

TO: BOARD OF EDUCATION
FROM: SUPERINTENDENT
RE: APPROVAL OF MINUTES

ACTION
04/25/02

RECOMMENDATION NO. A.1

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

May 17, 2001

April 11, 2002

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION
04/25/02

FROM: SUPERINTENDENT

RE: OVERNIGHT FIELD TRIP (S) 2001-02

RECOMMENDATION NO. A.2

It is recommended that the Board of Education approve the special field trip (s) listed below for students for the 2001-02 school year. No child will be denied due to financial hardship.

<u>School Grade # Students</u>	<u>Destination Dates</u>	<u>Principal Teacher</u>	<u>Cost / Paid for by</u>	<u>Subject</u>	<u>Purpose of Trip</u>
Samohi 4 student	Washington D.C 5/2/02 to 5/6/02	Kirsten Hibert Ingo Gaida	\$675 paid by U.S. Dept. Of Energy	Academic Decathlon	The purpose of this trip is for 4 students from the Academic Decathlon to compete in the National Science Bowl Competition having earned the right by winning the Los Angeles County JPL Regional Competition.
Samohi 3 students	Salt Lake City 4/20/02 to 4/23/02	Miriam Shafrey Joy Bramlette	\$169 paid for by a Grant	Marketing	Students are to attend a leadership conference with DECAL Marketing student organization.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

CONSENT/ACTION

4/25/02

FROM: SUPERINTENDENT/LISE REILLY/TIM McNULTY

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.3

It is recommended that Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2001/2002 budget.

Contractor/Contract Dates	Description	Site	Funding
Music Center April 25, 2002 Cost: Not to exceed \$1,440	To provide education to the students how to use their bodies as a creative tool as they explore imaginary objects (ropes, wall, balls), play games and physicalize characters. To learn how to use their creations in mime stories, incorporating emotions as well as actions	Franklin	PTA 01-90150-0-11100-10000-5802-002-1501
Natalie Pace April 16 - May 28, 2002 Cost: Not to exceed \$575	To provide poetry writing sessions in 7th grade Language Arts classes; create two anthologies of student work; five sessions of 45 minutes each	JAMS	GATE 01-71400-0-11100-10000-5802-011-4100
Tom Justice 09/10/01 - 11/30/01 Extend to 05/30/02 Cost: Amount of Increase \$ 2,000	Assist in the development of Special Education Division functional performance targets and accountability measures.	Student Services Department	Special Education Division - Instructional Administration 01-65000-0-50010-21000-5802-043-1400

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION
FROM: KENNETH R. BAILEY/ VIRGINIA I.HYATT
RE: APPROVAL OF PURCHASE ORDERS

ACTION/CONSENT
04/25/02

RECOMMENDATION NO. A.4

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from March 29, 2002, through April 16, 2002, for fiscal year 2001/02.

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/25/02

FROM: SUPERINTENDENT/KENNETH R. BAILEY

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.5

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>BERRIMAN, Wally</u> Facilities Management 01-81500-0-00000-81100-5220- 061-2602 General Fund - <u>Resource</u> : Ongoing and Major Maintenance	Recent Developments in School Facilities Law Downey, CA April 22, 2002	\$89.00
<u>CANNELL, Steve</u> Educational Services 01-72800-0-11100-10000-5220- 035-1300 General Fund - <u>Resource</u> : BTSA	BTSA Director's Colloquium 01-02 Monterey, CA May 20 - 22, 2002	\$2,000.00

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>DEASY, John</u> Superintendent 01-00000-0-00000-72000-5220- 020-1200 General Fund - Function: Other Genl. Admin. 01-00000-0-00000-72000-5220- 020-1200 General Fund - Function: Other Genl. Admin. 01-00000-0-00000-72000-5220- 020-1200 General Fund - Function: Other Genl. Admin. 01-00000-0-00000-72000-5220- 020-1200 General Fund - Function: Other Genl. Admin. 01-00000-0-00000-72000-5220- 020-1200 General Fund - Function: Other Genl. Admin.	Dinner Meeting Malibu, CA March 7, 2002 Breakfast Meeting Santa Monica, CA March 26, 2002 Luncheon Meeting Santa Monica, CA March 27, 2002 Dinner Meeting Santa Monica, CA April 4, 2002 Luncheon Meeting Santa Monica, CA April 5, 2002	\$171.09 \$30.22 \$83.99 \$50.38 \$88.10
<u>ECKER, Rosemary</u> Special Education 01-34050-0-57700-11900-5220- 044-1400 General Fund - Resource: Special Education- Workability I	Workability/spring State Business Meeting Reseda, CA April 8 - 9, 2002	\$635.00
<u>GRISWOLD, Mike</u> Santa Monica High No Cost to District No Cost to District	33rd Annual CSADA Conference San Diego, CA April 19, 2002 Kids and Sports 2002 Irvine, CA May 1, 2002	SUB ONLY SUB ONLY
<u>HAENSCHKE, Kristine</u> Lincoln Middle 01-00030-0-11100-10000-5220- 012-4120 General Fund - Resource: API Award	The Atlantic Slave Trade Pasadena, CA April 3, 2002	\$40.00
<u>HOLLANDER, Christine</u> Pt. Dume Elementary 01-90120-0-11100-10000-5220- 019-4190 General Fund - Resource: Gifts	International Reading Assn. San Francisco, CA April 29 - May 2, 2002	\$400.00 + SUB

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>HYATT, Virginia</u> Purchasing & Warehouse 01-00000-0-00000-72000-5220- 055-2550 General Fund - Function: Other Genl. Admin.	Recycled Product Trade Show Anaheim, CA April 4, 2002	\$50.00
<u>McNULTY, Tim</u> Special Education No Cost to District 01-33400-0-50010-21400-5220- 044-1400 General Fund - Resource: Special Education- IDEA Local Staff Developmt.	Meeting of the Special Education Teacher Recruitment Task Force Sacramento, CA April 24 - 25, 2002 2002 Annual Meeting of the Partnership Committee on Spec. Ed. Sacramento, CA May 21 - 22, 2002	0 \$450.00
<u>MENJIVAR, Leyla</u> Personnel Services 01-00000-0-00000-72000-5220- 025-1250 General Fund - Function: Other Genl. Admin.	Teach Now - Southern California Job Fair Norwalk, CA March 16, 2002	\$50.00
Adjustments (Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
<u>SCOTT, Kathy</u> Lincoln Middle 01-72600-0-11100-10000-5220- 012-4120 General Fund - Resource: SIP K-6	California League of Middle Schools San Francisco, CA March 8 - 9, 2002	\$65.06 OVERAGE
<u>STRAUS, Ilene</u> Lincoln Middle 01-72650- 11100-10000-5220- 012-4120 General Fund - Resource: SIP, 7-12	California League of Middle Schools San Francisco, CA March 8 - 9, 2002	\$217.69 OVERAGE

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
Group Conference and Travel: In-State * a complete list of conference participants is on file in the Department of Fiscal Services		
<u>BOERS-PALMER, Desiree</u> + 2 Additional Staff Health Services 01-00000-0-11000-31400-5220- 041-1400 General Fund - Function: Health Services	School Issues Related to Children with Special Health Care Needs Hollywood, CA April 18, 2002	\$75.00 Total + 2 SUBS
<u>GONZALEZ, Irene</u> <u>KRUG, Jessica</u> Educational Services 01-72800-0-11100-10000-5220- 035-1300 General Fund - Resource: BTSA	CFASST Network Meeting Torrance, CA April 18, 2002	\$120.00 Total
<u>HERNANDEZ, Diane</u> <u>WITHERSPOON, Roberta</u> Fiscal Services 01-00000-0-00000-72000-5220- 051-2510 General Fund - Function: Other Genl. Admin.	General Ledger Sessions I and II Downey, CA April 22 - 23, 2002	\$65.00 Total
<u>BELTRAN, Tom</u> + 3 Additional Staff Lincoln Middle 01-72600-0-11100-10000-5220- 012-4120 General Fund - Resource: SIP K-6	Working with ELL Students in Social Studies Curriculum Los Angeles, CA April 27, 2002	\$100.00 Total
<u>BRADY, Pam</u> <u>BROWNLEY, Julia</u> 01-00000-0-00000-71000-5220- 020-1200 General Fund Function: Other Genl. Admin.	CSBA Annual Delegate Assembly Sacramento, CA May 3-5, 2002	\$665.00 each
<u>BAXTER-LAM, Nan</u> <u>McNULTY, Nancy</u> Special Education 01-34050-0-57700-11900-5220- 044-1400 General Fund - Resource: Special Education- Workability I	Workability Region 3 Spring Business Training Santa Barbara, CA May 21 - 23, 2002	\$720.00 Total

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
McNULTY, Tim + 3 Additional Staff Special Education 01-33400-0-50010-21400-5220- 044-1400 General Fund - Resource: Special Education- IDEA Local Staff Developmt.	Evaluating Special Education Expenditures Ontario, CA May 23, 2002	\$420.00 Total
TAYLOR, Rodney + 3 Additional Staff Food Services 13-53100-0-00000-37000-5220- 057-2570 General Fund - Resource: Child Nutrition	California Healthy Kids Conference Lake Tahoe, CA June 29 - July 2, 2002	\$860.00 Total
Out-of-State Conferences: Individual		
NONE		
Out-of-State Conferences: Group		
NONE		

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTES:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION
FROM: KENNETH R. BAILEY/BETH CONNORS
RE: DENIAL OF CLAIM - JOHN LASPIA

ACTION/CONSENT
4/25/02

RECOMMENDATION NO. A.6

It is recommended that the Board of Education reject the claim presented on behalf of John Laspia by James R. Braufman, Esq., representing the Braufman and Braufman Law firm, on March 18, 2002.

COMMENTS: Claim alleges injury and property damages arising from an incident where John Laspia ran into the alley and collided with a District vehicle.

This claim was forwarded to the District's Insurance Administrator for review and recommended action, denial of claim.

Amount of Claim - Unknown.

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/25/02

FROM: SUPERINTENDENT/JOSEPH N. QUARLES

RE: CERTIFICATED ADMINISTRATIVE APPOINTMENT:
DIRECTOR, PUPIL SERVICES

RECOMMENDATION NO. A.7

It is recommended that the Board of Education make the following
certificated administrative appointment:

Director, Pupil Services

MOTION MADE BY:
SECONDED BY

AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/25/02

FROM: SUPERINTENDENT/JOSEPH N. QUARLES

RE: CERTIFICATED ADMINISTRATIVE APPOINTMENT:
DIRECTOR, SPECIAL EDUCATION

RECOMMENDATION NO. A.8

It is recommended that the Board of Education make the following
certificated administrative appointment:

Director, Special Education

MOTION MADE BY:
SECONDED BY

AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

04/25/02

FROM: SUPERINTENDENT/JOSEPH N. QUARLES

RE: CERTIFICATED ADMINISTRATIVE APPOINTMENT:
PRINCIPAL - JOHN ADAMS MIDDLE SCHOOL

RECOMMENDATION NO. A.9

It is recommended that the Board of Education make the following
certificated administrative appointment:

Principal - John Adams Middle School

MOTION MADE BY:
SECONDED BY

AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/CONSENT
04/25/02

FROM: SUPERINTENDENT/JOSEPH N. QUARLES/RICK BAGLEY

RE: CERTIFICATED PERSONNEL - Elections, Separations

RECOMMENDATION NO. A.10

ELECTIONS

ADDITIONAL ASSIGNMENTS

<u>Name/Location</u>	<u>Rate</u>	<u>Effective</u>	<u>Not to Exceed</u>
<u>ADAMS</u>			
Bon, Nancy	\$150 Stipend	5/2-26/02	<u>Stipend/\$150</u>
	TOTAL STIPEND		\$150
Comment: Helping with Testing			
	01-Govrnrs's Perf Awards-On Going-33%		
	01-Unrestricted Resource-67%		
Calderon, Brenda	\$150 Stipend	5/2-26/02	Stipend/\$150
Laduke, Jan	\$150 Stipend	5/2-26/02	<u>Stipend/\$150</u>
	TOTAL STIPEND		\$300
Comment: Helping with Testing			
	01-Unrestricted Resource		

CHILD DEVELOPMENT SERVICES

Hannan, Ellen	40 hrs @\$34.90	3/1/02-6/30/02	Est Hrly/\$1396
Waldorf, Sherry	40 hrs @\$34.90	3/1/02-6/30/02	<u>Est Hrly/\$1396</u>
	TOTAL ESTABLISHED HOURLY		\$2,792
Comment: Nurse			
	12-Head Start Model 1		

TOTAL ESTABLISHED HOURLY and STIPENDS = \$ 3,242

SUBSTITUTES

EFFECTIVE

REGULAR DAY-TO-DAY

(@118 Daily Rate)

Gunson, Janet 4/10/02

LONG-TERM SUBSTITUTES

(@\$180 Daily Rate)

Gunson, Janet 5/20/02-6/21/02

Kartiganer, Kathy 4/8/02-5/6/02

Lockwood, Courtney 4/8/02-6/21/02

TEMPORARY CONTRACTS

<u>Name/Assignment</u>	<u>Not to Exceed</u>	<u>Effective</u>
Lowe, Brian	100%	1/29/02-6/30/02
SAMOHI/Math		

Scott, Laura	50%	3/18/02-6/22/02
Pine Street Pre-School/IS Teacher		

LEAVES OF ABSENCE (with pay)

<u>Name/Assignment</u>	<u>Location</u>	<u>Effective</u>
Chaheme, Yesenia	CDS/Muir [maternity]	3/27/02-5/13/02
Cueva, Martha	Will Rogers [maternity]	2/22/02-4/29/02
Harris, Stacy	Webster Elementary [maternity]	4/08/02-5/07/02
Lynch, Jennifer	Cabrillo [maternity]	3/8/02-5/20/02
Robles, Angela	SAMOHI [maternity]	4/8/02-6/21/02

LEAVES OF ABSENCE (without pay)

<u>Name/Assignment</u>	<u>Location</u>	<u>Effective</u>
Alonso, Stephanie	CDS-Grant [child care]	4/8/02-6/21/02
Cueva, Martha	Will Rogers [child care]	4/30/02-6/21/02
Harris, Stacy	Webster Elementary [child care]	5/8/02-6/21/02

RESIGNATIONS

<u>Name/Location</u>	<u>Effective</u>
Joyce, Liam SAMOHI	4/12/02
Mills, Robin Special Education	4/8/02
Nystrom, Nicole Special Education	6/21/02
Stein, Anita R.O.P.	3/18/02
Vinograd, Daniel SAMOHI	3/1/02

MOTION MADE BY:
 SECONDED BY:
 AYES:
 NOES:
 ABSTENTIONS:

TO: BOARD OF EDUCATION
FROM: SUPERINTENDENT/JOHN SLISS
RE: CLASSIFIED PERSONNEL - MERIT

ACTION/CONSENT
04-25-02

RECOMMENDATION NO. A.11

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 schedule.

ELECTION

DEMPSEY, DANIEL	ACCOUNTANT 8.0 HRS/12 RANGE: 41	FISCAL STEP: 01	04-09-02
JENSEN, SARA	INST ASST - CLASSROOM 6.0 HRS/SY RANGE: 18	SMASH STEP: 01	04-10-02
NELLI, MARIA	INST ASST - CLASSROOM 3.0 HRS/SY RANGE: 18	ROGERS STEP: 01	04-08-02
VILLASENOR, LORENA	CAFETERIA WORKER I 3.0 HRS/SY RANGE: 11	ADAMS STEP: 01	04-08-02

WORKING OUT OF CLASS

GUTIERREZ, MARTHA	ADMINISTRATIVE ASSISTANT 8.0 HRS/10 FR: OFFICE ASST II	FRANKLIN	03-04-02 04-30-02
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TEMPORARY INCREASE IN ASSIGNMENT

DUFFY, KATHERINE	INST ASST - SPECIAL ED 6.5 HRS/SY FR: 3.5 HRS/SY	PINE STREET	03-18-02 06-21-02
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PROMOTIONS

JONES, CHANCY	CUSTODIAN I NSI 8.0 HRS/12 FR: INST ASST - SPECIAL ED	OPERATIONS	04-15-02
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REINSTATED

ROSE, JASON	INST ASST - SPECIAL ED 3.0 HRS/SY RANGE: 20	MALIBU PRE-SCH STEP: 04	04-08-02
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INVOLUNTARY TRANSFER

BARBA, MARICELA	FOOD SERVICE ACCTG TECH 8.0 HRS/12 FR: FOOD SERVICE	FISCAL	04-01-02
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PAID MEDICAL LEAVE OF ABSENCE

CARDIEL, MIGUEL	CUSTODIAN I - DAY MALIBU	03-15-02 04-15-02
CHRISTENSEN, YVONNE	CHILDREN CENTER ASSISTANT ROGERS	03-22-02 07-01-02
KEISER, KEVIN	CUSTODIAN I NSI WEBSTER	03-14-02 04-18-02

FAMILY CARE LEAVE

HAGEN, MARCIA	PERSONNEL SERVICE SPEC PERSONNEL SERVICES	03-18-02 06-07-02
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PROFESSIONAL GROWTH

MARTIN, LINDA	CHILDREN CENTER ASST PINE STREET	03-01-02
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TEMP/ADDITIONAL

JOHNSTON, KIMBERLEE	INST ASST - PHYSICAL ED FRANKLIN	03-01-02 06-30-02
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LOWNDS, ELI	INST ASST - PHYSICAL ED ROOSEVELT	03-01-02 06-30-02
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MEDES, ABIGAIL	SR. OFFICE ASSISTANT SAMOHI	03-01-02 05-31-02
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SUBSTITUTE

BROWN, KIMBERLY	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	03-01-02 06-21-02
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DE ANGELIS, PHYLLIS	INST ASST - SPECIAL ED SPECIAL ED	03-08-02 06-21-02
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FRANCO, ALICIA	CAFETERIA WORKER I FOOD SERVICES	04-11-02 06-30-02
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GLEASON, TIMOTHY	CUSTODIAN I OPERATIONS	04-01-02 06-30-02
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HERRERA, JOSE	INST ASST - BILINGUAL ROGERS	04-08-02 06-21-02
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HUBBARD, LULA	CAFETERIA WORKER I FOOD SERVICES	04-09-02 06-30-02
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MANCIA, ANGELA	CHILDREN CENTER ASST CDS	02-06-02 06-30-02
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SAUCEDO,	INST ASST - SPECIAL ED	03-01-02
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ISELA	SPECIAL ED	06-21-02
WEBSTER-JOSEPH, SHIRLEY	CAFETERIA WORKER I FOOD SERVICES	04-10-02 06-30-02
<u>HOME ASSIGNMENT</u>		
BERRY, CLARENCE	CUSTODIAN I NSI SAMOHI/OPERATIONS	04-16-02 04-25-02
TITUS, RACHEL	COMPUTER LAB TECHNICIAN SAMOHI	04-12-02 04-25-02
<u>TERMINATION</u>		
BERRY, CLARENCE	CUSTODIAN I NSI SAMOHI/OPERATIONS	04-26-02
TITUS, RACHEL	COMPUTER LAB TECHNICIAN SAMOHI	04-26-02
<u>RESIGNATION</u>		
DEMUTH, JAMES	SPECIAL SERVICES EMPLOYEE MAINTENANCE	04-05-02
GARCIA, VERONICA	CHILDREN CENTER ASST MCKINLEY	03-15-02
MELCHER, MEGAN	CHILDREN CENTER ASST ROOSEVELT	04-26-02
WOLDE-TSADIK, TSEDAY	INST ASST - CLASSROOM ROGERS	06-21-02

MOTION MADE BY:
SECONDED BY:

AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION
FROM: SUPERINTENDENT/JOHN SLISS
RE: CLASSIFIED PERSONNEL - NON-MERIT

ACTION/CONSENT
04-25-02

RECOMMENDATION NO. A.12

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

STUDENT INTERN - ALLIANCE GRANT

ANDARZA, ROBERT	SAMOHI	03-01-02 - 06-30-02
BADILLO, ABRAHAM	SAMOHI	03-01-02 - 06-30-02
COLLINS, BRANDON	SAMOHI	03-01-02 - 06-30-02
FRANCO JR, OSCAR	SAMOHI	03-01-02 - 06-30-02
HILLIARD, SHELENA	SAMOHI	02-01-02 - 06-30-02
NICHOLSON, CURTIS	SAMOHI	03-01-02 - 06-30-02
TIRADO, MOSES	SAMOHI	03-01-02 - 06-30-02

STUDENT HELPER

LARKIN, AMY	ED SERVICES	03-01-02 - 06-30-02
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NOON SUPERVISION AIDE

BARRAZA, JOEL	ROOSEVELT	04-08-02 - 06-21-02
BELL, DALE	GRANT	04-01-02 - 06-21-02
ESCOTO, ARACELI	GRANT	03-23-02 - 06-21-02
HERRERA, HECTOR	ROOSEVELT	04-08-02 - 06-21-02

ASSISTANT COACH

ARMSTRONG, BROOK	SAMOHI	03-22-02 - 06-30-02
FIELD, JESSE	SAMOHI	04-07-02 - 06-30-02

CHILD CARE ASSISTANT

GUTIERREZ, SARA	ED SERVICES	03-05-02 - 06-21-02
VASQUEZ, EDITH	CDS	04-10-02 - 06-30-02

MOTION MADE BY:
SECONDED BY:

AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION COMMUNICATIONS
04/25/02

FROM: DISTRICT ADVISORY COMMITTEES

RE: ACCEPTANCE OF THE DAC YEARLY REPORT FROM THE CHILD CARE AND DEVELOPMENT AND FINE ARTS DISTRICT ADVISORY COMMITTEES

COMMUNICATIONS ITEM NO. C.1

Relative to the Administrative Regulations governing District Advisory Committees, BP1220/AR1220, the following District Advisory Committees will present its annual report of committee activity and recommendations:

, Child Care and Development
, Fine Arts

COMMENT: It is anticipated that each report will take no longer than 20 minutes.

<u>Verbal Report</u>	
Single Discipline	5-7 Minutes
Multiple Disciplines	8-10 Minutes
<u>Input from Staff Liaison</u>	2-3 Minutes
<u>Superintendent's Recommendation</u>	2-3 Minutes
<u>Dialog with Board</u>	As Needed

A complete report from each committee follows.

**RECOMMENDATIONS FROM THE DISTRICT ADVISORY
COMMITTEE ON CHILD CARE AND DEVELOPMENT
(April 25, 2002)
(Executive Summary)**

The future is not a result of choices among alternative paths offered by the present, but a place that is created--created first in the mind and will, created next in activity. The future is not some place we are going to, but one we are creating. The paths are not to be found, but made, and the activity of making them, changes both the maker and the destination.

John Schaar, futurist

With Judy Abdo assuming the role of Coordinator of Child Development Services last fall, it would have been easy to discount this year as a Atransition@ year. Thanks to the hard work of Judy and her staff, that did not happen. It has been an exciting year that culminated at the District=s strategic planning conference with the inclusion of the goal of universal access to quality early childhood education and after school programs. This has reinvigorated the DAC and we look forward to actively participating in the implementation of the strategic plan.

In fact, Child Development Services already has made significant strides towards implementing that plan. This year, the District=s half-day preschools began to participate in the Head Start program. With the Head Start funds, the District was able to lengthen the preschool day and to begin to significantly improve the quality of the programs. As the program develops, we plan to see improved parent participation, better professional development, and increased availability of important ancillary services like counseling.

The DAC was disappointed that the District was unable to continue to operate the full-day preschools at Lincoln and John Adams Middle Schools. However, it appears that a collaborative of Easter Seals and Santa Monica College will step in and operate those programs. Preservation of these full-day, full inclusion programs is vital to meeting the needs of working parents and to achieving the goal of providing universal access to quality early childhood education programs.

While we will continue to work on the District=s preschool programs, the DAC would like to devote more time next year to the after school programs. As more and more of the District=s families need these programs, it is our responsibility to elevate them above mere Aday care@ programs and ensure that they are an integrated and meaningful part of a student=s educational experience.

**RECOMMENDATIONS FROM THE DISTRICT ADVISORY COMMITTEE
ON CHILD CARE AND DEVELOPMENT
(April 25, 2002)**

Recommendation	Cost/Allocation Source	Suggested Implementation Date	Relate to Strategic Plan	Net Effect on Students
<p>SMMUSD should stop referring to itself as a K-12 district or even a pre-K through 12 district. Our preschoolers do, in fact, attend school. SMMUSD is an educational community of lifelong learners.</p>	<p>The only cost is that associated with relinquishing outdated (and inaccurate) perspectives .</p>	<p>Immediately</p>	<p>It enhances all aspects of the strategic plan by being inclusive and recognizing that education sustains the soul of our community and its residents.</p>	<p>Our preschool and after school students, parents, teachers and staff will not be marginalized. This will enhance the educational experience for all. Also, if preschool and after school programs are represented in important organizations like the PTSA and Site Governance there will be better integration of these programs into the core studies program.</p>

<p>The DAC for Child Care and Development should become the implementing/oversight body for the district's strategic plan to provide universal access to quality early childhood education, family support, and after school programs.</p>	<p>No Direct Cost</p>	<p>June 2002</p>	<p>It will improve the likelihood of achievement of strategic plan goals. It also will increase participation in the process and eliminate duplicative effort.</p>	<p>Quality early childhood education, family support, and after school care programs have been shown to improve school readiness, reduce need for remedial programs, reduce achievement gaps between children from different social and economic circumstances, lower incidence of retention, reduce dropout rates, improve test scores, reduce referral or reliance on special education, and increase likelihood of attending and graduating from college.</p>
<p>SMMUSD should safe harbor the preschool classrooms at Lincoln and John Adams.</p>	<p>None</p>	<p>Immediately</p>	<p>It is consistent with the strategic goal of universal access to quality, full-inclusion early childhood education</p>	<p>Safe harboring of the space will make it possible for a state funded full-day, full-inclusion, full-year preschool program to use the space. This is vital to providing a quality preschool experience to the children of working parents.</p>

<p>SMMUSD must provide dedicated, appropriate space for after school programs. Where classroom sharing is appropriate or necessary, the district cannot rely on teachers to voluntarily share classroom space with the after school programs. The Board should adopt a policy of requiring sharing to accommodate the needs of the after school program.</p>	<p>There should be no cost associated with requiring increased sharing of existing space. Also, after school programs should receive a fair share of any space that is made available by increased construction or decreases in enrollment.</p>	<p>September, 2002</p>	<p>Will allow provision of higher quality, more integrated after school programs.</p>	<p>Higher quality after school programs will provide opportunities for desirable enrichment or additional instruction. Our after school programs do not have basic necessities like bulletin board space or tables where projects may be left overnight. This lack of dedicated space creates a second class feel to the programs, marginalizes after school teachers and staff, and reduces their ability to recognize achievements made in the after school program.</p>
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<p>The Washington West site should be renovated to become an early childhood education center.</p>	<p>The cost is unknown. The project could be funded by state bond money and funds from the City.</p>	<p>September 2003</p>	<p>It will provide additional classrooms and other facilities that are crucial to implementing the strategic plan's goal of providing universal access to quality early childhood education programs.</p>	<p>Students will enjoy the long-term benefits of an early childhood education program.</p>
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SMMUSD Advisory Committee on the Fine Arts

Report and Recommendations for 2002-2003 presented to the Board of Education on April 25, 2002

Summary and Observations

Thank you to the Board of Education for allowing us this opportunity to present our annual report and recommendations. Per our charge from the Board, we base our recommendations on the *California Framework for the Visual and Performing Arts*, the *National Standards for Arts Education*, and the national *Opportunity-to-Learn Standards for Arts Education*.

It is obviously unfair to expect students to meet achievement standards in any discipline, including the arts, unless they are given reasonable opportunities to learn the skills and knowledge specified. They must be provided with sufficient courses, staffing, materials and equipment, and facilities. Similarly, It is unfair to hold teachers accountable for their students' meeting the standards unless they too are ensured adequate time, materials, and other necessary conditions for teaching. And it is misleading for a school or district to claim a commitment to teaching the arts unless it offers learning opportunities consistent with that claim.

(Opportunity-to-Learn Standards for Arts Education)

Curriculum and scheduling, staffing, and materials and equipment

Taking into account the current financial situation, our recommendations this year focus on maintaining the existing fine arts programs in the district and accommodating enrollment growth, rather than proposing new programs.

One observation regarding district-funded fine arts programs versus grant programs is that the grant programs provide a much greater allowance for instructional materials. The SMARTS program, for example, allocates staff salaries and budgets for materials at a 4:1 ratio, i.e. \$45,000 for salaries, \$11,000 for instructional materials. In contrast, beginning take home salaries for SMMUSD teachers are ca. \$38,000, but each teacher is allotted only ca. \$1,000 per year in middle school and ca. \$2,000 in high school for instructional materials and equipment.

38:1 and 19:1 ratios are quite different from 4:1. That is why the DAC recommends additional funding each year for materials and equipment. The current situation is similar to asking math and reading teachers to work without textbooks, or asking P.E. teachers to teach baseball without balls, bats, or gloves.

Facilities

On the elementary level, in visiting the P.S. Arts programs at Grand View Elementary School in LAUSD and at Muir Elementary in SMMUSD, we noted that P.S. Arts has been able to provide and/or obtain dedicated,

appropriate classroom space for their elementary arts programs. At Grand View, P.S. Arts has purchased a double bungalow, with one side used only for music and the other side used only for art. At Muir, the P.S. Arts art teacher has been assigned her own panelized classroom. Meanwhile, district music teachers at Muir are assigned to teach in spaces that are inappropriate, i.e., on the tiny stage of a multipurpose room, behind closed curtains, while kids visit the salad bar on the other side of the curtain. The adjacent "music room" does not provide 550 cubic feet per student. Sound "bleeds" through the wall between the music room and the multipurpose room so that violin players are drowned out by trumpet and trombone players and can't hear if they're playing in tune or not. The inadequate acoustical properties have forced one district music teacher to consult with an audiologist and purchase prescription "noise filter" devices in order to save her hearing.

Prop X campaign literature promised to provide additional classrooms for elementary music and art; however, as of January 2002, not enough classrooms were added to accommodate both class size reduction, the shortage of music classrooms that existed prior to class size reduction, AND increased enrollment. With additional music and art classes planned for September 2003, funded by the SM/M Education Foundation "For The Arts" Endowment, providing additional space will be critical.

On the secondary level, Samohi will someday have a new music building and a restored auditorium, Malibu High will soon have an improved auditorium, Lincoln finally has a usable auditorium once again, JAMS is in the midst of some improvements to the auditorium and music building, and we hope that the large kiln and ceramics room at Samohi will be rain-proof this coming year.

However, a facilities bond measure will be needed to further implement the district Fine Arts Facilities Standards, including dedicated, appropriate fine arts classrooms at the elementary schools, a new choir room at Lincoln, a dance classroom at Malibu, and additional art classrooms at Samohi to accommodate growth in enrollment.

Fine Arts Coordinator

Having a full-time Coordinator this year has been a blessing. In addition to co-coordinating the 53rd annual Stairway of the Stars concert, Tom Whaley has met with all the fine arts teachers in the district, met monthly with all district music teachers, met weekly with the elementary music teachers, improved communication and coordination with principals, coordinated the expanded Model Arts Project at McKinley and Muir as well as the Dream Strings program at all four Title I schools, planned and attended conferences, consulted with fine arts coordinators in other districts, visited all school sites, prioritized needs, organized in-services, successfully applied for renewals of existing grants as well as new grants, and looked for new ways to obtain needed equipment and instructional materials.

One thing to note, however, is that while Tom has been able to obtain new, safer choral risers for the 3 middle schools and digital cameras and projectors for the secondary art programs, it is much more difficult, if not impossible, to find grants to supply basic materials

such as brushes and paper for art classes, clarinets, cello strings, and choral and instrumental music, and costumes and scenery for drama productions.

Strategic Planning

Fine Arts DAC members have participated in the Strategic Planning process by putting in time and effort to work on the design team, attend the conference, and work on the action committees. We hope that the "Curriculum" action committee template will include a K-12 sequential, comprehensive fine arts program, and that the "Abundant Resources" action plan will help bring in the revenue needed for eventually implementing a program that will guarantee that all students in the district have access to excellent instruction in dance, drama, music, and visual arts.

AGENDA

NOTE:

The actual recommendations are not available as part of the electronic agenda. They are included in the printed copy, are on file in the Office of the Superintendent and will be available at the meeting.

TO: BOARD OF EDUCATION

ACTION/CONSENT
04/25/02

FROM: SUPERINTENDENT/KENNETH R. BAILEY

RE: APPROVE AMENDMENT TO SUPERINTENDENT'S EMPLOYMENT
AGREEMENT: SALARY ADVANCE

RECOMMENDATION NO. A.13

It is recommended that the Board of Education

- 1) approve an amendment to the Superintendent's employment agreement for housing allowance by providing a salary advance in the amount of \$85,785, which will be adjusted against future salaries; and,
- 2) rescind Item A.21 from the 02/06/02 Board Meeting, "Approve Amendment to the Employment Agreement between the Santa Monica-Malibu Unified School District and John E. Deasy, Superintendent."

COMMENTS: The Board of Education has expressed interest in having the Superintendent live within the Santa Monica-Malibu Unified School District. Subsequently, the Board approved an amendment to his employment agreement that would enable a loan to be provided to the Superintendent for housing assistance. The Los Angeles County Office of Education has subsequently informed the District that they would not allow the District to provide this loan. Therefore, the Board of Education needs to rescind the approval of the action taken at the 02/06/02 Board Meeting for a home loan to the Superintendent.

It is recommended that we make a salary advance to provide housing assistance instead of providing an interest-bearing loan to the Superintendent.

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

**AMENDMENT
TO
EMPLOYMENT AGREEMENT
BETWEEN
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
AND
JOHN DEASY**

The Santa Monica-Malibu Unified School District (hereinafter "District") and Superintendent John Deasy (hereinafter "Superintendent"), agree to the following amendment to the Employment Agreement, dated July 1, 2001, and attached hereto as Exhibit "1."

1. The parties agree to extend the housing allowance provided in section 7 from July 1, 2001, through June 30, 2004.
2. On or about May 1, 2002, the District will provide the Superintendent with a salary advancement of \$85,785.00. The Superintendent agrees that future salary increases may be reduced until the advancement has been recovered. Said reductions shall be determined by a majority vote of the Governing Board. Unless otherwise agreed to by the parties, should the Superintendent voluntarily resign his employment or should the Superintendent's employment be terminated for cause prior to the expiration date reflected in section 1, the remaining portion of the salary advancement shall become due and payable within 180 days of the last day of employment.

Except for the above modifications, all other provisions of the Employment Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have duly approved and executed this Amendment on the 25th day of April, 2002.

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

By: _____

By: _____

By: _____

By: _____

By: _____

By: _____

By: _____

Acceptance:

John Deasy

Date

TO: BOARD OF EDUCATION

ACTION/MAJOR

5/03/01

FROM: SUPERINTENDENT

RE: Adoption of Resolution 01-15 - In Recognition of the
National Day of the Teacher

RECOMMENDATION NO. A.14

It is recommended that the Board of Education adopt Resolution
No. 01-15 in recognition of the National Day of the Teacher,
which follows.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTES:

AYES:

NOES:

ABSTENTIONS:

RESOLUTION NO. 01-15

**In Recognition of the
National Day of the Teacher**

Whereas, teachers personify our society's belief that universal public education is key to meeting the challenges of a changing world; and

Whereas, teachers strive to make every classroom an exciting environment where productive and useful learning can take place and each student is encouraged to grow and develop; and

Whereas, teachers reach out to foster the well-being of each student, regardless of ability, social or economic background, race, or ethnic origin or religion; and

Whereas, teachers motivate individual students to find new directions in life and reach high levels of achievement;

Now, therefore, be it resolved that the Santa Monica-Malibu Unified School District Board of Education does hereby urge all our Education Community to observe May 8, 2002, as the National Day of the Teacher by taking time to remember and salute the teachers who mold and educate our children, impact and enrich our lives, and, thereby, are critical to the constant transformation of our society.

PASSED AND ADOPTED by the Santa Monica-Malibu Unified School District Board of Education, County of Los Angeles, California on the 25th Day of May, 2001.

Julia Brownley, President

**John E. Deasy
Superintendent of Schools**

TO: BOARD OF EDUCATION
 FROM: SUPERINTENDENT/TIM McNULTY
 RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS

ACTION/MAJOR
 04/25/02

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2001-2002 as follows:

NPS/NPA
2001-2002 Budget 01-65000-0-57500-11800-5825-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Islandview	12-07-85	NPS	#91	\$ 3,000
Summitview	06-27-88	NPS	#92	\$ 17,595
Village Glen	11-06-90	NPS	#93	\$ 21,625
Village Glen	06-08-87	NPS	#94	\$ 13,000
Poseidon Contract Increase	09-02-88	NPS	#84 #UC-02297	\$ 90
Sycamores Contract Increase	03-12-87	NPS	#59 #UC-02065	\$ 800

Amount Budgeted NPS/NPA	\$ 2,800,000
Prior Board Authorization as of 04/11/02	\$ 2,752,116
Balance	47,884
Positive Adjustment	\$ 49,510
Balance	\$ 97,393
Total Amount for these Contracts	\$ 56,110
Projected Balance	\$ 41,284

Adjustment

NPS/NPA Budget 01-65000-0-57500-11800-5825-043-1400

There has been a reduction in authorized expenditures of two NPS/NPA contracts for FY 2001-02 in the amount of \$ 49,510 as of April 25, 2002.

Nonpublic School/ Agency	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Eras	NPS	#6 #UC-02012	E	\$ 11,680	Exited District
Excelsior	NPS	#70 UC-02174	E	\$ 5,750	District Placement
Westview	NPS	#52 UC-02058	E	\$ 11,400	Exited District
Steve Kaufman & Associates	NPA	#11 #UC-02078	E	\$ 20,680	Service Ended

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 recommendation 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:

ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
4/25/02
FROM: SUPERINTENDENT/ PEGGY HARRIS Previously
04/22/02
RE: ADOPTION OF CALIFORNIA STATE BOARD OF EDUCATION
RECOMMENDED READINGS LISTS

RECOMMENDATION No. A.16

It is recommended that the Board of Education approve the adoption of all recommended literature lists published by the California State Board of Education for use in the Santa Monica-Malibu Unified School District. Adoption of these publications will permit schools to use as part of their instructional program, any and all titles contained therein.

COMMENT: The California Department of Education periodically publishes lists of non-text book readings and/or titles that it recommends for use in instructional programs in schools in the state. These lists are intended as guides to assist local curriculum planners select books that enrich and extend student learning. Publications to date include:

- Read To Me - Recommended Literature for Children Ages Two through Seven
- Recommended Readings in Literature, Kindergarten Through Grade Eight
- Recommended Literature Grades Nine Through Twelve
- Recommended Readings In Spanish Literature
- Literature for the Visual and Performing Arts; Kindergarten Through Grade Twelve
- Literature For Science and Mathematics; Kindergarten Through Grade Twelve

The lists of titles are compiled by California Department of Education ad hoc committees, consisting of teachers, librarians, administrators, and curriculum planners with expertise in the area of focus, from throughout California. All titles are screened to meet State Department of Education criteria.

Copies of the state's current recommendation publications are available for review in the Educational Services Department prior to the Board of Education meeting, and will be on display at the meeting.

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
04/25/02

FROM: SUPERINTENDENT/LISE REILLY/JESUS VACA

RE: ENGLISH LANGUAGE DEVELOPMENT STANDARDS,
KINDERGARTEN THROUGH TWELVE

RECOMMENDATION NO. A.17

It is recommended that the Board of Education adopt the *English Language Development Standards for California Public Schools*, as adopted by the California State Board of Education for English Language Development, grades Kindergarten through Grade Twelve.

BACKGROUND AND RATIONALE

When the State introduced standards two years ago, each district had to decide whether to simply accept the State standards, or to establish their own set of standards. At that time, it was unclear how extensively the State would include the standards in a state-wide assessment.

The culture of the SMMUSD has been engaged in thoughtful dialogue on all aspects of school reform and to make decisions in the best interest of students, guided by the belief that "one size does not fit all." The District had historically used a process of analysis and discussion to make district-wide decisions, and therefore, this same course of action was taken.

A district Standards task force was formed, under direction of Aida Diaz, former Coordinator of Multicultural/Bilingual Programs, consisting of English Language Development (ELD) teachers from every school; and an intensive review of the new State standards was begun in the fall of 2000. The review included not only analyzing the State standards, but also the standards from other districts in California. This analysis of standards was a valuable process in that ELD teachers became familiar with what standards are and how standards guide curriculum, assessment and instruction. One planned result was accomplished: A core group of teachers developed a knowledge base about standards in English Language Development. This group of teachers is prepared to educate others across the district on this important topic.

NEW INFORMATION

Recent development at the State level have changed the picture on standards, causing school leaders and teachers

who were engaged in the English Language Development Standards Task Force to revisit the decision which led to the work on the District standards. These developments have made it necessary for our recommendation to adopt the State English Language Development Standards.

These changes include:

- Development of the California English Language Development Test;
- Development of supplemental materials bridging the State Adopted English Language Development Standards to the Stated Adopted English Language Arts Standards, and
- New emphasis on adoption of texts and instructional materials which are keyed to the State Standards.

NEXT STEPS

In the 2001-2002 school year, the following timeline will be in place:

- Submit the English Learners Master Plan for adoption
(4/25/02) *
- Submit Administrative Regulations and Board Policy for English Learners.

*

AGENDA

NOTE:

Copies of the Master Plan have been forwarded to members of the Board of Education under separate cover. Copies are available for public review in the Office of Educational Services and will be available at the meeting.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
04/25/02

FROM: SUPERINTENDENT/KENNETH R. BAILEY/BETH CONNORS

RE: ADOPT RESOLUTION NUMBER 01-16- ENERGY
CONSERVATION PROGRAM - APPROVE THE DISTRICT'S
PARTICIPATION IN THE PROGRAM

RECOMMENDATION NO. A.18

It is recommended that the Board of Education adopt Resolution Number 01-16 "Energy Conservation Program" and approve the District's participation in the Program.

COMMENTS: The Governor and Legislators of California have acknowledged that an increase in energy rates is having a major financial impact on school districts throughout the State.

In order to help the schools face the unprecedented rate increases, the legislature has provided an energy grant to school districts with a provision that an energy conservation program must be adopted by the local Board of Education. This program was approved by the Board on 6/27/01 (Item A.33 - District Wide Energy Conservation Plan/SMMUSD Energy Conservation Program).

The Board of Education now needs to adopt a Resolution, which will restate the energy conservation steps the District has taken and will continue to take to mitigate this problem.

AGENDA

NOTE: Copies of the SMMUSD Energy Conservation Program are not available in the electronic agenda; it is printed in the published agenda. Copies are on file in the Office of the Superintendent.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

RESOLUTION NUMBER 01-16
ENERGY CONSERVATION RESOLUTION

WHEREAS, the State of California, pursuant to Senate Bill 3X 1 (Chapter 1, Statutes of 2002), will provide energy conservation funding based on an average daily attendance (ADA) basis to all school districts, county offices, and charter schools that have adopted a resolution identifying energy conservation measures that will result in a decrease in the amount of energy used by schools within the local education agency; and

WHEREAS, these funds are authorized to be used for energy conservation measures, increased energy costs, career/technical education one-time purposes, or any other one-time educational purpose; and

WHEREAS, in order to qualify for the funding a school agency must identify energy conservation measures that result in a decrease in the amount of energy used by schools in the local education agency and must list the specific actions that will be carried out to achieve the reduction in energy use; and

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Santa Monica-Malibu Unified School District hereby confirms its commitment to the attached "District Wide Energy Conservation Plan/SMMUSD Energy Conservation Program" (adopted on 6/27/01-Item A.33) which is expected to result in a decrease in the amount of energy used by schools within the local education agency.

PASSED AND ADOPTED, on this 25th day of April, 2002, by the Governing Board of the Santa Monica-Malibu Unified School District.

John Deasy, Board Secretary

TO: BOARD OF EDUCATION ACTION
06/27/01
FROM: SUPERINTENDENT / JOSEPH N. QUARLES / Previously
06/14/01
VIRGINIA I. HYATT
RE: DISTRICT WIDE ENERGY CONSERVATION PLAN

RECOMMENDATION NO. A.33

It is recommended that the Board of Education approve the District Wide Energy Conservation Plan. Revised copies will be available at the meeting.

COMMENT: Recent census data on the state population growth indicates that the state under-funded the Proposition 98 minimum funding levels in each of three years beginning in 1995-96. Based upon the revised population figures, the state owes \$540.8 million in Proposition 98 settle-up funds under the "restoration" provisions for these years.

Budget discussions by the Governor is considering allocating funds on a one-time basis to assist school districts with energy costs. The State Administration indicates that, as a condition for receipt of funds being considered, school districts "will be required to commit to energy conservation measures that will result in a ten percent (10%) reduction in school energy use." Under this proposal, governing board will be required to adopt at a public meeting energy plans designed to achieve at least a ten percent (10%) reduction in energy use.

A broad based committee consisting of representation from the school sites, central office administration, maintenance, operations, food services, transportation, Child Development Services, SEIU, and SMMCTA, participated in several meeting with the purpose of developing a plan to submit to the Board for its approval. A sub-committee headed by the Deputy Superintendent will continue to meet periodically following Board approval of the plan, to monitor implementation. The committee as a whole will meet on an as needed basis during the year. The plan was submitted to the Board for first reading on June 14, 2001. Board input from the meeting of 6/14/01 has been incorporated into the final draft of the District Wide Energy Conservation Plan, which is being submitted to the Board for adoption, and is available to the public under separate cover.

PLEASE NOTE: Asterisks indicate a cost of implementation. Funding sources have not been identified at this time.

MOTION MADE BY: Mrs. Brady
SECONDED BY: Ms. Brownley

STUDENT ADVISORY VOTE: N/A
AYES: 7 (All)
NOES: 0 (None)
ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION ACTION/MAJOR
04/25/02
FROM: SUPERINTENDENT/KENNETH R. BAILEY/J.WALLACE
BERRIMAN
RE: RECOMMENDATION TO ISSUE AN INVITATION FOR BIDS FOR
THE REMEDIATION OF DAMAGE TO THE EXTERIOR WALLS AT
THE JOHN ADAMS MIDDLE SCHOOL CAFETERIA BUILDING

RECOMMENDATION NO. A.19

It is recommended that the Board of Education authorize the issuance of an invitation for bids for the purpose of awarding a contract to remove and replace the exterior stucco system for the cafeteria building at John Adams Middle School (JAMS).

Funding Information

Source: Proposition X General Obligation Funds
Currently Budgeted: No
Account Numbers: 30-00000-0-92000-85000-6111-011-2600
(Architect Fees)
30-00000-0-92000-85000-6100-011-2600
(Construction Management)
30-0-00000-92000-85000-6200-011-2600
(Construction)
Description: Modernization - John Adams Middle School

AGENDA

NOTE: Complete information was not available at the time the agenda was published. It will have been forwarded to members of the Board of Education under separate cover; it is also on file in the Office of the Director of Maintenance and Operations and will be available at the meeting.

MOTION MADE BY
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOTES:
ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
04/25/02
FROM: SUPERINTENDENT/KENNETH R. BAILEY/J.WALLACE
BERRIMAN
RE: RECOMMENDATION TO ISSUE AN INVITATION FOR BIDS FOR
THE REMEDIATION OF DAMAGE TO THE EXTERIOR WALLS AT
THE JOHN ADAMS MIDDLE SCHOOL CAFETERIA BUILDING

RECOMMENDATION NO. A.20

It is recommended that the Board of Education authorize the issuance of an invitation for bids for the purpose of awarding a contract to remove and replace the the damaged roof trusses over the stage area of the John Adams Middle School (JAMS) Auditorium stage.

Funding Information

Source: Proposition X Funds
Currently Budgeted: No
Account Numbers: 30-00000-0-92000-85000-6111-011-2600
(Architect Fees)
30-00000-0-92000-85000-6100-011-2600
(Construction Management)
30-0-00000-92000-85000-6200-011-2600
(Construction)
Description: Modernization - John Adams Middle School

AGENDA

NOTE: Complete information was not available at the time the agenda was published. It will have been forwarded to members of the Board of Education under separate cover; it is also on file in the Office of the Director of Maintenance and Operations and will be available at the meeting.

MOTION MADE BY
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOTES:
ABSTENTIONS:

TO: BOARD OF EDUCATION
FROM: SUPERINTENDENT
RE: MEMO TO THE BOARD OF EDUCATION
DISCUSSION ITEM NO. D.1

ACTION/MAJOR
04/25/02

Memorandum

To: Board of Education
From: John E. Deasy, Superintendent
Date: 4/22/2

This communication is designed to outline several options for balancing the budget for the next two years. At the outset it must be made abundantly clear that we do not have a budget crisis. We are facing a predicted, and expected, serious revenue shortfall. This shortfall is a combination of several factors. All of which were anticipated and explained to the Board and community over the past several months. The revenue shortfall is also predicted to continue into the next several years of budget cycles unless we take proactive and corrective steps to both enhance revenue for district programs and curtail spending in some areas of our budget.

As predicted, the State has encountered a serious fiscal situation created by a number of confluent events. The first was last year's energy crisis, resulting in serious mid-year fiscal cuts to our current budget. It is now apparent that these did not come close to solving the emergent situation of revenue shortfall at the State level. This was compounded by the recession of the last three quarters. And of course, all of these situations were impacted by the economic fallout of the terrible tragedies of September Eleventh.

Our Budget forecasts were on target concerning the unfolding of these

events and their anticipated impact on our current budget since September. Furthermore, we have as a District chosen to enact a class size reduction program across all impacted grades. We have constructed a budget for the next two years based upon the following assumptions:

1. A continued decrease in COLA
2. A loss of key revenue streams from the State and Federal Governments
3. Several significant impacts on budget expenditures:
 - a. Increased insurance for workers compensation
 - b. Increased costs for Health benefits
 - c. The loss of earthquake Federal assistance from 1994
4. No salary enhancements for this current fiscal year
5. A 1.0% increase in salary for all employees for 2002-2003
6. Maintaining all current student programs
7. Offering no programmatic enhancement
8. Maintaining class size reduction
9. A serious loss of revenue due to the State mandated mid-year budget cuts

As a result of these assumptions and the reduction in revenues we anticipated a budget out of balance for the fiscal year 2002-2003 in the amount of approximately 2.5 million dollars. This number is becoming optimistic. We learn daily of the revised estimates being sent from School Services of California about reducing our already reduced COLA for next year.

The best estimate is that our COLA will be below 1.8%. (Our budget used 2.5). This, plus other additional reduced revenue and increased costs being passed on from the State now seem likely to increase our estimate of the shortfall amount by an additional \$274,798. This must be included in our previous 2.5 million. For fiscal year 2003-2004, we anticipate a budget out of balance by more than 2.7 million dollars.

I have thought a great deal about how to respond to this situation. This budget development is not news. Our State Government has been alerting us to this decline in revenue for some time. We have also been squeaking by with cuts/band-aids for years, thus we have failed to build any significant reserves. I do not see the community demanding a reduction in programs or services, actually quite the opposite. I see the community seeking and demanding a high quality of service, education, and program. I also believe they have a right to this, as does our student body. Furthermore, you have endorsed a whole-community wide strategic planning process, which is resulting in the creation of strategic initiatives our community expects to be funded. These along with responsible and justified wage increases for our employees will begin to impact budgets as early as next year.

I propose three distinct options for your consideration. Each comes from a different perspective. The first is from the traditional perspective of expenditure slashing and program elimination. (This will be required with reductions of this magnitude). The second is from the policy perspective of

reversing course on your class size reduction initiative and aggressively adding students to the system, claiming the ADA, and certainly facing the consequential results of negatively impacted sites and programs. The third is from the perspective of sustaining the communities' wishes, your policy decisions, and our current thoughtful and effective school management of our fiscal issues (witness our last audit), and strategically increase revenues. I will outline each and offer my recommendation.

BUDGET REDUCTIONS

The Superintendent's office has composed the attached list of possible expenditure reductions (cuts). These were constructed so as to affect all areas of the school operations as equally as possible. It was also constructed so as to have no one program totally eliminated. As you can clearly see, numerous programs for students are severely impacted when I must offer cuts of this magnitude. The total amount of the cuts exceeds 2.5 million dollars for two reasons. The first is to offer options from which the Board may choose to authorize, and the second is to remind the Board (and community) that we must face a larger shortfall than previously anticipated and a larger set of cuts in the following budget year [2003-2004] if we are to achieve the minimal reductions of 2.8 million and 2.7 million consecutively.

The attached list of possible budget reductions is composed of four types. The first are reductions in personnel and their attendant benefits. Also included are discretionary personnel spending. The second are reductions in

support from the general fund for non-instructional support items (travel, conference, etc.). The third are reductions from the general fund, which support categorical programs. And the fourth are from planned re-organizational activities. These basically result from fewer people doing more work. In addition the budget contains increases in expenditures to support programmatic enhancements for the reorganization of SAMOHI (increased student support coordinators).

Staff and I are available to detail and explain the impact anticipated for any of these itemized reductions.

[See attachment 1]

INCREASE STUDENT POPULATION

You, as a Board, have enacted groundbreaking policies targeted at systematically reducing our current egregiously high class size. After many months of thoughtful debate, you supported a policy which over time, through the reduction of permits authorized, will reduce class size towards a target of no more than 25:1, K-12 (absent those classes already impacted by State CSR). This remarkable policy, in its desire to create a learning environment significantly more conducive to high achievement, also systematically reduces the ADA revenue limit. This important source of revenue is highly predictable and reliable.

The Board can vote to terminate this policy and reverse course. We can increase student counts and thus increase the revenue limit. It will take

approximately 500 to 600 more students, EACH YEAR, to claim an increase in revenue equal to the current revenue shortfall. This, of course, will also result in increased expenses and impact upon our facilities. It is reasonable to expect that simply increasing student counts without also enacting cuts will be required to balance our budgets over the next two years. In addition, this will set up a situation of even higher negative fiscal impacts in the years following our immediate attention. In short, this is not a long term solution.

[See attachment 2]

INCREASE REVENUE

Maintaining your well crafted policies on improving teaching and learning, preparing to fund the strategic planning recommendations, sustaining current programs, and beginning to enhance programs for students will require increased revenue. I propose for your consideration a combination of revenue growth which could do all of the above and could also begin to eliminate the numerous fees we ask students/families to provide in order to support many activities (arts, sports, science, trips, etc.). We strongly need to support our initial improvements at SAMOHI and our strong focus on improving teaching and learning. We also must be mindful of the need to help employees keep up with the cost of living. One of our most important, and seriously under-funded, programs being considered for enhancement by our strategic planning committee is our pre-school initiative. Given the State's decision to

reduce funding to this most important community service, increased revenue will be necessary to maintain our current bare-bones program. All of our programs require increased revenue.

We currently receive revenue (of consequence) by only two means other than the ADA revenue limit. The first is our parcel tax and the second are the contributions from our two cities. Santa Monica provides 3 million dollars from their annual budget of approximately 367 million dollars each year. And Malibu provides \$25,000 from their annual budget of approximately 19 million dollars each year. Our current parcel tax is based on 32,413 parcels in the two cities. This tax produces a per pupil revenue in the bottom quartile of all cities who enact such taxes in California.

I have attached a revenue generation estimate for increases in the parcel tax. Realizing the implementation process for a parcel tax, you could authorize a measure to initiate a second parcel tax for this November in order to support the needs stated above. This type of tax could be specified to provide incremental increases over time. Example:

2003-2004 + \$100.00

2004-2005 + \$100.00

2005-2006 + \$62.00

This would provide total parcel tax revenue in 2006 of 360.00 per parcel.

In addition, I recommend we respectfully ask our cities to increase their ongoing support and tie that support to an index for future increases. An

example of the minimal increases requested would be as follows:

Santa Monica	2 million dollars
Malibu	250,000

This will serve two purposes. First, it would assist the district in eliminating our need to cut some (not all) of the reductions necessary over the next two years. Secondly, it would help support the community's recommendations, currently being finalized in our strategic plan.

[See attachment 3]

Regardless of which option you choose, you will face budget reductions in the next two years. Our reduction strategy should be multi-faceted, which includes both revenue enhancement and budget reductions. While we may plan for a passage of additional parcel tax revenues, we also need to balance our unrestricted revenues with unrestricted expenses. And while we may anticipate additional revenue support from our Cities, we also need to consider the reduction of the size of support staff, as the size of the School District gets smaller (anticipating continued class size reduction).

We need to begin the process of reducing our expenses to demonstrate responsible fiscal stewardship. I recommend we start by announcing budget revisions that restate the level of support to the schools. Examples might be eliminating substitutes for clerical and custodial positions, or reductions for supplies, etc. We should also implement non-staff reductions, such as eliminating District budgets that support school expenditures for conference & travel, consultants, and capital expenditures.

I further recommend we implement a change in allocating certain revenues like lottery, mega-item, parcel tax, or Medi-Cal from the schools' use to uses determined by The Board of Education. Finally, I suggest we direct a study of categorical funds to see if we can redirect expenditures to cover general fund contributions to programs like ESL and voluntary desegregation. This study should also include strategies for all categoricals to keep expenses equal to revenues.

For longer-range expenditure reduction, we need to set targeted reductions for each support department so that staff can be reduced by attrition rather than layoff. The downsizing of the organization should be appropriately matched to the reduction of student population. We should announce the targeted reductions in terms of percent reduction or a targeted FTE to be met over a 2-year period. Positions that are currently vacant should be frozen (not filled) as the beginning step toward total reduction goals. Certain positions should be targeted for elimination if those duties can be combined or assumed elsewhere in the organization.

For longer-range expenditure reduction of certificated staff, we should establish the ratio of staff to students, not only for teachers, but also for other certificated staff such as counselors, psychologists, nurses, administrators, etc. All extra duty unit pay, or stipends, should be examined to determine if the District can continue to support them. We need to consider discontinuing the practice of giving release time for any extra duty assignment. We need to examine our staffing practices when we are supporting non-academic activities

with academic FTEs. Generally, we should look at any pay that is above the base salary and determine if we should discontinue the practice of being compensated.

As for a final recommendation to which option I suggest the Board consider, I strongly endorse the last option. It is without question that I support a plan to increase revenue. We will be required to make budget reductions with this plan, and I have outlined a plan to begin this process. These will be difficult choices, but will not prove catastrophic to any one program. Failure to obtain the additional revenues suggested in this memo will prove to be the whole-scale elimination of programs. As always, I am available to answer questions, provide additional research and information on other solutions, as you require in order to assist with your deliberations.

AGENDA

NOTE: The excel charts and documents are not available as part of the electronic agenda. They are available on the district's website, *smmusd.org*, pdf format, (click on "from the Superintendent," go to April 2002, click on "Attachment 1," or "Attachment 2.")

TO: BOARD OF EDUCATION DISCUSSION
4/25/02
FROM: SUPERINTENDENT/JOSEPH N. QUARLES/RICK BAGLEY
RE: APPROVAL OF BOARD POLICY 6146.11 - Alternative
Credit Toward Graduation

DISCUSSION NO. D.2

It is recommended that the Board of Education adopt Board Policy 6146.11, Alternative Credit Toward Graduation. This item was previously discussed at the Board meeting of March 20th and April 11th, 2002.

COMMENTS: It is recommended that the Board adopt the attached policy, BP 6146.11 - Alternative Credit Toward Graduation.

The attached policy is new to our District and is recommended by the California School Board's Association (CSBA) to specifically address alternative pathways toward the attainment of credits for high school graduation.

Additionally, this policy addresses the issue of "concurrent enrollment" in which students who are currently enrolled in the district may simultaneously enroll in another approved educational program and earn credit toward graduation.

In terms of placement within the policy manual, if adopted this revision will be added to the 6000 series of policies and will be placed immediately after BP 6146.1, High School Graduation Requirements.

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:

NOES :

ABSTENTIONS :

SMMUSD Board Policy

BP 6146.11

Instruction

Alternative Credits Toward Graduation

In order to meet individual student needs and encourage all students to complete their high school education, the Board of Education desires to provide flexibility in the completion of prescribed courses in accordance with law.

As an alternative to completing the course requirements for high school graduation ***and with prior approval by the principal or designee***, students may fulfill one or more of the course requirements through:

1. Practical demonstration of skills and competencies
2. Supervised work experience up to 40 semester periods in accordance with 5 CCR 1635, or other outside school experience
3. Vocational education ***and/or Regional Occupational Program (ROP)*** classes offered through our high schools ***district***.
4. Courses offered by regional occupational centers or programs
5. Independent study
6. Credit earned at a postsecondary institution (Pursuant to 5 CCR 1630)
7. Private instruction (Pursuant to 5 CCR 1631)
8. Military service and training in accordance with 5 CCR 1634
10. Correspondence instruction from a California university or college accredited for teacher training (Pursuant to EC 51740)

The district shall accept for credit any coursework satisfactorily completed by students while detained in a juvenile court school or county or state-operated institution. District students who successfully complete district graduation requirements while so detained shall receive a diploma from the school they last attended. (Education Code 48645.5)

Students may receive physical education credit for participation in district interscholastic athletic programs carried on wholly or partially after regular school hours when such participation entails a comparable amount of time and physical activity.

Students using interscholastic athletics participation to fulfill physical education requirements may be graded on this participation, provided that a teacher credentialed to teach physical education supervises this participation and assigns the grade. (***Reference BP 6145 Extracurricular and Cocurricular Activities***)

The Superintendent or designee shall determine whether a student has satisfactorily met course requirements through any of the above alternative means.

SMMUSD Board Policy 6146.11 (Continued)

Page Two of Two

A. Concurrent Enrollment

Concurrent enrollment means enrollment in any non-SMMUSD course during the school year or during the summer by a regularly enrolled SMMUSD student. **Concurrent enrollment is an alternative means by which students may obtain credit toward graduation while being simultaneously enrolled in both the school district and another approved educational program.** Students must obtain signed pre-approval for any concurrent enrollment course or program from the school counselor **principal or designee.**

Concurrent enrollment may be approved for “make-up”, “acceleration”, and/or “enrichment” purposes.

Courses eligible for concurrent enrollment include

1. Any course offered **at by** Santa Monica High School, Malibu High School, Olympic High School or the SMMUSD Adult School, either during the school year or during the summer.
2. Courses offered **at by** any **accredited public or private high school,** community college, **public or private college/university**
3. Courses offered by the UC Extension Program

Students who demonstrate that the courses they want to take are not available at their high school, may, with the pre- approval of the principal, take courses at accredited high schools other than the schools mentioned above.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

48645.5 Course credit, juvenile court schools

48800-48802 Attendance at community college; advanced education

51220 Areas of study; grades 7-12

51225.3 Requirements for graduation

51240-51246 Exemptions from requirements

51740-51741 Authority to provide instruction by correspondence

CODE OF REGULATIONS, TITLE 5

1600-1635 Alternative credit

SMMUSD Board Policy 6146.11 (Continued)

Page Three of Three

Management Resources:

SMMUSD BOARD POLICY

BP6145 **Extracurricular and Cocurricular Activities**

CDE PROGRAM ADVISORIES

0418.89 Physical Education, April 18, 1989

0615.89 Granting credit for passing GED, SPB:88/89-11

WEB SITES

CDE: <http://www.cde.ca.gov>

BOARD GOAL

A. Quality Instruction for All

BOARD ADOPTED: _____

CSBA UPDATED: March, 2000

TO: BOARD OF EDUCATION INFORMATION
FROM: SUPERINTENDENT
RE: BASIC/SUPPLEMENTAL TEXTBOOKS TO BE ADOPTED

INFORMATIONAL COMMUNICATION NO. I.1

It is recommended that the following textbook(s) be adopted for use in the Santa Monica-Malibu Unified School District. The Board will take action to adopt these books at the next Board of Education meeting.

COMMENT: In accordance with the Board of Education policy, the textbook(s) listed below will be on public display for the next two weeks in the Educational Services Department at 1638 17th Street, Santa Monica, CA 90405.

DON'T PAT THE WOMBAT, by Elizabeth Honey, Language Arts, Grade 8, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

ORWELLS LUCK, by Richard Jennings, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

JUNGLE DOGS, by Graham Salisbury, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

ESCAPE FROM EGYPT, by Sonia Levitin, Humanities, Grade 6, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

THE SKIN I'M IN, by Sharon Flake, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

STARGIRL, by Jerry Spinelli, Language Arts, Grade 8, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

HOPE WAS HERE, by Joan Bauer, Language Arts, Grade 8, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

CHINESE CINDERELLA, by Adeline Yen Mah, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

THE GHOST AT THE TOKAIDO INN, by Dorothy Hoobler, Language Arts, Grade 8, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

BIRCHBALK HOUSE, by Louise Erdrich, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

THE SISTERHOOD OF THE TRAVELING PANTS, by Anne Brashares, Language Arts, Grade 8, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

MIRACLE'S BOYS, by Caroline Woodson, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

THE WANDERER, by Sharon Creech, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

BREAKING THROUGH, by Francisco Jiminez, Language Arts, Grade 8, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

GUTS, by Gary Paulsen, Language Arts, Grade 8, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

SEEK, by Paul Fleischman, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

EVERYTHING ON A WAFFLE, by Polly Horvath, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

THE YEAR OF MISS AGNES, by Kirkpatrick Hill, Language Arts, Grade 6, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

A YEAR DOWN YONDER, by Richard Peck, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

FLIPPED, by Wendelin VanDraanen, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

HOW TIA LOLA CAME TO STAY, by Julia Alvarez, Language Arts, Grade 7, Juliet Dempsey requesting adoption from John Adams, SUPPLEMENTAL

A LESSON BEFORE DYING, by Ernest. J. Gaines, English 10 HP, Carol Jago requesting adoption from Samohi, BASIC