

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

July 24, 2013

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education will be held on **Wednesday, July 24, 2013**, in the **District Administrative Offices**: 1651 16th Street, Santa Monica, CA. The Board of Education will call the meeting to order at 3:30 p.m. in the Board Conference Room at the District Offices, at which time the Board of Education will move to Closed Session regarding the items listed below. The public meeting will reconvene at 5:30 p.m. in the Board Room.

The public meeting will begin at 5:30 p.m.

Note:

Public Comments: Persons wishing to address the Board of Education regarding an item scheduled for this meeting must submit the "Request to Address" card prior to consideration of that item. Persons wishing to address the Board of Education regarding an item not scheduled on this meeting's agenda may speak during the Public Comments section by submitting the "Request to Address" card at the beginning of the meeting. The same card is used for either option and is printed in both Spanish and English. Cards are located with meeting materials just outside the meeting room. Completed cards should be submitted to the Recording Secretary.

Time Certain Items: Those items listed for a specified time (marked in the margin) are so noted to give the public an indication of when the Board will hear that item. However, if it is prudent to do so, the Board may adjust the time stamp to complete an item currently on the floor, but will not delay the time stamped item for more than fifteen (15) minutes.

CLOSED SESSION (3:30-5:30 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 (10)
- Conference with Real Property Negotiators pursuant to GC §54956.8 (902 Colorado Avenue, Santa Monica, CA: Santa Monica-Malibu Unified School District [SMMUSD], Southern California Edison [SCE], Exposition Metro Construction Authority [EXPO]) (10)
- Conference with Legal Counsel: Existing Litigation pursuant to GC §54956.9(a) [3 cases: 1) 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; 2) Dionne Evans ad litem Endora Jones v. Santa Monica-Malibu Unified School, Jennifer Gonzalez, Mark Kelly, LA County Superior Court Case # SC 118413; 3) Noah Fagen ad litem Barry Fagan v. Santa Monica-Malibu Unified School District, OCR Docket # 09-13-1125]. (20)
- Conference with Labor Negotiators pursuant to GC §54957.6 (Superintendent, S.M.M.C.T.A.) (10)
- Conference with Labor Negotiators pursuant to GC §54957.6 (Superintendent, S.E.I.U.) (10)

OPEN SESSION (5:30 p.m.)

III. CALL TO ORDER

- A. Roll Call
- B. Pledge of Allegiance

IV. APPROVAL OF THE AGENDA

V. APPROVAL OF MINUTES

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VI. BOARD OF EDUCATION – COMMENDATIONS / RECOGNITIONS (0)

VII. STUDY SESSION (60)

These items are staff presentations and/or updates to the Board of Education.

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VIII. COMMUNICATIONS (15)

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 (0)**
- B. SMMCTA Update – Harry Keiley (5)**
- C. S.E.I.U. Update – Ms. Keryl Cartee-McNeely (5)**
- D. PTA Council – Ms. Patti Braun (5)**

IX. SENIOR STAFF REPORTS (20)

- A. Asst. Supt., Educational Services – Dr. Terry Deloria (5)**
- B. Asst. Supt., Business & Fiscal Services/CFO – Ms. Janece Maez (5)**
- C. Asst. Supt., Human Resources – Ms. Debra Moore Washington (5)**
- D. Superintendent – Ms. Sandra Lyon (5)**

X. 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. However, members of the Board of Education, staff, or the public may request an item be moved from the consent agenda to Section XI (Major Items) for clarification and/or discussion.

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A.13 Amendment to Contract – Lease Leaseback – Edison Language

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A.14	Recommendation to Approve Contract Amendment #29 for Architectural/Engineering Design Services for Santa Monica High School Science and Technology Building and Site Improvement Project – R.L. Binder FAIA Architects, LLP – Measure BB	21-22
A.15	Contract Amendment #04 for Additional Inspection Services – For Santa Monica High School Science and Technology Building and Site Improvements – California Testing and Inspections, Ind. – Measure BB	23
A.16	Amendment to Contract – General Contractor – Malibu Middle/High School Campus Wide Fire Alarm Replacement Project – Modernization Project – Moment Construction Company, Inc. – Measure BB	24-25
A.17	Recommendation to Approve Contract Amendment #36 for Additional Architectural Design Service for Malibu Middle and High School – Campus Improvement Project – HMC Architects – Measure BB	26-27
A.18	Contract Amendment #16 for General Construction Management Services – Parsons/CCM – Measure BB.....	28-29
A.19	Contract Amendment #04 for Additional Inspection Services – IT/MDG Room – Malibu Middle/High School Campus Improvement Projects – Stephen Payte DSA Inspections – Measure BB	30
<u>Personnel</u>		
A.20	Certificated Personnel – Elections, Separations.....	31-43
A.21	Classified Personnel – Merit	44-57

General

XI. PUBLIC COMMENTS

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

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 (135)

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.

D.01	Secondary Math Improvement Plan for 2013-2014 (30).....	58
D.02	Update: Equity and Access for Student Success Plan (30)	59
D.03	District Advisory Committees: Discuss End-of-Year Reports for 2012-13 and Direction for 2013-14 (75)	60-60y
	Early Child Care DAC	
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	Visual and Performing Arts DAC	
	District English Learners Advisory Committee	
	Intercultural Equity and Excellence DAC	

XIII. MAJOR ITEMS (10)

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.

- A.01 High School Course Approval – Earth Science/Intro to AP Science (HP) (10).....61-62

XIV. INFORMATIONAL ITEMS (10)

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

- I.01 Quarterly Report on Williams Uniform Complaints (10).....63-63a

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 (5)

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

This meeting will adjourn to a regular board meeting scheduled for 5:30 p.m. on **Wednesday, August 14, 2013**, in the **District Administrative Offices**: 1651 16th Street, Santa Monica, CA.

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

SMMUSD Board of Education Meeting Schedule 2013-2014

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

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

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

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

ACTION
07/24/13

RECOMMENDATION NO. A.01

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

June 26, 2013

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

STUDY SESSION

TO: BOARD OF EDUCATION

STUDY SESSION

7/24/2013

FROM: SANDRA LYON

RE: PLAN TO CREATE A NEW DISTRICT LOGO

STUDY SESSION ITEM NO. S.01

Robin Gee is working with staff to create an updated logo for the District by enlisting the support of the community. Tonight, Ms. Gee, the public information and cable TV manager for City Hall, will present her plan.

CONSENT ITEMS

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / JANECE L. MAEZ / STUART SAM
 RE: APPROVAL OF INDEPENDENT CONTRACTORS

ACTION/CONSENT
 07/24/13

RECOMMENDATION NO. A.02

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

Contractor/ Contract Dates	Description	Site	Funding (Measure BB)
Neil Perlmutter and Associates Not to Exceed: \$75,000 <i>(Original BOE approval 11/04/10)</i>	Serve as Senior Architect heading Measure BB change order review unit	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Rodrigo Donoso Not to Exceed: \$88,000 <i>(Original BOE approval 05/06/10)</i>	Project coordinator for development of documents associated to communications	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Orbach, Huff and Suarez California, LLC Not to Exceed: \$100,000 <i>(Original BOE approval 09/27/07)</i>	Anticipated legal fees for Measure BB program	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5820-XXX-2600
Gaudet Design Group Not to Exceed: \$50,000 <i>(Original BOE approval 12/09/10)</i>	Project Consultant for landscape architecture for Measure BB Program	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Art Meets Technology Not to Exceed: \$5,000 <i>(Original BOE approval 05/20/10)</i>	Maintenance/Measure BB website	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Lucy Fairweather Not to Exceed: \$60,000 <i>(Original BOE approval 12/13/12)</i>	Project Coordination Communications & Presentations	Measure BB / Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Rob Lowe Not to Exceed: \$78,000 <i>(Original BOE approval 09/06/12)</i>	Project Coordination Site Logistics	Measure BB / Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600

Simpson & Simpson Not to Exceed: \$384,000 <i>(Original BOE approval 06/07/12)</i>	Project Liaison Construction Activities & Operations	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Elaine Rene-Weissman 07/24/13 to 07-31-2014 Not to Exceed: \$25,000	Project Consultant/Malibu	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600

Contractor/ Contract Dates	Description	Site	Funding
DecisionInsite 7/1/13 to 6/30/14 Not to Exceed: \$19,161	Provide enrollment projections	Human Resources	01-00000-0-000000- 74000-5802-025-1250
McKenna Education Consultants 7/1/13 to 6/30/14 Not to Exceed:\$12,000	Facilitating IBB Negotiations for SMMUSD and SEIU.	Human Resources	01-00000-0-000000- 74000-5802-025-1250
Fulcrum Learning Systems, Inc. 5/16/13 to 5/30/13 Not to Exceed: \$5,000	PD for self-discovery and team growth for staff at Rogers.	Rogers	01-90120-0-11100- 10000-5802-006-1060
City of Los Angeles 7/01/13 to 6/30/14 Not to Exceed: \$6,000 <i>(\$500 per month for 12 months)</i>	Ground lease agreement for the Child Development Services Department including Head Start/Woods Preschool	Child Development Services	12-52101-0-85000- 82000-5600-070-2700 (Head Start)
Dona Rae Richwine 08/05/13 to 6/30/14 Not to Exceed: \$12,000 <i>(Hourly Rate \$50.00)</i>	To assess new students for nutritional deficiencies including overweight, underweight, iron and lead status and dental cavities within 90 day of enrollment. Meet and counsel parents of high risk children. Participate in interdisciplinary meetings and other meetings/events relevant to student success	Child Development Services	12-52101-0-85000- 31400-5802-070-2700 (Head Start Basic)
Dana Jacobson	To conduct parent workshops, in-service trainings for staff, teacher observations and	Child Development Services	12-52101-0-85000- 31400-5802-070-2700 (Head Start Basic)

<p>08/05/13 to 6/30/14</p> <p>Not to Exceed: \$16,000 (Hourly Rate \$75.00)</p>	<p>consultation, mental health referrals and services for families and students, referrals for special education services, completion of paperwork including input of ChildPlus data. Ongoing communication and referrals to community agencies and maintaining and potentially creating new partnerships.</p>		
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MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.

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

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

<u>NAME</u> <u>SITE</u> Account Number Fund – Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>BRADFORD, Maureen</u> Ed Services 01-00000-0-19600-21000-5210-050-1300 General Fund- Function: Supervision of Instruction	2013-2014 Categorical Programs Director’s Meetings Downey, CA 9/12/13, 11/21/13, 1/30/14, 2/27/14, 3/27/14 4/24/14, 5/22/14	\$205 Mileage Only
<u>GRIEGO, Orlando</u> Food and Nutrition Services 13-53100-0-00000-37000-5220-057-2570 Cafeteria Fund- Resource: Child Nutrition	Advantage Waypoint School Caravan Food Show Downey, CA September 17, 2013	\$31 Mileage Only
<u>KAMIBAYASHI, Terry</u> Maintenance 01-81500-0-00000-81100-5220-061-2602 General Fund- Resource: Ongoing/Major Maintenance	Planning for School Safety and Disaster Preparedness Ontario, CA June 28, 2013	\$238
<u>KELLY, Mark</u> Student Services 01-00000-0-11100-31300-5220-040-2400 General Fund- Function: Attendance and Social Work	Child Welfare and Attendance hot Topics Downey, CA August 16, 2013	\$60
<u>KREUZER, Karen</u> Muir Elementary 01-30100-0-11100-24950-5220-005-1501 General Fund- Resource: Title I	Responsive Classroom Los Angeles, CA July 29 – August 2, 2013	\$729
<u>Lyon, Sandra</u> Superintendent’s Office 01-00000-0-00000-71500-5220-020-1200 General Fund- Function: Superintendent	Superintendent’s Professional Collaborative Conference Pasadena, CA August 15 – August 16, 2013	\$320

<p>Adjustments (Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)</p>

NONE		
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Group Conference and Travel: In-State		
* a complete list of conference participants is on file in the Department of Fiscal Services		
<u>GRIEGO, Orlando</u> <u>LANCASTER, Kelly</u> Food and Nutrition Services 13-53100-0-00000-37000-5220-057-2570 Cafeteria Fund- Resource: Child Nutrition	Food Safety for Child Nutrition Programs Ontario, CA August 28, 2013	\$65 Mileage Only
<u>HYATT, Virginia</u> <u>KAMIBAYASHI, Terry</u> Purchasing/Maintenance 01-00000-0-00000-75300-5220-055-2550 01-81500-0-00000-81100-5220-061-2602 General Fund- Function/Resource: Purchasing/Maint	CASH-The Budget, Energy and the Law Ontario, CA July 26, 2013	\$580

<u>Out-of-State Conferences: Individual</u>		
<u>Lyon, Sandra</u> Superintendent's Office 01-00000-0-00000-71500-5220-020-1200 General Fund- Function: Superintendent	Boys and Girls Club of America 2013 Pacific Leadership Conference Reno, NV October 15, 2013	\$176

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

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION
 FROM: SANDRA LYON / TERRY DELORIA
 RE: OVERNIGHT FIELD TRIP(S) 2013-2014

ACTION/CONSENT
 07/24/13

RECOMMENDATION NO. A.04

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2013-2014 school year. No child will be denied due to financial hardship.

School Grade # students	Destination Dates of Trip	Principal/ Teacher	Cost Funding Source	Subject	Purpose Of Field Trip
SMASH 6 th 25	Catalina, Toyon Bay 10/07/13 – 10/09/13	J. Rishe/ G. Hwang	\$350/student Paid by parents and fundraising	Science	Students will have the opportunity to learn experimental science dealing with the natural land and sea environment
SMASH 7 th & 8 th 56	Yosemite 01/12/14 – 01/17/14	J. Rishe/ P. Dresher/ D. Mendinueto	\$650/student Paid by parents and fundraising	Science	Students will have firsthand experience with their environment, which they are learning about in class. This trip complements science curriculum.
SMASH 5 th 26	AstroCamp Idyllwild, CA 02/19/14 – 02/21/14	J. Rishe/ D. Mendinueto	\$350/student Paid by parents and fundraising	Science	Students will have an opportunity to participate in a series of hands-on, discovery oriented science seminars like geology, rocketry, and astronomy.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

7/24/13

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2013-2014

RECOMMENDATION NO. A.05

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

NPS

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

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

Nonpublic School	SSID	Service Description	Contract Number	Cost Not to Exceed
North Hills Prep	8103127678	NPS	#4-SPED14011	\$2,073

Amount Budgeted NPS 13/14		\$ 1,700,000
Amount Budgeted Mental Health Services 13/14		\$ 900,000
Total Budgeted		\$ 2,600,000
Prior Board Authorization as of 7/24/13		\$ 0
	Balance	\$ 2,600,000
Positive Adjustment (See Below)		\$ 0
		\$ 2,600,000
Total Amount for these Contracts		\$ 2,073
	Balance	\$ 2,597,927

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 2013-2014 in the amount of \$0 as of 7/24/13					
NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

NPA

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

Nonpublic Agency	SSID	Service Description	Contract Number	Cost Not to Exceed
Advantage On Call Staffing	various	Physical Therapy	1-SPED14001	\$2,070
EBS Healthcare	Various	Assessments	6-SPED14015	\$1,248

Amount Budgeted NPA 13/14		\$ 647,000
Prior Board Authorization as of 7/24/13		\$ 0
	Balance	\$ 647,000
Positive Adjustment (See Below)		\$ 0
		\$ 647,000
Total Amount for these Contracts		\$ 2,070
	Balance	\$ 643,682

Adjustment					
NPA Budget 01-65000-0-57500-11800-5126-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2013-2014 in the amount of \$0 as of 7/24/13					
NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Instructional Consultants

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

Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Cogwheels	8103148738	Education, Instr. Consulting	1-SPED14002	\$24,000.00
Craig Martin	8103148738	Behavior 1:1	2-SPED14003	\$8,400.00
Ryan Berman	8103148738	Behavior 1:1	3-SPED14004	\$8,400.00
Zack Wimpee	8103148738	Behavior 1:1	4-SPED14005	\$24,500.00

Amount Budgeted Instructional Consultants 13/14		\$ 447,000
Prior Board Authorization as of 7/24/13		\$ 0
	Balance	\$ 447,000
Positive Adjustment (See Below)		\$ 0
		\$ 447,000
Total Amount for these Contracts		\$ 65,300
	Balance	\$ 381,700

Adjustment					
Instructional Consultants Budget 01-65000-0-57500-11900-5802-043-1400					
There has been a reduction in authorized expenditures of Instructional Consultants contracts for FY 2013-2014 in the amount of \$0 as of 7/24/13					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Non-Instructional Consultants

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

Non-Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Taxi! Taxi!		Transportation	5-SPED14007	\$1,170.00
West Shield Adolescent	8103127678	Escort Transportation	9-SPED14014	\$1,500.00
Parent Reimbursement	8103127678	Travel Reimbursement	8-SPED14013	\$1,200.00

Amount Budgeted Non-Instructional Consultants 13/14		\$ 150,000
Prior Board Authorization as of 7/24/13		\$ 0
	Balance	\$ 150,000

Positive Adjustment (See Below)		\$	0
		\$	150,000
Total Amount for these Contracts		\$	3,870
	Balance	\$	146,130

Adjustment					
Non-Instructional Consultants Budget 01-65000-0-57500-11900-5890-043-1400					
There has been a reduction in authorized expenditures of Non-Instructional Consultants contracts for FY 2013-2014 in the amount of \$0 as of 7/24/13					
Non- Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Legal

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

Legal Contractor	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Legal Services 13/14		\$	300,000
Prior Board Authorization as of 7/24/13			0
	Balance	\$	0
Adjustments for this period		\$	0
		\$	0
Total Amount for these Contracts		\$	0
	Balance	\$	0

Adjustment				
Legal Services Budget 01-65000-0-57500-11900-5820-043-1400				
There has been a reduction in authorized expenditures of Legal Services contracts for FY 2013-2014 in the amount of \$ 0 as of 7/24/13				
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:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

FROM: SANDY LYON / TERRY DELORIA / ALICE CHUNG

RE: AGREEMENT TO PROVIDE GENERAL CHILD CARE AND DEVELOPMENT SERVICES (CCTR) FOR FISCAL YEAR 2013-14

RECOMMENDATION NO. A.06

It is recommended that the Board of Education authorize execution of a resolution to renew the contract with the State Department of Education (CDE), Child Development Division effective July 1, 2013 through June 30, 2014. This agreement, CCTR-3121, is to be executed between the Superintendent of Public Instruction, State Department of Education, and the Santa Monica-Malibu Unified School District, wherein the State agrees to pay the Santa Monica-Malibu District Child Development Fund/CDC and amount not to exceed 1,117,998. The Board agrees to provide a drug free workplace and to authorize Sandra Lyon, Superintendent of Schools, to sign the contract on behalf of the governing board.

Funding Information:

Source: Child Development Fund – Restricted

Currently Budgeted: Yes

Account Number: 12-61050-0-00000-00000-8590-090-0000 \$547,879
12-50250-0-00000-00000-8290-090-0000 \$570,119

Description: CCTR Apportionment - CDS

COMMENT: The contract provides developmentally appropriate activities for school –age children receiving service; meals and snacks; educational services and staff development. The program operates for a minimum of 245 days a year. Funding of this contract is contingent upon appropriation and availability of sufficient funds.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

FROM: SANDY LYON / TERRY DELORIA / ALICE CHUNG

RE: AGREEMENT TO PROVIDE CALIFORNIA STATE PRESCHOOL (CSPP) FOR FISCAL YEAR 2013-14

RECOMMENDATION NO. A.07

It is recommended that the Board of Education authorize execution of a resolution to renew the contract with the State Department of Education (CDE), Child Development Division effective July 1, 2013 through June 30, 2014. This agreement, CSPP-3235, is to be executed between the Superintendent of Public Instruction, State Department of Education, and the Santa Monica-Malibu Unified School District, wherein the State agrees to pay the Santa Monica-Malibu District Child Development Fund/CDC and amount not to exceed \$1,680,830. The Board agrees to provide a drug free workplace and to authorize Sandra Lyon, Superintendent of Schools, to sign the contract on behalf of the governing board.

Funding Information:

Source: Child Development Fund – Restricted

Currently Budgeted: Yes

Account Number: 12-61050-0-00000-00000-8590-090-0000 \$1,435,070
12-50250-0-00000-00000-8290-090-0000 \$ 245,760

Description: CSPP Apportionment - CDS

COMMENT: The contract, operated on a minimum of 245 days serves full-day/full-time preschools and part-day programs at various sites. The program includes developmentally appropriate activities, social services, health services, breakfast/lunch/snack, parent participation/education, and staff development.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / TERRY DELORIA / ALICE CHUNG
RE: HEAD START WRITTEN PLAN

ACTION/CONSENT
07/24/13

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the Head Start Written Plan for school year 2013-14.

COMMENT: The Head Start regulations require board approved Written Plan to operate a Head Start preschool program. This Written Plan addresses how the agency will implement services for children and families that meet the required Code of Federal Regulations.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:



Santa Monica – Malibu Unified School District
Child Development Department

Head Start
Written Plan
Program Governance
2013 - 2014

1304.50 PROGRAM GOVERNANCE

Policy Council, Policy Committee, and Parent Structure

(a)(1) Grantee and delegate agencies must establish and maintain a formal structure of shared governance through which parents can participate in policy making or in other decisions about the program. This structure must consist of the following groups, as required.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Parents will participate in the planning, implementation and evaluation of the program. Parents will approve program procedures, policies, budgets and goals as outlined in the Appendix A: Governance and Management Responsibilities: Parents will be encouraged to participate in program procedures, policies, budgets and goals as outlined in the Appendix A: Governance and Management Responsibilities: Parents will be encouraged to participate in program activities and program operations as volunteers.	Annual September - October	Director Staff	Parents	Agendas, Minutes Sign-in Sheets Volunteer Record In-Kind (NFS)

(a)(1)(ii) Policy Committee. This Committee must be established at the delegate level when the program is administered in whole or in part by such agencies (see 45 CFR 1301.2 for a definition of a delegate agency)

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
<p>Each Center Committee will elect a representative to the SMMUSD Policy Committee.</p> <p>The committee will meet on a monthly basis.</p> <p>The Policy Committee will act on an annual or as needed basis:</p> <ol style="list-style-type: none"> 1. Review and Approve procedures for program planning 2. Review and Approve the program philosophy and long and short term program goals and objectives 3. Review and Approve Criteria for defining recruitment, selection and enrollment priorities 4. Review and Approve all funding applications and amendments to funding for HS prior to submission to the grantee. 5. Review and Approve the parent reimbursement policy. 6. Review and Approve the annual Self-Assessment 7. Review and Approve the Bylaws, policy and procedures and subsequent changes to those policies 8. Review and Approve the composition of the Policy Committee and the procedures by which policy group members are chosen 	<p>September - October</p>	<p>Family Advocate Director</p>	<p>Parents</p>	<p>Agendas Sign-in Sheets Minutes</p>

<p>9. Review and Approve the procedures describing how the governing Body and Policy Group will implement Shared Decision-Making</p> <p>10. Review and Approve Personnel policies and subsequent changes to those policies</p> <p>11. Review and approve the Financial Audit</p> <p>12. Decisions to hire and terminate HS staff</p> <p>13. Review and Approve the community wide strategic planning and Needs Assessment</p>				
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(a)(1)(iii) Center Committee. For center-based programs, this Committee must be established at the center level. For other program options, an equivalent Committee must be established at the local program level. When programs operate more than one option from the same center, the Center Committee membership is combined unless parents choose to have a separate Committee for each option.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
<p>Each SMMUSD Head Start Center will establish a Committee that will meet regularly with HS staff to discuss policies and procedures, budget priorities and center and program issues.</p>	<p>Monthly September-May</p>	<p>Family Advocates Director Staff</p>	<p>Parents</p>	<p>Agendas Sign-in Sheets Minutes Notice of meetings Notice of events Notice of activities</p>

(a)(2) Center Committee must be comprised exclusively of the parents of children currently enrolled at the center level for center-based programs or at the equivalent level for other program options (see 45 CFR 1306.3(h) for a definition of a Head Start parent). The Center Committee at each center will be comprised of parents of children currently enrolled at that center.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Center Committee at each center will be comprised of parents of children currently enrolled. Each classroom will elect parent representatives. Scheduled meetings will provide opportunities for parents to participate with Center planning and implementation of activities addressing interests and needs which support the education and healthy development of children and families.	Monthly September - May	Family Advocates Director	Parents	Agendas Sign-in Sheets Minutes Announcement of meetings and activities

(a)(3) All Policy Councils, Policy Committees, and Center Committees must be established as early in the program year as possible. Grantee Policy Councils and delegate Policy Committees may not be dissolved until successor Councils or Committees are elected and seated.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Center elections for Policy Committee Representatives will take place by the second week of October each program year. Center Committee will remain active throughout the program year. SMMUSD Policy Committee will be seated by the end of October and remain active until new parents have been elected the following year.	Annual October – October	Family Advocates Director	Parents	Agendas Sign-in Sheets Minutes Bylaws

(a)(5) The governing body (the group with legal and fiscal responsibility for administering the Head Start program) and the Policy Committee must not have identical memberships and functions.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
<p>The SMMUSD Board of Education and the Policy Committee will each provide representatives to address all HS criteria as stated in Appendix A: Government and Management Responsibilities including involvement with the planning and implementation of the following:</p> <ul style="list-style-type: none"> • Community Assessment Process Refunding Narrative and Budget • Annual Self-Assessment • Program policies and procedures <p>Representatives of each group will take information back to the respective groups for final approval/disapproval.</p>	Per annual schedule Minimum of quarterly meetings.	Family Advocates Director Board of Education Representatives	Parents	Agendas Sign-In Sheets Minutes Bylaws

(b)(2) Policy Councils and Policy Committees must be comprised of two types of representatives: parents of currently enrolled children and community representatives. At least 51 percent of the members of these policy groups must be the parents of currently enrolled children (see 45 CFR 1306.3(h) for definition of a Head Start parent).

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Per SMMUSD Policy Committee Bylaws at least 51% of the members must be parents of currently enrolled children. Community representatives may comprise the remainder of the representation.	Annual October – October	Family Advocates Director	Parents	Bylaws Agendas Minutes Sign-in Sheets

(b)(3) Community representatives must be drawn from the local community: businesses; public or private community, civic, and professional organizations; and others who are familiar with resources and services for low-income children and families. Community representatives may include the parents of formerly enrolled children.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Applications will be accepted annually for Community representatives for the SMMUSD Policy Committee. Community members will be selected by Policy Committee Parent Representatives and Staff. Bylaws will clearly state selection criteria for Community Representatives.	Annual October – October	Director	PC Parent and Community Representatives	Bylaws Application Agendas Minutes Sign-in Sheets

(b)(4) All parent members of Policy Councils or Policy Committees must stand for election or reelection annually. All community representatives also must be selected annually.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
SMMUSD Policy Committee Bylaws will state election and selection criteria to meet federal regulations and program needs.	Annual October – October	Director Family Advocates	PC Parent and Community Representatives	Bylaws Agendas Sign-in Sheets Minutes Application

(b)(5) Policy Councils and Policy Committees must limit the number of one-year terms any individual may serve on either body to a combined total of three terms.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
SMMUSD Policy Committee Bylaws state all members must be elected or re-elected annually. No member may serve more than three terms (simultaneously or combined service years as parent or community representative)	Annual October – October	Family Advocates Director	PC Parent and Community Representatives	Bylaws

(b)(6) No grantee or delegate agency staff (or members of their immediate families) may serve on Policy Councils or Policy Councils except parents who occasionally substitute for regular HS/EHS Staff. In the case of Tribal grantees, this exclusion applies only to Tribal staff who work in areas directly related to or which directly impact upon an Early Head Start or Head Start administrative, fiscal or programmatic issues.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
SMMUSD Policy Committee Bylaws state that representatives will not be related to staff.	Annual October – October	Director	PC Parent and Community Representatives	Bylaws Agendas Minutes Sign-in Sheet Application

(b)(7) Parents of children currently enrolled in all program options must be proportionately represented on established policy groups.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
SMMUSD Policy Committee Bylaws ensure that all program options have proportionate representation on the policy groups.	Annual October – October	Family Advocates Director	PC/C Parent and Community Representatives	Bylaws

(b)(8) Policy group responsibilities- general. At a minimum policy groups must be charged with the responsibilities described in paragraphs (d),(f),(g), and (h) of this section and repeated in appendix A of this section.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
SMMUSD Policy Committee will at a minimum meet on a monthly basis and address all responsibilities as indicated in the federal guidelines and Appendix A: Governance and Program Management Responsibilities.	Annual October – October	Family Advocates Director	PC Parent and Community Representatives	Bylaws Agendas Minutes Sign-in Sheets Signatures on documents as required.

The Policy Committee:

(1) Policy Councils and Policy Committees must work in partnership with key management staff and the governing body to develop, reviews, and approve or disapprove the following policies and procedures:

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
SMMUSD Policy Committee representatives and Board of Education will form a District Advisory Committee (DAC). They will address all criteria in Appendix A: Governance and Management Responsibilities.	Minimum Quarterly September December March June	Family Advocates Director Board of Education	PC Parent and Community Representatives	Bylaws Agenda Minutes Signatures on documents as required

(d)(1)(I) All funding applications and amendments to funding applications for Early Head Start/Head Start, including administrative services, prior to the submission of such applications to the grantee (in the case of the Policy Committee) of the HHS (in the case of Policy Councils)

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Program staff, agency support staff and if needed a contracted consultant to access a Community assessment and develop three year program goals and objectives to include in the annual funding application. Parents and Board of Education will be given the opportunity to review draft plans for grant applications, budget projections and to approve or disapprove them prior to submission to the Grantee and/or funder.	June – December	Family Advocates Director Board of Education Staff	PC Parent and Community Representatives	Timetable for planning development and submission of proposals. Announcement of meetings Agenda Minutes Sign-in Sheet Signatures on documents as required

(d)(1)(iii) Procedures describing how the governing body and the appropriate policy group will implement shared decision making.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
PC members are elected annually to serve on the DAC; PC Representative attends the monthly DAC meeting and is responsible to report HS program information to the DAC as well as report DAC information to the PC.	Annual October – October	Director Board of Education Staff	PC/C Parent and Community Representatives Elected Representatives to the DAC	Agenda Minutes Sign-in PC and Board Bylaws and procedures

BOE Approval: Pending
PC Approval: Pending
Revised: 7/10/13 AC

(d)(1)(iii) Procedures for program planning in accordance with this part and the requirements of 45 CFR 1305.3 (this regulation is binding on Policy Councils exclusively);

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Agency will follow Board and Policy Committee approved established procedures for Head Start Planning Process which includes involvement of Board Program Committee.	Annual October – October	Director Board of Education	PC Parent and Community Representatives	Agenda Minutes

(d)(1)(iv)The program’s philosophy and long-and short-range program goals and objectives (see 45 CFR 1304.48 (a) and 45 CFR 1305.3 for additional requirements regarding program planning);

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Policy Committee will participate in, and/or receive reports on the following activities: Community Assessment, family needs, summaries, staff surveys, and all other reports used for developing future plans. Head Start staff will meet with agency support staff and a contracted consultant if needed to identify high priority needs and recommend goals and objectives. Program draft plans will be presented at respective meetings of the Policy Committee and Board of Education for final approval/disapproval.	June – December	Director Board of Education	PC Parent and Community Representatives	Agenda Minutes Sign-in Sheets

(d)(1)(vi) The composition of the Policy Committee and the procedures by which policy group members are chosen;

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Policy Committee consists of parent representatives elected from each of the HS centers and EHS program and community representatives. The Bylaws stipulate that Community representatives follow the application process.	Annual October – October	Family Advocates Director	Parents	Agenda Minutes Sign-in Sheets Notice of Meeting Applications from Community Representatives

(d)(1)(vii) Criteria for defining recruitment, selection, and enrollment priorities, in accordance with the requirements of 45 CFR part 1305;

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
The recruitment and enrollment plans will be reviewed and approved by the Policy Committee. Parents will participate in the planning and review of the Selection Criteria Priority Points.	November	Director Family Advocates	Parents	Recruitment Enrollment Procedures Agenda Sign-in Sheet Minutes

(c)(1)(viii) The annual self-assessment of the grantee or delegate agency’s progress in carrying out the programmatic and fiscal intent of this grant application, including planning or other actions that may result from the review of the annual audit and findings from the Federal monitoring review (see 45 CFR 1304.48 (I)(1) for additional requirements about the annual self-assessment);

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Parents will participate in annual self- assessment activities and will be informed of any required corrective action plans. Staff will ensure that parents are trained and participate in the program’s annual self-assessment review.	Annual	Director Board of Education	PC Parent and Community Representatives	Assessment Report Corrective Action Plan Participant List Sign-in Sheets Agenda Minutes

(d)(1)(ix) The annual independent audit that must be conducted in accordance with 45 CFR 1301.12;

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Policy Committee is informed of all audit results and approves/disapproves any required action plans.	Annual October – October	Director Board of Education	PC Parent and Community Representatives	Agenda Minutes Sign-in Sheets Audit Results Corrective Action Plans

(d)(2)(v) Establish and maintain procedures for working with grantee or delegate agency to resolve community complaints about the program.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Community concerns with the program will be addressed in accordance with the CCRC Head Start/Early Head Start Community Complaint Procedure.	As Needed	Director Board of Education	PC Executive Committee	Community Complaint Procedure Written Concerns and Responses Sign-In Sheet

Center Committee:

The Center Committee must carry out at least the following minimum responsibilities.

(e)(1) Advise staff in developing and implementing local program policies activities, and services;

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Center Committee meetings will be held on a monthly basis at each Center to develop policies, plan program activities and conduct other business.	September – June	Family Advocates	Parents	Agenda Minutes Sign-in Sheet Notice of Meeting

(e) (2) Plan, conduct, and participate in informal as well as formal programs and activities for parents and staff; and

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Center Committee will adhere to Center Committee Bylaws and Head Start policies and procedures. Center Committees will provide leadership for spontaneous/formal activities at the Centers (social events, help plan field trips, speakers etc.). Written and oral surveys will be taken at each center to determine parent concerns and needs and will be used for planning training, speakers and referrals for services.	September – June	Family Advocates	Parents	Agenda Minutes Sign-in Sheet Notice of Meeting

(e)(3) Within the guidelines established by the Governing Board, Policy Council, or Policy Committee, participate in the recruitment and screening of Early Head Start and Head Start employees.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Policy Committee members may participate in the recruitment and screening of Head Start employees as members of the Standing Personnel Committee and within the Policy Committee Bylaws.	Annual October – October	Family Advocates Director	PC Parent and Community Representatives	Bylaws

(f) Policy Council/Committee and Center Committee reimbursement. Grantee and delegate agencies must enable low-income members to participate fully in their group responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the members.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
Policy Committee members may be eligible to receive reimbursement for expenses to include babysitting and mileage per Policy Committee Bylaws and funding limitations. Procedures for reimbursement will be addressed.	Annual October - October	Family Advocates	PC Parent and Community Representatives	Bylaws Reimbursement Written Policy and Procedure Reimbursement Request Form

Governing Body Responsibilities:

(1) Grantee and delegate agencies must have written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
The SMMUSD Board of Education will adhere to written policies and will support the management procedures and functions to guarantee implementation of a high quality program. Communication to and from Head Start Policy Committee and shared decision making will be ensured through the participation of the PC representatives to the District Advisory Committee, the Board attendee to the DAC meetings and regular HS program reports to both bodies.	July – June	Board of Education Director	PC Parent and Community Representatives	Written Policies Agendas Minutes Signatures on required documents

(g)(2) Grantee and delegate agencies must ensure that appropriate internal controls are established and implemented to safeguard Federal funds in accordance with 45 CFR 1301.23

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
All established fiscal controls to maintain and safeguard Federal Funds will be implemented.	Annual Audits Scheduled reports to Grantee-monthly, quarterly, annually as required LACOE Audits	Accountant Director Board of Education	PC/C Parent and Community Representatives Finance Committee	Annual Audits Policies and Procedures Budget Reports

Internal Dispute Resolution:

Each grantee and delegate agency and Policy Council or Policy Council jointly must establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and policy group.

Strategies What & How	Timeline When	Persons Responsible Who	Partnership	Documentation
An Impasse Resolution Procedure is in place and a part of the Policy Committee Bylaws to address any dispute between the governing body and Policy Committee. Both Policy Committee and Board of Education participate along with Head Start staff in developing the Impasse Resolution.	As needed	Director Board of Education Policy Committee		Impasse Resolution Procedure Written Concerns Minutes Sign-In Sheet

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: AWARD OF PURCHASE ORDERS – 2012-13

RECOMMENDATION NO. A.09

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from June 11, 2013, through July 11, 2013, for fiscal /13.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 24, 2013

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>					
135847	A 1 LAWNMOWER	OPERATIONS GROUNDS SUPPLIES	GROUNDS MAINTENANCE	427.02	R
136006	A 1 LAWNMOWER	ORDER GROUNDS SUPPLIES	GROUNDS MAINTENANCE	450.00	R
135950	A Z BUS SALES INC	Bus Repairs - #3 - Reg. Ed.	TRANSPORTATION	813.37	R
135952	A Z BUS SALES INC	Open order for parts - Reg. Ed	TRANSPORTATION	300.00	R
135953	A Z BUS SALES INC	Open order for parts - Reg. Ed	TRANSPORTATION	2,600.00	R
136011	A Z BUS SALES INC	Order for parts	TRANSPORTATION	565.00	R
135906	ABF CHEMICAL EXTERMINATORS INC	OPERATIONS GROUNDS PEST CONT	GROUNDS MAINTENANCE	585.00	R
135875	ACHIEVE 3000	ACHIEVE3000 ONLINE LITERACY	EDISON ELEMENTARY SCHOOL	15,033.75	R
135864	ACT INC	INVOICE: AVID EXPLORE	JOHN ADAMS MIDDLE SCHOOL	1,247.00	R
135957	ADR SECURITY SYSTEMS	FIRE PANEL SERVICE	FACILITY MAINTENANCE	360.00	R
135886	AKZO NOBEL PAINTS LLC	PAINT SUPPLIES	FACILITY MAINTENANCE	300.00	R
135970	AKZO NOBEL PAINTS LLC	PAINT	FACILITY MAINTENANCE	200.00	R
135802	AMPRO INC	PIZZA FOR MALIBU	FOOD SERVICES	1,000.00	F
135776	AMTECH ELEVATOR SERVICES	ELEVATOR DOOR CLUTCH SAMOHI	FACILITY MAINTENANCE	2,517.68	DF
135812	AMTECH ELEVATOR SERVICES	AMTECH AGREEMENT	FACILITY MAINTENANCE	2,918.44	R
135839	AMTECH ELEVATOR SERVICES	ELEVATOR REPAIR SAMONI LANGBL	FACILITY MAINTENANCE	335.00	R
135768	APPLE COMPUTER CORP	COMPUTERS	EDISON ELEMENTARY SCHOOL	69,580.26	BB
135840	APPLE COMPUTER CORP	COMPUTERS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	470,578.62	BB
135871	APPLE COMPUTER CORP	Apple Mini	INFORMATION SERVICES	4,104.32	U
135881	APPLE COMPUTER CORP	MACBOOK BATTERY	JOHN ADAMS MIDDLE SCHOOL	127.02	R
135963	APPLE COMPUTER CORP	Apple Mini	EDISON ELEMENTARY SCHOOL	1,368.11	R
135907	AT&T	CALNET-2	INFORMATION SERVICES	1,292.10	U
135914	AVID CENTER	TEACHER RESOURCE	STATE AND FEDERAL PROJECTS	14,155.00	R
135958	BARNES & NOBLE/SANTA MONICA	CURRICULUM MAPS	STATE AND FEDERAL PROJECTS	526.05	R
135921	BON AIR INC	DELIVERY CHARGE	MALIBU HIGH SCHOOL	468.00	BB
135810	CALIFORNIA DEPT OF EDUCATION	GED PROCESSING FEES	ADULT EDUCATION CENTER	80.00	A
135882	CALIFORNIA MATH COUNCIL	MATH CREATIVE LEARNING	JOHN MUIR ELEMENTARY SCHOOL	2,050.00	R
135790	CALIFORNIA OFFICE SYSTEMS INC	ADMIN FURNITURE FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	19,186.47	BB
135791	CALIFORNIA OFFICE SYSTEMS INC	BOOKCASES FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	1,826.46	BB
135792	CALIFORNIA OFFICE SYSTEMS INC	CABINETS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	53,504.60	BB
135793	CALIFORNIA OFFICE SYSTEMS INC	TACKBOARDS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	12,767.20	BB
135796	CALIFORNIA OFFICE SYSTEMS INC	SHELVING FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	11,321.45	BB
135797	CALIFORNIA OFFICE SYSTEMS INC	RACK, STOOLS, SAFE FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	5,787.57	BB
135874	CALIFORNIA OFFICE SYSTEMS INC	CONFERENCE CABINET	BOE/SUPERINTENDENT	569.40	U
136018	CARRILLO, STEVEN	Reimbursement - CPR & First A.	TRANSPORTATION	50.00	R
135843	CDW-G COMPUTING SOLUTIONS	NETWORK EQUIPMENT FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	174,696.99	BB
135855	CDW-G COMPUTING SOLUTIONS	Annual Renewal - Symantec	INFORMATION SERVICES	10,608.42	U
135870	CDW-G COMPUTING SOLUTIONS	Backup/Cloud SVC	INFORMATION SERVICES	35,582.55	U
135872	CDW-G COMPUTING SOLUTIONS	duplicator	INFORMATION SERVICES	664.29	U
135901	CDW-G COMPUTING SOLUTIONS	COPIER SUPPLIES	SANTA MONICA HIGH SCHOOL	121.92	U
135975	CDW-G COMPUTING SOLUTIONS	TONER CARTRIDGE FOR FAX	PURCHASING/WAREHOUSE	161.37	U
135988	CDW-G COMPUTING SOLUTIONS	Open Order YR End	INFORMATION SERVICES	600.00	U
135869	CERTICA SOLUTIONS INC	Calpads Software	INFORMATION SERVICES	13,417.00	U
135757	CHAMPION CHEMICAL	CUSTODIAL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	320.89	R
135867	CHAMPION CHEMICAL	CUSTODIAL SUPPLIES - SUMMER	ROOSEVELT ELEMENTARY SCHOOL	502.74	R
135996	CHAMPION CHEMICAL	OPERATIONS CUSTODIALE SUPPLIES	GROUNDS MAINTENANCE	1,486.60	R
136023	CINTAS CORPORATION	Supplies - Cintas Transp.	TRANSPORTATION	73.35	R
135884	CLARK SECURITY PRODUCTS	LOCKSMITH SUPPLIES	FACILITY MAINTENANCE	1,250.00	R

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 24, 2013

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	
135977	COLUMBIA CASCADE COMPANY	BENCHES	JOHN ADAMS MIDDLE SCHOOL	7,445.55	BB
135985	COMTRONICS	INSPECT BOARDROOM SOUND SYSTEM	BOE/SUPERINTENDENT	300.00	U
135894	CROWN DISPOSAL CO INC	OPEN ORDER DISTRICT TRASH HAUL	FACILITY MAINTENANCE	850.00	U
136004	CROWN DISPOSAL CO INC	ANNUAL CONTRACT	CHILD DEVELOPMENT CENTER	581.00	CD
136009	CROWN SHOES	ATHLETIC EQUIPMENT	SANTA MONICA HIGH SCHOOL	7,758.25	R
135784	DELTA FIRE PROTECTION & EQUIP	SPRINKLER SYSTEM TEST CABRILLO	FACILITY MAINTENANCE	100.00	R
135834	DIORIO, MAURA	TUITION REIMBURSEMENTS	ST.MONICA HIGH PRIVATE SCHOOL	1,532.71	R
135849	DOALL INDUSTRIAL SUPPLY	OPEN ORDER OPERATIONS SUPPLIES	GROUNDS MAINTENANCE	250.00	R
136001	DOUGLAS, JENNIFER	SUMMER REIMBURSEMENT	CHILD DEVELOPMENT CENTER	101.83	CD
135879	DURHAM TRANSPORTATION	FIELD TRIP TO CAMP HESS-KRAMER	SMASH SCHOOL	850.00	R
135926	DURHAM TRANSPORTATION	ATHLETIC TRANSPORTATION	MALIBU HIGH SCHOOL	4,429.00	R
135786	EAS BOBCAT WORKS INC	TENNIS COURT POSTS & FOOTINGS	JOHN ADAMS MIDDLE SCHOOL	44,900.00	BB
135826	EDUCATIONAL TESTING SERVICE	GED CORRECTION FEES	ADULT EDUCATION CENTER	1,021.00	A
135772	EWING IRRIGATION PRODUCTS	OPEN ORDER GROUNDS SUPPLIES	GROUNDS MAINTENANCE	600.00	R
135848	FEDERAL EXPRESS	Secure Shipping	INFORMATION SERVICES	42.65	U
135835	FIORI, VIVIAN	REGISTRATION REIMBURSEMENT	SAINT ANNE'S PRIVATE SCHOOL	350.00	R
135923	FISHER SCIENTIFIC	AIR SAMPLER	MALIBU HIGH SCHOOL	492.33	R
135974	FLEETPRIDE	Parts Purchase - Transp. Dept.	TRANSPORTATION	990.49	R
135919	FLOOR TECH AMERICA INC	RESHIPPIING & RESTOCKING FEE	LINCOLN MIDDLE SCHOOL	3,184.00	BB
135798	FOOTHILL SOILS	OPERATIONS GROUNDS SUPPLIES	GROUNDS MAINTENANCE	1,736.45	R
135998	FOOTHILL SOILS	OPERATIONS GROUNDS SUPPLIES	GROUNDS MAINTENANCE	807.00	R
135749	GALE SUPPLY CO	CUSTODIAL SUPPLIES	MALIBU HIGH SCHOOL	1,000.00	R
135771	GALE SUPPLY CO	CUSTODIAL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	846.60	R
135818	GALE SUPPLY CO	OPEN ORDER OPERATIONS SUPPLIES	GROUNDS MAINTENANCE	600.00	R
135877	GALE SUPPLY CO	CUSTODIAL SUPPLY - SUMMER	PT DUME ELEMENTARY SCHOOL	710.79	U
135888	GALE SUPPLY CO	NON-SLIP MATS	ROOSEVELT ELEMENTARY SCHOOL	361.35	U
135890	GALE SUPPLY CO	STRIPPING PADS	ROOSEVELT ELEMENTARY SCHOOL	57.16	R
135915	GALE SUPPLY CO	CUSTODIAL SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	651.25	U
135942	GALE SUPPLY CO	OPEN ORDER CUSTODIAL SUPPLIES	GROUNDS MAINTENANCE	2,000.00	R
135948	GALE SUPPLY CO	CUSTODIAL/SUMMER	CHILD DEVELOPMENT CENTER	2,660.69	CD
135951	GALE SUPPLY CO	CUSTODIAL/SUMMER	CHILD DEVELOPMENT CENTER	1,483.51	CD
135838	GALLAGHER, LOCH	TUITION REIMBURSEMENT	CALTHORP	2,786.00	R
135803	GITTER, RANDALL	REIMBURSEMENT FOR RG	SAINT ANNE'S PRIVATE SCHOOL	139.97	R
135913	GOLDEN STAR TECHNOLOGY INC	LINCOLN CLASSROOM UPGRADE	LINCOLN MIDDLE SCHOOL	58,781.32	R
136010	HERFF JONES	PRINTING	SANTA MONICA HIGH SCHOOL	214.29	U
135973	HERITAGE FOOD SERVICES GROUP	HINGE KITS FOR CRESCOR CABINET	FOOD SERVICES	187.35	F
135842	HEWLETT-PACKARD COMPANY	SECURITY CARTS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	14,088.27	BB
135964	HILLYARD FLOOR CARE SUPPLY	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	3,837.11	R
135928	HIRSCH PIPE & SUPPLY	PLUMBING PARTS	FACILITY MAINTENANCE	500.00	R
135930	HOME DEPOT- L.A.	GENERAL MAINTENANCE	FACILITY MAINTENANCE	3,000.00	R
135830	HUMANSCALE CORPORATION	KEYBOARDS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	11,780.01	BB
135825	INTELLI-TECH	COMPUTER REPLACEMENT	FACILITY MAINTENANCE	847.92	R
135854	INTELLI-TECH	COMPUTER FOR KELLY LANCASTER	FOOD SERVICES	745.70	F
135860	INTELLI-TECH	Server Warranty	INFORMATION SERVICES	2,130.35	U
135972	INTELLI-TECH	DESKTOP COMPUTER	JOHN ADAMS MIDDLE SCHOOL	908.43	R
135916	INTELLICEPT	SKATE DETERRENTS	JOHN ADAMS MIDDLE SCHOOL	303.22	BB
135876	IXL LEARNING INC	1YEAR IXL MATH SITE LISENCE	WEBSTER ELEMENTARY SCHOOL	1,770.00	R
135987	JOHNSTON, CINDY	REIMBURSEMENT	MCKINLEY ELEMENTARY SCHOOL	174.36	R
135777	JONES-CAMPBELL CO.	BOOK BOXES FOR ADA - ELA FF&E	EDISON ELEMENTARY SCHOOL	1,095.00	BB
135982	JOSTENS/DIPLOMAS	YEAR BOOKS	JOHN ADAMS MIDDLE SCHOOL	9,596.17	R
135924	JW PEPPER OF LOS ANGELES	MUSIC SUPPLIES	MALIBU HIGH SCHOOL	170.98	R

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
135960	KORADE & ASSOCIATE BUILDERS	BLINDS	MCKINLEY ELEMENTARY SCHOOL	1,494.00	R
135903	LAKESHORE	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	300.00	CD
135827	LAWSON, CHERYL	SCHOOL BOARD DINNER	BOE/SUPERINTENDENT	180.00	U
135836	LESLIE'S SWIMMING POOL SUPPLY	PART TO REPAIR MALIBU POOL	FACILITY MAINTENANCE	294.70	R
135820	LINCOLN EQUIPMENT	MALIBU POOL SERVICE	FACILITY MAINTENANCE	100.33	R
136000	MARTIN, CHRISTINE	PRESENTATION	CHILD DEVELOPMENT CENTER	250.00	CD
136017	MCKENNA EDUCATION CONSULTANTS	CONSULTANT	PERSONNEL SERVICES	1,000.00	U
135837	MENDEZ, CLAUDIA	REGISTRATION REIMBURSEMENT	SAINTE ANNE'S PRIVATE SCHOOL	350.00	R
136003	MIRACLE RECREATION EQUIP CO	PLAYGROUND MATERIALS	CHILD DEVELOPMENT CENTER	17,411.01	CD
135912	MONTGOMERY HARDWARE COMPANY	WOOD DOOR LINCOLN GYM	FACILITY MAINTENANCE	384.39	R
136016	MOYA, KIMBERLY	Reimbursement - CPR & First A.	TRANSPORTATION	50.00	R
135773	NICHOLAS, HARRY	PRODUCE FOR FARMERS'MARKET SB	FOOD SERVICES	200.00	F
135927	NICK RAIL MUSIC	BAND MUSIC SUPPLIES	MALIBU HIGH SCHOOL	269.41	R
135937	NICK RAIL MUSIC	MUSIC SUPPLIES	CURRICULUM AND IMC	1,127.30	U
135833	NUNO, BRIDGET	TUITION REIMBURSEMENTS	ST.MONICA HIGH PRIVATE SCHOOL	400.00	R
135909	ORTCO INC.	PLAYGROUND EQUIP. INSTALL	CHILD DEVELOPMENT CENTER	10,801.50	CD
136021	PAPA JOHNS	PIZZA	FOOD SERVICES	2,500.00	F
135918	PARK A BIKE	BIKE HOOPS	JOHN ADAMS MIDDLE SCHOOL	19,198.89	BB
135781	PIONEER CHEMICAL CO	OPEN ORDER OPERATIONS SUPPLIES	GROUNDS MAINTENANCE	650.00	R
135883	PIONEER CHEMICAL CO	BACKPACK VACUUM PARTS	MCKINLEY ELEMENTARY SCHOOL	100.22	R
135859	PLIXER INTERNATIONAL INC	maintenace	INFORMATION SERVICES	1,440.00	U
135851	PLUMMASTER INC	WATER FOUNTAIN	ROOSEVELT ELEMENTARY SCHOOL	1,204.49	R
135814	POSTMASTER-SANTA MONICA	POSTAGE STAMPS	SPECIAL EDUCATION REGULAR YEAR	92.00	R
135709	QUANTUM RESOURCES	UMBRELLA CANOPIES FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	1,585.76	BB
135775	QUESTYS SOLUTIONS	QUESTYS ANNUAL SOFTWARE	STUDENT SERVICES	1,924.30	U
135936	REES ELECTRONICS OFFICE	COPIER REPAIR	SANTA MONICA HIGH SCHOOL	266.40	U
135891	REGENCY ENTERPRISES INC.	FLUORESCENT LAMPS	ROOSEVELT ELEMENTARY SCHOOL	261.16	R
136012	RESPOND SYSTEMS	Supplies - First Aid Cabinet	TRANSPORTATION	126.74	R
135799	RICOH BUSINESS SOLUTIONS	STAPLES FOR LD1110	PRINTING SERVICES	389.82	U
136005	RICOH BUSINESS SOLUTIONS	STAPLE CARTRIDGES	EDISON ELEMENTARY SCHOOL	83.04	U
135968	ROBERT GILLIAM	DANCE WORKSHOP	OLYMPIC CONTINUATION SCHOOL	2,250.00	R
135828	ROTARY CLUB OF SANTA MONICA	ROTARY LUNCHEON MEALS	BOE/SUPERINTENDENT	127.50	U
135809	RS PLUMBING SOLUTIONS INC.	RE-PIPE AT WASHINGTON EAST	FACILITY MAINTENANCE	11,800.00	DF
135852	RS PLUMBING SOLUTIONS INC.	WATER FOUNTAIN INSTALL	ROOSEVELT ELEMENTARY SCHOOL	1,400.00	R
135956	RS PLUMBING SOLUTIONS INC.	NEW LINE AT WASHINGTON EAST	FACILITY MAINTENANCE	2,450.00	DF
135966	S C A Q M D	AIR QUALITY FEES	FACILITY MAINTENANCE	121.34	R
135945	SANTA MONICA FORD	Repair of Bus #21/Sp. Ed.	TRANSPORTATION	2,626.78	R
135946	SANTA MONICA FORD	Repair Parts -Special Ed.	TRANSPORTATION	371.88	R
135866	SCHOLASTIC	IISS WORK BOOKS	CURRICULUM AND IMC	833.63	R
135902	SCHOOL OUTFITTERS LLC	OUTSIDE BENCH FOR GRANT ELEM.	DISTRICT-WIDE	947.03	U
135161	SCHOOL SPECIALTY INC	TASK CHAIRS	ROOSEVELT ELEMENTARY SCHOOL	1,004.62	U
135832	SCHOOL SPECIALTY INC	SUPPLIES - SPECIAL ED	ROOSEVELT ELEMENTARY SCHOOL	149.31	R
135816	SEA CLEAR POOLS	MALIBU HI POOL SERVICE	FACILITY MAINTENANCE	901.23	R
135841	SEHI COMPUTER PRODUCTS	MONITORS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	5,147.86	BB
135865	SEHI COMPUTER PRODUCTS	Office Supplies	SPECIAL EDUCATION REGULAR YEAR	400.00	R
135931	SEHI COMPUTER PRODUCTS	PRINTER	PT DUME ELEMENTARY SCHOOL	566.93	U
136002	SIMON-CAIN, MONICA	SUMMER REIMBURSEMENT	CHILD DEVELOPMENT CENTER	320.00	CD
135778	SIMPLEXGRINNELL	PANEL REPAIR ADAMS	FACILITY MAINTENANCE	1,471.53	DF
135829	SIR SPEEDY PRINTING #0245	PRINTING SERVICES	BOE/SUPERINTENDENT	1,986.91	U
135805	SO CAL SANITATION LLC	FENCING	JOHN ADAMS MIDDLE SCHOOL	44,288.30	BB

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
135862	SOLARWINDS INC	Solare Winds Help	INFORMATION SERVICES	8,220.00	U
135917	SOUTH BAY LANDSCAPING	INSTALLATION OF BENCHES	JOHN ADAMS MIDDLE SCHOOL	2,650.00	BB
135984	SOUTHERN CALIFORNIA DISPOSAL	OPEN ORDER OPERATIONS CONTRACT	FACILITY MAINTENANCE	850.00	U
135965	SPARKY DATA & TELECOM	TEST&REPAIR FA/BURLAR ALARM	FACILITY MAINTENANCE	300.00	R
135944	SPEEDO ELECTRIC CO	Tach charts/Regular Ed.	TRANSPORTATION	248.77	R
135846	STAPLES BUSINESS ADVANTAGE	Supplies Year End	INFORMATION SERVICES	1,300.00	U
135976	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLIES	PURCHASING/WAREHOUSE	50.00	U
135978	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLIES	CHILD DEVELOPMENT CENTER	1,000.00	CD
136025	STAPLES BUSINESS ADVANTAGE	Open to Complete 12/13	INFORMATION SERVICES	500.00	U
135863	STAPLES/P-U/WLA/CUST#240174490	SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	186.00	R
135887	STATE OF CALIFORNIA	ELEVATOR INSPECTIONS	FACILITY MAINTENANCE	2,400.00	R
135999	STOVER SEED CO	OPERATIONS GROUNDS SUPPLIES	GROUNDS MAINTENANCE	8,064.68	R
135880	STUDENT TRANSPORTATION OF	ATHLETIC TRANSPORTATION	MALIBU HIGH SCHOOL	788.00	R
135959	SUBWAY	FOOD FOR MEETINGS	STATE AND FEDERAL PROJECTS	400.00	R
135892	SWENSON, JONI	REIMBURSEMENT	THEATER OPERATIONS&FACILITY PR	104.97	R
135774	TAYLOR ENGINEERING INC	LEAK DETECTION CABRILLO	FACILITY MAINTENANCE	475.00	R
135980	THE ARTIST COLLECTIVE	DANCE WORKSHOP	OLYMPIC CONTINUATION SCHOOL	2,250.00	R
135853	THE SPARK PROGRAMS	PE SPARK PROGRAMS	PT DUME ELEMENTARY SCHOOL	1,000.29	R
135932	TIETZE, BRANDON	RATERS' SUPPLY	PERSONNEL COMMISION	340.00	U
135925	TUMBLEWEED TRANSPORTATION	ATLETIC TRANSPORTATION	MALIBU HIGH SCHOOL	750.55	R
135961	TUMBLEWEED TRANSPORTATION	BUS TRANSPORTATION	PT DUME ELEMENTARY SCHOOL	1,800.00	R
136022	TUMBLEWEED TRANSPORTATION	TRANSPORTATION: LA ZOO	LINCOLN MIDDLE SCHOOL	329.00	R
136020	U S BANK (GOVT CARD SERVICES)	Domains/Supplies	INFORMATION SERVICES	196.83	U
135893	UNITED CEREBRAL PALSY	ARTS TRAINING	CABRILLO ELEMENTARY SCHOOL	220.00	R
135821	W.W. GRAINGER INC.	OPERATIONS SUPPLIES	GROUNDS MAINTENANCE	346.44	R
135844	W.W. GRAINGER INC.	OPERATIONS SUPPLIES	GROUNDS MAINTENANCE	68.33	R
135969	WARREN DISTRIBUTING INC.	REPAIRS MADE TO VEHICLE 36	FOOD SERVICES	164.00	F
135759	WAXIE SANITARY SUPPLY	CUSTODIAL SUPPLY SUMMER SCHOOL	JOHN MUIR ELEMENTARY SCHOOL	78.83	R
135868	WAXIE SANITARY SUPPLY	CUSTODIAL - SUMMER	ROOSEVELT ELEMENTARY SCHOOL	638.83	R
135947	WAXIE SANITARY SUPPLY	CUSTODIAL/SUMMER	CHILD DEVELOPMENT CENTER	157.65	CD
135949	WAXIE SANITARY SUPPLY	CUSTODIAL/SUMMER	CHILD DEVELOPMENT CENTER	289.03	CD
135979	WAXIE SANITARY SUPPLY	OPEN ORDER OPERATIONS SUPPLIES	GROUNDS MAINTENANCE	175.00	R
135900	WENGER CORPORATION	OPERATIONS UTILITY CART	GROUNDS MAINTENANCE	740.22	R
135938	WILSON BROOKS TAYLOR	MUSICAL INSTRUMENT SERVICE	CURRICULUM AND IMC	1,020.00	U
135962	YALE/CHASE MATERIALS HANDLING	REPAIR CUSTODIAL CART	SANTA MONICA HIGH SCHOOL	1,014.90	R

** NEW PURCHASE ORDERS 1,352,139.72

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

135804	CDW-G COMPUTING SOLUTIONS	SOFTWARE	BUSINESS SERVICES	565.04	BB
135995	ESPINOZA CONSTRUCTION	TILE CLEANING	CHILD DEVELOPMENT CENTER	400.00	BB
135783	MERIDIAN IT INC	SERVER	INFORMATION SERVICES	39,768.21	BB
135819	RAYCOM/MOBILE RELAY ASSOCIATES	SITE RADIOS	BUSINESS SERVICES	7,922.48	BB
135807	SOUTH BAY LANDSCAPING	RELOCATE IRRIGATION CLOCK	WEBSTER ELEMENTARY SCHOOL	3,150.00	BB
135895	STATE OF CALIFORNIA	DSA FEES	MCKINLEY ELEMENTARY SCHOOL	2,408.06	BB

** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES 54,213.79

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: AWARD OF PURCHASE ORDERS – 2013-14

RECOMMENDATION NO. A.10

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from June 11, 2013, through July 11, 2013, for fiscal /14.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 24, 2013

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
<u>*** NEW PURCHASE ORDERS ***</u>					
140353	A Z BUS SALES INC	Open order for repair parts	TRANSPORTATION	3,000.00	R
140399	A Z BUS SALES INC	Open order for repair parts	TRANSPORTATION	4,000.00	R
140216	A. G. LAYNE INC	MAINTENANCE VEHICLE OIL	FACILITY MAINTENANCE	200.00	R
140293	A. G. LAYNE INC	Open order for oil/coolant	TRANSPORTATION	3,000.00	R
140388	A. G. LAYNE INC	OIL	FOOD SERVICES	200.00	F
140509	A/C PROS INC	MISC. INSTALLATION & REPAIRS	JOHN ADAMS MIDDLE SCHOOL	11,020.00	BB
140201	AAA ELECTRIC MOTOR SALES	MOTOR SALES & SERVICE	FACILITY MAINTENANCE	4,000.00	R
140314	AAHS ENGRAVING	RETIREE GIFTS	EMPLOYEE RELATIONS	400.00	U
140528	ABLENET	BLUETOOTH SWITCH MBROCK	SPECIAL EDUCATION REGULAR YEAR	181.16	R
140447	ADMINISTRATIVE SOFTWARE	MAINTENANCE AGREEMENT	ADULT EDUCATION CENTER	4,590.00	A
140291	ADVANCE LANDAU TOPS	Open order for Seat Repairs	TRANSPORTATION	500.00	R
140195	ADVANCED BATTERY SYSTEMS	ELECTRICAL SUPPLIES	FACILITY MAINTENANCE	1,000.00	R
140215	ADVANCED BATTERY SYSTEMS	VEHICLE BATTERIES	FACILITY MAINTENANCE	500.00	R
140351	ADVANCED BATTERY SYSTEMS	Open order for parts	TRANSPORTATION	1,000.00	R
140389	ADVANCED BATTERY SYSTEMS	BATTERIES FOR FS VEHICLES	FOOD SERVICES	200.00	F
140396	ADVANCED BATTERY SYSTEMS	Open order for batteries	TRANSPORTATION	500.00	R
140301	ADVANCED ELECTRONICS	Open order for Mo. Site Rental	TRANSPORTATION	10,794.00	R
140302	ADVANCED ELECTRONICS	Open order for radio repairs	TRANSPORTATION	1,000.00	R
140303	ADVANCED ELECTRONICS	Maint. aggr. renewal-Repeater	TRANSPORTATION	1,548.00	R
140296	AGENCIES TOOL CENTER	Open order for tools/Tr.	TRANSPORTATION	1,500.00	R
140208	AIRGAS INC (SO CAL AIRGAS)	WELDING SUPPLIES	FACILITY MAINTENANCE	2,000.00	R
140157	AKZO NOBEL PAINTS LLC	PAINT SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
140219	ALL STAR GLASS	MAINT. VEHICLES GLASS	FACILITY MAINTENANCE	100.00	R
140292	ALL STAR GLASS	Open order for glass replacem.	TRANSPORTATION	1,000.00	R
140231	ALTA ENVIRONMENTAL	HAZARDOUS WASTE PICKUP	FACILITY MAINTENANCE	6,007.05	R
140235	AMBER RESOURCES LLC	Open order for oil. Transp.	TRANSPORTATION	2,000.00	R
140198	AMERICAN TIME & SIGNAL CO.	REPLACEMENT CLOCKS	FACILITY MAINTENANCE	4,000.00	R
140427	APPLE COMPUTER CORP	COMPUTERS	EDISON ELEMENTARY SCHOOL	3,992.06	BB
140298	ARGO FLEET SERVICES	Open order for starters & alt.	TRANSPORTATION	1,500.00	R
140312	ASSOC OF SCH ADMINISTRATORS	ADVERTISING	PERSONNEL SERVICES	4,000.00	U
140334	AUDIOMETRICS	AUDIOMETER CALIBRATION	HEALTH SERVICES	1,105.00	U
140132	BLAINE HARDWARE COMPANY	WINDOW REPAIR HARDWARE	FACILITY MAINTENANCE	300.00	R
140171	BOURGET BROS	GENERAL MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
140114	BUCKLE DOWN PUBLISHING CO	TEST PREP MATERIALS	PT DUME ELEMENTARY SCHOOL	1,631.69	R
140440	BULLSEYE SPECIALTY SHOPS	Canopy and Pole set	FRANKLIN ELEMENTARY SCHOOL	410.23	U
140183	BUSY BEE HARDWARE	GENERAL HARDWARE SUPPLIES	FACILITY MAINTENANCE	500.00	R
140299	BUSY BEE HARDWARE	Open order for misc. supplies	TRANSPORTATION	300.00	R
140127	C R LAURENCE CO	WINDOW REPAIR SUPPLIES	FACILITY MAINTENANCE	500.00	R
140311	CAL STATE DEPT OF JUSTICE	FINGERPRINTING	PERSONNEL SERVICES	23,000.00	U
140105	CALIFORNIA OFFICE SYSTEMS INC	Open PO for supplies	FRANKLIN ELEMENTARY SCHOOL	2,000.00	U
140316	CALIFORNIA OFFICE SYSTEMS INC	OFFICE SUPPLIES	PERSONNEL SERVICES	3,500.00	U
140409	CALIFORNIA OFFICE SYSTEMS INC	CABINETS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	1,054.49	BB
140418	CALIFORNIA OFFICE SYSTEMS INC	OPEN ORDER CUSTODIAL SUPPLIES	FACILITY OPERATIONS	250.00	U
140436	CALIFORNIA OFFICE SYSTEMS INC	OPEN ORDER/ADMIN SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	1,000.00	U
140475	CALIFORNIA OFFICE SYSTEMS INC	OFFICE SUPPLIES	SANTA MONICA HIGH SCHOOL	5,000.00	U
140526	CALIFORNIA OFFICE SYSTEMS INC	OPEN ORDER	SPECIAL EDUCATION REGULAR YEAR	4,000.00	R
140453	CALIFORNIA STATE CONSORTIUM	ADVERTISING SERVICES	ADULT EDUCATION CENTER	293.00	A
140035	CANON SOLUTIONS AMERICA INC.	COPIER MNT AGREEMENT: MXD06503	LINCOLN MIDDLE SCHOOL	229.72	R

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 24, 2013

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	
140159	CANON SOLUTIONS AMERICA INC.	STAPLES FOR COPIER	MALIBU HIGH SCHOOL	928.38	U
140439	CANON SOLUTIONS AMERICA INC.	COPIER MAINTENANCE AGREEMENT	OLYMPIC CONTINUATION SCHOOL	540.00	U
140490	CANON SOLUTIONS AMERICA INC.	COPIER MAINTENANCE AGREEMENT	PURCHASING/WAREHOUSE	2,160.00	U
140491	CANON SOLUTIONS AMERICA INC.	COPIER OVERAGE	PURCHASING/WAREHOUSE	500.00	U
140497	CANON SOLUTIONS AMERICA INC.	MAINTENANCE AGRMT: MUY14096	LINCOLN MIDDLE SCHOOL	1,308.00	U
140498	CANON SOLUTIONS AMERICA INC.	MAINTENANCE AGRMT: SLP03292	LINCOLN MIDDLE SCHOOL	3,976.47	U
140510	CANON SOLUTIONS AMERICA INC.	MAINTENANCE AGRMT: SLP12954	LINCOLN MIDDLE SCHOOL	3,367.20	U
140222	CARQUEST AUTO PARTS	PARTS FOR MAINT.VEHICLES	FACILITY MAINTENANCE	1,500.00	R
140300	CARQUEST AUTO PARTS	Open order for parts/Transp.	TRANSPORTATION	1,500.00	R
140505	CCP INDUSTRIES INC	CHAMP TOWELS	FOOD SERVICES	990.00	F
140372	CDW-G COMPUTING SOLUTIONS	NETWORKING EQUIPMENT	EDISON ELEMENTARY SCHOOL	188,985.15	BB
140373	CDW-G COMPUTING SOLUTIONS	PHONES	EDISON ELEMENTARY SCHOOL	14,965.20	BB
140420	CDW-G COMPUTING SOLUTIONS	UPS SYSTEM	EDISON ELEMENTARY SCHOOL	11,784.12	BB
140463	CDW-G COMPUTING SOLUTIONS	AV BULBS	SANTA MONICA HIGH SCHOOL	621.65	U
140543	CDW-G COMPUTING SOLUTIONS	REPLACEMENT LAMPS	SANTA MONICA HIGH SCHOOL	615.54	U
140128	CHAMPION CHEMICAL	FLOOR WAX - NEW/OLD GYM	MALIBU HIGH SCHOOL	1,090.91	U
140020	CHEVRON U.S.A. INC.	FUEL FOR VEHICLE #63	PURCHASING/WAREHOUSE	4,000.00	U
140481	CHEVRON U.S.A. INC.	Open order for fuel costs	TRANSPORTATION	15,000.00	R
140504	CHEVRON U.S.A. INC.	FUEL FOR FOOD SERVICE VEHICLES	FOOD SERVICES	15,000.00	F
140290	CINTAS CORPORATION	Open order for shop towels/uni	TRANSPORTATION	2,000.00	R
140162	CINTAS DOCUMENT MANAGEMENT	document shredding for assessm	CURRICULUM AND IMC	250.00	U
140251	CINTAS DOCUMENT MANAGEMENT	DOCUMENT DESTRUCTION	FISCAL SERVICES	1,500.00	U
140431	CINTAS DOCUMENT MANAGEMENT	DOCUMENT SHREDDING	SANTA MONICA HIGH SCHOOL	1,400.00	U
140310	CITIZENS MEDICAL GROUP	EMPLOYEE PHYSICALS	PERSONNEL SERVICES	14,500.00	U
140355	CITIZENS MEDICAL GROUP	FIRST AID CLAIMS	INSURANCE SERVICES	3,000.00	U
140479	CITY OF SANTA MONICA	Open order for fuel	TRANSPORTATION	12,000.00	R
140514	CITY OF SANTA MONICA-PKS/REC	SUMMER/COASTAL KIDS & PTA	CHILD DEVELOPMENT CENTER	1,968.75	CD
140168	CLARK SECURITY PRODUCTS	LOCKSMITH HARDWARE	FACILITY MAINTENANCE	5,000.00	R
140524	COCA COLA BOTTLING COMPANY	NONCARBONATED DRINKS	FOOD SERVICES	5,000.00	F
140426	COMMERCIAL DOOR METAL SYSTEMS	DOOR ADJUSTMENTS	JOHN ADAMS MIDDLE SCHOOL	3,239.00	BB
140192	COMPLETE BUSINESS SYSTEMS	DUPLO U510 110854710 MNT. AGRMT	LINCOLN MIDDLE SCHOOL	950.00	U
140193	COMPLETE BUSINESS SYSTEMS	DUPLO U510 110854723 MNT AGRMT	LINCOLN MIDDLE SCHOOL	950.00	U
140477	COMPLETE BUSINESS SYSTEMS	COPIER SERVICE CALLS	SANTA MONICA HIGH SCHOOL	1,000.00	U
140137	COX PAINT INC	PAINT SUPPLIES	FACILITY MAINTENANCE	1,500.00	R
140357	CUMMINS CAL PACIFIC INC	Open order for parts	TRANSPORTATION	500.00	R
140110	CURRICULUM ASSOC INC	TEST PREP	PT DUME ELEMENTARY SCHOOL	683.36	R
140160	DALTILE	TILE/FLOORING SUPPLIES	FACILITY MAINTENANCE	500.00	R
140021	DANIELS TIRE SERVICE	VEHICLE TIRES & REPAIR	PURCHASING/WAREHOUSE	500.00	U
140228	DANIELS TIRE SERVICE	MAINT.VEHICLE TIRE SERVICE	FACILITY MAINTENANCE	2,000.00	R
140239	DANIELS TIRE SERVICE	Open order for tire purchase	TRANSPORTATION	4,000.00	R
140390	DANIELS TIRE SERVICE	TIRES FOR FS VEHICLES	FOOD SERVICES	1,000.00	F
140139	DESIGN SCIENCE INC	MATH SOFTWARE FOR STUDENT	SPECIAL EDUCATION REGULAR YEAR	57.00	R
140335	DISCOUNT SCHOOL SUPPLY	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	189.39	CD
140383	DJ CO-OPS	COMMODITY PROCESSING RENEWAL	FOOD SERVICES	415.00	F
140130	DOWNEY GLASS CO	WINDOW REPAIR MATERIALS	FACILITY MAINTENANCE	1,500.00	R
140495	DRIFTWOOD DAIRY	DAIRY PRODUCTS	FOOD SERVICES	190,000.00	F
140155	DUNN EDWARDS CORP	PAINT SUPPLIES	FACILITY MAINTENANCE	1,500.00	R
140199	ELECTRIC SUPPLY CONNECTION	LIGHTING & ELECTRICAL SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
140164	EMED CO. INC.	FOR SIGNAGE MATERIALS	FACILITY MAINTENANCE	700.00	R
140240	ENGLER BROS MOTOR PARTS	Open order for repair/TR.	TRANSPORTATION	1,000.00	R

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
140269	FEDERAL EXPRESS	OPEN ORDER/DOCUMENT DELIVERY	FISCAL SERVICES	600.00	U
140313	FEDERAL EXPRESS	SHIPPING COSTS	PERSONNEL SERVICES	300.00	U
140049	FEDEX	fedex for assessment	CURRICULUM AND IMC	750.00	U
140184	FISHER HARDWARE INC	GENERAL MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
140360	FLEETPRIDE	Open order for repair parts	TRANSPORTATION	500.00	R
140056	FOLLETT EDUCATIONAL SERVICES	Consumables and textbooks	FRANKLIN ELEMENTARY SCHOOL	5,855.09	R
140309	G2SOLUTIONS INC	PROCESS FINGERPRINTING	PERSONNEL SERVICES	550.00	U
140129	GALE SUPPLY CO	CUSTODIAL SUPPLIES	MALIBU HIGH SCHOOL	4,500.00	U
140362	GALE SUPPLY CO	Open order for cust. supplies	TRANSPORTATION	1,000.00	R
140416	GALE SUPPLY CO	CUSTODIAL SUPPLIES	OLYMPIC CONTINUATION SCHOOL	495.54	U
140429	GALE SUPPLY CO	CUSTODIAL SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	3,585.58	U
140037	GBC/EDUCATION DEPARTMENT	MAINT.AGRMT: LAMINATOR-LJM6044	LINCOLN MIDDLE SCHOOL	614.60	U
140096	GBC/EDUCATION DEPARTMENT	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	250.00	U
140494	GOLD STAR FOODS	FROZEN FOOD & BAKERY ITEMS	FOOD SERVICES	585,000.00	F
140288	GOLDEN STAR TECHNOLOGY INC	MOVE SMARTBOARD AT FRANKLIN	FRANKLIN ELEMENTARY SCHOOL	802.13	U
140382	GRAHAM COMPANY	EMERGENCY LIGHTING INVERTER	FACILITY MAINTENANCE	1,480.00	R
140533	GRIEGO,ORLANDO	REIMBURSE FOR FOOD & SUPPLIES	FOOD SERVICES	1,000.00	F
140045	HARLAND TECHNOLOGY SERVICES	MAINTENANCE AGREEMENT SCANTRON	MALIBU HIGH SCHOOL	541.00	U
140449	HARLAND TECHNOLOGY SERVICES	MAINTENANCE AGREEMENT	ADULT EDUCATION CENTER	1,388.00	A
140136	HILLYARD FLOOR CARE SUPPLY	CUSTODIAL SUPPLIES	MALIBU HIGH SCHOOL	448.40	U
140206	HIRSCH PIPE & SUPPLY	PLUMBING PARTS/SUPPLIES	FACILITY MAINTENANCE	10,000.00	R
140076	HISONIC	2 classroom amplifier systems	FRANKLIN ELEMENTARY SCHOOL	297.51	U
140167	HOBSONS INC	NAVIANCE SUCCEED WEB ACCESS	SANTA MONICA HIGH SCHOOL	9,588.00	U
140190	HOME DEPOT- L.A.	REPAIR EQUIPMENT AND TOOLS	FACILITY MAINTENANCE	5,000.00	R
140203	HOWARD INDUSTRIES	HVAC PARTS/PRODUCTS	FACILITY MAINTENANCE	5,000.00	R
140022	HYATT, VIRGINIA	MILEAGE REIMBURSEMENT	PURCHASING/WAREHOUSE	500.00	U
140024	INSTA-TUNE	VEHICLE REPAIR	PURCHASING/WAREHOUSE	100.00	U
140229	INSTA-TUNE	MAINT.VEHICLE SERVICE	FACILITY MAINTENANCE	1,000.00	R
140402	INSTA-TUNE	Open order for smog cert.	TRANSPORTATION	300.00	R
140234	INTELLI-TECH	LAPTOPS	MALIBU HIGH SCHOOL	12,508.96	R
140454	INTELLI-TECH	Monitor for Desktop	TRANSPORTATION	227.38	R
140023	INTERNATIONAL PAPER	PAPER	PURCHASING/WAREHOUSE	3,000.00	U
140031	INTERNATIONAL PAPER	PAPER	PRINTING SERVICES	12,000.00	U
140272	INTERNATIONAL PAPER	RECYCLED COPIER PAPER	FISCAL SERVICES	2,500.00	U
140273	INTERNATIONAL PAPER	COPY PAPER	WEBSTER ELEMENTARY SCHOOL	4,000.00	U
140466	INTERNATIONAL PAPER	PAPER ORDER	MALIBU HIGH SCHOOL	385.44	U
140500	INTERNATIONAL PAPER	COPY PAPER	FOOD SERVICES	300.00	F
140411	JSLBRA LLC	LEASE FOR TRANS.DEPT OFFICE	TRANSPORTATION	196,968.00	U
140441	K12 INSIGHT	WEB SURVEY COMM. SERVICE	BOE/SUPERINTENDENT	46,000.00	U
140032	KELLY PAPER/SANTA MONICA	PAPER	PRINTING SERVICES	2,000.00	U
140496	L & J AUTO BODY AND PAINT	Bus Repairs - Bus #2 Reg. Ed.	TRANSPORTATION	2,031.20	R
140501	L A FEDERAL ARMORED SERVICES	ARMORED CAR SERVICE	FOOD SERVICES	825.00	F
140365	L.A. FLEET MONITORING SYSTEM	Open order for repair parts	TRANSPORTATION	500.00	R
140323	LAHAV CONSTRUCTION AND	ELECTRIC WORK FOR GATE	SANTA MONICA HIGH SCHOOL	6,900.00	BB
140089	LAKESHORE	open po for classroom supplies	GRANT ELEMENTARY SCHOOL	100.00	U
140339	LAKESHORE	Open PO for Supplies	GRANT ELEMENTARY SCHOOL	50.00	U
140340	LAKESHORE	Open PO for Supplies	GRANT ELEMENTARY SCHOOL	100.00	U
140345	LAKESHORE	SUMMER/OPEN ORDER	CHILD DEVELOPMENT CENTER	500.00	CD
140349	LAKESHORE	SUMMER/OPEN ORDER	CHILD DEVELOPMENT CENTER	300.00	CD

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140534	LANCASTER, KELLY	REIMBRUSEMENT	FOOD SERVICES	1,000.00	F
140522	LAWSON, CHERYL	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	3,000.00	U
140331	LOS ANGELES ZOO	SUMMER/FIELD TRIP	CHILD DEVELOPMENT CENTER	3,150.00	CD
140242	LYNTON'S UNIFORMS INC	Open order for driver shirts	TRANSPORTATION	2,300.00	R
140422	MAILROOM FINANCE INC.	POSTAGE	SANTA MONICA HIGH SCHOOL	14,000.00	U
140544	MARTIN AUTOMOTIVE GROUP	Open order for repair parts	TRANSPORTATION	300.00	R
140513	MARTIN, CHRISTINE	SUMMER/IISS	CHILD DEVELOPMENT CENTER	250.00	CD
140484	MAYER-JOHNSON INC.	STUDENT SPECIFIC REQUEST IEP	SPECIAL EDUCATION REGULAR YEAR	213.51	R
140165	MC MASTER CARR	GENERAL MAINTENANCE HARDWARE	FACILITY MAINTENANCE	3,000.00	R
140025	METRO TRUCK BODY INC	VEHICLE REPAIR	PURCHASING/WAREHOUSE	100.00	U
140391	METRO TRUCK BODY INC	PARTS TO REPAIR FS VEHICLES	FOOD SERVICES	500.00	F
140036	MICRO BIO-MEDICS/ORDERS	OPEN ORDER: HEALTH OFFICE	LINCOLN MIDDLE SCHOOL	800.00	U
140158	MITTEL'S ART SUPPLY	STENCILS FOR PAINTING	FACILITY MAINTENANCE	300.00	R
140322	MOBILE MODULAR	LEASE EXTENSION	EDISON ELEMENTARY SCHOOL	3,224.00	BB
140385	MONEY MACHINES INTERNATIONAL	MAINT. AGRMNT FOR MONEY MACH.	FOOD SERVICES	440.00	F
140493	MONTGOMERY HARDWARE COMPANY	OPEN ORDER MAINT SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
140244	NAPA AUTO PARTS	Open order for parts/ab	TRANSPORTATION	1,000.00	R
140315	NELI'S INC	RECRUITMENT SUPPLIES	PERSONNEL SERVICES	1,200.00	U
140317	NELI'S INC	NEGOTIATIONS SUPPLIES	EMPLOYEE RELATIONS	2,000.00	U
140067	NEOPOST USA INC	POSTAL METER RENTAL	PURCHASING/WAREHOUSE	896.81	U
140245	NESS COUNSELING CENTER	Open order for breath/alcohol	TRANSPORTATION	100.00	R
140307	NORTON MEDICAL CLINICS	ALCOHOL/DRUG TESTING	PERSONNEL SERVICES	1,600.00	U
140209	PATTON STEEL SUPPLY	WELDING SUPPLIES	FACILITY MAINTENANCE	500.00	R
140343	PAVILLIONS STORE #2231	SUMMER/OPEN ORDER	CHILD DEVELOPMENT CENTER	480.00	CD
140213	PLUMBMASTER INC	PLUMBING SUPPLIES	FACILITY MAINTENANCE	10,000.00	R
140075	POSTMASTER-SANTA MONICA	Stamps	FRANKLIN ELEMENTARY SCHOOL	460.00	U
140276	PRIORITY MAILING SYSTEMS INC	MAINTENANCE AGREEMENT/INSERTER	FISCAL SERVICES	1,003.00	U
140135	PRO-ED	TESTING MATERIALS FOR SLP	SPECIAL EDUCATION REGULAR YEAR	229.44	R
140387	REDWOOD PRESS INC	#10 ENVELOPES	FOOD SERVICES	216.81	F
140205	REFRIGERATION SUPPLIES	HVAC PARTS & EQUIPMENT	FACILITY MAINTENANCE	5,000.00	R
140246	REISS-WOZNAK MEDICAL CLINIC	Open order for driver physical	TRANSPORTATION	400.00	R
140358	REISS-WOZNAK MEDICAL CLINIC	OPEN ORDER/FIRST AID CLAIMS	INSURANCE SERVICES	3,000.00	U
140434	RICOH U.S.	COPIER MAINTENANCE CONTRACT	JOHN ADAMS MIDDLE SCHOOL	2,772.00	U
140359	SAFE-CARD ID SERVICES INC	BLANK BUS PASS CARDS	TRANSPORTATION	61.63	R
140134	SAINTE-GOBAIN SOLAR GARD LLC	FILMS FOR WINDOWS	FACILITY MAINTENANCE	300.00	R
140398	SANTA MONICA CAR SOUNDS	Open order for bus radios	TRANSPORTATION	500.00	R
140026	SANTA MONICA FORD	VEHICLE REPAIR	PURCHASING/WAREHOUSE	200.00	U
140230	SANTA MONICA FORD	MAINT.VEHICLE SERVICE	FACILITY MAINTENANCE	1,000.00	R
140392	SANTA MONICA FORD	REPAIRS ON FS VEHICLES	FOOD SERVICES	500.00	F
140403	SANTA MONICA FORD	Open order for parts	TRANSPORTATION	3,000.00	R
140377	SANTA MONICA RADIATOR	MAINT.VEHICLE PARTS	FACILITY MAINTENANCE	100.00	R
140393	SANTA MONICA RADIATOR	RADIATOR REPAIR FOR FS VEHICLE	FOOD SERVICES	100.00	F
140404	SANTA MONICA RADIATOR	Open order for radiator rep	TRANSPORTATION	500.00	R
140202	SANTA MONICA WHOLESALE	LIGHTING & ELECTRIC SUPPLY	FACILITY MAINTENANCE	3,000.00	R
140047	SCHOLASTIC	RENEWAL OF NYTIME MAGAZNE SUB	MALIBU HIGH SCHOOL	475.81	R
140048	SCHOLASTIC INC	PERIODICALS	LINCOLN MIDDLE SCHOOL	355.09	R
140428	SCHOOL HEALTH CORPORATION	OPEN ORDER/HEALTH OFFICE SUP	JOHN ADAMS MIDDLE SCHOOL	350.00	U
140224	SCHOOL NURSE SUPPLY INC	HEALTH OFFICE SUPPLIES	WEBSTER ELEMENTARY SCHOOL	324.36	R
140092	SCHOOL SPECIALTY INC	Open PO for school/office supp	FRANKLIN ELEMENTARY SCHOOL	2,000.00	U
140093	SCHOOL SPECIALTY INC	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	2,000.00	U
140435	SCHOOL SPECIALTY INC	CLEAR CONTAINER	FISCAL SERVICES	55.80	U

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
140485	SCHOOL SPECIALTY INC	SENSORY ITEMS FOR JREIDMILLER	SPECIAL EDUCATION REGULAR YEAR	59.10	R
140374	SEHI COMPUTER PRODUCTS	PRINTERS	EDISON ELEMENTARY SCHOOL	9,674.33	BB
140423	SEHI COMPUTER PRODUCTS	PRINTER CARTRIDGE: P3015	LINCOLN MIDDLE SCHOOL	138.09	U
140478	SEHI COMPUTER PRODUCTS	INK CARTRIDGES	SANTA MONICA HIGH SCHOOL	3,000.00	U
140507	SEHI COMPUTER PRODUCTS	TONER AND PRINTERS	FOOD SERVICES	3,000.00	F
140488	SETON IDENTIFICATION PRODUCTS	FIXED ASSET BAR CODE LABELS	PURCHASING/WAREHOUSE	1,543.72	U
140480	SHELL FLEET CARD SERVICES	Open order for fuel costs	TRANSPORTATION	6,000.00	R
140444	SID TOOL CO INC DBA,	INSTRUCTIONAL MATERIALS	ADULT EDUCATION CENTER	133.07	A
140515	SIMON-CAIN, MONICA	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	350.00	CD
140033	SIR SPEEDY PRINTING #0245	MISC PRINTING	PRINTING SERVICES	500.00	U
140050	SIR SPEEDY PRINTING #0245	Sir Speedy for assessment	CURRICULUM AND IMC	1,500.00	U
140320	SIR SPEEDY PRINTING #0245	PRINTING	PERSONNEL SERVICES	650.00	U
140347	SIR SPEEDY PRINTING #0245	OPEN ORDER/COPIES & PRINTING	CHILD DEVELOPMENT CENTER	2,000.00	CD
140370	SIR SPEEDY PRINTING #0245	OPEN ORDER: PRINTING SERVICES	LINCOLN MIDDLE SCHOOL	200.00	U
140511	SIR SPEEDY PRINTING #0245	PRINTING	SANTA MONICA HIGH SCHOOL	222.60	U
140520	SIR SPEEDY PRINTING #0245	BUSINESS CARDS	BUSINESS SERVICES	44.62	U
140318	SMART & FINAL	SUPPLIES	PERSONNEL SERVICES	750.00	U
140354	SMART & FINAL	SUMMER/OPEN ORDER	CHILD DEVELOPMENT CENTER	720.00	CD
140371	SMART & FINAL	OPEN ORDER/MILK SUBSTITUTES	CHILD DEVELOPMENT CENTER	500.00	CD
140523	SMART & FINAL - FOOD SVCS ONLY	GROCERIES	FOOD SERVICES	3,000.00	F
140448	SMITH, BRADFORD	INSTRUCTIONAL MATERIALS	ADULT EDUCATION CENTER	500.00	A
140375	SOUTH BAY LANDSCAPING	INSTALLATION OF BIKE HOOPS	JOHN ADAMS MIDDLE SCHOOL	2,300.00	BB
140170	SOUTHLAND LUMBER AND SUPPLY CO	WOOD BUILDING MATERIALS	FACILITY MAINTENANCE	2,000.00	R
140039	SOUTHWEST SCHOOL SUPPLY	OPEN ORDER: CLASSROOM SUPPLIES	LINCOLN MIDDLE SCHOOL	2,800.00	U
140152	SOUTHWEST SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	547.50	U
140247	SOUTHWEST SCHOOL SUPPLY	TEACHER SUPPLIES	WEBSTER ELEMENTARY SCHOOL	1,000.00	R
140249	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	2,000.00	R
140250	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	2,000.00	R
140252	SOUTHWEST SCHOOL SUPPLY	classroom supplies	WEBSTER ELEMENTARY SCHOOL	500.00	R
140253	SOUTHWEST SCHOOL SUPPLY	class room supplies	WEBSTER ELEMENTARY SCHOOL	500.00	R
140254	SOUTHWEST SCHOOL SUPPLY	Classroom Supplies	WEBSTER ELEMENTARY SCHOOL	1,500.00	R
140257	SOUTHWEST SCHOOL SUPPLY	classroom supplies	WEBSTER ELEMENTARY SCHOOL	800.00	R
140260	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	500.00	R
140261	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	1,000.00	R
140262	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	200.00	R
140263	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	1,500.00	R
140264	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	1,200.00	R
140265	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	1,200.00	R
140266	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	1,500.00	R
140038	STAPLES BUSINESS ADVANTAGE	OPEN ORDER: OFFICE SUPPLIES	LINCOLN MIDDLE SCHOOL	250.00	U
140051	STAPLES BUSINESS ADVANTAGE	staples for assessment	CURRICULUM AND IMC	1,500.00	U
140094	STAPLES BUSINESS ADVANTAGE	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	500.00	U
140150	STAPLES BUSINESS ADVANTAGE	INSTRUCTIONAL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	547.50	U
140237	STAPLES BUSINESS ADVANTAGE	Open order for office supp./TR	TRANSPORTATION	1,500.00	R
140280	STAPLES BUSINESS ADVANTAGE	OPEN ORDER FOR OFFICE SUPPLIES	FISCAL SERVICES	5,000.00	U
140361	STAPLES BUSINESS ADVANTAGE	OPEN ORDER FOR OFFICE SUPPLIES	INSURANCE SERVICES	500.00	U
140487	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLIES	PURCHASING/WAREHOUSE	1,000.00	U
140502	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLIES	FOOD SERVICES	2,500.00	F
140151	STAPLES/P-U/SANTA MONICA/WILSH	INSTRUCTIONAL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	200.00	U
140413	STAPLES/P-U/VENICE/LINCOLN BL	OPEN ORDER	CHILD DEVELOPMENT CENTER	200.00	CD

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 24, 2013

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	
140088	STAPLES/P-U/WLA/CUST#240174490	open po for classroom supplies	GRANT ELEMENTARY SCHOOL	200.00	U
140090	STAPLES/P-U/WLA/CUST#240174490	open po for classroom supplies	GRANT ELEMENTARY SCHOOL	100.00	U
140341	STAPLES/P-U/WLA/CUST#240174490	Open PO for Supplies	GRANT ELEMENTARY SCHOOL	50.00	U
140499	STEVEN ORI JR	BROCHURE / FALL 2013	ADULT EDUCATION CENTER	1,070.85	A
140188	STG ASSET MGMT INC.	LEASE OF 1634 17ST	CURRICULUM AND IMC	91,626.00	U
140189	STG ASSET MGMT INC.	LEASE OF 1638 17ST	CURRICULUM AND IMC	100,853.28	U
140232	STG ASSET MGMT INC.	LEASE OF 1645 16TH	BUSINESS SERVICES	73,323.84	U
140378	STRESS LESS ENVIRONMENTAL LLC	HAZARDOUS WASTE	FACILITY MAINTENANCE	500.00	U
140241	TANDUS US INC	FLOORING - LIBRARY AT WEBSTER	WEBSTER ELEMENTARY SCHOOL	16,461.85	R
140350	TARGET STORES	SUMMER/OPEN ORDER	CHILD DEVELOPMENT CENTER	100.00	CD
140238	TCI - BERLIN TIRE CENTERS LLC	Open order for tire purch. TR	TRANSPORTATION	1,000.00	R
140217	THE BELL GROUP	INSTRUCTIONAL MATERIALS	ADULT EDUCATION CENTER	431.19	A
140119	THE PROPHET CORP	PE EQUIPMENT	SMASH SCHOOL	1,577.02	R
140443	TIME WARNER CABLE INC	FRELO FORCED RELOCATION	EDISON ELEMENTARY SCHOOL	4,032.00	BB
140001	TOMARK SPORTS INC	SPORTS BLEACHERS	SANTA MONICA HIGH SCHOOL	2,875.80	R
140433	TOMARK SPORTS INC	SPORTS BENCHES	SANTA MONICA HIGH SCHOOL	741.06	R
140194	TOOL POWER	REPAIR TOOLS	FACILITY MAINTENANCE	1,000.00	R
140046	TOUCHLINE SOFTWARE	RENEWAL WORK PERMIT SOFTWARE	MALIBU HIGH SCHOOL	295.00	U
140344	TOYS R US	SUMMER/OPEN ORDER	CHILD DEVELOPMENT CENTER	300.00	CD
140366	TRACTION HEAVY DUTY PARTS	Open order for parts	TRANSPORTATION	500.00	R
140379	TRACTION HEAVY DUTY PARTS	MAINT.VEHICLE PARTS	FACILITY MAINTENANCE	500.00	R
140394	TRACTION HEAVY DUTY PARTS	PARTS TO REPAIR FS VEHICLES	FOOD SERVICES	100.00	F
140407	TRACTION HEAVY DUTY PARTS	Open order for parts	TRANSPORTATION	500.00	R
140328	TULLY-WIHR COMPANY	MAILBAGS	PURCHASING/WAREHOUSE	506.44	U
140319	U S BANK (GOVT CARD SERVICES)	DISTRICT BUSINESS EXPENSES	PERSONNEL SERVICES	1,400.00	U
140465	U S BANK (GOVT CARD SERVICES)	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	5,000.00	U
140028	U.S. POSTAL SERVICE	POSTAGE	PURCHASING/WAREHOUSE	10,000.00	U
140368	UNITED TRANSMISSION EXCHANGE	Open order for parts	TRANSPORTATION	3,000.00	R
140286	VIRCO MFG CORP	7 new student desks	FRANKLIN ELEMENTARY SCHOOL	1,142.09	U
140187	W.W. GRAINGER INC.	GENERAL MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	5,000.00	R
140221	WALKER MOTOR CO.	MAINT.VEHICLE REPAIR	FACILITY MAINTENANCE	1,000.00	R
140400	WALKER MOTOR CO.	Open order for bus repairs	TRANSPORTATION	2,000.00	R
140200	WALTERS WHOLESALE ELECTRIC CO	LIGHTING SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
140029	WARREN DISTRIBUTING INC.	VEHICLE REPAIR	PURCHASING/WAREHOUSE	200.00	U
140369	WARREN DISTRIBUTING INC.	Open order for repair parts	TRANSPORTATION	1,500.00	R
140380	WARREN DISTRIBUTING INC.	MAINT.VEHICLE SERVICE	FACILITY MAINTENANCE	2,000.00	R
140395	WARREN DISTRIBUTING INC.	PARTS TO REPAIR FS VEHICLES	FOOD SERVICES	250.00	F
140406	WARREN DISTRIBUTING INC.	Open order for repair parts	TRANSPORTATION	4,000.00	R
140207	WATERLINE TECHNOLOGIES INC	POOL CHEMICAL SUPPLY	FACILITY MAINTENANCE	10,000.00	R
140131	WAXIE SANITARY SUPPLY	CUSTODIAL SUPPLIES	MALIBU HIGH SCHOOL	949.48	U
140414	WEATHERPROOFING TECHNOLOGIES	ROOFING SERVICE REPAIR	FACILITY MAINTENANCE	134,946.00	R
140172	WENGER CORPORATION	UNIVERSAL CART	GROUNDS MAINTENANCE	730.82	R
140363	WESTED	CA Healthy Kids Survey	CURRICULUM AND IMC	250.00	U
140210	WESTERN FENCE & SUPPLY CO	FENCING	FACILITY MAINTENANCE	2,000.00	R
140506	WRIGHT EXPRESS FINANCIAL	PROPANE	FOOD SERVICES	2,000.00	F
140044	iPARADIGMS LLC	RENEWAL OF PLAGIARISM	MALIBU HIGH SCHOOL	2,162.20	U

** NEW PURCHASE ORDERS 2,509,031.89

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 24, 2013

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>** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES **</u>					
140417	NETWORLD SOLUTIONS INC	CONSULTING	SANTA MONICA HIGH SCHOOL	28,529.59	BB
140324	PADILLA PLUMBING INC	PLUMBING WORK	CHILD DEVELOPMENT CENTER	2,870.00	BB
140419	PRESTIGE STRIPING SERVICE	TEMPORARY STRIPING	WEBSTER ELEMENTARY SCHOOL	2,130.00	BB
140376	SO CAL SANITATION LLC	RELOCATE TEMP GATE	SANTA MONICA HIGH SCHOOL	13,489.99	BB
140421	SO CAL SANITATION LLC	TEMPORARY FENCING	SANTA MONICA HIGH SCHOOL	4,374.30	BB
140425	SOUTH BAY LANDSCAPING	ASPHALT DEMO	SANTA MONICA HIGH SCHOOL	18,900.00	BB
140415	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLIES	BUSINESS SERVICES	10,000.00	BB
140321	STATE OF CALIFORNIA	DSA RE-OPENING FEE	MCKINLEY ELEMENTARY SCHOOL	500.00	BB
				** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES	80,793.88

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: ACCEPTANCE OF GIFTS – 2012/2013

RECOMMENDATION NO. A.11

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling **\$11,933.54** 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 **\$11,933.54** 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:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

School/Site Account Number	Equity Fund 15% Contrib.	In-kind Value	Donor	Purpose
JAMS				
01-90120-0-00000-00000-8699-011-0000				
Adult Education				
11-90120-0-00000-00000-8699-090-0000				
Alternative (SMASH)				
01-90120-0-00000-00000-8699-009-0000				
Cabrillo	\$ 219.00	\$ -	Various Parents	Field Trip
01-90120-0-00000-00000-8699-017-0000				
CDS	\$ 30.00	\$ -	Yuriy & Ekaterina Koroleu	General Supplies and Materials
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	\$ 350.00	\$ -	Sherry Bilsing and Mark Graham	General Supplies and Materials
01-90120-0-00000-00000-8699-012-0000	\$ 178.90	\$ -	Various Music Parents	General Supplies and Materials
Malibu High School	\$ 5,375.00	\$ -	Various Students	General Supplies and Materials
01-90120-0-00000-00000-8699-010-0000	\$ 1,500.00	\$ -	Malibu High School Athletic Booster Club	Salary, Coaches
	\$ 70.00	\$ -	Lisa Semler	General Supplies and Materials
McKinley	\$ 2,046.64	\$ -	McKinley PTA	General Supplies and Materials
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				
Rogers	\$ 385.00	\$ -	Will Rogers Courtesy Committee	General Supplies and Materials
01-90120-0-00000-00000-8699-006-0000				

School/Site	Gift Amount	Equity Fund	In-kind Value	Donor
Account Number	15% Contrib.			
Roosevelt				
01-90120-0-00000-00000-8699-007-0000				
Samohi	\$ 1,274.00	\$ -		Various
01-90120-0-00000-00000-8699-015-0000	\$ 144.00	\$ -		Various
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:				
Superintendent's Office				
01-90120-0-00000-00000-8699-020-0000				
Educational Services	\$ 192.00	\$ -		Various
01-90120-0-00000-00000-8699-030-0000	\$ 169.00	\$ -		Various
Student & Family Services				
01-90120-0-00000-00000-8699-040-0000				
Special Education				
01-90120-0-00000-00000-8699-044-0000				
Information Services				
01-90120-0-00000-0000-8699-054-0000				
Food and Nutrition Services				
01-90120-0-00000-0000-8699-057-0000				
District				
01-90120-0-00000-00000-8699-090-0000				
TOTAL	\$ 11,933.54	\$ -	\$ -	

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	\$ 64,516.84			\$ 64,516.84			\$ -
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	\$ 34,015.12	\$ 219.00	\$ -	\$ 34,234.12			\$ -
CDS 12-90120-0-00000-00000-8699-070-0000	\$ 1,333.37	\$ 30.00	\$ -	\$ 1,363.37	\$ 40.00		\$ 40.00
Edison 01-90120-0-00000-00000-8699-001-0000	\$ 1,638.38			\$ 1,638.38			\$ -
Franklin 01-90120-0-00000-00000-8699-002-0000	\$ 3,325.54			\$ 3,325.54			\$ -
Grant 01-90120-0-00000-00000-8699-003-0000				\$ -			\$ -
Lincoln 01-90120-0-00000-00000-8699-012-0000	\$ 79,446.91	\$ 528.90	\$ -	\$ 79,975.81			\$ -
Malibu High School 01-90120-0-00000-00000-8699-010-0000	\$ 40,846.40	\$ 6,945.00	\$ -	\$ 47,791.40			\$ -
Malibu Shark Fund - Resource #90141							
McKinley 01-90120-0-00000-00000-8699-004-0000	\$ 30,968.49	\$ 2,046.64	\$ -	\$ 33,015.13			\$ -
Muir 01-90120-0-00000-00000-8699-005-0000	\$ 50.00			\$ 50.00			\$ -
Olympic HS 01-90120-0-00000-00000-8699-014-0000	\$ 10,800.00			\$ 10,800.00			\$ -
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 46,256.58	\$ 385.00	\$ -	\$ 46,641.58			\$ -
Roosevelt 01-90120-0-00000-00000-8699-007-0000	\$ 7,784.03			\$ 7,784.03			\$ -
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 21,359.04	\$ 1,418.00	\$ -	\$ 22,777.04			\$ -
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000				\$ -			\$ -
Webster 01-90120-0-00000-00000-8699-008-0000				\$ -	\$ 3,241.00		\$ 3,241.00

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

FROM: SANDRA LYON / JANECE L. MAEZ

RE: RECOMMENDED CHANGES TO BOARD APPROVED BUS LOADING STANDARDS

RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve a change to Board approved bus loading standards that will allow the District to increase bus capacity. The Board thoroughly discussed this item at the June 26, 2013 Board meeting. The general consensus was that the capacity could be increased based on ridership statistics.

COMMENTS: The staff is recommending that we be allowed to sell bus passes up the capacity of the back-up bus of sixty-five (65) or the existing Board approved capacity plus the difference between that capacity and the average ridership. If approved, the new Board authorized bus capacities would be:

Bus Route	Legal Capacity	Existing Board Approved Capacity	New Board Approved Capacity
A	78	52	65
B	84	56	65
C	84	56	65
D	84	56	65
E/F	65	65	65
G	78	52	65
H	78	78	78

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: AMENDMENT TO CONTRACT – LEASE LEASEBACK – EDISON LANGUAGE ACADEMY – NEW CONSTRUCTION – SWINERTON BUILDERS – MEASURE BB

RECOMMENDATION NO. A.13

It is recommended that the Board of Education authorize contract Change Order number 10 (CO-10) for the Lease Leaseback – Edison Elementary Building – ELA: New Building Project to Swinerton Builders, in the amount of \$153,438.00 for a total contract amount of \$33,589,052.00, and no change in the contract time.

Funding Information

Budgeted: No
Fund: 81
Source: Measure BB
Account Number: 81-90500-0-00000-85000-6200-001-2600
Budget Category: Hard Costs/Construction Contract
DSA #: 03-112999
Friday Memo: 7/19/13

COMMENTS: On July 20, 2011, the Santa Monica-Malibu Unified School District Board of Education awarded Swinerton Builders the lease leaseback contract for the Edison Language Academy – New Construction Project in the amount of \$32,848,118.

On November 15, 2012 the Santa Monica-Malibu Unified School District Board of Education approved Change Order No 1 and Change Order No 2 on the Lease Leaseback contract for the Edison Language Academy – New Construction Project. Change Order No 1 was in the amount of \$93,232. Change Order No 2 was in the amount of \$74,000. Change Order No 3 was in the amount of \$76,746 and a 3 day increase in the contract time. Change Order No 4 was in the amount of \$86,815. Change Order No 5 was in the amount of \$68,372. Change Order 6 was in the amount of \$38,766. Change Order 7 was in the amount of \$72,552. Change Order 8 was in the amount of \$3,599.00. Change Order 09 was in the amount of \$73,414.00.

Change Order 10 includes thirteen (13) distinct Proposed Change Order (PCO) items are additional required scope not provided in the contract documents. The District has reviewed each of the ten PCOs in detail for scope and costs.

The scope of work included in Change Order No. 10 (CO-10) includes all labor, materials, equipment and related overhead costs for the work described for each PCO.

(continued on the next page)

ORIGINAL CONTRACT AMOUNT:	\$32,848,118
CHANGE ORDER NO. 1:	93,232
CHANGE ORDER NO. 2:	74,000
CHANGE ORDER NO. 3	76,746
CHANGE ORDER NO. 4	86,815
CHANGE ORDER NO. 5	68,372
CHANGE ORDER NO. 6	38,766
CHANGE ORDER NO. 7	72,552
CHANGE ORDER NO. 8:	3,599
CHANGE ORDER NO. 9.....	73,414
<u>CHANGE ORDER NO.10:</u>	<u>153,438</u>
TOTAL CONTRACT AMOUNT:	\$33,589,052

Change Order No. 10 (CO-10) does not include any change to the contract time.

ORIGINAL CONTRACT TIME:	1,054 Days
CHANGE ORDER NO. 1:	0 Days
CHANGE ORDER NO. 2:	0 Days
CHANGE ORDER NO. 3:	3 Days
CHANGE ORDER NO. 4:	0 Days
CHANGE ORDER NO. 5:	0 Days
CHANGE ORDER NO. 6:	0 Days
CHANGE ORDER NO. 7:	0 Days
CHANGE ORDER NO. 8:	0 Days
CHANGE ORDER NO. 9:	0 Days
<u>CHANGE ORDER NO. 10.....</u>	<u>0 Days</u>

TOTAL CONTRACT AMOUNT: 1,057 Days

The above changes will be funded from Program Reserves: Allocation – Edison Change Orders.

A Friday Memo accompanies this item.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT
07/24/13

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

RE: RECOMMENDATION TO APPROVE CONTRACT AMENDMENT #29 FOR ARCHITECTURAL/ENGINEERING DESIGN SERVICES FOR SANTA MONICA HIGH SCHOOL SCIENCE AND TECHNOLOGY BUILDING AND SITE IMPROVEMENT PROJECT – R. L. BINDER FAIA ARCHITECTS, LLP – MEASURE BB

RECOMMENDATION NO. A.14

It is recommended that the Board of Education approve CA#29 in the amount of \$191,960 to RL Binder FAIA Architects, LLP (RL Binder) for Architectural/Engineering services for the Santa Monica High School Science & Technology Building and Site Improvements Phase II Project for a total contract amount of \$7,715,989.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-5802-015-2600
Budget Category: Soft Costs/Design/Architects
DSA#: 03-113443
Friday Memo: 07/19/2013

COMMENTS: Contract Amendment #29 is for extended construction administration services for the Santa Monica High School Science & Technology Building and Site Improvements Phase II Project. Included in the additional services are revisions to reduce the construction cost and save the district approximately \$320,000.

This Contract Amendment will be funded through service credits and is a reallocation of previously awarded services in the amount of \$124,531. This savings comes from the Original Contract amount of \$1,209,688. The new Original Contract amount will be \$1,085,157. The remaining funding for Contract Amendment #29 of \$67,429 will be allocated from within the project budget.

The revised contract total to the RL Binder FAIA Architects LLP contract will be \$7,715,989.

(Continued on next page)

ORIGINAL CONTRACT AMOUNT	\$1,209,688	\$1,085,157
CONTRACT AMENDMENT #1 & 2 (Siting Study)		\$180,000
CONTRACT AMENDMENT #3 (not issued)		\$0
CONTRACT AMENDMENT #4 (Programming additional services)		\$209,244
CONTRACT AMENDMENT #5 (DD/CD/CA)		\$4,878,954
CONTRACT AMENDMENT #6 (Fire protection design)		\$36,720
CONTRACT AMENDMENT #7 (Revision to siting study)		\$11,000
CONTRACT AMENDMENT #8 (Mechanical cooling design)		\$25,300
CONTRACT AMENDMENT #9 (Geotech revisions impact)	\$54,720	\$38,708
CONTRACT AMENDMENT #10 (50% CD review comments) Study #1		\$3,120
CONTRACT AMENDMENT #11 (50% CD review comments) Study #2		\$31,333
CONTRACT AMENDMENT #12 (50% CD review comments) Study #4		\$61,800
CONTRACT AMENDMENT #13 (50% CD review comments) Study #5		\$127,975
CONTRACT AMENDMENT #17 (1500kW Transformer)		\$73,299
CONTRACT AMENDMENT #20 (Unforeseen utility & fence re-design)		\$31,742
CONTRACT AMENDMENT #21 (Substitution)		\$6,036
CONTRACT AMENDMENT #22 (Phase 2 Area design)		\$231,900
CONTRACT AMENDMENT #23 (Re-Orientation & Electrical Transformer)		\$339,422
CONTRACT AMENDMENT #24 (Additional Arch./Eng. design services)		\$71,978
CONTRACT AMENDMENT #25 (Arch./Eng. Services)		\$10,824
CONTRACT AMENDMENT #26 (Arch./Eng. Services)		\$22,138
CONTRACT AMENDMENT #27 (Arch./Eng. Services)		\$20,863
CONTRACT AMENDMENT #28 (Arch./Eng. Services, Auto Shop Design Serv.)		\$26,516
CONTRACT AMENDMENT #29 (Arch/Eng. Services)		\$191,960
TOTAL CONTRACT		\$7,715,989

R. L. BINDER FAIA ARCHITECTS, LLP AMENDMENTS UNDER SEPARATE FUNDING SOURCE

CONTRACT AMENDMENT #14 (Siting study II)		\$153,950
CONTRACT AMENDMENT #15 (CCJUP Siting Study 2)		\$0
CONTRACT AMENDMENT #16 (APEOP Synthetic Turf Field)		\$63,486
CONTRACT AMENDMENT #18 (CCJUP MOU#2 Storm Drain)		\$8,750
CONTRACT AMENDMENT #19 (CCJUP MOU#2 Storm Drain)		\$3,910
TOTAL CONTRACT		\$230,096

A Friday Memo accompanies this board item.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: CONTRACT AMENDMENT #04 FOR TESTING AND SPECIAL INSPECTION SERVICES FOR SANTA MONICA HIGH SCHOOL SCIENCE AND TECHNOLOGY BUILDING AND SITE IMPROVEMENTS - CALIFORNIA TESTING AND INSPECTIONS, INC. – MEASURE BB

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve Contract Amendment #04 to California Testing and Inspection, Inc., for additional Testing and Special Inspection Services for the Santa Monica High School Science and Technology Building and Site Improvement Project for an amount not to exceed \$350,000, for a total contract amount of \$1,325,501.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-5802-015-2600
Budget Category: Soft Costs/Tests & Inspection/Materials Lab
DSA#: 03-113443
Friday Memo: 7/19/13

COMMENTS: California Testing and Inspection, Inc. is providing Testing and Special Inspection Services for the Santa Monica High School Science and Technology Building and Site Improvement Project. A contract was approved on December 15, 2011 for an amount of \$461,072 for this scope. Contract Amendment #01 was approved on June 27, 2012. Contract Amendment #02 was approved on April 18, 2013. Contract Amendment #03 was approved on May 16, 2013.

Contract Amendment #04 is for the final testing and inspection related to completion of Phase 1 (Science & Technology Building) and Phase 2 (Site Improvements Including Parking Softball field and utilities). The complexity and construction sequence was not fully anticipated by the inspection company.

The funding for the additional testing/inspection will be a reallocation from the current approved Hard Costs allocation “Other Services.” The reallocation does not reduce any construction scope.

ORIGINAL CONTRACT – Samohi Testing &Special Inspections	\$461,072
CONTRACT AMENDMENT #01 (Additional Testing Services)	\$44,155
CONTRACT AMENDMENT #02 (Additional Testing Services)	\$335,000
CONTRACT AMENDMENT #03 (Additional Testing Services)	\$135,274
CONTRACT AMENDMENT #04 (Additional Testing Services)	\$324,385
<hr/> TOTAL:	<hr/> \$1,325,501

A Friday Memo accompanies this item.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: AMENDMENT TO CONTRACT – GENERAL CONTRACTOR – MALIBU
MIDDLE/HIGH SCHOOL CAMPUS WIDE FIRE ALARM REPLACEMENT
PROJECT - MODERNIZATION PROJECT– MOMENT CONSTRUCTION
COMPANY INC. - MEASURE BB

RECOMMENDATION NO. A.16

It is recommended that the Board of Education authorize contract Change Order No. 1 (CO# 01) for the General Contractor – Malibu Middle/High School – Campus Wide Fire Alarm Replacement Project to Moment Construction Company Inc., in the amount of \$63,562.00 for a total contract amount of \$1,520,262.00 and no change in the contract time.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-6200-010-2600
Budget Category: Construction Contracts
DSA #: 03-113284
Friday Memo: 07/19/13

COMMENTS: On July 16, 2011, the Santa Monica-Malibu Unified School District Board of Education awarded Moment Construction Company Inc. the General Construction contract for the Malibu Middle/High School Campus Wide Fire Alarm Replacement Project - Modernization Project in the amount of \$1,456,700.

Change Order 01 includes seventeen (17) distinct Proposed Change Order (PCO) items associated with unforeseen conditions, additional required scope and site directed accommodations. The District has reviewed each of the seventeen PCOs in detail for scope and costs.

The scope of work included in Change Order No 01 (CO-01) includes all labor, materials, equipment and related overhead costs for the work described for each PCO. This contract increase does not include changes to the contract documents that must be submitted to DSA for approval.

(continued on next page)

ORIGINAL CONTRACT AMOUNT:\$1,456,700
CHANGE ORDER NO.1:63,562
TOTAL CONTRACT AMOUNT:\$1,520,262

Change Order No. 10 (CO-10) does not include any change to the contract time.

ORIGINAL CONTRACT TIME: 530 Days
CHANGE ORDER NO. 1.. 0 Days
TOTAL CONTRACT AMOUNT: 530 Days

The above changes will be funded through Construction Budget for Malibu.

A Friday Memo accompanies this item.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: RECOMMENDATION TO APPROVE CONTRACT AMENDMENT #36 FOR
ADDITIONAL ARCHITECTURAL DESIGN SERVICES FOR MALIBU MIDDLE
AND HIGH SCHOOL – CAMPUS IMPROVEMENT PROJECT – HMC
ARCHITECTS – MEASURE BB

RECOMMENDATION NO. A.17

It is recommended that the Board of Education approve CA#36 to HMC Architects for additional architectural services related to revisions, preparations, design, and governmental submittals for the Malibu Middle and High School Campus Improvement Project in the amount of \$350,000 for a total contract amount of \$6,936,857.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-5802-010-2600
Budget Category: Soft Costs/Design/Architects
DSA#: 03-113456
Friday Memo: 07/19/2013

COMMENTS: Contract Amendment #36 is for additional architectural for additional architectural/engineering services related to revisions, preparations, design, and governmental submittals for the Malibu Middle and High School Campus Improvement Project

The DSA approved require the Malibu City Planning Commission to review and approve under a Costal Development Permit (CDP) per the requirements of the California Coastal Commission. The District prepared two submissions and revisions which were finally accepted by the Planning Commission. However, the CDP was appealed at the Coastal Commission. The appeal is under review by the Coastal Commission.

The request for additional architectural design services is required as the scopes, schedules, and budges have been modified as a result of the Planning Commission and Coastal Commission requirements. The services have included presentations, design/redesign at parking lots, right hand turn lanes and other street improvements, on site wastewater treatment planning, estimation and scheduling support and DSA resubmittals.

The District is currently under negotiations with the Architect and the total impacts will be further evaluated. Additional services fees will be expected and brought forth after all impacts are known and quantified.

This Contract Amendment will be funded through the project budget. The revised contract total to HMC Architects will be \$6,936,857.

(Continued on next page)

ORIGINAL CONTRACT AMOUNT (Programming/Schematic Design)	\$961,327
CONTRACT AMENDMENT #1 (Cabrillo SDC-IS)	\$87,995
CONTRACT AMENDMENT #2 (FF&E Standards)	\$92,400
CONTRACT AMENDMENT #3 (DD/CD/CA Malibu Project)	\$3,562,894
CONTRACT AMENDMENT #4 (Pt. Dume/Webster Safety)	\$157,588
CONTRACT AMENDMENT #5 (Malibu Project Public Meetings/EIR)	\$25,144
CONTRACT AMENDMENT #6 (Cabrillo Safety Project)	\$10,304
CONTRACT AMENDMENT #7 (Webster Parking Safety Project)	\$62,344
CONTRACT AMENDMENT #8 (Cabrillo Septic Study)	\$21,647
CONTRACT AMENDMENT #9 (Malibu Right Turn Lane Study)	\$68,256
CONTRACT AMENDMENT #10 (Malibu Fire Protection)	\$25,991
CONTRACT AMENDMENT #11 (Malibu Field Renderings)	\$8,046
CONTRACT AMENDMENT #12 (Malibu Wastewater Study)	\$62,037
CONTRACT AMENDMENT #13 (Malibu Electrical)	\$34,428
CONTRACT AMENDMENT #14 (Malibu EIR, Traffic, Parking)	\$372,321
CONTRACT AMENDMENT #15 (Webster Fire Alarm)	\$9,090
CONTRACT AMENDMENT #16 (Malibu, Additional Scope)	\$228,405
CONTRACT AMENDMENT #17 (Malibu, Parking Lot "A")	\$57,340
CONTRACT AMENDMENT #18 (Cabrillo, Additional Scope)	\$9,690
CONTRACT AMENDMENT #19 (OWTS, Webster)	\$57,330
CONTRACT AMENDMENT #20 (OWTS, Pt. Dume)	\$57,330
CONTRACT AMENDMENT #21 (Malibu HS, OWTS Const. Docs & CA)	\$245,375
CONTRACT AMENDMENT #22 (Structural Investigation & Design, Pt. Dume)	\$19,840
CONTRACT AMENDMENT #23 (CDP Exemption & Waviers, Malibu HS)	\$12,520
CONTRACT AMENDMENT #24 (DSA Submittal for Access Review, Cabrillo Fencing)	\$3,700
CONTRACT AMENDMENT #25 (Separate Malibu FA into separate DSA & Bid Package)	\$69,210
CONTRACT AMENDMENT #26 (Additional Security Fencing, Gates, Erosion Control at Malibu HS)	\$83,090
CONTRACT AMENDMENT #27 (Cabrillo Fencing and Gate Revisions)	\$7,065
CONTRACT AMENDMENT #28 (Webster, Parking and Drop-Off)	\$73,280
CONTRACT AMENDMENT #29 (Malibu, Campus Improvement)	\$8,000
CONTRACT AMENDMENT #30 (Malibu, Campus Improvement, EIR lighting study)	\$4,500
CONTRACT AMENDMENT #32 (Malibu HS, RWQCB, WDRs)	\$6,200
CONTRACT AMENDMENT #33 (Malibu HS, Fire Alarm, FCD)	\$7,315
CONTRACT AMENDMENT #34 (Malibu HS, SWPPP)	\$5,800
CONTRACT AMENDMENT #36 (Malibu HS, Planning & Costal Commission Requirements)	\$350,000
TOTAL CONTRACT	\$6,867,802

HMC ARCHITECTS AMENDMENTS UNDER SEPARATE FUNDING SOURCE

CONTRACT AMENDMENT #31 (Malibu, Stadium Lighting, Architectural Services)	\$56,260
CONTRACT AMENDMENT #35 (Malibu HS, Malibu Stadium Lighting)	\$12,795
TOTAL CONTRACT	\$69,055

A Friday Memo accompanies this board item.

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION
ACTION/CONSENT

07/24/13

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM
RE: CONTRACT AMENDMENT #16 FOR GENERAL CONSTRUCTION
MANAGEMENT SERVICES - PARSONS/CCM – MEASURE BB
\\RECOMMENDATION NO. A.18

It is recommended that the Board of Education approve Contract Amendment #16 for the general Construction Management & related Services for \$412,000 for a total Measure BB contract amount of \$28,891,531

Funding Information

Budgeted: No
Fund: 21
Source: Measure BB
Account Number: 21-90500-0-00000-85000-5802-050-2600
Category: Consultant Services

COMMENTS: Construction Management services were expected to be extended as a result of extended construction durations, unforeseen conditions and complexity of the site impacts. In April 2013 the staff presented to the BBAC 2nd quarter projections for allocation requirements from the program reserves. The construction/project management projections included forecast for projects, reimbursables and general support. Contract Amendment CA#14, CM reimburseables for \$900,000.00, CA#15, JAMS construction management extension for \$325,000 and current request for CA#16 is \$412,000 for general CM support which includes general administration efforts for contraction outreach, contractor responses and contract/bid inquires/protests; procurement/FF&E coordination and closeout.

Remaining forecasted allocations for CM cost will be brought forth for projects at Edison, Lincoln & Malibu which have been previously allocated.

ORIGINAL CONTRACT AMOUNT (Revised in CA#8)	\$14,700,000.00
Revised Contract Amendment #1 (General CM)	\$1,839,561.00
Contract Amendment #2 (Safety/Security projects)	\$1,191,662.00
Contract Amendment #3 (Edison New construction)	\$2,416,159.00
Contract Amendment #4 (JAMS Modernization) DSA #03-112808	\$1,580,390.00
Contract Amendment #5	(Lincoln MS)
New Building - DSA #03-112865	
Modular Classroom & Library - DSA #03-112987	
Modernization of Main Building - DSA #03-113031	\$2,230,321.00
Contract Amendment #6 (Samohi Science &Tech, Fields) DSA #03-113433	\$2,366,741.00
Contract Amendment #7 (Malibu Campus Improvement) DSA #03-113456	\$2,068,097.00
Contract Amendment #8 (Original Contract Amount Reduced to \$11,500,000)	(\$3,200,000.00)
Contract Amendment #10 (Design & Project Commissioning)	\$1,325,000.00
Contract Amendment #11 (DSA Closeout)	\$736,600.00

(continued on next page)

Contract Amendment #12 #13(Reallocation of commissioning)	\$0
Contract Amendment #13 #14(CM Reimbursables)	\$900,000.00
Contract Amendment #14 #15(JAMS CM)	\$325,000.00
Contract Amendment #16	\$412,000.00
<hr/> TOTAL CONTRACT AMOUNT	<hr/> \$28,891,531.00

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

Parsons Amendment for Stadium Lighting under separate funding	
Contract Amendment #12	\$77,280.00
<hr/>	<hr/> \$77,280.00

A Friday Memo to include Measure Q2, May 13, 2013 accompanies this item

MOTIONS MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: CONTRACT AMENDMENT # 4 FOR ADDITIONAL INSPECTION SERVICES – IT/MDF ROOM – MALIBU MIDDLE/HIGH SCHOOL CAMPUS IMPROVEMENT PROJECTS – STEPHEN PAYTE DSA INSPECTIONS – MEASURE BB

RECOMMENDATION NO. A.19

It is recommended that the Board of Education approve Contract Amendment # 4 with Stephen Payte DSA Inspections, Inc. for extended inspection services for the new IT Room at the Malibu Middle/High School Campus Improvement Projects in an amount not to exceed \$84,030.00 for a total contract amount of \$305,710.00.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-5802-010-2600
DSA Application #: 03-113456
Budget Category: Soft Costs\Test & Inspection\Inspector of Record (IOR)
Friday Memo Date: 7/19/13

COMMENTS: Division of the State Architect (DSA) Inspection Services are required by code to ensure that school facilities are built to the DSA approved plans and specifications. District staff requested a proposal from Stephen Payte DSA Inspections, Inc. to provide inspection services for the new IT Room at the Malibu Middle/High School Campus Improvement Projects.

This Contract Amendment #4, for \$84,030.00 is for inspection services for the Malibu Middle/High School IT Room. The revised total contract amount will be \$305,710.00. This cost was anticipated in the budget.

ORIGINAL CONTRACT (Malibu Fire Alarm Replacement DSA #03-113284)	\$182,240
CONTRACT AMENDMENT #1 (McKinley Entry & Office DSA #03-113674)	\$23,120
CONTRACT AMENDMENT #2 (Contract Extension)	\$0
CONTRACT AMENDMENT #3 (MHS Stadium Lighting)	\$16,320
CONTRACT AMENDMENT #4 (MMHS IT Room)	\$84,030
TOTAL CONTRACT AMOUNT	\$305,710

A Friday memo accompanies this item.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

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

ACTION/CONSENT
 07/24/13

RECOMMENDATION NO. A.20

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

ADDITIONAL ASSIGNMENTS

ADAMS MIDDLE SCHOOL

Bon, Nancy	6 hrs @\$40.46	6/17/13	Est Hrly/\$243
Hart, Matthew	6 hrs @\$40.46	6/17/13	Est Hrly/\$243
Jung, Parisa	6 hrs @\$40.46	6/17/13	Est Hrly/\$243
Perez, Lourdes	6 hrs @\$40.46	6/17/13	Est Hrly/\$243
Ransom, Barbara	6 hrs @\$40.46	6/17/13	Est Hrly/\$243
Sato, Glenn	6 hrs @\$40.46	6/17/13	Est Hrly/\$243
Thomas, Kate	6 hrs @\$40.46	6/17/13	<u>Est Hrly/\$243</u>
TOTAL ESTABLISHED HOURLY			\$1,701

Comment: Math Department Professional Development
 01-Tier III Programs Cat Flex

Beeman-Solano, Amy	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Meils, Jennifer	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Saling, David	6 hrs @\$40.46	6/13/13	<u>Est Hrly/\$243</u>
TOTAL ESTABLISHED HOURLY			\$729

Comment: Language Arts Department Professional Development
 01-Tier III Programs Cat Flex

Sever, Pamela	6 hrs @\$40.46	6/17/13	<u>Est Hrly/\$243</u>
TOTAL ESTABLISHED HOURLY			\$243

Comment: Upgrading Science Technology
 01-Tier III Programs Cat Flex

ADULT EDUCATION

Siemer, Deborah	16 hrs @\$40.46	7/1/13-7/31/13	<u>Est Hrly/\$647</u>
TOTAL ESTABLISHED HOURLY			\$647

Comment: GED Test Administration Support
 11-Unrestricted Resource

CHILD DEVELOPMENT SERVICES

Lindemann, Maya	392 hrs @\$40.38	6/12/13-8/20/13	<u>Own Hrly/\$15,829</u>
TOTAL OWN HOURLY			\$15,829

Comment: Summer Assignment – CDS Nurse
 12-Head Start – Basic

Hentschell, Denise	192 hrs @\$25.78	6/17/13-7/19/13	Own Hrly/\$4,950
McGowan, Joanne	192 hrs @\$25.78	6/17/13-7/19/13	<u>Own Hrly/\$4,950</u>
TOTAL OWN HOURLY			\$9,900

Comment: Summer Assignment – ITC
 12-Tier III Programs Cat Flex

Cruse, Patricia	392 hrs @\$35.52	6/12/13-8/20/13	<u>Own Hrly/\$13,924</u>
TOTAL OWN HOURLY			\$13,924

Comment: Summer Assignment – TOSA
 12-Head Start – Basic -56%
 12-CA State Preschool Prog -44%

Brisky, Perla	56 hrs @\$29.48	8/12/13-8/20/13	<u>Own Hrly/\$1,651</u>
		TOTAL OWN HOURLY	\$1,651

Comment: Summer Assignment – TOSA
 12-Unrestricted Resource -50%
 12-CA State Preschool Prog -50%

Alidina, Jamila	376 hrs @\$31.18	6/12/13-8/16/13	Own Hrly/\$11,724
Barba, Yesenia	376 hrs @\$27.33	6/12/13-8/16/13	Own Hrly/\$10,276
Cruse, Patricia	376 hrs @\$35.52	6/12/13-8/16/13	Own Hrly/\$13,356
Enriquez, Maria	376 hrs @\$31.18	6/12/13-8/16/13	Own Hrly/\$10,276
Gluck, Heidi	376 hrs @\$34.40	6/12/13-8/16/13	Own Hrly/\$12,934
Gutierrez, Sofia	376 hrs @\$26.61	6/12/13-8/16/13	Own Hrly/\$10,005
Henry, Cassy	392 hrs @\$30.96	6/12/13-8/16/13	Own Hrly/\$12,136
Meek, Dorie	376 hrs @\$30.96	6/12/13-8/16/13	Own Hrly/\$11,641
Norodom, Pachapor	376 hrs @\$29.88	6/12/13-8/16/13	Own Hrly/\$11,235
Oloff, Elizabeth	188 hrs @\$31.18	6/12/13-8/16/13	Own Hrly/\$ 5,862
Proctor, Valerii	376 hrs @\$28.77	6/12/13-8/16/13	Own Hrly/\$10,818
Redding-Knott, Yael	376 hrs @\$25.78	6/12/13-8/16/13	Own Hrly/\$ 9,693
Reed, Flavia	376 hrs @\$32.40	6/12/13-8/16/13	Own Hrly/\$12,182
Rodriguez, Claudia	376 hrs @\$31.18	6/12/13-8/16/13	Own Hrly/\$11,724
Rodriguez, Melinda	376 hrs @\$29.49	6/12/13-8/16/13	Own Hrly/\$11,088
Romo, Patricia	392 hrs @\$33.33	6/12/13-8/16/13	Own Hrly/\$13,065
Rosas-Lopez, Cecelia	376 hrs @\$25.78	6/12/13-8/16/13	Own Hrly/\$ 9,693
Smith, Courtnee	376 hrs @\$26.96	6/12/13-8/16/13	Own Hrly/\$10,137
Sugasawara, Patricia	376 hrs @\$29.49	6/12/13-8/16/13	<u>Own Hrly/\$11,088</u>
		TOTAL OWN HOURLY	\$20,893

Comment: Summer Assignment – Preschool
 12-Head Start – Basic -50%
 12-CA State Preschool Prog -50%

Arteta de Jacome, Gabriela	376 hrs @\$30.25	6/12/13-8/20/13	Own Hrly/\$11,374
Castellon, Emma	376 hrs @\$25.78	6/12/13-8/20/13	Own Hrly/\$ 9,693
Cerrato, Wendy	376 hrs @\$29.48	6/12/13-8/20/13	Own Hrly/\$11,084
Chaheme, Yessenia	376 hrs @\$33.84	6/12/13-8/20/13	Own Hrly/\$12,724
Conway, Kenyatta	376 hrs @\$23.87	6/12/13-8/20/13	Own Hrly/\$ 8,975
Cueva, Leonardo	376 hrs @\$23.03	6/12/13-8/20/13	Own Hrly/\$ 8,656
Douglas, Jennifer	376 hrs @\$33.33	6/12/13-8/20/13	Own Hrly/\$12,532
Gonzalez, Yolanda	376 hrs @\$29.49	6/12/13-8/20/13	Own Hrly/\$11,088
Herberg, Joan	376 hrs @\$33.12	6/12/13-8/20/13	Own Hrly/\$12,453
Jaye, Susan	376 hrs @31.18	6/12/13-8/20/13	Own Hrly/\$11,724
Justis, Vicki	376 hrs @\$33.33	6/12/13-8/20/13	Own Hrly/\$12,532
Langley, Zoe	376 hrs @\$23.63	6/12/13-8/20/13	Own Hrly/\$ 8,885
Lockwood, Silvia	376 hrs @\$28.05	6/12/13-8/20/13	Own Hrly/\$10,547
McGowan, Joanne	184 hrs @\$25.78	6/12/13-8/20/13	Own Hrly/\$ 4,744
Mercier, Alisha	376 hrs @\$32.72	6/12/13-8/20/13	Own Hrly/\$12,303
Patton, Roxanna	376 hrs @\$31.18	6/12/13-8/20/13	Own Hrly/\$11,724
Ramirez, Laura	376 hrs @\$26.97	6/12/13-8/20/13	Own Hrly/\$10,141
Yadegari, Sholeh	376 hrs @\$25.78	6/12/13-8/20/13	<u>Own Hrly/\$ 9,693</u>
		TOTAL OWN HOURLY	\$190,872

Comment: Summer Assignment – CREST
 12-Unrestricted Resource -50%
 12-CA State Preschool Prog -50%

Vega, Dolores	\$24.71, as needed	6/12/13-8/16/13	<u>Own Hrly/\$----</u>
		TOTAL OWN HOURLY	\$----

Comment: Summer Substitute Teacher
 12-Unrestricted Resource

EDISON ELEMENTARY SCHOOL

Ipina, Elizabeth 6 hrs @\$40.46

6/12/13-6/21/13

Est Hrly/\$243

TOTAL ESTABLISHED HOURLY

\$243

Comment: Book Room – Prep for Move
01-IASA: Title I Basic-LW Inc/Neg

Morales, Carlos 4 hrs @\$40.46

6/18/13

Est Hrly/\$162

Salmaggi, Aileen 4 hrs @\$40.46

6/18/13

Est Hrly/\$162

TOTAL ESTABLISHED HOURLY

\$324

Comment: Professional Development
01-IASA: Title I Basic-LW Inc/NegEDUCATIONAL SERVICES

Ipina, Elizabeth 60 hrs @\$40.46

6/17/13-7/19/13

Est Hrly/\$2,428

Karyadi, Adrienne 20 hrs @\$40.46

6/17/13-7/19/13

Est Hrly/\$ 809

TOTAL ESTABLISHED HOURLY

\$3,237

Comment: CELDT Testing
01-Unrestricted Resource

Banks, Jamilla 37.08 hrs @\$40.46

8/21/12-6/11/13

Est Hrly/\$1,500

Boxer, Lorissa 37.08 hrs @\$40.46

8/21/12-6/11/13

Est Hrly/\$1,500

Brumer, Sandra 37.08 hrs @\$40.46

8/21/12-6/11/13

Est Hrly/\$1,500

Contreras, Luis 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Cueva, Martha 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Jimenez, Sylvia 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Kusion, Alex 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Large-Fullerton, Annabella 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Maiztegui, Laura 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Martinez, Elizabeth 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Meade, Mary Margaret 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Melendez, Brisa 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Morales, Carlos 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Murcia, Constanza 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Naranjo, Rocio 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Rankin, Nancy 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Rodriguez, Judith 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Salmaggi, Aileen 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Tejeda, Karina 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Valentiner, Katharina 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

Williams, Alma 37.08 hrs @\$40.46

8/21/13-6/11/13

Est Hrly/\$1,500

TOTAL ESTABLISHED HOURLY

\$3,150

Comment: Bilingual Stipend
01-Unrestricted Resource

Alvarez, Judith 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Cedillo, Sofia 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Cullen, Christine 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Estrada, Tiffany 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Gusmao-Garcia Williams, R. 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Hovest, Christine 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Ipina, Elizabeth 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Naphy, Katherine 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Naranjo, Rocio 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Nitti, Anna 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Ostrom, Michael 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Scheer, Susan 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Siegel, Julie 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Ware, Andrea 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

Zagor, Maura 6 hrs @\$40.46

6/24/13-6/25/13

Est Hrly/\$243

TOTAL ESTABLISHED HOURLY

\$3,645

Comment: Elementary Common Core Curriculum Training
01-IASA: Title II Teacher Quality

Beeman-Solano, Amy	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Catanzano, Linda	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Daws, Tracy	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Loopesko, Lorna	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
McLaughlin, Gretchen	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Moazzez, Rozita	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Saling, David	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Stivers, Susan	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$1,944

Comment: Middle School Common Core Curriculum Training
01-IASA: Title II Teacher Quality

De la Cruz, Gilda	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Fairchild, Lauren	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Mayle, Alex	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Pust, Jennifer	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Reichle, Tisha	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Stevens, Maria	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Wintner, Lisa	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$1,701

Comment: High School Common Core Curriculum Training
01-IASA: Title II Teacher Quality

Alexander, Lori	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Borden, Ashely	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Caamal-Murcia, Gabriella	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Calek, Laura	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Contreras, Sitara	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Daruty, Lila	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Hamilton, LaDawna	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Hynding, Sheri	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Jauregui, Marissa	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Kreuzer, Karen	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Macon, Tristen	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Matthews, Jill	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Meade, Mary Margaret	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Murcia, Constanza	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Stark, Amy	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Weinstock, Cyndie	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
Witt, Carl	6 hrs @\$40.46	6/24/13-6/25/13	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$4,131

Comment: Elementary Math Teacher Professional Development
01-IASA: Title II Teacher Quality

Jung, Parissa	6 hrs @\$40.46	6/20/13-6/21/13	Est Hrly/\$243
Meyer-Quin, Kimberly	6 hrs @\$40.46	6/20/13-6/21/13	Est Hrly/\$243
Perez, Lourdes	6 hrs @\$40.46	6/20/13-6/21/13	Est Hrly/\$243
Pham, Vy	6 hrs @\$40.46	6/20/13-6/21/13	Est Hrly/\$243
Thomas, Kate	6 hrs @\$40.46	6/20/13-6/21/13	Est Hrly/\$243
Utzing, Sara	6 hrs @\$40.46	6/20/13-6/21/13	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$1,458

Comment: Middle School Math Teacher Professional Development
01-IASA: Title II Teacher Quality

Andino, Melisa	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Bon, Nancy	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Cruce, Marae	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Diamond, Renee	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243

Parker, Trevor	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Siemer, Deborah	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Wadsworth, Henry	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
Yumori, Nicole	6 hrs @\$40.46	6/26/13-6/27/13	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$1,944

Comment: High School Math Teacher Professional Development
01-IASA: Title II Teacher Quality

Duran-Contreras, Martha	20 days @\$496.54	6/14/13-7/15/13	Own Daily/\$9,931
TOTAL OWN DAILY			\$9,931

Comment: Summer School Principal

Alvarez, Judith	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Benitez, Lourdes	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Cervantes, Hayde	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Chen, Lillian	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Daruty, Lila	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Duran, Concepcion	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Duran-Contreras, Martha	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Gusmao-Garcia Williams, R.	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Hamilton, LaDawna	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Hopkins, Miriam	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Macon, Tristen	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Naranjo, Rocio	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Ostrom, Michael	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Plasencia, Raquel	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Rose, Lori	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Sanschagrin, Marc	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Scheer, Susan	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Treuenfels, Therese	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
Vallejo, Norma	12 hrs @\$40.46	6/12/13-6/13/13	Est Hrly/\$486
TOTAL ESTABLISHED HOURLY			\$9,234

Comment: Elementary Intensive Intervention Summer School Professional Development
01-Gifts – Equity Fund

Acker, Nathaniel	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Alvarado, Robert	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Bart-Bell, Dana	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Black, Mark	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Clark, Jason	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Cox, Shannon	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
DeVeincentis-Waul, Ermina	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Duron, Robert	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Ervin, Jordan	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Escalera, Daniel	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Fulcher, Nathan	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Gleason, Beverly	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Gomez, Candelario	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Gutierrez, Laurie	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Hafft, Ianna	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Hammill, Debra	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Hobkirk, Carl	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Hoffman, Ryan	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Jimenez, Jaime	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Kertesz, Charles	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Kim, Douglas	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Lipetz, Sarah	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Magnuson, Ruth	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Mayle, Alexander	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Sadeghpour, Mojdeh	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Skaggs, Debbie	6 hrs @\$40.46	6/12/13	Est Hrly/\$243

Stowell, Rachel	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Toppel, Diane	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Veral, Ramon	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Wadsworth, Henry	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
Wintner, Lisa	6 hrs @\$40.46	6/12/13	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$7,533

Comment: High School Intensive Intervention Summer School Professional Development
01-Gifts – Equity Fund

Bronstein, Susan	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Bressler, Rachel	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Morn, Lora	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$729

Comment: Summer School Nurses Professional Development
01-Gifts – Equity Fund

MEASURE BB

Alvarez, Judith	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Banks, Jamila	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Boxer, Lorissa	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Brumer, Sandra	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Cano, Sandy	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Cueva, Martha	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Drosdick, Danielle	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Ellis, John	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Ipina, Elizabeth	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Jimenez, Sylvia	6 hrs @\$40.46	6/12/13-8/21/31	Est Hrly/\$243
Large-Fullerton, Anabella	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Maiztegui, Laura	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Martinez, Elizabeth	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Meade, Mary Margaret	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Melendez, Brisa	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Morales, Carlos	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Murcia, Constanza	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Naranjo, Rocio	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Oyman, Deniz	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Rankin, Nancy	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Salmaggi, Aileen	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Tejeda, Karina	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
Williams, Alma	6 hrs @\$40.46	6/12/13-8/21/13	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$5,589

Comment: Moving Classrooms - Edison
01-Unrestricted Resource

Ipina, Elizabeth	6 hrs @\$40.46	6/21/13-6/28/13	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$243

Comment: Preparing Library for Move
01-Unrestricted Resource

OLYMPIC HIGH SCHOOL

Carrier, Eric	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Cierra, Jorge	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
McGregory, Cynthia	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Nieves, Melissa	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Parker, Trevor	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Pitts, Gregory	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Siemer, Deborah	6 hrs @\$40.46	6/13/13	Est Hrly/\$243

Thobe, Christie	6 hrs @\$40.46	6/13/13	<u>Est Hrly/\$243</u>
		TOTAL ESTABLISHED HOURLY	\$1,944

Comment: Summer School Professional Development
01-Unrestricted Resource

ROOSEVELT ELEMENTARY SCHOOL

Chenik, Mara	60 hrs @\$40.46	6/17/13-7/12/13	Est Hrly/\$2,428
Handelman, Catherine	60 hrs @\$40.46	6/17/13-7/12/13	<u>Est Hrly/\$2,428</u>
		TOTAL ESTABLISHED HOURLY	\$4,856

Comment: Reading Intervention Summer Classes
01-Reimbursed by PTA

SANTA MONICA HIGH SCHOOL

Swift, Jessica	18.5 hrs @\$40.46	9/13/12-6/11/13	<u>Est Hrly/\$749</u>
		TOTAL ESTABLISHED HOURLY	\$749

Comment: After School Jazz Band
01-Gifts

SPECIAL EDUCATION

Berezowsky, Lisa	4 hrs @\$40.46	6/17/13-7/12/13	<u>Est Hrly/\$162</u>
		TOTAL ESTABLISHED HOURLY	\$162

Comment: Attend Summer IEP
01-Spec Ed: IDEA Presch Prog Spec

Elledge, Rachel	34 hrs @\$40.46	6/17/13-7/12/13	<u>Est Hrly/\$1,376</u>
		TOTAL ESTABLISHED HOURLY	\$1,376

Comment: Summer Evaluations/Attend IEPs
01-Spec Ed: IDEA Presch Prog Spec

Brock, Miriam	3 hrs @\$40.46	6/14/13	Est Hrly/\$121
Calek, Laura	3 hrs @\$40.46	6/14/13	Est Hrly/\$121
Crane, Lakin	5 hrs @\$40.46	6/14/13-7/14/13	Est Hrly/\$202
Kleis, Heidi	2 hrs @\$40.46	6/17/13-7/12/13	<u>Est Hrly/\$ 81</u>
		TOTAL ESTABLISHED HOURLY	\$525

Comment: Attend Summer IEP
01-Special Education

Blair, Susy	32 hrs @\$40.46	7/1/13-8/22/13	Est Hrly/\$1,295
Collin, Laura	12 hrs @\$40.46	6/17/13-7/12/13	Est Hrly/\$ 486
Gonzalves, Diane	8 hrs @\$40.46	6/17/13-7/12/13	Est Hrly/\$ 324
Hylind, Amy	8 hrs @\$40.46	6/17/13-7/12/13	Est Hrly/\$ 324
Langus, Jocelyn	83 hrs @\$40.46	6/17/13-7/12/13	Est Hrly/\$3,358
Mansour, Carolyn	8 hrs @\$40.46	6/17/13-7/12/13	Est Hrly/\$ 324
Marshall, Susan	30 hrs @\$40.46	6/17/13-7/12/13	<u>Est Hrly/\$1,214</u>
		TOTAL ESTABLISHED HOURLY	\$7,325

Comment: Summer Evaluations/Testing
01-Special Education

Von der Lieth, Jadeane	15 days @\$533.80	6/24/13-7/12/13	<u>Own Daily/\$8,007</u>
		TOTAL OWN DAILY	\$8,007

Comment: ESY School Psychologist
01-Special Education

Berezowsky, Lisa	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Elledge, Rachel	6 hrs @\$40.46	6/13/13	<u>Est Hrly/\$243</u>
		TOTAL ESTABLISHED HOURLY	\$486

Comment: ESY Professional Development
01-Spec Ed: IDEA Presch Prog Spec

Badt, Jonathan	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Bishop, Shannon	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Brock, Miriam	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Center-Brooks, Cheryl	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Chavez, Craig	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Cogan, Lisa	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Cohn, Jeff	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Collin, Laura	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Crane, Lakin	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Davies, Michael	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
DeGregorio, Dana	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Deshautelle, Anna	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Flowers, Lynne	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Garden, Sarah	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Gonsalves, Diane	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Hurst, Erin	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Hylind, Amy	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Keith, Kelly	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Kilpatrick, Genevieve	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Kittel, Gina	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Kleis, Heidi	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Langus, Jocelyn	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Levy, Amanda	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Manwour-Collins, Carolyn	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Marek, Mallory	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Marshall, Susan	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Montanez, Joe	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Reilly, Maureen	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Schneider, Rhonda	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Serapiglia, Anne	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Ustation, Tina	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
Van Cott, James	6 hrs @\$40.46	6/13/13	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$7,776

Comment: ESY Professional Development
01-Special Education

SUMMER SCHOOL

(80% own daily rate unless otherwise noted)

EDUCATIONAL SERVICES

Bronstein, Susan	19 days @\$397.23	6/17/13-7/12/13	Own Daily/\$7,547
Morn, Lora	24 days @\$3337.52	6/17/13-7/19/13	<u>Own Daily/\$8,100</u>
TOTAL OWN DAILY			\$17,752

Comment: Summer School Nursing Services
01-Gifts – Equity Fund

Alvarez, Judith	19 days @\$293.74	6/17/13-7/12/13	Own Daily/\$5,581
Benitez, Lourdes	19 days @\$317.62	6/17/13-7/12/13	Own Daily/\$6,035
Cervantes, Hayde	19 days @\$232.25	6/17/13-7/12/13	Own Daily/\$4,413
Chen, Lillian	19 days @\$325.58	6/17/13-7/12/13	Own Daily/\$6,186
Daruty, Lila	19 days @\$337.52	6/17/13-7/12/13	Own Daily/\$6,413
Duran, Concepcion	19 days @\$397.23	6/17/13-7/12/13	Own Daily/\$7,547
Gusmao-Garcia Williams, R.	19 days @\$337.52	6/17/13-7/12/13	Own Daily/\$6,413
Hamilton, LaDawna	19 days @\$279.99	6/17/13-7/12/13	Own Daily/\$5,320
Hopkins, Miriam	19 days @\$397.23	6/17/13-7/12/13	Own Daily/\$7,547
Macon, Tristen	10 days @\$337.52	6/17/13-6/28/13	Own Daily/\$3,375
Naranjo, Rocio	19 days @\$289.03	6/17/13-7/12/13	Own Daily/\$5,492
Ostrom, Michael	19 days @\$325.58	6/17/13-7/12/13	Own Daily/\$6,186

Plasencia, Raquel	19 days @\$397.23	6/17/13-7/12/13	Own Daily/\$7,547
Rose, Lori	19 days @\$397.23	6/17/13-7/12/13	Own Daily/\$7,547
Sanschagrín, Marc	9 days @\$397.23	7/1/13--7/12/13	Own Daily/\$3,575
Scheer, Susan	19 days @\$337.52	6/17/13-7/12/13	Own Daily/\$6,413
Treuenfels, Therese	19 days @\$292.66	6/17/13-7/12/13	Own Daily/\$5,561
Vallejo, Norma	19 days @\$318.00	6/17/13-7/12/13	<u>Own Daily/\$6,042</u>
		TOTAL OWN DAILY	\$107,193

Comment: Elementary Intensive Intervention Summer School Assignment
01-Unrestricted Resource

Ervin, Jordan	24 days @\$267.47	6/17/13-7/19/13	Own Daily/\$6,429
Hammill, Debra	24 days @\$285.78	6/17/13-7/19/13	Own Daily/\$6,859
Kertesz, Charles	24 days @\$305.34	6/17/13-7/19/13	Own Daily/\$7,328
Wadsworth, Henry	24 days @\$224.29	6/17/13-7/19/13	<u>Own Daily/\$5,383</u>
		TOTAL OWN DAILY	\$25,999

Comment: Malibu High Summer School Assignment
01-Unrestricted Resource

Acker, Nathaniel	24 days @\$337.52	6/17/13-7/19/13	Own Daily/\$8,100
Alvarado, Robert	24 days @\$285.78	6/17/13-7/19/13	Own Daily/\$6,859
Bart-Bell, Dana	24 days @\$305.34	6/17/13-7/19/13	Own Daily/\$7,328
Black, Mark	24 days @\$389.66	6/17/13-7/19/13	Own Daily/\$6,859
Clark, Jason	24 days @\$325.58	6/17/13-7/19/13	Own Daily/\$7,814
Cox, Shannon	24 days @\$265.54	6/17/13-7/19/13	Own Daily/\$6,373
DeVincentis-Waul, Ermina	24 days @\$317.62	6/17/13-7/19/13	Own Daily/\$7,623
Duron, Robert (40%)	24 days @\$198.62	6/17/13-7/19/13	Own Daily/\$4,767
Escalera, Daniel	24 days @\$389.66	6/17/13-7/19/13	Own Daily/\$9,352
Fulcher, Nathan	24 days @\$251.40	6/17/13-7/19/13	Own Daily/\$6,034
Gleason, Beverly (40%)	24 days @\$198.62	6/17/13-7/19/13	Own Daily/\$4,767
Gomez, Candelario	24 days @\$286.18	6/17/13-7/19/13	Own Daily/\$6,868
Gutierrez, Laurie	24 days @\$260.83	6/17/13-7/19/13	Own Daily/\$6,260
Hafft, Ianna	24 days @\$286.18	6/17/13-7/19/13	Own Daily/\$6,868
Hobkirk, Carl	24 days @\$397.23	6/17/13-7/19/13	Own Daily/\$9,534
Hoffman, Ryan	24 days @\$203.66	6/17/13-7/19/13	Own Daily/\$4,888
Jimenez, Jaime	24 days @\$397.23	6/17/13-7/19/13	Own Daily/\$9,534
Kim, Douglas	24 days @\$287.56	6/17/13-7/19/13	Own Daily/\$6,901
Lipetz, Sarah	24 days @\$301.70	6/17/13-7/19/13	Own Daily/\$7,241
Magnuson, Ruth	24 days @\$325.58	6/17/13-7/19/13	Own Daily/\$7,814
Mayle, Alexander	24 days @\$302.10	6/17/13-7/19/13	Own Daily/\$7,250
Sadeghpour, Mojdeh	24 days @\$148.78	6/17/13-7/19/13	Own Daily/\$3,571
Skaggs, Debbie	24 days @\$329.95	6/17/13-7/19/13	Own Daily/\$7,919
Stowell, Rachel	24 days @\$277.83	6/17/13-7/19/13	Own Daily/\$6,668
Topple, Diane	24 days @\$312.90	6/17/13-7/19/13	Own Daily/\$6,529
Veral, Ramon	24 days @\$272.03	6/17/13-7/19/13	Own Daily/\$6,529
Wintner, Lisa	24 days @\$318.01	6/17/13-7/19/13	<u>Own Daily/\$7,632</u>
		TOTAL OWN DAILY	\$187,882

Comment: Santa Monica High School Summer Assignment
01-Unrestricted Resource

OLYMPIC HIGH SCHOOL/OCLC

Carrier, Eric	24 days @\$317.62	6/17/13-7/19/13	Own Daily/\$7,623
Cierra, Jorge	24 days @\$278.22	6/17/13-7/19/13	Own Daily/\$6,677
McGregory, Cynthia	24 days @\$337.52	6/17/13-7/19/13	Own Daily/\$8,100
Nieves, Melissa	24 days @\$269.87	6/17/13-7/19/13	Own Daily/\$6,477
Parker, Trevor	12 days @\$294.14	7/3/13-7/19/13	Own Daily/\$3,530
Pitts, Gregory	24 days @\$317.62	6/17/13-7/19/13	Own Daily/\$7,623
Thobe, Christie	24 days @\$329.95	6/17/13-7/19/13	<u>Own Daily/\$7,919</u>
		TOTAL OWN DAILY	\$47,949

Comment: Summer School Assignment
01-Unrestricted Resource

SPECIAL EDUCATION

Bressler, Rachel 19 days @\$397.23 6/17/13-7/12/13 Own Daily/\$7,547
TOTAL OWN DAILY \$7,547

Comment: ESY Nurse
01-Special Education

Berezowsky, Lisa 19 days @\$397.23 6/17/13-7/12/13 Own Daily/\$7,547
Cogan, Lisa 19 days @\$325.58 6/17/13-7/12/13 Own Daily/\$6,186
Elledge, Rachel 19 days @\$233.33 6/17/13-7/12/13 Own Daily/\$4,433
TOTAL OWN DAILY \$18,166

Comment: ESY
01-Spec Ed: IDEA Presch Local Ent

Badt, Jonathan 19 days @\$273.50 6/17/13-7/12/13 Own Daily/\$5,197
Bishop, Shannon 19 days @\$337.52 6/17/13-7/12/13 Own Daily/\$6,413
Brock, Miriam 19 days @\$397.23 6/17/13-7/12/13 Own Daily/\$7,547
Center-Brooks, Cheryl 19 days @\$263.17 6/17/13-7/12/13 Own Daily/\$5,000
Chavez, Craig 19 days @\$221.04 6/17/13-7/12/13 Own Daily/\$4,200
Cohn, Jeffrey 19 days @\$215.69 6/17/13-7/12/13 Own Daily/\$4,098
Collin, Laura 19 days @\$310.05 6/17/13-7/12/13 Own Daily/\$5,891
Crane, Lakin 19 days @\$325.58 6/17/13-7/12/13 Own Daily/\$6,186
Davies, Michael 19 days @\$309.66 6/17/13-7/12/13 Own Daily/\$5,884
DeGregorio, Dana 19 days @\$337.52 6/17/13-7/12/13 Own Daily/\$6,413
Deshautell, Anna 19 days @\$397.23 6/17/13-7/12/13 Own Daily/\$7,547
Flowers, Lynne 19 days @\$312.90 6/17/13-7/12/13 Own Daily/\$5,945
Garden, Sarah 19 days @\$317.62 6/17/13-7/12/13 Own Daily/\$6,035
Gonsalves, Diane 19 days @\$325.58 6/17/13-7/12/13 Own Daily/\$6,186
Hurst, Erin 19 days @\$285.78 6/17/13-7/12/13 Own Daily/\$5,430
Hylind, Amy 19 days @\$300.23 6/17/13-7/12/13 Own Daily/\$5,704
Keith, Kelly 19 days @\$302.10 6/17/13-7/12/13 Own Daily/\$5,740
Kilpatrick, Genevieve 19 days @\$389.66 6/17/13-7/12/13 Own Daily/\$7,404
Kittel, Gina 19 days @\$397.23 6/17/13-7/12/13 Own Daily/\$7,547
Kleis, Heidi 19 days @\$397.23 6/17/13-7/12/13 Own Daily/\$7,547
Langus, Jocelyn 19 days @\$293.74 6/17/13-7/12/13 Own Daily/\$5,581
Levy, Amanda 19 days @\$248.16 6/17/13-7/12/13 Own Daily/\$4,715
Mansour-Collins, Carolyn 19 days @\$337.52 6/17/13-7/12/13 Own Daily/\$6,413
Marek, Mallory 19 days @\$208.37 6/17/13-7/12/13 Own Daily/\$3,959
Marshall, Susan 19 days @\$302.10 6/17/13-7/12/13 Own Daily/\$5,740
Montanez, Joe 19 days @\$256.12 6/17/13-7/12/13 Own Daily/\$4,866
Reilly, Maureen 19 days @\$289.03 6/17/13-7/12/13 Own Daily/\$5,492
Schneider, Rhonda 19 days @\$389.66 6/17/13-7/12/13 Own Daily/\$7,404
Serapiglia, Anne 19 days @\$397.23 6/17/13-7/12/13 Own Daily/\$7,547
Ustation, Tina 19 days @\$337.52 6/17/13-7/12/13 Own Daily/\$6,413
Van Cott, James 19 days @\$318.00 6/17/13-7/12/13 Own Daily/\$6,042
TOTAL OWN DAILY \$186,086

Comment: ESY
01-Special Education

HOURLY TEACHERS

STUDENT SERVICES

Cogan, Lisa \$40.46, as needed 6/17/13-7/12/13 Est Hrly/\$----
Fisher Lerer, Vicki \$40.46, as needed 6/17/13-7/12/13 Est Hrly/\$----
McGregory, Cynthia \$40.46, as needed 6/17/13-7/12/13 Est Hrly/\$----
Tangum, Cathy \$40.46, as needed 6/17/13-7/12/13 Est Hrly/\$----
TOTAL ESTABLISHED HOURLY \$----

Comment: Home Instructor
01-Unrestricted Resource

TOTAL ESTABLISHED HOURLY, OWN HOURLY, AND OWN DAILY = \$ 943,205

NEW HIRES

SUBSTITUTE TEACHERS

LONG-TERM SUBSTITUTES

(@\$210.00 Daily Rate)

Kuipers, Catherine

Effective

5/28/13-6/11/13

PREFERRED SUBSTITUTES

(@\$162.00 Daily Rate)

Andino, Melisa

6/17/13-7/19/13

Battung, Jason

6/17/13-7/19/13

Blagojevic, Milos

6/17/13-7/19/13

Blair, Susy

6/17/13-7/19/13

Duncan, Yeato

6/17/13-7/19/13

Fliegel, Lois

6/17/13-7/19/13

Haendel, Erin

6/17/13-7/19/13

Higginson, James

6/17/13-7/19/13

King, Keri

6/17/13-7/19/13

Lynch, Jennifer

6/17/13-7/19/13

Meade, Mary Margaret

6/17/13-7/19/13

Sato, Liane

6/17/13-7/19/13

Sinfield, Paul

6/17/13-7/19/13

Thomas, Kate

6/17/13-7/19/13

Vasquez, Martha

6/17/13-7/19/13

Walker, Megan

6/17/13-7/19/13

Walsh, Maura

6/17/13-7/19/13

Ware, Andrea

6/17/13-7/19/13

CHILD DEVELOPMENT SERVICES

(@\$16.19 Hourly Rate)

Barnes, Andrea

6/12/13-8/16/13

Barreras-Graciano, Laura

6/12/13-8/16/13

Garrett, Chakesha

6/12/13-8/16/13

Gheewala, Nasreen

6/12/13-8/16/13

Gutierrez, Louis

6/12/13-8/16/13

Levenson, Paola

6/12/13-8/20/13

Otero-Rivera, Tasha

6/12/13-8/16/13

Rodgers, Rodney

6/12/13-8/16/13

Rossman, Tracy

6/12/13-8/16/13

Smith, LaTonya

6/12/13-8/16/13

Vega-Johnson, Leticia

6/12/13-8/16/13

CHANGE IN ASSIGNMENT

Blitz, Sarah

Effective

8/20/13

Lincoln MS/English

From: Returning from Leave

To: Lincoln Middle School

Prevett, Amy

8/20/13

Muir Elementary/2nd Grade

From: Returning from Leave

To: Muir Elementary

Vegas, Kristopher

7/1/13

Special Education/Coordinator

From: 80% Coordinator/20% School Psychologist

To: 100% Coordinator

LEAVE OF ABSENCE (with pay)

<u>Name/Location</u>	<u>Effective</u>
Dabash, Reham Child Develop Svcs	6/10/13-6/21/13 [FMLA]
Dahm, Katie Malibu High School	8/20/13-9/10/13 [maternity]

LEAVE OF ABSENCE (without pay)

<u>Name/Location</u>	<u>Effective</u>
Alexopoulos, Ashley John Adams MS	8/20/13-6/10/14 [child care]
Boyle, Laura Olympic HS	8/20/13-6/10/14 [40% - personal]
Garcia, Apryl John Adams MS	8/20/13-6/10/14 [child care]
Jacobs, Edward John Adams MS	8/20/13-6/10/14 [20%-personal]
Martin, Laurie Special Education	8/20/13-6/10/14 [60% - personal]
Simon, Laura Rogers Elementary	8/20/13-6/10/14 [40% - personal] (change from 6/6/13 Board Agenda)
Valentiner, Katharina John Adams MS	8/20/13-11/15/13 [CFRA]
Valentiner, Katharina John Adams MS	11/18/13-12/20/13 [child care]

RESIGNATION

<u>Name/Location</u>	<u>Effective</u>
Dreier, Holly Santa Monica High School	6/11/13
Emhardt, Emily Student Services	6/11/13
Huff, Brianne Special Education	7/31/13
Rubin, Matthew John Adams Middle School	6/11/13
Suomu, Susan McKinley Elementary	6/11/13
Taslimi, Laila McKinley Elementary	6/11/13

RETIREMENT

Name/Location

Harris, Peggy
Educational Services

Effective

7/31/13

Rankin, Nancy
Edison Elementary

6/11/13

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

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

ACTION/CONSENT
 07/24/13

RECOMMENDATION NO. A.21

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

<u>NEW HIRES</u>		<u>EFFECTIVE DATE</u>
Davis, Jonathan Special Education	Inst Asst – Specialized 4.5 Hrs/SY/Range:26 Step:A	8/21/13
Mederos, Eden Special Education	Inst Asst – Specialized 6 Hrs/SY/Range:26 Step:A	8/21/13
<u>SUMMER ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Abdulkareem, Nehal Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Aceves, Cindy Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Alaniz, Federico Food and Nutrition Svcs	Stock and Delivery Clerk	6/12/13-8/16/13
Allotey, Ingrid Operations	Custodian	6/17/13-8/16/13
Alvarez, Jennifer Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Arangoa, Isabel Operations	Custodian	6/17/13-8/16/13
Arriaga, Jennifer Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Barrera, Amanda Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Benjamin, Jacquita Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Bonilla, LeRoy Operations	Custodian	6/17/13-8/16/13
Boston, Kimberly Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Brackett, Kimberly Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Brigham, Dolores Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13

Briseno, Elias Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Brito, Maria Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Brito, Salvador Transportation	Bus Driver	6/17/13-7/12/13
Brown, Lincoln Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Brown, Steve Transportation	Bus Driver	7/15/13-8/14/13
Buendia, Carolina Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Cabrera, Jennifer Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Campos, Mercedes Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Capra, Lucas Facility Permits	Technical Theater Technician	6/12/13-7/31/13
Carbajal, Patricia Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Carrillo, Steven Transportation	Bus Driver	6/17/13-7/12/13
Casey, Brittany Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Castaneda, Laura Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Castillo, Wendy Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Chulack, Sarah Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Ciccarello, Nicole Olympic HS	Inst Asst – Classroom	6/17/13-7/19/13
Cisneros, Yolanda Operations	Custodian	6/17/13-8/16/13
Cooper, Raymond Santa Monica HS	Campus Security Officer	6/17/13-7/19/13
Cornejo, Natalie Facility Permits	Sports Facility Attendant	6/17/13-8/9/13
Cortez, Alicia FNS-Santa Monica HS	Cafeteria Worker I	6/17/13-8/16/13

Cortez, Griselda Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Crawford, Cynthia Operations	Custodian	6/17/13-8/16/13
Crockett, Della Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Cruz, Carmen Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Cueva, Sandra Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Davis, Anthony Transportation	Bus Driver	6/17/13-7/12/13 7/15/13-8/14/13
Davis, Jonathan Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Davis, Kenrick Transportation	Bus Driver	6/17/13-7/12/13
Davis, Lenora Transportation	Bus Driver	6/17/13-7/12/13
De Noya, Michael Special Education	Speech Lang Path Asst	6/13/13 6/17/13-7/12/13
Do, Thu Hong Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Doty, Joel Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Drayton, Brandon Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Elie, Latrice Transportation	Bus Driver	6/17/13-7/12/13
Elie-Turner, Banita Transportation	Bus Driver	6/17/13-7/12/13
Elliot, Gene Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Escobar, Lillian Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Everage, Askia Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Fernandez, Angelica Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Fisher, Caroline Special Education	Occupational Therapist	6/13/13 6/17/13-7/12/13

Franks, Shanelle Special Education	Inst Asst – Developmental Health	6/17/13-7/12/13
Friedenberg, Mindy Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Fuller, Charesse Operations	Custodian	6/17/13-8/16/13
Garcia, Sara Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Garrett, Christine Human Resources	Senior Office Specialist	6/17/13-8/9/13
Gauntt, Deborah Transportation	Bus Driver	6/17/13-7/12/13
Gergis, Sohair Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Gershuni, Katherine Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Gheewala, Nasreen Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Godinez, Lorena Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13 6/17/13-7/19/13
Gomez, Leonor Operations	Custodian	6/17/13-8/16/13
Gonzalez, Jessica Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Gonzalez, Monica Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Goudeau, Tajanieace Facility Permits	Sports Facility Attendant	6/17/13-8/16/13
Granadino, Frank Transportation	Bus Driver	6/17/13-7/12/13
Green, Shanna Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Griego, Nicholas Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Griffis, Denise Operations	Custodian	6/17/13-8/16/13
Hall, Ana Special Education	Inst Asst – Developmental Health	6/17/13-7/12/13
Haro, Irma Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13

Harper, Erin Special Education	Occupational Therapist	6/13/13 6/17/13-7/12/13
Hernandez, Maira Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Hernandez, Rita Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Hernandez, Steven Operations	Custodian	6/17/13-8/16/13
Hess, Katya Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Higgins, Shaun Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Hills, Kevin Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Holsome, Dorothy FNS-Santa Monica HS	Cafeteria Worker I	6/17/13-8/16/13
Howard, Leslie Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Hunter, Dominique Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Hurtado, Renee Special Education	Inst Asst – Developmental Health	6/17/13-7/12/13
Islas, Haydee Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Ivey, Teresa Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Jackson, Latasha Special Education	Inst Asst – Developmental Health	6/17/13-7/12/13
Jackson, Sheralynn Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Jimenez, Maria Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Jimenez, Osvaldo Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Johnson, Kerri Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Johnson, Lore Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Jones, Chancy Facility Permits	Sports Facility Attendant	6/17/13-8/9/13

Karels, Kloie Child Develop Svcs	Children's Center Asst	6/12/13-8/16/13
Lawrence, Adrianna Transportation	Bus Driver	6/17/13-7/12/13
Levy, Robin Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Lewis, Jessie Transportation	Bus Driver	6/17/13-7/12/13
Lo Greco, Vincent Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Lo Greco, Vincent Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Lopez, Maribel Special Education	Inst Asst – Developmental Health	6/17/13-7/12/13
Lopez, Sarah Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Loza, Adelsa Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Lucas, Ralph Operations	Custodian	6/17/13-8/16/13
Luis, Noemi Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Manabe, Michelle Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Mangum, Don Santa Monica HS	Campus Security Officer	6/17/13-7/19/13
Martin, Linda Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Martinez, Daniel Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Martinez, Isabel Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Martino, Jessica Special Education	Occupational Therapist	6/13/13 6/17/13-7/12/13
Mashkovich, Jane Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Mayer, Katherine Special Education	Inst Asst – Specialized	6/17/13-7/12/13
McCabe, Pete Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
McCarthy, Kimiko Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13

McClendon, Latecia Special Education	Inst Asst – Specialized	6/17/13-7/12/13
McKeever, Marissa Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
McKinley, Tyrone Child Develop Svcs-Lincoln MS	Swimming Inst - Lifeguard	6/19/13-7/24/13
Mederos, Eden Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Mercado, Maria Operations	Custodian	6/17/13-8/16/13
Miller, Jeanne Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Miller, Karen Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Miller, Patrina Special Education	Data Entry Specialist	6/17/13-8/9/13
Miller, Ronald Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Miranda, Karla Operations	Custodian	6/17/13-8/16/13
Mock, Christopher Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Monjaraz, Gabriela Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Moore, Sandra Operations	Custodian	6/17/13-8/16/13
Moore, Terence Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Morales, Ismael Child Develop Svcs	Children’s Center Asst	6/12/13-8/16/13
Morales, Stephanie Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Morgan, Jennifer Special Education	Occupational Therapist	6/13/13 6/17/13-7/12/13
Morich, Karin Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Moya, Kimberly Transportation	Bus Driver	6/17/13-7/12/13
Murray, April Child Develop Svcs-Lincoln MS	Swimming Inst - Lifeguard	6/19/13-7/24/13
Naranjo, Debbie FNS-Santa Monica HS	Cafeteria Worker II	6/17/13-8/16/13

Navia, Janene Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Newman, Pasley Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Nunez, Sherry Facility Permits	Sports Facility Attendant	6/17/13-8/9/13
Ockner, Sari Special Education	Occupational Therapist	6/13/13 6/17/13-7/12/13
Olmos, Maria Rogers ES	Senior Office Specialist	6/24/13-7/12/13
O'Rourke, Thomas Operations	Plant Supervisor	6/12/13-8/16/13
Oyenoki, Elizabeth McKinley ES	Senior Office Specialist	6/14/13-7/15/13
Padilla, Elizabeth Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13 6/17/13-7/19/13
Padilla, Elva Child Develop Svcs	Children's Center Asst	6/17/13-7/19/13
Palmore, Renata Operations	Custodian	6/17/13-8/16/13
Payton, Tawny Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Pegue, Forrest Transportation	Bus Driver	6/17/13-7/12/13
Perez, Grace Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Perez-Madera, Salomon Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Pernell, Barbara Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Peterson, Ingrid Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Phillips, LeDoree Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Pineda, Blanca Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Pongas, Dorothea Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Preciado, Daniel Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Preciado, Edwin Special Education	Inst Asst – Specialized	6/17/13-7/12/13

Purser, Jessica Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Quiroz, Timothy FNS-Santa Monica HS	Site Food Coordinator	6/12/13-8/16/13
Rabbani, Susan Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Ralph, Linda Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Razon-McMillan, Monica Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Richardson, Melvin Facility Permits	Sports Facility Attendant	6/17/13-8/16/13
Ridley, Tischa FNS-McKinley ES	Cafeteria Worker II	6/17/13-7/12/13
Riley, Martelle Transportation	Bus Driver	6/17/13-7/12/13
Rodriguez, Cecilia Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Rodriguez, Frances Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Rodriguez, Sara Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Rosa, Lucy Special Education	Inst Asst – Developmental Health	6/17/13-7/12/13
Rosas, Rosemarie FNS-McKinley ES	Cafeteria Worker I	6/17/13-7/12/13
Rosenbaum, Joyce Special Education	Physical Therapist	6/17/13-7/12/13
Rubio, Ana Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Sammann, Kevin Transportation	Bus Driver	7/15/13-8/14/13
Sampson, Claudia Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Sanchez, Lucas Operations	Custodian	6/17/13-8/16/13
Sandoval, Vanessa Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Schlierman, Cherie Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Schmidt, Phillip Special Education	Inst Asst – Special Ed	6/17/13-7/12/13

Shih, Jennifer Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Silvestre, Ernestina Transportation	Bus Driver	7/15/13-8/14/13
Silvestre, Ernestina Operations	Custodian	6/17/13-8/16/13
Simmons, Michael Transportation	Bus Driver	7/15/13-8/14/13
Simmons, Michael Operations	Custodian	6/17/13-8/16/13
Simonian, Patricia Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Smith, Angelique Special Education	Occupational Therapist	6/13/13 6/17/13-7/12/13
Smith, Brian Transportation	Bus Driver	6/17/13-7/12/13
Smith, Darlene Operations	Custodian	6/17/13-8/16/13
Smith, Dunell Santa Monica HS	Campus Security Officer	6/17/13-7/19/13
Souza, Gladys Special Education	Inst Asst – Developmental Health	6/17/13-7/12/13
Sturgis, Lynn Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Tanamas, Ayda Special Education	Inst Asst – Developmental Health	6/17/13-7/12/13
Tangum, Cathy Olympic HS	Campus Security Officer	6/17/13-7/19/13
Tate, John Operations	Custodian	6/17/13-8/16/13
Taylor, Christian Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Thomas, William Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Trujillo, Sandy Child Develop Svcs	Children's Center Asst	6/12/13-8/20/13
Vargas, Cynthia Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Vasquez, Angel Operations	Custodian	6/17/13-8/16/13
Vasquez, Graciela Facility Permits	Sports Facility Attendant	6/17/13-8/2/13

Vasquez, Melvin Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Villegas, Lorena Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Wade, Byron Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Walker, Christine Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Walsh, Leslie Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Watts, Anne Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Wilkinson, Gregory Facility Permits	Sports Facility Attendant	6/12/13-8/16/13
Williams, Paris Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Williams, Steven Food and Nutrition Svcs	Stock and Delivery Clerk	6/17/13-8/16/13
Williams, Steven Purchasing	Stock and Delivery Clerk	7/2/13-8/6/13
Wilson, Stanley Facility Permits	Sports Facility Attendant	6/17/13-8/2/13
Wingfield, Janet Special Education	Inst Asst – Developmental Health	6/17/13-7/12/13
Winzey, Fidel Food and Nutrition Svcs	Stock and Delivery Clerk	6/17/13-8/16/13
Winzey, Fidel Purchasing	Stock and Delivery Clerk	6/17/13-6/28/13 7/2/13-8/6/13 8/12/13-8/14/13
Wirt, James Transportation	Bus Driver	6/17/13-7/12/13
Womack, Raven Child Develop Svcs	Children’s Center Asst	6/12/13-8/20/13
Yamamoto, Mikiko Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Yates-Lomax, Kathy Transportation	Bus Driver	6/17/13-7/12/13
Yeh, Wendy Special Education	Inst Asst – Special Ed	6/17/13-7/12/13
Yi, Renee Special Education	Inst Asst – Special Ed	6/17/13-7/12/13

Zaitoon, Raed Special Education	Inst Asst – Specialized	6/17/13-7/12/13
Zheng, Jin Special Education	Inst Asst – Special Ed	6/17/13-7/12/13

TEMP/ADDITIONAL ASSIGNMENTS

EFFECTIVE DATE

Aguilar, Mark Facility Permits	Custodian [additional hours, Permit events]	4/1/13-6/30/13
Bracamonte, Jorge Santa Monica HS	Custodian [overtime, graduation preparation]	5/31/13
Burnham, REXANNE Grant ES	Inst Asst – Special Ed [additional hours, 5 th grade promotion]	6/6/13
Burris, Sarah Facility Permits	Swimming Inst - Lifeguard [additional hours, Permit events]	6/1/13-6/30/13
Frazier, Ashley Facility Permits	Custodian [additional hours, Permits events]	5/17/13-6/30/13
Gold, Kathy Measure BB	Technology Support Assistant [overtime, technical support]	5/1/13-6/30/13
Hartley, Dana Grant ES	Inst Asst – Special Ed [additional hours, 5 th grade promotion]	6/6/13
Hendler, Nanette Muir ES	Inst Asst – Special Ed [additional hours, school field trip]	5/24/13
Jaramillo, Guido Santa Monica HS	Campus Security Officer [overtime, graduation night preparation]	5/26/13-6/6/13
Manzur, Juan Measure BB	Technology Support Assistant [overtime, technical support]	5/1/13-6/30/13
Martinez, Santiago Measure BB	Technology Support Assistant [overtime, technical support]	5/1/13-6/30/13
Monroy, Rose Santa Monica HS	Office Specialist [additional hours, Project Echo]	3/1/13-5/31/13
Oyenoki, Elizabeth McKinley ES	Senior Office Specialist [additional hours, enrollment]	5/13/13-6/14/13
Patterson, Pete Measure BB	Technology Support Assistant [overtime, technical support]	5/1/13-6/30/13
Peoples, Jeff Santa Monica HS	Custodian [overtime, graduation preparation]	5/31/13
Preciado, Edwin Special Ed-Franklin ES	Inst Asst – Specialized [additional hours, bus ride supervision]	5/21/13-5/31/13
Smith, Dunell Santa Monica HS	Campus Security Officer [overtime, graduation night preparation]	5/26/13-6/6/13
Worthington, Jaimee Muir ES	Inst Asst – Special Ed [additional hours, school field trip]	5/24/13

<u>SUBSTITUTES</u>		<u>EFFECTIVE DATE</u>
McKinley, Tyrone Lincoln MS	Swimming Inst - Lifeguard	5/21/13-6/11/13
Ausman, Devon Facility Permits	Technical Theater Technician	5/23/13-6/30/13
Capra, Lucas Facility Permits	Technical Theater Technician	4/1/13-6/30/13
Chavez, Raymond Facility Permits	Technical Theater Technician	5/23/13-6/30/13
Schenker, Allison Facility Permits	Technical Theater Technician	5/23/13-6/30/13
Toebe, Samuel Facility Permits	Technical Theater Technician	5/23/13-6/30/13
<u>LEAVE OF ABSENCE (PAID)</u>		<u>EFFECTIVE DATE</u>
Hernandez, Diane Fiscal Svcs	Accounting Technician Medical	6/25/13-8/1/13
Part, Brian Facility Permits	Sports Facility Coordinator FMLA	6/13/13-7/5/13
<u>LEAVE OF ABSENCE (UNPAID)</u>		<u>EFFECTIVE DATE</u>
Richardson, Melvin Adams MS	Inst Asst – Physical Ed Personal	9/1/13-10/7/13
<u>PROFESSIONAL GROWTH</u>		<u>EFFECTIVE DATE</u>
Boothby, Devon Transportation	Administrative Assistant	7/1/13
Brooks, Latricia Roosevelt Elementary	Inst Asst – Special Ed	7/1/13
Cortez, Griselda Child Develop Svcs	Children’s Center Assistant	7/1/13
Flores, Ana Maintenance and Operations	Administrative Assistant	7/1/13
Kubicz-Preis, Anna Educational Svcs	Administrative Assistant	7/1/13
<u>WORKING OUT OF CLASS</u>		<u>EFFECTIVE DATE</u>
Campos, Oscar Grounds	Equipment Operator/Tree Trimmer Fr: Gardener	6/3/13-6/28/13
Lopez, Jose Grounds	Equipment Operator/Tree Trimmer Fr: Gardener	5/13/13-5/31/13
Williams, Steven Food and Nutrition Svcs	Stock and Delivery Clerk Fr: Cafeteria Worker I	5/29/13-6/11/13

EXERCISE DISPLACEMENT RIGHTS IN LIEU OF LAYOFF

Higgins, Shaun	Inst Asst – Specialized
Special Education/Lincoln MS	7 Hrs/SY

EFFECTIVE DATE**REDUCTION IN HOURS IN LIEU OF LAYOFF**

Zaitoon, Reed	Inst Asst – Specialized, 6 Hrs/SY
Special Education	Fr: 7 Hrs/SY

EFFECTIVE DATE

8/12/13

VOLUNTARY DEMOTION/TRANSFER IN LIEU OF LAYOFF

Lockett, Tyrone	Custodian, 4 Hrs/12 Mo
Operations	Fr: Gardner; 3 Hrs/12 Mo

EFFECTIVE DATE

8/12/13

CHANGE IN ASSIGNMENT – TO BILINGUAL

Cornejo, Natalie	Campus Security Officer
Santa Monica HS	

EFFECTIVE DATE

6/15/13

ABOLISHMENT OF POSITION

Senior Office Specialist
8 Hrs/12 Mo; Child Develop Svcs

EFFECTIVE DATE

4/17/13

RESIGNATION

Funderburk, Rosemary	Inst Asst – Special Ed
Webster ES	

EFFECTIVE DATE

6/11/13

Lang, John	Inst Asst – Classroom
Pt Dume ES	

6/11/13

Phan, Huy	Accountant
CDS	

6/7/13

RESCIND LAYOFF

DR9257761	Inst Asst – Classroom
Educational Svcs-St. Anne's ES	0.4125 FTE/3.3Hrs/SY

EFFECTIVE DATE

7/1/13

RETIREMENT

Dahlem, Karen	Administrative Asst
Muir Elementary	(change of date from 6/6/13 Agenda)

EFFECTIVE DATE

8/15/13

Gary, Barbara	Inst Asst – Classroom
Educational Svcs-St. Anne's ES	

6/11/13

MOTION MADE BY:
 SECONDED BY:
 STUDENT ADVISORY VOTE:
 AYES:
 NOES:

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

7/24/13

FROM: SANDRA LYON / TERRY DELORIA

RE: SECONDARY MATH IMPROVEMENT PLAN FOR 2013-14

DISCUSSION ITEM NO. D.01

District achievement levels in secondary math have plateaued, and, in some cases, declined. Educational Services staff will outline its improvement plan to be implemented over the 2013-14 school year.

TO: BOARD OF EDUCATION

DISCUSSION

7/24/13

FROM: SANDRA LYON / TERRY DELORIA

RE: UPDATE: EQUITY AND ACCESS FOR STUDENT SUCCESS PLAN

DISCUSSION ITEM NO. D.02

At the January 17 BOE meeting, staff presented a long-term, multi-pronged plan to increase access to district programs and services and to significantly close achievement gaps. Tonight, staff will provide an update for the Equity and Access for Student Success Plan.

TO: BOARD OF EDUCATION

DISCUSSION

07/24/13

FROM: SANDRA LYON

RE: DISTRICT ADVISORY COMMITTEES: DISCUSS END-OF-YEAR REPORTS
FOR 2012-13 AND DIRECTION FOR 2013-14

DISCUSSION ITEM NO. D.03

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

At the June 26, 2013, board meeting, each DAC had five minutes under Communications to summarize its report and answer clarifying questions from the Board of Education. Tonight, each DAC will have fifteen to twenty minutes to finish presenting its end-of-year report and have a discussion with the board regarding goal-setting for 2012-13. The DAC chairs will relay this feedback from the board to their DACs at the first committee meetings of the school year. As per AR 1220, the board will approve the district advisory committees' goals for 2013-14 no later than the board's first meeting in October.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
20112-13**

Child Development Services District Advisory Committee

Chair: Jennifer Kennedy

Staff Liaison: Alice Chung

Charges:

- Provide a forum for discussion of funding for Child Development for early childhood programs focusing on ages 0 to 5 years and for school age out of school programs for children 5 to 8 years and middle school.
- Provide information and expertise for the Cradle to Career process with RAND and the Early Education Child Care Task Force
- Continue development of transition planning to prepare preschool children for kindergarten and transitional kindergarten.
- Continue early identification of children who may benefit from assessment.
- Working with Education Services, develop supportive activities for preschool and school age students to prevent and reduce the achievement gap, including preschool teachers in trainings using same the same tools as a result of the centralized fundraising efforts

Accomplishments to date:

- Preschool teachers continuing their CLASS training (all interaction between teachers and student and language and critical thinking and responses) and GLAD (guided language)
- Ongoing progress in Cradle to Career initiative

Highlight(s) to date of particular note:

- Cuts have been significant, impacting students, family, and our community.
- Regarding Head Start: LACOE awarded us 160 spots after the re-competition (that's down from 216)
- CSPP: cuts from the CA Department of Education of \$263,184 (which is the equivalent loss of three classrooms)
- Loss of one LAUP class (at Pine location)
- All of CDS moves into newly renovated Washington South building in April
- This year marks the 70th Anniversary of CDS

Suggested direction for 2013-14:

- See charges

Budgetary Implications: CDS has not yet heard back about Early Head Start funding so we'll be starting the new school year without Early Head Start at SAMOHI.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2012-2013**

HEALTH & SAFETY DISTRICT ADVISORY COMMITTEE

Chair: Patricia Nolan

Staff Liaison: Lora Morn, CN / Mark Kelly, Ph.D

Charges:

- Monitor contemporary issues in health that have a direct impact on school age children
- Monitor issues that impact safety in SMMUSD schools
- Encourage developmentally appropriate best practices in health, nutrition and physical education

The charges below require collaboration with SMMUSD staff and are therefore conditional, aspirational and longer-term in nature:

- Assist in the development of a master SMMUSD Calendar of Health & Safety to include all related topics offered in Santa Monica-Malibu region by various organizations
- Assist in the development and implementation of a long-term Master Plan for Student Health
- Assist in the review and modification of SMMUSD policies impacting student health and safety

Accomplishments to date:

- **Hosted presentations:**

- Dr. Mark Kelly, SMMUSD Director of Student Services
- Dr. Terry DeLoria – SMMUSD Chief Academic Officer
- CLARE Foundation - Matthew Healy/Tierney Verderami (**Appendix C**)
- Lora Morn, SMMUSD CN - Annual Nurses' Report SMMUSD 2011-2012
- Youth Resource Team - Dr. Mark Kelly, SMMUSD (**Appendix D**)
- District-Wide Fundraising - Dr. Mark Kelly, SMMUSD
- Homework Survey - Dr. Maureen Bradford, SMMUSD (**Appendix B**)
- Safe Routes to Schools - Alison Kendall/Peter Dzewaltowski (**WebLink**)
- SMMUSD Wellness Policy Survey & Implementation - Lora Morn, CN
- Curriculum Resources for SMMUSD Health Education - Lora Morn, CN & Sion Roy, MD

- **Bicycle & Traffic Safety**

The City of Santa Monica obtained grants to pilot a bicycle training program which will include pedestrian safety and bicycle safety and worked with SMMUSD to pilot a training program:

- City of Santa Monica 'Safe Routes to Schools': Presentation by Alison Kendall & Peter Dzewaltowski 15May13 (see: www.bikeitwalkit.org)
- Included a description of pilot program implementation/roll-out
- Distributed maps and flyers
- Earlier age start for training program, with completion badge, suggested by DAC committee member
- SR2S working w/SMMUSD to integrate program into existing curricula

- This group is actively putting on events at four schools re: bike safety/education, e.g., Safe Routes to School “Family Bike Fest” – 08Dec12 event
- **Fire and Disaster Safety**
 - DAC receives monthly updates from our SFPD member on:
 - Comprehensive CERT (Community Emergency Response Team) training for SMMUSD staff
 - Issues concerning SMMUSD campuses
 - SMMUSD Student outreach
- **Societal Safety**

Drug & Violence Prevention Programs:

- DAC receives monthly updates from SMPD member:
- SMPD School Resource Officer (one of two in Youth Services Division)
- Drug use and drug abuse falls into SMPD’s mission of prevention, intervention and enforcement and they can do curriculum for all ages
 - DARE instruction to students starting when they are in 5th grade. The officers discuss with students: drug use and abuse, peer pressure, decision-making, and bullying.
 - DARE at almost all schools (not Edison & Muir).
 - 700 5th graders educated in DARE.
 - SMPD goes to all SAMOHli Freshman Seminar classes for an hour, and to all 8th Grade “home Base’ classes at Lincoln Middle School.
- In Malibu the STAR program would cover this sort of thing; STAR is like the DARE program, including all kinds of aspects of decision-making.
- Schools and police have been alert since Newtown shootings and revisiting sign-in procedures.
- All schools updated site their safety plans: “SAMOHli’s plan is phenomenal. At a practice lock down during lunch all kids (~3200) inside within six minutes.” (SMPD)
- All schools have 511 code for internal notification of emergency.
- School Resource Officers conducted “sexting” education at Lincoln Middle School: Currently, a student receiving such picture is legally “in possession of child pornography”. SMPD ask kids to hold onto pictures long enough to show adult so that picture can be removed and something done about it.

Community Service for Students as a Positive Societal Influence

- One member proposed that the DAC support a community service requirement at SAMO as community service will not only benefit the school and the community at large, it will also improve the social skills of the individual volunteer
- “Community Service Learning Program” from Malibu High submitted for DAC members to review.
- DAC members expressed numerous concerns, including (1) SAMO already provides an opportunity for students to do community service through e.g., the *Delians*; (2) community service is not directly related to the health and safety of the students; (3) a mandatory community service requirement may harm the health of overburdened students as it may increase stress and reduce the amount of sleep that a student can get; and (4) SAMO would need to hire someone to manage the program for 3,000 students.
- In response to these concerns, one member proposed that the DAC create a list of local health care organizations that seek volunteers and provide that list to the community

service organizations at the schools. This idea was supported by numerous members on the committee as a good way for students to do community service, as well as get exposed to various healthcare professions. We are developing a letter and brochure with pertinent contact information to invite students to volunteer at hospitals, as well as to help facilitate the process.

- **Physical Health**

- SMMUSD Nurse's Annual Report – Lora Morn, CN presented to Board of Education in Autumn 2012. Better data are now available because Health Office Specialists have been logging/recording information.
- Health issues:
 - The impact of rampant flu and, particularly, norovirus was mitigated by proactive education and preventive measures.
 - An additional facet which the DAC discussed is the problem that students come to school sick because *ad hoc* sick-child care is problematic for many working parents, requiring creative or political solutions.
- UCLA contacted the Coordinating Nurse about community needs assessment: 'What are community's top three needs': obesity, mental health and asthma/allergies.

- **Health Education**

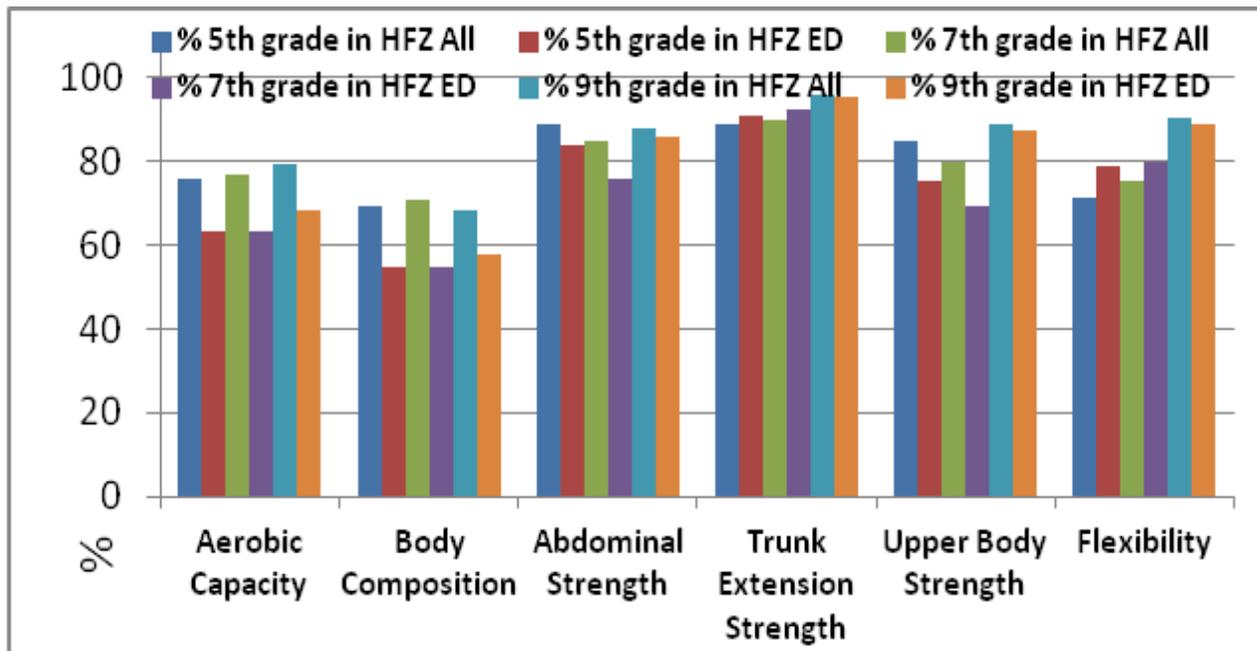
- A physician-DAC member and UCLA Medical School students collaborated with SMMUSD staff to develop lectures and videos on health-related topics pertinent to students in accordance with State standards (<http://www.cde.ca.gov>) adopted in 2008; SMMUSD 9th grade curricula previously revised and implemented in 2009/2010

Report on Health Ed Curriculum Enhancement

We have continued our efforts to enhance the high school freshman health curriculum. Under the direction of a physician-DAC member, UCLA medical students have created PowerPoint presentations on 6 different topics which were solicited by SMMUSD staff as those with which teachers needed the most help: 'Drugs & Alcohol', 'HIV', 'Injury & Illness Prevention', 'Nutrition & Physical Exercise', 'Personal & Community Health' and 'Relationships with Others'. These presentations, with links to website videos, were reviewed by SMMUSD staff, and the teachers have been using them this Spring (2013). We are working on forming an ongoing partnership between SMMUSD and UCLA medical students, so that they may continue helping us teach SMMUSD HS freshmen the health curriculum; both the medical students and our freshmen will benefit greatly from this partnership.

- **Fitness**

State of California FitnessGram 2011-2012 results (see **Appendices A**) demonstrate that even SMMUSD, which scores relatively well, demonstrates the same trend as national statistics: a disproportionate number of economically disadvantaged ('ED') students appear in 'needs improvement' and/or 'high risk' categories in 'aerobic capacity' & 'body composition' rather than the desired HFZ ('**HFZ**' = '**H**ea**l**thy **F**itness **Z**one'):



Nutrition

Wellness Policy – Lora Morn, CN, the current Wellness Policy coordinator distributed Health and Wellness policy to SMMUSD principals:

Wellness Policy: Goals

- Re-write the Wellness Policy using CSBA sample policies and Healthy, Hunger-Free Act of 2010 requirements
- Provide more training on the Wellness Policy to stakeholders such as PTA, Administrators, teachers etc
- Develop consistent nutrition education K-12 that is science and research-based using health.gov as a resource
- Develop age appropriate health education curriculum based on 2008 Health Education Content Standards

Wellness Policy: Conclusions

- Improvement continues all over the district
- Some schools have “buy-in” more than others
- Difficult to obtain accurate information from each school (PTA, fundraisers, each classroom)
- ‘California Healthy Kids Survey’ happening June 2013 –Grades 5/7/9.
- Nutrition Ad Hoc Committee Report (Health and Nutrition)
 - The main concern of our committee has been the national increase in childhood obesity.
 - Our committee focused on the elementary school setting as we feel this is a crucial time when eating and physical activity habits are established.
 - The goal of the committee has been to examine the current practice of the State Guidelines for health and nutrition and then propose suggestions for better implementation of these guidelines into our school system.

- One of the proposals has been to interact with UCLA and local non-profit organizations for outreach programs to educate kids and parents on strategies for better nutrition.
- We spent a lot of time researching teaching tools for teachers for each grade but we dropped the idea as we felt it wouldn't effectively solve the issue of implementation of the guidelines as the use of these tools would be teacher dependent.
- Over the past few months, we have been focusing on district wide events/out-reach programs as we feel these may be more effective in disseminating information on nutrition.
- During the next school year, our goal is to solidify these relationships with out-reach programs and do some pilot trials in the schools. We will still be brainstorming on how to better implement the state guidelines during the school day as well (using PE teachers, parent volunteers, etc.).
- Nutrition Ad Hoc Committee Report (Area of School Cafeteria Food) (Appendices E)
 - The nutrition ad hoc committee has also started to collect information from school site cafeterias, to assess and advise as we strive to provide our students with the healthiest food options available within the budget constraints.
 - This research is ongoing, and will also include investigation of successful programs in other districts to 'model'.
 - The committee will work closely with the Wellness Policy coordinator to report on findings and support any changes which encourage further use of fresh ingredients.
- **Emotional Health**
 - DAC established an *ad hoc* committee to more thoroughly investigate all aspects of 'bullying', composed of DAC members who are community mental health professionals and members with interest in this issue

Report of Ad Hoc Committee on 'Bullying'

LCSW-DAC member met with a Middle School counselor: School has clear policy they have implemented, which is consistent with SMMUSD policy. There are still challenges: parent education and parent participation in proactive prevention of 'bullying'.

- **HomeWork**
 - Director of Student Services reported that he sent to the principals of each school a copy of the homework policy and the related administrative regulation and reminded them that each site needs to have a current site plan consistent with Board policy.
 - Dr. Maureen Bradford, SMMUSD, discussed the findings of the SMMUSD Homework Survey Results for Autumn 2011, referencing the SMMUSD Survey Monkey data and analyzing the results. (see **Appendix B**)

Homework Survey Results highlighted by Dr. Bradford:

- Underlying rationale for the survey were health concerns raised about the effect of excessive amount of time spent on homework.
- Previous district policy was 10 minutes per grade level allotted for homework and parents were asked on a quarterly basis to provide input on the impact of the policy.

- Dr. Bradford shared that every principal receives the result particular to the students and parents at their school. (The report includes verbatim comments from parents who participated in the survey.)
- Dr. Bradford agreed that the number of parents who participated was “small” compared to the total number of students enrolled in the district.
- She also pointed out that the number of parents who agreed that the amount of homework was “about right” was an improvement compared to previous surveys.
- The survey received 1800 comments (qualitative responses) from parents. The parents expressed their appreciation on the questionnaire for the opportunity to make comments.
- Dr. Bradford concluded her presentation with her comment that she, speaking for the district administration, would like to “keep and age-appropriate balance “(regarding homework)...and we are headed in that direction.”

Homework *Ad Hoc* Committee Report

- Although the Homework Policy has been in effect for more than three years, Santa Monica High School ("SAMO") does not have a homework plan.
 - To address parents' concerns regarding excessive homework at SAMO, the SAMO PTA hosted a meeting in February at which parents were invited to discuss their concerns. At that meeting, members of the Health & Safety DAC ad hoc committee gave a presentation on the homework policy. Most of the complaints regarding excessive homework were made by parents of students who are in honors and/or AP classes, although there were some complaints that students in cooperative learning classes ('Resource') are not being challenged enough. It appears there is a chasm between the motivated students being pushed too hard and the students with learning differences needing more challenge
 - Given the number of complaints about excessive homework at SAMO and the anticipated change in administration at SAMO, the *ad hoc* committee should be continued during the 2013-2014 school year and the top priority of the committee should be to work with the Superintendent and the new principal at SAMO to implement an effective homework plan.
- **Environmental Safety**
 - Addressed community concerns whether the turf fields (which contain 'crumb rubber') are a health risk. It's been determined that it's not a major health risk (**Appendix F**)
 - Playground safety was discussed and will continue to be assessed

Highlight(s) to date of particular note:

- Hosted community groups in a collaborative 'outreach' effort to enhance community health & safety.
- Reviewed and discussed the results of the latest SMMUSD Homework Survey.
- Entertained many discussions about Wellness/Nutrition, and one physician-member made SMMUSD campus cafeteria site visits, in an ongoing effort to be an effective voice in opening and extending communications in the challenge of transmitting best practices to student nutrition
- Reviewed resource material developed by physician-member in collaboration with UCLA Medical school students and SMMUSD staff to supplement the SMMUSD Health Education curriculum

Suggested direction for 2013-14:

- Continue to investigate and advise on both emergent and long-standing issues concerning SMMUSD student/staff/community health and safety
- Continue efforts to incorporate assessment and evidence-based practice in SMMUSD programs in cooperation with SMMUSD staff
- Continue efforts to implement a SMMUSD Community Master Calendar of H&S events in cooperation with SMMUSD staff
- Advocate/facilitate development of a future comprehensive Master plan for SMMUSD student health care potentially coordinated with new and developing federal and state 'managed care' programs, with one focus being mental health
- Redesign the Wellness Policy Survey to give results more meaning, and develop an appropriate forum for meaningful discussion and action on SMMUSD issues arising from this Survey

Budgetary Implications:

None at this time

Health & Safety DAC MEMBERS 2012-2013

Bernstein, Debbie (Secretary)	parent
Butchko, Leslie	parent
Fraser, Harriet	parent
Getoff, Peter	community
Herman, Leesi	parent
Kachru, Rita	parent
Keever, Kristine (Vice-Chair)	parent
Morn, Lora, SMMUSD	staff liaison
Nolan, Patricia (Chair)	community
Post, Suzanne, SMFD	community
Roy, Sion	community
Rudra-Ganguly, Nandini	parent
Taslimi, Laila	community/teacher
Board of Education Liaisons	
Oscar de la Torre, BOE > Benjamin Allen, BOE	Board of Education
Jose Escarce, BOE > Nimish Patel, BOE	Board of Education
Staff Liaison	
Lora Morn, CN > Mark Kelly, PhD	
SMPD School Resource Officer	
Erika Aklufi, SMPD	

APPENDICES or Web Links**A FitnessGrams 2011-2012** (see also www.cdc.gov/obesity for information)**B SMMUSD Homework Survey Results 2012 by Maureen Bradford, PhD, SMMUSD****C CLARE Foundation** (Additional material is available in the Superintendent's Office, upon request. Please contact the Superintendent's Office to obtain a copy.)**D City of Santa Monica Youth Resource Team****E Nutrition: John Adams Middle School Lunch/Grant Elementary School site visits**

F The Use of Recycled Tire Materials on Playgrounds & Artificial Turf Fields

G Safe Routes to Schools (see: www.bikeitwalkit.org for presentation)

Appendix A1

**2011-12 California Physical Fitness Report
Overall - Summary of Results
Santa Monica-Malibu Unified District**

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

Physical Fitness Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ¹ in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ¹ in Grade 9	Number Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	812	616	75.9	21.1	3.0	854	655	76.7	18.7	4.6	857	679	79.2	12.4	8.4
Body Composition	812	562	69.2	12.6	18.2	854	606	71.0	11.7	17.3	857	587	68.5	13.5	18.0
Abdominal Strength	812	721	88.8	11.2	N/A	854	726	85.0	15.0	N/A	857	753	87.9	12.1	N/A
Trunk Extension Strength	812	723	89.0	11.0	N/A	854	767	89.8	10.2	N/A	857	821	95.8	4.2	N/A
Upper Body Strength	812	688	84.7	15.3	N/A	854	682	79.9	20.1	N/A	857	759	88.6	11.4	N/A
Flexibility	812	579	71.3	28.7	N/A	854	641	75.1	24.9	N/A	857	776	90.5	9.5	N/A

Appendix A2

**2011-12 California Physical Fitness Report
Economically Disadvantaged - Summary of Results
Santa Monica-Malibu Unified District**

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

Physical Fitness Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ¹ in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ¹ in Grade 9	Number Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic	229	145	63.3	30.6	6.1	227	144	63.4	27.3	9.3	263	179	68.1	17.1	14.8

Capacity															
Body Composition	229	125	54.6	14.0	31.4	227	124	54.6	11.9	33.5	263	152	57.8	13.3	28.9
Abdominal Strength	229	192	83.8	16.2	N/A	227	172	75.8	24.2	N/A	263	225	85.6	14.4	N/A
Trunk Extension Strength	229	208	90.8	9.2	N/A	227	210	92.5	7.5	N/A	263	251	95.4	4.6	N/A
Upper Body Strength	229	173	75.5	24.5	N/A	227	157	69.2	30.8	N/A	263	230	87.5	12.5	N/A
Flexibility	229	180	78.6	21.4	N/A	227	181	79.7	20.3	N/A	263	233	88.6	11.4	N/A

¹ Includes partially tested students

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

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

N/A Not applicable

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

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

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

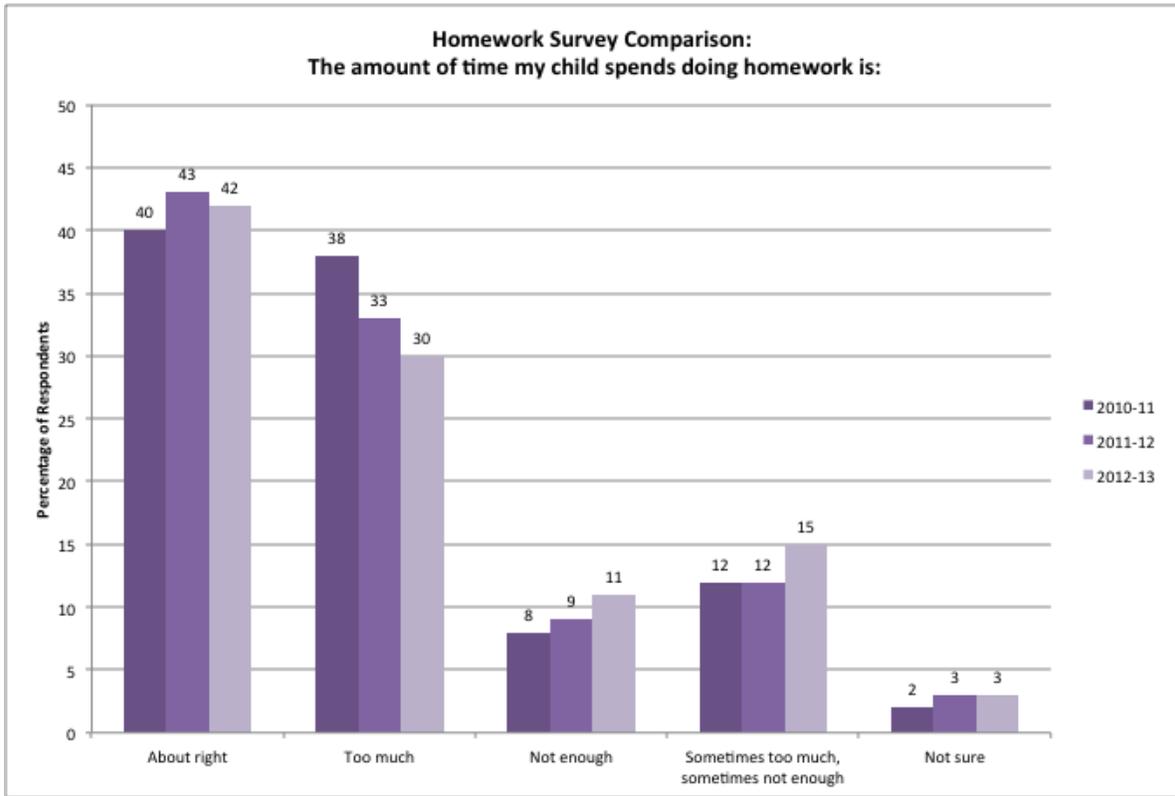
Appendix B

SMMUSD Homework Survey Results Fall 2012 - *Maureen Bradford, PhD, SMMUSD*

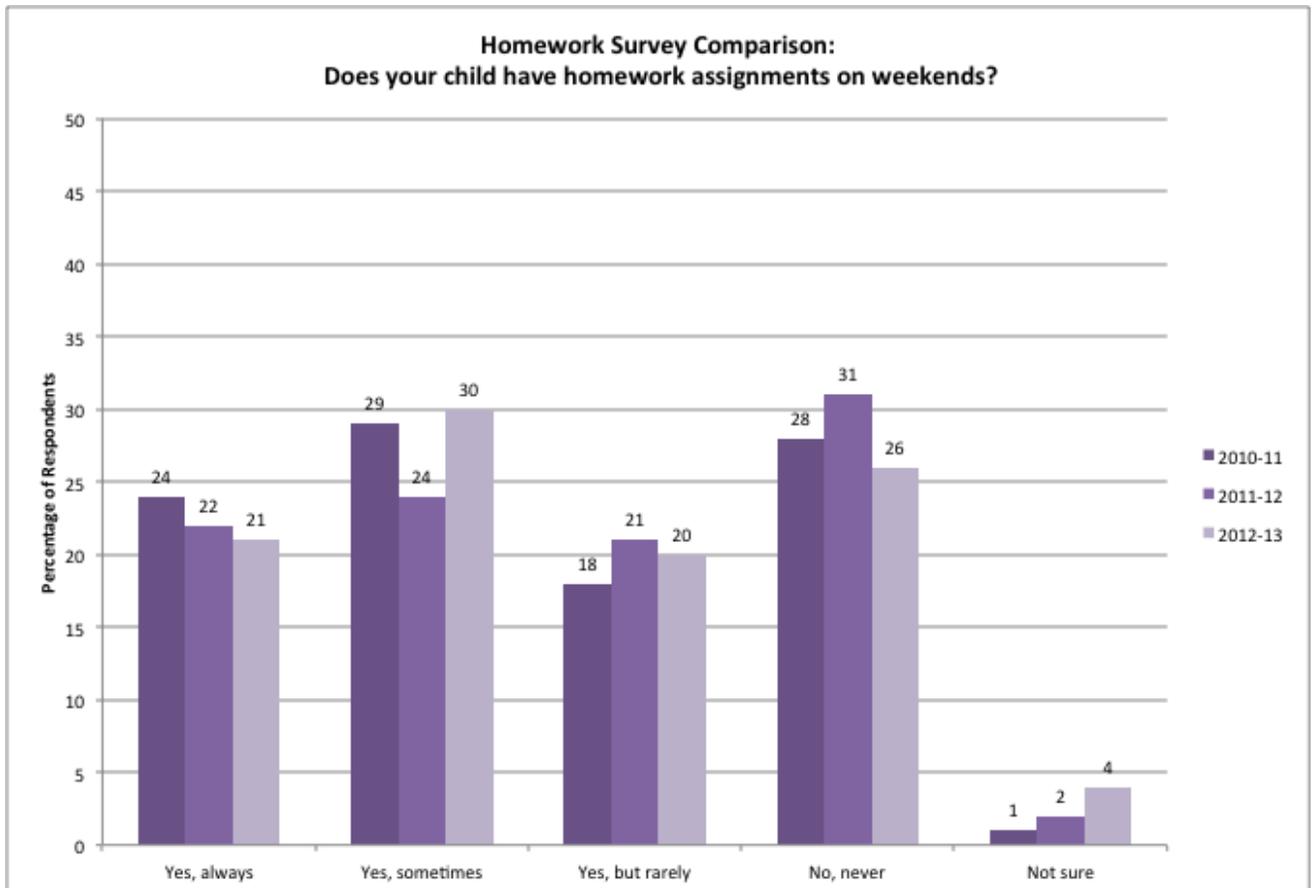
The Santa Monica-Malibu Unified School District revised Board policy on homework in 2009. The revisions to the policy came about largely as a result of inquiries from the Health and Safety District Advisory Committee, data from a 2008 district survey, and national research on the efficacy of homework. The Administrative Regulations for the revised policy include language about on going monitoring of the implementation of the Homework policy. As part of these monitoring efforts, Educational Services conducts a parent survey and analyzes the results. Each school site principal receives a copy of their school's results as well as the district-wide report.

This report discusses the survey results for the first semester of the 2012 – 2013 school year. With just 1,222 respondents, the findings must be considered with caution since they represent only a small percentage of SMMUSD families. Though the survey is offered in both English and Spanish in on-line as well as paper-pencil formats, the numbers of participating parents has declined each year since the inception of the survey. Educational Services will continue to work with school site principals to encourage greater parent participation in future surveys.

Responses on how parents receive information about homework, what kinds of assignments students typically receive, how much assistance they need with homework and who assists them are quite similar to previous years' surveys. In terms of the quantity of homework assigned and whether or not students have homework assigned on weekends, there are some small positive changes. For example, the percentage of respondents who report that the amount of homework their child receives is "too much" has decreased by eight percentage points since 2011.



The percentage of respondents who report their child always has homework on weekends has decreased by three points, while the percentage reporting their child sometimes has homework on weekends has increased by one point over 2011.



Survey Data by School Level

Not surprisingly, there are differences in response patterns of survey respondents depending on the school level (elementary, middle or high school). In terms of the minutes students typically spend each day doing homework, the response patterns indicate a developmentally appropriate increase from elementary to middle to high school. The majority of elementary school parents report their children spending between 15 and 45 minutes daily. The majority of middle school parents report students spending between 45 and 90 minutes, while the majority of high school parents report that time spent on homework is between 90 minutes to greater than two hours.

Time spend typically on daily homework assignments:

	Elementary	Middle School	High School
< 15 minutes	15%	5%	2%
15 – 30 minutes	27%	6%	6%
30 – 45 minutes	21%	13%	8%
45 – 60 minutes	17%	23%	15%
60 – 90 minutes	14%	27%	21%
90 – 120 minutes	4%	15%	16%
> 120 minutes	2%	10%	30%
Not sure	0	2%	2%

Further disaggregation by school level indicates that homework on weekends is less frequently assigned to elementary and middle school students than high school students.

Frequency of homework assigned on weekends:

	Elementary	Middle School	High School
Yes, always	6%	8%	36%
Yes, sometimes	10%	37%	40%
Yes, but rarely	19%	37%	13%
No, never	63%	17%	5%
Not sure	2%	3%	4%

Finally, overall parent satisfaction with the amount of homework their child receives is more favorable for elementary students than middle or high school students.

The amount of time my child spends doing homework is:

	Elementary	Middle School	High School
About right	57%	44%	32%
Too much	27%	24%	33%
Not enough	7%	13%	13%
Sometimes too much, sometimes not enough	7%	16%	19%
Not sure	2%	3%	4%

At the request of high school principals, an additional question was added this year related to the number of Honors and AP courses students are taking. The time spent on daily homework assignments is shown below, disaggregated for Honors/AP course enrollments. Parents of students enrolled in three or more Honors/AP courses, report a much higher percentage of more than two hours of homework than do parents of students with less than three Honors/AP courses.

High school students time spent on daily homework by Honors/AP course enrollments.

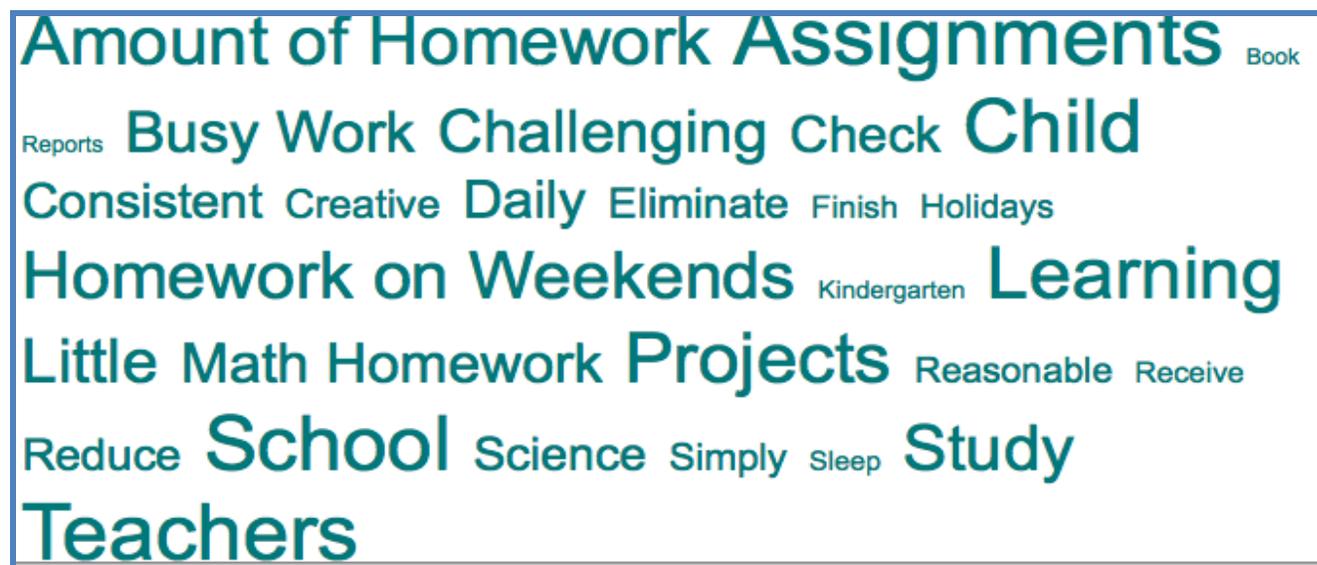
	No Honors/AP Courses	1-2 Honors/AP Courses	3-4 Honors AP Courses	More than 4 Honors/AP
< 15 minutes	6%	0	1%	3%
15 – 30 minutes	13%	3%	3%	6%
30 – 45 minutes	15%	9%	3%	3%
45 – 60 minutes	16%	20%	11%	6%
60 – 90 minutes	22%	22%	22%	17%

90 – 120 minutes	14%	18%	14%	20%
> 120 minutes	7%	27%	47%	46%
Not sure	7%	2%	1%	0

Qualitative Data: Analysis of Open-Ended Comments

Parents included over 1,800 comments in their survey responses. The comments to the final question, “If you could change one thing about your child’s homework assignments, what would it be?” are analyzed here.

A “cloud view” of the most frequently occurring words found in the comments give a hint as to the themes that emerge from this open-ended question:



A deeper analysis of content reveals that the majority of comments in the “If you could change one thing...” question can be categorized into five themes: amount/time (264 comments), content (158 comments), coordination/logistics (135 comments), communication regarding homework assignments (81 comments), and generic positive remarks (51 comments). Each of these themes is discussed briefly, followed by some illustrative examples.

Theme 1: Quantity/Time Spent on Homework

The greatest number of comments falls into the theme of quantity of assignments and the time students spend on homework. Comments in this theme can be further divided into four sub-categories: philosophical stances against homework, requests for less homework, requests for no homework on weekends/holidays, and requests for more homework.

Philosophical Stances

Many parents express an outright, no homework philosophy. Some illustrative examples include:

- At this level, I just don't see the need for homework. Studies just don't back up the idea that spending time at night doing homework is more important than down time, playing, interacting with friends and family, and recreation. I would like to see no homework for my child.
- I don't believe in homework until the 3rd grade. That's my input!
- I would get rid of all homework except for reading and project completion. Experts who have conducted or synthesized research on the links between homework, learning and test performance agree that the relationship between homework and school achievement is limited...
- No homework at all. They are there for 7 hrs per day which is more than enough and if the teacher is doing their job adequately, they should be able to get the point across during school hrs.
- That absolutely no homework be assigned! As adults it is horrible to bring work home from the work place, because it interferes with family activities, and neither should the kids.
- No homework!! They have enough to deal with everyday at school.

- I would eliminate all homework- it is a rote, repetitive chore that sucks all the joy out of learning and steals time away from the family and from the personal development of the student. I would only assign project- oriented homework that extended the lessons of the classroom into the larger world in a way that could not be addressed in class. Homework as it exists now is an utter waste of time: simply a regurgitation of the day's work. This time could be better spent simply reading.

Less Homework

The majority of comments within this theme relay a desire for less homework. Some illustrative examples include:

- Reduce it to a reasonable level.
- NOT AS MUCH
- I would hope for there to be less home work so my child isn't as stressed and over worked
- Homework that takes less than 2 hours to complete daily.
- I would decrease the amount of homework assignments, I feel the out of class hours students are expected to dedicate to homework is excessive.
- The QUANTITY of problems that are assigned in Math homework seems excessive. Some nights over 20 problems must be completed. This is Algebra 2, and each problem is very time-consuming. They aren't things that can be rushed through. You have to show your work, each step, toward the solution. I am already worried about next year's Math!!
- Less homework would be great!
- A lot less. I resent the time she has spent on homework when we could have been experiencing culture or being together as a family. Homework dominates our lives!

No Homework on Weekends/Holidays

The next largest subcategory within the theme of Quantity/Time Spent includes comments concerning homework assigned on weekends or over holidays. While some comments specifically request that students be able to complete homework assignments on the weekends, the vast majority in this subcategory shares a desire for "homework free" weekends and holidays. Some representative examples include:

- Eliminate weekend and vacation homework. Kids this age need down time.
- Homework given on Saturday or Sunday (via E-mail or website) must be avoided because there may not be enough time and it prevent my child to plan the weekend homework.
- no homework over holidays, no homework or assignment due before an exam
- Holiday weekends should be homework free---maybe just independent reading. Not assigned "annotations", Also, less homework the week before finals.
- Don't give huge projects right before the holidays.

Requests for More Homework

Although fewer in number, some parents comment that they wish that their child received more (or more challenging) homework assignments. Here are some examples:

- I would like him to have more homework assignments daily.
- More of it.
- that he get more of it and that the parents "that request" the homework assignments emailed to them should get it to be able to track the homework as well.
- Give him more homework. I'm a little nervous he's not prepared for the work load next year.
- The level of difficulty is too easy. I would also make it a bit longer 45 min to an hour.

Theme 2: Content of Homework

The second most common theme concerns the kinds of homework assignments students typically bring home. Subcategories within this theme include comments related to the term "busywork," requests for assignments that foster creativity and students' natural desire for learning, suggestions for more outside reading as homework, and requests for extended writing assignments that receive feedback from teachers.

Busywork

This term, along with "rote" and "worksheets," crops up time and time again within comments related to the content of students' homework assignments. Some representative comments:

- I would eliminate all busy-work, worksheet homework and encourage students to read what they enjoy at home.
- Get rid of the "stupid worksheets that mean nothing like coloring things in AP Biology..."
- I would eliminate the "busy" work, sometimes its worksheets that don't seem to follow what's being taught and work from textbooks that also seems like "busy" work
- Eliminate "busy" work (i.e. crossword puzzles, etc.).
- That she does less busy work!

Relevance/Creativity/Learning

In lieu of "busywork," many parents share that they would like to see homework assignments that are more relevant and engaging. Comments in this subcategory often express a desire for homework that taps into students' natural curiosity and learning interests. Some examples:

- Make them more interesting and less tedious by rote assignments
- I think homework should be an extension of the learning experience not a repetition. Projects are ideal for creativity and learning, and involvement with the outer world outside the classroom.
- I would like it if my child had homework assignments that involve her intellectually, critical thinking, projects and get more into the materials, I would like it if she can get inspired and curious in her studies, that can stimulated her into explorations of a particular issue...
- They would be tied to learning and learning in a way that is not just rote and boring and directed at how she does on tests, but on creativity and expanding her mind....
- Either no or little homework and also inspiring homework that my child is excited to work on it. There are so many great websites and computer programs. This is our child's world and I think there are more than enough resources to create inspiring homework.
- Instead of worksheets, it would be great if children could pick subjects to research and do a project on. Something that inspires learning and curiosity. The current homework is boring and time consuming.

Reading

Another subcategory within the theme of content relates to parents requests for more reading as part of homework. Some parents express that reading should be the only homework, while others state that it should be a major focus. Some illustrative examples:

- There is always room for creative writing and reading.
- ...encourage students to read what they enjoy at home.
- I would get rid of all homework except for reading and project completion...
- He should always be reading a novel for English...
- ...reading books he is interested in.
- Require more free reading. It is hard to get her to read books if teachers don't require it
- ...One thing to change, don't make kids write about their daily reading. Let them just enjoy reading a good book.
- I'd like to go back to reading logs being required. She is no longer reading at home. :(
- I would give him more projects where he has the freedom to choose topics that he is interested in. He enjoys the reading portion of his homework because he can choose the book.

Writing

Writing is the other content area that parents request specifically as a part of homework. Included in this subcategory are comments that reflect a desire for more teacher feedback on writing assignments. Some representative comments:

- More opportunities for writing and doing several drafts of ONE assignment before it's turned in for a final grade... It is valuable for students to see that their work improves via this sort of rigor and discipline, and that results don't come without struggle, persistence, and the ability to go deeper into the learning experience.
- he should be given far more practice in developing his essay-writing skills and the essays he produces should be carefully read and graded by his teacher. That this is not done is the most glaring shortcoming in the education provided to him.
- The writing and research assignments need to be harder and more needs to be expected to compete in college.
- ...opportunity to re-write a piece not just new writing assignments
- MORE WRITING! It's really weak, and all the parents know it and discuss what to do with the fact that they don't teach writing...The school needs to beef up writing across its curriculum, and have writing assignments across all subjects.

- I know that given the outlandishly large classes this is nearly impossible to achieve, but I would like to see our students given more research papers of 5 to 15 pages...
- My child never has writing assignments. I would like to see her write paragraphs more.
- I would like to see more feedback on written assignments, such as essays and reviews...

Theme 3: Coordination/Logistics of Homework

The third theme that emerges from the comments about the “one thing you would change about homework” is that of coordination and logistics of homework. Here parents request that teachers coordinate with one another, especially for large projects and exams so that students are not inundated from multiple teachers with lengthy assignments. In addition, parents have a number of suggestions for teachers to provide more consistency and clarity for students. Here are some examples:

- More coordination among the teachers. Seems to have tests/quizzes on the same day for many of her classes - makes studying that much more difficult when trying to study for multiple tests.
- I would like my child has his homework assignments to be giving on Fridays, so he can work on them over the weekend.
- consistency is great. It can really pile on sometimes. Some of this may be because my son waits until it is closer to the deadline to begin. Studying for exams should be factored in for homework time. That often takes up more time than homework.
- I would like it to be more consistent. Some days there is a lot of homework, other days none. It's hard to plan after school time.
- One subject assignment a day instead of all subject assignments everyday.
- I would wish that teachers agree to put HW on one calendar per class so each subject assigns one to two assignment a week and not on daily basis.
- My child likes it when he has weekly homework given so that he can complete it when it works for him and so he can juggle it with his other classes/assignments.
- The ability to email the completed work to the teacher when possible.
- I would like the teachers to communicate and not assign test on the same days
- It would be nice if they added one more period to the day mandatory for all kids called homework. This way they could get a head start at school so there is less to bring home. I would even pay a fee to subsidize this program...
- How about one or two times when they are in a sport they can miss or turn in late an assignment.
- Some of the regular general ed teachers are specific and give clear guidelines, rubrics for homework and projects. I would like to see more of the AP and Honors teachers give more helpful and specific study guides and focus.
- More advance knowledge of what homework is coming up so that a workplan can be created instead of just responding day to day.
- to find out EXACTLY what is homework, and when it is due, also for any reading or project assignments
- The ability to turn in all homework for the week on Fridays, rather than each day, so that if my child has afterschool sports or other activities on a particular day, she can do the homework for that night later in the week rather than having to stay up late to do it that night.

Theme 4: Communication Regarding Homework Assignments

A number of parents share comments about their ability (or inability) to check on homework assignments for their children. Many offer suggestions for teachers to use technology to increase parent access. Other comments request more clarity for students (and parents) regarding assignments. Here are some representative examples:

- *Un sistema On Line donde padres y alumnos pudieran ver cuales son las tareas y proyectos del día, la semana o el mes. Con los días de examen incluidos.*
- more clarification and better communication between the teacher and parent. Illuminate and teacher's sites with posted assignments are genius tools but rarely utilized...very frustrating
- Having all assignments emailed to parents for the week the week before so that I can be sure of exactly what is due and when and can follow up with my child, who is not dependable for this information.
- Improved communication so I understood better what is due when, and also help her understand what she is really supposed to be doing. (i.e., is it a draft or a final....
- More communication with the teacher on what is expected.

- I constantly check the website... and it never is properly updated. The assignments say they are not turned in when in fact they have been turned in...
- For teachers to be more current/up-to-date with postings on Illuminate.
- For long term assignments - such as essays - a list of dates from the teacher as to when the various drafts and sections are due.
- CONSOLIDATE the online postings. ONE system, one place to look, a standard way of reporting it. We can't go chasing down different classes in different locations, especially if the teacher says "look online" instead of having the kids just learn to write it down in a notebook. I want to help make sure she has it all done (and she doesn't, she got 3 Ds this semester) but I am hindered by the some-here-some-there system.
- Knowing when things weren't turned in.

Theme 5: "Generic," Positive Comments

The final theme that emerges from the qualitative analysis is that of generic, positive comments. These tend to be brief remarks, with parents often indicating that there is "nothing" they would change about their child's homework. Here are some examples:

- nothing everything is fine
- it's all ok
- I am happy with her assignments. They are creative and she enjoys the work and is still challenged enough to keep learning new things.
- Nothing. You have it just right in this case.
- Overall, we are pleased with the amount of homework and especially appreciate having access to on-line textbooks.
- Homework assignments are key to leaning. They may be time consuming sometimes, but they are important especially if the student wants to go to college and graduate in science, technology, engineering and mathematics (STEM) areas.
- I have been very lucky with my son's teachers. When I have asked provided special projects or assignments for him to complete to keep him busy and learning.
- I am quite satisfied. In my opinion the homework assigned is diverse and challenging yet she is able to complete it without much assistance.
- I'm happy with the HW

Appendix C: CLARE Foundation (Additional materials available in SMMUSD Superintendent's office)

The goal of the CLARE foundation in working with SMMUSD is to educate middle and high school students about the use of alcohol/drugs and to provide counseling to students. The CLARE Foundation is creating a curriculum for the middle schools and high schools: The focus of the middle school curriculum will include drugs/effects, peer pressure, addiction, and risky behavior while the high school curriculum at SAMO will be part of freshman seminar and will include drugs/effects, and life/ coping skills. (Classes for parents will be held at Virginia Avenue Park.)

The CLARE Foundation will provide counseling for middle and high school students. Students will be referred by advisors and will need parental consent to participate. At SAMO, there will be individual counseling as well as a boys group. Confidentiality is a difficult issue and parents and students are informed that the counselor may report certain conversations to the police, to a parent, or to another authority.

Appendix D: Youth Resource Team

Overview

The Youth Resource Team was originated by the City of Santa Monica in 2006 to bring together social service agencies in Santa Monica to collaboratively address the needs of youth at risk of gang involvement.

Together municipal, education, law enforcement and non-profit agencies collaborate to provide alternatives and promote an improved future for at risk and gang involved youth.

The Youth Resource Team is comprised of two groups: Program which considers programs and activities to support youth, and Direct Practice which functions as a case management group reviewing individual youth cases.

In 2010, the City of Santa Monica convened local policymakers to address the concerns of youth violence. This policy group has developed a 'Cradle to Career Initiative' ('C2C') whose mission is for Santa Monica, through collective impact, to sustain the country's most effective and vital cradle to career system to facilitate healthy child and youth development in a safe environment. The Youth Resource Team is fully aligned with the Cradle to Career Initiative.

Mission

To promote the well-being of youth and families by aligning services to help those most in need of support. YRT brings together youth serving agencies ranging from mental health service providers, to recreation, to substance abuse counseling together with schools and law enforcement to provide alternatives and promote an improved future for at-risk youth in Santa Monica.

Population Served

Older youth, ages 14 to 24. Special focus on youth in danger of or already involved with issues of distress, delinquency, or gang involvement.

The YRT Program & Direct Practice Groups have overlapping meeting times.

Program Group

- Program leadership from agencies that are involved in serving at-risk youth populations come together monthly to share information and ideas to fulfill YRT's mission. This group is also a venue for learning about best-practices and discussion on methods for integrating those practices into their organizations.

Direct Practice Group

- Case managers, therapists and those who work directly with youth meet to discuss the specific needs of individual youth. For the youth discussed, specific action plans are created and members take responsibility for following up with youth. Updates are presented at subsequent meetings. Confidentiality declaration and consent forms are collected for youth to cover all agency HIPAA requirements.

Long Term Goals

- Prevention and intervention plans for all identified at-risk and gang involved Santa Monica youth.
- Development of a regional strategy for response to youth violence, comprehensive strategy for combating youth delinquency and gang violence in Santa Monica & surrounding communities.
- Informed communication with law enforcement, municipal, social services and the community of Santa Monica to improve service coverage for youth population.

Impact

- A decrease in youth delinquency and gang involvement in Santa Monica
- An increase in human capital (employment, educational attainment, life skills, etc) for at-risk youth.
- Creation of opportunities for practitioners and policy makers to critically examine youth development issues.

Youth Resource Team—Program & Direct Practice Groups

Fact Sheet

Current Projects

- Strengthening Partnerships with Schools
- Parent Outreach & Engagement
- Addressing Needs of Re-Entry & Gang Involved Youth
- Substance Abuse Intervention and Prevention
- Addressing Disparities in Services for at-risk youth

Current Members

- City of Santa Monica Human Services Division
- Community Corporation of Santa Monica
- Department of Mental Health
- Didi Hirsch Mental Health Services
- Family Service of Santa Monica
- Jewish Vocational Services
- LA County Department of Mental Health
- LA County Probation Department
- Olympic High School
- Pico Youth and Family Center
- Police Activities League
- Santa Monica Boys & Girls Club
- Santa Monica High School
- Santa Monica Police Department

- Santa Monica Public Library
- Santa Monica Unified School District
- Santa Monica YWCA
- St. John's Child and Family Development Center- Youth Development Project
- St. Joseph Center, Animo Program
- Virginia Avenue Park

NOTE: The observations and recommendations in Appendices E1/E2 below were made by a physician-DAC member and discussed by our committee; we are not professional experts in Nutrition or State/Federal regulations pertaining thereto, and acknowledge the need for such professional review of any recommendations made, but would hope that such reviews would include discussion with the parents, students and community members who often have valuable insights to contribute:

Appendix E1

Nutrition: Site observations from John Adams Middle School

General Points

There seemed to be too many options to navigate
 Most choices were not healthy choices
 Meal time seemed rushed
 Not enough fresh options at any of the outlets

CAFETERIA

Hot choices

2 hot choices-generally observed not to be healthy choices.

Beef and tortilla chips with melted processed cheese very popular but when children asked what it was like it they were not enthusiastic about the taste (one described as 'dog food'). Much was left unfinished.

Chicken option on same day, often was not displayed prominently because staff busy dealing with cheese sauce for tortilla chip option, to put more out, even though this would be regarded as a healthier option with the brown rice.

The side salads that are to accompany those meals were hardly ever taken, they were situated before the main course so I think further reason that students didn't take-being placed after the main I think would mean they would be more likely to take.

Other options, again processed/not healthy ones, were chicken nuggets and tater tots, grilled cheese sandwich heated in cellophane, again served with tater tots, and corn dogs.

Pizza day, popular option, from Papa Johns, and hot pocket Pepperoni pizza, both ran out early and then pot noodles were served as hot options for last children. Many put ranch dressing on pizza. (NB this was an 11.11 lunch, pizza ran out by 1130)

NB hot pocket: 36g carbs

partially hydrogenated oils
 sugar 6g
 sodium 560mg (a third of their DAILY sodium intake)
 fat 11g

OTHER OPTIONS IN CAFETERIAS

1: Salads/Wraps/Sandwiches-none labelled.

On each day these were put out at first lunch, gone within 7 mins and then a few more put out for second sitting - gone in 10 mins. This was consistent over the days we observed. It seemed a popular option but many were disappointed if they had run out by the time they reached the counter. One teacher came for salad (Ms Kilpatrick), got one but was shocked by the lack of healthy options. One other girl came for salad but only some fruit was left so she took 4 apples.

TACO/BAKED POTATO BAR

These were not seen on any day.

SUB DAY

This was popular and seemed a good option to be encouraged, preferably with solely wholewheat buns.

BARBECUE

It would be useful to know what kind of meat this is.

There were only white buns, and the children were given a pack of chips too, so two servings of carbohydrate (same on sub day)-would say this is excess of carbs.

There was lettuce and tomato offered.

NB: Many children took 2 sugary drinks-flavored milk and a fruit juice (equal to about 12 teaspoons of sugar)

CARTS

Pizza and apparently burritos too but we did not see. Many other snacks on cart, chips, sugar water (ie gatorade etc), flavored milks-many with high sugar and salt content

2. Snack cart, as above but no pizza. Included bagels, chips, drinks, (many flavored water, flavored milks etc with added sugar, cookies.)

General Recommendations

There seem to be too many choices all together, to simplify this would make it less overwhelming and easier to make a quick smart choice.

The children definitely want more salads/sandwiches and wraps. These were popular and the demand way exceeded the quantity supplied.

The sub day was popular and to be encouraged (maybe more days offered?)

One hot option seems plenty, especially as this is where more processed, less nutritious food is seen. If the saving from this could be used towards more subs, sandwiches, wraps and salads this would improve the overall nutritional quality of the meals substantially, and would be a great first step.

Apparently there is no requirement for two hot options.

As far as the cart options, the idea of offering pizza every day seems excessive and not a good example to set the children, where they may be gleaming from this that it is ok from a nutritional standpoint to have pizza in your diet daily.

The carts were generally heavy on sugary drinks and sugary/salty snacks. If these could provide more sandwiches/subs on most days and perhaps pizza on one day, Friday?, this would be a great step forward.

The snack window (providing the pot noodles etc): the California slushies claim to be all natural fruit juice, but we cannot work out how they create the bright blue color of one flavor, and have emailed the company repeatedly, with no reply so far forthcoming.

The pot noodles, as we discussed, provide the cheap option for those children in between FRL and paying but we wonder, as I know you do, that there must be another option. Are there subs that are an option perhaps? These are so high in sodium and really provide no nutritional support for an afternoon of learning.

Drinks provided at all stations were generally sugar-added. While it would be difficult to get rid of some of these options, it might be an idea to limit the choice of sugary drinks and promote the plain milk, water options, and secondly the fruit juices, with at least natural sugar.

Appendix E2

Nutrition: Site observations from Grant Elementary School

General Points

Salad bar available but not to all children every day.
Hot choices generally heavily processed and preponderance of 'party food'.
Items including High Fructose Corn Syrup (HFCS) available on some days (with brunch for lunch).
Fresh vegetable portions available to hot lunch children but not always consistent.
No water available inside cafeteria.

CAFETERIA

Hot lunch options all processed and heated up on premises. Options include corn dogs, hot dogs, pizza, chicken nuggets, burgers.

More encouraging were days where ravioli, or orange chicken with steamed rice/broccoli was offered.
'Brunch for lunch' day included a sachet of HFCS.

'Cool lunch' (meaning children who chose hot lunch could also visit the salad bar) was served generally on Tues, Wed and Thurs -in the month of May 2013 it was offered on 11 days out of a total of 21.

Salad bar positioning at this particular Elementary School is not optimal. It is set away (at the other end of the large cafeteria) from the other food options and more children may be inclined to try it if it were closer to the other food options.

At the hot lunch area there were two lines and on one of the days observed the fresh vegetable portions which are supposed to be offered to ALL children were only set out at one of the lines. Not clear how often this happens but certainly these children did not receive their 'required' portion that day.

No water offered inside the cafeteria and like at JAMS many children took a fruits juice and a flavored milk amounting to around 12g of sugar.

General Recommendations

The hot options were often heavily processed food (listed above) and at least if children can have something from the salad bar to go with this then that is to be encouraged (at least they are generally getting a small portion of fresh vegetable with the hot option.)

Cool lunch every day would be ideal.

To replace more and more of the heavily processed meats (corn dogs/chicken nuggets etc) with healthier options (possibly/probably cost-wise this may then be more vegetarian options?) would be a good thing.

The only implement offered was a 'spork'. These are hard to eat with. I know that in the past Orlando has offered a roast chicken option which I gather was not popular-I can't imagine trying to eat this with this implement so I wonder if this had an impact on its popularity.

I wonder how many of the sites have dishwashers and can have knives and forks and cups washed each day so that a) the food is easier to eat b) they learn how to use a knife and fork properly, as so much food seems to be 'finger food' these days that these skills are not being learned.

To eliminate the serving of High Fructose Corn Syrup in all schools.

To offer and encourage water drinking, having jugs/cups available on all tables, to try to limit the amount of sugary drinks consumed with lunch.

Appendix F: The Use of Recycled Tire Materials on Playgrounds & Artificial Turf Fields

Background

Ground rubber — also called “tire crumb” or “crumb rubber” — is recovered from scrap tires or from the tire retreading process. It is used in road construction and in a number of athletic and recreational applications, including ground cover under playground equipment, running track material, and as a soil additive on sports and playing fields.

Crumb rubber is often used in artificial turf fields as "infill" between turf fibers to provide stability, uniformity and resiliency to artificial turf fields. Artificial turf was developed in the mid-1960s and has since gained widespread popularity around the country. Synthetic turf was originally used in stadiums and on athletic fields for college and professional sports teams, but now is also used in municipal parks, golf courses, playgrounds, cruise ships, and airports. There is also a growing residential market.

According to the Synthetic Turf Council, artificial turf has been installed in approximately 4,500 U.S. fields, tracks and playgrounds.

Public Concerns

Over the past several years, a number of public concerns have been raised over the use of tire crumb materials in turf fields and playgrounds. For example, parents in Colorado were concerned about children carrying home small particles of tire crumbs on their clothing. About this time, high levels of lead were detected on some artificial turf fields in New Jersey.

EPA Research

In response to these concerns, EPA developed an Agency workgroup that initiated a limited-scale scoping study to test a study protocol and monitoring methods for generating environmental data associated with the use of recycled tire material on artificial turf fields and playgrounds.

As part of this evaluation, data were collected at a limited number of sites. The full study protocol was implemented at two synthetic turf fields and one playground. Additional samples were collected at four other synthetic turf fields and a second playground. Sampling sites were located in North Carolina, Georgia, Ohio, and Maryland.

It is important to have accurate and reproducible methods for measuring environmental concentrations of the components of synthetic turf fields and playgrounds. The study protocols and the majority of the methods evaluated were found to be appropriate for characterizing concentrations of tire crumb components in the environment.

On average, the concentrations of components monitored in this study were below levels of concern; however, given the very limited nature of this study (i.e., limited number of components monitored, samples sites, and samples taken at each site) and the wide diversity of tire crumb material, it is not possible to extend the results beyond the four study sites or to reach any more comprehensive conclusions without the consideration of additional data.

In reviewing the literature, EPA believes there is no definitive study that fully addresses all of the questions regarding safety considerations associated with the use of synthetic turf and/or crumb rubber fields. As a further complication, characteristics and performance of synthetic grass blades may need to be considered separately from those of crumb rubber infill. However, both the Consumer Product Safety Commission and the Centers for Disease Control recommend that young children wash their hands frequently after playing outside and always before they eat. EPA also recommends these practices. The results from this scoping study along with results from other studies conducted by Federal, State, and local organizations, such as the Consumer Product Safety Commission (CPSC); Agency for Toxic Substances and Disease Registry; states including New Jersey, Connecticut, California, and New York; and New York City, will be considered by EPA to identify possible next steps to address questions from the public regarding the safety of tire crumb infill in ball fields and playgrounds.

A meeting is being planned for spring 2010 among interested federal and state agencies to share information about possible contaminant levels from tire crumb/synthetic playing surfaces and discuss whether additional research is needed.

Key Technical Findings from EPA's Study

Key technical findings from the EPA scoping study are summarized below. It should be stressed that the fields were selected based on proximity to facilities of EPA's National Exposure Research Laboratory. The results reported here may not be representative of environmental concentrations found at other sites.

□

The overall study protocol and many of the methods were found to be appropriate and could be implemented in the field. Several limitations are noted as follows:

Collecting integrated air samples provided a high burden in terms of time and equipment. At any single site, there can be substantial variability in the materials used and the concentrations of contaminants measured. More work is needed to determine where to collect samples and how many samples to collect to fully characterize a given site.

It was difficult to obtain access and permission to sample at playgrounds and on recreational fields. More work is needed to increase public and private owner participation if additional monitoring studies are to be conducted.

Methods used to measure air concentrations of particulate matter (PM) and metals were found to be reliable.

Concentrations of PM and metals (including lead) measured in air above the turf fields were similar to background concentrations.

Concentrations of PM and metals at the playground site with high play activity were higher than background levels.

All PM air concentrations were well below the National Ambient Air Quality Standards (NAAQS) for PM (150 micrograms per cubic meter).

All air concentrations for lead were well below the NAAQS for lead (150 nanograms per cubic meter).

Methods used to measure volatile organic compounds (VOCs) in air were found to be reliable.

All VOCs were measured at extremely low concentrations which is typical of ambient air concentrations.

One VOC associated with tire crumb materials (methyl isobutyl ketone) was detected in the samples collected on one synthetic turf field but was not detected in the corresponding background sample.

Methods used to measure extractable metals from turf field blades, tire crumb materials, and turf field wipe samples were found to be reliable. However, the aggressive acid extraction procedure will likely overestimate the concentration of metals that are readily available for human uptake. Since understanding uptake is a key component in understanding risk, methods to determine bioavailable metal concentrations are still needed.

Total extractable metal concentrations from the infill, turf blade samples and tire crumb material were variable in the samples collected both at a given site and between sites.

The average extractable lead concentrations for turf blade, tire crumb infill, and tire crumb rubber were low. Although there are no standards for lead in recycled tire material or synthetic turf, average concentrations were well below the EPA standard for lead in soil (400 part per million).

Likewise the average extractable lead concentrations for turf field wipe samples were low. Although there are no directly comparable standards, average concentrations were well below the EPA standard for lead in residential floor dust (40 micrograms per square foot).

Additional information on the use of recycled tire materials

In the United States, a number of cities and states have engaged in varying levels of sampling, testing and evaluation of synthetic turf products.

In January 2007, the California Office of Environmental Health Hazard Assessment issued a report, Evaluation of Health Effects of Recycled Waste Tires in Playground and Track Products. The report concluded that there appeared to be little long-term risk to human health.

However, in August 2007, the Connecticut Agricultural Experiment Station reported the results of a small (\$2,000) study it conducted to evaluate tire crumb. The laboratory concluded that “under relatively mild conditions of temperature and leaching solvent, components of crumb rubber produced from tires (i) volatilize into the vapor phase and (ii) are leached into water in contact with the crumbs.”

In June 2008, the Centers for Disease Control and Prevention issued a low-level public health advisory, due to the extensive publicity surrounding artificial turf. The Consumer Product Safety Commission investigated reports of lead contamination from artificial turf and, in July 2008, concluded that “young children are not at risk from exposure to lead in these fields.”

After a review of the literature, EPA identified a number of compounds or materials that may be found in tires, although not all are contained in every tire:

Acetone, aniline, arsenic, barium, benzene, benzothiazole, cadmium, chloroethane, chromium, cobalt, copper, halogenated flame retardants, isoprene, latex, lead, manganese, mercury, methyl ethyl ketone, methyl isobutyl ketone, naphthalene, nickel, nylon, phenol, pigments, polycyclic aromatic hydrocarbons, polyester, rayon, styrene, butadiene, toluene, trichloroethylene, zinc

**District Advisory Committee
Board of Education Annual End-of-Year 2012-13 Report
June 26, 2013**

VISUAL AND PERFORMING ARTS DISTRICT ADVISORY COMMITTEE

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Staff Liaison: TOM WHALEY

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**District Advisory Committee
Board of Education Annual End-of-Year 2012-13 Report
June 26, 2013**

**VISUAL AND PERFORMING ARTS DISTRICT ADVISORY
COMMITTEE**

Chair: JANIS GABBERT

Staff Liaison: TOM WHALEY

VI. Charge:

The charge of the Visual and Performing Arts District Advisory Committee shall be:

- To ensure that a comprehensive arts education program, with the arts taught as discrete disciplines, remains an integral part of the core curriculum offered to all SMMUSD students at all grade levels.

Activities to meet this goal:

The Committee shall serve as a vehicle for parents, teachers, students, and community members to communicate with the Board of Education on matters related to equitable access to, and successful participation in, comprehensive, sequential, standards-based PreK-12 Arts Education.

- To assess current SMMUSD Visual and Performing Arts programs (Dance, Music, Theatre, and Visual Arts).

Activities to meet this goal:

The Committee shall compare the District's curriculum, scheduling, staffing, instructional materials, equipment, and facilities with national and state standards. *

- To assess progress in the District's implementation of the Board-adopted *Arts for All 9-Year Strategic Plan*.

Activities to meet this goal:

The Committee shall review the strategic plan, in cooperation with the SMMUSD *Arts for All* committee.

- To improve communication with parents and the community regarding the district VAPA programs.

Activities to meet this goal:

The Committee will coordinate with school district producers of media resources.

VII. Accomplishments to date in meeting the charges:

- The VAPA DAC held back-to-back meetings in 2012-13 with the *Arts for All* Committee and served as a vehicle for parents, teachers, students and community members to communicate with the Board of Education on matters related to PreK-12 Arts Education.
- VAPA DAC member D'Lynn Waldron maintains a web site, which she designed in December 2011, to coordinate with district producers of media resources and improve communication with parents and the community regarding district VAPA events and accomplishments. – <http://smmarts.info>
- The VAPA DAC monitors, in cooperation with the *Arts for All* Committee, district progress in implementing the SMMUSD Arts for All 9-Year Strategic Plan to provide equitable access for all students at all grade levels to high quality instruction in dance, music, theatre, and visual arts.
- The VAPA DAC reviewed the district's VAPA course offerings and enrollment for Fall 2012 to assess whether students had equitable access to comprehensive, sequential, standards-based K-12 Arts Education.

VIII. Highlight(s) to date of particular note:

- A. 2013 VAPA Enrollments: UNDUPLICATED COUNTS FOR SECONDARY STUDENTS (information supplied by Maureen Bradford). Secondary enrollments for both first semester and second semester were examined. SMASH students were not included. Two PE courses were included (Marching Band and Dance.)**
- B. 57% of all secondary students (grades 6-12) were enrolled in at least one VAPA course, an increase of 8% since 2012. This included 64% of middle school students (an increase of 7%) and 53% of high school students (an increase of 9%).**
- C. 2013 VAPA course enrollment by Race/Ethnicity showed 50% of African American students (an increase of 9%), 69% of Asian students (an increase of 9%), 49% of Latino students (an increase of 8%), 61% of white students (an increase of 7%), and 63% taking two of more courses (an increase of 4%).**
- D. 2013 VAPA enrollment by economic status showed 49% of socio-economically disadvantaged students (an increase of 10%) and 61% of students who are not socio-economically disadvantaged (an increase of 7%).**
- E. VAPA enrollments by discipline showed 37% of secondary students enrolled in Music classes (an increase of 6%), 19% enrolled in Visual Arts classes (an increase of 7%), 7% enrolled in Theater/Film classes, (an increase of 3%), and 3% enrolled in Dance classes (an increase of 1%).**
- F. DAC analysis of Fall 2012 VAPA course enrollment:**

Total SMMUSD enrollment for Fall 2012:	11,401 K-12 students
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Total enrolled in “for credit” or district-funded VAPA classes:	6,921 students (61%)
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Elementary Schools		
Total enrollment:		4,947 grade K-5 students
Total enrolled in district-funded VAPA classes:		2,461 students (50%)
Dance	3 rd grade dance (Music ‘n’ Motion)	834 students (17% of K-5 students)
Music	3rd, 4th, and 5th grade music	2,461 students (50% of K-5 students)

Middle Schools					
Total enrollment:		2,607 grade 6-8 students			
Total enrolled in district-funded “for credit” VAPA classes:		1,947 students (75%)			
	Dance	Music	Theatre	Visual Arts	
JAMS	22	538	0	108 year-long & 84 trimester	752 of 998 students (75%)
Lincoln MS	0	548	0	122 semester-long & 121 quarter	791 of 1,065 students (74%)
Malibu MS	0	137	33 semester-long	106 year-long & 67 semester	343 of 461 students (74%)
SMASH	0	61	0	0	61 of 83 students (73%)

High Schools					
Total Enrollment:		3,816 grade 9-12 Students			
Total enrolled in district-funded or “for credit” VAPA classes:		2,513 students (66%)			
	Dance	Music	Theatre	Visual Arts	
Malibu HS	0	118	156	244	518 of 683 students (76%)
Olympic HS	10	9	28	35	82 of 92 students (89%)
Samohi	156	864	99	794	1,913 of 3,041 students (63%)

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

• **Elementary Schools**

There is no district-funded or district-wide K-2 or 4-5 **Dance** program.

There is no district-funded or district-wide K-2 **Music** program.

There is no district-funded or district-wide K-5 **Theatre** program.

There is no district-funded or district-wide K-5 **Visual Arts** program.

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

• **Secondary Schools**

There are no “for credit” **Dance** classes at Lincoln, Malibu, or SMASH.

There are no “for credit” **Theatre Arts** classes at JAMS, Lincoln or SMASH

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

Middle school VAPA classes offered in 2012-13 include:

John Adams MS: Dance; Boys Chorus, Girls Chorus, Girls Chorus II, Honors Choir, Concert Choir, Music Conversion, Orchestra, Orchestra II, Orchestra III, Orchestra IV, Band, Band II, Concert Band, Wind Ensemble; Exploratory Art, Art Foundation, Art.

Lincoln MS: Boys Chorus, Girls Chorus, Girls Chorus II, Chorale II, Concert Choir, Band, Band II, Band III, Concert Band, Wind Ensemble, Intro to Strings, Orchestra, Orchestra II, Concert Orchestra, Symphony Orchestra; Exploratory Art, Art.

Malibu MS: Girls Chorus, Concert Choir, Intro to Strings, Orchestra, Symphony Orchestra, Wind Ensemble; Theater Arts; Art.

High School VAPA classes offered in 2012-13 include:

Malibu HS: High School Chorale, Chamber Singers; Symphony Orchestra, Band, Wind Ensemble, Music Theory, Piano; Professional Actor; Stage Craft Technology, Film Studies, Advanced Film Studies; Visual Arts, Ceramics/Sculpture, Ceramics 2, Drawing/Painting, Studio Art Drawing AP, Studio Art 2D AP, Studio Art 3D AP, Photo, Photo II.

Olympic HS: Art, Drama, and 20th Century History through Film (funded by the district); Dance, Guitar, and Drumming (funded by SMMEF); Imagination Workshop (UCLA); Teen Education in Liberal Arts (funded by OPCC); Digital Design (at Virginia Avenue Park).

Santa Monica HS: Dance, Dance II, Professional Dance; Mens Chorus, Womens Chorus, High School Chorale, Chamber Singers, Madrigals, String Orchestra,

Concert Orchestra, Sinfonia Orchestra, Chamber Orchestra, Philharmonic Orchestra, Symphony Orchestra, Concert Winds, Concert Band, Symphonic Winds, Wind Ensemble, Jazz Band, Marching Band, Guitar I, Guitar II, Piano I, Piano II; Acting; Acting II, Technical Theater; Ceramics, Ceramics II, Drawing, Drawing II, Drawing III, Painting, Painting II, Studio Art 2D AP, Photo, Photo II, Film/Video Production I, Film/Video Production II, Digital Design, Digital Design II.

G. District funding for VAPA programs was maintained from 2011-12 through 2012-13.

H. Non-District Funding at the High School Level:

The following “for credit” VAPA classes are funded by the Regional Occupational Program (ROP) and Santa Monica College:

• 2012-2013 classes funded by ROP:

- Digital Design Level 1 (2 classes at Malibu High, 4 classes at Samohi),
- Digital Design Level 2-4 (1 class at Malibu High School, 1 class at Samohi),
- Film & Video Production (2 classes at Malibu High, 2 classes at Samohi),
- Photography Level 1 (2 classes at Malibu High School, 4 classes at Samohi),
- Photography Level 2-4 (1 class at Malibu High School, 1 class at Samohi),
- Professional Acting (1 class at Malibu High School)
- Professional Dance Level 1 (3 classes at Samohi),
- Professional Dance Level 2 (2 classes at Samohi),
- Stagecraft Technology (1 class at Malibu High School),
- Technical Theater (1 class at Samohi).

• 2012-2013 dual enrollment classes funded by Santa Monica College

- Chamber Choir (Malibu High School)
- Guitar (Santa Monica High School)
- Jazz Band (Santa Monica High School)

I. Partnerships with Non-District Benefactors

1. P.S. ARTS contributed \$220,000 to fund programs in the Title I elementary schools for 2012-13 (K-5 Theatre at Edison Language Academy and K-5 Visual Arts at McKinley, Muir, and Will Rogers).
2. The Santa Monica Malibu Education Foundation “For The Arts” endowment fund contributed \$125,400 in 2012-13 to support the Robert Gilliam dance classes at John Adams, Lincoln, Malibu, Olympic, and SMASH; recorders for all 3rd graders; Dream Strings; Dream Winds; World Music and Drumming classes at Olympic High; after-

school “non-credit” Drama programs at John Adams and Lincoln Middle Schools; and “for credit” Theatre programs at Malibu High, and Olympic High, and Samohi.

3. The following is a partial list of other organizational partners that supplement or enhance the VAPA programs at one or more schools:
 - ASCAP (American Society of Composers, Authors, and Publishers)
 - City of Santa Monica Cultural Affairs Division
 - Ella Fitzgerald Foundation
 - Flourish Foundation
 - Gail Dorin Music Foundation
 - SONY Pictures Entertainment (Janice Pober, Senior Vice President Corporate Social Responsibility)
 - Los Angeles County Arts Commission
 - Los Angeles County Music Center
 - Los Angeles Philharmonic
 - Malibu Arts Angels
 - Margaret Cavigga Trust
 - Morgan-Wixson Theatre Y.E.S. program
 - New West Symphony
 - OPCC – Ocean Park Community Center
 - Santa Monica-Malibu PTAs
 - Santa Monica Arts Parents Association
 - Santa Monica Boys and Girls Club
 - Santa Monica City Council
 - Santa Monica College: The Broad Stage and the Dual Enrollment Program
 - Santa Monica Kiwanis
 - Santa Monica Museum of Art
 - Santa Monica Playhouse

J. Arts for All

In 2012-13, the Los Angeles County Arts Commission *Arts for All* program granted \$13,000 to SMMUSD to help fund the Ballroom Madness program for 5th grade.

K. Current VAPA programs

1. Elementary Dance

- All 3rd graders received district-funded dance instruction from Music ‘N Motion in 2012-13.

- 5th graders at Edison, Franklin, Grant, McKinley, Muir, Pt. Dume, Rogers, Roosevelt, SMASH, and Webster received dance instruction from Ballroom Madness in 2012-13 (an increase from only 3 schools in 2009-10), funded by grants and PTAs. At the culmination Team Match at Barnum Hall in December 2012, the team from Edison Language Academy took first place.

2. Secondary Dance

- John Adams Middle School provided one district-funded “for credit” Dance class in 2012-13.
- There were no “for credit” Dance classes at Lincoln Middle School, Malibu Middle School, or SMASH in 2012-13.
- The Santa Monica/Malibu Education Foundation funded the Robert Gilliam dance program, which provides once-a-week instruction as part of the Physical Education program at John Adams and Lincoln Middle Schools, Malibu High School, Olympic High School, and SMASH.
- ROP funded five “for credit” Dance classes at Santa Monica High School for 2012-13. The third Samohi Winter Dance Showcase was presented in Barnum Hall. There were no “for credit” Dance classes at Malibu High School or Olympic High School.

3. Elementary Music

- All 3rd, 4th, and 5th graders received district-funded music instruction from credentialed music teachers. All district elementary schools scheduled music “informances” or concerts for parents in December, January, or February, **and spring concerts later in the year.**
- The district-wide Honor Band, Choir, and Orchestra performed in the Stairway of the Stars concerts at Barnum Hall in March 2013. Of 264 students in the three ensembles, 100 were from Title I schools: Edison – 45, Muir – 8, McKinley – 24, and Rogers – 23.
- **After Stairway, the Honor Band, Choir, and Orchestra traveled to Disneyland where they participated in a recording session, performing the background score to a Disney movie.**
- The Gail Dorin Music Foundation, the Ella Fitzgerald Foundation, and the Santa Monica/Malibu Education Foundation funded the Dream Strings, Dream Winds, and Dream Voice programs to provide coaches for music students at the Title I elementary schools and the middle schools.

4. Middle School Music

- All middle schools presented high quality winter band, choir, and orchestra concerts in December 2012.

- **During spring 2013, middle school ensembles successfully participated in Southern California Band and Orchestra Association (SCSBOA) adjudicated festivals, and presented spring concerts.**

Nationwide honors:

- ★ American Choral Directors Association (ACDA) 2013 National Honor Choirs -- 1 John Adams and 4 Lincoln Middle School students

Statewide honors:

- ★ California Band Directors Association (CBDA) 2013 All-State Junior High Concert and Symphonic Bands – 8 John Adams and 1 Lincoln Middle School students out of 231 students in the ensembles.
- ★ California Orchestra Directors Association (CODA) 2013 All-State Junior High Orchestra – 1 John Adams and 6 Lincoln Middle School students, out of 54 students in the ensemble.
- ★ The Lincoln Middle School Wind Ensemble was invited to perform at the California All-State Music Education Conference in Fresno in February 2013.

Southern California honors:

- ★ Southern California Band and Orchestra Association (SCSBOA) 2013 All-Southern Junior High Honor Band, Orchestra, and String Orchestra – 1 John Adams and 4 Lincoln Middle School students were selected from 800+ students who auditioned.
- ★ Southern California Vocal Association (SCVA) Junior High Choirs **included 8 John Adams and 9 Lincoln Middle School students.**

5. High School Music

- In July 2012, the Samohi Viking Marching Band participated in the city's Main Street 4th of July Parade. In the fall, it participated in the SCSBOA Field Championships and, in January 2013, it marched in the Disneyland Main Street Parade.
- In October 2012, student performances included the Malibu Choir Serenade, the Samohi Bands Fall Concert, the Samohi Choir Sweet Serenade, "The Beatles at Barnum," and the USAF Concert Band and Singing Sergeants.
- In the fall semester, 11 students at Olympic High studied guitar or world drumming with Mark Harris of the band Venice (funded by SMMEF).

- In December and January, Malibu High School and Santa Monica High School presented high quality winter band, choir, and orchestra concerts.
- In January 2013, Samohi Jazz Band I, Jazz Band 2, and the Jazz Combo presented a concert with guest artist Bobby Shew.
- **In February 2013, the Samohi Wind Ensemble gave a benefit concert at The Broad Stage, and traveled to Chicago to perform at the Symphony Center.**
- **In April 2013, the Malibu High Chamber Choir participated in a Choral Masterworks Concert with choirs from Pepperdine University and Santa Diego State University.**
- **In April 2013, competing against 54 other high school ensembles, the Samohi Chamber Orchestra took 1st place in the Chamber Orchestra Division of the 40th Annual Northwest Orchestra Festival.**
- **In April 2013, Samohi choirs toured in France and held their annual Cathedral Classic Concert in the Barnum Hall foyer.**
- **May and June brought high school spring concerts, POPS concerts, and the Samohi Orchestras Senior Gala.**

Nationwide honors:

- ★ Inaugural National Youth Orchestra of the United States of America – 2 Santa Monica High School students were selected for this 2-week residency in summer 2013, followed by a concert tour to Washington, DC, London, St. Petersburg, and Moscow. The NYO-USA is sponsored by Carnegie Hall’s Weill Music Institute.

Statewide honors:

- ★ California ACDA 2013 All-State Honor Choirs – 2 Malibu High School students
- ★ California Association for Jazz (CAJ) 2013 All-State High School Honor Jazz Band – 2 Samohi students: lead trumpet and lead trombone -- out of 17 students in the ensemble.
- ★ California Band Directors Association (CBDA) 2013 All-State High School Wind Symphony, Concert Band, and Symphonic Band -- 7 Samohi students out of 313 students in the three ensembles.
- ★ California Orchestra Directors Association (CODA) 2013 All-State High School Orchestra – 13 Samohi students out of 117 in the ensemble.
- ★ CODA 2012 Honors String Orchestra – 18 Samohi students performed at San Francisco State University in December 2012.
- ★ CODA 2012 Honors Symphony Orchestra – 36 Samohi students performed in December 2012.

Southern California honors:

- ★ Southern California Band and Orchestra Association (SCSBOA) 2013 All-Southern High School Honor Orchestra, Symphonic Band, and Wind Ensemble – 9 Samohi students
- ★ SCSBOA 2013 All-Southern Middle School Honor Band and Orchestra (gr. 6-9) – 2 Samohi students
- ★ Southern California Vocal Association (SCVA) 2013 High School Honor Choirs – 2 Malibu High students. **A Samohi student was one of 4 finalists in the SCVA Vocal Solo Competition.**
- ★ A Malibu High student was one of 15 finalists in the classical voice division of the 2013 Music Center “Spotlight Awards” competition. A Samohi trumpet player participated in Spotlight, which is a nationally acclaimed scholarship and arts training program for Southern California high school students in the performing and visual arts.

- **The 64th Annual Stairway of the Stars concerts took place in March at Barnum Hall. 26 student ensembles participated: the orchestras on Wednesday, the bands on Thursday, and the choirs on Friday. The guest conductor was Dr. Chris Peterson of CSU Fullerton, and the award recipient was the Santa Monica Kiwanis Club.**

- Honors for district music teachers and administrators this year include:

John Adams Middle School teacher Angela Woo was elected to conduct the CBDA California All-State Junior High Honor Band in 2014,

Eva Mayoral, John Adams Middle School Principal, was selected as 2013 Outstanding Administrator of the Year by the California Association for Music Education.

Jason Aiello served as Past President of the California Orchestra Directors Association (CODA) for 2012-13.

Bonnie Lockrem was elected to serve as Secretary of the California Chapter of the American String Teachers Association (ASTA).

6. Elementary Theatre

- P.S. ARTS provided K-5 theatre instruction at Edison for 2012-13.
- The Morgan-Wixson Theatre Y.E.S. program for the elementary schools continued in 2012-13.
- There was no district-funded or district-wide Theatre program at the elementary level.

7. Secondary Theatre

- The district-funded “for credit” drama programs at Malibu Middle School, Malibu High School and Samohi continued. Malibu Middle School presented the musical, *You’re a Good Man, Charlie Brown* in February 2013.
- There were no district-funded “for credit” drama programs at John Adams Middle Schools or Lincoln Middle School.
- Since 2010-11, the Santa Monica/Malibu Education Foundation has co-funded with the JAMS and Lincoln PTSA an after-school “non-credit” drama program. **Lincoln Middle School presented *The Wizard of Oz* in February 2013, and John Adams Middle School presented *Seussical the Musical!* in May 2013.**
- Malibu High School presented *Xanadu, the Musical* and Samohi presented *Little Women* in fall 2012.
- At Olympic High School in fall 2012, staff from the Writers Guild Foundation instructed students in writing a screenplay. Teen Education in Liberal Arts (TELA) taught “theater of the oppressed” techniques.
- **In spring 2013, Malibu High presented *His Dark Materials*, an adaptation of Philip Pullman’s Trilogy of the Golden Compass books.**
- **In spring 2013, Samohi presented Stephen Sondheim’s Tony Award-winning musical, *Into the Woods*, as well as *Public Domain* (an evening of theater, music, poetry, dance, and video).**
- **In 2012-13, Samohi students participated in the Drama Teachers Association of Southern California (DTASC) Fall Festival -- http://www.cetoweb.org/dtasc_pages/fall_fest.html -- and the spring Shakespeare Festival -- http://www.cetoweb.org/dtasc_pdf/E4ShakespeareFestivalRulesrev1-5-13.pdf. Two groups placed (one group in the second round and one group in the third round): one monologue went to finals.**

8. Elementary and Secondary Visual Arts

- P.S. ARTS provided K-5 Visual Arts instruction at McKinley, John Muir, and Will Rogers for 2012-13.
- Santa Monica Museum of Art’s 20th “Wall Works” exhibit, which opened in October 2012, includes student artwork from SMMUSD schools.
- **In 2013, John Adams Middle School was part of an international mural exchange project with Kizuminami Middle School in Kyoto, Japan. All of the JAMS visual arts students participated in the completion of the USA portion of the mural, which will join other international murals in a tour around the world.**
- **As part of MOCA’s Contemporary Art Start Program, the two Advanced Art Classes at Lincoln Middle School participated in mastering Visual Thinking Strategies while “making sense of” Contemporary Art. Both classes took field trips to MOCA Grand Avenue and MOCA Geffen to work with museum educators, tour the museums, and learn about downtown’s outdoor artworks.**

- Artwork by Malibu Middle School and High School students is posted at www.MalibuHigh.org/arts_gallery
- 21 of 23 Malibu High School art students who took the AP Studio 2D exam in spring 2012 passed. 19 of 25 Samohi students who took the AP Drawing or 2D Design exam in spring 2012 passed.
- At Olympic High School, VeniceArts provides a digital photography class to supplement the district-funded art classes. Students were transported to Virginia Avenue Park for Digital Arts classes in fall 2012.
- Samohi student artwork is displayed at <http://www.samohi.smmusd.org/art/index.htm>
- Roberts Art Gallery exhibits at Samohi included *Day of the Dead – Día de los Muertos* in November 2012, with student work from Samohi, John Adams MS, and Grant Elementary. The 3rd Annual *Homegrown Art Show & Sale* was held in January 2013, **and at the Senior Art Show which was held in May, scholarships were awarded.**
- **In 2012-13, Samohi students participated in the MOCA (Museum of Contemporary Art) Teen Internship program, Ryman Arts (<http://www.ryman.org/>) and ArtTribe fundraiser.**
- Top tier art schools such as Rhode Island School of Design, the School of the Art Institute of Chicago, the School of Visual Arts (NY), Maine College of Art, and the Art Center recruit Samohi students through personal visits to classrooms. **Samohi art students receive scholarships for art summer pre-college programs at OTIS, California College of Art and other well-respected art schools. 2013 college acceptances included 4 students at UCLA Art, 2 students at Rhode Island School of Design, and 4 students at California College of Art (with scholarships).**
- **The 1st Districtwide Visual Arts Show took place on March 15, 2013 at the Roberts Art Gallery and featured student artwork from JAMS, Lincoln, SMASH, Malibu, Olympic, and Samohi.**
- International Honors:

★ Two Malibu High School students were finalists in the *Photographer's Forum* magazine 33rd Annual College & High School Photography Contest. Over 16,000 photographs were entered from around the world. As finalists, these students' photos will be published in a hardcover book, *Best of College & High School Photography 2013*.

L. Communication

- **Calendar of VAPA events**

Throughout the year, extraordinary student achievement in the school district's world class Visual and Performing Arts programs is communicated to the public by means of a full schedule of school concerts, plays, musicals, dance performances, and art exhibits posted at www.smmusd.org/vapa/calendar.html and, as of December 2011, also on <http://smmarts.info/>

- **Media Coverage**

VAPA events and accomplishments during school year 2012-13 were reported in various media, including the *Malibu Patch*, *Malibu Times*, *Santa Monica Daily Press*, *Santa Monica Dispatch*, *Santa Monica Lookout*, *Santa Monica Mirror*, *Santa Monica Patch*, *The Palette*, and the *CMEA Magazine: The News Magazine of the California Music Educators Association*.

IX. Suggested direction for 2013-14:

Maintain the Board and District commitment to the 9-year *Arts for All* Strategic Plan, adopted unanimously by the Board of Education in 2005, even if it takes longer to achieve than originally anticipated. Sustain current funding, allowing grants, partnerships, and fundraising to offset budget shortfalls.

- A. **VAPA Coordinator** – Maintain the VAPA Coordinator position, one of the five critical components of a sustainable arts education program. For example, our district is eligible for certain grant funding because we have an administrative level coordinator in place.
- B. **Music** – Maintain the district-wide Elementary Music program, currently serving grades 3, 4, and 5. It is the foundation of the entire district music program.
- C. **Theatre** – Maintain the current “for credit” secondary Theatre programs at Malibu Middle, Malibu High School, Olympic High School, and Santa Monica High School, as well as the after school programs at Lincoln and John Adams Middle Schools that are co-funded by SMMEF and the PTSA’s.
- D. **Visual Arts** – Maintain the current secondary Visual Arts programs at John Adams and Lincoln Middle Schools, Malibu High School, Olympic High School, and Santa Monica High School. Identify funding to implement a district-wide standards-based Visual Arts program for grades K-5.
- E. **Dance** – Maintain the current district-wide 3rd grade Dance program and expand dance instruction to additional grade levels. Maintain the “for credit” dance classes at John Adams Middle School and Santa Monica High School. Add “for credit” Dance classes at Lincoln Middle School and Malibu High (6-12).
- F. **Scheduling** – Maintain AM classes and summer school classes. This is important for 9th and 10th graders at Samohi, for students at Lincoln Middle School, and for students at John Adams Middle School who participate in the Spanish immersion and AVID programs. **It serves those students who otherwise might not be able to fit these classes into their schedules, and encourages their successful participation in arts classes, foreign language classes, and sports.**
- G. **High school graduation requirements – Change Board Policy 6146.1 – High School Graduation Requirements -- to include at least one year of visual and performing arts classes and one year of a foreign language.**
- H. **Facilities** – Ensure that any VAPA facilities built with Measure BB funds are constructed according to national *Opportunity-to-Learn Standards for Arts Education* and the district’s own VAPA facilities guidelines, adopted in 2000. For example, in the *Opportunity-to-Learn Visual Arts Standards* for middle and high school, “In

addition to the art room's display capabilities, a display area – wall cabinets, bulletin boards, or the like – central to the general flow of school traffic is provided. A porous material that accommodates hanging devices like pins, staples, and tracks is needed along with ceiling hooks for hanging three-dimensional artwork. These areas should be well lighted and equipped with multiple-lighting plug-in tracks with movable spotlights....If the display area is not secure, key locks should be installed on display doors.”

- I. **Budget Deliberations** – When discussing budget cuts, the VAPA DAC urges the Board of Education to avoid eliminating entire curriculum areas, such as Elementary Music.

X. Budgetary Implications:

The VAPA DAC strongly recommends maintaining current funding for district-funded VAPA programs, which are an integral part of core curriculum.

The VAPA DAC is **particularly** concerned that any decrease in Regional Occupational Program (ROP) funding through LACOE could severely impact arts instruction at the high schools. **Given the uncertainty of future ROP funding, the VAPA DAC recommends that the district look for ways to ensure sustainable funding for these programs.**

*** Regarding VAPA standards, the COMMON CORE STATE STANDARDS currently consist of mathematics and English language arts -- <http://www.corestandards.org/>. The NATIONAL COALITION FOR CORE ARTS STANDARDS, a partnership of organizations and states, is leading the revision of the 1994 National Standards for Arts Education. Media Arts will be added to Dance, Music, Theatre, and Visual Arts.**

The framework is posted here: <http://nccas.wikispaces.com/Conceptual+Framework> -- the 2012-13 leadership team consists of representatives from the American Alliance for Theatre and Education, Arts Education Partnership, Educational Theatre Association, National Art Education Association, National Association for Music Education, National Dance Education Organization, State Education Agency Directors of Arts Education, The College Board, and Young Audiences.

The 1994 NATIONAL STANDARDS FOR ARTS EDUCATION are posted here: <http://artsedge.kennedy-center.org/educators/standards.aspx>. On the CALIFORNIA DEPARTMENT OF EDUCATION website, information concerning the

skills, knowledge, and abilities in Dance, Music, Theatre, and the Visual Arts that all students should be able to master from prekindergarten to grade 12 is posted here: <http://www.cde.ca.gov/ci/vp/>. The SMMUSD VAPA CURRICULUM is posted here: <http://www.smmusd.org/vapa/curriculum/index.html>

VAPA DAC Members for 2012-13

Deborah Berek

David Davidson

Allison Diftler

Alisa Facchini Stewart,

Vice Chair

Scott Ferguson

Janis Gabbert, Chair

Zina Josephs, Secretary

Kathryn Kert Green

Cristyne Lawson

Bambi Martins

Lori Nafshun

John Redfield

Paul G. Ryan

D'Lynn Waldron

Board Liaisons:

Maria Leon-Vazquez

Ralph Mechur

Staff Liaison:

Tom Whaley

Administrative Assistants:

Chandra Narain

Rosemary Quon

Karen Miller

Brenda Carrillo

**District Advisory Committee
Board of Education Annual Mid-Year Written Report
2012-2013**

District English Learners Advisory Committee (DELAC)

Chair: Margarita Cruz

Staff Liaison: Aida Diaz

Charges:

The District English Learners Advisory Committee (DELAC) is a state mandated advisory committee. In order to ensure that the parents of English learners participate in the development, implementation, and evaluation of district programs and services for English Learners, and that district programs for English Learners comply with state and federal legal requirements, the District English Learner Advisory Committee (DELAC) is charged with issuing a report to the Board that advises (reviews and comments) the Board on the following:

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

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

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

DELAC Meetings/Topics:

Meeting Date/Location	DELAC Requirements	Presentations
September 13 DELAC/ELAC Reps • PDLC	<ul style="list-style-type: none"> • Consolidated Application • DELAC elections / agendas 	NA-----
October 17 • Rogers	<ul style="list-style-type: none"> - DELAC Responsibilities -Needs Assessment for 2012-2013 	<ul style="list-style-type: none"> •District Academic Achievement Data •"Individual Effort and Success" by Peggy Harris
November 28 DELAC/ELAC Reps • PDLC	DELAC/ELAC Training	NA -----

January 17 • PDLC	-Reclassification	<ul style="list-style-type: none"> • "How to Develop Reading Comprehension in Your Children" by Liz Cochran • Common Core State Standards-CCSS
marzo 14 •McKinley	-Summer School Qualifications	<ul style="list-style-type: none"> • "Mathematics at Home" by Rosa Serratore • Youth Wellbeing Report Card 2012/13- City of Santa Monica
April 17 DELAC/ELAC Rep • PDLC	<ul style="list-style-type: none"> -Needs Assessment - Initial Notification -Waiver Request -Input for Board Report -Teacher Qualification -Master Plan 	NA -----
May 15 • PDLC	<ul style="list-style-type: none"> - Language Census R-30 -Draft of Board Report 	<ul style="list-style-type: none"> • Summer Literacy Activities • Appreciation Awards

DELAC Requirements:

The committee advises (reviews and comments) the district governing board on at least the following

I A timetable for development and revision of a district master plan of education programs and services for English learners, taking into consideration the Single Plan for Student Achievement.

Comment: The committee will calendar more time for reviewing the Master Plan in detail.

Recommendation: The district should support school sites in implementing the Instructional Programs section of the current Master Plan. Table 2.2 (attached) outlines the Program Settings for English Learners, 6-12 grade. Sites should ensure that English Learners are clustered for core classes so they can be provided with specialized effective differentiated instruction. Also there should be priority scheduling to ensure that they are in clusters and with a qualified and experienced teacher.

II A district wide needs assessment on a school-by-school basis.

Each year DELAC has a survey to determine needs. This year parents consider the following recommendations essential for their children's academic success, and fulfillment of the charge given by the state of California. Some recommendations are the same as last year because they are essential to academic success of students in English:

A) Bilingual Advisors at the middle and high school:

Comment: Advisors are critical to ensure that our students are prepared for the next stage in their lives whether it is high school or college. Our student face many challenges both developmentally and academically. It is difficult to work together with advisors to better help our students who need additional support if we do not speak the same language.

Recommendation: Hire Bilingual Advisors at the middle and high school

B) All sites to be welcoming of parents:

Comment: The first people we come in contact at a school site is the front office staff. At many sites they are not the most welcoming people. Many times we stand there for a

long time hoping someone will ask us what we need. We are asked to volunteer feel unwelcomed and that we do not belong at school.

Recommendation: Create a welcoming school environment beginning at the front office.

C) Community Liaisons:

Comment: The Community Liaisons provide families with information so they can make educated choices about their children's academic experience. They should also have a more active role with families of English Learners who are having difficulty at school. The community liaisons can work on establishing a supportive role and help with the challenges that extend beyond school and help increase academic achievement.

Recommendation: Teachers and advisors of English Learners who are at risk of academic failure should work closely with the community liaisons.

D) Extra curricular activities:

Comment: Students who participate in extracurricular activities show consistent academic success. Even though SMMUSD has great sports and music programs our student's participation remains low. At the elementary level participation is high but it drops at the middle and high school level.

Recommendation: Increase the participation of students of color and English Learners in sports, music etc.

E) Tutoring:

Comment: Tutoring programs are important and necessary for English Learners who need a lot of support in learning English and academics.

Recommendation: Schools and the district need to offer tutoring and motivate students to attend on a regular basis.

F) Parent workshops:

Comment: Parent workshops both at the DELAC and ELAC meetings provide us with information and strategies to better support the education of our children. We like that they are in Spanish.

Recommendation: Continue offering parent workshops and include the following: how to motivate students to get tutoring and overcome negative stigma of seeking help and how to motivate students to work with administrators and teachers to resolve problems and for academic support. Also, we need more workshops on how to help with homework.

G) Summer School and Intervention Programs:

Comment: Intervention and Summer programs during or after school are an important component in the education of English Learners. These programs give ELs the opportunity to receive the additional support they need to acquire English and access to core curriculum, which leads to academic achievement.

Recommendation: Continue offering Intensive Intervention Summer School (IISS). Also, English /Math intervention programs should be offered at least 2x week after school for students who are below grade level.

III Establishment of district program, goals, and objectives for programs and service for English learners.

Comment: The district has a master plan for English Learners that outlines the programs goals and objectives for English Learners. The Title III Annual Measurable Achievement Objectives (AMAOs) data indicates that our district and individual schools continue reaching and surpassing two of the objectives for English Learners.

AMAO	2012 Target	2012 District percentage meeting target
#1- Percentage of Students Making Annual Growth in English Language	56%	75.5%
#2- Percentage of Students Achieving Proficiency on the CELDT	< 5 years = 20% ≥ 5 years = 45 %	43.7% 69.5%
#3- AYP for the Sub Group level LEA		
English Language Arts	78%	57%
Mathematics	78.2%	58%

Recommendations:

- a) The district should provide support to ensure that English Learners continue meeting AMAO 1 and 2 and also to increase the number of English Learners meeting all three AMAOs.
- b) Identify English Learners who are not meeting the AMAOs and provide the academic support they need which may also reduce the need for intervention in the future.
- c) There should be more communication between the ELD teachers and the classroom teachers. The ELD teachers/coaches at all school sites should make presentations at the beginning of the year to staff and parents regarding the support they offer.
- d) Classroom teachers should provide more information about the English Learners ELD progress during teacher conferences.
- e) Support for Literature Support Classes at the middle and high school for English Learners who are struggling academically and have not yet met the criteria to be reclassified- especially our long term English Learners.
- f) Sites should follow the special support options for English learners as outlined in the Master Plan Instructional Programs section.

IV Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.

Comment: We acknowledge that the district’s past efforts to increase the number of teachers with the certification required to provide instruction to English Learners. The certification required is the Language and Academic Development Cross Cultural (CLAD) or its equivalent. Currently, 100% of elementary teachers have this certification and a high percentage of middle and high school teachers also have it. Having CLAD teachers ensures that English Learners will be with teachers who have the skills and strategies to provide them with English Language Development and Specially Designed Academic Instruction Delivered in English (SDAIE). In addition to the certification teachers need to have *the desire to* work with English Learners.

Recommendation: Continue the practice of hiring teachers with CLAD in order to comply with the required state and federal government mandates to address the needs of our English Learners. Also, principals should not only schedule English Learners with CLAD teachers but with the best teachers who will be able to motivate them and address their special learning needs.

V Administration of the annual language census (e.g. procedures and forms)

Comment: There are 1046 English Learners in our district that speak a variety of languages. We know that it is important to have an accurate number of identified English Learners. This count is used to determine the state and federal categorical funds received by the district to provide supplemental program and services for English Learners.

VI Review and comment on the district reclassification procedures established pursuant to Education Code Section 52164.6.

Comment: We are in agreement with the requirements that students must meet to be reclassified. According to the data shared, CAHSEE and the CST-ELA, our reclassified students (R-FEP) are succeeding.

VII Review and comment on the written parent notification of initial school enrollment required in Title 5, CCR Section 11303(a).

Comment: New district families whose children's English and primary language are assessed receive a letter indicating the results of these assessments and classification i.e. EL, FEP or EO. It also includes program placement and description. Parents are also encouraged to participate at their site's ELAC.

VIII Review and comment on any waiver request affecting program and services for English learners.

Comment: Parents are informed in the Initial Parent Notification Letter of their right to request an alternative program by completing the Request for Exception Form (Application for Alternative Program). Also, parents who do not want their son/daughter to receive additional ELD support must complete a "Request for English Language Mainstream."

Summary of Recommendations

DELAC is aware that the District faces many difficult financial decisions as a result of the continuing budget crisis. However, DELAC would like to make certain that the District keep in mind that English Learners are a subgroup whose progress is the focus of many of the accountability targets set by the State. These targets are documented in the Title III English Language Proficiency Annual Measurable Achievement Objectives (AMAOs). As mentioned above many of our English Learners meet the percentage target of achievement required by the State in the AMAOs. However, there remains a significant number of English Learners who are not meeting these targets. Therefore, there continues to be a need to refine our ability to provide effective services to each English Learner, particularly those who have yet to meet the State target levels of achievement. Additionally, there are state mandates regarding services to English Learners to which the District is required to adhere. Consequently, English Learners form a critical group that is central to the district efforts of reducing the achievement gap, and their unique academic needs should be taken into account when making program cuts due to budget reductions.

IMPLICATIONS / RECOMMENDATIONS BUDGET:

The recommendations for supplemental programs/services mentioned above do not require additional money from the district's general fund. The district receives state and federal funds, based on the Annual Language Census report, to provide supplemental support for students who are learning English i.e ELD teachers, classroom aides, materials, parent training etc.

The only exception are the ELD and Literacy Support classes offered that due to the guidelines and restrictions categorical funding cannot be used to offer them. We urge the district to continue to provide financial support to secondary schools that need to offer ELD and Literacy Support classes.

Santa Monica Malibu Unified School District
Intercultural Equity & Excellence District Advisory Committee
2012-13 School Year Annual Written Report to the Board

Submitted on Tuesday, June 18, 2013

Co-Chairs: Gary Avrech & Marvin Lawton

Staff Liaisons: Aida Diaz & Kimberly Nao

Charges:

- Support the district's work of closing the achievement gap by assisting in the identification and elimination of inequities in educational processes and outcomes of underserved students in district schools.
- Serve as a vehicle for parents, community, and students to communicate with the Board on matters related to the successful participation in the educational process of students and parents who come from diverse socio-economic, ethnic, cultural, and linguistic backgrounds, or from the LGBTQ community.
- Provide a forum for the articulation of ideas and activities being implemented in the district, school sites, and the greater community that are successfully meeting the needs of our diverse student and parent population.
- Provide input on district and school site efforts to facilitate the building of bridges of understanding between diverse student and parent populations so that all groups feel connected to, and part of the school community.
- Monitor the implementation of an inclusive curriculum, including ethnic studies and learning experiences designed to eliminate racism and discrimination.
- Work collaboratively with other advisory committees as appropriate.
- Report to the Board annually, and on any other occasion as necessary, on the scope of their work, and recommendations that are developed relative to their charge.

Focus Tasks:

- Review current academic, disciplinary, attendance, and other relevant data relating to academic achievement of student subgroups.
- Review current programs aimed at improving achievement and closing the achievement gap as well as improving campus climates and understandings between and among student groups.
- Create and disseminate a climate survey to be used with students and parents to identify areas of success and areas for improvement.

- Consider the work of the Dialogue on Race and determine future opportunity for creating a public event that addresses issues of intercultural equity and excellence.

Summary Statement

The IEEDAC began meeting April 23, 2012 following the approval of the charges by the Board of Education on November 17, 2011. The IEEDAC has met monthly since its formation. The IEEDAC created three ad-hoc committees, Professional Development, Curriculum, and Climate that met on several occasions over the last year and worked on a variety of issues. The following are reports of their various activities and recommendations:

I. Professional Development Ad-Hoc Committee

Activities included:

1. Reviewing Staff Diversity - Compiled and reviewed District's Affirmative Action Report by Job class. Recommended that a high priority of the district must be to recruit teaching staff that represents the racial, ethnic and cultural backgrounds of our students.
2. Reviewing the Timeline of American Race Relations - A district resource to help inform teachers about contributions made in many fields by people of color. Recommend that timeline be used across disciplines district-wide.
3. Creation of a Management Team Survey - PD Ad-Hoc Committee developed a survey that was introduced to the SMMUSD Management Team at the January 29, 2013 meeting. The topic of the meeting was "Continuing Conversations on Cultural Proficiency." The survey was subsequently distributed to all of SMMUSD's Principals using Survey Monkey by IEEDAC Liaison, Aida Diaz, per Assistant Superintendent, Terry Deloria's approval. (See Attachment 1).

The Committee Recommends that:

- **Developing district-wide high cultural proficiency be a major priority of the SMMUSD.**
- **The District's goal should be ending "unconscious biases" and nurturing a conscious appreciation for the uniqueness of every individual.**
- **A more comprehensive, district-wide approach to professional development around the issue of cultural proficiency, the impact of teacher expectations, and approaches to minimizing the performance gap.**
- **An increased district priority on hiring staff that reflects the various ethnicities of the students on its campuses, and developing strategies that accomplish this goal.**
- **Developing creative ways to reach out to, and engage the parents and families of students of color that may not be fulfilling their potential.**

- **That the SMMUSD Board, Principals, and Staff be given copies of the IEEDAC P.D. Ad-Hoc Committee's survey results, and convene a forum to discuss the findings.**

II. Curriculum Ad-Hoc Committee

Activities included:

1. Collecting educational research that examined issues of culturally relevant and responsive curricula, and pedagogical approaches that foster educational attainment for students of color in particular.
2. Extensive review of the K-12 curricular and pedagogical practices of Tucson Unified School District's Mexican American Studies Program and San Francisco Unified School District's Ethnic Studies programs.
3. Concluding that the literature on culturally relevant-responsive curricula and Ethnic Studies programs offered a best practices approach to achieving the Board's charges, and initiated and developed an Ethnic Studies program proposal that focused on implementing a new, inclusive, culturally relevant-responsive curriculum and pedagogy that addresses the needs and perspectives of a diverse student population. (See Attachment 2).
4. Met with SMMUSD Staff on several occasions to discuss how to facilitate the implementation of the Curriculum Committee's proposed ethnic studies program and courses. Peggy Harris met with representatives of the Curriculum Committee on the same day she was to address the full IEEDAC on the roll-out of the district's own Ethnic Studies program. Many of the same critical concepts related to ethnic studies are incorporated in both the Samohi course and the committee's report.

The Committee Recommends that:

- **The SMMUSD expand ethnic studies courses to 9th grade Self Identity and 10th grade Critical Media Literacy as a prevention/intervention strategy to increase student engagement, self-awareness, and decrease the matriculation to continuation school.**
- **The development of Ethnic Studies Dept. K-12 to foster an inclusive school culture, global citizens, and social justice minded leaders on campus and in the community.**
- **Implement Professional Development of teachers that are interested in teaching Ethnic Studies courses and curriculum development**
- **The development of an Ethnic Studies Department be facilitated in a collaborative effort of students, teachers, parents, professors and community educators to insure that the Ethnic Studies courses and curriculum are innovative and culturally relevant-responsive.**

III. Climate Ad-Hoc Committee

Activities included:

1. Discussing formulation of a Climate Survey for all of SMMUSD's schools; which constituencies should be surveyed (teachers, parents and students); and what questions might be included.
2. Discussed strategies to address school climate, including Freshman Seminar, a Campus Watch program, a Drop-in Zone, Mix It Up at Lunch Day, YMCA's A Girl's Voice, an International Education Program and an Annual International Fair.
3. Reviewed tactics to help close the achievement gap including The Village Nation program at Samohi and the Academic Empowerment Group (AEG) at Will Rogers Learning Community.

The Committee Recommends that:

- **Giving the IEEDAC the focus task to "Create and disseminate a climate survey to be used with students and parents to identify areas of success and areas for improvement" is unreasonably burdensome, and should instead be performed by a professional organization that conducts such surveys, or by the District, with opportunities for significant input from the IEEDAC.**
- **These surveys should be repeated annually so that data can be compared and strategies adjusted based upon the findings and the trends that are identified.**
- **There be continued support for the Olweus Bullying Prevention Program (OBPP) district-wide.**
- **The Village Nation Program be fully implemented at SAMOHI.**

GOALS FOR THE YEAR AHEAD

As the IEEDAC begins its second year, our primary focus will be to:

- Strengthen the strategic connection between IEEDAC, Board Members and Administration -
 - a. IEEDAC's focus should be based upon and aligned with District's Strategic Plan
 - b. Each IEEDAC Ad-hoc committee develop three priorities tied to District's Plan
 - c. All work to ensure open and enhanced lines of communication between the IEEDAC and SMMUSD faculty, staff, and School Board members.
- Support the goals and the implementation of the SMMUSD's new "Equity & Access for Student Success" initiative, and monitor its progress and success.
- Closely monitor the implementation and effectiveness of programs that address closing the "achievement gap" (and the "opportunity gap"), improving the racial climate on all SMMUSD campuses, and enhancing student self-worth and academic success district-wide.
- Closely monitor the implementation and effectiveness of the District's new Ethnic Studies program at Samohi, and, consider ways to expand it district-wide.

- Work with the SMMUSD Staff to develop surveys for staff, students and parents, that provide pertinent data that can be used to identify problems, trends and opportunities related to the charges and focus tasks of the IEEDAC.
- Recommend ways to increase parental involvement in the academic success of our children.

- Attachment 1 -

IEEDAC Professional Development Survey

Prepared by the IEEDAC's Staff/Professional Development Ad-Hoc Committee

The Staff/Professional Development Ad Hoc committee developed a survey to ascertain what each school was doing in regards to programs and processes aimed at eliminating the achievement gap. The district's management team believed that principals of the schools were the best people to respond to efforts put forth on their respective campuses. As a result we have responses from 14 principals in our district. While it is not obvious which school is being represented there are some clear patterns that emerge.

For example in response to "What do you believe are the most important factors contributing to SMMUSD's achievement gaps?" The number one answer was "teacher expectations", the second was "parent support and involvement", and the third was "racial background". However in the comment section of this question none of the responses address race directly, even though some assumptions about race may be demonstrated in references to "life traumas, teacher pity, school culture", etc.

Other patterns that became apparent are:

- Each school operates as a silo having total autonomy, empowered to implement their own programs. Some schools have several programs while others barely have any.
- There may not be a clear understanding of the purpose for programs to address the achievement gap and cultural proficiency or how to measure their effectiveness. Although Question #3 about what programs are in place had some substantive responses, few are targeted to specific racial groups and those that are do not penetrate the curriculum.
- As indicated in Question #9 the principals have an obvious understanding of the impact of teacher expectations on student performance. However, most also indicated that little is being done, or that what is being done is indirect in addressing the issue.
- It is also evident by the responses to the survey that most principals want to continue the conversation.

Some of these patterns are disturbing and reflect a lack of priority given to issues around race and the achievement gap. To help clarify these results, we feel it is important to preface the recommendations from our review of these survey results with some statements of our beliefs.

As the Intercultural Equity and Excellence District Advisory Committee we believe:

Responsibility for an achievement gap between white students and students of color cannot be put primarily onto the students, parents, or differences in economic status, but must also include addressing the history of institutionalized racism in the USA and inherited biases which individuals in the SMMUSD carry and which hamper the engagement of students of color within their schools.

Increasing test scores is not enough. If we expect our students to become world citizens, all staff and the entire student population need exposure to diversity training in non-judgmental and safe environments.

If we understand the difference between equity and equality then we know that we cannot do all things equally and expect that the interventions will work for all students or families. Adopting an attitude of “color blindness” does not help in a school district that is predominantly white. It negates the importance of valuing diversity.

Points of discomfort are not to be ignored or avoided, but can be rich opportunities for learning. (All participants in this survey agreed that teacher expectations have a huge impact on student achievement. Only 2 addressed the possibility that high expectations for students may differ due to race or initial assumptions. This may prove to be an entry point for professional development modules for teachers.)

The management team or some designated group of district staff could find an in depth dissection of these survey results very helpful as the district works on implementing the Strategic Plan for 2015 whose mission statement is “Extraordinary achievement for all students while simultaneously closing the achievement gap”.

Upon review of the survey results the IEEDAC recommends the following actions:

1. Cultural Proficiency - Developing district-wide high cultural proficiency should be a most important priority for SMMUSD. As one survey respondent said, “First, students need to believe in themselves and their own potential.” Teacher expectations play a very large role in how students see themselves, as does knowledge of diverse cultures and the troubled history of relationships among different racial groups in US history. The district’s goal should be ending “unconscious biases” and bringing more conscious appreciation of the uniqueness of every individual.
2. Professional Development - It was apparent that each school has its own approach for dealing with problems that lead to achievement gaps. A more cohesive, district-wide approach to professional development around the issue of cultural proficiency, the impact of teacher expectations, and approaches to minimizing the performance gap is needed. While individualized school based professional development opportunities are appropriate for some subjects, the aforementioned need strong leadership, specific and measureable goals and objectives, and site accountability. Programs should be tailored to the needs of elementary, middle, and high school populations. Also, all staff, administrators, board members and IEE-DAC members could be encouraged to attend.
3. Teacher recruitment – As of June 2012, out of the 527 teachers in our district, 373 were White, 20 were Black, 85 were Latino, 43 were Asian/Pacific Islander, and 6 were Native American. This does not reflect the student diversity of our district. There needs to be a district priority to hire staff that ethnically reflects the student body and strategies to accomplish that.

4. Parent support and involvement – While this emphasis goes beyond the Staff/Professional Development focus, an ad hoc committee or task force should be developed to address particularly creative ways to reach out to the families of students of color that are not fulfilling their potential.

In addition, the SMMUSD Board, Principals and Staff should receive copies of the survey results. Some may glean from the results the potential and/or need to do more at their respective schools. It may also help bring appreciation for the need to implement district-wide programming in this complex arena.

- Attachment 2 -

Proposal for the Development of an Ethnic Studies Department

Prepared by the IEEDAC's Curriculum Ad-Hoc Committee

October 2012

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, *multilingual communicators* and *global citizens*. We are a rich, *culturally diverse community that values the contributions of all its members and strives to promote social justice*. We exist to assist *all students* in their pursuit of *academic achievement, strength of character, and personal growth*, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression. – *Santa Monica-Malibu Unified School District, Website 2012*

Goal:

To implement an Ethnic Studies department offering courses' that are culturally relevant and responsive to the needs and perspectives of a diverse student populations. Ethnic Studies will directly address the achievement gap through curriculum and pedagogy that promotes ethnic pride, self-respect, acceptance of difference(s), recognition of power and privilege and the development of a compassionate intellectual identity. In addition, Ethnic Studies course offerings will increase academic attainment and retention; while promoting college readiness and college-going culture as a foundational outcome. Ethnic Studies helps build culturally safe and inclusive spaces promoting intercultural exchange and racial harmony.

Outcomes:

1. Facilitates the development of positive self identity as a foundational tool in the formation of an academic identity
2. Increase student engagement in writing, research, and critical thinking
3. Improved campus climate
4. Increase A-G course completion
5. Increased participation in tutorial services
6. Increased engagement of digital media technologies
7. Increased engagement of service learning, project based learning, & Youth Participatory Action Research Methods
8. Promote more positive relations among racial/ethnic groups

Background/Rationale:

Definition of Ethnic Studies

Traditionally, students of color are viewed from a deficit perspective in public schools. This historically took the form of Indian boarding schools, segregated schooling, Americanization programs, higher rates of corporal punishment, language discrimination, and overall exclusion of People of color histories and contributions from curriculum. Under these conditions, Ethnic Studies curriculum evolved from the 1960's and 1970's when Civil Rights and student movements demanded a more **inclusive, culturally relevant, and culturally responsive** education that critically examined race, ethnic, gender, and social justice issues. Community, students, and faculty created ethnic studies departments who's tenets include: (a) Self determination (b) Intersectionality as lens to examine the intersections of race, class, gender, sexuality, language, and immigration status (c) the central role of the student in department building (d) utilization of assets-based approaches to pedagogy, curriculum, and instruction—Community Cultural Wealth (Yosso, 2001). In other words, Ethnic Studies in public schools is grounded in critical consciousness, critical thinking, is authentic, and is responsive to local communities. Lastly, Ethnic Studies assists youth toward developing a positive cultural and academic identity, and empowers them toward taking action as agents of social transformation in their communities.

Brief Overview of the Ethnic Studies Literature

There is considerable research evidence that well designed and well-taught ethnic studies curricula have positive academic and social outcomes for all students, students of color in particular (Sleeter 2011). As students of color proceed through the school system, research finds that the overwhelming dominance of Euro-American perspectives leads many such students to disengage from academic learning. Ethnic studies curricula exist in part because students of color have demanded an education that is relevant, meaningful, and affirming of their identities. Curricula are designed and taught somewhat differently depending on the ethnic composition of the class or school and the subsequent experiences students bring, but both students of color and White students have been found to benefit from ethnic studies.

Romero, Arce and Cammarota (2011) asserts that the student academic success of Ethnic Studies is the result of three part formula of (a) curriculum (b) pedagogy and (c) student-teacher-parent interaction(s). There conceptualization of Critically Compassionate Intellectualism (CCI) is at the heart of ethnic studies outcomes, in which, students foster an academic identity that centers around being agents of personal and social transformation for the benefit of all humanity and the earth.

In addition, Ethnic Studies promotes a positive racial identity in the form of increased self-esteem, a sense of ethnic pride, results in preventing school disengagement. Student of color school disengagement are associated with depression, low self-esteem, and self-destructive behaviors (i.e. substances, gang involvement,). The researchers (Mandara, 2009 etl.) studied more than 250 African American youths from urban, low-income families in an effort to assess the unique effects of racial identity and self esteem on mental health. They found that when young people's feelings of ethnic pride rose between 7th and 8th grades, their mental health also improved over that period, regardless of their self-esteem. Even for those with low self-esteem, the investigators found, a sense of pride in their ethnic group served as a buffer to some mental health problems. Racial identity was a stronger buffer against symptoms of depression for boys than for girls. The findings also imply that ethnic pride may be as important as self-esteem to the mental health of African American adolescents. Parents, schools, and therapists should expose young people to material and environments that help foster a sense of ethnic pride. Thus, Ethnic Studies Department positively contributes to addressing potential mental health issues that are

associated with the dropout rates of students of color, black youth in particular.

In Whitehead, Ainsworth, Wittig, & Gadino (2009) study they concluded that positive ethnic identity development correlates to positive interethnic relations in schooling environments. They concluded that curriculum that (1) supports the importance of exploration as a basis for establishing a secure attachment to one's ethnic identity, which, in turn, has positive implications for attitudes toward one's own group and other groups and (2) suggests that maintenance of ethnic identity is compatible with positive attitudes toward ethnic outgroups. Hence, Ethnic Studies courses are foundational not only in positive ethnic identity development but also foster positive intercultural/interethnic perspectives of diverse populations.

Lastly, student participation in Ethnic Studies Departments and curriculum was attributed to higher rates graduation and AIMS testing versus non-Ethnic Studies enrolled students. The strongest example is Tucson Unified School District's Mexican American Studies (MAS) program. Caberera etl (2012) utilized an empirical analysis of the effects of Mexican American Studies (Ethnic Studies) participation on student achievement with Tucson Unified School District. He found that MAS students out performed Non-MAS student in all three categories of AIMS testing. The study found that AIMS Writing proficiency, MAS students were 162 percent more likely to pass than students who did not take MAS courses. Similarly, there was a positive relationship between MAS participation and passing the AIMS Math test. In the 2008 and 2009 cohorts, MAS students were 144 percent and 96 percent more likely to pass the AIMS Math than non-MAS students. Likewise, in the 2011 cohort, MAS students were 101 percent more likely to pass their AIMS Reading test, and 2008 MAS students were 168 percent more likely to pass than were non-MAS students. Most importantly, students who took MAS courses were between 51 percent more likely to graduate from high school than non-MAS students (2009) and 108 percent more likely to graduate (2008).

Indeed, the research on the positive impact that Ethnic Studies curriculum, pedagogy, and the development of positive personal, social, and cultural identity are established and empirical.

Pedagogy

Often times in schooling today Ethnic Studies, "Multiculturalism" are framed around a set of cultural food days, traditional cultural performances, and keynote speakers at general assemblies. School officials mistakenly often associate culturally responsive pedagogy and practices as *cultural celebration*, which tends to separate attention to culture from academic instruction, and leave existing academic expectations for students intact. In addition, this conception tends to ignore issues of power and equity. For example, in a study of how one US school "does diversity", Ngo (2010) found that efforts went into ethnic clubs and celebration fairs, but no further. She commented that the "politeness and cheeriness" of these efforts covered over serious issues of relationships, cross-cultural communication and instruction (p.484).

The teaching approach of Culturally Responsive-Relevant pedagogies utilized in the proposed courses are to empower students to develop a positive self identity, academic identity, and leadership skills. Fundamentally, the pedagogical approach rests on students learning how to problematize, critical analyze, reflect, and engage in participatory-action research projects based on campus and community settings, while simultaneously, formulating the importance of academic achievement and leadership development. Fundamentally, curriculum materials critical importance, however, pedagogy needs to pay close attention to deep and authentic caring relationships (Valenzuela, 2004, Howard 2001, Duncan Andrade, 2009), validating the social and cultural knowledges' (Yosso, 2001) culturally relevant/responsive perspectives (Sleeter, 2012, Howard 2001, Solórzano & Yosso, 2001) creating safe spaces, mentoring, and leadership development (Camarota, 2004).

Methodology

Ethnic Studies Methodology Ethnic Studies critically questions dominant narratives (historical, sociological, literary, etc.) and eurocentricity and triggers a critical consciousness in students (Acuna, 2011; Takaki 1991; West, 2002). Ethnic Studies counter-stories serve as rhetorical and dialectical oppositions to dominant narratives (Serna 2012). Centering Ethnic Studies curriculum validates perspectives and experiences of students of color. Employing Ethnic Studies methodologies has transformational capacities for student engagement and academic achievement.

Social Justice Framework engages students to critically analyze, reflect and participate on the social and culturally relevant issues in the world around them. In particular, Ethnic Studies courses students will engage in areas of study that focus on critical inquiry, development of a critique of social oppression, and be motivated by social justice (Solórzano and Delgado Bernal, Duncan-Andrade.). Methodologically, Ethnic Studies courses foster a social justice based analysis that examines power relations in society, institutions and social structures, positionality (i.e. positions of power and privilege in society) and the development of an academic identity that seeks higher education as a tool for personal and social transformation.

Youth Participatory Action Research (YPAR) & Project Based Learning Models enable students across disciplines course to achieve CA standards, as well as, develop research skills. Studies indicate that conducting YPAR studies benefited youth researchers by (a) increasing academic skills, strengthening social capital, increasing educational attainment and enhancing civic engagement, (b) improved educational practices that support academic achievement in areas of teacher instruction, curriculum development, student support services and school governance, (c) influenced the creation of educational policies designed to improve educational attainment among low income students of color, (e) enhanced the quality of educational research by making findings more relevant, accurate and effective in the development of interventions to increase educational attainment.

Students are holders and Creators of Knowledge: Youth Survey & Focus Group
Course development will be followed by a research agenda that insures that the courses are relevant, applicable, and supportive of the students enrolled in the courses (Solórzano and Delgado Bernal, 2001, Yosso, 2004).

Sample Courses

Ethnic Studies 9P Composition, Media & Identity Development

CA Standards 9th & 10th Reading, Writing & Written & Oral Language Conventions, Listening & Speaking

AIM: To employ critical thinking skills in an area of study that analyzes literature, media forms, and identity development. Themes such as self-awareness, critical media literacy,

Ethnic Studies 10 P Compositions, Identity & Society

CA Standards 9th & 10th grade CA Standards 9th & 10th Reading, Writing & Written & Oral Language Conventions, Listening & Speaking

AIM: to employ critical thinking skills in an area of study that analyzes the students' positionality in society and how that shapes their identity and social norms. Themes such as social location, intersectionality, acceptance, identity development and power and privilege.

History of African American & Chicana/o Studies—Community Memories, Reflections, & Black and Brown Unity (In progress)

AIM: To engage students in exploring and critical analyzing the common history and experiences of African American and Chicana/o-Latina/o locally and globally. Themes such as Santa Monica Community History, Afro-Mexican History, and Social Movement histories.

Gender & Sexuality: Writing as power and healing (In progress)

LGBT perspectives and contribution to US society (In progress)

Environmental Justice: Examining Public Health, Pollution, and Urban development (In Progress)

9th World History & Cultures: African Civilizations & Diasporas (In progress)

US History from and Ethnic Studies Perspective (In progress)

History of Social Movements (In progress)

Art as a tool for Storytelling and Social Justice (In progress)

US and Global Feminism(s): Comparative Study of Feminist thought

11th Grade US History Course From a People of Color perspective (In progress)

10th and/or 11th Xican@ Decolonizing Literature (In progress)

11th grade social science core: Stereotype threat, Racial Microgressions, Acculturation and Positive identity development in US society (In progress).

The goal will be to develop positive intergroup relations into core coursework and be expressed in YPAR projects.

AIM: To engage students in exploring and critical analyzing the common history and experiences of African American and Chicana/o-Latina/o locally and globally. Themes such as Santa Monica Community History, Afro-Mexican History,

Sociology of US Education (In progress)

Critical Film Studies: Historical Development of Modern Cinema (In Progress)

Developmental Vision

A vision for an inclusive curriculum that promotes social justice (SMMUSD vision statement) requires an actual program. Ideally, an Ethnic Studies Department at Santa Monica, Olympic and Malibu High Schools could be housed under a larger Social Justice Department (SJD). The SJD should also house program/departments of Environmental Justice Studies, Gender and Sexuality (LGBT) Studies, and Hip Hop Media Studies. Currently in LAUSD, Social Justice Academies and schools (Small Learning Communities) are an established and emerging theme in student engagement and leadership development. We feel that the proposed courses are a path towards growth of a department (ex: Samohi House). Fundamentally, the establishment of an Ethnic Studies/Social Justice Studies Advisory Board - comprised of community, parents, educators, students – will be an integral step towards insuring the success and longevity of Ethnic Studies. Our vision is an educational pathway to align and insure that our practices meet our principals espoused in the SMMUSD vision statement.

Next Steps:

1. Discussion and Full Support of IDAC
2. Meeting of with Superintendent S. Lyons and Peggy Harris next month to move toward a 2013-2014 start date
3. Formation of an Ethnic Studies Ad Hoc Committee
(Community oversight, to monitor implementation of Ethnic Studies and teacher(s) hires)
4. Submit courses for approval by April 1, 2013.
5. Budgetary analysis of teacher hires

Resources

UCLA Black Male Institute (BMI), Dr. Tyrone Howard
UCLA UC Accord/ Race Ethnic Studies, Dr. Daniel Solórzano
UC Santa Barbara Chicana and Chicano Studies & Education Dr. Tara Yosso
UCLA IDEA/Urban Schooling, Dr. John Rogers
Teacher Education/Social Justice Educators CSUN Theresa Montano
Teacher Education/Asian America Studies CSUN Tracy Buena Vista
Teacher Education/Hip Hop Pedagogy, SFSU Dr. Jeffrey Duncan Andrade
Tucson Unified School District Ethnic Studies Department-Mexican American Studies, Prof. Sean Arce, co-Founder & Director (ABD)
Ron Espiritu, Animo South Los Angeles

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SMMUSD Intercultural Excellence and Equity DAC  SurveyMonkey Survey

1. OPTIONAL: Please indicate your school site.

		Response Percent	Response Count
Cabrillo		0.0%	0
Edison	<input type="checkbox"/>	9.1%	1
Franklin		0.0%	0
Grant	<input type="checkbox"/>	18.2%	2
McKinley		0.0%	0
Muir		0.0%	0
Point Dume		0.0%	0
Rogers	<input type="checkbox"/>	18.2%	2
Roosevelt		0.0%	0
SMASH	<input type="checkbox"/>	9.1%	1
Webster	<input type="checkbox"/>	9.1%	1
JAMS		0.0%	0
Lincoln	<input type="checkbox"/>	9.1%	1
Malibu	<input type="checkbox"/>	9.1%	1
Olympic	<input type="checkbox"/>	9.1%	1
Samohi	<input type="checkbox"/>	18.2%	2
answered question			11
skipped question			3

2. What do you believe are the most important factors contributing to SMMUSD's achievement gaps? Please rate the potential factors below.

	Very Important	Important	Not sure	Not Very Important	Not At All Important	Rating Count
Parent support and involvement	30.8% (4)	61.5% (8)	0.0% (0)	7.7% (1)	0.0% (0)	13
Teacher bias	30.8% (4)	38.5% (5)	23.1% (3)	0.0% (0)	7.7% (1)	13
Teacher expectations	61.5% (8)	30.8% (4)	7.7% (1)	0.0% (0)	0.0% (0)	13
Bias inherent in standardized tests	15.4% (2)	30.8% (4)	30.8% (4)	7.7% (1)	15.4% (2)	13
Student indifference	15.4% (2)	30.8% (4)	46.2% (6)	0.0% (0)	7.7% (1)	13
Socio-economic background	30.8% (4)	38.5% (5)	23.1% (3)	7.7% (1)	0.0% (0)	13
Racial background	30.8% (4)	46.2% (6)	15.4% (2)	0.0% (0)	7.7% (1)	13
Other	62.5% (5)	37.5% (3)	0.0% (0)	0.0% (0)	0.0% (0)	8
				Other (please specify)		9
				answered question		14
				skipped question		0

3. Please describe programs currently in place at your school that are aimed at addressing the achievement gap for students of color.

	Response Count
	13
answered question	13
skipped question	1

4. In order to make parents feel welcome, included and involved in their children's school, how do you reach out to parents of different races/ethnicities?

**Response
Count**

14

answered question

14

skipped question

0

5. In order to make parents feel welcome, included, and involved in their children's school, how do you reach out to parents of varying socioeconomic status?

**Response
Count**

14

answered question

14

skipped question

0

6. In order to make parents feel welcome, included, and involved in their children's school, how do you reach out to parents of different religions?

**Response
Count**

12

answered question

12

skipped question

2

7. In order to make parents feel welcome, included, and involved in their children's school, how do you reach out to parents of LGBT backgrounds?

**Response
Count**

12

answered question

12

skipped question

2

8. In order to make parents feel welcome, included, and involved in their children's school, how do you reach out to parents of specific ethnic groups?

**Response
Count**

12

answered question

12

skipped question

2

9. In what ways, if any, do you believe teacher expectations of their students have an effect on students' academic performance?

**Response
Count**

13

answered question

13

skipped question

1

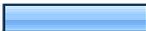
10. What, if any, professional development has taken place at your school to address unintentional biases that may affect how teachers relate to students of color?

	Response Count
	12
answered question	12
skipped question	2

11. In your opinion, what program, speaker, or process at your school has had the greatest impact in narrowing the achievement gaps for your students?

	Response Count
	12
answered question	12
skipped question	2

12. How have you utilized the "OUCH" strategies that you learned about at the summer management retreat to confront stereotypes and biases? Check all that apply.

		Response Percent	Response Count
Interactions with students		21.4%	3
Interactions with adults		71.4%	10
As a source of ideas for professional development		28.6%	4
Haven't yet utilized		28.6%	4

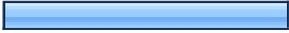
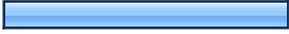
Other (please specify) 1

answered question	14
skipped question	0

13. To what extent are you familiar with Peggy McIntosh's work on "The Invisible Knapsack?"

		Response Percent	Response Count
Very familiar		7.7%	1
Familiar		15.4%	2
Not Familiar		76.9%	10
answered question			13
skipped question			1

14. To what extent are teachers at your school familiar with the Timeline resource available to them to introduce the contributions of people of color into their curriculum?

		Response Percent	Response Count
Very familiar		0.0%	0
Familiar		14.3%	2
Not Familiar		42.9%	6
Not sure		42.9%	6
answered question			14
skipped question			0

15. What other thoughts, ideas, concerns and/or recommendations do you have to positively impact the district's work to decrease and eventually eliminate the achievement gap?

**Response
Count**

10

answered question

10

skipped question

4

Q2. What do you believe are the most important factors contributing to SMMUSD's achievement gaps? Please rate the potential factors below.

1	differentiated instruction	Feb 13, 2013 11:01 PM
2	School Culture	Feb 12, 2013 7:07 PM
3	Some children start school with a very different set of skills than others and the gaps increase with each year. Families with more means choose academic preschools and sometimes even "red shirt" the kids. The lower income kids have to start when they age out of headstart and are younger.	Feb 12, 2013 4:45 PM
4	Amount of side by side practice time with an adult for reading and playing of logical reasoning/math skills games	Feb 6, 2013 8:13 AM
5	All intertwine to play an important role	Feb 4, 2013 12:18 PM
6	Self concepts	Jan 29, 2013 6:20 PM
7	School Readiness; Teacher pity	Jan 28, 2013 4:15 PM
8	life traumas that interfere with attention to learning	Jan 28, 2013 3:16 PM
9	Parent outreach to explain how to navigate educational system and why education is so important for everyone	Jan 28, 2013 1:54 PM

Q3. Please describe programs currently in place at your school that are aimed at addressing the achievement gap for students of color.

1	We have several Tiers II and III intervention programs including before/after school intervention programs in ELA and math.	Feb 13, 2013 11:01 PM
2	AVID ELD Special Education 9th grade tutorial Student outreach specialists Student Support Advisors House Principals	Feb 13, 2013 10:35 AM
3	RTI Interventions	Feb 12, 2013 7:07 PM
4	We teach and preach about achievement being the result of effort rather than intelligent and encourage kids to take academic risks and see mistakes as part of learning. Explicit and deliberate multicultural emphasis in literature, celebrations, history, etc. Parent workshops in both languages, coaching for parents in how to support their children with reading at home, opportunity to shadow the reading teacher and observe instruction, easy to accomplish things to do at home. RTI program that involves frequent feedback for parents and parents being part of Academic Improvement plans. Supplemental reading teachers in English and Spanish to work with striving readers. Technology that kids and parents can use at home for math and reading support. 4th and 5th grade visits to colleges and universities -- we also take parents who have not attended university themselves-- and workshops for parents on saving for college. Active ELAC with lots of parent education opportunities in Spanish. Teachers with training in culturally responsive pedagogy, in keeping affective filters low for students in the classroom.	Feb 12, 2013 4:45 PM
5	Alumni tutors who are now in high school and serve as transition mentors and models as well as academic supporters Reading Partners, a reading intervention program	Feb 6, 2013 8:13 AM
6	Culturally diverse staff Parent groups to promote the culture and achievement of their students (ELAC and African American Union) Training in cultural competency for staff Parent/ teacher/ community events to discuss issues around race and stereotypes Regular data analysis/ progress monitoring of ALL students not at proficiency	Feb 4, 2013 12:18 PM
7	Parent workshops led by community liaison. Academic excellence parent group led by 5th grade teacher to support students of color transition to middle school. Karamu Family Dinner (student performance and cultural event) Cinco de Mayo festival Family Reading Night STEM Expo Partnership with St. John's (counseling)	Jan 29, 2013 6:41 PM
8	Reading Teachers (for all) Intervention classes (for all) Family Literacy Events Literacy Workshops ELAC Events/workshops	Jan 29, 2013 6:20 PM
9	Developing RTI program; Academic Empowerment Group (supporting racial minority parents in navigating the educational landscape); Responsive Classroom (social curriculum); School Readiness Parenting Classes; Representative and thoughtful SSGC	Jan 28, 2013 4:15 PM
10	Black Student Union, African-American Mentor Society, The Village Nation, Xinatchli, AVID,	Jan 28, 2013 3:27 PM
11	We have very small numbers of students of color. We look at our students as	Jan 28, 2013 3:17 PM

Q3. Please describe programs currently in place at your school that are aimed at addressing the achievement gap for students of color.

individuals and do our best to support every student through differentiated instruction, use of instructional aides, parent volunteers, Pepperdine students, and other volunteers to individualize instruction. We have a two day per week reading specialist for 1st-3rd grade students who need that additional support. Open-ended, multi-disciplinary activities and projects provide opportunities for all students to access the curriculum and feel both challenged and supported as needed.

12	All aspects of our program.	Jan 28, 2013 3:16 PM
13	AVID, Valued Youth, SPARK,	Jan 28, 2013 2:15 PM

Q4. In order to make parents feel welcome, included and involved in their children's school, how do you reach out to parents of different races/ethnicities?

1	Translation at all parent meetings (1:1, SST, large group meetings) Parent support and involvement groups including ELAC and African American Parent Group Varying activities and multiple opportunities for parent involvement throughout the year that cater to parents of diverse socio-economic, educational and cultural backgrounds.	Feb 13, 2013 11:01 PM
2	Occasionally, meetings should be held in Spanish and those who require English translation should be made to wear those headphone things.	Feb 13, 2013 10:35 AM
3	ELAC, counselors, websites	Feb 12, 2013 7:07 PM
4	ALL school staff are bilingual so the 50% of our parents who are Spanish speakers can have full access to school personnel -- everything goes home in two languages and two languages are used at every event where parents are present. We work on building a welcoming community with parents invited and encouraged to volunteer in whatever ways they can. We train over 200 parent volunteers, have a weekly coffee for parents and parent meetings nearly every Wednesday morning. Annual parent survey in both languages. There is food and an informal vibe at our meetings and everything is translated. Food from a variety of cultures is part of different school events. We don't just make tamales, we have a tamalada for parents and parents instruct each other in the art of tamale making, different regional recipes etc. Whole family is welcome.	Feb 12, 2013 4:45 PM
5	Having parents serve as guest teachers in their areas of expertise and interest, Family conferences to review student portfolios, parent support meetings, hosting ~30 parent events per year	Feb 6, 2013 8:13 AM
6	Opportunities for involvement at many levels and interests (class gatherings at Los Amigos, school-wide festivals (Halloween, African American History Month, Cinco de Mayo) in the afternoon, evening family nights, classroom volunteering, weekend gardening clubs, etc.). Different parent groups with academic and cultural focus in line with the school goals for parent involvement and closing the achievement gap (meetings in both morning and evening)	Feb 4, 2013 12:18 PM
7	Outreach through community liaison Personal calls from admin and teachers Karamu Family Dinner/Celebration Cinco de Mayo PTA events at various times (am and pm)	Jan 29, 2013 6:41 PM
8	All communication from office translated. Maintaining a bilingual English/Spanish Community Liaison. Hiring bilingual office specialist.	Jan 29, 2013 6:20 PM
9	I have an amazing staff that welcomes everyone; Open door policy in the principal and AP offices; Family nights; See Above.	Jan 28, 2013 4:15 PM
10	Black Board messages, emails through advisors, African American Parent Student Staff Support Group, BAM, ELAC,	Jan 28, 2013 3:27 PM
11	We do not have any programs in place that target involvement by specific groups of parents. All parents and community members are made to feel welcome whenever they interact with our staff and we place a very high value on customer service.	Jan 28, 2013 3:17 PM

Q4. In order to make parents feel welcome, included and involved in their children's school, how do you reach out to parents of different races/ethnicities?

12	Everything we do reaches out to all races/ethnicities.	Jan 28, 2013 3:16 PM
13	Dialer messages in Spanish and English, Students with parents in action meetings, ELAC meetings, mailers are translated into Spanish and English.	Jan 28, 2013 2:15 PM
14	ELAC. We will begin developing Individual Learning Plans for students who are at risk - especially Latinos and socioeconomically disadvantaged students	Jan 28, 2013 1:54 PM

Q5. In order to make parents feel welcome, included, and involved in their children's school, how do you reach out to parents of varying socioeconomic status?

1	See answer to number 4 above.	Feb 13, 2013 11:01 PM
2	meetings need to be offered at different times and days. Some parents cannot miss work during the week and the only way they can attend a meeting is on a weekend.	Feb 13, 2013 10:35 AM
3	Website, School Mailings	Feb 12, 2013 7:07 PM
4	All school events are family friendly with a careful eye to being affordable for low-income families. We could make more from food sales, but we consciously keep prices low. Prize structure for things like raffle sales, jogathon etc. is set up so that not only the "big spenders" have a chance to be recognized. If we award prizes to the top five sellers of something, we also have five prizes awarded via raffle where anyone who participates at any level is entered. Class projects are sold via raffle rather than to the highest bidder.	Feb 12, 2013 4:45 PM
5	There are endless entry points for family involvement in the school (working with small groups in the classroom, prepping Friday Letter materials, bringing in recyclables for the inventions patio, cooking for staff appreciation lunches, gardening, parent/child running club, committees about safety/music/arts...)	Feb 6, 2013 8:13 AM
6	All of the above and: Many events are free of charge Other events are all inclusive of one small fee	Feb 4, 2013 12:18 PM
7	Multiple entry-points of communication (paper, email, in person, phone calls) Provide multiple ways for parents to volunteer (not only their time at school) Free events (not every event is a fundraiser)	Jan 29, 2013 6:41 PM
8	Front office staff friendly calm understanding passionate service Community Liaison making contact, providing support and resources as needed. Principal calls meets and supports individual families	Jan 29, 2013 6:20 PM
9	See number 4.	Jan 28, 2013 4:15 PM
10	PTSA, BAM, AAPSSSG, ELAC	Jan 28, 2013 3:27 PM
11	See #4	Jan 28, 2013 3:17 PM
12	We reach out to everyone equally.	Jan 28, 2013 3:16 PM
13	Not sure that we do anything different.	Jan 28, 2013 2:15 PM
14	We will begin developing Individual Learning Plans for students who are at risk - especially Latinos and socioeconomically disadvantaged students	Jan 28, 2013 1:54 PM

Q6. In order to make parents feel welcome, included, and involved in their children's school, how do you reach out to parents of different religions?

1	The concept of diversity, be it cultural, religious, familial, socio-economic, etc. is deeply embedded in our mission of McKinley PRIDE (Peaceful, Respectful, Intelligent, Diverse, Enthusiastic). The PRIDE motto is posted on all school documents and we speak of honoring our diversity at all parent meetings.	Feb 13, 2013 11:01 PM
2	I'm not sure how to address this.	Feb 13, 2013 10:35 AM
3	NA	Feb 12, 2013 7:07 PM
4	Classrooms study about various religious holidays -- we don't celebrate holidays or observe religions -- but we study about them and the cultural traditions associated with them. We try to be sensitive about when we schedule things (not on Ash Wednesday, Rosh Hashana, Dia de la Virgen de Guadalupe, etc.).	Feb 12, 2013 4:45 PM
5	Through our social studies projects we study belief systems and rituals from around the world	Feb 6, 2013 8:13 AM
6	All of the above and: Our teachers honor and teach about varying holiday traditions around the winter break. Teachers are given a calendar of important religious holidays for the year, so that field trips, tests, or class events can be scheduled accordingly	Feb 4, 2013 12:18 PM
7	Nondenominational events	Jan 29, 2013 6:41 PM
8	Celebrate all diversity Examples: Annual Eid Diwali Festival Dia de Los Muertos Art exhibit Chinese Calendar Lessons	Jan 29, 2013 6:20 PM
9	See number 4.	Jan 28, 2013 4:15 PM
10	See #4	Jan 28, 2013 3:17 PM
11	Isn't an issue.	Jan 28, 2013 3:16 PM
12	Not sure that we do anything different.	Jan 28, 2013 2:15 PM

Q7. In order to make parents feel welcome, included, and involved in their children's school, how do you reach out to parents of LGBT backgrounds?

1	This year, knowing we had a number of LGBT families, we worked to help them connect to one another - facilitating introductions, etc. In addition, we	Feb 13, 2013 11:01 PM
2	We should let parents of LGBT backgrounds know that we have included, per state law, the contributions of gay/lesbians in history. Gender neutral terms should be included, whenever possible.	Feb 13, 2013 10:35 AM
3	Assemblies on Tolerance	Feb 12, 2013 7:07 PM
4	We stress that Edison is welcoming to families of all configurations, have literature available in the library, do not tolerate hate speech, have LGBT parents in visible leadership roles, try to have gender neutral forms (parent 1 and parent 2 rather than Mother/Father)	Feb 12, 2013 4:45 PM
5	Our population of families tends to be full of varying family composition so we are naturally interacting with mixed race, religion, two mom, two dad, single parent, multilingual families.	Feb 6, 2013 8:13 AM
6	All of the above and: Our school is accepting of all families-- married, divorced, single parent, grandparents, aunts and uncles parenting, guardianship, LGBT. In some classrooms, depending on the wishes of the families, teachers read books that express and define "family" in many different ways.	Feb 4, 2013 12:18 PM
7	Provide opportunities for parents of all background to participate in school events, functions, etc.	Jan 29, 2013 6:41 PM
8	Welcome & promote all diversity, Full inclusion of all backgrounds in all events, encourage leadership roles for all community members. Promote community.	Jan 29, 2013 6:20 PM
9	See number 4.	Jan 28, 2013 4:15 PM
10	See #4	Jan 28, 2013 3:17 PM
11	We reach out to everyone equally.	Jan 28, 2013 3:16 PM
12	Not sure that we do anything different.	Jan 28, 2013 2:15 PM

Q8. In order to make parents feel welcome, included, and involved in their children's school, how do you reach out to parents of specific ethnic groups?

1	See resposne ro question #6 above.	Feb 13, 2013 11:01 PM
2	I'm not sure.	Feb 13, 2013 10:35 AM
3	Website, School Mailings	Feb 12, 2013 7:07 PM
4	Our largest ethnic group is Hispano/Latino and there are many cultural celebrations here that celebrate that heritage -- Dia de los Muertos, las Posadas, Cesar Chavez night, etc. We also recognize lunar new year and have had dragon dances. We observe African American History month with assemblies and participate in the annual Martin Luther King, Jr. Kindness and Justice Challenge for a month in Jan/Feb.	Feb 12, 2013 4:45 PM
5	Our population of families tends to be full of varying family composition so we are naturally interacting with mixed race, mixed religion, two mom, two dad, single parent, multilingual families.	Feb 6, 2013 8:13 AM
6	All of the above	Feb 4, 2013 12:18 PM
7	Multicultural celebrations and education through literature Invite parents of various ethnic groups to share about their lives in lessons Offer and provide translation when necessary	Jan 29, 2013 6:41 PM
8	See #6	Jan 29, 2013 6:20 PM
9	See number 4.	Jan 28, 2013 4:15 PM
10	See #4	Jan 28, 2013 3:17 PM
11	We reach out to everyone equally	Jan 28, 2013 3:16 PM
12	Not sure that we do anything different.	Jan 28, 2013 2:15 PM

Q9. In what ways, if any, do you believe teacher expectations of their students have an effect on students' academic performance?

1	Teachers' expectations, be they conscious or subconscious greatly impact students' academic performance. When teachers explicitly communicate to students that they have the capacity and skills to succeed at high levels, and provide rigorous instruction and expecations for students, then students excel.	Feb 13, 2013 11:01 PM
2	If a teacher believes that a student is smart, the student will rise to meet those expectations. Unfortunately, teachers make snap judgments about students from the moment they enter a room and rarely change their initial perception. If they look at a cum file, that changes their perception, despite that not necessarily being an accurate reflection of who that student is and their potential.	Feb 13, 2013 10:35 AM
3	I feel teacher expectations predicate at least 80% of a child's academic performance.	Feb 12, 2013 7:07 PM
4	Teacher expectations have a huge influence on student academic performance!	Feb 12, 2013 4:45 PM
5	Students respond when teachers are both caring and have high expectations for student performance.	Feb 6, 2013 8:13 AM
6	Teachers' expectations do have an effect on academic performance. With high standards and the knowledge and expertise to provide appropriate scaffolding/ support to help students reach those standards, performance can increase.	Feb 4, 2013 12:18 PM
7	Teachers need to have high expectations of all their students and provide learning opportunities so they can excel to their full potential.	Jan 29, 2013 6:41 PM
8	Leadership and teacher expectations are a part of the foundation for the entire teaching and learning experience. It has a profound effect on students' academic performance and self concept.	Jan 29, 2013 6:20 PM
9	I believe this is the number one indicator, particularly around the issue of mindset (Dweck). This is particularly true with our African American boys. For some, it is okay for a young black male to be average as long as they are not a disciplinary issue.	Jan 28, 2013 4:15 PM
10	Research continually shows that students rise to high expectations of adults, teachers, advisors, etc. with proper supports or guidance.	Jan 28, 2013 3:27 PM
11	All of the subtle and more obvious attitudes, values, beliefs, and personality traits of teachers have a significant effect on the motivation and achievement of their students. Successful teachers clearly communicate high expectations for every student and are able to simultaneously demonstrate empathy, flexibility, and understanding of the uniqueness of every student. It is a very challenging job.	Jan 28, 2013 3:17 PM
12	Huge effect on student performance. Relationships (providing support, care, and understanding) with students is how teachers reach students and work to raise their academic performance.	Jan 28, 2013 3:16 PM
13	I think teachers should have high expectations for ALL of their students. Students, in my opinion, live up (or down) to the expectations that role models set for them.	Jan 28, 2013 1:54 PM

Q10. What, if any, professional development has taken place at your school to address unintentional biases that may affect how teachers relate to students of color?

1	We have not addressed racial biases explicitly in the past several years in our professional development. These conversations have come up more directly when we've discussed expectations for student performance and how our unintentional biases can impact how we instruct our students.	Feb 13, 2013 11:01 PM
2	Anything that we have done is indirect and doesn't address unintentional biases.	Feb 13, 2013 10:35 AM
3	Currently have a PD on cultural proficiency that is an 8 month program.	Feb 12, 2013 7:07 PM
4	We've done some workshops on culturally responsive pedagogy. Most of our teachers had this in their teacher preparation as they all hold BCLADs and some in Master's Programs in Bilingual/Biculturalism. It's a topic of reflection and discussion frequently and is included in the kinds of things we have faculty read.	Feb 12, 2013 4:45 PM
5	We have hosted two "Dialogue on Race" events facilitated by Peggy Harris. All staff have been Responsive Classroom and some have had Developmental Designs training that includes a look at teacher unintentional biases.	Feb 6, 2013 8:13 AM
6	2012-2013 Professional Development to address the inherent biases present in stereotypes and how to address them in ways that create community and raise awareness-- "Ouch! That Stereotype Hurts" presented by Peggy Harris, Director of Curriculum and Instruction	Feb 4, 2013 12:18 PM
7	None at this time, but planning is in process for PD for teachers.	Jan 29, 2013 6:41 PM
8	Increasing Cultural Proficiency	Jan 29, 2013 6:20 PM
9	Not enough. We have recently discussed Dweck's work on mindset and have committed to focusing only on issues within our locus of control (no excuses around poverty, parental involvement, etc.)	Jan 28, 2013 4:15 PM
10	Campus Conversations--using primary texts to facilitate discussions around issues of bias, discrimination PD on microaggressions in Houses and Departments	Jan 28, 2013 3:27 PM
11	None in recent years - we participated in "Inquiry Groups" with an outside facilitator while Neil Schmidt was Superintendent and those issues were addressed.	Jan 28, 2013 3:17 PM
12	Its just how we function.	Jan 28, 2013 3:16 PM

Q11. In your opinion, what program, speaker, or process at your school has had the greatest impact in narrowing the achievement gaps for your students?

1	I appreciate the information on RTI that we have received. This is an excellent model with potential to impact great change.	Feb 13, 2013 11:01 PM
2	None.	Feb 13, 2013 10:35 AM
3	We are still gathering data to determine which is more efficient.	Feb 12, 2013 7:07 PM
4	Not one program or speaker -- it's lots of things working together and trying to set up systems that serve kids and families.	Feb 12, 2013 4:45 PM
5	Responsive Classroom and Developmental Designs.	Feb 6, 2013 8:13 AM
6	Relentless work on attending to students and what they (their data, their work samples, their questions, their friendships, their resilience, etc.) tell us as individuals and the supports put in place to help each achieve.	Feb 4, 2013 12:18 PM
7	Providing school based (after, before, and during school) targeted intervention through RTI.	Jan 29, 2013 6:41 PM
8	Discussion regarding intervention & enrichment models. Rtl workshops Carol Dweck studies	Jan 29, 2013 6:20 PM
9	Having honest conversations with one another.	Jan 28, 2013 4:15 PM
10	Data driven instruction, continued conversations and PD around closing the achievement gap. The gap exists for a myriad of reasons that relate to racism, historical institutionalized racism, and other factors, so it stands to reason that closing the gap will take a multi-pronged approach as well. The continuation and support of programs like BSU, AA Mentors, Racial Harmony, Project Safe Zone, AVID, etc., MUST continue to be funded and valued. Also, a commitment to continuing to send teachers to professional development like AVID, AP, Springboard, etc., so teachers are also working on their instruction too. These are making a difference	Jan 28, 2013 3:27 PM
11	Developing an exciting, relevant, project-centered curriculum and a culture of high motivation, effort, and success have helped all students achieve at higher levels than they otherwise might.	Jan 28, 2013 3:17 PM
12	Everything we do - collectively - has the impact.	Jan 28, 2013 3:16 PM

Q12. How have you utilized the "OUCH" strategies that you learned about at the summer management retreat to confront stereotypes and biases? Check all that apply.

1	Fortunately only once.	Jan 28, 2013 4:15 PM
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Q15. What other thoughts, ideas, concerns and/or recommendations do you have to positively impact the district's work to decrease and eventually eliminate the achievement gap?

1	I think teachers still could use more training on how to artfully differentiate their instruction. Although we have done some work in this year, there is still more to do...	Feb 13, 2013 11:01 PM
2	None at this time	Feb 6, 2013 8:13 AM
3	Continue to raise the awareness of our personal biases as educators to allow for self-reflection and linking to our mission to educate all students. Without awareness and reflection, there can be no change; without linking to our mission, there can be no urgency or reason for the change. Focusing on attendance is critical. Having more templates to work with families struggling with this area, having staff to do home visits to help get students to school who might not have consistent parent support, etc. If students are not present, the amazing work that our teachers do on a daily basis is lost for that child. I have a concern that this survey may be asking the wrong questions by limiting them to what schools are doing to welcome parents of certain groups and teacher expectations-- it seems to be looking for a particular answer around parents feelings of welcome-ness or teacher expectations versus the other factors that together can hold the solution to the achievement gap. Why not consider: Asking about how we celebrate our differences as part of the rich fabric of a diverse community. Asking how we create communities where students themselves are proud of their heritage and know what they bring to the table that can help them succeed. Asking how schools and teachers take the CCS and weave them with a rich resource library of diverse cultures and experiences. I look forward to hearing the results of this survey.	Feb 4, 2013 12:18 PM
4	- Provide training/PD on culturally relevant/responsive pedagogy and curriculum. - Parent workshops in home language of student/parent/families - Events and speakers that appeal to students/families of color - Events and programs at school to promote tolerance.	Jan 29, 2013 6:41 PM
5	I like the idea of focusing on African Americans and males at the SAMO high school.	Jan 29, 2013 6:20 PM
6	Focus on learning over teaching. This fosters continuous reflection and growth. It also moves a school culture away from blaming the learner and parents.	Jan 28, 2013 4:15 PM
7	The conversation should also be focusing on the achievement of Latino students too.	Jan 28, 2013 3:27 PM
8	Study known best practices and train staff in a consistent, systematic way to implement those practices. Provide the resources known to make these practices possible and successful.	Jan 28, 2013 3:17 PM
9	It is a state of being - and a way of operating throughout the day - that makes a difference in demonstrating care with students.	Jan 28, 2013 3:16 PM
10	First, students need to believe in themselves and their own potential. Then, we have to educate all students and their parents as to the value of education. How will ongoing education promote a good life?	Jan 28, 2013 1:54 PM

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR

07/24/13

FROM: SANDRA LYON/ TERRY DELORIA/ PEGGY HARRIS

RE: HIGH SCHOOL COURSE APPROVAL – EARTH SCIENCE/INTRO TO AP SCIENCE (HP)

RECOMMENDATION NO. 01

It is recommended that the Board of Education approve the granting of credits for the following course to be offered at Malibu High School.

Comments: Staff is requesting approval of the proposed class to enhance current course offerings available to district high school students. This class will provide 9th grade students who would benefit from a more rigorous experience in science, access to a course that prepares them for Advanced Placement science courses earlier in their high school career. The course will count towards: 1) units needed for graduation; 2) fulfillment of district-adopted graduation requirements; and 3) admission to California's public universities ("a-g requirements".)

COURSE: *Earth Science/Intro to AP Science (HP)*

NUMBER OF CREDITS: 10 **Duration:** Year Long Course

DEPARTMENT: Science

COURSE OBJECTIVES/ GOALS: Students will become familiar with general scientific concepts and principles in the areas of:

- Scientific investigation
- Earth Science
- Astronomy
- Plate tectonics
- Geology
- Natural resources
- The atmosphere
- The Foundations of Chemistry

Topics and concepts developed in this course will provide students with the prerequisite knowledge needed to take AP Biology in 10th grade, and AP Chemistry in 11th grade.

COURSE DESCRIPTION/ OVERVIEW: This highly rigorous class combines the Earth Science P curriculum with the foundations of Chemistry. During the first semester, the Earth Science P concepts are presented at an accelerated pace. The second semester curriculum focuses on developing participating students' foundational knowledge and skills of Chemistry. Units of study to be taught in the class include:

I. EARTH SCIENCE

- Investigation and Experimentation
- Astronomy
- Plate Tectonics
- Geology
- Energy Resources
- Energy and the Atmosphere

II. CHEMISTRY

- Introduction to Chemistry
- Atoms, Molecules and Ions
- Chemical Formulas and Equations
- Organization of the Periodic Table
- Ionic Bonding
- Covalent Bonding

- Lewis Structures
- Solutions
- Acids and Bases

Each unit will be taught using a variety of instructional strategies including, but not limited to:

- Connecting to prior knowledge
- Reading assignments
- Labs
- Classroom lecture and discussion
- Worksheets

Evaluation of students' levels of mastery will be based on multiple measures. Each unit of study has a consistent series of formative and summative assessments. Students will be continually assessed each day through in-class questioning and warm-up review questions. Students will also be assessed through evaluating work products such as worksheets, in-class assignments, lab and projects. Major projects and labs will be evaluated using rubrics. At the end of each semester, student learning will be assessed through cumulative final exams. Students will be required to maintain an organized portfolio of notes, work samples and assignments.

Prerequisites for enrollment in this course include a grade of B or higher in Algebra I or Geometry and 8th Grade Science.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

07/24/13

FROM: SANDRA LYON

RE: QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS

INFORMATION ITEM NO. I.01

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



**Valenzuela/CAHSEE Lawsuit Settlement
Quarterly Report on Williams Uniform Complaints**

District Name: Santa Monica-Malibu Unified

Date: June 30, 2013

Person Completing this Form: Debra Moore Washington

Title: Asst. Superintendent

Quarter covered by this report (check one below):

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

Date for information to be reported publicly at governing board meeting: July 24, 2013

Please check the box that applies:

No complaints were filed with any school in the district during the quarter indicated above.

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

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

Print name of District Superintendent: Sandra Lyon

Signature of District Superintendent:  Date: June 30, 2013

Return the Williams Uniform Complaint Quarterly Summary to:
 Williams Legislation Implementation Project
 Los Angeles County Office of Education
 c/o Renee Jackson, Williams Central
 9300 Imperial Highway, EC 236
 Downey, CA 90242

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