

**Santa Monica-Malibu Unified School District  
Board of Education Meeting  
SPECIAL MEETING MINUTES**

**May 10, 2010**

A special meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Monday, May 10, 2010, in the District Administrative Offices: 1651 16<sup>th</sup> Street, Santa Monica, CA. The Board of Education called the meeting to order at 5:40 p.m. in the Board Conference Room at the District Offices. At 5:41 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 6:16 p.m. in the Board Room.

**I. CALL TO ORDER**

A. Roll Call – Board of Education

Barry Snell	Jose Escarce
Kelly Pye	Maria Leon-Vazquez
Ben Allen – <i>excused absence</i>	Ralph Mechur – <i>left at 8:15pm</i>
Oscar de la Torre	

B. Pledge of Allegiance

*Led by Samohi student Megan Kilroy.*

**II. 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 three (3) minutes. When there is a large number of speakers, the Board may reduce the allotted time to two (2) minutes per speaker. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during "III. 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.

**III. CLOSED SESSION (30)**

- Public Employee, to consider appointment, employment, performance evaluation, or dismissal of employee pursuant to GC§54957, as cited in the Brown Act (Assistant Superintendent for Human Resources, House Principal, Assistant Principal, Teacher, Counselor) (30)

*There was no action to report out of closed session.*

6:18 pm **IV. MAJOR ITEMS (10)**

- A.01 Adopt Resolution No. 09-42 Implementing Certificated Layoff  
(Acting upon Proposed Decision of Administrative Law  
Judge and Terminating Services of Certificated Employees) (10)..... 1-6

6:21 pm **V. DISCUSSION ITEMS (120)**

- D.01 Pathway Presentations – John Adams Pathway,  
Olympic High School, and Child Development Services (120) ..... 7-10

## VI. ADJOURNMENT

It was moved by Mr. de la Torre, seconded by Ms. Leon-Vazquez, and voted 5/0 (Mr. Allen and Mr. Mechur were absent) to adjourn the meeting at 9:26 p.m. The next meeting will be a special meeting on **May 26 and 27, 2010**, at **6:00 p.m.** at the district office. The next regular meeting will be held on **Thursday, May 20, 2010**, at **5:30 p.m.** at the district office: 1651 16<sup>th</sup> Street, Santa Monica, CA.

Approved: 5-26-10

Barry D. Snell  
President

[Signature]  
Superintendent

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## **MAJOR ITEMS**

TO: BOARD OF EDUCATION

ACTION/MAJOR

05/10/10

FROM: TIM CUNEO / MICHAEL D. MATTHEWS

RE: ADOPT RESOLUTION NO. 09-42 IMPLEMENTING CERTIFICATED LAYOFF  
(ACTING UPON PROPOSED DECISION OF ADMINISTRATIVE LAW JUDGE  
AND TERMINATING SERVICES OF CERTIFICATED EMPLOYEES)

RECOMMENDATION NO. A.01

It is recommended that the Board of Education adopt Resolution No. 09-42 Implementing Certificated Layoff. On May, 5, 2010, the district received the proposed decision of the Administrative Law Judge from the evidentiary hearing held on April 15, 2010. The Superintendent recommends to the Board of Education that the judge's decision be accepted, and that the employees listed be given appropriate notice that their employment will be terminated effective upon the close of the 2009-2010 school year. Education Code section 44955(c) requires that final board action and notifications to employees be given no later than May 14, 2010.

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Public Comments:

- *Zina Josephs, a member of the community, addressed the board regarding the music teachers on the list.*

MOTION MADE BY: Dr. Escarce

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: Five (5) (Dr. Escarce, Ms. Leon-Vazquez, Mr. Mechur, Ms. Pye, and Mr. Snell)

NOES: One (1) (Mr. de la Torre)

ABSENT: One (1) (Mr. Allen)

**BEFORE THE GOVERNING BOARD OF THE  
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
COUNTY OF LOS ANGELES, STATE OF CALIFORNIA**

**RESOLUTION NO. 09-42  
RESOLUTION IMPLEMENTING CERTIFICATED LAYOFF  
(Acting Upon Proposed Decision of Administrative Law Judge And  
Terminating Services of Certificated Employees)**

**WHEREAS**, on February 18, 2010, this Board adopted Resolution No. 09-22 which included discontinuing and reducing particular kinds not later than the beginning of the 2010-2011 school year, as described and set forth in that Resolution;

**WHEREAS**, on February 18, 2010, the Superintendent gave notice to this Board recommending that various employees receive notice that their services will not be required for the ensuing school year (2010-2011), pursuant to Education Code sections 44949 and 44955;

**WHEREAS**, prior to March 15, 2010, the Superintendent's designated representatives served notices to various employees, including those referenced in this Resolution, that it had been recommended that each of their services will not be required for the 2010-2011 school year pursuant to Education Code sections 44949 and 44955;

**WHEREAS**, said notices advised the recipients that they could request a hearing to determine if there was cause for not reemploying them for the 2010-2011 school year and that if they failed to timely request a hearing, that failure shall constitute a waiver of the right to a hearing and his/her services will accordingly be terminated pursuant to the recommendation, without a hearing;

**WHEREAS**, various employees who received notice timely requested a hearing (Respondents), and accordingly an evidentiary hearing was held on April 15, 2010, pursuant to Education Code sections 44955 and 44949 before an Administrative Law Judge in accordance with the California Administrative Procedure Act;

**WHEREAS**, each employee who did not request a hearing within the time allowed to determine if there is cause for not reemploying him or her for the ensuing 2010-2011 school year has thereby waived any rights to a hearing, and the jurisdictional and statutory prerequisites have been satisfied as to all such employees as required by law;

**WHEREAS**, the Accusations and preliminary notices served on the following employees who requested a hearing were withdrawn at the start of the hearing: Laura Check and Maribel Pulido;

**WHEREAS**, on May 5, 2010, the Administrative Law Judge submitted a Proposed Decision related to those proceedings, a copy of which has been provided to the Respondents, and attached hereto as Attachment 1;

**WHEREAS**, this Board has received and considered the proposed decision of the Administrative Law Judge in OAH Case No. 2010030576 and any arguments submitted by or on behalf of the parties regarding that proposed decision;

**WHEREAS**, Education Code section 44949, subdivision (c)(3), provides that this Board shall make the final determination as to the sufficiency of the cause and disposition of the layoff;

**WHEREAS**, Education Code section 44955, subdivision (c), requires final Board action and notifications to employees no later than May 14, unless that date is extended pursuant to Education Code section 44949, subdivision (e);

**WHEREAS**, although this Board is not required to consider or account for attrition occurring after March 15, 2010 in the implementation of Resolution No. 09-22, the Board nevertheless has determined that such attrition should be recognized and accounted for in order to reduce the number of employees whose services are terminated;

**WHEREAS**, the particular kinds of services to be discontinued and reduced as referenced in Resolution No. 09-22 are each determined to be a particular kind of service within the meaning of Education Code section 44955;

**WHEREAS**, the particular kinds of services referenced in Resolution No. 09-22 will be discontinued and reduced within the meaning of Education Code section 44955 not later than the beginning of the 2010-2011 school year;

**WHEREAS**, except as otherwise authorized by statute, the services of no permanent employee (or other employee) are being terminated, in whole or in part, while any probationary employee, or any other employee with less seniority is being retained to render a service which said permanent (or other) employee is certificated and competent to render, within the meaning of Education Code section 44955(b); the individuals whose employment is being terminated, in whole or in part, are not certificated and competent (within the meaning of Education Code section 44955) to render the service being performed by any employee with less seniority who is being retained;

**WHEREAS**, sufficient cause exists for the termination of up to 92.2 full-time equivalent (FTE) certificated positions, and pursuant to and within the meaning of Education Code section 44949, said cause relates to the welfare of the schools and the pupils thereof;

**NOW, THEREFORE, BE IT RESOLVED** that this Board accepts the attached proposed decision of the Administrative Law Judge and adopts that proposed decision as the decision of this Board:

**BE IT FURTHER RESOLVED** that sufficient cause exists for the termination of the services of the certificated employees listed in Attachment 2 hereto in the amounts of full-time equivalencies specified (all amounts being 1.0 full-time equivalency unless indicated otherwise), and in the order indicated based on seniority number;

**BE IT FURTHER RESOLVED** that the employment of each of the certificated employees listed above be and hereby is terminated effective upon the close of this school year, i.e., the end of the last working day as to each employee prior to July 1, 2010;

**BE IT FURTHER RESOLVED** that this decision is effective immediately and that the Superintendent or his designee(s) may take such actions as are necessary and appropriate to implement this Board's decision, including at least giving appropriate notice to those certificated employees listed above of the termination of their services because of discontinuances and reductions of particular kinds of services to take effect upon the close of this school year, with these notices being given on or before May 14, 2010, in the manner prescribed in Education Code section 44949;


**BE IT FURTHER RESOLVED** that the Superintendent or designee(s) are authorized to rescind final notices given to any of the above-named employees if, prior to the employee's last working day prior to July 1, 2010, the Superintendent or designee(s) determines (a) attrition occurring after the adoption of this Resolution has created a vacancy in a service for which

there is adequate funding to fill; and (b) any of the above-named employees is certificated and competent to render such service, provided that any such rescissions shall be in the order of seniority;

**BE IT FURTHER RESOLVED** that reemployment rights be afforded in accordance with the Education Code, if and when reemployment is offered and to the extent any reemployment rights are applicable to any of the above referenced employees.

The foregoing Resolution was adopted by the Governing Board of the Santa Monica-Malibu Unified School District on the 10th day of May, 2010 by the following vote:

AYES:	<u>5</u>
NOES:	<u>1</u>
ABSENT:	<u>1</u>

  
\_\_\_\_\_  
Barry Snell, President  
Board of Education  
Santa Monica-Malibu Unified School District

I, Tim Cuneo, Secretary of the Board of Education of the Santa Monica-Malibu Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its regular meeting held on May 10, 2010.

  
\_\_\_\_\_  
Tim Cuneo, Secretary  
Board of Education  
Santa Monica-Malibu Unified School District

Attachments:

Proposed Decision  
List of Employees to Receive Final Layoff Notices

BEFORE THE  
BOARD OF EDUCATION OF THE  
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
STATE OF CALIFORNIA

In the Matter of the Accusation Against:

Carolina Barba-Ortiz, and Other  
Certificated Employees of the  
Santa Monica-Malibu Unified School District,

Respondents.

OAH Case No. 2010030576

**PROPOSED DECISION**

Amy C. Lahr, Administrative Law Judge, Office of Administrative Hearings, heard this matter on April 15, 2010, in Santa Monica, California.

James Baca and Elizabeth Zamora-Mejia, of Atkinson, Andelson, Loya, Ruud & Romo, P.C., represented Tim Cuneo (Cuneo), Superintendent of the Santa Monica-Malibu School District (District).

Lawrence B. Trygstad, of Trygstad, Schwab & Trgystad, Inc., represented the 45 certificated employees as set forth in the District's Exhibit 10, which is incorporated by reference as if fully set forth herein, as well as the following five certificated employees: Kathryn Dehope, Tracy Kooy, Laura Meschel, Hong Le, and Henry Wadsworth (Respondents).

The District has decided to reduce or discontinue certain educational services and has given Respondents notice of its intent not to reemploy them for the 2010-2011 school year. Respondents requested a hearing for a determination of whether cause exists for not reemploying them for the 2010-2011 school year.

At the hearing, the District withdrew the Accusation against Laura Check and Maribel Pulido.

Oral and documentary evidence was received at the hearing and the matter was submitted for decision.

**FACTUAL FINDINGS**

1. Superintendent Cuneo filed the Accusation in his official capacity.

2. Respondents are certificated employees of the District.

3. On February 18, 2010, the Board of Education of the District (Board) adopted Resolution number 09-22, reducing or discontinuing the following services for the 2010-2011 school year:

<u>Service</u>	<u>Full-Time-Equivalent Positions</u>
1. Nursing Services	3.0
2. Middle School Counseling Services	4.0
3. High School Counseling Services	3.0
4. Student Support Advisor Services	2.0
5. Elementary Music Instruction	10.0
6. Elementary Teaching Services	42.0
7. Secondary English Teaching Services	4.0
8. Secondary Mathematics Teaching Services	5.0
9. Secondary Physical Science Teaching Services	2.0
10. Secondary Life Science Teaching Services	1.0
11. Secondary Social Studies Teaching Services	4.0
12. Secondary Humanities Teaching Services	3.0
13. Secondary Art Teaching Services	1.0
14. Secondary Physical Education Teaching Services	2.0
15. Secondary Music Teaching Services	0.2
16. Child Development Lead Teaching Services	2.0
17. Child Development Teaching Services	<u>4.0</u>
Total	92.2

4. Superintendent Cuneo thereafter notified the Board that he recommended that notice be provided to Respondents that their services will not be required for the 2010-2011 school year due to the reduction or discontinuance of particular kinds of services.

5. By March 12, 2010, Assistant Superintendent Michael D. Matthews (Dr. Matthews) provided notice to Respondents that their services will not be required for the 2010-2011 school year due to the reduction or discontinuance of particular kinds of services.

6. Respondents timely requested a hearing to determine if there is cause for not reemploying them for the 2010-2011 school year.

7. On or about March 23, 2010, the District issued the Accusations, and served them on Respondents.

8. Respondents thereafter filed timely notices of defense.

9. All prehearing jurisdictional requirements have been met.

10. The services set forth in factual finding number 3 are particular kinds of services which may be reduced or discontinued within the meaning of Education Code section 44955.<sup>1</sup>

11. The Board took action to reduce or discontinue the services set forth in factual finding number 3 primarily because of the uncertainty surrounding future funding. The decision to reduce the particular kinds of services is neither arbitrary nor capricious but is rather a proper exercise of the District's discretion.

12. The reduction of services set forth in factual finding number 3 is related to the welfare of the District and its pupils, and it has become necessary to decrease the number of certificated employees as determined by the Board.

13. The Board properly considered all known attrition in determining the actual number of necessary layoff notices to be delivered to its employees.

14. Resolution number 09-22, adopted at the Board's meeting on February 18, 2010, established that the "Board is authorized by Education Code section 44955 to deviate from terminating certificated employees in order of seniority where the district demonstrates a specific need for personnel to teach a specific course or course of study." In addition, the resolution provides that "the Superintendent, or designee, is delegated the authority to take all actions necessary and proper to the accomplishment of the purposes of this Resolution." Contrary to Respondents' counsel's argument, the resolution language provides the District with authority to retain, or "skip" employees with less seniority, provided the District demonstrates the requisite criteria.

15. Dr. Matthews has served as the Assistant Superintendent for Human Resources at the District for six years. Dr. Matthews stated that the District seeks to "skip" from the layoff order the following certificated employees: Judith Miller, a mental health counselor; Michael Corrigan, a band director; and two elementary school teachers from the bilingual dual immersion school, Carlos Morales and Judith Rodriguez. With regard to the mental health counselor, he explained that the District has a need for experienced personnel in the area of acute trauma and crises, and the need for therapeutic services to be provided to students and families. Regarding the band director, Dr. Matthews proudly stated that the District is renown for its music programs; it has one of the best high school marching bands in the country, and that it requires a the band director with a great deal of experience, especially with marching bands, to maintain its reputation. As for the bilingual dual immersion school, Dr. Matthews

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<sup>1</sup> All further statutory references are to the Education Code.

explained that there are very few of these programs in the state or nation, and he emphasized that the teaching positions require a BCLAD certificate, as well as special skills and training. After consulting with the respective department heads to gather information, the District determined that the employees retained possessed the special skills and experience necessary to fill the corresponding need.

The District has demonstrated its specific needs for personnel to teach specific courses. It has also shown that employees Judi Miller, Michael Corrigan, Carlos Morales, and Judith Rodriguez have the special training and experience necessary to provide the needed services; and that no employees with higher seniority dates possess the same special training and experience.

16. Resolution number 09-21, adopted at the Board's meeting on February 18, 2010, established tie-breaker criteria for determining the relative seniority of certificated employees who first rendered paid service on the same date. In the tie-breaking process, number four states that an employee holding a currently valid and properly filed, non-emergency Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate, or equivalent, wins the tie-breaker.

17. Respondent Joanna Orozco is a full-time kindergarten teacher at Edison Language Academy (Edison), with a seniority date of August 31, 2007. She shares this date with another teacher, Carlos Morales, who is a fifth grade teacher at Edison. The District retained Mr. Morales because he possesses a BCLAD certificate. Ms. Orozco does not currently have a BCLAD Certificate. She has taken the necessary examinations and is awaiting the results. Ms. Orozco claims that she did not know that she had to take additional examinations in order to obtain her BCLAD certificate until March 2010. She blames the District for not informing her of the requirements sooner. Her argument is without merit. Ms. Orozco agreed that it is her responsibility to know the requirements of obtaining a BCLAD. Because Ms. Orozco does not yet possess her BCLAD certificate, the District was not required to consider this credential when determining the layoff order. (*Degener v. Governing Bd.* (1977) 67 Cal. App. 3d 689, 698; *Campbell Elementary Teachers Ass'n v. Abbott* (1978) 76 Cal. App. 3d 796, 814-15.) The District appropriately applied its tie-break criteria. The evidence did not establish that the criteria, or its application, were arbitrary or capricious, or in violation of the Education Code.

18. Respondent Monica Micale is a full-time kindergarten teacher at Franklin Elementary, also with a seniority date of August 31, 2007. Ms. Micale claims that she has fulfilled all of the requirements necessary to obtain her BCLAD; however, she does not currently possess the certificate because it is being processed by the Commission on Teacher Credentialing (CTC). Although Ms. Micale successfully passed the BCLAD examination requirements in June 2007, she chose to wait until February 2010 to file for her certificate because she thought her present teaching position did not require it. Ms. Micale chose to file

for the certificate through the District, as opposed to filing directly with the CTC. As of the hearing date, the CTC had not yet issued Ms. Micale's credential. Ms. Micale acknowledged that she does not know if having the BCLAD certificate would have saved her position. Ms. Micale cannot blame the District for her delay, from June 2007 through February 2010, in filing to obtain her BCLAD certificate. As stated above, the District is not required to consider a credential that an employee does not currently possess. Thus, the District properly determined the layoff order with respect to Ms. Micale.

19. Respondent Jennifer Matthews is a school counselor at Lincoln Middle School, and her seniority date is August 1, 2007. She holds a Masters degree in Social Welfare and is a Licensed Clinical Social Worker. Respondent Matthews testified that she can perform the duties of the mental health counselor that Judi Miller, a less senior employee, was retained to perform. Ms. Miller, whose seniority date is April 14, 2008, holds a certification in Peer Negotiation, and a certification from the Office of Criminal Justice Crisis Intervention. Ms. Miller has had post-graduate training in trauma and substance abuse, and school crisis management. In addition, Ms. Miller has experience supervising therapists; and is able to supervise interns who can provide free counseling services. The evidence showed that these special skills and experience are necessary to fill the District's specific need. Respondent Matthews does not hold certifications in Peer Negotiations or from the Office of Criminal Justice. She has not had any formal training in crisis management, and no post-masters coursework. Although Respondent Matthews has supervised interns, she has not had any experience supervising other therapists. Therefore, Respondent Matthews does not possess the special training and experience necessary to perform the duties of the mental health counselor. (See *Bledsoe v. Biggs Unified School District* (2008) 170 Cal.App.4th 127, 142.)

20. Respondent Kevin McKeown is an elementary music school teacher, with a seniority date of May 22, 2006. He holds a Bachelor's degree in Music Education, and a Master's degree in Music Conducting. He has served as the Band Director at Santa Monica College since 2002, and in other band director positions; none were marching bands. Respondent McKeown thinks that he can fulfill the band director position requirements that Michael Corrigan, a less senior employee, was retained to execute. Mr. Corrigan, whose seniority date is September 4, 2009, has more than 40 years experience as a band director, including many years working with marching bands. He has personally received numerous awards for his band direction, and he has also led marching bands to receive first place awards in various competitions. Mr. Corrigan has taken the District's marching band to new heights in the 2009-2010 school year. The evidence showed that that these special skills and experience are necessary to fill the District's specific need. Respondent McKeown acknowledged that he has not ever served in the capacity of a band director of a marching band. Thus, Respondent McKeown does not possess the special training and experience necessary to perform the duties of the band director.

21. Respondent Mara Chenik is a first grade teacher at Roosevelt Elementary

School, with a seniority date of September 1, 2006. She is currently a tenured employee and received proper notice of this proceeding. Respondent Chenik questioned whether her seniority date was accurately calculated. The relevant timeline of her work history with the District is as follows:

2002-03	Temporary second grade teacher
2003-04	Long-term substitute teacher
2004-05	Part-time reading teacher
2005-06	Temporary full-time first grade teacher
2006-07	Full-time teacher; status at issue

Respondent Chenik is currently a tenured employee. With regard to the 2006-07 school year, Respondent Chenik began teaching first grade on September 1, 2006. She taught without a contract until September 19, 2006, and initially received a probationary contract on that date. Shortly thereafter, the District's human resources department informed her that it mistakenly gave her a probationary contract; she was to be under a temporary contract. The District then issued a revised contract to Respondent Chenik on September 29, 2006, which stated that the contract was temporary. Respondent Chenik signed the temporary contract; and the District classified her as a temporary employee for that school year.

22. With the exception of Respondent Chenik, as explained below in legal conclusion number 4, no certificated employee junior to any Respondent was retained to render a service which any Respondent is certificated and competent to render.

#### LEGAL CONCLUSIONS

1. Jurisdiction for the subject proceeding exists pursuant to sections 44949 and 44955, by reason of factual finding numbers 1 through 9.

2. The services listed in factual finding number 3 are determined to be particular kinds of services within the meaning of section 44955, by reason of factual finding numbers 3 and 10.

3. Cause exists under sections 44949 and 44955 for the District to reduce or discontinue the particular kinds of services set forth in factual finding number 3, which cause relates solely to the welfare of the District's schools and pupils, by reason of factual finding numbers 1 through 22.

4. The Education Code permits certificated employees to be classified in one of four ways: permanent, probationary, substitute, or temporary. (*Kavanaugh v. West Sonoma County Union High School Dist.* (2003) 29 Cal.4th 911, 916.) A certificated employee is classified as permanent, i.e., acquires tenure, if, after having been employed for two complete

successive school years in a position requiring certification qualifications, he or she is reelected for the following year. (§ 44929.21, subd. (b); *Bakersfield Elementary Teachers Assn. v. Bakersfield City School Dist.* (2006) 145 Cal.App.4th 1260, 1278-1279.) Probationary employees are “those persons employed in positions requiring certification qualifications for the school year, who have not been classified as permanent employees or as substitute employees.” (§ 44915.) Substitutes are “those persons employed in positions requiring certification qualifications, to fill positions of regularly employed persons absent from service. . . .” (§ 44917.) Temporary employees are those requiring certification qualifications, other than substitute employees, who are employed for limited assignments, as defined in the Education Code, such as in sections 44918, 44919, 44920, and 44921. (*California Teachers Assn. v. Vallejo City Unified School Dist.* (2007) 149 Cal.App.4th 135, 146.)

Districts are required to provide employees with written notice of their classification when first hired. (§ 44916; *Kavanaugh, supra*, 29 Cal.4th at 911.) Section 44916 provides:

The classification [of a certificated employee] shall be made at the time of employment and thereafter in the month of July of each school year. At the time of initial employment during each academic year, each new certificated employee of the school district shall receive a written statement indicating his employment status and the salary that he is to be paid. If a school district hires a certificated person as a temporary employee, the written statement shall clearly indicate the temporary nature of the employment and the length of time for which the person is being employed. If a written statement does not indicate the temporary nature of the employment, the certificated employee shall be deemed to be a probationary employee of the school district, unless employed with permanent status.

The Supreme Court of California has interpreted this to mean “that certificated teachers must be informed in writing, on or before their first date of paid service to their employing districts, of their salary and employment status.” (*Kavanaugh, supra*, 29 Cal.4th at p. 921.) Failure to provide notice of temporary employment as required by section 44916 results in probationary service as a matter of law. (*Id.*, at p. 926.)

Respondent Chenik began teaching on September 1, 2006; but she did not receive a written statement indicating her temporary status until September 29, 2006. Thus, because the District failed to give her written notice of the temporary contract on her first date of paid service, Respondent’s Chenik became a probationary employee in the 2006-07 school year. According to Section 44920, Respondent Chenik’s proper seniority date is then one year earlier, September 2, 2005, which is her first paid date of service in the year when she served as a temporary employee. Because Respondent Chenik was hired as a probationary employee for the following school year, her temporary status converted to probationary pursuant to section 44918, subdivision (a).

Given that Respondent Chenik's correct seniority date is September 2, 2005, her current position in the layoff order is incorrect. To determine whether the District retained an employee junior to Respondent Chenik that she is certificated and competent to perform, a review of the seniority chart is necessary. The evidence showed that there is one potential position that Respondent Chenik could be eligible to perform; that of Jacqueline Papale. Ms. Papale was retained, and not subject to this proceeding. Both Respondent Chenik and Ms. Papale hold clear, multiple subject credentials and Crosscultural, Language and Academic Development (CLAD) certifications, and are highly qualified elementary education teachers under the No Child Left Behind Act. Because they share the same seniority date, the District should have applied Resolution No. 09-21, which set forth the tiebreaker criteria, to determine whether Respondent Chenik is eligible to hold the position that Ms. Papale has retained. The District did not provide sufficient information for the undersigned ALJ to apply the tiebreaker criteria and make that determination. Thus, the District has not established that it is not retaining a certificated employee junior to Respondent Chenik to render a service which she is certificated and competent to render. Accordingly, the Accusation against Respondent Chenik must be dismissed.


5. Cause does not exist to terminate the service of Respondent Mara Chenik, by reason of factual finding number 21, and legal conclusion number 4.

6. Cause exists to terminate the services of the 42 Respondents listed in Exhibit 10 (excluding Laura Check, Maribel Pulido, and Mara Chenik); and Kathryn Dehope, Tracy Kooy, Laura Meschel, Hong Le, and Henry Wadsworth, by reason of factual finding numbers 1 through 19, and legal conclusion numbers 1 through 3.

#### ORDER

The Accusations are sustained and the District may notify Respondents listed in legal conclusion number six, except for those specifically excluded, that their services will not be needed during the 2010-2011 school year due to the reduction of particular kinds of services.

DATED: May 5, 2010

  
\_\_\_\_\_  
AMY C. LAHR  
Administrative Law Judge  
Office of Administrative Hearings

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**

**ATTACHMENT 2**

**Employees to Receive Final Layoff Notices**

Probationary Employees:

1. Martha Simmons (2/11/08) (1.0 FTE)
2. Dalia Loc (8/28/08) (1.0 FTE)
3. Elaine Robinson (8/28/08) (1.0 FTE)
4. Jennifer Rodstrom (8/28/08) (1.0 FTE)
5. Shannon Dexter (8/28/08) (1.0 FTE)
6. Kitaro Webb (8/28/08) (1.0 FTE)
7. Michael Surrago (8/28/08) (1.0 FTE)
8. Jordan Ervin (8/28/08) (1.0 FTE)
9. Amy Loch (8/28/08) (.60 FTE)
10. Ah Young Chi (8/1/09) (1.0 FTE)
11. Deborah Cha (9/4/09) (1.0 FTE)
12. Anna Komandyan (9/4/09) (1.0 FTE)
13. Renee Diamond (9/4/09) (1.0 FTE)
14. Henry Wadsworth (9/4/09) (1.0 FTE)
15. Jennifer Lui (9/4/09) (1.0 FTE)
16. Wendell Moorman (9/4/09) (1.0 FTE)
17. Susan Strauss (9/4/09) (1.0 FTE)
18. Maia Zander (12/14/09) (.60 FTE)

Permanent Employees:

19. Marissa Jauregui (9/2/05) (1.0 FTE)
20. Lori Hanson (9/2/05) (1.0 FTE)
21. Ashley Borden (9/2/05) (1.0 FTE)
22. Laura Meshel (9/2/05) (1.0 FTE)
23. Sandra Cano (9/2/05) (.50 FTE)
24. Amy Turner (10/3/05) (1.0 FTE)
25. Kevin Mc Keown (5/22/06) (1.0 FTE)
26. Susan Justin (9/1/06) (1.0 FTE)
27. Vanessa Ventre (9/1/06) (1.0 FTE)
28. Jason Aiello (9/1/06) (1.0 FTE)
29. Andrea Ware (9/1/06) (1.0 FTE)

Permanent Employees:

30. Norma Vallejo (9/1/06) (1.0 FTE)
31. Amy Maynard (9/1/06) (1.0 FTE)
32. Erin Haendel (9/1/06) (.50 FTE)
33. Tracy Kooy (9/1/06) (1.0 FTE)
34. Heidi Fernandez (9/1/06) (1.0 FTE)
35. Jamie Marks (9/1/06) (1.0 FTE)
36. Erin Powell (9/1/06) (1.0 FTE)
37. Shannon Cox (9/1/06) (1.0 FTE)
38. Michael Green (8/1/07) (1.0 FTE)
39. Jennifer Matthews (8/1/07) (1.0 FTE)
40. Katherine DeHope (8/1/07) (1.0 FTE)
41. Cam An Vo (8/1/07) (1.0 FTE)
42. Julie Honda (8/15/07) (1.0 FTE)
43. Jennifer Langsdale (8/31/07) (1.0 FTE)
44. Monica Micale (8/31/07) (1.0 FTE)
45. Catherine Handleman (8/31/07) (1.0 FTE)
46. Christian Carter (8/31/07) (1.0 FTE)
47. Lynne Hampton (8/31/07) (1.0 FTE)
48. Jeffrey Gonzalez (8/31/07) (1.0 FTE)
49. Hayde Cervantes (8/31/07) (1.0 FTE)
50. Joanna Orozco (8/31/07) (1.0 FTE)
51. Eugenie Hwang (8/31/07) (1.0 FTE)
52. Hong Le (8/31/07) (1.0 FTE)
53. Carolina Barba-Ortiz (8/31/07) (1.0 FTE)
54. Virginia Ripley (8/31/07) (1.0 FTE)
55. Kelly Kulsrud (8/31/07) (1.0 FTE)
56. Russel Rowton (8/31/07) (1.0 FTE)
57. Mark Suminski (8/31/07) (1.0 FTE)
58. Jessica Gravelle (8/31/07) (1.0 FTE)

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## **DISCUSSION ITEMS**

TO: BOARD OF EDUCATION

DISCUSSION

05/10/10

FROM: TIM CUNEO / CHIUNG-SALLY CHOU

RE: PATHWAY PRESENTATIONS – JOHN ADAMS PATHWAY, OLYMPIC HIGH SCHOOL, AND CHILD DEVELOPMENT SERVICES

DISCUSSION ITEM NO. D.01

This year, school presentations to the Board of Education will reflect a significant paradigm shift. Instead of individual sites sharing information about the many wonderful educational experiences they offer students, reports to the Board will now take the form of a collaborative effort designed and presented by the principals within each of the three pathways. The purpose of these Pathway Presentations is to communicate to the Board of Education and the broader community the thoughtful intentional work that is taking place across each Pathway to accomplish the District's mission of "Providing each student with extraordinary educational experiences while simultaneously closing the achievement gap."

The presentations will be anchored in an analysis of pathway data, and include a discussion of work that is currently in progress, as well as future plans. It is also anticipated that the pathway presentations will prove to be an invaluable tool for the principals as they work together to promote deep and meaningful collaboration among their schools about student performance and practices across the pathway. Through the planning process, principals are afforded time to reflect upon the effectiveness, and alignment of efforts to support increased achievement.

Attached is an overview of the Pathway Presentation Planning Process.

The Malibu and Lincoln pathways presented at the April 26 special meeting, and the John Adams pathway will present this evening, along with a presentation from Child Development Services and another presentation on the programs and services at the Olympic complex.

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*The presentations can be found under Attachments at the end of these minutes.*

*Mr. Cuneo introduced Dr. Marty Powers, the new Principal of Will Rogers Learning Community. Dr. Powers thanked the board and said he spent the day at the school site, visiting classrooms and speaking with the children during recess. He said it was a wonderful experience, and he is looking forward to beginning in July. Mr. Cuneo thanked Mr. Harris and Ms. Cairns for their leadership at Rogers during this past year.*

*John Adams Middle School Pathway*

*Principals Iniguez, Shaw, Orum, Friedenberg, Komlos, Rische, Harris, and Cairns delivered the presentation. Mr. de la Torre asked about highly qualified teachers and student-to-teacher ratios in the pathway. Dr. Matthews said the JAMS pathway has highly qualified teachers and more BLCAD certified teachers than anywhere else in the district. Dr. Chou said districts are required to submit annual student-to-teachers ratios at Title I and non-Title I schools – SMMUSD is compliant with the requirement, meaning the Title I schools' ratio is lower than that of non-Title I schools. Mr. de la Torre asked about the number of suspensions among students of color. Ms. Shaw answered that student suspensions are down overall. Ms. Orum added that as Cool Tools and progressive discipline have been implemented, suspension rates have declined dramatically. Mr. Snell asked about parent education in the JAMS pathway being lower than others. Mr. Friedenberg said teachers make personal phone calls home, and not just because something bad might have happened, but also to give positive feedback and encourage parent inclusion. He said the goal is to reduce isolation, increase participation, and raise student achievement. Ms. Komlos added that community liaisons have also increased*

communication between the schools and homes. Mr. Harris said parent involvement improves when a variety of strategies are tried and then teachers come together and share their results. Ms. Pye asked about challenges regarding computer access in the classroom and at home. Ms. Shaw said JAMS has a new computer lab and new technology support staff. Also, almost every teacher has a laptop, projector, and document camera in the classroom. Dr. Iniguez added that some parents lack email access. For those parents, teachers and administrators visit the homes. Mr. Friedenberg said that on Wednesdays at Grant, parents have access to the computer lab for an hour and a half and can also take computer skills lessons. Ms. Leon-Vazquez asked about professional development. Ms. Shaw said that professional development is the first step, but consistent implementation of those best practices is the key. Ms. Pye asked about intervention methods. Mr. Harris said first teaching is most important than just intervention, and the first step is to have site administrators involved and familiar with teaching strategies. He emphasized the need for effective first instruction, then reviewing and identifying those students who were not successful and determining ways to help those students. Intervention should be incorporated into the everyday instruction a couple times per week in order to eliminate excessive add-on programs. Dr. Iniguez said Samohi has implemented POP, a program that identifies students most in need of math intervention and provides that intense instruction during the school day, rather than making students stay after school. Mr. de la Torre asked to see suspension data broken out by gender, ethnicity, and social-economic status. The principals thanked the Ed Services Department for their support and skills.

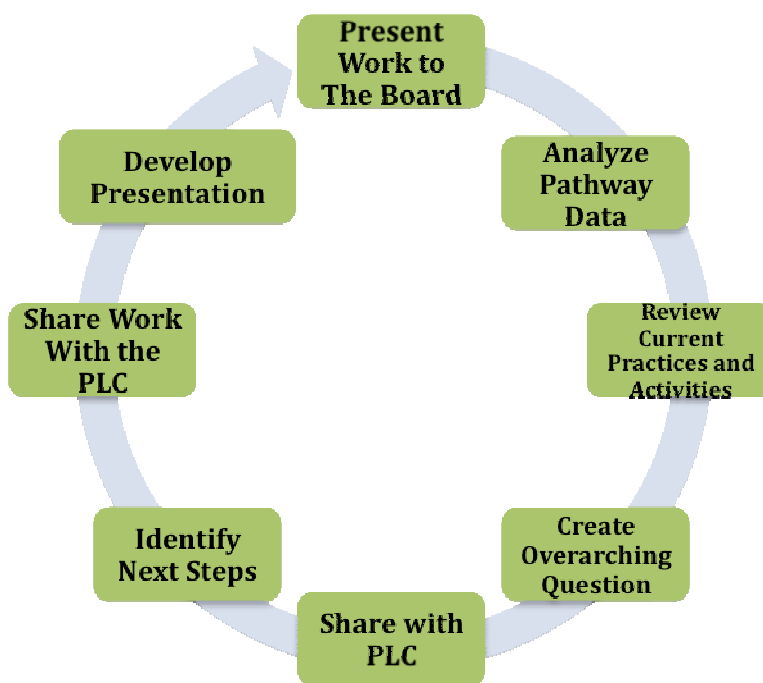
#### Child Development Services

Director Judy Abdo, Preschool Coordinator Janice Onami, and Multisite Supervisors Diedra Wilson and Dorie Meek delivered the presentation. Ms. Abdo reported that there are twenty-five or twenty-six infants and toddlers in the infant toddler care program. There are just over 100 children in the L.A. UP program. Ms. Pye asked where more preschool spaces are needed. Ms. Abdo said there needs to be more infant/toddler spaces, but also more full-day preschool. Ms. Onami trained the board members on the Head Start program and requirements. Dr. Escarce asked how many families residing in Santa Monica live under the poverty level. He also wondered how many children in Santa Monica are not receiving preschool services. Ms. Abdo answered that this data will be updated, as this is a census year. Dr. Escarce asked how children with possible special needs are identified and assessed. Mr. Snell asked about initiatives available to encourage paternal involvement in a child's life. Ms. Pye asked about transition into elementary school. Ms. Wilson said that they are working on programs that allow the preschoolers an opportunity to experience elementary school life. Also, each student has a file of his/her work that follows the student to Kindergarten. Mr. de la Torre asked if children attend preschool according to geographic location in Santa Monica. Ms. Abdo said certain programs are available only at certain sites.

#### Olympic High School Complex

Principal Janie Gates delivered the presentation. Ms. Pye asked Dr. Gates for a list of organizations with which Olympic High School partners so they can be recognized. Dr. Gates explained that "short-term placement" in the Off-Campus Learning Center usually means one to two semesters. Dr. Escarce asked about calculating graduation rates. Dr. Gates said that true seniors and fifth-year students are counted in the graduation rates. Students who have not earned enough credits to graduate can attend the Adult Education Center, take the GED, or attend SMC. Dr. Escarce asked about A-G requirements and Olympic High School graduates who go on to higher education. Dr. Gates said students who do attend college after Olympic usually attend a community college; however, those who have met A-G requirements can go on to four-year universities immediately after graduating from Olympic. Dr. Chou said A-G is approved by school, by course. The UC system does not usually grant A-G requirement to continuation high school courses. Some students who attend Olympic might have accrued courses that are A-G approved from the other comprehensive high schools.

## PATHWAY PRESENTATION PLANNING PROCESS



- 1) **Analyze Pathway Data** – Working with the Director of Assessment and Evaluation, principals will collaboratively examine multiple sources of data from their pathway to determine performance trends of each of their subgroups. Data sources to be considered include, but are not limited to, standardized test scores, local assessment results, suspension/expulsion rates, parental involvement information, and student participation profiles.
- 2) **Review Current Practices and Activities** – In this step of the planning process, principals discuss instructional and support practices/ activities that are currently implemented within their pathway in light of information gained through their data analysis. The purpose of this discussion is to identify practices and activities that are positively impacting their work to provide all students with an extraordinary educational experience while simultaneously closing the achievement gap.
- 3) **Create Overarching Question** - Based on insight gained from the first two steps, the group works to define an essential question that will propel their work to increase achievement, and frame their presentation to the Board.
- 4) **Share With PLC** – An important element of principals’ work as instructional leaders is the reflection and deepening of thought that takes place in purposeful conversations with other principals. As the principals work to explore and improve their practices together, they have developed into their own PLC – “Principal Learning Community.” At this step of the process, the Pathway administrators share their work from the first

three steps with the entire PLC for feedback and questions for an “outside” collegial perspective on their thinking.

- 5) **Identify Next Steps** – This step of the process provides principals the opportunity to determine the “next steps” they wish to take as a pathway to enhance/ improve effectiveness with subgroups within their pathway. The determination may include identification of practices that should be:
  - a. Continued or expanded;
  - b. Modified or eliminated;
  - c. Newly created.
- 6) **Share Work with Principal Learning Community** –At this step of the process, pathway principals will again share their thinking with principals from the other pathways. The non-presenting principals will be asked to give feedback to, and ask probing questions of the presenting principals. The presenting team of principals can incorporate the insights that emerge as a result of this articulation into the development of their presentation to the Board.
- 7) **Develop Presentation** – The principals work collaboratively to use understandings gained from the first four steps of this process to formulate their presentation to the Board of Education. Using a template provided by Ed Services, the presentation will tell the story of the pathway’s current and future work to accomplish the district’s mission. The presentation will be approximately one hour in length, and include opportunities for questions from Board members at intervals scheduled throughout.
- 8) **Presentation to the Board** - The Pathway Presentations to the Board of Education will take place at specially scheduled workshops on April 26 and May 10. Two pathways will present at the April 26<sup>th</sup> session, and the third pathway and CDS will present at the May 10<sup>th</sup> workshop. Ed Services staff will introduce the presentations. Pathway principals will collaboratively present their pathway’s work, and facilitate the interaction with the Board.

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## **ATTACHMENTS**

ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Presentation: "John Adams Pathway"
- Presentation: "SMMUSD Child Development Services"
- Presentation: "SMMUSD Alternative Education"



## John Adams Pathway

A Presentation to the Board of Education  
Santa Monica-Malibu Unified School District  
May 10, 2010

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## Strengthening a Pathway of Schools

### ■ Today's Objectives:

- Provide a snapshot of the John Adams Pathway
- Discuss overarching questions in relation to the district focus on mathematics
- Examine relevant data
- Share current Pathway work
- Explore next steps for future work
- Q & A embedded throughout

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## Section I: Who Are We? An Overview of Our Schools

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### Neighborhood Elementary Schools

The JAMS Pathway includes three neighborhood elementary schools:

Grant  
Elementary  
650 students



Will Rogers  
Learning  
Community  
520 Students



John Muir  
Elementary  
320 students




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### Schools of Choice

Our Pathway also includes two schools of choice:

Edison Language Academy  
435 students



Santa Monica Alternative School  
SMASH K-8  
220 students

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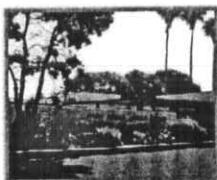
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### Secondary Schools

- John Adams Middle School
- 6th, 7<sup>th</sup>, and 8<sup>th</sup> grades
- 1,028 students



- Santa Monica High School
- 9<sup>th</sup>-12<sup>th</sup> grades
- 3,081 students

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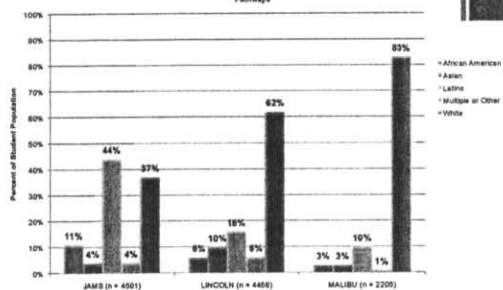
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## Pathway Demographics: Ethnicity

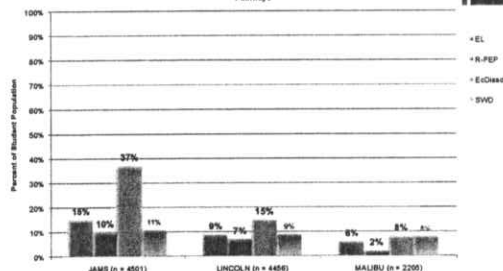
Includes students who are currently enrolled at Sanohi, Olympic or Malibu who matriculated from each of the Pathways



## Language and Socio-Economic Status

### Pathway Demographics: Groups

Includes students who are currently enrolled at Sanohi, Olympic or Malibu who matriculated from each of the Pathways



## Implications of Pathway Data

### ■ Demographics

- The diversity in our student bodies presents opportunities and challenges
  - Our schools look more like Los Angeles County and the world that students will live and work in as adults.
  - We are enriched by each other's cultures, backgrounds and perspectives.
  - But it also means that many JAMS Pathway students face challenges not faced in the same magnitude in other pathways.
  - Larger numbers of our students rely on the schools to help them not be defined by their demographics.

### **Poverty**

■ **Students from families living below the poverty line are more likely to have:**

- Few flexible financial resources for school supplies, materials for projects, computers at home, music lessons, tutoring, funding for fieldtrips or special programs.
- Parents who have completed fewer years of school; who may have had their own negative experiences with the school system; and/or who do not have the time or tradition of volunteering in school.
- Economic needs that may supersede the educational needs of children.
- Transportation challenges that limit ability to come for extra activities.

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### **Our Responsibility**

- To be aware of the challenges caused by poverty, and make sure that we don't let them become barriers to success at school.
- Not to assume a middle class model of resources or experiences at home.
- To make certain that all children:
  - Know how to "do school"
  - See schooling as important and valuable
  - Believe that academic success is for people just like themselves

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### **To Meet This Responsibility**

- We provide outreach and educational opportunities for parents.
- We send home assignments that students can complete on their own and do other kinds of projects at school.
- We make sure that project supplies, computer access, etc. are available at school.
- We raise money for scholarships so that all children can participate in trips and special activities.
- We provide extra music services and loaner instruments so our students have equal access to advanced music programs.

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### ***Language Diversity***

- More than one in three students in our Pathway have a first language other than English -- with higher concentrations on some campuses.
- In our Pathway, the overwhelming majority of English Learners speak Spanish at home.
- A significant number of parents in our Pathway are immigrants and may have little familiarity with U.S. educational systems and standards.

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### ***Our Responsibility***

- To help children develop native-like academic English and make sure limited proficiency in English does not become a barrier to success at school:
  - We hire CLAD certified teachers (BCLAD when possible).
  - We need strong ELD programs, and personnel who can effectively deliver this instruction.
  - Our teachers need a toolkit of instructional strategies to make content accessible to ELLs.
  - We need to send materials home in two languages and have office personnel who can speak to non-English speaking parents.

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### ***It's a Matter of Creating a Level Playing Field***



- We see our mission as more than just teaching the standards. We (the institutions and staff) must be an important part of building students' and families' social capital.
- If we don't effectively educate all students, then demographics do become destiny.
- All our students need to see themselves as valued and valuable.

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### ***Educating the Whole Child***

- Academics are important at all JAMS Pathway schools, but education in our pathway is about more than just test scores.
- Academic achievement must be fostered for many children so we implement various strategies to attend to the social, emotional, cultural and physical needs of students.
- We all explicitly teach students strategies for being a responsible member of a respectful community.
- We offer parent/family support through Community Liaisons, Outreach Specialists, and/or Parent Networks.
- Community building activities are part of each school to knit together a common culture that supports students' development and achievement.

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### ***School Accomplishments***

- Schools within our Pathway have won a variety of awards and recognitions, including Title I Achievement Awards and California Distinguished School designation.
- Academics and educators from around the country come to visit our schools and learn about our specialties – immersion education, cognitively-guided instruction, project-based learning, science magnet, music, etc.




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### ***Faculty Resources- Our Staffs are Highly Prepared***

- In the JAMS Pathway there are:
  - 19 NBC teachers;
  - 27 Cotsen mentors and fellows;
  - 288 Teachers with CLAD/ BCLAD certification;
  - 183 Teachers with Masters degrees; 5 with Doctorates;
  - A number of teachers who are trainers for University-based programs including Writers Workshop, Readers Workshop, CGI, Frontloading;
- Racially, ethnically and linguistically diverse staffs.

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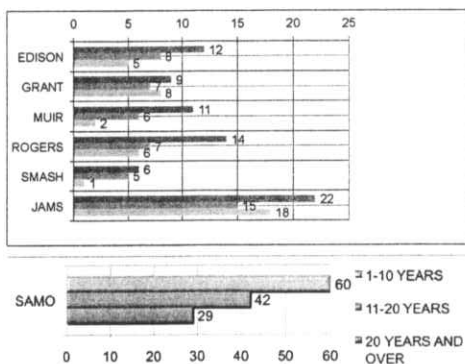
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### Teaching Experience




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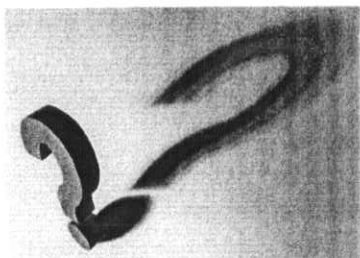
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### Questions Related to Who We Are




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### Section II: Our Work As A Pathway:

#### Focusing on Math




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### Overarching Questions for our Math Work as a Pathway

- To what extent are we as a pathway implementing K-12 vertically aligned best practices for math instruction that support students' deep conceptual understanding?
- In what ways do economic status, ethnicity, gender, and language play roles in building the conceptual understanding?




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### Focusing on Math: A Look at Data

- Math performance in our district, and especially in our Pathway, tends to decline over time. The achievement gaps between different groups of students also widen dramatically in math.




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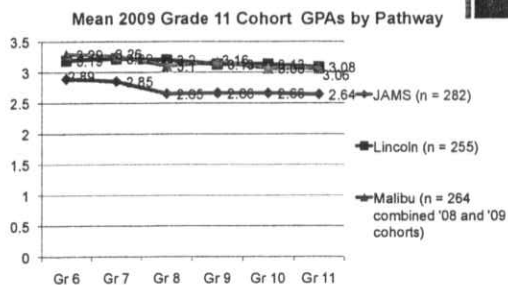
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### GPA By Pathway




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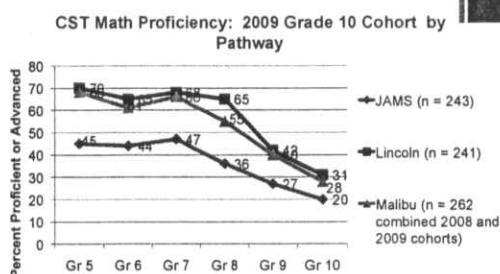
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### Math Proficiency by Pathway



### Focusing on Math: Our Response to the Data

- Our work centers on implementing research-based best practices in math instruction that support students' deep conceptual understanding. We are also interested in developing a better understanding of the roles played by economic status, gender, ethnicity and language in math achievement, so that we may respond appropriately to those needs.
- We consider systematic sustained professional development to be critical in equipping teachers with the tools needed to change math achievement in our pathway.
- This focus is supported by the district's three-year K-12 mathematics implementation and professional development plan.



### Professional Development: Building Math Instructional Capacity

- Our Site Plans for the last few years, have reflected a focus on strengthening professional development, increasing math outcomes, and/or narrowing achievement gaps.
- Each site approached this work a little differently – taking into account the type of resources we already had in place, and how our math work intersected with other professional development efforts underway at each school.
- All sites across the pathway have been working to increase/enhance teachers' math content knowledge and ability to implement effective math instruction.



### ***Professional Development: Building Math Instructional Capacity***



- Professional development in the area of math has included site-based work, district-sponsored efforts, and support from foundations and universities.
- At each site we began by sharing data on math achievement with our teachers, and identifying areas of greatest concern.
- We also had our teachers reflect on the aspects of math instruction that they felt presented the greatest challenges, and where professional development would be most helpful.
- Student data, teachers' reflections, and a review of research indicated that strategies to build students' deeper conceptual understanding through increasing number sense and problem solving abilities were the the places to begin.

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### ***Professional Development: District Resources***



- Schools drew upon the expertise and assistance of district math specialists to help plan and deliver professional development sessions.
- This work was informed by presentations at Principals Meetings delivered by Ed Services;
- Took place during banked time.
- District-funded training for teachers in Summer Institutes and PD offered throughout the year has created more teacher leaders in the areas of math.

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### ***Professional Development: The Role of Foundations***



- Our work in math has been greatly enhanced by our association with two Foundations - RGK and Cotsen.

#### **RGK**

- Teacher leadership development has been increased through the RGK Grant, which promotes and supports the formation of Instructional Leadership Teams (ILTs). Members of the ILTs facilitate Lesson Link, Academic Conferences, and Learning Walks at our sites.

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### Professional Development: The Role of Foundations



#### Cotsen

- Edison, Rogers, Muir and SMASH have all participated in the Cotsen Foundation's *Art of Teaching* project. Through Cotsen, staff from these sites visited and observed teachers at a school known for exemplary math instruction.

- The Cotsen Principals formed a *Principals' Learning Community* to deepen their knowledge and understanding of math, and combine resources for Professional Development. This year they offered year-long common PD opportunities for their teachers.

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### Professional Development: University Support



- Two schools within our pathway, Will Rogers and John Adams, have had the direct ongoing support of staff from UCLA's Graduate School of Education. Drs. Megan Franke, Jody Priselac, and Angela Chan provided training, coaching, and resources for staffs to improve instruction in math. At Rogers, their support focused on CGI, and assessment. At John Adams the work centered around types of problems and questioning, writing in math, model drawing, active learning strategies, and assessment.

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### Work in Progress in the Pathway: Math Instruction



- Based on data analysis and identification of our areas of need, the elementary and middle schools are implementing the following research-based problem-solving approaches to improve teaching and learning in the JAMS Pathway:

- *Cognitively Guided Instruction (CGI)*
- *Pictorial Math*
- *Model Drawing*




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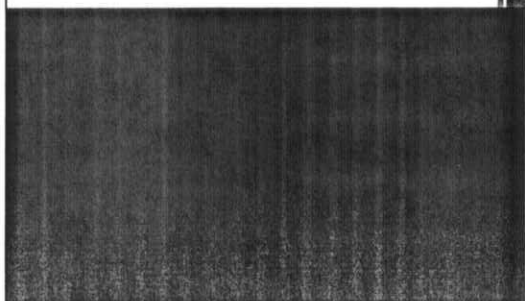
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*Work in Progress As a Pathway:  
Instructional Strategies –  
Pictorial Math*




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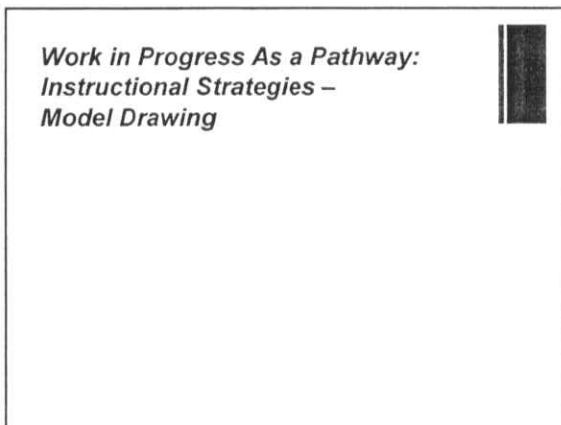
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*Work in Progress As a Pathway:  
Instructional Strategies –  
Model Drawing*




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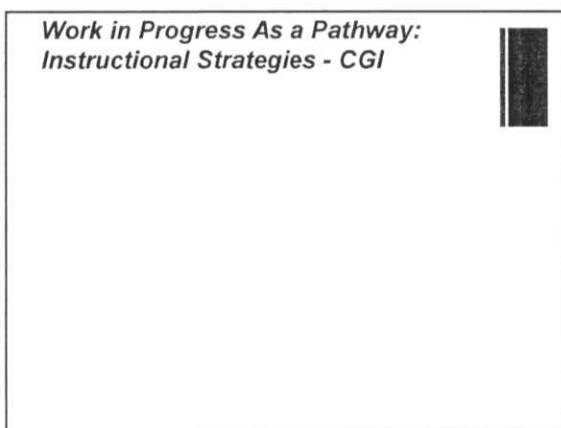
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*Work in Progress As a Pathway:  
Instructional Strategies - CGI*




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### *Work in Progress As a Pathway: Common Assessments*

Within our pathway, staffs are utilizing common assessments in math in varying degrees. We recognize the benefit of having formative assessments that are administered on a regular basis, and are used by teachers to inform their instruction.




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### *Work in Progress As a Pathway: High School*

- Work in the area of math at Santa Monica High has focused on:
  - Improving instruction in Algebra I, Algebra II, and Geometry by identifying and teaching for mastery of "Power Standards."
  - Designing and utilizing common assessments.
  - Examining student work
  - Evaluating the level of rigor in courses




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### *Questions Related to Our Work*




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***Next Steps As a Pathway***



- As a Pathway Team, we have identified the following next steps to deepen our work:
- Begin our work as a Pathway Team earlier in the school year, and meet regularly to increase articulation, and common planning.
- Have teachers visit and observe instruction vertically and horizontally.
- Work towards the goal of common bank-time.
- Align instruction in math by having teachers teach a common set of strategies across levels.
- Increase articulation focused on lesson design and curriculum among teachers.
- Explore some of the ideas for working together generated as part of this process.

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***Ideas We Plan to Explore as a Pathway***



- Transforming our pathway into a cross-school Professional Learning Community, with professional development taking place in teams within the school and across the pathway.
- Utilizing sites' Instructional Leadership Teams across schools to support improved instruction.
- Including a pathway component that contains common goals in our site plans.
- Creating ways to better communicate with parents technologically such as a pathway page-link for parents.
- Creating mechanisms for sharing information across the schools.
- Establishing transition meetings between 5<sup>th</sup> and 6<sup>th</sup> grade teachers, and 8<sup>th</sup> and 9<sup>th</sup> grade teachers so that student needs are known before they begin attending their next level school.

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***Ideas We Plan to Explore as a Pathway***



- Being more efficient in teacher support as a pathway. Identifying strengths in each pathway school so that staffs can visit each other to see expert practitioners.
- Revisiting implementing AVID across levels in pathway schools.
- Studying as a group 90-90-90 schools for implications for our work of closing the achievement gap.

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### ***Final Thoughts...***



The work that we have done as a pathway is a good beginning, and we value the synergy that takes place as we work together. We plan to leverage our collective resources to address needs and goals, but we need District support for for this work. We need:

- Support for focusing on fewer areas so that our staffs become truly effective in delivering instruction in critical areas, and their time and attention isn't spread too thinly. Keeping what matters most, mattering most.
- Time that we can dedicate to going into classrooms to monitor instruction regularly.
- Recognition that this work is not accomplished in one year, and we appreciate the Board's ongoing allocation of resources required to effectively educate all of our students.

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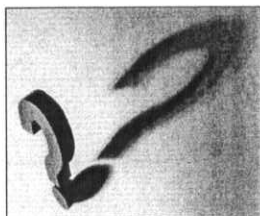
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### ***Thank You ... Final Questions and Discussion***




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## **SMMUSD CHILD DEVELOPMENT SERVICES**



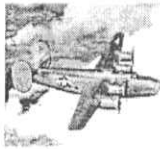
## **History of Child Care in the US**



- The Great Depression
- Emergency Nurseries Established
- World War II
- Lanham Act of 1942

## Establishment of Child Care Services in Santa Monica

- **Aircraft Community**
- **Docia Zavitkovsky**
- **2 Preschool Programs**
- **2 Child Care Programs**



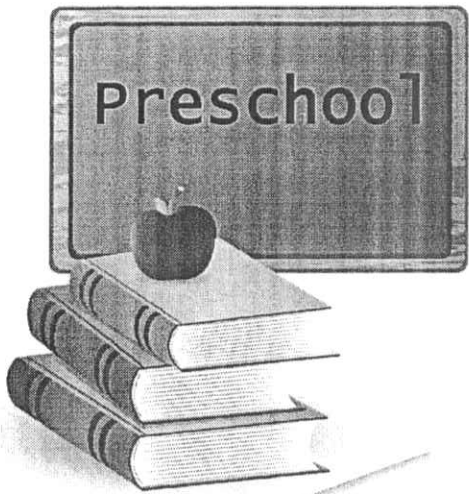
## Child Development Programs

- **California State Preschool Program (CSPP)**
- **Head Start Preschool**
- **Los Angeles Universal Preschool (LAUP)**
- **School Age (CREST)**
- **Cal-SAFE (Teen Parent)**

## RIGHT HERE: RIGHT NOW

- **Various Preschool Programs (local, state and federal)**
- **School Age Child Care**
- **Infant Toddler Care**





Programs are available for a fee, low cost or no cost for income eligible families.

Hours vary from part day morning or afternoon to full day.

## Part Day Full Fee & California State Preschool Program (CSPP)



- Age: 3 or 4 year olds (by December 2<sup>nd</sup>)
- Cost: \$475 per month for Full Fee or  
No cost for income eligible families (CSPP)
- Hours: 3 hours
- Locations: Edison, Franklin, Grant, Lincoln, McKinley, Pine St

## Los Angeles Universal Preschool



- Age: 4 years old only (by December 2<sup>nd</sup>)
- Cost: \$90 per month
- Hours: 3 ½ hours
- Locations: Grant, Pine St, Washington West

## Head Start/California State Preschool Program



- Age: 3 or 4 years (by December 2<sup>nd</sup>)
- Cost: No cost for qualifying families
- Hours: 6 ½ hour or 10 ½ hour programs
- Locations: Edison, Grant, McKinley, John Muir,  
Pine St, Will Rogers, Washington  
West

## Full Day Full Fee & California State Preschool Program Full Day




- Age: 2 to 4 years old (by December 2<sup>nd</sup>)
- Cost: \$975 per month for Full Fee  
Low cost or no cost for income eligible families (CSPP Full Day)
- Hours: 10 ½ hours or hours based on actual need for child care
- Locations: John Adams Preschool, Washington West



WHAT IS CREST?

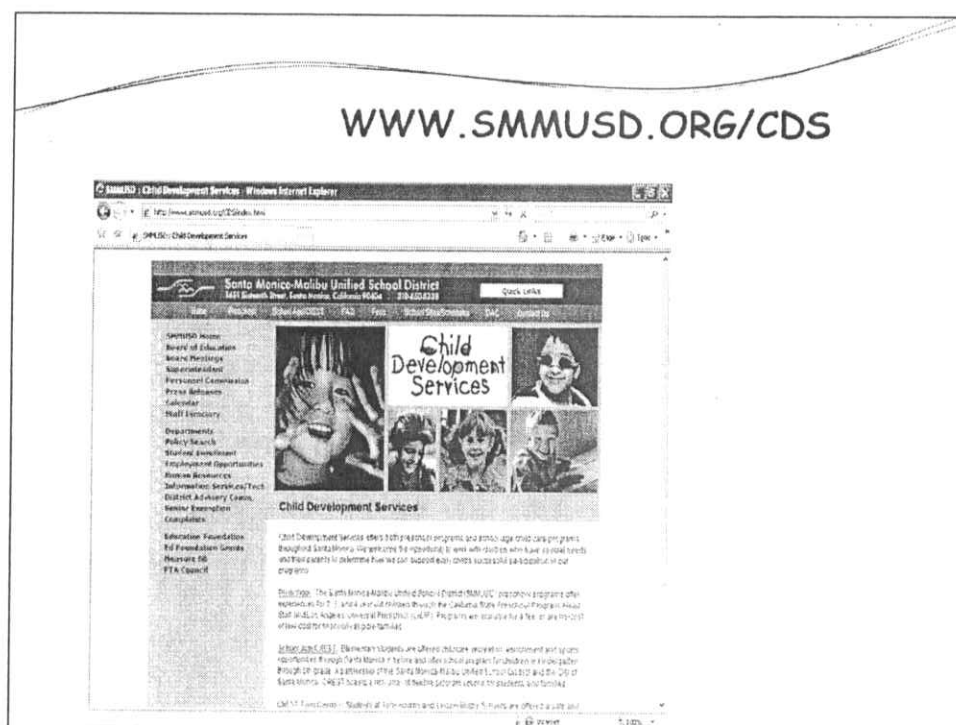
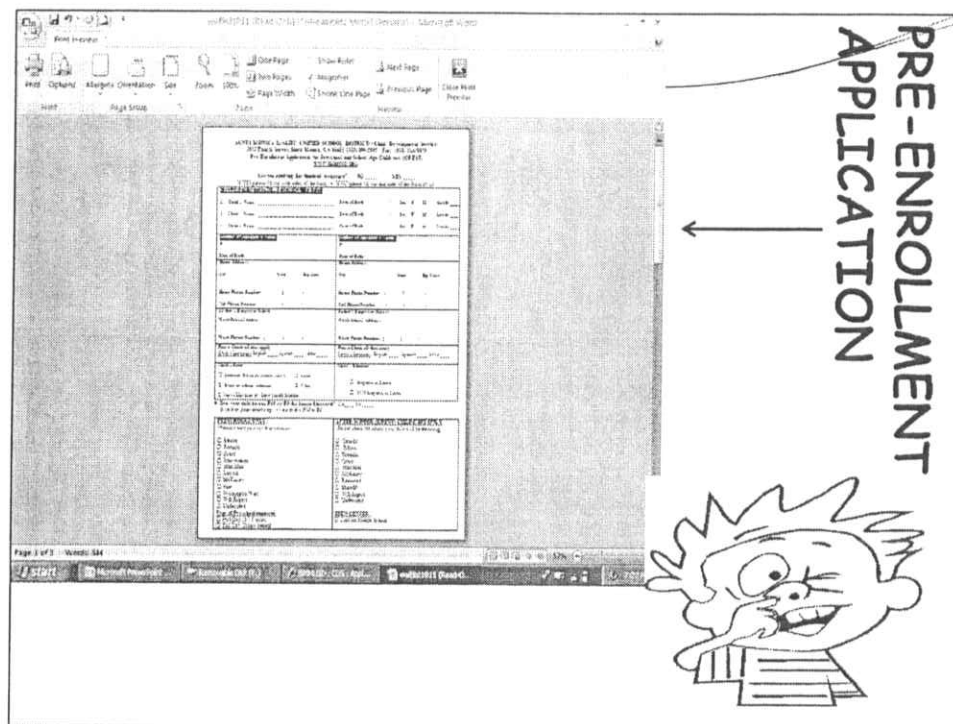
- **C**hildcare
- **R**ecreation
- **E**nrichment
- **S**ports
- **T**ogether



## CHILDCARE OPTIONS



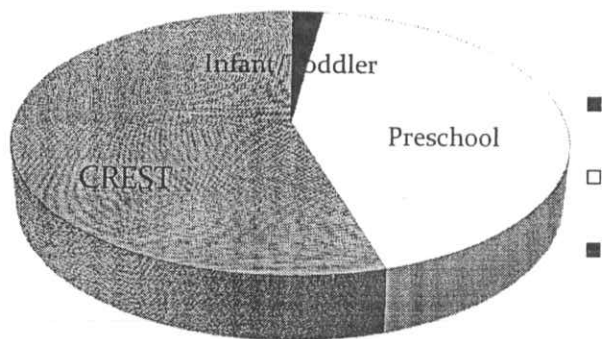
- Full Day
- A.M. Only
- Enrichment & Sports
- Early Express
- Teen Center
- Spring Winter Summer Camps



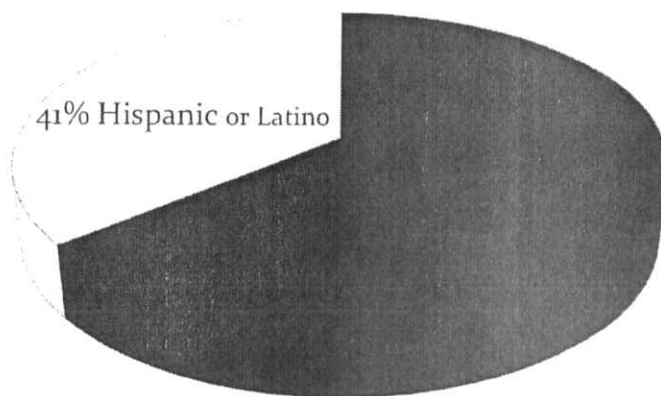
## NEW HEAD-START Regulations

- \* Total on the Non-Federal
- \* Share Board's Commitment and Requirement
- \* Board Approval: Self Assessment Reporting Requirement: Monthly programmatic and financial report (in minutes and copies of the reports)

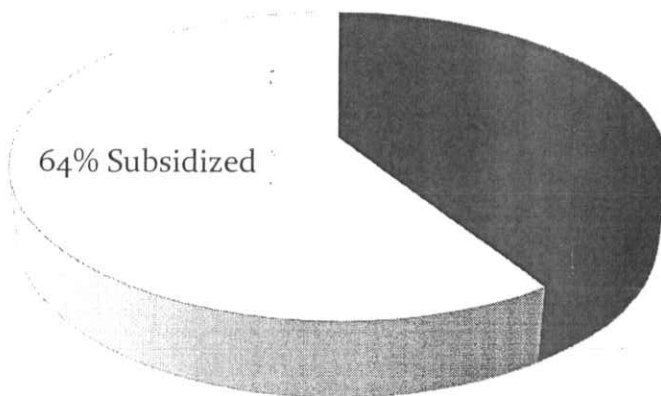
## CDS BY THE NUMBERS



## CDS BY THE NUMBERS



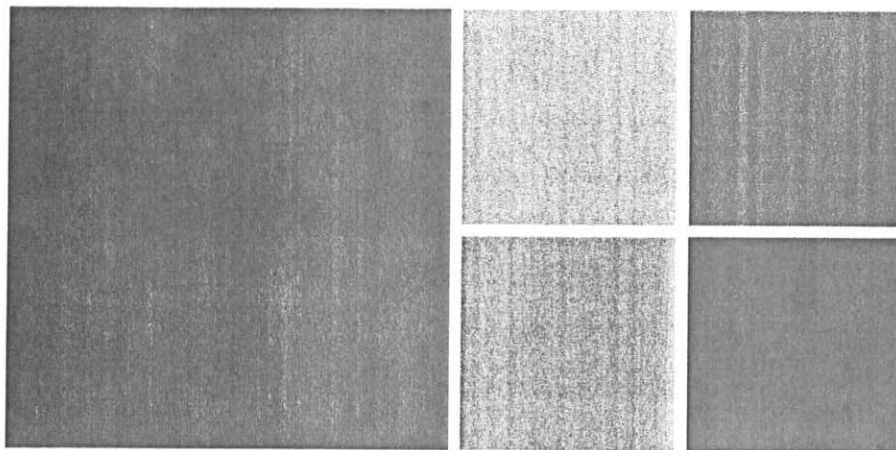
## CDS BY THE NUMBERS



# **SMMUSD Child Development Services**



•Questions?



## **SMMUSD Alternative Education**

Olympic High • Off Campus Learning Center • Independent Studies Program  
Adult Education Center

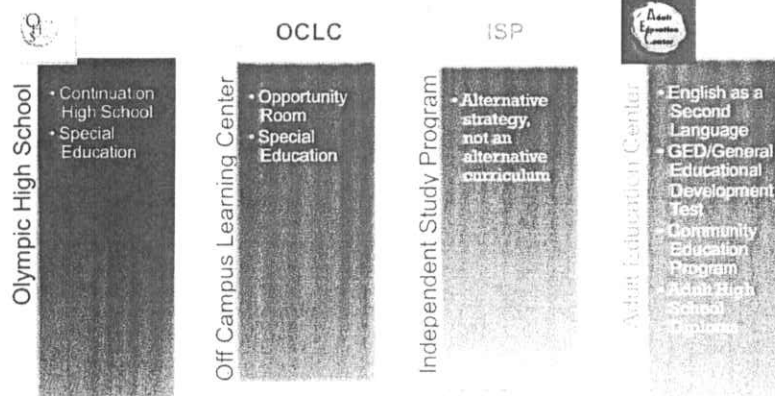
A Presentation to the Board of Education  
Santa Monica-Malibu Unified School District  
May 10, 2010

### **Multiple Options to Success**

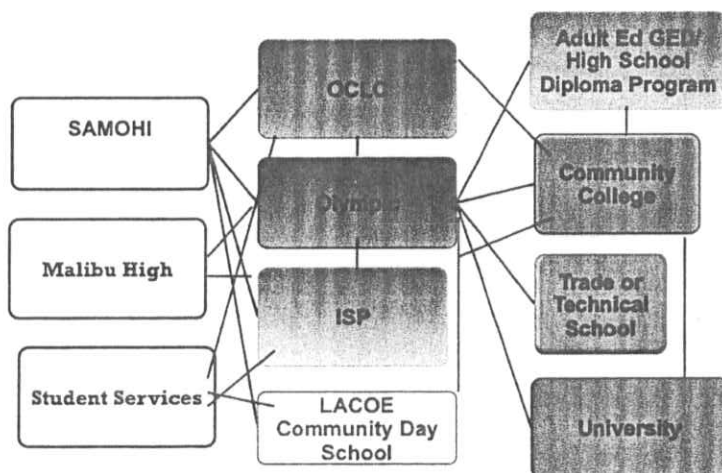
- We offer **alternative** options to provide educational experiences for students who struggle in the mainstream population in our effort to close the achievement gap and strive for on time graduation.
- We work to ensure smooth transitions for students and families as they move from a larger campus to take advantage of alternative program options.
- We provide an articulated curriculum that is linked to the state's and district's content standards using pedagogical approaches that are sound and research based.



## Alternative Education Pathway



## Alternative Education



## OLYMPIC HIGH SCHOOL

### Students:

- 120 students
- 59%Hispanic; 14%African-American; 25% White, 2% Asian
- 10% special education; 10% English learners

### ■ Staff:

- 6.4 teachers (1 special education)
- 1 music teacher (2 periods/day, funded by Santa Monica Malibu Ed Foundation)
- 2 instructional assistants
- 1 counselor (shared with OCLC)
- 40% psychologist (shared with OCLC)
- 20% nurse (shared with OCLC)

### ■ Successes

- WASC Accreditation
- Exemplary Program Award/California Continuation Education Association
- Community Service

## Expected Schoolwide Learning Results



Communicators

Analytical Thinkers

Responsible Individuals

Ethical Citizens

Scholars

## OLYMPIC HIGH SCHOOL

*... is committed to providing a healthy and safe environment for students and staff. Established standards of behavior protect the rights of all students to work and learn in a positive climate that is conducive to individual and group learning*

- Average Daily Attendance: **87.86%** in 2008-2009
- API **628**
- CAHSEE ELA **53%** In 08-09 (20% passage in 06-07)
- CAHSEE Math **28%** in 08-09 (20% passage in 06-07)
- Registered concurrently enrolled at Santa Monica College **35%**
- Graduation Rate **26.3%** in 08-09 (21.5% in 07-08)
- 5.5 hr school day (only 3 hour day required by the CDE)

## COMMUNITY SUPPORT

<b>Electives</b> Career Exploration, Criminal Justice, Dance, Comedy, Digital Arts, Drums, Guitar, K9, PAL PE, Sober Living, 20 <sup>th</sup> Century Film, VeniceArts,	<b>Guest Speakers</b> City Attorney, Police Chief, FBI Agent, Film Editor, NBC News Correspondent, Chef, Drummer, Little Rock Nine, Beautician, Author, Video Game Designer	<b>Counseling &amp; Support</b> St. John's Family Services of SM
<b>Gardening</b> Parent	<b>Scholarships</b> SMMASA Kiwanis Rotary	<b>Santa Monica Malibu Education Foundation</b>  <b>City of Santa Monica</b>  <b>VeniceArts: In schools</b>

## OFF CAMPUS LEARNING CENTER/OCLC

Short-term placement; goal is to return to the mainstream campuses.

### ■ Students:

- 20 students (35% White; 30% Hispanic; 20% African-American; 1% Asian)
- Middle School (2) – High School (18)

### ■ Staff:

- 2 teachers (special education credentialed)
- 2 instructional assistants
- Counselor support (shared with Olympic High)
- 40% psychologist (shared with Olympic High)
- 20% nurse (shared with Olympic High)

### ■ Success

- Thriving & Surviving!

## + OCLC Study

Cynthia McGregor

Is problem-solving an effective anger management strategy?

- Improve the student's ability to control anger, and in turn, overall behavior and academic performance
- Collected data: self-assessment, student survey, assignment completion chart, and behavior checklist.
- Targeted specific and observable behaviors.
- Lessons on identifying problems, understanding steps to solving problems, applying critical thinking skills to each situation, role-playing real-life scenarios to demonstrate ways to maintain self-control.

### FINDINGS:

- Increase in work completion by 45% in Period 1 and by 30% in Period 2.
- Observable negative behaviors decreased from 50 in week one to 23 in week six.
- Students reflected positive changes in their views, opinions and beliefs about anger.

## Independent Study Program/ISP



### Students:

- 25 -30 students (60% White; 29%Hispanic; 8%African-American; 3% Asian)

### ■ Staff:

- 1 teacher
- 1 instructional assistant
- 40% psychologist (shared with Olympic High)
- 20% nurse (shared with Olympic High)

### ■ Success

- 19 years & thriving!

## Independent Study Program/ISP



- Students with specific needs: emotional/anxiety/school phobic, health condition, pregnancy/new moms, work/career (acting, surfing, dancing, modeling), safety, behavior, special interest (needing a focused/tailored curriculum), or, on travel with their families.
- Curriculum is tailored to needs/interests of students
- All required coursework for the high school diploma
- Full curriculum with latitude – 135 semester classes completed this year/25 students at a given time.
- This year: 5 graduates so far = 2 super seniors + 3 early, midyear graduates. 6 are on track to graduate in June.
- Works great for Super Seniors to finish up and graduate!

## ISP Graduates

[illegible]

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## Adult Education Center

Students:

- <sup>12</sup> Tier III State Funding (not attendance based funding from 2008-2009 to 2012-2013; based on ADA of 2007-2008)

- Staff:

- 14 Teachers (part-time)
- 1 Counselor

## ■ Successes

- iii GED Certificates: highest passage rate in state; 70% between 17 yrs & 24 yrs
- iii High School Diplomas
- iii Free childcare in the evening

## Adult Education ESL & CBET

ESL/English as a Second Language

evening program

- Beginning Low (Mon - Thurs) and Beginning High (Tues & Thurs)
- Intermediate Low (Mon & Weds) and Intermediate High (Tues & Thurs)
- Advanced Low (Tues & Thurs) and Advanced High (Mon & Weds)
- Focus: on real-life needs, employment, and citizenship

CBET/Community Based English Tutoring

morning program

- Edison & McKinley (Mondays & Thurs 8:30 am – 11:30 am)

## Adult Education GED & High School Diploma Lab

Fundamental Skills Learning Center

evening program

- Strengthens vocabulary, writing and comprehension skills for higher level classes and GED preparation. (Mon – Thurs)

Math Learning Center

evening program

- Individualized instruction in basic math and algebra required for the high school diploma as well as preparation for the GED, CAHSEE, and CBEST exams. (Mon & Weds)

High School Learning Center

evening program

- All high school diploma requirements in an individualized instructional format. (Tues & Thurs)

## Adult Education Computer Literacy



Main Campus

evening program

- Basic Computer Literacy (Tues 4:30 pm – 6:00 pm)

Basic Computer Literacy/Bilingual

Saturday morning program

- SAMOHI (9:00 am – 11:45 am)

## Adult Education Citizenship



SAMOHI

Saturday morning program

- Instruction in U.S. History and Government
- Assistance with filing paperwork
- Practice in written dictation and in preparation for the oral interview

## Adult Education Community Education

"for fee" class

Jewelry

evening program

- \$145 class + \$30 materials
- Fabricating wire link chains, forging metal, pouring silver casts, ...

## Current Work

- Increase in High School Graduation rates
- Increase in GED Passage rates
- Updating course curricula; alignment to state content standards
- Focus on Mathematics
- Focus on Writing Skills
- On-going support for students

## Work in Progress

- UCLA Public Health Department / Schweitzer Fellowship – grant on physical fitness and self-esteem.
- LACOE Grant: American Recovery and Reinvestment Act of 2009, Communities Putting Prevention to Work – Tobacco Prevention Grant (focus on tobacco use and obesity)
- VeniceArts: in schools – obtained a grant to provide a film production class for students
- WISE & healthy aging
  - collaboration to develop a cyber café and consignment store
  - Senior Biographies – interviews of seniors by Olympic High students
- Investing in Innovation Grant / US Department of Education – in progress, to provide a Cisco Networking Academy on campus.
- Road Trip Nation – funding (\$25/student) obtained to start in the fall of 2010.

## Final Comments and Reflections

- Struggle on a day-to-day basis:
  - Increasing our graduation rate
  - Increasing our daily attendance
  - Increasing the academic literacy of students

## Final Questions and Discussion

