 (\$50 per hour)</p>	<p>To assist the preschool programs on nutritional counseling with parents, staff training, parent training, site monitoring, nutritional assessments, and policy and procedures.</p>	<p>Child Development Services</p>	<p><u>\$14,580</u>: 12-52101-0-85000-31400-5802-070-2700 (Head Start Basic) <u>\$5,000</u>: 13-53100-0-00000-37000-5802-057-2570 (Child Nutrition)</p>
<p>Chad Scheppner</p> <p>9/10/12 to 2/24/13</p> <p>Not to exceed: \$14,740</p>	<p>Afterschool Drama program with Middle School Students</p>	<p>Lincoln Middle School</p>	<p>01-90150-0-11100-10000-5802-012-4120 (Lincoln MS PTSA) and 01-90120-0-11100-10000-5802-012-4120 (Lincoln Gift)</p>

MOTION MADE BY: Mr. de la Torre
 SECONDED BY: Mr. Mechur
 STUDENT ADVISORY VOTE:
 AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT
10/18/12

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

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.03

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

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

<u>AME SITE</u> Account Number Fund – Resource Number	<u>CONFERENCE NAME</u> LOCATION DATE (S)	<u>COST ESTIMATE</u>
<u>CHECK, Laura</u> John Adams Middle 01-00010-0-11100-10000-5220-011-4110 General Fund Resource: Tier III	EDGY (Embracing Diversity of GLBTQ Youth & Families) Los Angeles, CA October 12, 2012	\$104
<u>DE LA TORRE, Oscar</u> District Office 01-00000-0-00000-71500-5220-020-1200 General Fund Function: Superintendent	California Latino School Boards Association Unity Conference San Diego, CA October 4-7, 2012	\$1,240
<u>HYATT, Virginia</u> Purchasing 01-00000-0-00000-75300-5220-055-2550 General Fund Function: Purchasing	Green California Schools Summit Pasadena, CA September 27, 2012	\$50
<u>KAY, Benjamin</u> Santa Monica High No Cost to District	Green California Schools Summit Pasadena, CA September 27, 2012	\$0 +1 Sub
<u>KOMLOS, Tristan</u> John Muir Elementary 01-00010-0-11100-10000-5220-005-4350 General Fund Resource: Tier III	Common Core State Standards Professional Development Downey, CA October 10, 2012	\$115
<u>MAYORAL, Eva</u> John Adams Middle No Cost to District	California Stem Summit San Diego, CA October 15-16, 2012	\$0
<u>MONAHAN, Martha</u> Roosevelt Elementary 01-00000-0-11100-10000-5220-007-4070 General Fund Function: Instruction	Getting Started with Common Core Standards Downey, CA January 17, 2013	\$90

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

Group Conference and Travel: In-State * a complete list of conference participants is on file in the Department of Fiscal Services		
<u>BLOCK, Jerry</u> +8 Additional Staff Malibu High 01-00010-0-11100-10000-5220-010-4100 General Fund- Resource: Tier III	Smarter Balanced Assessment for the Common Core Ventura, CA October 10, 2012	\$800 +7 Subs
<u>BRADFORD, Maureen</u> <u>DELORIA, Terry</u> Ed Services 01-00000-0-19510-31600-5220-030-1300 General Fund- Function: Pupil Testing Services	Common Core Collaborative for District Leaders Downey, CA September 28, 2012	\$800

Out-of-State Conferences: Individual		
NONE		

Out-of-State Conferences: Group		
NONE		

MOTION MADE BY: Mr. de la Torre
 SECONDED BY: Mr. Mechur
 STUDENT ADVISORY VOTE:
 AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)
 NOES: None (0)

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / TERRY DELORIA
 RE: OVERNIGHT FIELD TRIP(S) 2012-2013

ACTION/CONSENT
 10/18/12

RECOMMENDATION NO. A.04

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2012-2013 school year. No child will be denied due to financial hardship.

School Grade # students	Destination Dates of Trip	Principal/Teacher	Cost Funding Source	Subject	Purpose of Field Trip
Grant 5 th 93	Camp Hess-Kramer, Malibu, CA 1/22/13– 1/25/13	S. Compton/ Marek	\$260 per student paid by parents & fundraising	Science	A four (4) day science enrichment program offered to all 5 th graders will include an array of science classes, daily hikes, evening activities and environmental discussions. This camp is offered through Los Angeles County of Education.
Edison 5 th 74	Catalina Island Marine Institute at Fox Landing/CIMI 2/25/13 – 2/27/13	L. Orum/ C. Morales	\$260 per student paid by parents & fundraising	Science	A three (3) day trip to Catalina Island Marine Institute for studies of marine biology.

MOTION MADE BY: Mr. de la Torre
 SECONDED BY: Mr. Mechur
 STUDENT ADVISORY VOTE:
 AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

FROM: SANDRA LYON / TERRY DELORIA / JUDY ABDO

RE: CHILD DEVELOPMENT SERVICES – JOHN ADAMS/WASHINGTON WEST
MEMORANDUM OF UNDERSTANDING

RECOMMENDATION NO. A.05

It is recommended that the Board of Education approve the agreement between the Santa Monica-Malibu Unified School District (SMMUSD) and Santa Monica Community College (SMC) effective July 1, 2012 through June 30, 2013.

COMMENT: The purpose of this agreement is to establish the delineation of responsibilities for each party functioning as the Santa Monica Preschool Collaborative. The mission of the Santa Monica Preschool Collaborative is to provide childcare and child development services for up to 108 Santa Monica area children under the age of six at John Adams Child Development Center and Washington West Preschool. Both centers will operate full-day (7:30 a.m. to 6:00 p.m.), full-year (year-round 245 days/year).

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE:

AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)

NOES: None (0)

**Memorandum of Understanding by and between
Santa Monica Preschool Collaborative, Comprised of the
Santa Monica-Malibu Unified School District and the Santa Monica Community College
July 1, 2012 – June 30, 2013**

1. This agreement is entered into between the Santa Monica-Malibu Unified School District (SMMUSD) and Santa Monica College (SMC). The purpose of this agreement is the establishment and delineation of responsibilities for each party functioning as the Santa Monica Preschool Collaborative (Collaborative).
2. The mission of the Santa Monica Preschool Collaborative is to provide childcare and child development services for up to 108 Santa Monica area children under the age of six.
3. SMMUSD will be the operational agent for the Collaborative. The responsibility of the operational agent will be the staffing, management, and oversight of the identified centers.
4. Child care and child development services will be delivered at two sites through the Collaborative:

John Adams Child Development Center
2320 17th Street
Santa Monica, CA 90405

Washington West Preschool
2802 4th Street
Santa Monica, CA 90405

Both facilities, and any other future location deemed appropriate by the parties, will be made available throughout the year rent-free, and maintained at no cost to the Collaborative.

5. SMMUSD will operate the licenses at both centers.
6. Child development services to be provided through the Collaborative will include:
 - a. Full-day (7:30 a.m. to 6:00 p.m.), full-year (year-round 245 days/year) care will be provided for children from low-income families, sixty-four full-time childcare slots are funded through a contract between the State Department of Education, Child Development Division, and SMMUSD, and forty children are funded by Head Start, the State CDD, and SMMUSD. Some of the children are partly or fully funded by parent fees.
 - b. Head Start services will be provided at Washington West, while funded and staffed by SMMUSD.
 - c. Extended hours of childcare for Head Start families are funded by the State CDD. The intent is to serve Head Start families that require full-day care at Washington West Preschool.
 - d. Childcare for up to twenty-five Children of SMC students, faculty, and staff, funded through parent fees, CalWORKs, and/or other sources. The intent is to

make childcare available to the children of SMC students, faculty, and staff from 7:30 a.m. to 6:00 p.m. every day that the program is operational.

- e. The Collaborative will assure that the childcare programs at John Adams and Washington West are of high quality and include developmentally appropriate curriculum, consultation by social services professionals as resources are identified, parent support and education. Nutritious meals and snacks consistent with program hours will be supported by participation in the SMMUSD food program.
7. The Program Advisory Committee composed of representatives from SMMUSD and SMC will guide the Collaborative. The Committee will meet at least quarterly and will review the quality of the programs, coordination of curriculum and enrichment activities, staff development, parent education, and similar activities. The ECE classroom staff will meet monthly with an SMC & SMMUSD Advisory Committee representative.
8. With input from the Program Advisory Committee, SMMUSD will be ultimately responsible for recruiting, selecting, training, and supervising the staff at John Adams and Washington West.
9. Daily custodial support, along with facility maintenance and repair, will be provided by SMMUSD for sites, identified in paragraph 4.
10. The responsibilities of SMMUSD are set forth below:
 - a. SMMUSD will offer priority enrollment to students, faculty, and staff of SMC whenever there are vacancies in the program.
 - b. SMMUSD will maintain a waiting list of children eligible for the State subsidy. SMC will maintain a waiting list of children eligible for the reserved SMC spaces. When there is an opening in the program, the next child of the appropriate age on the relevant waiting list will be enrolled. The intent is to maintain full enrollment, with 108 children through the State Department of Education, Head Start/Special Education students or SMC, and/or other community children, recognizing that many are dually enrolled.
 - c. SMMUSD will work with SMC to establish the Collaborative preschools as work/study sites. The intent is to utilize work/study students to inspire SMC students to enter the field of child development through a positive work experience.
 - d. SMMUSD and SMC will work together to offer an internship program wherein students can participate and learn within a regulatory setting of 1) a general child care setting, 2) State Department of Education preschool and/or infant toddler programs, and 3) the federally supported Head Start program.
 - e. SMMUSD will work with SMC on the implementation of the mentor program, encouraging and supporting both mentors and protégées at the child development centers, encouraging both best practices and a career path within early childhood education.
 - f. SMMUSD will assume responsibility for daily operations of the John Adams and Washington West sites, including all of the requirements as set forth by licensing.

- g. SMMUSD will be responsible for meeting all of the requirements as set forth in the preschool services contract with the Department of Education.
- h. SMMUSD will be responsible for encouraging opportunities for inclusion of children with special needs with typically developing children, thereby encouraging best practices for all children.
- i. SMMUSD will coordinate therapeutic services for children with the intent that, whenever possible, children requiring special services will receive them on-site during their regular hours of attendance.
- j. SMMUSD will be responsible for meeting all Head Start requirements.

11. SMC responsibilities are as follows:

- a. SMC will supervise practicum students from child development and early childhood education classes at all the sites.
- b. SMC will provide training on desired results and other areas or topics around Early Childhood Education, as well as assist with professional development planning for teachers and assistants.
- c. SMC will coordinate recruitment and child-find efforts with other members of the collaborative.
- d. SMC will continue to assign one SMC employee to teach at one the sites. In the event that the SMC preschool teacher terminates employment with SMC, the Santa Monica Community College District will augment the Collaborative budget in the amount sufficient to cover the replacement expenses by SMMUSD.
- e. In addition, SMC will underwrite the Collaborative to assure that SMMUSD expenses are covered, to a limit of \$114,750, annually. SMMUSD will provide quarterly accounting to SMC detailing income and expenditures. If there is a deficit, SMC will reimburse SMMUSD within sixty days. In the event that income exceeds expenses, the excess will be applied to the following quarter. The budget will be evaluated by the College, District, and SMMUSD administration at mid-year and at year-end, and adjusted as necessary. The intent of SMMUSD is to operate the Collaborative on a break-even basis.

12. "It is our hope and dream that this Collaborative arrangement can pool resources to target the most needy children and families in our area and provide them the support they need to not only break the cycle of poverty, but to become our future leaders. We are investing in the children with safe, educationally oriented programming available all day if needed. We are investing in children's parents to allow students to continue their education, and we are investing in the community as we train interested candidates to become qualified providers for the critical shortage area of childcare professionals. However, if these goals cannot be met and/or if it is not in the best interest of any of the parties, this agreement can be terminated with written notice provided to all of the members of the Collaborative 45 days prior to any party separating from the collaborative."

13. This agreement shall be in effect from July 1, 2011, through June 30, 2012.

Signed:

_____ Date: _____
For the Santa Monica Malibu Unified School District

_____ Date: _____
For Santa Monica Malibu Unified School District

_____ Date: _____
For the Santa Monica Community College

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

FROM: SANDRA LYON / TERRY DELORIA / JUDY ABDO

RE: CHILD DEVELOPMENT SERVICES PARENT HANDBOOKS

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve the parent handbooks for the Child Development Services programs for fiscal year 2012-2013.

COMMENT: The parent handbook includes current State, County, and District policies and procedures as well as program activities. Input was solicited from Child Development staff and members of the Child Care and Development Advisory Committee.

Copies of the handbooks are available for viewing at the Child Development Services offices at 2802 Fourth St., Santa Monica.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE:

AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

FROM: SANDY LYON / CHIUNG-SALLY CHOU / SARA WOOLVERTON

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2012-2013

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2012-2013 as follows:

NPS

2012-2013 Budget 01-65000-0-57500-11800-5125-043-1400

Nonpublic School/Agency	SSID	Service Description	Contract Number	Cost Not to Exceed
Alpine Academy	11/11/95	NPS	21-SPED13055	\$155,275.00
Alpine Academy	9/19/95	NPS	22-SPED13056	\$155,275.00
Alpine Academy	1/27/97	NPS	23-SPED13057	\$131,205.00
Cathedral Home for Children	12/15/94	NPS	28-SPED13062	\$174,575.00
ECF Kayne Eras	4/17/03	NPS	26-SPED13060	\$33,825.00
Echo Horizon	12/31/01	NPS	25-SPED13059	\$30,730.00
Switzer Center	5/10/93	NPS	12-SPED13044	\$14,045.00
Switzer Center	11/12/98	NPS	13-SPED13045	\$2,700.00
Westview School	5/8/99	NPS	14-SPED13047	\$36,345.00
Westview School	3/6/96	NPS	15-SPED13048	\$40,545.00
Westview School	9/5/96	NPS	16-SPED13049	\$36,345.00
Devereux Texas	8/8/94	NPS	29-SPED13063	\$153,505.00
Devereux Texas	8/12/97	NPS	30-SPED13064	\$152,400.00
Heritage School	3/6/96	NPS	31-SPED13065	\$128,705.00
Heritage School	4/8/93	NPS	32-SPED13066	\$128,705.00
Heritage School	12/15/94	NPS	33-SPED13067	\$128,705.00
Heritage School	3/10/97	NPS	34-SPED13068	\$128,705.00
Heritage School	7/26/96	NPS	35-SPED13069	\$128,705.00

Amount Budgeted NPS 12/13		\$ 1,500,000
Prior Board Authorization as of 10/4/12		\$ 527,800
	Balance	\$ 972,200
Positive Adjustment (See Below)		\$ 86,080
		\$ 1,058,280
Total Amount for these Contracts		\$ 1,760,295
	Balance	\$ -702,015

Adjustment					
NPS Budget 01-65000-0-57500-11800-5125-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2012-2013 in the amount of \$ 0 as of 10/4/12					
NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
AACA The Academy for Advancement of Children with Autism	NPS	6-SPED13027	REDUCE	\$86,080.00	Services Adjusted per IEP

NPA

2012-2013 Budget 01-65000-0-57500-11800-5126-043-1400

Nonpublic School/Agency	SSID	Service Description	Contract Number	Cost Not to Exceed
Autism Spectrum Therapies	4/18/94	NPA	9-SPED13041	\$69,160.00
Autism Spectrum Therapies	4/17/94	NPA	10-SPED13042	\$3,060.00
Autism Spectrum Therapies	4/28/06	NPA	17-SPED13050	\$64,260.00
Behavioral Building Blocks	8/14/93	NPA	18-SPED13051	\$61,200.00
California Psych Care	10/16/00	NPA	19-SPED13052	\$81,600.00
Center for Autism Related Disorders	9/28/02	NPA	20-SPED13054	\$66,130.00
California Unified Service Providers	6/12/02	NPA	11-SPED13043	\$65,280.00
EBS HealthCare	VARIOUS	NPA	27-SPED13061	\$404,040.00
Institute for Applied Behavior Analysis	8/16/95	NPA	24-SPED13058	\$6,120.00

Amount Budgeted NPA 12/13		\$	800,000
Prior Board Authorization as of 10/4/12		\$	<u>35,000</u>
	Balance	\$	765,000
Positive Adjustment (See Below)		\$	<u>0</u>
		\$	765,000
Total Amount for these Contracts		\$	<u>820,850</u>
	Balance	\$	-55,850

Adjustment					
NPA Budget 01-65000-0-57500-11800-5126-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2012-2013 in the amount of \$ 0 as of 10/4/12					
NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Instructional Consultants

2012-2013 Budget 01-65000-0-57500-11900-5802-043-1400

Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Instructional Consultants 12/13		\$	300,000
Prior Board Authorization as of 10/4/12		\$	<u>148,136</u>
	Balance	\$	151,864
Positive Adjustment (See Below)		\$	<u>0</u>
			151,864
Total Amount for these Contracts		\$	<u>151,864</u>
	Balance	\$	0

Adjustment					
Instructional Consultants Budget 01-65000-0-57500-11900-5802-043-1400					
There has been a reduction in authorized expenditures of Instructional Consultants contracts for FY 2012-2013 in the amount of \$0 as of 10/4/12					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Non-Instructional Consultants

2012-2013 Budget 01-65000-0-57500-11900-5890-043-1400

Non-Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Parent Reimbursement	12/29/04	Travel Reimbursement	33-SPED13053	\$3,500.00
Parent Reimbursement	12/29/04	Residential Reimbursement	32-SPED13046	\$10,500.00

Amount Budgeted Non-Instructional Consultants 12/13		\$ 200,000
Prior Board Authorization as of 10/4/12		\$ 169,440
	Balance	\$ 30,560
Positive Adjustment (See Below)		\$ 0
		\$ 30,560
Total Amount for these Contracts		\$ 14,000
	Balance	\$ 16,560

Adjustment					
Non-Instructional Consultants Budget 01-65000-0-57500-11900-5890-043-1400					
There has been a reduction in authorized expenditures of Non-Instructional Consultants contracts for FY 2012-2013 in the amount of \$26,250.00 as of 10/4/12					
Non- Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Legal

2012-2013 Budget 01-65000-0-57500-11900-5820-043-1400

Legal Contractor	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Legal Services 12/13		\$ 150,000
Prior Board Authorization as of 10/4/12		0
	Balance	\$ 150,000
Adjustments for this period		\$ 0
		150,000
Total Amount for these Contracts		\$
	Balance	\$

Adjustment

Legal Services Budget 01-65000-0-57500-11900-5820-043-1400

There has been a reduction in authorized expenditures of Legal Services contracts for FY 2012-2013 in the amount of \$ 0 as of 10/4/12

Legal Contractor	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

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

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

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE:

AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

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

RE: AWARD OF PURCHASE ORDERS – 2012-13

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from September 24, 2012, through October 9, 2012, for fiscal /13.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE:

AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)

NOES: None (0)

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF OCTOBER 18, 2012

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

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
<u>*** NEW PURCHASE ORDERS ***</u>					
131970	A Z BUS SALES INC	Open order for repair parts	TRANSPORTATION	4,000.00	R
131963	ACTION PREPAREDNESS TRAINING	CPR CERTIFICATION -LEA FUNDS	SPECIAL EDUCATION REGULAR YEAR	1,647.92	R
132003	ADVANCED BATTERY SYSTEMS	OPEN ORDER OPERATIONS VEHICLES	FACILITY OPERATIONS	200.00	U
132064	ADVANCED ELECTRONICS	SECURITY RADIO REPAIR	SANTA MONICA HIGH SCHOOL	520.61	U
131856	ADVANCED KEYBOARD TECHNOLOGIES	A.T. ORDER	SPECIAL EDUCATION REGULAR YEAR	2,614.09	R
131815	AMERICAN REPROGRAPHICS CO	REPROGRAPHICS	MALIBU HIGH SCHOOL	1,000.00	D
131981	AMERICAN TIME & SIGNAL CO.	ELECTRICAL SUPPLIES	FACILITY MAINTENANCE	4,000.00	R
131854	APPLE COMPUTER CORP	MACBOOK	MALIBU HIGH SCHOOL	2,032.05	U
131927	APPLE COMPUTER CORP	volume voucher	STATE AND FEDERAL PROJECTS	500.00	R
132059	APPLE COMPUTER CORP	URGENT IPAD 3RD GEN	ROOSEVELT ELEMENTARY SCHOOL	3,805.49	R
132120	APPLE COMPUTER CORP	URGENT IPAD 3RD GEN	ROOSEVELT ELEMENTARY SCHOOL	3,013.63	R
132027	APPLE COMPUTER INC.	volume voucher	STATE AND FEDERAL PROJECTS	500.00	R
132086	APPLE COMPUTER INC.	COMPUTER LICENSE AGREEMENTS	WILL ROGERS ELEMENTARY SCHOOL	79.96	R
132006	ARGO FLEET SERVICES	OPEN ORDER OPERATIONS VEHICLES	FACILITY OPERATIONS	500.00	U
132009	ASSOCIATION OF CALIFORNIA	ACSA MEMBERSHIP	PERSONNEL SERVICES	2,556.00	U
131813	AT&T	TELEPHONE EQUIPMENT	CHILD DEVELOPMENT CENTER	21,004.79	D
131819	AT&T	SITE PHONES	JOHN ADAMS MIDDLE SCHOOL	3,819.11	BB
131909	ATLANTIC EXPRESS OF LA INC	FIELD TRIP TO GRIFFITHS OBSERV	WEBSTER ELEMENTARY SCHOOL	500.00	R
131914	ATLANTIC EXPRESS OF LA INC	charter bus Bob Barker Theater	SMASH SCHOOL	371.45	R
131807	BARNES & NOBLE/SANTA MONICA	TEXTBOOKS	SANTA MONICA HIGH SCHOOL	406.41	R
131868	BARNES & NOBLE/SANTA MONICA	BOOKS FOR STEM/TIER III	JOHN ADAMS MIDDLE SCHOOL	361.89	U
131960	BARNES & NOBLE/SANTA MONICA	Resource books/admins	STATE AND FEDERAL PROJECTS	126.51	R
131935	BLACKBOARD CONNECT INC	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	24,000.00	U
131933	BOB BAKER MARIONETTES	SEPT 28 CLASSROOM TRIP	SMASH SCHOOL	600.00	R
131878	BON AIR INC	AC UNIT REPLACEMENT	FACILITY MAINTENANCE	39,000.00	R
131835	CALIFORNIA OFFICE SYSTEMS INC	ELL CLASSROOM MATERIALS	STATE AND FEDERAL PROJECTS	500.00	R
131974	CALIFORNIA OFFICE SYSTEMS INC	U-DESK AND CART	PRINTING SERVICES	1,422.05	R
131980	CALIFORNIA OFFICE SYSTEMS INC	OFFICE SUPPLIES	FACILITY MAINTENANCE	500.00	R
132068	CALIFORNIA OFFICE SYSTEMS INC	SCIENCE SUPPLIES	SANTA MONICA HIGH SCHOOL	272.74	R
132073	CALIFORNIA OFFICE SYSTEMS INC	OPEN ORDER/ADMIN SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	1,000.00	U
132115	CALIFORNIA OFFICE SYSTEMS INC	OFFICE FURNITURE	STUDENT SERVICES	5,589.75	R
132058	CANON BUSINESS SOLUTIONS	MAINTENANCE AGREEMENT	MALIBU HIGH SCHOOL	360.00	BB
131076	CANON BUSINESS SOLUTIONS-WEST	MAINTENANCE AGREEMENTS	JOHN ADAMS MIDDLE SCHOOL	414.00	BB
131859	CANON BUSINESS SOLUTIONS-WEST	STAPLES FOR CANON COPIERS	MALIBU HIGH SCHOOL	845.30	U
131997	CASBO PROFESSIONAL DEVELOPMENT	CASBO PROFESSIONAL MEMBERSHIP	BUSINESS SERVICES	597.41	U
131850	CDW-G COMPUTING SOLUTIONS	COMPUTER SUPPLIES	SANTA MONICA HIGH SCHOOL	3,702.96	U
131888	CDW-G COMPUTING SOLUTIONS	TECHNOLOGY SUPPLY	MALIBU HIGH SCHOOL	1,000.00	U
131925	CDW-G COMPUTING SOLUTIONS	COMPUTER SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	46.62	U
131989	CEDILLO SOFIA	REIMBURSEMENT	WILL ROGERS ELEMENTARY SCHOOL	89.95	U
132033	CHEFS TOYS	HOT/COLD CABINET FOR MALIBU	FOOD SERVICES	14,975.57	F
132099	CHENG & TSUI COMPANY INC	TEXTBOOKS	SANTA MONICA HIGH SCHOOL	131.08	R
132044	CHEVRON U.S.A. INC.	Open order for fuel purchases	TRANSPORTATION	15,000.00	R
132018	CHEVRON/TEXACO BUSINESS CARD	GAS FOR ATHLETIC VANS	SANTA MONICA HIGH SCHOOL	2,000.00	U
131768	CITY OF SANTA MONICA	I-Net Fiber Annual Maintenance	INFORMATION SERVICES	21,335.00	U
131934	CITY OF SANTA MONICA FINANCE	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	6,880.00	U
131956	CLEMENT COMMUNICATIONS INC	Herman Poster Program Pur.- TR	TRANSPORTATION	136.60	R
132019	COLLEGE BOARD	TEXTBOOKS	SANTA MONICA HIGH SCHOOL	1,590.80	R
131814	COMMERCIAL SCAFFOLDING OF CA	SCAFFOLDING	CHILD DEVELOPMENT CENTER	8,615.00	D

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF OCTOBER 18, 2012

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

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
131939	COMMUNITY PLAYTHINGS	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	71.01	CD
131752	COMPLETE BUSINESS SYSTEMS	COPIER SUPPLIES	PT DUME ELEMENTARY SCHOOL	1,705.82	R
131937	COMPLETE BUSINESS SYSTEMS	DUPLO SUPPLIES	WEBSTER ELEMENTARY SCHOOL	1,718.09	R
132034	COMTRONICS	ADDL AUDIO WORK/BOARDROOM	BOE/SUPERINTENDENT	275.13	U
131966	CONJUGUEMOS	SOFTWARE LICENSE	LINCOLN MIDDLE SCHOOL	43.70	U
131825	CREATIVE PLAYGROUND	PAYMENT FOR PERFORMANCE	EDISON ELEMENTARY SCHOOL	675.00	R
132102	DELANE ENGINEERING	REIMBURSABLES	CHILD DEVELOPMENT CENTER	35.27	CD
132008	DELORIA, TERRY	DESKTOP REFERENCE SYSTEM	CURRICULUM AND IMC	107.65	U
131919	DICK BLICK - PICK UP ONLY	ART SUPPLIES	OLYMPIC CONTINUATION SCHOOL	500.00	R
131924	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	234.53	CD
131938	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	97.18	CD
132054	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	172.21	CD
132069	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	160.76	CD
132089	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	176.11	CD
131867	DISCOVERY EDUCATION	LICENSE/INST MEDIA/LOTTERY	JOHN ADAMS MIDDLE SCHOOL	4,565.00	R
131864	DON JOHNSTON INC	AT ORDER REF:M.BROCK	SPECIAL EDUCATION REGULAR YEAR	148.01	R
131887	EAI EDUCATION	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	136.02	R
131953	ENABLING DEVICES/TOYS FOR	MAA MONEY - SWITCHES	SPECIAL EDUCATION REGULAR YEAR	425.14	R
132095	FISHER HARDWARE INC	GENERAL MAINT. MATERIALS	FACILITY MAINTENANCE	3,000.00	R
131773	FLINN SCIENTIFIC INC	SCIENCE SUPPLIES	SANTA MONICA HIGH SCHOOL	2,218.72	R
131855	FOLLETT EDUCATIONAL SERVICES	TEXTBOOK - TEACHER'S EDITION	MALIBU HIGH SCHOOL	44.53	R
131853	FOLLETT LIBRARY BOOK CO	LIBRARY BOOKS	SANTA MONICA HIGH SCHOOL	2,000.00	R
131751	FRANK ENDO COMPANY	4"Mats for wrestling	THEATER OPERATIONS&FACILITY PR	255.98	U
131874	FRY'S ELECTRONICS	OPEN ORDER/TECH SUP/INST MUSIC	JOHN ADAMS MIDDLE SCHOOL	600.00	R
131795	GALE SUPPLY CO	CUSTODIAL SUPPLIES	OLYMPIC CONTINUATION SCHOOL	187.42	U
131885	GALE SUPPLY CO	Custodial supplies	FRANKLIN ELEMENTARY SCHOOL	146.40	U
131891	GALE SUPPLY CO	CUSTODIAL SUPPLIES	MALIBU HIGH SCHOOL	2,000.00	U
132083	GALE SUPPLY CO	CUSTODIAL SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	252.70	U
132098	GALE SUPPLY CO	CUSTODIAL SUPPLIES	OLYMPIC CONTINUATION SCHOOL	867.72	R
131534	GREAT SOURCE EDUCATION GROUP	DAILY ORAL LANGUAGE AND SKILLS	WEBSTER ELEMENTARY SCHOOL	652.15	R
131961	GRIFFIN LABORATORIES	HEADSET FOR BOOM BOX	EDISON ELEMENTARY SCHOOL	97.35	U
131851	HERITAGE FOOD SERVICES GROUP	GASKET FOR ROOS. REFRIGERATOR	FOOD SERVICES	112.07	F
131880	HERRERA, MAYRA	REIMBURSEMENT	WILL ROGERS ELEMENTARY SCHOOL	140.90	U
132028	HERTZ EQUIPMENT RENTAL CORP.	EQUIPMENT RENTAL	FACILITY MAINTENANCE	258.94	R
132097	HIRSCH PIPE & SUPPLY	PLUMBING REPAIR PARTS	FACILITY MAINTENANCE	5,000.00	R
131889	INTELLI-TECH	COMPUTERS	LINCOLN MIDDLE SCHOOL	2,649.40	R
131986	INTELLI-TECH	COMPUTERS	PERSONNEL SERVICES	1,887.53	U
131862	INTERNATIONAL PAPER	COPIER PAPER	PT DUME ELEMENTARY SCHOOL	1,260.85	R
131973	INTERNATIONAL PAPER	COPY PAPER	SANTA MONICA HIGH SCHOOL	309.84	U
131701	IXL LEARNING INC	1YEAR IXL MATH SITE LISENCE	WEBSTER ELEMENTARY SCHOOL	950.00	R
132020	JACOBSEN WEST	VERTI-CLEAN SWEEPER	THEATER OPERATIONS&FACILITY PR	7,645.32	U
131696	JW PEPPER OF LOS ANGELES	SHEET MUSIC	CURRICULUM AND IMC	76.62	R
131812	KORADE & ASSOCIATE BUILDERS	GENERAL CONSTRUCTION	CHILD DEVELOPMENT CENTER	44,890.00	D
131982	KORADE & ASSOCIATE BUILDERS	ASPHALT AT MCKINLEY	FACILITY MAINTENANCE	991.00	R
131917	L A HYDRO-JET & ROOTER SER INC	CCTV ROOF DRAINS	CHILD DEVELOPMENT CENTER	1,400.00	D
131865	LAKESHORE	CLASSROOM SUPPLY REQUEST	SPECIAL EDUCATION REGULAR YEAR	250.00	R
131882	LAKESHORE	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	75.00	CD
131884	LAKESHORE	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	150.00	CD
131886	LAKESHORE	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	228.06	R
131923	LAKESHORE	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	888.42	R

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF OCTOBER 18, 2012

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

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
131930	LAKESHORE	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	75.00	CD
131971	LAKESHORE	CLASSROOM SUPPLY (MAA)	SPECIAL EDUCATION REGULAR YEAR	630.00	R
132061	LAKESHORE	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	225.00	CD
131784	LEFT COAST CUSTOM DESIGNS	WATER POLO CAPS	SANTA MONICA HIGH SCHOOL	1,573.20	U
131781	LIGHTSPEED TECHNOLOGIES INC.	PE SOUND SYSTEM	ROOSEVELT ELEMENTARY SCHOOL	2,984.71	R
131945	LOS ANGELES TIMES	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	103.91	U
131941	LRP PUBLICATIONS	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	296.00	U
131870	MACMALL/PC MALL	OPEN ORDER/TECH SUP	JOHN ADAMS MIDDLE SCHOOL	200.00	U
132042	MAYER-JOHNSON INC.	STUDENT SPECIFIC REQUEST IEP	SPECIAL EDUCATION REGULAR YEAR	173.71	R
132012	MONTGOMERY HARDWARE COMPANY	GENERAL MAINT. SUPPLIES	FACILITY MAINTENANCE	1,000.00	R
132050	NASCO WEST - MODESTO	MAA FUNDS	SPECIAL EDUCATION REGULAR YEAR	148.55	R
131869	NATIONAL ACADEMIES PRESS	PROF DEV LIT/SCIENCE/TIER III	JOHN ADAMS MIDDLE SCHOOL	381.16	U
131817	NETWORLD SOLUTIONS INC	COMMUNICATIONS SERVICES	LINCOLN MIDDLE SCHOOL	9,250.00	BB
131818	NETWORLD SOLUTIONS INC	COMMUNICATION MOVE-IN SUPPORT	JOHN ADAMS MIDDLE SCHOOL	30,340.00	BB
131977	NEW HERMES INC	CARPENTRY TOOLS	FACILITY MAINTENANCE	204.20	R
131695	NICK RAIL MUSIC	BASS FOR JAMS	CURRICULUM AND IMC	977.79	R
131875	NICK RAIL MUSIC	OPEN ORDER/INSTRU MUSIC SUP	JOHN ADAMS MIDDLE SCHOOL	4,000.00	R
131820	OLIVER WORLDCLASS LABS INC	SMARTBOARD FRU SB680WB RM206	MCKINLEY ELEMENTARY SCHOOL	2,190.85	U
131824	OLIVER WORLDCLASS LABS INC	NEC PROJECTOR FOR 6 ROOM	MCKINLEY ELEMENTARY SCHOOL	5,568.41	U
131922	OLIVER WORLDCLASS LABS INC	SMART RESPONSE SYSTEM	MCKINLEY ELEMENTARY SCHOOL	2,190.91	R
131920	PEARSON EDUCATION #1	Textbooks	LINCOLN MIDDLE SCHOOL	613.78	R
131873	PEPPER OF LOS ANGELES	OPEN ORDER/INSTRU SHEET MUSIC	JOHN ADAMS MIDDLE SCHOOL	2,000.00	R
131764	PIONEER CHEMICAL CO	CUSTODIAL EQUIPMENT	MCKINLEY ELEMENTARY SCHOOL	273.13	U
131947	POSITIVE PROMOTIONS	RED RIBBON WEEK SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	908.91	U
131861	QUARTERMASTER	SECURITY UNIFORMS	LINCOLN MIDDLE SCHOOL	481.57	R
132078	RICOH BUSINESS SOLUTIONS	MAINTENANCE MP6001 & MP6000SP	MCKINLEY ELEMENTARY SCHOOL	1,980.00	U
132090	RICOH BUSINESS SOLUTIONS	RICOH COPIER MP7000SPF	MCKINLEY ELEMENTARY SCHOOL	7,947.01	R
132091	RICOH BUSINESS SOLUTIONS	RICOH COPIER MP6001	MCKINLEY ELEMENTARY SCHOOL	10,297.74	R
131985	SAFE-CARD ID SERVICES INC	ID CARD SUPPLIES	PERSONNEL SERVICES	357.15	U
131894	SANTA MONICA FORD	GROUNDS REPLACEMENT VEHICLE	GROUNDS MAINTENANCE	25,301.22	R
131958	SANTA MONICA FORD	Repairs - Bus #19- Transp.	TRANSPORTATION	1,872.35	R
131959	SANTA MONICA FORD	Bus Repair Parts - #16 Transp.	TRANSPORTATION	1,200.00	R
132005	SANTA MONICA FORD	OPEN ORDER OPERATIONS VEHICLES	FACILITY OPERATIONS	750.00	U
131918	SANTA MONICA MUN BUS LINES	BUS PASSES	SANTA MONICA HIGH SCHOOL	7,200.00	BB
131951	SCHOOL NURSE SUPPLY INC	MAA MONEY - NURSE SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	103.08	R
131911	SCHOOL SPECIALTY INC	OT SUPPLIES FOR STUDENTS	SPECIAL EDUCATION REGULAR YEAR	894.34	R
131942	SCHOOL SPECIALTY INC	SCHOOL SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	250.00	U
131967	SCHOOL SPECIALTY INC	Watches for special ed	FRANKLIN ELEMENTARY SCHOOL	202.94	R
132023	SCHOOL SPECIALTY INC	MAA Funds-JILL RIEDMILLER	SPECIAL EDUCATION REGULAR YEAR	111.33	U
132067	SCIENCE KIT & BOREAL LABS	SCIENCE SUPPLIES	SANTA MONICA HIGH SCHOOL	309.05	R
131858	SEHI COMPUTER PRODUCTS	STUDENT STORE SUPPLIES	MALIBU HIGH SCHOOL	126.71	U
131943	SEHI COMPUTER PRODUCTS	HEADPHONES	WILL ROGERS ELEMENTARY SCHOOL	333.75	U
131965	SEHI COMPUTER PRODUCTS	INK/TONER SUPPLIES	LINCOLN MIDDLE SCHOOL	500.00	BB
132072	SEHI COMPUTER PRODUCTS	PRINTER INK	SANTA MONICA HIGH SCHOOL	583.96	U
131876	SHAKESPEARE ENGRAVING	OPEN ORDER/INSTRU MUSIC AWARDS	JOHN ADAMS MIDDLE SCHOOL	700.00	R
131915	SIMPLEXGRINNELL	FIRE ALARM REPAIRS	FACILITY MAINTENANCE	1,076.00	R
131607	SIR SPEEDY PRINTING #0245	SUPPLIES	ADULT EDUCATION CENTER	163.88	A
131872	SIR SPEEDY PRINTING #0245	OPEN ORDER/PRINTING/GIFT-MUSIC	JOHN ADAMS MIDDLE SCHOOL	3,000.00	R
131949	SIR SPEEDY PRINTING #0245	Sir Speedy for title I	STATE AND FEDERAL PROJECTS	500.00	R
131978	SIR SPEEDY PRINTING #0245	BUSINESS CARDS/ENVELOPES	OLYMPIC CONTINUATION SCHOOL	167.70	U

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF OCTOBER 18, 2012

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
132036	SIR SPEEDY PRINTING #0245	PRINTING	SANTA MONICA HIGH SCHOOL	89.04	U
131931	SMART & FINAL	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	100.00	CD
131879	SMART & FINAL #315	FOOD/PAPERGOODS	CURRICULUM AND IMC	437.00	R
131901	SMART & FINAL #315	PRESCHOOL TEACHER SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	150.00	R
131902	SMART & FINAL #315	PRESCHOOL TEACHER SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	150.00	R
131903	SMART & FINAL #315	PRESCHOOL TEACHERS SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	150.00	R
131904	SMART & FINAL #315	PRESCHOOL TEACHERS SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	150.00	R
131905	SMART & FINAL #315	PRESCHOOL TEACHERS SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	150.00	R
131906	SMART & FINAL #315	PRESCHOOL TEACHERS SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	150.00	R
131907	SMART & FINAL #315	PRESCHOOL TEACHERS SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	150.00	R
131908	SMART & FINAL #315	PRESCHOOL TEACHERS SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	150.00	R
132000	SMITH WALBRIDGE BAND PRODUCTS	OPEN ORDER/BAND SHIRTS/GIFT	JOHN ADAMS MIDDLE SCHOOL	1,000.00	R
132002	SO CAL TRACTOR SALES	OPEN ORDER GROUNDS EQUIP REP	GROUNDS MAINTENANCE	350.00	R
132040	SOUTHPAW ENTERPRISES	STUDENT SPECIFIC REQUEST	SPECIAL EDUCATION REGULAR YEAR	251.87	R
132046	SOUTHWEST SCHOOL SUPPLY	CALIFORNIA FLAG	SANTA MONICA HIGH SCHOOL	54.14	U
132049	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	500.00	R
132062	SOUTHWEST SCHOOL SUPPLY	OFFICE SUPPLIES	EDISON ELEMENTARY SCHOOL	700.00	U
132075	STAPLES/P-U/SANTA MONICA/WILSH	OPEN ORDER/INST SUP/SPEC ED	JOHN ADAMS MIDDLE SCHOOL	53.00	U
132076	STAPLES/P-U/SANTA MONICA/WILSH	OPEN ORDER/INST SUP/SPEC ED	JOHN ADAMS MIDDLE SCHOOL	87.00	U
131860	STAPLES/P-U/VENICE/LINCOLN BL	CLASSROOM SUPPLIES/ISP	OLYMPIC CONTINUATION SCHOOL	200.00	R
132001	STAPLES/P-U/VENICE/LINCOLN BL	OPEN ORDER/INST SUP/SPEC ED	JOHN ADAMS MIDDLE SCHOOL	120.00	U
132074	STAPLES/P-U/VENICE/LINCOLN BL	OPEN ORDER/INST SUP/SOC ST	JOHN ADAMS MIDDLE SCHOOL	287.00	U
131871	STAPLES/P-U/WLA/CUST#240174490	OPEN ORDER/INST SUPPLIES/MUSIC	JOHN ADAMS MIDDLE SCHOOL	2,000.00	R
132063	STAPLES/P-U/WLA/CUST#240174490	COPIER SUPPLIES	EDISON ELEMENTARY SCHOOL	100.00	U
131929	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	100.00	CD
131996	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	50.00	CD
132043	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	100.00	CD
132060	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	300.00	CD
131940	TEACHER'S DISCOUNT	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	152.80	CD
132021	TUMBLEWEED TRANSPORTATION	BUS Transportation	FRANKLIN ELEMENTARY SCHOOL	1,366.00	R
131602	U S BANK (GOVT CARD SERVICES)	ITEMS ORDERED THRU AMAZON	SPECIAL EDUCATION REGULAR YEAR	342.68	R
131976	U-HAUL INTERNATIONAL	HITCH FOR TRAILER	FACILITY MAINTENANCE	327.75	R
131987	US AIR CONDITIONING DIST LLC	HVAC SUPPLIES	FACILITY MAINTENANCE	2,000.00	R
131881	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	50.00	CD
131883	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	75.00	CD
131995	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	225.00	CD
132041	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	50.00	CD
132045	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	50.00	CD
131928	VONS STORE #2262	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	50.00	CD
132065	VONS STORE #2262	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	75.00	CD
132015	W.W. GRAINGER INC.	GENERAL MAINT SUPPLIES	FACILITY MAINTENANCE	4,000.00	R
132011	WARREN DISTRIBUTING INC.	OPEN ORDER OPERATIONS VEHICLES	FACILITY OPERATIONS	500.00	U
132017	WATERLINE TECHNOLOGIES INC	POOL CHEMICAL SUPPLIES	FACILITY MAINTENANCE	10,000.00	R
131843	WIDEWORLD SPORTSWEAR INC.	SPIRIT SWEATSHIRTS	SAMOHI STUDENT STORE	1,034.40	U
131797	XEROX CORPORATION	XEROX MAINTENANCE AGREEMENT	PRINTING SERVICES	694.83	U

** NEW PURCHASE ORDERS 459,443.46

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF OCTOBER 18, 2012

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 DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
<u>** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES **</u>					
131823	AMERICAN REPROGRAPHICS CO	REPROGRAPHICS	FRANKLIN ELEMENTARY SCHOOL	8,000.00	BB
131821	NETWORLD SOLUTIONS INC	PLANNING & MOVE MGNT SERVICES	CHILD DEVELOPMENT CENTER	23,800.00	BB
131954	NETWORLD SOLUTIONS INC	PLANNING & MOVE MGNT SERVICES	CHILD DEVELOPMENT CENTER	12,800.00	BB
		** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES		44,600.00	

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

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

RE: ACCEPTANCE OF GIFTS – 2012/2013

RECOMMENDATION NO. A.09

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$5,241.00 presented to the Santa Monica-Malibu Unified School District.

It is further recommended that the Fiscal/Business Services Office, in accordance with Educational Code §42602, be authorized to increase the 2012-2013 income and appropriations by \$5,241.00 as described on the attached listing.

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

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

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

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE:

AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)

NOES: None (0)

BOE Date: 10/18/12

Current Gifts and Donations 2012/2013

School/Site Account Number		Equity Fund 15% Contrib.	In-kind Value	Donor	Purpose
JAMS 01-90120-0-00000-00000-8699-011-0000	\$ 145.00 \$ 80.00	\$ -		Various Various	General Supplies and Materials General Supplies and Materials
Adult Education 11-90120-0-00000-00000-8699-090-0000					
Alternative (SMASH) 01-90120-0-00000-00000-8699-009-0000					
Cabrillo 01-90120-0-00000-00000-8699-017-0000	\$ 121.00	\$ -		Various	Field Trip
CDS 12-90120-0-00000-00000-8699-070-0000					
Edison 01-90120-0-00000-00000-8699-001-0000					
Franklin 01-90120-0-00000-00000-8699-002-0000					
Grant 01-90120-0-00000-00000-8699-003-0000					
Lincoln 01-90120-0-00000-00000-8699-012-0000	\$ 310.00 \$ 80.00	\$ - \$ -		Various Various	General Supplies and Materials General Supplies and Materials
Malibu High School 01-90120-0-00000-00000-8699-010-0000					
McKinley 01-90120-0-00000-00000-8699-004-0000					
Muir 01-90120-0-00000-00000-8699-005-0000					
Olympic HS 01-90120-0-00000-00000-8699-014-0000					

BOE Date: 10/18/12

Current Gifts and Donations 2012/2013

School/Site Account Number	Gift Amount	Equity Fund 15% Contrib.	In-kind Value	Donor	
Rogers 01-90120-0-00000-00000-8699-006-0000					
Roosevelt 01-90120-0-00000-00000-8699-007-0000					
Samohi 01-90120-0-00000-00000-8699-015-0000					
Barnum Hall 01-91150-0-00000-00000-8699-000-0000					
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000					
Webster 01-90120-0-00000-00000-8699-008-0000					
Others:					
<u>Superintendent's Office</u> 01-90120-0-00000-00000-8699-020-0000					
<u>Educational Services</u> 01-90120-0-00000-00000-8699-030-0000	\$ 4,505.00	\$ -		Various	General Supplies and Materials
<u>Student & Family Services</u> 01-90120-0-00000-00000-8699-040-0000					
<u>Special Education</u> 01-90120-0-00000-00000-8699-044-0000					
<u>Information Services</u> 01-90120-0-00000-00000-8699-054-0000					
<u>Food and Nutrition Services</u> 01-90120-0-00000-00000-8699-057-0000					
<u>District</u> 01-90120-0-00000-00000-8699-090-0000					
TOTAL	\$ 5,241.00	\$ -	\$ -		

BOE Date: 10/18/12

Current Gifts and Donations 2012/2013

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Equity Fund 15% Contrib.	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
JAMS 01-90120-0-00000-00000-8699-011-0000	\$ 6,475.50	\$ 3,190.66		\$ 9,666.16			\$ -
Adult Education 11-90120-0-00000-00000-8699-090-0000				\$ -			\$ -
Alternative (SMASH) 01-90120-0-00000-00000-8699-009-0000				\$ -			\$ -
Cabrillo 01-90120-0-00000-00000-8699-017-0000				\$ -			\$ -
CDS 12-90120-0-00000-00000-8699-070-0000				\$ -			\$ -
Edison 01-90120-0-00000-00000-8699-001-0000	\$ 281.00			\$ 281.00			\$ -
Franklin 01-90120-0-00000-00000-8699-002-0000	\$ 432.05			\$ 432.05			\$ -
Grant 01-90120-0-00000-00000-8699-003-0000				\$ -			\$ -
Lincoln 01-90120-0-00000-00000-8699-012-0000		\$ 252.65	\$ 44.58	\$ 297.23			\$ -
Malibu High School 01-90120-0-00000-00000-8699-010-0000 <i>Malibu Shark Fund - Resource #90141</i>	\$ 2,080.00	\$ 392.31	\$ 69.23	\$ 2,541.54			\$ -
McKinley 01-90120-0-00000-00000-8699-004-0000	\$ 3,127.37	\$ 866.00		\$ 3,993.37			\$ -
Muir 01-90120-0-00000-00000-8699-005-0000				\$ -			\$ -
Olympic HS 01-90120-0-00000-00000-8699-014-0000			\$ -	\$ -			\$ -
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 915.75		\$ -	\$ 915.75			\$ -
Roosevelt 01-90120-0-00000-00000-8699-007-0000		\$ 2,783.84	\$ 72.14	\$ 2,855.98			\$ -
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 250.00	\$ 1,613.93	\$ 284.81	\$ 2,148.74			\$ -
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000				\$ -			\$ -
Webster 01-90120-0-00000-00000-8699-008-0000				\$ -			\$ -

BOE Date: 10/18/12

Current Gifts and Donations 2012/2013

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Equity Fund 15% Contrib.	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
ALL OTHER LOCATIONS:							
Superintendent's Office 01-90120-0-00000-00000-8699-020-0000				\$ -			\$ -
Educational Services 01-90120-0-00000-00000-8699-030-0000	\$ 7,300.00	\$ 6,771.00		\$ 14,071.00			\$ -
Student and Family Support Services 01-90120-0-00000-00000-8699-041-0000				\$ -			\$ -
Special Education 01-90120-0-00000-00000-8699-044-0000				\$ -			\$ -
Information Services 01-90120-0-00000-00000-8699-054-0000				\$ -			\$ -
District 01-90120-00000-0-00000-8699-090-0000				\$ -			\$ -
Food & Nutrition Services 01-90120-0-00000-00000-8699-070-0000				\$ -			\$ -
TOTAL GIFTS	\$ 20,861.67	\$ 15,870.39	\$ 470.76	\$ 37,202.82	\$ -	\$ -	\$ -
Total Cash Gifts for District:		\$ 15,870.39	Total Equity Fund 15% Contribs. \$ 470.76		Total In-Kind Gifts:	\$ -	

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

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

RE: ACCEPTANCE OF WORK COMPLETED FOR BID # TCPN-R5042 – MALIBU MIDDLE/HIGH SCHOOL – ELEVATOR UPGRADE PROJECT – THYSSENKRUPP ELEVATOR – MEASURE BB

RECOMMENDATION NO. A.10

It is recommended that the Board of Education accept as complete all work contracted for Bid # TCPN-R5042-Malibu Middle/High School-Elevator Upgrade Project – ThyssenKrupp Elevator with the final contract amount of \$103,428.00.

Funding Information:

Budgeted:	Yes
Fund:	21
Source:	State Building Fund
Account Numbers:	81-90500-0-00000-85000-6200-010-2600
Description:	(3) Elevators Upgraded

COMMENTS: The contract with ThyssenKrupp Elevator Bid #TCPN-R5042-Malibu Middle/High School-Elevator Upgrade Project, has been completed. In order to facilitate the release of the retention being held by the District, a Notice of Completion must be filed for thirty-five (35) days with the County of Los Angeles pending approval by the Board of Education.

Substantial Completion was established as September 20, 2012.

<u>Original Contract Amount:</u>	<u>\$103,428.00</u>
Total Final Contract Amount:	\$103,428.00

MOTION MADE BY: Mr. de la Torre
 SECONDED BY: Mr. Mechur
 STUDENT ADVISORY VOTE:
 AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

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

RE: ACCEPTANCE OF WORK COMPLETED FOR BID # 10.39.BB – MALIBU MIDDLE/HIGH SCHOOL – DISTRICT 29 WATER LINE REPLACEMENT PROJECT – BLOIS CONSTRUCTION, INC. – MEASURE BB

RECOMMENDATION NO. A.11

It is recommended that the Board of Education accept as complete all work contracted for Bid # 10.39.BB-03-112541-Malibu Middle/High School-District 29 Water Line Replacement Project – Blois Construction, Inc. with the final contract amount of \$441,252.80.

Funding Information:

Budgeted:	Yes
Fund:	21
Source:	State Building Fund
Account Numbers:	81-90500-0-00000-85000-6200-010-2600
Description:	Water Line Replacement

COMMENTS: The contract with Blois Construction, Inc. Bid #10.39.BB Malibu Middle/High School-District 29 Water Line Replacement Project, has been completed. In order to facilitate the release of the retention being held by the District, a Notice of Completion must be filed for thirty-five (35) days with the County of Los Angeles pending approval by the Board of Education.

Substantial Completion was established as September 4, 2012.

Original Contract Amount:	\$431,425.00
<u>Approved Change Order No.1: (8/15/2012 Board)</u>	<u>\$ 9,827.80</u>
Total Final Contract Amount:	\$441,252.80

MOTION MADE BY: Mr. de la Torre
 SECONDED BY: Mr. Mechur
 STUDENT ADVISORY VOTE:
 AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

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

RE: AMENDMENT TO CONTRACT – LEASE LEASEBACK – JOHN ADAMS MIDDLE SCHOOL – REPLACEMENT OF CLASSROOM BUILDINGS E, F, & G, NEW ADMINISTRATION, MODERNIZATION & SITE IMPROVEMENTS – SWINERTON BUILDERS – MEASURE BB

RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve Change Order No. 6 for Lease Leaseback -John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project (Package 2B) to Swinerton Builders, for an amount of \$120,782.00 for a total contract amount of \$12,097,718.47

Funding Information

Budgeted: No
Fund: 82
Source: Measure BB
Account Number: 82-90500-0-00000-85000-6200-011-2600
Budget Category: Hard Costs /Construction Contingency
DSA #: 03-112808

COMMENTS: On July 20, 2011, the Santa Monica-Malibu Unified School District Board of Education awarded Swinerton Builders the lease leaseback contract for the John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project in the amount of \$11,728,854.

At the April 19, 2012, meeting the Board of Education, Change Order No. 1 was approved in the amount of 106,339.03.

At the June 7, 2012, meeting the Board of Education, Change Order No. 2 was approved in the amount of \$15,787.16.

At the September 6, 2012, meeting the Board of Education, Change order No. 3 was approved in the amount of \$25,369.51.

At the September 6, 2012, meeting the Board of Education, Change order No. 4 was approved in the amount of \$52,926.56.

At the October 4, 2012, meeting the Board of Education, Change order No. 5 was approved in the amount of \$47,660.21.

During construction, the DSA Field Engineer has requested additional structural requirements at various locations. The additional scope was not anticipated or included in the project's DSA approved plans. Change Order No. 6 is to provide labor and materials for additional structural component not anticipated in the original contract document.

The work includes drilling 50 holes into the concrete footings near the existing hold downs. Installing new anchor bolts, new brackets and framing new posts.

Staff recommends that the proposed costs be approved to Swinerton Builders so they can pay their subcontractor for the work performed. The staff will present the final costs and impacts to the Board of Education for approval at a subsequent meeting.

Change Order No. 6 includes the following changes to the terms of the contract:

Original Contract Amount:	\$11,728,854.00
Change Order No. 1:	\$ 106,339.03
Change Order No. 2:	\$ 15,787.16
Change Order No. 3:	\$ 25,369.51
Change Order No. 4:	\$ 52,926.56
Change Order No. 5:	\$ 47,660.21
<u>Change Order No. 6:</u>	<u>\$ 120,782.47</u>
Total Contract Amount:	\$12,097,718.47

As this scope was not part of original project scope, these funds will be drawn upon by adjustments to program allocation reserve. A budget adjustment will be presented to the Board of Education at the next Board meeting once all costs are reviewed and negotiated.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE:

AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

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

RE: CONTRACT AMENDMENT #6 ADDITIONAL INSPECTION SERVICES – JOHN ADAMS MIDDLE SCHOOL NEW CONSTRUCTION AND MODERNIZATION PROJECT – KNOWLAND CONSTRUCTION SERVICES, INC – MEASURE BB

RECOMMENDATION NO. A.13

It is recommended that the Board of Education approve Contract Amendment #6 to Knowland Inc. to provide an additional assistant inspector for the John Adams Middle School New Construction and Modernization Project, in the amount \$23,400, for a total contract amount of \$291,520.

Funding Information

Budgeted: Yes

Fund: 82

Source: Measure BB

Account Number: 82-90500-0-00000-85000-5802-011-2600

Description: Additional Inspection Services

Project: John Adams Middle School – New Construction & Modernization (Package 2B)

DSA #: 03-112808

Budget Category: Soft Costs/Test & Inspection/Inspector-of-Record

COMMENT: The Board of Education previously approved an agreement with Knowland Construction Services for the John Adams Middle School project on April 6, 2011. The project consists of, both, new construction and modernization, including classroom buildings, new main entrance, parking and other site work.

The DSA Field Engineer has required installation of additional structural components to supplement the ones already installed.

The services requested are for an additional inspector to facilitate completion of the project. Inspector's daily reports will be included as part of the inspections.

The assistant inspector's focus will be inspection of the additional scope not originally anticipated in the inspection service agreement.

This Contract Amendment #6, for \$23,400, is for assistant inspection services for the John Adams Middle School New Construction and Modernization (Package 2B) Project. The revised contract total will be \$291,520. There is currently a \$98,599 balance in the Soft Costs – Test & Inspection/IOR budget category for the project, which is sufficient to fund the cost of this additional work.

(continued on next page)

Original Contract Amount	\$ 10,000
Contract Amendment#1 (Pt. Dume)	\$ 30,000
Contract Amendment#2 (JAMS New Const. Modern. Pkg. 2B)	\$ 214,200
Contract Amendment#3 (Samohi Field replacement)	\$ 13,920
Contract Amendment #4 (Contract extension to 7/31/12)	\$ 0
Contract Amendment #5 (Contract extension to 7/31/12)	\$ 0
<u>Contract Amendment #6 (JAMS New Const. & Modern. Pkg. 2B)</u>	<u>\$ 23,400</u>
Total contract amount	\$291,520

Soft Costs/Test & Inspection/IOR Budget:

Current balance	\$98,599
<u>Proposed Amendment #6</u>	<u>\$23,400</u>
Remaining Budget Balance/Soft Costs/Testing & Inspections/IOR	\$75,199

A Friday Memo accompanies this item.

MOTION MADE BY: Mr. de la Torre
 SECONDED BY: Mr. Mechur
 STUDENT ADVISORY VOTE:
 AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

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

RE: CONTRACT AMENDMENT #18 FOR ADDITIONAL DESIGN SERVICES FOR EDISON LANGUAGE ACADEMY NEW CONSTRUCTION PROJECT – DALY GENIK ARCHITECTS – MEASURE BB

RECOMMENDATION NO. A.14

It is recommended that the Board of Education approve Contract Amendment #18 to Daly Genik Architects for additional design services for the Edison Language Academy New Construction Project, in an amount not to exceed \$9,292.00.

Funding Information

Budgeted: Yes
Fund: 81
Source: Measure BB
Account Number: 81-90500-0-00000-85000-5802-001-2600
DSA Number: 03-112999
Budget Category: Design / Architects
Friday Memo: 09/28/12

COMMENT: Daly Genik Architects prepared plans for domestic and fire water service for the Edison Language Academy New Construction Project, including demand calculations, connection sizes, meters, backflow devices, and piping configurations. These documents were plan checked and approved by the City of Santa Monica Engineering Division. The City's Water Division inspector is requiring field revision. A contract amendment is required so that Daly Genik Architects can address the City's Water Division Inspector's requirements.

Daly Genik Architects will prepare revised plans for domestic and fire water service for the Edison Language Academy New Construction Project, including demand calculations, connection sizes, meters, backflow devices, and piping configurations.

(continued on next page)

ORIGINAL CONTRACT AMOUNT (Prog./Schem.Design))	\$ 536,695
CONTRACT AMENDMENT #1 (Revised Schematic)	78,000
CONTRACT AMENDMENT #2 (DD/CD/CA)(rev.)	2,876,732
CONTRACT AMENDMENT #3 (Dist. Stand. Specs)	40,000
CONTRACT AMENDMENT #4 (Library Study)	7,750
CONTRACT AMENDMENT #5 (2 Add'l Designs)(rev.)	94,800
CONTRACT AMENDMENT #6 (Fire Protection Design)	25,025
CONTRACT AMENDMENT #7 (Design revisions)	64,700
CONTRACT AMENDMENT #8 (Rev.-Pre-school, canopy)	74,000
CONTRACT AMENDMENT #9 (Dist. Std. Specs, Design Stds.)	29,400
CONTRACT AMENDMENT #10 (Dist. Std. Specs, Design Stds.)	18,800
CONTRACT AMENDMENT #11 (Rev.Cafeteria, Stage.)	5,850
CONTRACT AMENDMENT #12 (General Conditions)	13,200
CONTRACT AMENDMENT #13 (Design revisions)	26,500
CONTRACT AMENDMENT #14 (District Standard Specs – Multiple Prime)	4,800
CONTRACT AMENDMENT #15 (Edison, Relocatable Electrical, Recess Play Area)	4,570
CONTRACT AMENDMENT #16 (Edison, City Street Lighting)	12,533
CONTRACT AMENDMENT #17 (Edison, SWPPP Plan)	10,000
CONTRACT AMENDMENT #18 (Edison, Design Revision, Water Meters)	9,292
<u>TOTAL CONTRACT AMOUNT</u>	<u>\$3,932,647</u>

This Contract Amendment #18, for a not to exceed amount of \$9,292.00 is for additional design services for the Edison Language Academy New Construction Project. The revised contract total will be \$3,932,647. There is currently a \$675,950 balance in the Soft Costs – Architects budget category for the project, which is sufficient to fund the cost of this work.

A Friday Memo accompanies this item.

MOTION MADE BY: Mr. de la Torre
 SECONDED BY: Mr. Mechur
 STUDENT ADVISORY VOTE:
 AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

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

RE: CONTRACT AMENDMENT #19 FOR ADDITIONAL DESIGN SERVICES FOR
EDISON LANGUAGE ACADEMY NEW CONSTRUCTION PROJECT – DALY
GENIK ARCHITECTS – MEASURE BB

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve Contract Amendment #19 to Daly Genik Architects for additional design services for the Edison Language Academy New Construction Project, in an amount not to exceed \$10,528.00.

Funding Information

Budgeted: Yes
Fund: 81
Source: Measure BB
Account Number: 81-90500-0-00000-85000-5802-001-2600
DSA Number: 03-112999
Budget Category: Design / Architects
Friday Memo: 09/28/12

COMMENT: The Developer of the Edison Language Academy New Construction Project, Swinerton Builders, requests a material substitution. Daly Genik Architects will analyze the proposed material substitution. The cost of reviewing the material substitution will be charged to the Developer via a credit change order in the same amount as the architect proposed fees.

(continued on next page)

ORIGINAL CONTRACT AMOUNT (Prog./Schem.Design))	\$ 536,695
CONTRACT AMENDMENT #1 (Revised Schematic)	78,000
CONTRACT AMENDMENT #2 (DD/CD/CA)(rev.)	2,876,732
CONTRACT AMENDMENT #3 (Dist. Stand. Specs)	40,000
CONTRACT AMENDMENT #4 (Library Study)	7,750
CONTRACT AMENDMENT #5 (2 Add'l Designs)(rev.)	94,800
CONTRACT AMENDMENT #6 (Fire Protection Design)	25,025
CONTRACT AMENDMENT #7 (Design revisions)	64,700
CONTRACT AMENDMENT #8 (Rev.-Pre-school, canopy)	74,000
CONTRACT AMENDMENT #9 (Dist. Std. Specs, Design Stds.)	29,400
CONTRACT AMENDMENT #10 (Dist. Std. Specs, Design Stds.)	18,800
CONTRACT AMENDMENT #11 (Rev.Cafeteria, Stage.)	5,850
CONTRACT AMENDMENT #12 (General Conditions)	13,200
CONTRACT AMENDMENT #13 (Design revisions)	26,500
CONTRACT AMENDMENT #14 (District Standard Specs – Multiple Prime)	4,800
CONTRACT AMENDMENT #15 (Edison, Relocatable Electrical, Recess Play Area)	4,570
CONTRACT AMENDMENT #16 (Edison, City Street Lighting)	12,533
CONTRACT AMENDMENT #17 (Edison, SWPPP Plan)	10,000
CONTRACT AMENDMENT #18 (Edison, Design Revision, Water Meters)	9,292
CONTRACT AMENDMENT #19 (Edison, Material Substitution Review)	10,528
TOTAL CONTRACT AMOUNT	\$3,943,175

This Contract Amendment #19, for a not to exceed amount of \$10,528 is for the review and analysis of a material substitution proposed by the Developer, Swinterton Builders. The revised contract total will be \$3,943,175. There is currently a \$666,658 balance in the Soft Costs – Architects budget category for the project, which is sufficient to fund the cost of this work.

A Friday Memo accompanies this item.

MOTION MADE BY: Mr. de la Torre
 SECONDED BY: Mr. Mechur
 STUDENT ADVISORY VOTE:
 AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)
 NOES: None (0)

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

ACTION/CONSENT
 10/18/12

RECOMMENDATION NO. A.16

Unless otherwise noted, all items are included in the 2012/2013 approved budget.

ADDITIONAL ASSIGNMENTS

ADAMS MIDDLE SCHOOL

Asher, Jeanette	18 hrs @\$40.46	9/24/12-6/4/13	Est Hrly/\$728
LaDuke, Stacy	18 hrs @\$40.46	9/24/12-6/4/13	Est Hrly/\$728
Rajabali, Jahan	18 hrs @\$40.46	9/24/12-6/4/13	Est Hrly/\$728
Saling, David	18 hrs @\$40.46	9/24/12-6/4/13	Est Hrly/\$728
Sever, Pamela	18 hrs @\$40.46	9/24/12-6/4/13	<u>Est Hrly/\$728</u>
TOTAL ESTABLISHED HOURLY			\$3,640

Comment: After-School Library Supervision
 01-Reimbursed by PTA

Asher, Jeanette	40 hrs @\$40.46	9/29/12-6/1/13	Est Hrly/\$1,618
Rajabali, Jahan	40 hrs @\$40.46	9/29/12-6/1/13	Est Hrly/\$1,618
Saling, David	40 hrs @\$40.46	9/29/12-6/1/13	Est Hrly/\$1,618
Sever, Pamela	40 hrs @\$40.46	9/29/12-6/1/13	<u>Est Hrly/\$1,618</u>
TOTAL ESTABLISHED HOURLY			\$6,472

Comment: Saturday School Supervision
 01-Unrestricted Resource

Healey, Raphael	\$40.46, as needed	9/29/12-6/1/13	<u>Est Hrly/\$----</u>
TOTAL ESTABLISHED HOURLY			\$----

Comment: Substitute for Saturday School and After-School Library Supervision
 01-Unrestricted Resource

Healey, Raphael	\$40.46, as needed	9/29/12-6/1/13	<u>Est Hrly/\$----</u>
TOTAL ESTABLISHED HOURLY			\$----

Comment: Substitute for After-School Library Supervision
 01-Reimbursed by PTA

CABRILLO ELEMENTARY SCHOOL

Baltrushes, Susan	25 hrs @\$40.46	9/10/12-5/24/13	Est Hrly/\$1,012
Levy, Nancy	25 hrs @\$40.46	9/10/12-5/24/13	Est Hrly/\$1,012
Scheer, Susan	25 hrs @\$40.46	9/10/12-5/24/13	<u>Est Hrly/\$1,012</u>
TOTAL ESTABLISHED HOURLY			\$3,036

Comment: After-School Homework Club
 01-Gifts

CHILD DEVELOPMENT SERVICES

Bronstein, Susan	8 hrs @\$40.46	9/1/12-9/30/12	Est Hrly/\$324
Lindeman, Maya	8 hrs @\$40.46	9/1/12-9/30/12	Est Hrly/\$324
Morn, Lora	8 hrs @\$40.46	9/1/12-9/30/12	Est Hrly/\$324
Sachs, Teri	8 hrs @\$40.46	9/1/12-9/30/12	<u>Est Hrly/\$324</u>
TOTAL ESTABLISHED HOURLY			\$1,296

Comment: Saturday CPR Recertifications
 12-Unrestricted Resource -25%
 12-Head Start – Basic -25%
 12-HS-Early Head Start -25%
 12-CA State Preschool Prog -25%

FRANKLIN ELEMENTARY SCHOOL

Duncan, Yeato 30 hrs @\$40.46

10/1/12-6/11/13 Est Hrly/\$1,214

TOTAL ESTABLISHED HOURLY \$1,214

Comment: After-School Homework Club
01-Reimbursed by PTA

LINCOLN MIDDLE SCHOOL

Moazzez, Rozita 6 hrs @\$40.46

9/1/12-9/22/12 Est Hrly/\$243

Vieira, Ron 6 hrs @\$40.46

9/1/12-9/22/12 Est Hrly/\$243

TOTAL ESTABLISHED HOURLY \$486

Comment: 6th Grade English/History Planning
01-Tier III Programs Cat Flex

Hylind, Amy 156 hrs @\$62.55

10/1/12-6/11/13 Own Hrly/\$9,758

TOTAL OWN HOURLY \$9,758

Comment: 6th Period Assignment
01-Special Education

MALIBU HIGH SCHOOL

Segesman, Timothy 14 hrs @\$40.46

9/1/12-6/11/13 Est Hrly/\$566

TOTAL ESTABLISHED HOURLY \$566

Comment: Water Polo Referee
01-Reimbursed by ASB

SMASH

Lichterman, Mimi 80 hrs @\$40.46

8/22/12-6/11/13 Est Hrly/\$3,237

TOTAL ESTABLISHED HOURLY \$3,237

Comment: Science Instruction
01-Reimbursed by PTA

SPECIAL EDUCATION

Kelly, Brenda 44.75 hrs @\$40.46

11/15/11-3/19/12 Est Hrly/\$1,811

TOTAL ESTABLISHED HOURLY \$1,811

Comment: Additional Hours for Assessments
01-Special Ed
[2011-12 Budget]

Badt, Jonathan	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Bishop, Shannon	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Blair, Susy	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Brock, Miriam	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Burrows, Erin	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Camarota, Catherine	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Campbell, Charlotte	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Cogan, Lisa	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Costalupes, Kim	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Deshautelle, Anna	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Dewar, Ruth	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Elledge, Rachel	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Fliegel, Lois	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Flowers, Lynne	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Gaddis, Lindsey	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Garden, Sarah	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Gonzalez, Gabriela	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Hammer, Chloe	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Hylind, Amy	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Kilpatrick, Genevieve	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Kittel, Gina	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Levy, Amanda	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Mansour-Collins, Carolyn	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243

Marek, Mallory	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
McGregory, Cynthia	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Montanez, Joe	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Murphy, Nancy	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Oseguera, Christin	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Oyman, Deniz	5.25 hrs @\$40.46	8/15/12	Est Hrly/\$212
Peterson, Aimee	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Rajabali, Jahan	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Reilly, Maureen	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Rosen, Maureen	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Rubenstein, Linda	5.50 hrs @\$40.46	8/15/12	Est Hrly/\$223
Sass, Amanda	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Sherman, Wynn	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Siegel, Julie	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Sinfield, Paul	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Tarbell, Harlan	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Thomas, Kate	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Tomita, Karen	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Toppel, Diane	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
Whaley, Joseph	6.00 hrs @\$40.46	8/15/12	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$10,398

Comment: Professional Development
01-Special Education

ADDITIONAL ASSIGNMENT – EXTRA DUTY UNITS
ROOSEVELT ELEMENTARY SCHOOL

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
DeGregoio, Dana	2 EDU	Student Council	9/12-6/13	\$512
Light, Lindsay	1 EDU	Student Council	9/12-6/13	\$256
Nitti, Anna	1 EDU	Student Council	9/12-6/13	\$256
O'Meara, Peggy	1 EDU	Student Council	9/12-6/13	\$256
Posey, Stephen	1 EDU	Student Council	9/12-6/13	\$256
TOTAL EDUS				\$1,536

SANTA MONICA HIGH SCHOOL – Fall Athletics

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Dunn, George	12 EDU	Asst. Football	8/12-11/12	\$3,072
Fischer, Tania	13 EDU	Cross Country	8/12-11/12	\$3,328
Flanders, Matt	13 EDU	Water Polo	8/12-11/12	\$3,328
Hoffman, Ryan	12 EDU	Golf	8/12-11/12	\$3,072
Kim, Doug	12 EDU	Asst Football	8/12-11/12	\$3,072
Sato, Liane	13 EDU	Volleyball	8/12-11/12	\$3,328
Sato, Glenn	12 EDU	Asst Volleyball	8/12-11/12	\$3,072
TOTAL EDUS				\$22,272

TOTAL ESTABLISHED HOURLY, OWN HOURLY AND EXTRA DUTY UNITS = \$ 65,722

CHANGE IN ASSIGNMENT

Decray-Kleiser, Yvette Effective 10/1/12-10/31/12

Rogers Elementary/3rd Grade

From: 50%

To: 100%

LEAVE OF ABSENCE (with pay)

Name/Location

Garcia, Apryl
John Adams MS

Effective

9/6/12-2/1/13
[medical]

Mireles-Toumayan, Guadalupe
Santa Monica HS

8/22/12-9/7/12
[medical]

LEAVE OF ABSENCE (without pay)

Name/Location

Murdock, Sheryl
McKinley Elementary

Effective

8/20/12-6/11/13
[20% - personal]

(Partial Leave of Absence rescinded from 8/1/12 Board Agenda)

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE:

AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)

NOES: None (0)

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / WILBERT YOUNG
 RE: CLASSIFIED PERSONNEL – MERIT

ACTION/CONSENT
 10/18/12

RECOMMENDATION NO. A.17

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

<u>ELECTION</u>		<u>EFFECTIVE DATE</u>
Anderson, Sally Malibu HS	Senior Office Specialist 4 Hrs/10 Mo/Range:25 Step: F	9/10/12
Campos, Oscar Operations	Gardener 8 Hrs/12 Mo /Range:24 Step: A	9/12/12
Franks, Shanelle Special Education	Inst Asst – Developmental Health 5 Hrs/SY/Range:23 Step: F	9/18/12
Ivey, Teresa Special Education	Specialized Inst Asst 6 Hrs/SY/Range:26 Step: A	9/14/12
Winzey, Fidel Purchasing	Stock and Delivery Clerk 6 Hrs/10 Mo/Range:26 Step: A	9/18/12

<u>SUMMER ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Rosenbaum, Joyce Cabrillo ES/Malibu HS	Physical Therapist	6/26/12-7/31/12

<u>TEMP/ADDITIONAL ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Dominguez, Cheny Facility Permits	Swimming Inst - Lifeguard [additional hours, weekend school functions]	9/18/12-6/30/13
Garfield, Kristina Grant Elementary	Inst Asst – Special Ed [additional hours, student supervision]	9/18/12-10/17/12
Leavitt, Lynn Lincoln MS	Library Asst I [additional hours, afterschool supervision]	8/22/12-6/11/13
Loza, Adelsa Lincoln MS	Inst Asst – Special Ed [additional hours, afterschool supervision]	8/22/12-6/11/13
Medellin, Diana Lincoln MS	Inst Asst – Special Ed [additional hours, afterschool supervision]	8/22/12-6/11/13

<u>LIMITED TERM ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Coleman, Daniel Webster Elementary	Inst Asst – Physical Ed	9/18/12-1/15/13

<u>SUBSTITUTES</u>		<u>EFFECTIVE DATE</u>
Aldana, Monica Child Develop Svcs	Childrens Center Asst	9/1/12-6/30/13

Amirhesani, Taraneh Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Ballat, Nawal Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Brahmbatt, Urvashi Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Campos, Ayala Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Coleman, Daniel District	Inst Asst – Physical Ed	9/18/12-6/30/13
Duhalde, Lavonne Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Erikson, Ana Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Fernandez, Johanna Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Galstian, Aroussiak Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Hardin, Tamara Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Haro, Krystal Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Hawkins, Shelley Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Hernandez, Wendy Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Hurtado, Michelle Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Joseph, Ann Food Svcs	Cafeteria Worker I	9/20/12-6/30/13
Lazo, Noreen Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Martinez, Martha Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Mathews, Camille Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
McClendon, LaTecia Special Education	Specialized Inst Asst	8/20/12-6/30/13
Miller, Eddie Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13

Monroy, Rosa Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Nickels, Diana Lincoln MS	Inst Asst – Bilingual (Spanish)	9/10/12-6/11/13
Peracha, Olga Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Pernell, Jade Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Reyes, Marybel District	Campus Security Officer	8/9/12-6/30/13
Robinson, Maria Rogers Elementary	Bilingual Community Liaison	9/18/12-6/30/13
Rossi, Renee Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Santos, Maria Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Schlierman, John Special Education	Inst Asst – Special Ed	9/18/12-6/30/13
Singleton, Monique Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Thompson, Raquel Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Thompson, Raquel Health Svcs	Health Office Specialist	9/10/12-6/11/13
Valdivia, Brenda Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
Wang, Laura Purchasing	Senior Buyer	9/10/12-9/30/12
Washington, William Child Develop Svcs	Childrens Center Asst	8/22/12-6/30/13
West, Steven Food Svcs	Cafeteria Worker I	9/20/12-6/30/13
Winger, Nidra Health Svcs	Health Office Specialist	9/18/12-6/11/13
<u>INVOLUNTARY TRANSFER</u>		<u>EFFECTIVE DATE</u>
Britt, Medina CDS – Washington West	Children’s Center Asst 3.5 Hrs/SY Fr: 3.5 Hrs/SY/CDS – Los Amigos	8/21/12
Karels, Kloie Cabrillo Elementary	Inst Asst – Special Ed 6 Hrs/SY Fr: 6 Hrs/SY/Muir Elementary	9/4/12

Perez, Grace CDS – Pine Street	Children’s Center Asst 3.5 Hrs/SY Fr: 3.5 Hrs/SY/CDS – Rogers Elementary	8/21/12
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Stafford, LaTanya CDS – Grant Elementary	Children’s Center Asst 3.5 Hrs/SY Fr: 3.5 Hrs/SY/CDS – Adams MS	8/21/12
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CHANGE IN ASSIGNMENT

Souza, Gladys Santa Monica HS	Inst Asst – Developmental Health 8 Hrs/SY Fr: 6.5 Hrs/SY	<u>EFFECTIVE DATE</u> 8/31/12
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White, Robert Facility Permits	Sports Facility Attendant 8 Hrs/12 Mo Fr: 6 Hrs/12 Mo	9/17/12
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LEAVE OF ABSENCE (PAID)

Aldana, Monica Health Svcs	Health Office Specialist Medical	<u>EFFECTIVE DATE</u> 9/4/12-12/1/12
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Alvarez, Guillermina Food Svcs	Cafeteria Worker I Medical	8/21/12-9/17/12
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Badlissi, Mary Santa Monica HS	Inst Asst – Special Ed Medical	9/19/12-10/22/12
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Hills, Kevin Santa Monica HS	Inst Asst – Special Ed Medical	9/11/12-10/1/12
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Johnson, Lore Child Develop Svcs	Children’s Center Asst Medical	9/6/12-10/29/12
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McGee, Leslee Santa Monica HS	Administrative Assistant Catastrophic	9/19/12-11/5/12
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Narain, Chandra Educational Svcs	Administrative Assistant Medical	10/19/12-2/4/13
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Sandoval, Vanessa Child Develop Svcs	Children’s Center Asst Maternity	10/31/12-12/16/12
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Sewani, Rasmin Food Svcs	Cafeteria Worker I Medical	9/14/12-10/26/12
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Smith, Sabrina Santa Monica HS	Inst Asst – Special Ed Medical	9/19/12-10/11/12
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Thomas, Craig Malibu HS	Inst Asst – Special Ed Medical	8/27/12-9/30/12
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PROFESSIONAL GROWTH

Cooper, Dee Dee Point Dume Elementary	Elementary Library Coordinator	<u>EFFECTIVE DATE</u> 10/1/12
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Everage, Askia Special Education	Specialized Inst Asst	10/1/12
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ESTABLISHMENT OF POSITION

Sprinkler Repair Technician
8 Hrs/12 Mo; Operations

EFFECTIVE DATE

9/19/12

LAYOFF

TZ3071128
Child Develop Svcs

Bilingual Community Liaison

EFFECTIVE DATE

9/17/12

MOTION MADE BY: Mr. de la Torre
SECONDED BY: Mr. Mechur
STUDENT ADVISORY VOTE:
AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)
NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/18/12

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON / WILBERT YOUNG

RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.18

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

AVID TUTOR

MARTIN, MICHAEL JOHN ADAMS MIDDLE SCHOOL 9/1/12-6/11/13

COACHING ASSISTANT

BOWER, J ALAN	MALIBU HS	9/13/12-6/30/13
CANNON, KERMIT	SANTA MONICA HS	9/4/12-6/30/13
COLL, PATRICK	SANTA MONICA HS	9/13/12-6/30/13
DE LA TORRE, JOSE	SANTA MONICA HS	9/4/12-6/30/13
DONOHUE, CHRIS	SANTA MONICA HS	9/4/12-6/30/13
DOS SANTOS, LUIZ	SANTA MONICA HS	9/4/12-6/30/13
FREEDMAN, WILL	SANTA MONICA HS	9/20/12-6/30/13
HOUSTON, LOVELL	SANTA MONICA HS	9/4/12-6/30/13
MARQUIS, HENRY	SANTA MONICA HS	9/4/12-6/30/13
MASSEY, PATRICK	SANTA MONICA HS	9/4/12-6/30/13
MURRAY, BIANCA	SANTA MONICA HS	9/4/12-6/30/13
POON, WILSTON	SANTA MONICA HS	9/4/12-6/30/13
PROCTOR, SEAN	SANTA MONICA HS	9/4/12-6/30/13
SKEHAN, NIALL	SANTA MONICA HS	9/4/12-6/30/13
TRINH, NGUYEN	SANTA MONICA HS	9/4/12-6/30/13
WHITE, ZACHARY	SANTA MONICA HS	9/13/12-6/30/13
WILSON, TERRY	SANTA MONICA HS	9/11/12-6/30/13

NOON SUPERVISION AIDE

OYENOKI, AIMEE	MCKINLEY ELEMENTARY	9/6/12-6/11/13
RIVERA, JENNIFER	MCKINLEY ELEMENTARY	9/6/12-6/11/13
SANTINO, SUSAN	MUIR ELEMENTARY	8/22/12-6/11/13
SEMSAR, DORSA	MUIR ELEMENTARY	9/7/12-6/11/13
WILSON, TERRY	JOHN ADAMS MS	9/11/12-6/11/13

TECHNICAL SPECIALIST – LEVEL II

ANDERSON, JODY	SANTA MONICA HS [Band Coach] - Funding: SM Arts Parents Association	7/1/12-6/30/13
BILL, ANDREW	SANTA MONICA HS [Band Coach] - Funding: SM Arts Parents Association	7/1/12-6/30/13

GONZALEZ, JUAN	SANTA MONICA HS [Band Coach – Color Guard] - Funding: SM Arts Parents Association	7/1/12-6/30/13
HSU, GRACE	JOHN ADAMS/LINCOLN MS [Strings Coach] - Funding: SMMEF – Dream Winds	9/10/12-6/30/13
HYZIAK, MICHAEL	EDUCATIONAL SERVICES [Woodwind/Brass Coach] - Funding: SMMEF – Dream Winds	9/4/12-6/30/13
MOERSCHEL, JOSEPHINE	JOHN ADAMS MS [Strings Coach] - Funding: SMMEF – Dream Winds	9/10/12-6/30/13
NAZIEMIEC, KAROLINA	LINCOLN MS [Strings Coach] - Funding: SMMEF – Dream Winds	9/10/12-6/30/13
REAVES, TEAG	LINCOLN MS [Band Coach] - Funding: SMMEF – Dream Winds	9/10/12-6/30/13
ROTH, JENNIFER	JOHN ADAMS MS [Band Coach] - Funding: SMMEF – Dream Winds	9/10/12-6/30/13
RUBIN, JODY	EDUCATIONAL SERVICES [Strings Coach] - Funding: Gifts	9/4/12-6/30/13
SENUK, PETER	JOHN ADAMS/LINCOLN MS [Band Coach] - Funding: SMMEF – Dream Winds	9/10/12-6/30/13
TURNER, MEGHAN	EDUCATIONAL SERVICES [Woodwind/Brass Coach] - Funding: SMMEF – Dream Winds	9/4/12-6/30/13
WEAVER, KELLY	LINCOLN MS [Band Coach] - Funding: SMMEF – Dream Winds	9/10/12-6/30/13
<u>TECHNICAL SPECIALIST – LEVEL III</u>		
ANDERSON, ROBERT	SANTA MONICA HS [Orchestra Coach] - Funding: SM Arts Parents Association	9/10/12-6/30/13
BAUER, ALISHA	SANTA MONICA HS [Orchestra Coach] - Funding: SM Arts Parents Association	9/10/12-6/30/13

FLAGAN LYSY, MARGARET	SANTA MONICA HS [Orchestra Coach] - Funding: SM Arts Parents Association	9/10/12-6/30/13
HARRIS, MARK	OLYMPIC HS [Music Instructor] - Funding: SMMEF – Dream Winds	9/11/12-6/30/13
THOMASON, DANIEL	SANTA MONICA HS [Orchestra Coach] - Funding: SM Arts Parents Association	9/10/12-6/30/13
YOUNG, DAVID	SANTA MONICA HS [Orchestra Coach] - Funding: SM Arts Parents Association	9/10/12-6/30/13

EDUCATIONAL SPECIALIST – LEVEL II

BAKER, ELIZABETH	WEBSTER ELEMENTARY [Vocal Music Instructor] - Funding: Reimbursement by PTA	9/10/12-6/15/13
NEWELL, BETSY	ROOSEVELT ELEMENTARY [Vocal Music Instructor] - Funding: Reimbursement by PTA	9/28/12-6/11/13

STUDENT WORKER – WORKABILITY

KALL, STEVIELEE	MALIBU HS	9/19/12-6/30/14
WILKIE, MATTHEW	SANTA MONICA HS	9/14/12-6/30/14

MOTION MADE BY: Mr. de la Torre
 SECONDED BY: Mr. Mechur
 STUDENT ADVISORY VOTE:
 AYES: All (5) (Ms. Leon-Vazquez and Dr. Escarce were absent)
 NOES: None (0)

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

10/18/12

FROM: SANDRA LYON / TERRY DELORIA / MAUREEN BRADFORD

RE: 2012 SCHOOL AND DISTRICT ACCOUNTABILITY REPORT

DISCUSSION ITEM NO. D.01

The California Department of Education recently released its Accountability Progress Reports (APR) for the state, districts and schools. The APR is a comprehensive system for monitoring academic achievement and is comprised of both state and federal accountability reports.

The state monitors accountability via the Academic Performance Index (API). The API is a composite number representing the results of The California Standards Tests (CST), the California Modified Assessment (CMA), the California Alternate Performance Assessment (CAPA) and passage rates on the California High School Exit Exam (CAHSEE). The amount of emphasis each type of test and each content area carries is determined by statewide test weights and by the number of students taking each type of test.

Federal results are reported in terms of how well schools and districts meet Adequate Yearly Progress (AYP) criteria. The Elementary and Secondary Education Act (ESEA) requires that all schools and districts meet the same academic targets, regardless of their baseline levels of performance. The AYP targets increase until 2013-14 when 100 percent of students are to be performing at the proficient level or above on statewide tests. The AYP criteria include both participation rates and performance levels in English language arts and math. For elementary and middle schools, performance levels are determined by the CST, CMA and CAPA results for all students in grades two through eight. For high schools, AYP performance levels are determined by proficiency rates on CAHSEE and CAPA for tenth graders only. Additional AYP criteria include meeting API growth targets and graduation rate growth targets.

Schools and districts receiving federal funds under Title I are subject to additional accountability requirements. Those that fail to meet any one of the AYP criteria for two consecutive years are subject to Program Improvement (PI) status. When a school or district is identified for PI, it must provide certain types of required services and/or interventions.

The results of the Accountability Progress Reports and Program Improvement Status for Santa Monica-Malibu Unified School District and our school sites will be reviewed and discussed.

Public Comments:

- Gina Frazier, Joanne Berlin, Sherri Walker, Waverly nebedum, Lauren Crump, Darion Crump, Taji McKinley, Trudy Goodwin, Maurice Maxwell, Claudia Landis, and Robbie Jones expressed their support for Village Nation.

Dr. Bradford's presentation can be found under Attachments at the end of these minutes. She answered board members' questions about Title I funding.

Mr. de la Torre asked what the district does with this data. Ms. Lyon said the district will discuss the data in depth with principals, who will then set goals and action plans to meet those goals. Dr. Deloria added that the district needs to create a districtwide system to implement best practices to address the achievement gap. Dr. Escarce emphasized the importance of student engagement for student achievement. He requested a plan to improve engagement, especially among African-American students. Ms. Lyon and Dr. Deloria will return with more information about student engagement, including attendance and discipline data. Mr. de la Torre would like to see the student attendance and discipline data as well as hiring data as soon as possible.

TO: BOARD OF EDUCATION

DISCUSSION

10/18/12

FROM: SANDRA LYON

RE: MEASURE ES SUPER SITE COMMITTEE FOR MALIBU PROJECTS

DISCUSSION ITEM NO. D.02

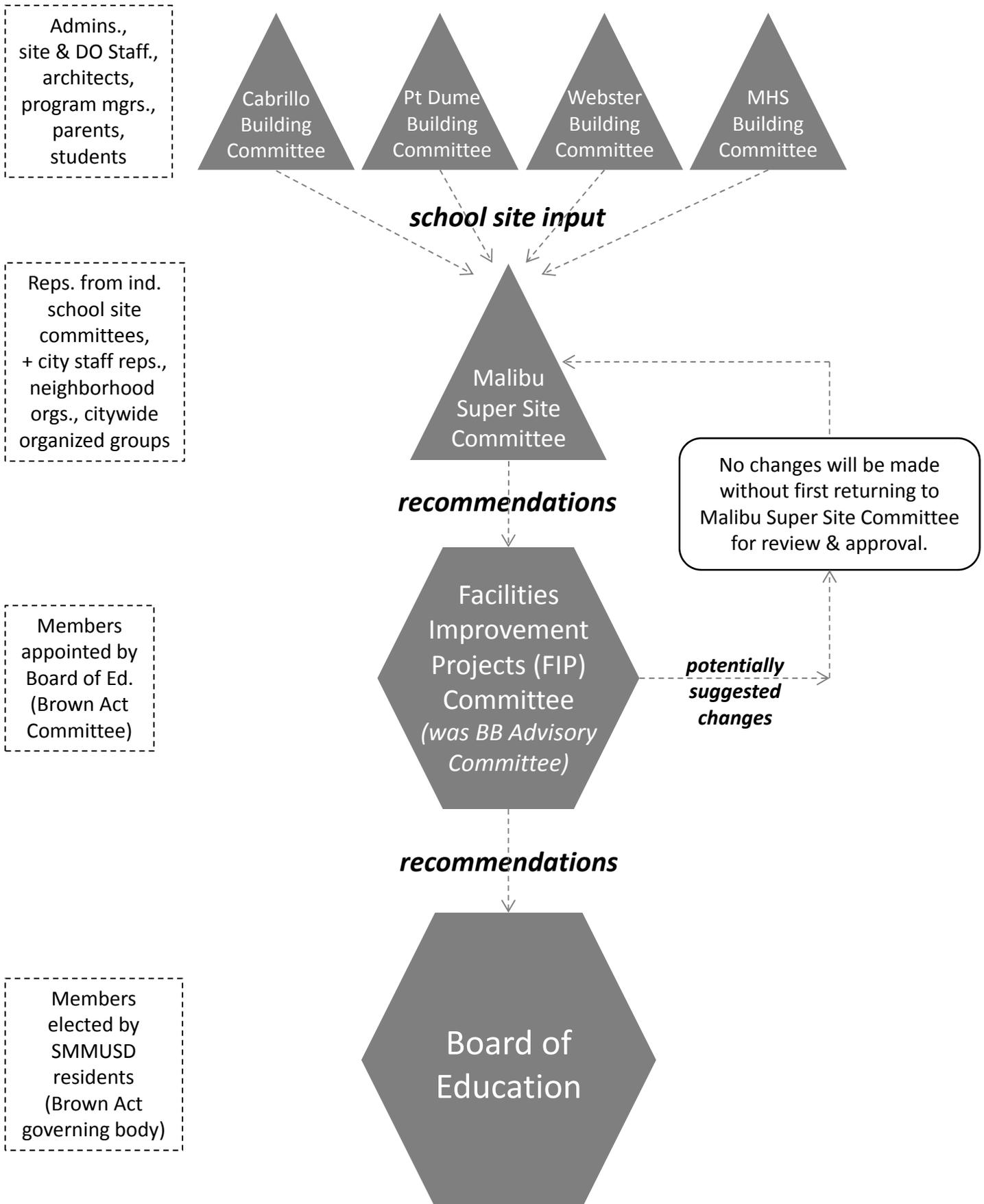
This is a proposed structure for a Super Site Committee for the Malibu pathway that would prioritize information from the site committees for use of Measure ES funds, should the ballot measure pass in November 2012. The purpose of the Super Site Committee is to prioritize and help set direction as to how the Malibu-specific allocation in the bond measure would be spent in their community.

Senior staff met with a parent representative from Malibu and a City Council member to discuss the proposed structure. This structure establishes the expectation that if any changes are made by the Measure BB/ES Advisory Committee to the proposed prioritized list developed in the Super Site Committee, the changes would be sent back to the Super Site Committee which could then approve the changes and send them on to the Board or revise the suggested changes and send them through the BB/ES Advisory Committee again. Any changes made by the BB/ES Advisory Committee must be reviewed and approved by the Super Site Committee before being sent to the Board for approval.

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The superintendent will update the board with the membership makeup of the Malibu Super Site Committee, once it has been finalized.

Malibu Facilities Improvement Projects Flowchart



MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR

10/18/12

FROM: SANDRA LYON

RE: APPROVE CHARGES FOR DISTRICT ADVISORY COMMITTEES – 2012-13

RECOMMENDATION NO. A.19

It is recommended that the Board of Education approve the charges/goals for the following district advisory committees for 2012-13: Special Education. The charges for the Early Child Care DAC will come forward for approval on November 1 (that DAC was unable to meet in September to discuss its charges). The District English Learners, Health and Safety, and Visual and Performing Arts DAC charges were approved at the October 4 meeting.

COMMENTS: The Board of Education discussed the draft charges with the DACs during the summer. The DACs then made any necessary changes to their draft charges based on board feedback.

As per AR 1220, the DAC staff liaisons and committee chairpersons shall provide the Board of Education with an update regarding the process of meeting these charges/goals in an informational item to the board at a regular meeting no later than February. No later than June, the DACs shall make an End-of-Year report to the Board of Education regarding the achievement of its charges/goals.

The current District Advisory Committees and their respective district staff liaison are as follows:

District Advisory Committee	Staff Liaison
English Learners Advisory	Aida Diaz
Child Care and Development	Judy Abdo
Community Health and Safety	Lora Morn
Visual & Performing Arts	Tom Whaley
Special Education	Sara Woolverton

SPECIAL EDUCATION DISTRICT ADVISORY COMMITTEE

Charges for 2012-13

Chair: Debra Shepherd

Staff Liaison: Sara Woolverton

Charges:

1. Advise the Board of Education about attitudes, opinions, and issues significant to the Special Education community.
 - a. Hold monthly meetings open to the public, and provide Spanish translation when needed.
 - b. Act as a conduit for flow of information between the Special Education community at large and the Board of Education.
 - c. Provide a forum for District staff and other speakers to share information relevant to the Special Education community.
 - d. To enhance district-wide outreach to Special Education staff and parents, continue the practice of rotating meeting locations to include school sites.

- e. To intensively address specific concerns, retain the practice of utilizing subcommittees, either Ad Hoc and/or Standing Committees, as defined by the Brown Act.
2. Advise the Board of Education of relevant and unrealized goals of The Working Group Report on Special Education (March, 2009), An Independent Evaluation of Special Education Program by Lou Barber (March, 2008), and Special Education Strategic Plan (June, 2004).
3. Produce revisions to the Special Education Parent Handbook (2009) based on changes in relevant law, District updates and feedback from community members.
 - a. For publication as an updated Handbook hardcopy, create new sections in the following areas:
 - i. Preschool Program
 - ii. Post-Secondary Transition Program
 - iii. Preschool/Elementary/Middle School/High School/Post-Secondary transition process including IEP Individual Transition Plans (ITPs).
 - b. For updates to the website Handbook publication, collaborate quarterly with District staff to identify changes in law and other relevant information.
4. To advise the Board of Education on the Special Education budget, collaborate with District's Chief Financial Officer (CFO) and Financial Oversight Committee (FOC) utilizing the newly created Special Education specific reporting format.
 - a. To refine the internal system such that the financial reporting system relates back to the instructional needs of Special Education students.
 - b. Internal financing reporting instrument that serves as a management tool to ensure cost effective education of each and every Special Education student.
5. To advise the Board of Education in the District's Special Education instructional technology needs, working in collaboration with the District, CFO, Director of Purchasing, Warehouse from Business and Fiscal Services, and Department of Special Education, including analysis of educational, financial and equity impact.
6. Review, analyze, and report to Board of Education upon the needs of Special Education instructional programs in Reading and Mathematics, and analyze strategies appropriate to the effective education of students with autism.

MOTION MADE BY: Mr. de la Torre

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Leon-Vazquez and Ms. Lieberman were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

10/20/11

FROM: SANDRA LYON / TERRY DELORIA

RE: GIFT FUND CONTRIBUTION FOR 2010-11 AND EQUITY FUND ALLOCATION FOR 2011-2012

RECOMMENDATION NO. A.20

The Equity Fund was established to improve the achievement of all students while simultaneously closing the achievement gap by mitigating the effects of the inequitable enrichment resources to schools. AR 3290 allows the distribution of the fund to:

1. Support district-wide initiatives to provide academic support, intervention and/or remediation in accordance with the mission of the school district;
2. Support school sites using the weighted-student formula for distribution of fund;
3. Reserve resources within the fund.

The 2011-12 Equity Fund total of \$420,311 was generated by the following:

- Schools collectively contributed \$326,446 from 2011-12 fundraising activities and gifts.
- \$13,865 of unspent Equity Funds were carried over to the current funding year.
- \$80,000 of Equity Funds were held in reserve.

Staff recommends that the Board approve the allocation of \$60,000 from the Equity Fund to the Educational Services Department for supporting 2012-13 district-wide initiatives, including Intensive Intervention Summer School (IISS), Connect for Success (incoming 9th graders), Jump Start to Success (incoming 6th graders), and the Young Collegians. Staff also recommends that \$80,000 be kept in reserve. This leaves \$280,311 to be allocating among all districts schools for the 2012-13 school year.

Attached is the weighted distribution chart based on the student demographic and achievement data and a history of Equity Fund Contribution and Distribution since 2004-05.

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Staff explained that contribution amounts are lower at some sites because those specific PTAs have not made a second payment, despite several requests and reminders from the district office. The board asked what repercussion power it had regarding these delinquent payments. The superintendent said the only power the board had over the PTAs regarding this matter would be to not approve the expenditures from those PTAs that come to the board for approval. Mr. de la Torre requested that staff write a letter to the delinquent PTAs, again requesting compliance with board policy.

MOTION MADE BY: Mr. de la Torre
SECONDED BY: Dr. Escarce
STUDENT ADVISORY VOTE: N/A
AYES: All (5) (Ms. Leon-Vazquez and Ms. Lieberman were absent)
NOES: None (0)

Equity Fund 2012-13 Demographic and Achievement Data

	CBEDS	F/R	F/R Pts	ELL	ELL Pts	SDC	SDC Pts	RSP	RSP Pts	ELA BB/FBB	ELA Pts	Math FBB/BB	Math Pts	Total Pts	12-13 EF Amt
Edison	453	222	222	144	144	0	0	30	15	20	10	18	9	415	20,350
Franklin	767	31	31	59	59	10	10	52	26	12	6	8	4	136	6,669
Grant	623	170	170	34	34	10	10	47	24	28	14	31	16	267	13,092
McKinley	460	189	189	116	116	13	13	24	12	28	14	40	20	364	17,849
Muir	312	140	140	34	34	18	18	28	14	28	14	38	19	239	11,719
Rogers	489	303	303	118	118	5	5	44	22	40	20	43	22	490	24,003
Roosevelt	794	84	84	65	65	14	14	46	23	12	6	8	4	196	9,611
Webster	340	22	22	16	16	0	0	17	9	6	3	1	1	50	2,452
SMASH	227	14	14	7	7	0	0	22	11	16	8	26	13	53	2,599
Cabrillo	256	47	47	34	34	11	11	21	11	6	3	16	8	114	5,566
Pt. Dume	257	2	2	4	4	1	1	12	6	3	2	6	3	18	858
JAMS	1054	499	499	110	110	30	30	101	51	128	64	192	96	850	41,656
Lincoln	1058	201	201	58	58	38	38	64	32	29	15	100	50	394	19,295
SAMOHI	3069	853	853	180	180	96	96	123	62	250	125	800	400	1716	84,120
Malibu High	1168	137	137	42	42	12	12	71	36	61	31	151	76	333	16,304
Olympic	103	36	36	6	6	13	13	0	0	39	20	21	11	85	4,168
Total														5717	280,311

SMMUSD Equity Fund Contribution/Distribution 2004-05 to 2012-13

SCHOOL	Contribution 2004-05	Allocation 2005-06	Contribution 2005-06	Allocation 2006-07	Contribution 2006-07	Allocation 2007-08	Contribution 2007-08	Allocation 2008-09	Contribution 2008-09	Allocation 2009-10	Contribution 2009-10	Allocation 2010-11	Contribution 2010-11	Allocation 2011-12	Contribution 2011-12	Allocation 2012-13
Cabrillo	12,899	3,941	34,929	6,385	28,464	5,919	6,652	5,919	23,980	6,450	28,088	6,791	9,602	6,409	2,500	5,566
Edison	2,924	8,730	7,482	18,568	3,220	17,355	12,050	17,355	14,838	20,406	13,011	23,458	14,184	24,014	3,979	20,350
Franklin	14,404	3,854	34,533	7,769	40,786	8,126	31,021	8,126	35,212	8,653	35,230	9,373	45,028	8,999	63,909	6,669
Grant	4,931	6,364	20,733	13,975	23,645	13,292	8,637	13,292	19,101	13,754	26,183	15,543	32,985	14,806	32,526	13,092
JAMS	1,100	20,911	6,566	44,888	6,439	41,415	9,143	41,415	7,020	39,644	7,846	39,861	10,461	46,589	17,256	41,656
Lincoln	11,600	11,484	16,891	25,083	9,235	24,144	19,889	24,144	11,534	20,676	12,732	19,560	16,454	22,523	3,174	19,295
Malibu Middle/High	20,780	9,492	47,124	20,425	41,085	23,257	0	45,691	41,058	18,811	34,108	20,038	40,107	20,613	43,057	16,304
McKinley	330	6,673	3,232	13,665	6,630	14,563	5,350	14,563	5,524	17,080	5,384	17,982	5,193	19,096	6,945	17,849
Muir	722	5,738	6,724	10,636	7,431	9,547	10,504	9,547	5,440	10,361	6,305	13,008	7,915	13,733	3,000	11,719
Olympic	0	1,057	0	2,753	0	2,959	0	2,959	0	3,866	0	5,787	0	4,996	0	4,168
Pt. Dume	6,810	949	36,621	1,694	31,780	1,371	0	1,371	25,000	1,348	36,000	885	46,000	942	38,000	858
Rogers	3,410	11,944	2,809	24,985	7,443	23,207	1,969	23,207	5,218	25,935	6,724	26,351	3,533	27,310	6,558	24,003
Roosevelt	10,000	4,875	30,722	9,398	29,751	9,346	41,243	9,346	42,200	9,754	30,950	9,732	30,000	9,443	42,000	9,611
SAMOHI	13,469	33,222	19,938	83,376	13,176	81,810	16,427	81,810	88,676	85,874	28,971	86,992	34,748	94,328	30,649	84,120
SMASH	900	1,453	8,159	3,730	8,000	3,361	12,000	3,361	10,937	2,540	8,760	2,678	9,343	2,851	17,085	2,599
Webster	3,920	1,985	38,682	3,143	53,804	3,478	0	3,478	20,000	2,944	36,647	3,180	41,919	3,113	11,764	2,452
Comm.Day				1,433		1,522		0		0	0	0			0	
Sub-total	108,198		315,144		310,890		174,885		355,738		316,939		347,473		322,402	
Other	64,473		16,760		13,783		13,421		6,495		3,546		10,322		4,042	
Subtotal									63,863		50,734		21,968		13,865	
Total	172,672	132,672	331,904	291,904	324,673	284,673	188,306	305,585	426,096	288,096	371,219	301,219	379,764	319,764	340,310	280,311
Ed.Services		40,000		40,000		40,000		60,000		95,000		70,000		60,000	60,000	60,000
Total		172,672		331,904		324,673		365,585		383,096		371,219		379,764	280,310	340,311

TO: BOARD OF EDUCATION

ACTION/MAJOR

10/18/12

FROM: SANDRA LYON / TERRY DELORIA / MARK KELLY

RE: APPROVE MEMORANDUM OF UNDERSTANDING BETWEEN THE SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT (SMMUSD) AND THE PICO YOUTH AND FAMILY CENTER (PYFC) FOR A PROJECT OF SOCIAL ENVIRONMENTAL ENTREPRENEURS (SEE)

RECOMMENDATION NO. A.21

It is recommended that the Board of Education approve the Memorandum of Understanding (MOU) between the Santa Monica-Malibu Unified School District (SMMMUSD) and the Pico Youth & Family Center (PYFC) as a project of Social Environmental Entrepreneurs.

COMMENTS: PYFC/SEE has been an informal partner with SMMUSD, Santa Monica High School and Olympic High School. The purpose of the MOU is to strengthen collaboration between the District's schools and PYFC/SEE in terms of programs, services, information, and outreach.

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Mr. de la Torre recused himself from this item due to a conflict of interest. Before leaving, he announced that the Pico Youth and Family Center recently received a \$1.615 million endowment from the Peggy Bergman trust, which will help expand services to the youth the center serves.

MOTION MADE BY: Mr. Mechur
SECONDED BY: Dr. Escarce
STUDENT ADVISORY VOTE: N/A
AYES: Four (4) (Ms. Leon-Vazquez and Ms. Lieberman were absent)
NOES: None (0)
ABSTAIN: One (1) (Mr. de la Torre)

**Memorandum of Understanding between
Santa Monica Malibu Unified School District (SMMUSD) and
Pico Youth & Family Center (PYFC)
as a project of Social Environmental Entrepreneurs (SEE)**

The purpose of this Memorandum of Understanding (MOU) is to delineate roles and responsibilities to foster collaboration and coordination of services for the mutual benefit of student success. This collaboration strives to reduce the drop out rate for youth participants, increase course completion rates and assist students in meeting the requirements for graduation. The term of this MOU between SMMUSD and the Social Environmental Entrepreneurs (SEE)/ Pico Youth & Family Center (PYFC) will be from September 10, 2012, to June 30, 2013.

SEE/PYFC Responsibilities:

Identify and provide services to 50 youth and young adults ages 16-24, with a minimum 50% between the ages of 18-24, who are most at risk of gang violence and incarceration through comprehensive case-management and related support services, including:

Programs and Services

- Case management support services will be provided to 100% of youth participants with the goal of ensuring that positive transformation takes place.
- 20 of 50 case managed youth will participate in Job Readiness and Employment Service Referrals and Placement.
- 15 of 50 of case managed youth will receive Leadership and Life Skills Training.
- Academic Support: Tutoring and College Readiness will be provided to 20 of 50 of all youth participants with the goal of reducing drop out rates, increasing course completion and expanding GED completion and college going/retention rates
- Gender Specific Support Groups will be provided to 15 of 50 of all youth participants. This includes a weekly group of boys and girls with Saint Johns YDP counselor support.
- Leadership Development will be provided to 15 of 50 youth participants who meet the age requirements and risk factors with the goal of increasing civic participation and teaching event planning.
- Music Production Training will be provided to 10 of 50 youth participants who meet the age requirements and risk factors.

Information and Outreach

- Provide outreach to students in tutorial sessions, that meet the program's criteria: a. gang involved b. on probation c. at-risk of dropping out of high school d. formerly suspended or expelled
- Provide regular updates on students' progress and attendance to designated Santa Monica High staff.
- Provide letters of support for grant opportunities that strengthen this partnership.
- Work collaboratively to respond to youth violence.

SMMUSD Responsibilities:

- Assist in identifying students who can benefit from programs and services provided by PYFC.
- Provide access, with teacher's permission and agreement, to students for the purpose of outreach and to provide information regarding the programs and services offered.
- Provide referrals to students to connect students who qualify to programs and services.
- Invite PYFC staff as appropriate to meetings such as SST meetings to strengthen communication and collaboration between Santa Monica High and Olympic High staff and PYFC staff.
- Work collaboratively to respond to youth violence.

Sandy Lyon
Superintendent, SMMUSD

Jennifer Hoffman
Executive Director, Social Environmental Entrepreneurs (SEE)/ Pico Youth and Family Center

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

10/18/12

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: REVISIONS TO AR 6159 – INDIVIDUALIZED EDUCATION PLAN

INFORMATION ITEM NO. I.

This is to inform the Board of Education that AR 6159 – Individualized Education Plan has been revised.

COMMENT: AR 6159 was revised on June 27, 2012; however, language at that time still referred to a county mental health department, which no longer provides services for the district. All reference to a county mental health department has been replaced with the SELPA Educationally Required Mental Health Services (ERMHS) clinician. Additionally, the section regarding audiotaping an IEP meeting has been revised.

Attached is the revised regulation.

INDIVIDUALIZED EDUCATION PROGRAM

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344; 34 CFR 3000.323)

Members of the Individualized Education Program (IEP) Team

The district shall ensure that the individualized education program (IEP) team for any student with a disability includes the following members: (20 USC 1414(d)(1); 34 CFR 300.321; Education Code 56341, 56341.2, 56341.5)

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian
2. If the student is or may be participating in the general education program, at least one general education teacher who provides the instructional services to the student

The regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324) If more than one general education teacher is providing instructional services to the student, the district may designate one such teacher to represent the others.

3. At least one special education teacher of the student or, where appropriate, at least one special education provider for the student.
4. A representative of the district who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
 - b. Knowledgeable about the general education curriculum
 - c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources
 - d. Knowledgeable about the continuum of placements.
5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate.

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Education Code 56341)

7. Whenever appropriate, the student with a disability

In the development, review, or revision of his/her IEP, the student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

8. For transition service participants:

- a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals pursuant to 34 CFR 300.320(b)

If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.

- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services

If a representative of such other local agency has been invited but does not attend the meeting, the district shall take other steps to obtain participation of the agency in the planning of any transition services. (Education Code 56341)

9. For students suspected of having a specific learning disability in accordance with 34 CFR 300.308 (formerly 300.540) and 34 CFR 300.310 (formerly 300.542), at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher (Education Code 56341)

In accordance with 34 CFR 300.310 (formerly 300.542), at least one team member other than the student's general education teacher shall observe the student's academic performance in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. (Education Code 56341)

10. For students who have been placed in a group home by the juvenile court, a representative of the group home

11. When necessary, the parent surrogate

12. When translation is requested, a translator will be provided

If a student with a disability is identified as potentially requiring mental health services above and beyond what is or may be provided by the school psychologist in order to access his/her instruction, the district shall request the participation of the ~~county mental health program~~ SELPA Educationally Required Mental Health Services (ERMHS) clinician in the IEP team meeting and/or refer the student for an ERMHS assessment ~~prior to referring the student to a county mental health agency for services~~. (Education Code 56331)

Upon request of the parent/guardian of a child who was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), the district shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (20 USC 1414(d)(1)(D); 34 CFR 300.321; Education Code 56341)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the district agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC 1414(d)(1)(C); 34 CFR 300.321; Education Code 56341)

Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded alternative methods (as further described below) to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR 300.322; Education Code 56341.5)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (34 CFR 300.322; Education Code 56341.5)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform the parents/guardians of:
 - a. The provisions of 34 CFR 300.321(a)(6) and (c) relating to the participation on the IEP team of other individuals who have knowledge or special expertise about the student, and
 - b. The provision of Education code 65341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) pr the California Early Intervention Services Act (Government Code 95000-95004)

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP or a student with a disability who is 16 years of age, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

- a. An indication that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to 20 USC 1414(d)(1)(A)(i)(VIII), 34 CFR 300.320(b), and Education Code 56345.1
- b. An indication that the district will invite the student to the IEP team meeting
- c. Identification of any other agency that will be invited to send a representative

~~The district shall provide a parent packet to be sent home prior to an IEP meeting which includes a parent questionnaire regarding parental concerns, proposed agenda for the meeting, parent rights including ability to audiotape meeting, and a description of program and service continuum available in the district.~~

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, the district shall provide complete copies of the records within five business days. (Education Code 56043)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the district is unable to convince the parent/guardian that he/she should attend. In such a case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including: (34 CFR 300.322; Education Code 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Parents/guardians and the district shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the parent audiotapes the IEP meeting, the District will also audiotape the meeting. If the district gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped by either party. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audiotapes
2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

The district shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The district shall give the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322)

Parent/Guardian Consent for Provision of Special Education and Services

Before providing special education and related services, the district shall seek to obtain informed consent pursuant to 20 USC 1414(a)(1). The district shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services. If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the district determines that a parent of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with a free appropriate public education (FAPE), a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and district agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian revokes consent, in writing, for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The district shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Contents of the IEP

During the IEP meeting, the District will inform parents/guardians of placement continuum, including full inclusion in a general education classroom with necessary modifications and support. The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (20 USC 1414(d)(1)(A); 34 CFR 300.320; Education Code 56043, 56345, 56345.1)

1. A statement of the present levels of the student's academic achievement and functional (non-academic) performance, including:
 - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
 - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities
 - c. For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives

2. A statement of measurable annual goals, including academic and functional goals, designed to do the following:
 - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
 - b. Meet each of the student's other educational needs that result from the his/her disability
3. A description of the manner in which the progress of the student toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards
4. A statement of the specific special educational instruction including placement in the least restrictive environment (LRE), and related services and supplementary aids and services based on evidence-based on peer-reviewed research, to the extent practicable; to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to do the following:
 - a. Advance appropriately toward attaining the annual goals
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
 - c. Be educated and participate with other students with exceptional needs and nondisabled students in the activities described in Education Code 56345
 - d. Receive instruction that is intensive, sequential, and systematic
5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education class and in extracurricular and other nonacademic activities described in item #4 above
6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, a statement of all of the following:

 - a. The reason that the student cannot participate in the regular assessment
 - b. The reason that the particular alternate assessment selected is appropriate for the student
7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications

8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals
9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to Education Code 56041.5 that will transfer to the student upon reaching age 18

Where appropriate, the IEP shall also include: (Education Code 56345)

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation
2. Linguistically appropriate goals, objectives, programs, and services for students whose native language is not English
3. Extended school year (ESY) services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)
4. Provision for transition into the general education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a general education program in a public school for any part of the school day

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the general education program, including indications of the nature of each activity and the time spent on the activity each day or week
- b. Support the transition of the student from the special education program into the general education program
5. Specialized services, materials, and equipment for students with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

Development, Review, and Revision of the IEP

In developing the IEP, the IEP team shall consider all of the following: (20 USC 1414(d)(3)(A); 34 CFR 300.324; Education Code 56341.1, 56345)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial assessment or most recent assessment of the student
4. The academic, developmental, age appropriate, and functional (non-academic) needs of the student

5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, including the following: (Education Code 56345)

- a. The student's primary language mode and language, which may include the use of spoken language, with or without visual cues, and/or the use of sign language
 - b. The availability of a sufficient number of age, cognitive, and language peers of similar abilities which may be met by consolidating services into a local plan area-wide program or providing placement pursuant to Education Code 56361
 - c. Appropriate, direct, and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language consistent with existing law regarding teacher training requirements
 - d. Services necessary to ensure communication-accessible academic instructions, school services, and extracurricular activities consistent with the federal Vocational Rehabilitation Act and the federal Americans with Disabilities Act
9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items # 1-9 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team must include a statement to that effect in the student's IEP. (Education Code 56341.1)

The Superintendent or designee shall ensure that the IEP team: (20 USC 1414(d)(4); 34 CFR 300.324; Education Code 56043, 56341.1, 56380)

1. Review the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and that the support, services and placement are appropriate

2. Revise the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)
 - d. The student's anticipated needs
 - e. Other matters
3. Consider the special factors listed in items #5-9 above when reviewing the IEP of a student with a disability who has additional behavior or communication needs

The IEP team shall also meet: (Education Code 56343)

1. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment
2. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that related to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (20 USC 1414(d); 34 CFR 300.324; Education Code 56345.1)

As a member of the IEP team, the general education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of: (20 USC 1414(d)(3)(C); 34 CFR 300.324; Education Code 56341)

1. Appropriate positive behavioral interventions and supports and other strategies for the student
2. Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320

To the extent possible, the district shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the district may agree not to convene an

IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the district shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the district shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following: (Education Code 56043)

1. The case progress
2. The continuing need for out-of-home placement
3. The extent of compliance with the IEP
4. Progress toward alleviating the need for out-of-home care

Timelines for the IEP and for the Provision of Services

The district shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. The district shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (34 CFR 300.323; Education Code 56344)

An IEP required as a result of an assessment of the student shall be developed within a total timeline not to exceed 60 days (not counting days between the student's regular school sessions, terms or days of school vacation in excess of five school days) from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56344)

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a student for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time limit shall recommence on the date that student's school days reconvene. (Education Code 56344)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A general education or special education teacher may request a review of the classroom assignment of a special education student by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene

an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

The district shall ensure that the student's IEP is accessible to each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The district shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

Transfer Students

To facilitate a transfer student's transition, this district shall take reasonable steps to promptly obtain the records of a student with disabilities transferring into this district, including his/her IEP and the supporting documents related to the provision of special education services. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this district during the school year from a district within this same SELPA, this district shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the student's parent/guardian and district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this district during the school year from a California district outside of this district's SELPA, this district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, this district shall, in consultation with the parents/guardians, adopt the other district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this district during the school year from an ou conducts an assessment, if this district determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (34 CFR 300.323; Education Code 56325)

Regulation **SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**
approved: **August 19, 2009** **Santa Monica, California**
revised: **April 6, 2011; June 27, 2012**

ATTACHMENTS

ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Document: “Youth Wellbeing Report Card” (*associated with Item No. S.01*)
- Presentation: “2012 Accountability Reports” (*associated with Item No. D.01*)

HOW ARE OUR
CHILDREN?

WHY DOES IT
MATTER?

WHAT CAN WE
DO TO HELP
THEM SUCCEED?

Santa Monica, California

YOUTH WELLBEING REPORT CARD

*Produced by the Cradle to Career Working Group
in collaboration with the City of Santa Monica,
Santa Monica-Malibu Unified School District,
and Santa Monica College*

2012/13

Get started

This version of the report card is designed to be interactive.

Whenever you see an item underlined, click on it to find more detailed information.

www.santamonicyouth.net



Why this matters

The wellbeing of our children is a reflection of the wellbeing of our community. No segment of our population is more directly shaped by their immediate surroundings than children. From cradle to career, their success is our responsibility.



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FURTHER DETAIL

About this report card

04

Youth 0 to 24 years of age make up 21% of Santa Monica's population. Ensuring their successful development should be a top community priority. This report card is the first comprehensive snapshot of our children's wellbeing in four key areas: physical development, learning, social skills, and mental health. It will serve as the baseline for measuring the success of our efforts to create a community where every child thrives.

Findings are based on information received from several sources and years. To better understand how all our children are doing, whenever possible we report data on the categories of gender, income, neighborhood/zip code,

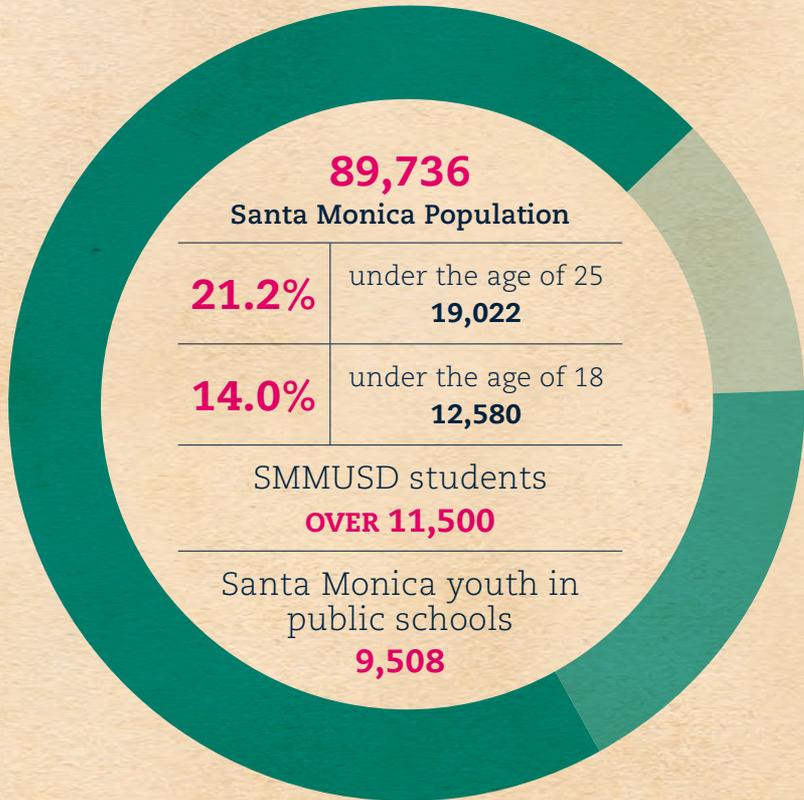
race/ethnicity, special education status and grade level.

We believe in the power of working together. Led by Santa Monica's Cradle to Career Working Group, our collective impact approach includes the City of Santa Monica, the Santa Monica-Malibu Unified School District, Santa Monica College, and the many parents, businesses, professionals, and community members dedicated to supporting the healthy development of our children.

This report card is a vital step on the road to making measurable positive change in the wellbeing of our children.

05

Demographics: About our youth



4.1%

under age 5
3,696



7.5%

5-14 years
6,708



4.1%

15-19 years
3,653



5.5%

20-24 years
4,965

SANTA MONICA PUBLIC SCHOOLS

OF STUDENTS

Edison Language Academy	448
Franklin Elementary	772
Grant Elementary	632
John Muir Elementary	316
McKinley Elementary	439
Roosevelt Elementary	783
SMASH Alternative School	149
Will Rogers Learning Community	497
John Adams Middle School	1,042
Lincoln Middle School	1,129
SMASH Alternative School	74
Olympic High School	113
Santa Monica High School	3,114

ETHNICITY (AGES 0-17)	ALL SANTA MONICA YOUTH (0-17) POP. 12,580	YOUTH IN SANTA MONICA PUBLIC SCHOOLS POP. 9,508	ALL YOUTH IN LOS ANGELES COUNTY PUBLIC SCHOOLS
African American / Black	4.1% 516	7.1% 672	8.8% 139,394
Asian / Pacific Islander	7.2% 901	7.4% 699	8.1% 128,758
Hispanic / Latino	20.9% 2,634	35.0% 3,325	63.8% 1,013,169
White	58.0% 7,302	43.9% 4,177	14.8% 235,744
Two or more races	8.9% 1,113	6.4% 607	0.8% 12,983
Other / Unknown	0.9% 114	0.3% 28	3.7% 59,342

SANTA MONICA FAMILY HOUSEHOLDS	
17,753	Total number of family households
2.79	Average family household size
5.1% 905	Family households with children living below the federal poverty line †
3,267	Families making under \$35,000 †
1,402	Families making \$35,000 - 49,999 †
2,326	Families making \$50,000 - 74,999 †
10,758	Families making over \$75,000 †

SANTA MONICA PUBLIC SCHOOL STUDENTS	
28.6% 2,719/9,508	From single parent homes
12.3% 1,169/9,508	Students in Special Education

† For families of 2 or more with at least one child below age 18.

Physical Health & Development

Physical health and development are critical to an individual's long-term success. Access to health care, nutrition, health/fitness levels, and youth crime are key factors in this domain.

While physical development is generally good in Santa Monica, only one-third of children entering kindergarten are very physically ready for school.



Findings

➔ See pages 15–16 for further detail.

ACCESS TO HEALTH CARE / NUTRITION & FITNESS

<u>Infants born with low birth weight</u>	8.8% 78/885
<u>Early childhood immunization rate (for entering kindergarten)</u>	94.8% 985/1,039
<u>Children entering kindergarten very physically ready for school</u>	32.3% 183/567
<u>SMMUSD Santa Monica students utilizing the Reduced and Free Lunch Program</u>	29.4% 2,840/9,663
<u>SMMUSD Santa Monica students in a healthy zone (passing at least 4 of 6 state test fitness components)</u>	81.4% 1,746/2,145
<u>Teen birth rate (13–19 years)</u>	0.6% 14/2,393
<u>Family households on food stamps</u>	6.4% 1,131/17,753

YOUTH CRIME RATE

<u>Youth (13–17 years) cited for crimes in Santa Monica</u> [^]	75
<u>Youth (18–24 years) cited for crimes in Santa Monica</u> [^]	85
<u>Youth (13–17 years) arrested and booked for crimes in Santa Monica</u> ^{†^}	21
<u>Youth (18–24 years) arrested and booked for crimes in Santa Monica</u> ^{†^}	114
<u>Reported incidents in Santa Monica where a Santa Monica youth (0–17 years) was the victim</u> ^{†*}	135
<u>Reported incidents in Santa Monica where a Santa Monica youth (18–24 years) was the victim</u> ^{†*}	110

[^]Actual number may be higher due to youth for whom zip code is unknown.

[†]Most common crimes are robbery and assault.

^{*}May include multiple incidents for a single individual.

For more information visit www.santamonicayouth.net

Learning & School Achievement

Cognitive development in early childhood strongly influences academic success down the road. School preparedness, consistent access to quality education, and the tools needed to stimulate critical thinking are factors used to measure performance in learning and school achievement.

In Santa Monica, only 66% of students are proficient in language arts by the end of 3rd grade.



Findings

➔ See pages 17-18 for further detail.

ACADEMIC SUCCESS

<u>Children entering kindergarten very ready in communication skills and general knowledge</u>	31.6% 179/567
<u>Children proficient or higher in early literacy by end of kindergarten</u>	76.6% 485/633
<u>Grade 3 students proficient or higher in language arts</u>	66.4% 420/633
<u>Grade 8 students taking and successfully completing algebra with a C or better</u>	52.8% 383/725
<u>Santa Monica High School graduation rate</u>	90.9% 667/734
<u>High school graduates completing college admission (CSU/UC) requirements</u>	77.0% 537/697
<u>SMMUSD Santa Monica students entering Santa Monica College (SMC) who place in college-level English and Math</u>	15.8% 32/202

<u>First semester courses successfully completed with a C or higher by SMC students who graduated from a SMMUSD Santa Monica high school</u>	68.3% 484/709
<u>SMC first-term fall students from a SMMUSD Santa Monica high school who re-enroll spring semester</u>	85.6% 173/202
<u>First term GPA of SMC freshman who graduated from a SMMUSD Santa Monica high school</u>	2.33 AVG. GPA

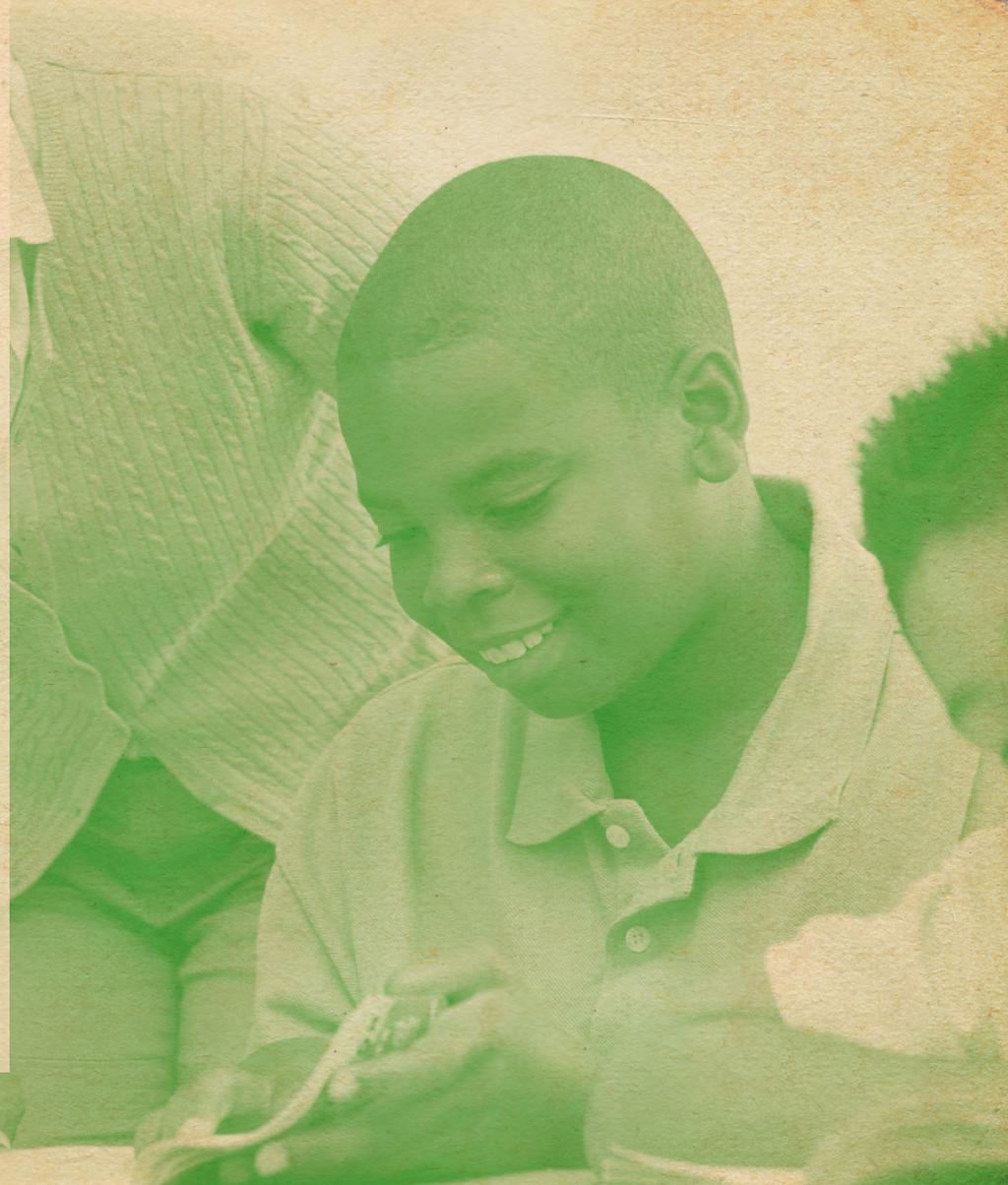
SCHOOL ATTENDANCE

<u>Children who attend school daily (90%–100% of all school days)</u>	86.8% 8,139/9,377
<u>School suspension rate</u>	4.4%

Social Skills & Confidence

Caring, constructive community members have one thing in common: the ability to build and maintain healthy social connections. Developing these skills in childhood is necessary for success in school and work.

While Santa Monica children feel supported overall, 41% of 7th grade students report being harassed at school.



Findings

➔ See pages 19-20 for further detail.

IN-SCHOOL

Children identified as very socially ready for kindergarten

28.6%
162/567

Students who report they have a caring relationship with a teacher or other adult at school

63.0%
1,424/2,262

Students who report they feel safe at school

67.4%
1,525/2,262

Students who report being harassed on school campus

34.2%
774/2,262

Parents who report they feel welcome at their child's middle school

88.9%
593/667

OUT-OF-SCHOOL

Middle and high school youth who report they are involved in structured out-of-school activities

68.0%
1,539/2,262

Middle and high school students who report they have a caring adult outside of school and home

86.1%
1,948/2,262

SMMUSD students in grades 7, 9, and 11 who completed the survey.

Emotional Maturity & Mental Health

Mental health directly impacts all other wellbeing factors. Child abuse and domestic violence are included in this section because they significantly affect the emotional health of children.

Nearly one-third of older youth in Santa Monica experience long episodes of extreme sadness and hopelessness, and the level of alcohol use for 11th graders is higher than the countywide level.



Findings

→ [See pages 21–22](#) for further detail.

MENTAL HEALTH

Children identified as very emotionally ready for kindergarten

33.7%
191/567

Youth who report they experienced significant periods of extreme sadness and hopelessness over the previous 12 months

25.3%
573/2,262

VIOLENCE AND SUBSTANCE ABUSE RATES

Reported rate of child abuse

3.3%
413/12,580

Reported rate of domestic violence

0.2%
26/12,580

Youth who report they have used alcohol over the previous month

28.6%
648/2,262

Youth who report they have used substances over the previous month

31.7%
716/2,262

SMMUSD students in grades 7, 9, and 11 who completed the survey.

Physical Health & Development

[➔ Go back to pages 7-8](#)


ACCESS TO HEALTH CARE / NUTRITION & FITNESS	TOTAL
<u>Children entering kindergarten very physically ready for school</u>	32.3% 183/567
<u>SMMUSD Santa Monica students utilizing the Reduced and Free Lunch Program</u>	29.4% 2,840/9,663
<u>SMMUSD Santa Monica students in a healthy zone (passing at least 4 of 6 State test fitness components)</u>	81.4% 1,746/2,145
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<u>Youth (13–17 years) arrested and booked for crimes in Santa Monica ^{†^}</u>	21
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<u>Reported incidents in Santa Monica where a Santa Monica youth (0–17 years) was the victim ^{†*}</u>	135
<u>Reported incidents in Santa Monica where a Santa Monica youth (18–24 years) was the victim ^{†*}</u>	110

GENDER		INCOME		NEIGHBORHOOD					RACE/ETHNICITY					SPECIAL ED			
Female	Male	Low Income	Middle / High Income	90401	90402	90403	90404	90405	Non SM / Unknown	African American/Black	Asian / Pacific Islander	Hispanic / Latino	White	2 or more races	Other / Unknown	Special Ed Services	No Special Ed Services
39.6% 112/283	25.0% 71/284	✘	✘	26.9% 7/26	37.5% 27/72	35.5% 55/155	37.2% 48/129	24.9% 46/185	✘	25.8% 8/31	43.8% 14/32	24.0% 31/129	35.0% 97/277	36.4% 28/77	23.8% 5/21	✘	✘
29.6% 1,380/4,656	29.2% 1,460/5,007	✘	✘	23.6% 74/313	3.9% 37/946	10.8% 211/1,949	51.6% 1,322/2,564	27.6% 712/2,579	36.9% 484/1,312	52.7% 365/693	11.9% 88/740	56.4% 1,893/3,358	8.5% 359/4,235	19.3% 118/610	29.6% 8/27	41.2% 409/993	28.0% 2,428/8,670
82.2% 810/986	80.8% 936/1,159	70.7% 491/694	83.6% 1,213/1,451	82.4% 61/74	86.7% 195/225	84.8% 335/395	74.9% 436/582	82.8% 483/583	82.5% 236/286	81.5% 128/157	83.9% 135/161	73.5% 572/778	86.2% 798/926	91.6% 98/107	✘	62.4% 138/221	83.6% 1,608/1,924
✘	✘	✘	✘	9.0% 102/1,131	2.7% 31/1,131	14.1% 160/1,131	41.5% 469/1,131	32.6% 369/1,131	✘	✘	✘	✘	✘	✘	✘	✘	✘

GENDER		INCOME		NEIGHBORHOOD					RACE/ETHNICITY					SPECIAL ED			
25	50	✘	✘	6	1	14	27	27	164	7	1	25	42	✘	0	✘	✘
29	56	✘	✘	30	2	11	16	26	600	15	4	13	48	✘	5	✘	✘
5	16	✘	✘	1	2	2	11	5	76	2	0	9	10	✘	0	✘	✘
16	98	✘	✘	34	6	12	33	29	479	19	2	35	51	✘	7	✘	✘
63	68	✘	✘	7	6	32	47	43	244	27	3	26	59	✘	20	✘	✘
61	40	✘	✘	16	9	13	29	43	405	10	6	8	61	✘	25	✘	✘

^ Actual number may be higher due to youth for whom zip code is unknown. † Most common crimes are robbery and assault. ✘ Data unavailable.

* Reflects number of reported incidents and may include multiple incidents for a single individual.

Learning & School Achievement

➔ [Go back to pages 9-10](#)



ACADEMIC SUCCESS	TOTAL
<u>Children entering kindergarten very ready in communication skills and general knowledge</u>	31.6% 179/567
<u>Children proficient or higher in early literacy by end of kindergarten</u>	76.6% 485/633
<u>Grade 3 students proficient or higher in language arts</u>	66.4% 420/633
<u>Grade 8 students taking and successfully completing algebra with a C or better</u>	52.8% 383/725
<u>Santa Monica High School graduation rate</u>	90.9% 667/734
<u>High school graduates completing college admission (CSU/UC) requirements</u>	77.0% 537/697
SCHOOL ATTENDANCE	TOTAL
<u>Children who attend school daily (90%–100% of all school days)</u>	86.8% 8,139/9,377

GENDER		INCOME		NEIGHBORHOOD						RACE/ETHNICITY						SPECIAL ED	
Female	Male	Low Income	Middle/High Income	90401	90402	90403	90404	90405	Non SM / Unknown	African American/Black	Asian / Pacific Islander	Hispanic / Latino	White	2 or more races	Other / Unknown	Special Ed Services	No Special Ed Services
36.7% 104/283	26.4% 75/284	×	×	11.5% 3/26	41.7% 30/72	34.2% 53/155	27.1% 35/129	31.4% 58/185	×	29.0% 9/31	28.1% 9/32	20.2% 26/129	37.2% 103/277	33.8% 26/77	28.6% 6/21	×	×
80.1% 250/312	73.2% 235/321	63.9% 101/158	80.8% 384/475	51.7% 15/29	80.0% 56/70	83.1% 133/160	65.5% 114/174	84.0% 131/156	81.8% 36/44	73.0% 27/37	76.7% 33/43	67.0% 126/188	82.0% 264/322	80.0% 32/40	×	60.0% 21/35	77.6% 464/598
70.2% 207/295	63.0% 213/338	43.3% 78/180	75.5% 342/453	47.6% 10/21	82.7% 67/81	77.6% 104/134	48.4% 77/159	71.5% 113/158	61.3% 49/80	27.3% 12/44	81.6% 31/38	49.3% 101/205	80.7% 246/305	75.6% 25/33	×	38.6% 32/83	70.5% 388/550
55.6% 190/342	50.4% 193/383	30.3% 73/241	64.0% 310/484	54.5% 12/22	75.0% 48/64	69.0% 100/145	46.7% 71/152	61.4% 94/153	30.7% 58/189	30.2% 13/43	77.4% 48/62	29.8% 78/262	69.6% 213/306	59.6% 31/52	×	×	×
91.3% 335/367	90.5% 332/367	89.4% 269/301	91.9% 398/433	×	×	×	×	×	×	96.2% 50/52	95.5% 42/44	89.2% 265/297	91.3% 261/286	87.5% 42/48	×	71.7% 43/60	92.6% 624/674
81.3% 283/348	72.8% 254/349	×	×	×	×	×	×	×	×	50.9% 28/55	91.8% 45/49	74.4% 203/273	82.2% 227/276	76.7% 33/43	×	×	×
GENDER		INCOME		NEIGHBORHOOD						RACE/ETHNICITY						SPECIAL ED	
86.7% 3,922/4,524	86.9% 4,217/4,853	81.8% 2,374/2,902	89.0% 5,762/6,475	84.1% 244/290	92.9% 858/924	89.7% 1,695/1,890	83.9% 2,070/2,468	85.3% 2,141/2,510	86.9% 1,125/1,295	78.9% 522/662	91.8% 664/723	83.8% 2,734/3,262	89.5% 3,701/4,136	86.6% 492/568	×	×	×

× Data unavailable.



	TOTAL
<u>Children identified as very socially ready for kindergarten</u>	28.6% 162/567
<hr/>	
	TOTAL
<u>Students who report they have a caring relationship with a teacher or other adult at school</u>	63.0% 1,424/2,262
<u>Students who report they feel safe at school</u>	67.4% 1,525/2,262
<u>Students who report being harassed on school campus over the year</u>	34.2% 774/2,262
<u>Middle and high school youth who report they are involved in structured out-of-school activities</u>	68.0% 1,539/2,262
<u>Middle and high school students who report they have a caring adult outside of school and home</u>	86.1% 1,948/2,262

GENDER		NEIGHBORHOOD					RACE/ETHNICITY					
Female	Male	90401	90402	90403	90404	90405	African American/Black	Asian / Pacific Islander	Hispanic / Latino	White	2 or more races	Other / Unknown
35.0% 99/283	22.2% 63/284	23.1% 6/26	44.4% 32/72	33.5% 52/155	23.3% 30/129	22.7% 42/185	25.8% 8/31	34.4% 11/32	21.7% 28/129	31.8% 88/277	26.0% 20/77	33.3% 7/21

GRADE LEVEL			
Grade 7	Grade 9	Grade 11	Alternative Education
63.9% 509/796	57.0% 455/798	69.0% 449/651	64.7% 11/17
68.0% 541/796	63.0% 503/798	73.0% 475/651	35.3% 6/17
41.0% 326/796	35.0% 279/798	25.0% 163/651	35.3% 6/17
73.0% 581/796	65.0% 519/798	67.0% 436/651	17.6% 3/17
86.0% 685/796	84.0% 670/798	89.0% 579/651	82.4% 14/17



Please note: Detailed data not available for all indicators.

Emotional Maturity & Mental Health

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	TOTAL
<u>Children identified as very emotionally ready for kindergarten</u>	33.7% 191/567
	TOTAL
<u>Youth who report they experienced significant periods of extreme sadness and hopelessness over the previous 12 months</u>	25.3% 573/2,262
<u>Youth who report they have used alcohol over the previous month</u>	28.6% 648/2,262
<u>Youth who report they have used substances over the previous month</u>	31.7% 716/2,262

GENDER

NEIGHBORHOOD

RACE/ETHNICITY

Female	Male	90401	90402	90403	90404	90405	African American/Black	Asian / Pacific Islander	Hispanic / Latino	White	2 or more races	Some other race
39.6% 112/283	27.8% 79/284	23.1% 6/26	45.8% 33/72	45.2% 70/155	27.1% 35/129	25.4% 47/185	25.8% 8/31	45.2% 14/31	26.4% 34/129	36.8% 102/277	33.8% 26/77	30.0% 6/20

GRADE LEVEL

Grade 7	Grade 9	Grade 11	Alternative Education
29.0%	25.0%	31.0%	25.0%
86.7%	73.3%	52.5%	N/A
84.6%	68.0%	47.3%	N/A



INFANTS BORN WITH LOW BIRTH WEIGHT: 8.8% | 78 / 885

WHY THIS INDICATOR?

Birth weight is an indicator of general health at birth and access to prenatal health care. Low birth weight is a leading predictor of an infant's life expectancy the first month after birth.

WHERE DID THE DATA COME FROM?

Los Angeles County Department of Public Health (2009)

HOW WAS IT CALCULATED?

The total number of babies born with low birth weight (less than 2,500 grams or 5.5 pounds) to Santa Monica residents in 2009, divided by the total live births among Santa Monica residents the same year.

WHAT DOES IT SAY?

More than 91% of all babies born are born at a healthy birth weight. Our low 8.8% birth rate is slightly higher than the rates for the county, state and nation. The reason is unclear, but could reflect slight differences in how the data were calculated.

WHAT ARE THE COMPARISON DATA?

- County: 7.3%

Source: California Dept. of Public Health, Center for Health Statistics (2009)

- State: 6.8%

Source: California Dept. of Public Health, Center for Health Statistics (2010)

- Nation: 8.2%

Source: Center for Disease Control & Prevention (2010)

Data provided by the Lucille Packard Foundation for Children's Health.

EARLY CHILDHOOD IMMUNIZATION RATE (FOR ENTERING KINDERGARTEN): 94.8% | 985 / 1,039

WHY THIS INDICATOR?

Immunization rate is a reflection of access to early health care.

WHERE DID THE DATA COME FROM?

Los Angeles County Department of Public Health (2009)

HOW WAS IT CALCULATED?

The number of children 0 - 6 years who are fully vaccinated by kindergarten, divided by the total number of children 0 - 6 years old in Santa Monica, based on the 2010 Census. The number includes "personal belief exemptions"- children who had access to immunizations, but whose parents opted not to have them immunized.

WHAT DOES IT SAY?

Nearly all young children in Santa Monica are fully vaccinated at entry to kindergarten, which is strong evidence that they have regular access to health care. They are vaccinated at higher rates than children in the county, state and nation.

WHAT ARE THE COMPARISON DATA?

- County: 89.3%
Source: California Department of Public Health, Immunization Branch (2010)
- State: 90.7%
Source: California Department of Public Health, Immunization Branch (2010)
- National data not available

Data provided by the Lucille Packard Foundation for Children's Health.

CHILDREN ENTERING KINDERGARTEN VERY PHYSICALLY READY FOR SCHOOL: 32.3% | 183 / 567

WHY THIS INDICATOR?

This indicator focuses on the physical skills needed to be ready for school up to age 5.

WHERE DID THE DATA COME FROM?

UCLA Center for Healthier Children, Families & Communities (2012) used the Early Development Instrument - a new national instrument to measure school readiness. The EDI collects information on all children entering kindergarten in a specific geographic location, and creates a snapshot of their progress. The EDI identifies children with either a high degree of readiness or very low readiness (vulnerability).

HOW WAS IT CALCULATED?

The rate is calculated by dividing the number of kindergarten children identified by their teachers as very physically ready when rated using the EDI by the total number of children who were observed. Those children who fell at or above the 75th percentile were considered very physically ready.

WHAT DOES IT SAY?

Nearly 1/3 of Santa Monica's children entering kindergarten are very physically ready. Many are not highly prepared to complete common kindergarten and 1st grade tasks (i.e. controlling a pencil), and being physically independent. Boys are less likely than girls (by 15%) to be very physically ready. Children in Sunset and Ocean Parks, and Hispanic/Latino and African American children are more vulnerable in their physical readiness for kindergarten.

ADDITIONAL DATA BY NEIGHBORHOOD

NEIGHBORHOOD	NUMBER	PERCENT
Friends of Sunset Park	32 of 123	26.0%
Mid-City Neighbors	26 of 64	41.0%
North of Montana Assoc.	30 of 78	38.0%
Northeast Neighbors	21 of 46	46.0%
Ocean Park Assoc.	13 of 57	23.0%
Pico Neighborhood Assoc.	30 of 96	31.0%
Wilshire/Montana Assoc.	30 of 101	30.0%

Comparison data is forthcoming.

SMMUSD SANTA MONICA STUDENTS UTILIZING THE REDUCED & FREE LUNCH PROGRAM: 29.4% | 2,840 / 9,663

WHY THIS INDICATOR?

This indicator measures the proportion of SMMUSD Santa Monica students who are low to low-moderate income, and could benefit from a daily free or low cost meal program. Lower income children are at risk for poverty-related challenges such as food insecurity and material wellbeing.

WHERE DID THE DATA COME FROM?

Santa Monica-Malibu Unified School District (2010-11)

HOW WAS IT CALCULATED?

The total number of students enrolled in Santa Monica SMMUSD schools who participated in the 2011 National School Lunch Program divided by the total number of students enrolled in Santa Monica SMMUSD schools.

WHAT DOES IT SAY?

Almost 30% of SMMUSD Santa Monica students enroll in the Reduced and Free Lunch Program, a rate significantly below those for the county and state. By far the largest proportion of children utilizing the program live in the Pico neighborhood, followed by Sunset Park.

WHAT ARE THE COMPARISON DATA?

- County: 65.3%
Source: California Department of Education (2010)
- State: 56.7%
Source: California Department of Education (2010)
- National: 66.6%
Source: U.S. Dept. of Agriculture, Food and Nutrition Service (2011)

Data from the State Department of Education was provided by the Lucille Packard Foundation for Children's Health.

SMMUSD SANTA MONICA STUDENTS IN A HEALTHY ZONE

(PASSING AT LEAST 4 OF 6 STATE FITNESS TEST COMPONENTS): 81.4% | 1,746 / 2,145

WHY THIS INDICATOR?

The Physical Fitness Test (PFT) is administered statewide in grades 5, 7 and 9. It is a comprehensive measure of physical fitness level. The test assesses 6 domains of physical fitness: aerobic capacity, body composition, abdominal strength, trunk extension, upper body strength, and flexibility.

WHERE DID THE DATA COME FROM?

Santa Monica-Malibu Unified School District (2010-11)

HOW WAS THE DATA CALCULATED?

The number of SMMUSD Santa Monica students who passed at least 4 of the 6 components of the PFT, divided by the total number of SMMUSD Santa Monica students who took the test.

WHAT DOES THE DATA SAY?

Over 80% of SMMUSD Santa Monica students passed the PFT in at least 4 of 6 fitness domains, a rate higher than county and state levels. Some groups of students have rates significantly lower than the average, including students who live in the Pico neighborhood (zip code 90404), Hispanic/Latino students, and low-income students.

WHAT ARE THE COMPARISON DATA?

- County: 5th Grade, 65.3% 7th grade, 71.3% 9th grade, 75.7%
- State: 5th Grade, 68.6% 7th grade, 74.3% 9th grade, 78.7%
- National data not available

Data provided by the California Department of Education (2010-11).

TEEN BIRTH RATE (13-19): 0.6% | 14 / 2,393

WHY THIS INDICATOR?

Teen birth rate is an important predictor of adolescent well-being and healthy behavior.

WHERE DID THE DATA COME FROM?

Los Angeles County Department of Public Health (2009)

HOW WAS IT CALCULATED?

The number of teen births in Santa Monica in 2009 was divided by the total number of teens (13-19 yrs) in Santa Monica based on the 2010 Census.

WHAT DOES THE DATA SAY?

Less than 1% of all Santa Monica's teens (13-19 yrs) have babies.

WHAT ARE THE COMPARISON DATA?

County: 9.4%

State: 9.1%

Data only available for 15-19 year olds.

Data provided by the State of California Department of Public Health, Birth Records (2009)

FAMILY HOUSEHOLDS ON FOOD STAMPS: 6.4% | 1,131 / 17,753

WHY THIS INDICATOR?

Usage of food stamps is an important indicator of a community's economic well-being and a correlate of general family health.

WHERE DID THE DATA COME FROM?

Los Angeles County Department of Public Social Services (2011)

HOW WAS THE DATA CALCULATED?

The number of Santa Monica households on food stamps as of December 2011, divided by the total number of Santa Monica households based on the 2010 Census.

(December 2011 was selected because it was the month with the highest number of households participating in the program, thereby providing the best measure of total unduplicated program participants.)

WHAT DOES IT SAY?

The percentage of family households on food stamps is relatively low. One-half to one-third lower than the percentages for the county and state. This suggests that Santa Monica families are fairly economically stable. Groups including Whites, Hispanics/Latinos, and youth who live in zip codes 90404 & 90405 have higher rates than other groups.

WHAT ARE THE COMPARISON DATA?

- County: 15.4% Los Angeles County Department of Public Social Services, CalWorks (2011)
- State: 13.9% U.S. Department of Agriculture, Food and Nutrition Service, Data Systems & Survey Design Bureau (2011)
- National: 18.4% U.S. Department of Agriculture, Food and Nutrition Service, Data Systems & Survey Design Bureau (2011)

Federal Food Stamp program only.

YOUTH (13-17 YRS) CITED FOR CRIMES IN SANTA MONICA: 75 | YOUTH (13-17 YRS) ARRESTED & BOOKED FOR CRIMES IN SANTA MONICA: 21
YOUTH (18-24 YRS) CITED FOR CRIMES IN SANTA MONICA: 85 | YOUTH (18-24 YRS) ARRESTED & BOOKED FOR CRIMES IN SANTA MONICA: 114

WHY THIS INDICATOR?

Taking part in crime during adolescence and young adulthood is an indicator of unhealthy development and high risk behavior.

WHERE DID THE DATA COME FROM?

Santa Monica Police Department (2011)

HOW WAS IT CALCULATED?

Individual youth citations issued were totaled, and individual cases of youth arrests and bookings by the SMPD were added up for the two age groups separately to arrive at totals. The numbers reported are only for youth who provided Santa Monica zip codes at the time of citation, arrest or booking. The actual numbers are likely higher because there are many citations, arrests and bookings for which zip code was not known.

WHAT DOES IT SAY?

Much of youth crime in Santa Monica appears to be conducted by youth who do not live in Santa Monica. Robbery and assault are the most common forms of crime, and older youth commit crimes in higher numbers than do younger youth. Older youth are more likely to commit more serious crimes than are younger youth.

Boys in general and youth living in zip codes 90404 and 90405 were overall cited, arrested and booked at significantly higher numbers than those living in other parts of the Santa Monica, in part because those are the areas of with a high youth population. Overall, the highest number of crimes was for White youth compared to other ethnic groups, followed by Hispanics/Latinos.

WHAT ARE THE COMPARISON DATA?

Not available.

REPORTED INCIDENTS IN SANTA MONICA WHERE A SANTA MONICA YOUTH (0 TO 17 YRS) WAS A VICTIM: 135
REPORTED INCIDENTS IN SANTA MONICA WHERE A SANTA MONICA YOUTH (18-24 YRS) WAS A VICTIM: 110

WHY THIS INDICATOR?

This is a measure of the degree to which the community is safe for children and youth.

WHERE DID THE DATA COME FROM?

Santa Monica Police Department (2011)

HOW WAS IT CALCULATED?

Recorded incidents by the Police Department that involved children 0-17 years as victims were totaled. Recorded incidents of crimes involving older youth 18-24 years who were victims of a crime were totaled as well. The numbers reported may include multiple incidents for a single youth, as unduplicated data were not available.

WHAT DOES IT SAY?

Younger youth had higher numbers of incidents in which they were a victim than did older youth. The most common crimes against youth were assault and robbery. Among older youth, the numbers for female victims was much higher than the numbers for male victims, likely in part because they were more likely to be victims of sexual assault. The zip codes with the highest number of incidents were 90404 and 90405, which are the two zip codes where the largest number of our youth reside. Across the two age groups, White youth were by far the most common victims of crime, followed by African American youth.

WHAT ARE THE COMPARISON DATA?

Not available.

CHILDREN ENTERING KINDERGARTEN VERY READY IN COMMUNICATION SKILLS & GENERAL KNOWLEDGE: 31.6% | 179 / 567

WHY THIS INDICATOR?

This indicates ability to understand verbal communication and to use language to express their ideas, with a specific focus on those skills needed for success in school.

WHERE DID THE DATA COME FROM?

UCLA Center for Healthier Children, Families & Communities (2012) used the Early Development Instrument - a national instrument measuring school readiness. The EDI collects information on all children entering kindergarten in a specific geographic location, and creates a snapshot of their progress. The EDI identifies children with either a high degree of readiness or very low readiness (vulnerability).

HOW WAS IT CALCULATED?

The number of kindergartners identified by teachers using the EDI as very ready in communication skills and general knowledge was calculated, and divided by the total number of children rated using the EDI. Children who fell at or above the 75th percentile were considered very ready.

WHAT DOES IT SAY?

Less than one-third of children in Santa Monica entering kindergarten are very or highly ready to communicate experiences, ideas, wishes, and feelings in a way that can be understood by others and to understand the language of other children or adults. Boys in Santa Monica lag behind girls overall by 10%, as do Hispanics/Latinos in comparison to other racial/ethnic groups. Children residing in Ocean Park, Pico neighborhood and Mid-City areas had the lowest percentages, with approximately 25% of children very ready in communication and general knowledge.

(CONTINUED ON NEXT PAGE)

CHILDREN ENTERING KINDERGARTEN VERY READY IN COMMUNICATION SKILLS & GENERAL KNOWLEDGE: 31.6% | 179 / 567

(CONTINUED FROM PREVIOUS PAGE)

ADDITIONAL DATA BY NEIGHBORHOOD

NEIGHBORHOOD	NUMBER	PERCENT
Friends of Sunset Park	32 of 123	26.0%
Mid-City Neighbors	26 of 64	41.0%
North of Montana Assoc.	30 of 78	38.0%
Northeast Neighbors	21 of 46	46.0%
Ocean Park Assoc.	13 of 57	23.0%
Pico Neighborhood Assoc.	30 of 96	31.0%
Wilshire/Montana Assoc.	30 of 101	30.0%

WHAT ARE THE COMPARISON DATA?

Not available.

CHILDREN PROFICIENT OR HIGHER IN EARLY LITERACY BY END OF KINDERGARTEN: 76.6% | 485 / 633

WHY THIS INDICATOR?

This is a measure of early language development and a predictor of later reading ability.

WHERE DID THE DATA COME FROM?

Santa Monica-Malibu Unified School District (2010-11)

HOW WAS IT CALCULATED?

The number of SMMUSD Santa Monica kindergartners who scored proficient or advanced on the year-end Early Literacy Survey (ELS) divided by the total number of SMMUSD Santa Monica kindergartners who took the test.

WHAT DOES IT SAY?

Just over 75% of Santa Monica kindergartners score proficient or advanced in early literacy skills while 25% still fail to have obtained needed pre-literacy skills. Low-income children, Hispanic/Latinos, boys in general and students living in zip codes 90401 and 90404 (Downtown and Pico neighborhood) are particularly vulnerable to literacy challenges by kindergarten.

WHAT ARE THE COMPARISON DATA?

Not available.

GRADE 3 STUDENTS PROFICIENT OR HIGHER IN LANGUAGE ARTS: 66.4% | 420 / 633

WHY THIS INDICATOR?

Third grade language arts proficiency is a key measure of language arts skills and a predictor of both future literacy and academic success.

WHERE DID THE DATA COME FROM?

Santa Monica-Malibu Unified School District (2010-11)

HOW WAS IT CALCULATED?

The number of Santa Monica 3rd graders who scored proficient or advanced on the English Language Arts California Standards Test (CST) divided by the total number of Santa Monica 3rd graders who took the test.

WHAT DOES IT SAY?

More than 33% of SMMUSD Santa Monica 3rd graders are not proficient in language arts by grade 3. Asian/Pacific Islanders and White students have a disproportionately higher rate of proficiency than students of color. Low-income, Hispanic/Latino, African American students and those living in zip codes 90401 and 90404 (Downtown and Pico neighborhoods) are particularly vulnerable. The overall proficiency rate of 66.4% is much higher than the rates for the county and state.

WHAT ARE THE COMPARISON DATA?

- County: 44.0%
- State: 46.0%
- National data are not available

DATA PROVIDED BY THE CALIFORNIA DEPARTMENT OF EDUCATION, STANDARDIZED TESTING AND REPORTING (2011)

GRADE 8 STUDENTS WHO TAKE AND SUCCESSFULLY COMPLETE ALGEBRA WITH A C OR BETTER: 52.8% | 383 / 725

WHY THIS INDICATOR?

Successful completion of algebra in 8th grade is a key indicator of current and future mathematical success and college attendance.

African Americans had drastically lower rates compared to other ethnic groups, emphasizing the achievement gap.

WHERE DID THE DATA COME FROM?

Santa Monica-Malibu Unified School District (2010-11)

WHAT ARE THE COMPARISON DATA?

Not available.

HOW WAS IT CALCULATED?

The number of SMMUSD Santa Monica students who took 8th grade algebra (or took it and passed prior to 8th grade) and received a C or better was divided by the total number of 8th graders in Santa Monica public schools.

WHAT DOES IT SAY?

Of all Santa Monica 8th graders, over half took and successfully passed algebra. 57 of the 725 8th grade students took algebra and passed it in 7th grade. Low income students were much less likely to take and complete algebra than middle/high income students as were students in zip codes 90401 and 90404 (Mid-City and Pico neighborhoods). Hispanic/Latinos and

ABOUT THE DATA

Making this first Youth Wellbeing Report Card as comprehensive an assessment as possible required the cooperation of many organizations. The Santa Monica Cradle to Career Working Group would like to thank the groups that contributed data for this report card.

CALIFORNIA STATE DEPARTMENT OF EDUCATION

CITY OF SANTA MONICA
POLICE DEPARTMENT

LOS ANGELES COUNTY DEPARTMENT OF CHILDREN
AND FAMILY SERVICES

LOS ANGELES COUNTY DEPARTMENT OF PUBLIC HEALTH

LOS ANGELES COUNTY DEPARTMENT OF PUBLIC SOCIAL SERVICES

LUCILE PACKARD FOUNDATION FOR CHILDREN'S HEALTH (KIDSDATA.ORG)

SANTA MONICA COLLEGE

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

UCLA CENTER FOR HEALTHIER CHILDREN, FAMILIES AND COMMUNITIES

UNITED STATES CENSUS BUREAU

SANTA MONICA HIGH SCHOOL GRADUATION RATE: 90.9% | 667 / 734

WHY THIS INDICATOR?

High school graduation rate is a general indicator of academic achievement and a key predictor of future employment income.

WHERE DID THE DATA COME FROM?

Santa Monica-Malibu Unified School District (2010-11)

HOW WAS IT CALCULATED?

The number Santa Monica High School's class of 2011 grads who began at Samohi as 9th graders divided by the total number of Samohi students who actually graduated at the end of the 2010-11 school year.

WHAT DOES IT SAY?

Slightly less than 10% of Samohi's class of 2011 grads who started at Samohi in 9th grade failed to graduate. This rate is by far better than those for the county and the state by 18% to 15%, respectively. Olympic High School students have a significantly lower graduation rate (56.0%) than students of Samohi, the county and the state. African-American/Black, Hispanic/Latino and students living in the Pico neighborhood graduate at lower rates than do those of other ethnicities or those living in other parts of Santa Monica.

WHAT ARE THE COMPARISON DATA?

- Olympic High School: 56.0%
- County: 71.5%
- State: 76.3%
- Nation: 73.4%

Data provided by the California Department of Education (Dataquest), 2011. National data provided by Editorial Projects in Education Research Center 2012 Report (on 2009 rates).

HIGH SCHOOL GRADUATES COMPLETING COLLEGE ADMISSION (CSU/UC) REQUIREMENTS: 77.0% | 537 / 697

WHY THIS INDICATOR?

This indicator is a strong measure of academic success and preparation for college.

WHERE DID THE DATA COME FROM?

Santa Monica-Malibu Unified School District, 2011.

HOW WAS IT CALCULATED?

The number of 2011 Graduating Seniors at Santa Monica High School and Olympic High School who met all UC/CSU requirements divided by the total number of 2011 graduating seniors from Santa Monica and Olympic High Schools.

WHAT DOES IT SAY?

Slightly more than 77% of high school graduates completed college admission requirements. This rate is much higher than the rates for the county and state. Asian/Pacific Islanders and White students have a disproportionately higher rate of completing college admission requirements than students of color. Females are also more likely than males to complete the college admission requirements by 7%, as are more middle to high income students.

WHAT ARE THE COMPARISON DATA?

- County: 51.3%
- State: 40.3%
- National data not available

Data are from the California Department of Education (2012)

SMMUSD SANTA MONICA STUDENTS ENTERING SMC WHO PLACE IN COLLEGE-LEVEL ENGLISH & MATH: 15.8% | 32 / 202

WHY THIS INDICATOR?

Placement scores for English and Math at the start of college reflect academic preparation for college and are correlated with future academic success.

WHERE DID THE DATA COME FROM?

Santa Monica College (2010-11)

HOW WAS IT CALCULATED?

The number of 2010 freshmen who graduated from Santa Monica and Olympic High Schools who passed the placement tests for both college-level English and math, divided by the total number of first time freshmen from those high schools who took the tests.

WHAT DOES IT SAY?

The rate for those who passed was quite low, although a bit higher than the rate for all SMC first-time freshmen. Just over 84% of SMMUSD Santa Monica students entering SMC failed to place in both college-level

English and Math, suggesting that most graduates of Santa Monica public schools who enter community college have not achieved the skills needed to be successful in college-level courses.

WHAT ARE THE COMPARISON DATA?

For all SMC first-time freshmen: 13%

ADDITIONAL DATA

SMMUSD Santa Monica students who place in college-level Math:
61 of 202; 30.2%

Comparison - SMC students who place in college-level math: 29%

SMMUSD Santa Monica students who place in college-level English:
56 of 202; 27.7%

Comparison - SMC students who place in college-level English: 24%

DATA PROVIDED BY SMC (2010-11)

FIRST SEMESTER COURSES SUCCESSFULLY COMPLETED WITH A C OR HIGHER BY SMC STUDENTS WHO GRADUATED FROM A SMMUSD SANTA MONICA HIGH SCHOOL: 68.3% | 484 / 709

WHY THIS INDICATOR?

Successful completion of first semester courses in college is an indicator of a students' general preparation for college and a predictor of later transfer to a four-year university.

WHERE DID THE DATA COME FROM?

Santa Monica College (2010-11)

HOW WAS THE DATA CALCULATED?

The total number of first semester courses successfully completed with a C or higher by SMC students who graduated from Santa Monica and Olympic High Schools was divided by the total number of courses taken.

WHAT DOES THE DATA SAY?

Although a majority of first term courses are passed by SMMUSD Santa Monica freshman, about one-third of courses taken are not successfully completed in the first semester. This rate is slightly better than that for all SMC Freshman.

WHAT ARE THE COMPARISON DATA?

For all SMC Freshman 68.0%

Data provided by Santa Monica College (2010-11)

SMC FIRST-TERM FALL STUDENTS FROM A SMMUSD SANTA MONICA HIGH SCHOOL WHO RE-ENROLL SPRING SEMESTER: 85.6% | 173/202

WHY THIS INDICATOR?

First-term re-enrollment for spring semester is a key indicator of successful academic progress and later transfer to a four-year university.

WHERE DID THE DATA COME FROM?

Santa Monica College (2010-11)

HOW WAS IT CALCULATED?

The total number of graduates of Santa Monica and Olympic High Schools who were SMC first-time freshmen in Fall 2010 and re-enrolled spring semester was divided by all Santa Monica and Olympic High School freshman who entered SMC in Fall 2010.

WHAT DOES THE DATA SAY?

Most SMC first-term fall students from a SMMUSD Santa Monica high school re-enrolled in spring semester, a rate that is higher (by nearly 10%) than that for all SMC first-term freshmen.

WHAT ARE THE COMPARISON DATA?

For all SMC Fall Freshmen: 76%

Data provided by Santa Monica College (2010-11).

FIRST TERM GPA OF SMC FRESHMEN WHO GRADUATED FROM A SMMUSD SANTA MONICA HIGH SCHOOL: AVERAGE GPA = 2.33

WHY THIS INDICATOR?

First-term GPA is a key predictor of students' continuation with college and future academic success.

WHERE DID THE DATA COME FROM?

Santa Monica College (2010-11)

HOW WAS IT CALCULATED?

The grade point averages of Santa Monica and Olympic High School graduates who were first-time freshmen in fall term 2010 were averaged across the courses they took that semester.

WHAT DOES IT SAY?

Santa Monica and Olympic High School students first term average GPA at SMC is a solid "C" and slightly lower than the average for all first term freshman students at SMC.

WHAT ARE THE COMPARISON DATA?

For all SMC Freshmen, average GPA = 2.36

Data provided by Santa Monica College

CHILDREN WHO ATTEND SCHOOL DAILY (90% - 100% OF ALL SCHOOL DAYS): 86.8% | 8,139 / 9,377

WHY THIS INDICATOR?

Regular school attendance is an indicator of adjustment to school life and academic success.

WHAT DOES THE DATA SAY?

Almost 90% of SMMUSD students in Santa Monica schools attend school regularly.

WHERE DID THE DATA COME FROM?

Santa Monica-Malibu Unified School District, 2010-11.

WHAT ARE THE COMPARISON DATA?

Not available.

HOW WAS THE DATA CALCULATED?

The total number of SMMUSD students who attend Santa Monica schools with 18 or fewer absences during the school year was divided by the total number of students enrolled at the beginning of the year.

SCHOOL SUSPENSION RATE: 4.4%

WHY THIS INDICATOR?

School suspension is a key indicator of academic success and behavioral adjustment, and is a predictor of future school performance.

WHERE DID THE DATA COME FROM?

Santa Monica-Malibu Unified School District (2010-11) and the California Department of Education (2010-11).

HOW WAS THE DATA CALCULATED?

The rate is calculated by dividing the number of suspensions per 100 K-12 Santa Monica students in SMMUSD schools.

WHAT DOES THE DATA SAY?

Very few students are suspended, with SMMUSD rates much lower than those for the county and state. Olympic High's suspension rate is significantly higher than those for other schools. John Adams Middle School has the second highest suspension rate. At the elementary school level, the rates for Rogers and Muir are notably higher than the rates for the other schools.

ADDITIONAL DATA BY SCHOOL SITE

SCHOOL	SUSPENSION RATE (Incidents of Suspension per 100 Students)
Edison	0.67
Franklin	0.39
Grant	0.47
McKinley	0.46
Muir	5.06
Rogers	6.64
Roosevelt	2.04
SMASH	0.9
JAMS	7.2
Lincoln	6.2
Olympic Continuation High	11.5
Santa Monica High	6.97

WHAT ARE THE COMPARISON DATA?

County: 7.4% State: 11.4%

National: Not available

From the California Department of Education (2011).

CHILDREN IDENTIFIED AS VERY SOCIALLY READY FOR KINDERGARTEN: 28.6% | 162 / 567

WHY THIS INDICATOR?

This is a key indicator of young children's progress in social development and a predictor of self-confidence and social adjustment, with a specific focus on social skills that support learning.

WHERE DID THE DATA COME FROM?

UCLA Center for Healthier Children, Families & Communities (2012) used the Early Development Instrument - a new national instrument to measure school readiness. The EDI collects information on all children entering kindergarten in a specific geographic location, and creates a snapshot of their progress. The EDI identifies children with either a high degree of readiness or very low readiness (vulnerability).

HOW WAS THE DATA CALCULATED?

The rate is calculated by totaling the number of kindergarten children identified by their teachers using the EDI as very socially ready for kindergarten and dividing by the total number

of children who were rated using the EDI. Those children who fell at or above the 75th percentile were considered very socially ready.

WHAT DOES THE DATA SAY?

Overall, less than 30% percent of kindergarten children in SMMUSD Santa Monica schools are highly ready socially for kindergarten. This means that less than one-third are strong in getting along with others, listening to and following rules, showing curiosity and eagerness to explore new things, and communicating needs in a socially acceptable manner. Boys fair worse than girls by 13%, and Hispanics/Latinos and children living in Ocean Park are much less likely than children from other areas to be very socially ready for kindergarten, although it is worth noting the number of children in that neighborhood is small.

(CONTINUED ON NEXT PAGE)

CHILDREN IDENTIFIED AS VERY SOCIALLY READY FOR KINDERGARTEN: 28.6% | 162 / 567

(CONTINUED FROM PREVIOUS PAGE)

ADDITIONAL DATA

NEIGHBORHOOD	NUMBER	PERCENT
Friends of Sunset Park	31 of 123	25.0%
Mid-City Neighbors	14 of 64	22.0%
North of Montana Assoc.	35 of 78	45.0%
Northeast Neighbors	21 of 46	46.0%
Ocean Park Assoc.	8 of 57	14.0%
Pico Neighborhood Assoc.	24 of 96	25.0%
Wilshire/Montana	28 of 102	27.0%

WHAT ARE THE COMPARISON DATA?

Not available.

STUDENTS WHO REPORT THEY HAVE A CARING RELATIONSHIP WITH A TEACHER OR OTHER ADULT AT SCHOOL: 63.0% | 1,424 / 2,262

WHY THIS INDICATOR?

This is a key indicator of the supportive nature of the school environment and social adjustment.

WHERE DID THE DATA COME FROM?

California Department of Education 'California's 2008-2010 Healthy Kids Survey' - A comprehensive survey completed by students that provides key data on learning barriers, engagement, and support. The goal is for schools to use the data to prevent risky behaviors and promote wellbeing and development. The CHKS provides information on:

- School connectedness and engagement
- Students' caring relationships, high expectations, meaningful participation at school and factors that contribute to successful learning
- Perceived safety, including harassment and bullying at school
- Substance use, violence, and crime-related behavior

HOW WAS THE DATA CALCULATED?

The total number of students answering "yes" to the CHKS question about having a caring relationship with a teacher or other adult at school was divided by the total number of students answering the question.

WHAT DOES THE DATA SAY?

A majority of students feel they have a caring relationship with at least one adult at school, much more so than students in county and state. 11th graders are more likely to feel that way than are 7th and 9th graders, with 9th graders having the lowest percentage, likely reflecting the challenges with transition to high school.

WHAT ARE THE COMPARISON DATA?

Not available

STUDENTS WHO REPORT THEY FEEL SAFE AT SCHOOL: 67.4% | 1,525 / 2,262

WHY THIS INDICATOR?

This indicator provides a measure of students' perception of the safety of the learning environment.

WHERE DID THE DATA COME FROM?

California Department of Education 'California's 2008-2010 Healthy Kids Survey' - A comprehensive survey completed by students that provides key data on learning barriers, engagement, and support. The goal is for schools to use the data to prevent risky behaviors and promote wellbeing and development. The CHKS provides information on:

- School connectedness and engagement
- Students' caring relationships, high expectations, meaningful participation at school and factors that contribute to successful learning
- Perceived safety, including harassment and bullying at school
- Substance use, violence, and crime-related behavior

HOW WAS THE DATA CALCULATED?

The total number of students answering yes to the CHKS question about school safety was divided by the total number of students answering the question.

WHAT DOES THE DATA SAY?

Most students in middle school and Santa Monica High School feel safe at school, while those at Olympic High feel less so (only 36.6% feel safe). The rates for students who feel safe at a Santa Monica school are higher than those for county and state. 9th graders are less likely than 7th or 11th graders to feel safe at school by 5% to 10%.

WHAT ARE THE COMPARISON DATA?

Not available

STUDENTS WHO REPORT BEING HARASSED ON SCHOOL CAMPUS: 34.2% | 774 / 2,262

WHY THIS INDICATOR?

This is a key indicator of the school social environment and is linked to bullying on campus.

WHERE DID THE DATA COME FROM?

California Department of Education 'California's 2008-2010 Healthy Kids Survey' - A comprehensive survey completed by students that provides key data on learning barriers, engagement, and support. The goal is for schools to use the data to prevent risky behaviors and promote wellbeing and development. The CHKS provides information on:

- School connectedness and engagement
- Students' caring relationships, high expectations, meaningful participation at school and factors that contribute to successful learning
- Perceived safety, including harassment and bullying at school
- Substance use, violence, and crime-related behavior

HOW WAS THE DATA CALCULATED?

Data are based on the number of students answering yes to the question that they have been harassed on school campus over the year divided by the total number of students answering the question.

WHAT DOES THE DATA SAY?

On average about 34% of 7th, 9th, and 11th graders in Santa Monica have experienced some form of harassment on school campus over the year. Harassment is particularly high in 7th grade (41%), where it peaks, and declines considerably to 25% by 11th grade.

WHAT ARE THE COMPARISON DATA?

Not available.

PARENTS WHO REPORT THEY FEEL WELCOME AT THEIR CHILD'S MIDDLE SCHOOL: 88.9% | 593 / 667

WHY THIS INDICATOR?

This is a key indicator of parents' perception of the supportive nature of the middle school environment and correlates with parental engagement in middle school.

WHERE DID THE DATA COME FROM?

Santa Monica-Malibu Unified School District Middle School Initiative Parent Survey Report, 2012

HOW WAS THE DATA CALCULATED?

The total number of parents who agreed or strongly agreed with the statement "My child's school makes me feel welcome when I visit the campus" in the SMMUSD Middle School Initiative Parent Survey was divided by the total number of parents who took the survey.

WHAT DOES THE DATA SAY?

By far most parents feel welcome at their children's middle school. SMASH had the highest percentage parents who reported feeling welcome.

ADDITIONAL DATA

	TOTAL WHO RESPONDED TO THIS QUESTION	NUMBER AGREED OR STRONGLY AGREED	PERCENT AGREED OR STRONGLY AGREED
JAMS	239	213	89.1%
Lincoln	402	364	90.5%
SMASH	26	25	96.2%
Total	667	602	90.3%

WHAT ARE THE COMPARISON DATA?

Not available.

MIDDLE & HIGH SCHOOL YOUTH WHO REPORT THEY ARE INVOLVED IN OUT-OF-SCHOOL STRUCTURED ACTIVITIES: 68.0% | 1,539 / 2,262

WHY THIS INDICATOR?

This is a key indicator of engagement in relevant after-school opportunities for middle and high school students.

WHERE DID THE DATA COME FROM?

California Department of Education 'California's 2008-2010 Healthy Kids Survey' - A comprehensive survey completed by students that provides key data on learning barriers, engagement, and support. The goal is for schools to use the data to prevent risky behaviors and promote wellbeing and development. The CHKS provides information on:

- School connectedness and engagement
- Students' caring relationships, high expectations, meaningful participation at school and factors that contribute to successful learning
- Perceived safety, including harassment and bullying at school
- Substance use, violence, and crime-related behavior

HOW WAS THE DATA CALCULATED?

The total number of students answering "yes" to the California Healthy Kids Survey question about being involved in out-of-school structured activities was divided by the total number of students answering the question.

WHAT DOES THE DATA SAY?

While a majority of middle school and high school students report involvement in out-of-school programs, this is not the case for students in a continuation or other alternative education settings. Students in 7th grade have a higher rate of involvement in out-of-school structured activities than older students.

WHAT ARE THE COMPARISON DATA?

Not available.

MIDDLE & HIGH SCHOOL STUDENTS WHO REPORT THEY HAVE A CARING ADULT OUTSIDE OF SCHOOL & HOME: 86.1% | 1,948 / 2,262

WHY THIS INDICATOR?

This is a key indicator of middle and high school students' perception of access to a supportive community and adults outside of school and home.

WHERE DID THE DATA COME FROM?

California Department of Education 'California's 2008-2010 Healthy Kids Survey' - A comprehensive survey completed by students that provides key data on learning barriers, engagement, and support. The goal is for schools to use the data to prevent risky behaviors and promote wellbeing and development. The CHKS provides information on:

- School connectedness and engagement
- Students' caring relationships, high expectations, meaningful participation at school and factors that contribute to successful learning
- Perceived safety, including harassment and bullying at school
- Substance use, violence, and crime-related behavior

HOW WAS THE DATA CALCULATED?

The total number of students answering yes to the CHKS question regarding having a caring adult outside of school and home was divided by the total number of students answering the question.

WHAT DOES THE DATA SAY?

By far most middle and high school students report they have a caring adult outside of school and home. Percentages were similar for the three grade levels and Olympic High, with 11th grade students reporting the highest percentage at 89%.

WHAT ARE THE COMPARISON DATA?

Not available.

CHILDREN IDENTIFIED AS VERY EMOTIONALLY READY FOR KINDERGARTEN: 33.7% | 191 / 567

WHY THIS INDICATOR?

This is a key indicator of children’s emotional readiness for kindergarten, which includes components of emotional maturity such as comfort in engaging in new activities, level of anxiety, ability to help others, and aggression – all critical to learning in school

WHERE DID THE DATA COME FROM?

UCLA Center for Healthier Children, Families & Communities, 2012, by using a new national instrument to measure school readiness, the Early Development Instrument (EDI). The EDI is used to collect information on all children entering kindergarten in a specific geographic location and creates a snapshot of their progress. The EDI is designed to identify those children with either a high degree of readiness or low readiness (or vulnerability).

HOW WAS THE DATA CALCULATED?

The rate was calculated by taking the number of kindergarten children identified as very emotionally ready for kindergarten based on teachers ratings using the EDI and dividing by the total number of children who were

rated using the EDI. Those children who fell at or above the 75th percentile were considered very emotionally ready.

WHAT DOES THE DATA SAY?

Slightly more than a third of SMMUSD kindergarten children are identified as very emotionally ready for school. This domain had the highest percentage of children very ready in comparison to the other three domains (physical, learning and social). Specific groups of children are considerably more vulnerable in this area than others, including African American and Hispanic/Latino students and boys in general. Only 12% of children living in the Ocean Park area were very emotionally ready for kindergarten, a rate much lower than any other Santa Monica neighborhood although the number of children is small (7 out of 57).

(CONTINUED ON NEXT PAGE)

CHILDREN IDENTIFIED AS VERY EMOTIONALLY READY FOR KINDERGARTEN: 33.7% | 191 / 567

(CONTINUED FROM PREVIOUS PAGE)

ADDITIONAL NEIGHBORHOOD DATA

NEIGHBORHOOD	NUMBER	PERCENT
Friends of Sunset Park	38 of 123	31.0%
Mid-City Neighbors	18 of 63	29.0%
North of Montana Assoc.	37 of 78	47.0%
Northeast Neighbors	27 of 46	59.0%
Ocean Park Assoc.	7 of 57	12.0%
Pico Neighborhood Assoc.	25 of 96	26.0%
Wilshire/Montana	38 of 101	38.0%

WHAT ARE THE COMPARISON DATA?

Not available.

YOUTH WHO REPORT THEY EXPERIENCED SIGNIFICANT PERIODS OF EXTREME SADNESS & HOPELESSNESS OVER THE PREVIOUS 12 MONTHS: 25.3% | 573 / 2,262

WHY THIS INDICATOR?

This is a measure of emotional wellbeing, which correlates with poor academic achievement and impacts other areas of development.

WHERE DID THE DATA COME FROM?

California Department of Education 'California's 2008-2010 Healthy Kids Survey' - A comprehensive survey completed by students that provides key data on learning barriers, engagement, and support. The goal is for schools to use the data to prevent risky behaviors and promote wellbeing and development. The CHKS provides information on:

- School connectedness and engagement
- Students' caring relationships, high expectations, meaningful participation at school and factors that contribute to successful learning
- Perceived safety, including harassment and bullying at school
- Substance use, violence, and crime-related behavior

HOW WAS THE DATA CALCULATED?

The number of students answering "yes" to the question about significant periods of extreme sadness and hopelessness over the previous 12 months was divided by the total number of students answering the question.

WHAT DOES THE DATA SAY?

Overall, 1/4 of students surveyed experienced significant periods of extreme sadness and hopelessness over the previous year. There was not a large difference between the rates for 7th and 9th graders and Olympic High (Alternative Education) students. The rate for 11th graders was notably higher at 31%. Although the grade level rates for Santa Monica students were lower than the rates reported for the county, they are nonetheless of concern. These data indicate that a significant number of students felt so sad and hopeless daily over at least one two-week period to the degree that they stopped doing at least some usual activities. Again, the rate for 11th graders was particularly high (nearly 1/3 experienced at least one such episode).

WHAT ARE THE COMPARISON DATA?

County: 7th Grade – 28%; 9th Grade – 25%; 11th Grade – 31%;
Alternative Education – 36%

REPORTED RATE OF CHILD ABUSE: 3.3% | 413 / 12,580

WHY THIS INDICATOR?

This is a measure of the safety of children's environment and the level of the maltreatment of young children through teenagers. It is correlated with current and future emotional development and wellbeing.

WHERE DID THE DATA COME FROM?

Los Angeles County Department of Children and Family Services (2011)

HOW WAS THE DATA CALCULATED?

The number of unduplicated referrals of child abuse received during the year for children 0 to 17 years of age in Santa Monica was divided by the total number of children 0 to 17 years of age, based on the 2010 Census.

WHAT DOES THE DATA SAY?

Reports of physical, sexual, and/or emotional abuse or neglect were filed for just over 3% of children in Santa Monica. The substantiated number of cases of child abuse/neglect for Santa Monica is low (53 of 12,578, or .42%).

WHAT ARE THE COMPARISON DATA?

Not available.

REPORTED RATE OF DOMESTIC VIOLENCE: 0.2% | 26 / 12,580

WHY THIS INDICATOR?

This is a key indicator of violence in the home and family environments and correlates with children's emotional and behavioral development and adjustment.

WHERE DID THE DATA COME FROM?

Santa Monica Police Department (2011)

HOW WAS THE DATA CALCULATED?

The number of children 0 to 17 years of age in Santa Monica who have been victims of domestic violence based on reports filed with the police, divided by the total number of children 0 to 17 years of age in Santa Monica, based on the 2010 Census.

WHAT DOES THE DATA SAY?

Less than 1% of Santa Monica youth were victims of domestic violence abuse, which is a very small proportion. Children can be both direct victims of violence and witness to violence in the home. The National Center for Children Exposed to Violence reports that an estimated 3 to 10 million children witness assaults against a parent by an intimate partner. Furthermore, the US Department of Justice reports that 11% of family violence is directed toward a child by a parent.

WHAT ARE THE COMPARISON DATA?

Further comparison data forthcoming.

YOUTH WHO REPORT THEY HAVE USED ALCOHOL IN THE PREVIOUS MONTH: 28.6% | 648 / 2,262

WHY THIS INDICATOR?

This is a general measure of emotional well-being, behavior and a targeted measure of teen alcohol use.

WHERE DID THE DATA COME FROM?

California Department of Education 'California's 2008-2010 Healthy Kids Survey' - A comprehensive survey completed by students that provides key data on learning barriers, engagement, and support. The goal is for schools to use the data to prevent risky behaviors and promote wellbeing and development. The CHKS provides information on:

- School connectedness and engagement
- Students' caring relationships, high expectations, meaningful participation at school and factors that contribute to successful learning
- Perceived safety, including harassment and bullying at school
- Substance use, violence, and crime-related behavior

HOW WAS THE DATA CALCULATED?

The number of students answering that they used substances over the previous month when answering the corresponding question on the CHKS was divided by the total number of students answering the question.

WHAT DOES THE DATA SAY?

While very few 7th graders report that they used alcohol in the previous month, over 25% of 9th graders used it and a large percentage (nearly half) of 11th graders used it at a rate slightly higher than the state rate but much higher (by 15%) than the county rate. Olympic High school (Alternative Education) students report the highest rate of usage for Santa Monica – nearly 60% of Olympic High students used alcohol the previous month. These findings suggest the need to focus on youth alcohol use in Santa Monica.

WHAT ARE THE COMPARISON DATA?

- County: 7th Grade, 12.8%; 9th grade, 24.7%; 11th grade, 33.0%; Alter. Education, 55.7%
- State: 7th Grade, 13.6%; 9th grade, 25.1%; 11th grade, 44.0%; Alter. Education, 54.3%

Data provided by the California Department of Education (Dataquest), California's 2008-2010 Healthy Kids Survey

YOUTH WHO REPORT THEY HAVE USED SUBSTANCES OVER THE PREVIOUS MONTH: 31.7% | 716 / 2,262

WHY THIS INDICATOR?

This is a measure of substance abuse and emotional health.

WHERE DID THE DATA COME FROM?

California Department of Education 'California's 2008-2010 Healthy Kids Survey' - A comprehensive survey completed by students that provides key data on learning barriers, engagement, and support. The goal is for schools to use the data to prevent risky behaviors and promote wellbeing and development. The CHKS provides information on:

- School connectedness and engagement
- Students' caring relationships, high expectations, meaningful participation at school and factors that contribute to successful learning
- Perceived safety, including harassment and bullying at school
- Substance use, violence, and crime-related behavior

HOW WAS THE DATA CALCULATED?

The number of students answering that they used substances over the previous month when answering the corresponding question on the CHKS was divided by the total number of students answering the question.

WHAT DOES THE DATA SAY?

Although most 7th graders did not use substances of any kind the previous month, usage rates increase substantially with grade level and show that nearly 1/3 of 9th graders and over 50% of 11th graders used substances over the previous month – a rate that is at least 10% above the rates for the state and county for that grade level. Olympic High School (Alternative Education) students had a much higher rate than 11th graders – nearly 2/3 of those students said they used substances. The findings call for the need to focus further on youth substance abuse issues.

WHAT ARE THE COMPARISON DATA?

- County: 7th Grade, 16.7%; 9th grade, 30.3%; 11th grade, 38.7%;
Alternative Education, 65.6%
- State: 7th Grade, 17.3%; 9th grade, 30.8%; 11th grade, 39.8%;
Alternative Education, 65.7%

Data provided by the California Department of Education (Dataquest), California's 2008-2010 Healthy Kids Survey

DATA CONTRIBUTORS

California State
Department of Education

City of Santa Monica
Police Department

Los Angeles County
Department of Children
and Family Services

Los Angeles County
Department of Public Health

Los Angeles County
Department of Public
Social Services

Lucile Packard Foundation for
Children's Health (kidsdata.org)

Santa Monica College

Santa Monica-Malibu
Unified School District

UCLA Center for Healthier
Children, Families and
Communities

United States Census Bureau

Santa Monica is a relatively safe community full of opportunity. Yet, about 30% of our young children are not ready for school, and nearly 30% of teens report symptoms of depression. Despite our resources, many children struggle during the first two decades of their life.

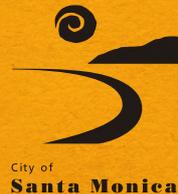
So, how are our children doing, really?
What can we do to help them succeed?

This Youth Wellbeing Report Card is a crucial step toward finding the answers to these big questions. Santa Monica's Cradle

to Career Working Group developed this Report Card as a tool for understanding of the wellbeing of our youth – where we're doing well as a community, and where we could do better.

Our goal is clear. Santa Monica will be a community where every child thrives, from cradle to career... and beyond. Getting there will require coordination, teamwork, and support.

Find out what you can do:
www.santamonicyouth.net.



For questions about this report card, contact the City of Santa Monica's Human Services Division at 310-458-8701.

2012 Accountability Reports

Presentation to the Board of Education
October 18, 2012

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This Evening's Focus



- State and Federal Accountability Reports
 - Academic Performance Index (API)
 - Adequate Yearly Progress (AYP)
- Accountability Requirements
- Implications for SMMUSD

2

Overview of the 2012 Accountability Progress Reports

- **Two fundamentally different accountability systems:**
 - State: Academic Performance Index (API)
 - Federal: Adequate Yearly Progress (AYP)
- APR Reports can be accessed at the Dataquest website:
www.cde.ca.gov/dataquest

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State Accountability System

- The Academic Performance Index (API) measures the performance and progress of a school or district based on results of the CST, CMA, CAPA and CAHSEE exams.
- A school's API is a composite number (from 200 - 1000) representing the results of these tests.
- More points are awarded to scores in the top performance band (Advanced) than the other bands.
- The greatest difference in points, however, is between Far Below and Below Basic.

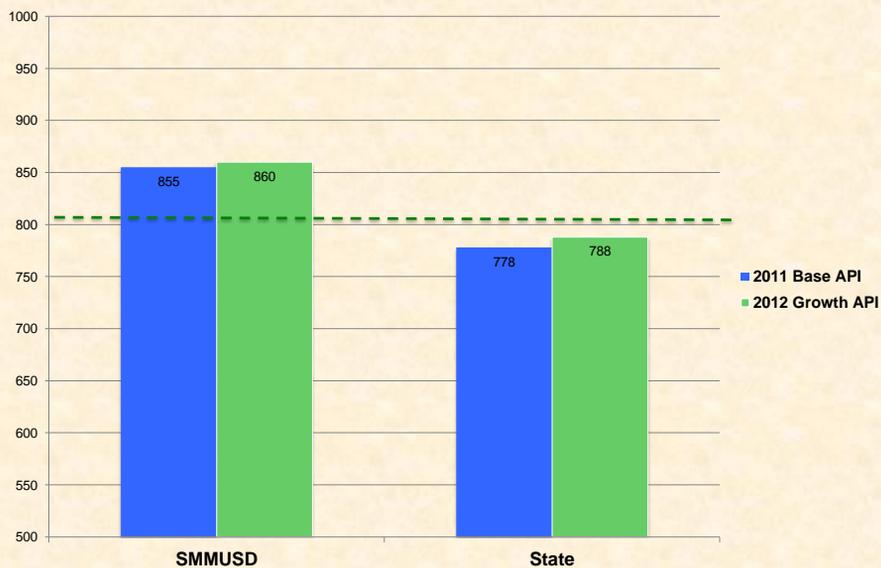
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2012 Growth API Report

- API Calculation includes:
 - 2012 STAR results in ELA, Math, Science and History
 - 2012 CAHSEE passage in ELA and Math
- API Growth Report includes
 - School-wide/District-wide API
 - API of all subgroups with 11 or more students
 - Growth targets for numerically significant groups

5

SMMUSD and State API Comparison



6



School API and Growth Targets

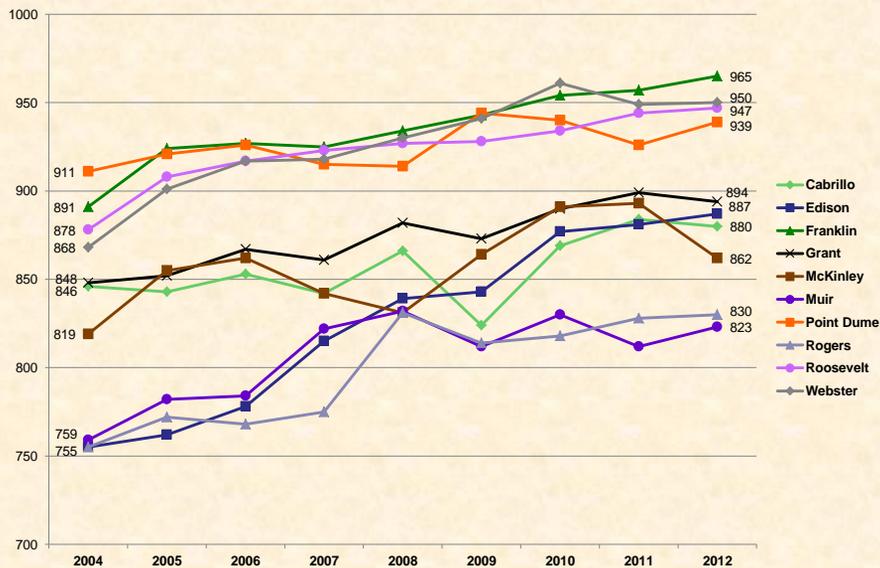
- Once schools (and groups of students within schools) reach an API of 800, their growth target is simply to maintain at or above 800.
- Schools or groups with an API of less than 800 have a growth target of at least five points.
- Nearly all of SMMUSD schools are now above 800.

2012 Growth API Report

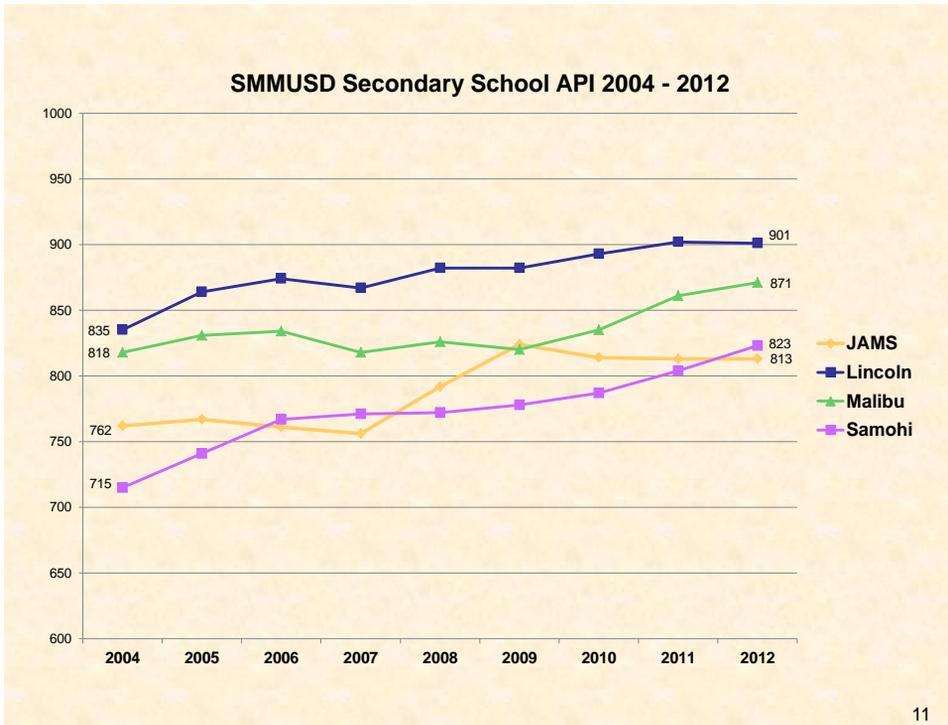
	2011 Base API	2012 Growth API	Change	Schoolwide Target Met?	Significant Group Targets Met?
Cabrillo	884	880	-4	Yes	Yes
Edison	881	887	+6	Yes	Yes
Franklin	957	965	+8	Yes	Yes
Grant	899	894	-5	Yes	No (Latino, EcDis)
McKinley	893	862	-31	Yes	Yes
Muir	812	823	+11	Yes	No (Latino, EcDis)
Point Dume	926	939	+13	Yes	Yes
Rogers	828	830	+2	Yes	No (Latino, EL)
Roosevelt	944	947	+3	Yes	Yes
Webster	949	950	+1	Yes	Yes
JAMS	813	813	0	Yes	No (Latino, EcDis)
Lincoln	902	901	-1	Yes	No (EcDis)
Malibu	861	871	10	Yes	No (Latino)
Samohi	804	823	+19	Yes	No (African American)

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SMMUSD Elementary School API 2004 - 2012



10



Federal Accountability Reports

- Federal accountability focuses on how well schools and districts are meeting standards of academic performance in English language arts and mathematics.
- Federal accountability uses a “status” model – either students are proficient or they are not.
- The ultimate objective for schools under ESEA/NCLB is for 100 percent of students to achieve proficiency in both subject areas by 2013-14.

Federal Accountability

- Proficiency rates based on:
 - Grade 2 – 8 CST, CMA or CAPA percent proficient or advanced
 - Grade 10 CAHSEE* or CAPA percent proficient or advanced

*Note that proficiency for CAHSEE is a scale score of 380 or better – a higher standard than passing, which is a scale score of 350 or better.

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Adequate Yearly Progress (AYP)

- Depending on number of significant groups, there are up to “**50** ways to fail” AYP.
- A miss in any one of the criteria constitutes missing AYP for the year.

14

Meeting AYP Criteria

- For school/district overall and for all numerically significant groups*
 - **95%** participation in ELA and math testing
 - Meet or exceed current year's Annual Measurable Objective (AMO) in ELA and math
 - Minimum API of 710
 - Graduation Rate Growth Target
- Alternate ways of meeting AYP
 - 2 or 3 Year averaging
 - Safe Harbor Calculation
 - Grade Spans for District Level AYP

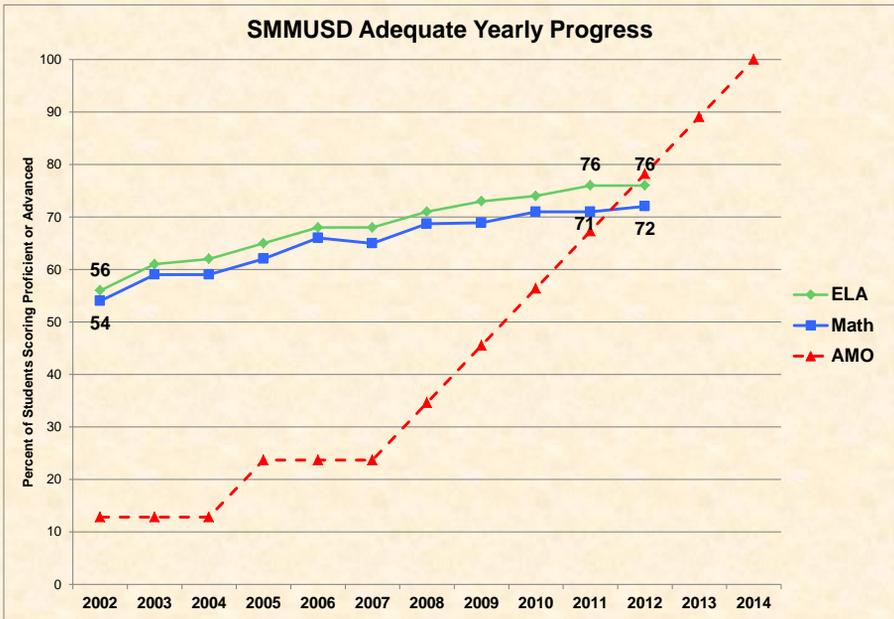
*100 or more students OR 50 or more if that 50+ constitutes 15% or more of total population

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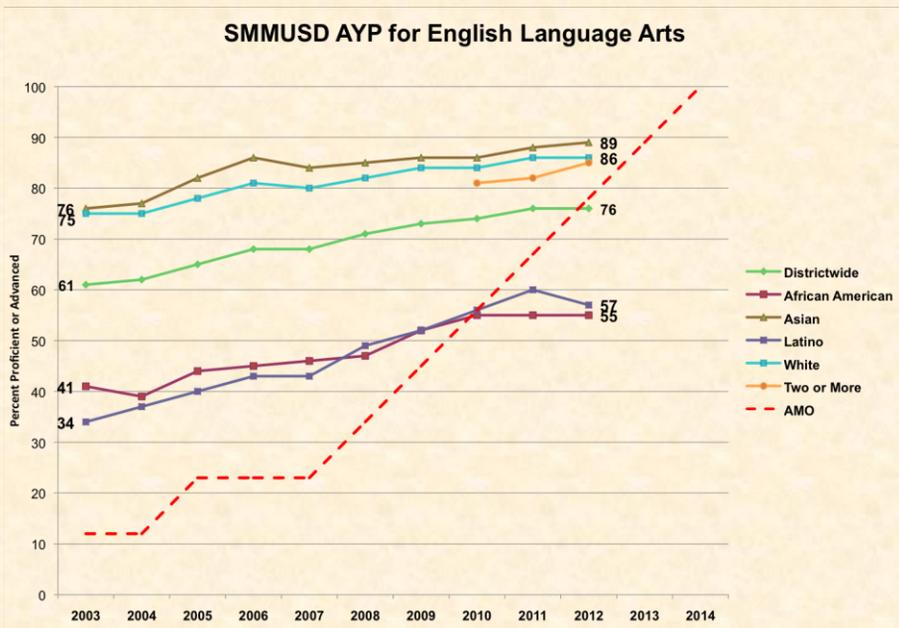
Safe Harbor

- If a school, district, or a subgroup shows progress in moving enough students from scoring below proficient to proficient, it may make AYP if all of the following conditions are met:
 - Percent of students performing **below** the proficient level in either ELA or math **decreased** by at least **10 percent** from the preceding school year
 - Met 2012 AYP participation rate
 - Met API criteria
 - Met graduation rate criteria, if applicable

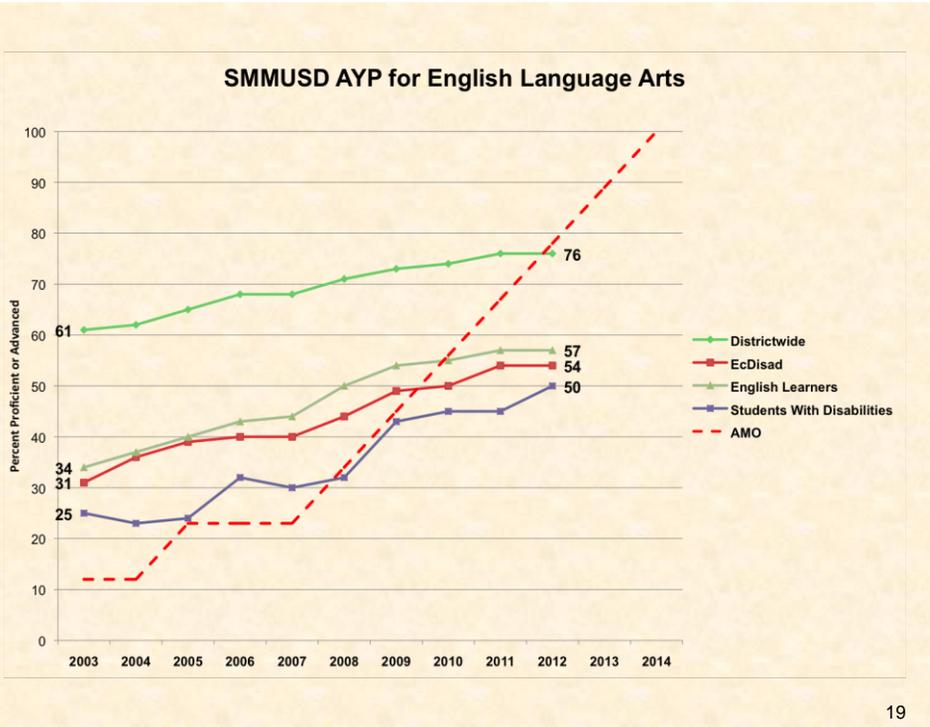
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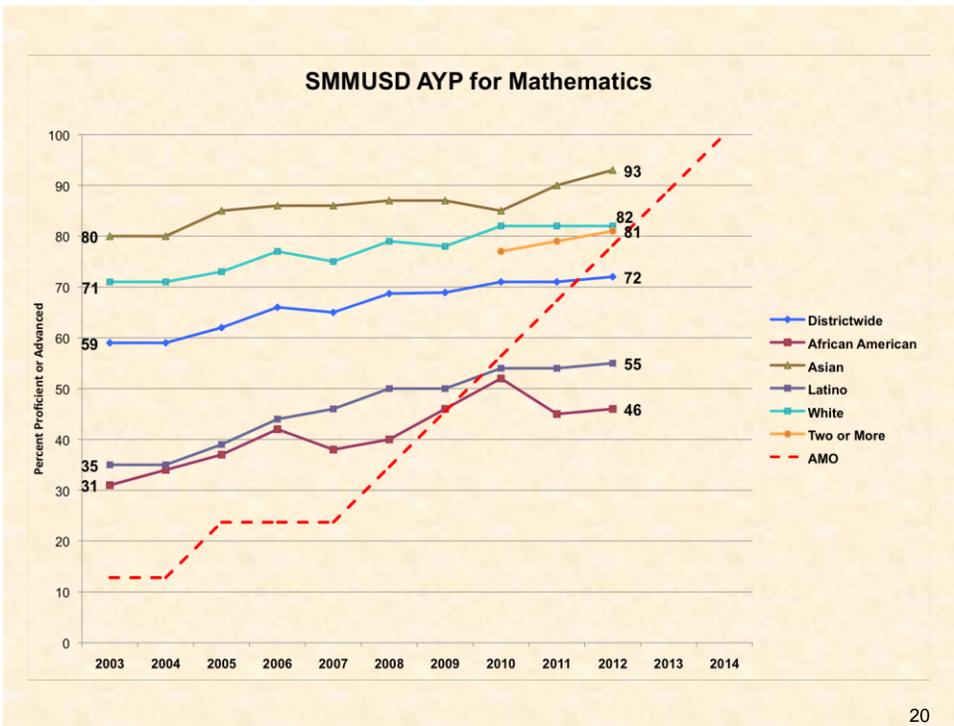
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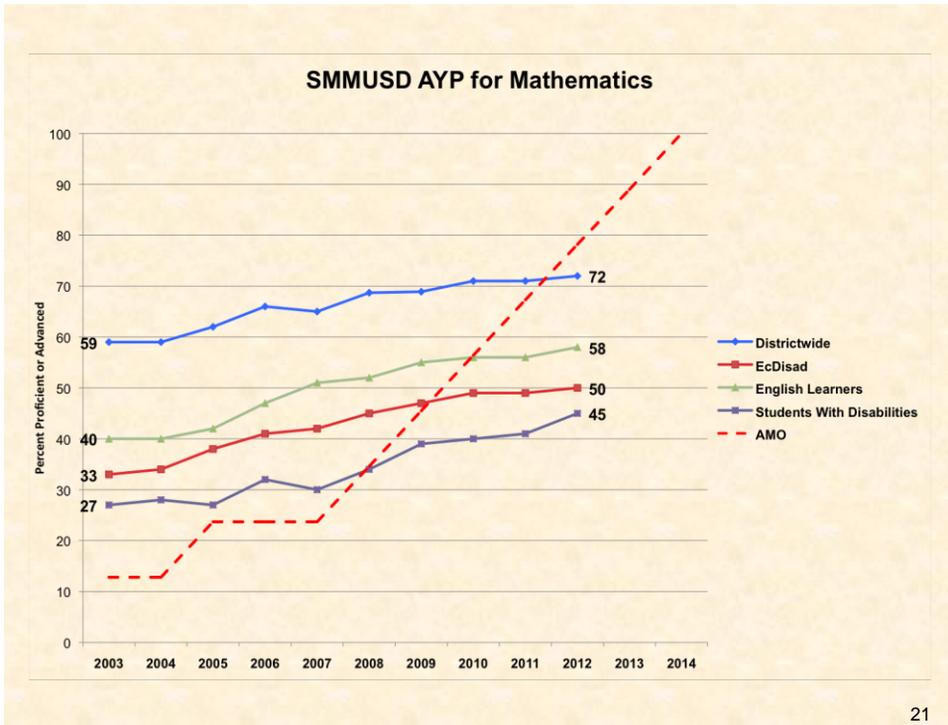
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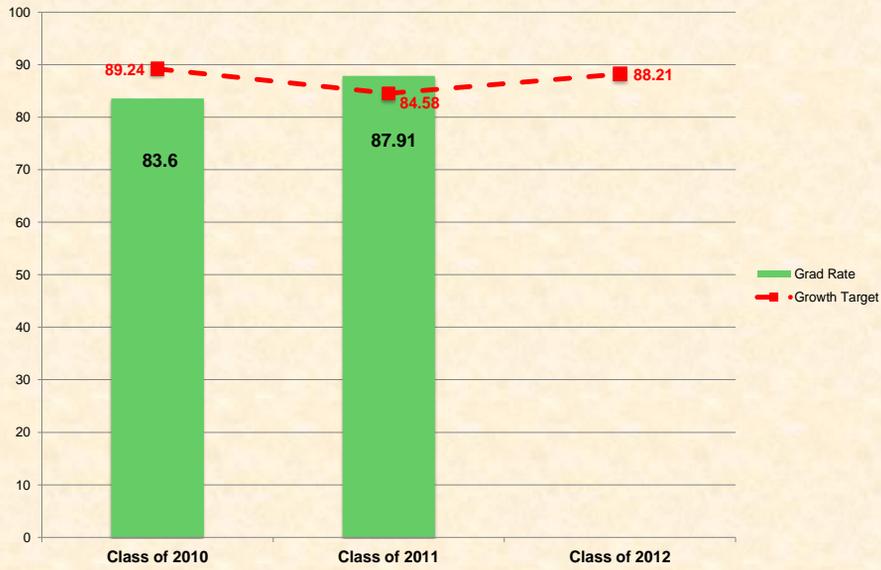
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Cohort Grad Rate for 2012

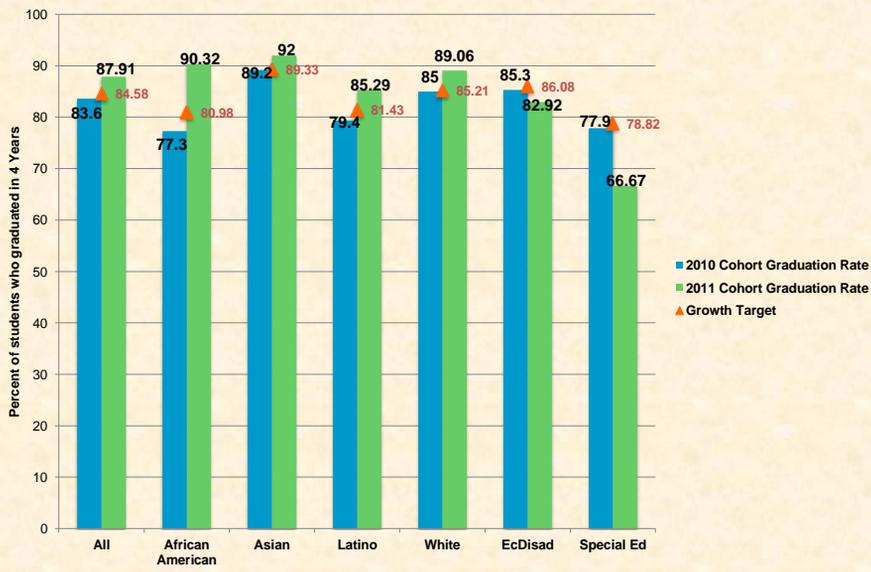
- Graduation rates are always reported one year behind.
- The 2012 Accountability reports use graduation rates for the class of 2011.
- Beginning in 2010, Graduation rates were reported using the 4-year cohort methodology.
- The goal is to have 90 percent of students (and numerically significant subgroups of students) graduate in four years by 2019.

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SMMUSD 4-Year Graduation Rates and Targets



SMMUSD 4-Year Cohort Grad Rates by Ethnicity and Group



2012 AYP Report

- Because we missed Graduation Rate targets for some groups, SMMUSD was not allowed to employ Safe Harbor in meeting AMOs.
- SMMUSD met 25 out of 38 AYP Criteria.
 - We met 29 out of 38 last year employing Safe Harbor for some groups.
- Therefore, SMMUSD is now in Year 2 of Program Improvement.

25

Implications for District PI

- There are three phases to Program Improvement for districts.
 - PI Year 1: Planning Year
 - PI Year 2: Implementation Year
 - PI Year 3 and beyond: Corrective Action

26

Requirements for District PI Year 2

- Continue to implement LEA Plan Addendum.
- Continue to reserve no less than 10% of Title I allocation for professional development.

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Our Addendum to the LEA Plan

4 Major Improvement Initiatives

- Implementation of systematic Response to Intervention and Instruction
 - Tier I, Tier II, Tier III Instruction
 - Uniform assessment practices for progress monitoring
- Monitoring of consistent, daily English language development instruction for English learners
- Differentiated curriculum and instructional approaches for mathematics, especially for students with disabilities
- Systematic approach to professional development for Common Core Standards

No additional federal funding is provided for implementing PI-related initiatives and programs.

28

Requirements for District PI Year 3

- In Year 3 and beyond, the state will take corrective action invoking at least one of the following federal sanctions:
 - Defer programmatic funds or reduce administrative funds.
 - Institute new curriculum and professional development for staff.
 - Replace LEA staff.
 - Remove individual schools from LEA jurisdiction.
 - Appoint trustee in place of superintendent and school board.
 - Abolish or restructure LEA.

29

2012 AYP Report for Schools

- Nine schools missed one or more AYP criteria for 2012.
- Schools that met all criteria were those with the fewest number of numerically significant groups.

30

2012 AYP School Reports

School	AYP Criteria Met	Missed ELA Criteria	Missed Math Criteria
Cabrillo	6 out of 9	Schoolwide	Schoolwide, White
Edison	20 out of 21	English Learners	
Franklin	9 out of 9		
Grant	12 out of 17	Schoolwide, Latino, EcDisad	Latino, EcDisad
McKinley	13 out of 21	Schoolwide, Latino, EcDisad, English Learners	Schoolwide, Latino, EcDisad, English Learners
Muir	12 out of 17		Latino, White, EcDisad
Point Dume	9 out of 9		
Rogers	19 out of 21	Latino, English Learners	
Roosevelt	9 out of 9		
Webster	9 out of 9		

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2012 AYP School Reports

School	AYP Criteria Met	Missed ELA Criteria	Missed Math Criteria
SMASH	0 out of 9	School wide participation, White participation, Schoowide % Prof, White % Proficient	School wide participation, White participation, Schoowide % Prof, White % Proficient
JAMS	16 out of 25	Schoolwide, Latino, EcDisad, English Learners, SWD	Schoolwide, Latino, White, EcDisad, English Learners, SWD
Lincoln	18 out of 25	English Learners	Schoolwide, Latino, White, EcDisad, English Learners, SWD
Malibu	10 out of 10		
Samohi	17 out of 22	Schoolwide, Latino EcDisad	EcDisad
SMMUSD*	25 out of 38	Districtwide, African Amer, Latino, EcDisad, English Learners, SWD	Districtwide, African Amer, Latino, EcDisad, English Learners, SWD

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Program Improvement for Schools

- Only schools that receive Title I funds are subject to Program Improvement sanctions.
- Each of our schools that participate in Title I has now missed AYP for two consecutive years.
- Therefore, each of those schools is now in Program Improvement.
- Will Rogers is now in Year 2 of Program Improvement.

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Requirements for School PI Year 1

- The district must:
 - Notify parents of PI status and school choice.
 - Letters were sent home October 1
 - Provide technical assistance to PI school.
 - Provide parents the choice to attend another district non-PI school with transportation provided by the district.
 - Choice application deadline was October 15

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Requirements for School PI Year 1

- The school must:
 - Revise the Single Plan for Student Achievement within three months of identification as PI to cover a two-year period.
 - Use 10% of school's Title I funds for professional development.
 - Implement the plan promptly.

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Requirements for School PI Year 2

- The district must:
 - Continue with technical assistance.
 - Notify parents of PI status, school choice and supplemental services.
 - Provide choice to attend another district non-PI school with transportation provided by the district.
 - Provide **supplemental educational services** to all eligible students.

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Supplemental Educational Services (SES)

- The state maintains a list of State Board approved SES providers.
- The state determines a per eligible pupil dollar amount to be spent on SES.
 - Eligible students are those who qualify to participate in the National School Lunch Program

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Supplemental Educational Services (SES)

- SES vendors provide tutoring services for eligible students.
- Each provider sets their own:
 - Hourly rate for services
 - Instructional program
 - Assessment tools
 - Location of services

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Supplemental Educational Services (SES)

- Parents of eligible students choose from a selected group of SES providers
 - Parent Vendor Fair held October 8
 - Parent SES applications due October 22
- SES providers
 - Assess students
 - Provide tutoring
 - Provide regular progress updates to parents and teachers

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Requirements for School PI Year 3

- The district must:
 - Continue all the activities outlined in Year 2 plus identify the school for corrective action including one of the following:
 - Replace school staff.
 - Implement new curriculum.
 - Decrease management authority at school level.
 - Appoint outside expert.
 - Extend school year or day.
 - Restructure internal organization of school.
 - Inform parents and public of corrective action taken and allow comment.

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An Accountability Dilemma

- An early school year start
- Late test results due to statewide “testing irregularities”
- Even later accountability reports due to state’s integration of CALPADS in making AYP determinations

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Accountability Dilemma

- State submitted a waiver to delay notification of parents until after release of accountability reports on October 11.
- Because of our early start to the school year, SMMUSD made the decision to use estimated data and sent out letters on October 1.
- We realize this was still late in the year for many families to exercise Choice.

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Accountability Dilemma

- Now that all of our schools that participate in Title I are in PI, and will inevitably remain in PI, we will send out letters prior to September 1.

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The Future of NCLB

- U.S. Department of Education has provided several states with some flexibility for portions of the law through a waiver process.
- The conditions for waivers include a number of educational reforms
- State Superintendent Torlakson has indicated that California is not in a position to apply for any waiver that included new, unfunded mandates for costly and extensive reforms.
- Instead, California submitted our own state-defined waiver request.
- The U.S. Department of Education has not yet commented on California's waiver request.

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The Future of NCLB

- In the meantime, SMMUSD will comply with all Program Improvement requirements.
- Our efforts toward *continuous improvement*, however, are not driven by AYP, but rather by our on-going analysis of student achievement data which include standardized testing results, but so much more.

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Questions and Discussion



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