

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

June 27, 2012

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Wednesday, June 27, 2012, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:50 p.m. in the Board Conference Room at the District Offices. At 4:51 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 6:19 p.m. in the Board Room.

I. CALL TO ORDER

- A. Roll Call
- B. Pledge of Allegiance

II. PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

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

III. CLOSED SESSION (90)

- Pupil Hearing pursuant to EC §48918(c) (*agenda item Nos. A.30, A.31, and A.32*) (10)
- Public Employee Discipline/Dismissal/Release pursuant to GC §54954.5 (5)
- Public Employee Performance Evaluation pursuant to GC §54954.5 (Superintendent) (70)
- Receipt of Recommendation for Approval of Proposed Settlement Cases pursuant to GC §54956.9(b): (5)
DN-1008-11/12

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

6:20 pm **V. APPROVAL OF THE AGENDA**

It was moved by Mr. de la Torre, seconded by Ms. Leon-Vazquez, and voted 5/0 (Ms. Lieberman and Mr. Patel were absent) to approve the agenda with the update. Ms. Lyon also made corrections to Item Nos. A.25 and A.26.

6:21 pm **VI. APPROVAL OF MINUTES**

A.01	June 7, 2012	1
	June 20, 2012	

6:22 pm **VII. CONSENT CALENDAR (30)**

As agreed by the President, Vice President, and Superintendent during agenda planning, consent agenda items are considered routine, require no discussion, and are normally approved all at once by the Board of Education. However, members of the Board of Education, staff, or the public may request an item be moved from the consent agenda to Section XI (Major Items) for clarification and/or discussion.

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A.35	Revise BP 6161.1 – Selection and Evaluation of Instructional Materials	73-76

6:22 pm

VIII. PUBLIC COMMENTS

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

- *Jeff Mirkin and Pat Armstrong expressed their concern about the layoff of a baseball coach at Santa Monica High School. Mr. de la Torre asked staff about the evaluation/feedback process for coaches. Ms. Washington will gather information from site principals regarding evaluations and get that information to the board. Mr. de la Torre also asked how the district could communicate information about the layoff and plans to move forward with the baseball team, given the fact that this is a personnel issue. Ms. Washington and Ms. Lyon will meet to determine what can be communicated with parents and how.*

IX. COMMUNICATIONS (55)

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

A. Student Board Member Reports (15)

Yuri Kawashima – Santa Monica High School – *no report*
Yasi Afsharnive – Malibu High School – *no report*
Sean Azouley – Olympic High School – *no report*

B. SMMCTA Update – Harry Keiley (5) – *no report*

C. S.E.I.U. Update – Ms. Keryl Cartee-McNeely (5)

Ms. Cartee-McNeely reported that SEIU Local 99 and other jurisdiction members attended the recent Pico Youth and Family Center event. She said it was heartwarming to see students succeed in SMMUSD and through supplemental programs. Regarding Item No. A. 26, Ms. Cartee-McNeely wanted to acknowledge that many of the positions listed under classified layoffs provide important support at the sites, and these layoffs affect the classroom.

D. PTA Council – Patti Braun and Lori Whitesell (15)

Noelle Wright – John Muir Elementary School PTSA President
Kim Bonewitz – Cabrillo Elementary School PTSA
Jennifer Kennedy – CDS PTSA President

6:32 pm

6:34 pm

Ms. Braun reported that California's Secretary of State qualified the Our Children, Our Future tax initiative for the November 2012 ballot. PTA Council has been involved in the planning and execution of two memorial services recently. The first, on Saturday, was held for Lincoln Middle School student Max Petrakos, who was killed in a car crash. The memorial service was very moving and touching. The second service was held today for local artist David Legaspi, whose murals adorn several SMMUSD schools and who helped and inspired children to create art. Ms. Braun also reported that 837 elementary and middle school students began Summer Adventure this week. This summer school program is the result of a partnership between PTA Council and the Education Foundation.

Ms. Wright's and Ms. Kennedy's reports can be found under Attachments at the end of these minutes.

E. District Advisory Committee End-of-Year Report Summaries (25)

6:44 pm

English Learners Advisory Committee

Aida Diaz summarized the report on behalf of the committee chair, who was not able to attend the meeting.

6:49 pm

Early Child Care DAC

Jennifer Kennedy and Judy Abdo summarized the committee's report. Mr. Allen asked how the DAC was involved in RAND's Cradle to Career project. Ms. Abdo met with RAND this morning to introduce them to the CDS programs. She said RAND plans to meet with CDS administrators and DAC members, as well as to conduct focus group surveys and talk to individual stakeholders with the before-school, after-school, and age 0-5 programs. Mr. Mechur asked who was funding the RAND project. Ms. Lyon said the project was city funded with a goal to examine whether or not current preschool programs in the city were meeting the needs of the community – is there redundancy in programs – and how consistent are access to programs, fee structures, etc. among all preschool programs in Santa Monica. This report is designed to help create a path forward, streamline operations, utilize resources more effectively.

6:56 pm

Health and Safety DAC

Clarinda Ross Gress summarized the report on behalf of the committee chair, who was not able to attend the meeting.

7:02 pm

Special Education DAC

Lee Jones summarized the committee's report. She wanted to know where the district and DAC go from here regarding the Ad Hoc Committee for the Parent Survey. Ms. Lyon said she would follow up with this.

7:12 pm

Visual and Performing Arts DAC

Janis Gabbert summarized the committee's report, which also included a video. She encouraged everyone to visit <http://smmarts.info> for a schedule of VAPA events and videos of the events. She recognized the efforts of D'Lynn Waldron for creating and maintaining this website. Dr. Escarce asked staff about the student participation data in the report. He wondered if possible to get unduplicated data and if the data could be broken out by race and ethnicity. Ms. Lyon said staff could pull this data. Dr. Escarce commented on the high quality of performance of Samohi's dance team.

5:25 pm X.

SUPERINTENDENT'S REPORT (10)

Superintendent Lyon began her report by commending Marolyn Freedman and Dr. Sally Chou for their dedication to the district; both are retiring at the end of this month. She remarked that Ms. Freedman can be counted on to listen and provide support and sincere advice to both staff and students. This was most recently evident when she exhibited calmness and clarity as she established grieving rooms at Lincoln Middle School following the death of a student over the weekend. Ms. Lyon commented that Ms. Freedman is always thoughtful and aware of others and what they might be going through at that moment. She also appreciates the artistic side of life – big fan/collector of art and culture. Retired life will allow her to spend time with her husband and sons and future daughter in law. Ms. Lyon then commended Dr. Chou for working tirelessly to ensure students at every grade and ability level are meeting their full academic potential. She also ensures educators are trained and supported so they can effectively teach and guide students. Ms. Lyon said she will miss the Chinese New Year's celebration Dr. Chou hosts every year in Ed Services, where she teaches everyone the cultural significance of the food, red envelopes, and traditional elements. Retired life will allow Dr. Chou more time to spend with her son, daughter-in-law, and granddaughter in Northern California. Ms. Lyon announced that for her efforts in establishing valuable relationships with outside organizations, Dr. Chou received a certificate from SMC for creating a strong relationship with SMMUSD, and from the Confucius Institute for her work. The City of Santa Monica had also presented Dr. Chou with a resolution. Ms. Lyon and Mr. Allen presented Dr. Chou with retirement and appreciation plaques from the district and Board of Education. Mr. Allen said he appreciated Dr. Chou's incredible work as she helped the board navigate data and education policy law that relates to the academic achievement of students. Ms. Leon-Vazquez remarked that she had the opportunity to work with Dr. Chou at SMC and thanked her for increasing the collaboration between the college and the district. She commended Dr. Chou on her work with students of color. Mr. de la Torre thanked Dr. Chou for her commitment to the district, stating that she was leaving SMMUSD better than she found it. Dr. Escarce thanked Dr. Chou for her wonderful contributions to the district. Mr. Mechur thanked her for helping the district through troubled times, and helping to reestablish SMMUSD as a district that cares about all of its students and for helping to realign programs with the district's goals and mission.

7:38 pm

Superintendent Lyon reported that summer school has started and listed the number of students enrolled at the different grade levels and sites. She then presented her end-of-year report and direction for 2012-13. Her presentation can be found under Attachments at the end of these minutes. Mr. Mechur thanked Ms. Lyon for her hard work and ongoing dedication to the success of the district's students. Ms. Lyon said that staff and members of the community have been helpful and supportive.

MAJOR and DISCUSSION Items

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

XI. MAJOR ITEMS (115)

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

8:06 pm

A.36 Adopt Measure R Parcel Tax 2012-13 Annual Plan (5).....77

7:37 pm

A.37 Public Hearing on the 2012-13 Final Budget (5)78

8:08 pm

A.38 Adopt 2012-13 Final Budget (30)79-94

8:38 pm	A.39	Consider Appointments to the District Advisory Committees (DACs) (5).....	95-97
8:43 pm	A.40	Consider Appointment to the Economic Feasibility Committee (5).....	98
8:44 pm	A.41	Approve Revisions to LEA Plan Addendum for Program Improvement (10).....	99
8:45 pm	A.42	Approve Revisions to Title III Program Improvement Plan (10).....	100
8:46 pm	A.43	Adopt Changes to Board of Education Meeting Structure and Timing (10).....	101-102
8:47 pm	A.44	Revise BP 6170.1 – Transitional Kindergarten (20).....	103-106
9:07 pm	A.45	Course Approval: Transitional Kindergarten (15).....	107-112

XII. DISCUSSION ITEMS (80)

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

9:08 pm	D.01	Report on Activities at Santa Monica High School to Address Campus Climate (2011-12) and Moving Forward (2012-13) (45).....	113
11:26 pm	D.02	Assessment and Accountability Update (20).....	114
12:09 am	D.03	Consider Revising BP 6145 – Extracurricular and Cocurricular Activities (5).....	115-117
12:10 am	D.04	Consider Revising BP 6146.1 – High School Graduation Requirements (5).....	118-121
12:26 am	D.05	Consider Revising BP 6178.1 – Work Experience Education Work-Based Learning (5).....	122-125

XIII. INFORMATIONAL ITEMS (0)

12:27 am	I.01	District Advisory Committee End-of-Year Reports.....	126-163
		<i>English Learners Advisory Committee</i>	
		<i>Early Child Care DAC</i>	
		<i>Health and Safety DAC</i>	
		<i>Special Education DAC</i>	
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	I.02	Rescission of Administrator Release and Reassignment Notices.....	164
	I.03	Rescission of Final Layoff Notices.....	165
	I.04	List of Colleges Seniors will be Attending in the Fall.....	166-171
	I.05	Program Self-Evaluation Annual Report.....	172-172L
	I.06	Revision to AR 6145 – Extracurricular and Cocurricular Activities.....	173-175
	I.07	Revision to AR 6146.1 – High School Graduation Requirements.....	176-177
	I.08	Revision to AR 6159 – Individualized Education Program.....	178-189
	I.09	Revision to AR 6178.1 – Work Experience Education <u>Based Learning</u>	190-193

XIV. BOARD MEMBER ITEMS (0)

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

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

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

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

XVI. CONTINUATION OF PUBLIC COMMENTS

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

XVII. BOARD MEMBER COMMENTS

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

XVIII. FUTURE AGENDA ITEMS

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


XIV. CLOSED SESSION

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

XX. ADJOURNMENT

It was moved by Mr. Allen, seconded by Dr. Escarce, and voted 4/0 (Mr. de la Torre, Ms. Lieberman, and Mr. Patel were absent) to adjourn the meeting at 12:28 a.m. in memory of Lincoln Middle School student Max Petrakos and local artist David Legaspi, both who passed away earlier this month. Max was a unique student who enjoyed performing standup comedy. Mr. Legaspi considered it his life's calling to help children create art; his murals can be found throughout Los Angeles, including at several SMMUSD school sites. This meeting will adjourn to a regular meeting scheduled for **Wednesday, July 18, 2012**, at the District Office: 1651 16th Street, Santa Monica, CA.

Approved: 7-18-12



President



Superintendent

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

SMMUSD Board of Education Meeting Schedule 2012-2013

Closed Session begins at 4:30pm
Public Meetings begin at 6:00pm

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

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

**Santa Monica-Malibu Unified School District
Board of Education
June 27, 2012**

I. CALL TO ORDER

A. Roll Call

Ben Allen – President
Laurie Lieberman – Vice President – *excused absence*
Oscar de la Torre – *left at 11:30pm*
Jose Escarce
Maria Leon-Vazquez
Ralph Mechur
Nimish Patel – *excused absence*

4:50pm
4:51pm
6:19pm

Student Board Members

None were present due to it being summer.

B. Pledge of Allegiance

Led by Ms. Leon-Vazquez

II. CLOSED SESSION

- *Settlement agreement in case No. DN-1008-11/12*

1. Case No. DN-1008-11/12

The substance of the Agreement was as follows:

- a) *Parent Reimbursement: \$3,500*
- b) *Educational Costs: \$5,000*
- c) *Attorney Fees: \$9,500*

The total cost for this case is \$18,000. It was moved by Ms. Leon-Vazquez, seconded by Dr. Escarce, and voted 5/0 (Ms. Lieberman and Mr. Patel were absent) to approve the settlement case.

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

ACTION
06/27/12

RECOMMENDATION NO. A.01

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

June 7, 2012
June 20, 2012

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

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.02

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

Contractor/ Contract Dates	Description	Site	Funding (Measure BB)
Neil Perlmutter and Associates Extend contract date from 7/1/12 to 7/31/13 Not to exceed: \$100,000	Serve as Senior Architect heading Measure BB change order review unit	Measure BB/ Capital Improvements	21-90500-0-00000-85000-5802-050-2600
CCM Extend contract date from 7/1/12 to 7/31/13 Not to Exceed: \$20,000	Assist in DSA Closeouts	Measure BB/ Capital Improvements	21-90500-0-00000-85000-5802-050-2600
Rodrigo Donoso Extend contract date from 7/1/12 to 7/31/13 Not to exceed: \$88,000	Project coordinator for development of documents associated to communications	Measure BB/ Capital Improvements	21-90500-0-00000-85000-5802-050-2600
Orbach, Huff and Suarez California, LLC Extension of Contract: 7/1/12 to 7/31/13	Anticipated legal fees for Measure BB program & Samohi/ Civic Center Joint Use Project (CCJUP)	Measure BB/ Capital Improvements /CCJUP/ Process 1	21-90500-0-00000-85000-5802-050-2600 & 40-XXXXX-0-00000-85000-5820-015-2600
Gaudet Design Group Extension of Contract: 7/1/12 to 7/31/13	Project Consultant for landscape architecture for Measure BB Program & Samohi/ Civic Center Joint Use Project (CCJUP)	Measure BB/ Capital Improvements /CCJUP	21-90500-0-00000-85000-5802-050-2600 & 40-90602-0-00000-85000-5802-015-2600
Art Meets Technology Extend Contract: 7/1/12 to 7/31/13 Not to exceed: \$1,500	Maintenance Measure BB website	Measure BB/ Capital Improvements	21-90500-0-00000-85000-5802-050-2600
Arcadis Extension of Contract: 7/1/12 to 7/31/13	Environmental Monitoring, Testing & Reporting	Measure BB/ Capital Improvements	Fund 21, 81, & 82-90500-0-00000-85000-5802-XXX-2600
ATC Extension of Contract: 7/1/12 to 7/31/13	Environmental Monitoring, Testing & Reporting	Measure BB/ Capital Improvements	Fund 21, 81, & 82-90500-0-00000-85000-5802-XXX-2600

Atkins Extension of Contract: 7/1/12 to 7/31/13	Provide CEQA Environmental Services	Measure BB/ Capital Improvements	Fund 21, 81, & 82-90500-0-00000-85000-5802-XXX-2600
BPI Extension of Contract: 7/1/12 to 7/31/13	Inspection Services	Measure BB/ Capital Improvements	Fund 21 & 81-90500-0-00000-85000-5802-XXX-2600
BTC Labs Extension of Contract: 7/1/12 to 7/31/13	Testing & Special Inspection Services	Measure BB/ Capital Improvements	81-90500-0-00000-85000-5802-XXX-2600
CSD Engineering, Inc. (Cannon) Extension of Contract: 7/1/12 to 7/31/13	Engineering Services	Measure BB/ Capital Improvements	81-90500-0-00000-85000-5802-XXX-2600
Converse Consultants Extension of Contract: 7/1/12 to 7/31/13	Geotechnical Observation & Testing Services	Measure BB/ Capital Improvements	82-90500-0-00000-85000-5802-XXX-2600
GeoConcepts Extension of Contract: 7/1/12 to 7/31/13	Geological Engineering Services related to waste water systems	Measure BB/ Capital Improvements	81-90500-0-00000-85000-5802-XXX-2600
Inspection Specialists Extension of Contract: 7/1/12 to 7/31/13	DSA Compliance Inspection Services	Measure BB/ Capital Improvements	21-90500-0-00000-85000-5802-XXX-2600
IOR Group Extension of Contract: 7/1/12 to 7/31/13	Inspection Services	Measure BB/ Capital Improvements	Fund 21,81 & 82-90500-0-00000-85000-5802-XXX-2600
IPC Extension of Contract: 7/1/12 to 7/31/13	Provide waste-water system testing services	Measure BB/ Capital Improvements	81 & 21-90500-0-00000-85000-5802-XXX-2600
Kleinfelder Extension of Contract: 7/1/12 to 7/31/13	DSA Certification for Prior Projects	Measure BB/ Capital Improvements	82-90500-0-00000-85000-5802-015-2600
Knowland Extension of Contract: 7/1/12 to 7/31/13	Inspection Services	Measure BB/ Capital Improvements	Fund 21 & 82-90500-0-00000-85000-5802-XXX-2600
Leighton Extension of Contract: 7/1/12 to 7/31/13	Provide Geological Engineering Services	Measure BB/ Capital Improvements	Fund 21, 81 & 82-90500-0-00000-85000-5802-XXX-2600
MACTEC Extension of Contract: 7/1/12 to 7/31/13	Geological Investigation & Reporting	Measure BB/ Capital Improvements	82 & 21-90500-0-00000-85000-5802-XXX-2600
MTGL Extension of Contract: 7/1/12 to 7/31/13	Testing & Special Inspection Services	Measure BB/ Capital Improvements	Fund 21 & 81-90500-0-00000-85000-5802-XXX-2600

Ninyo & Moore Extension of Contract: 7/1/12 to 7/31/13	Testing & Special Inspection Services	Measure BB/ Capital Improvements	82-90500-0-00000-85000-5802-XXX-2600
PSOMAS Extension of Contract: 7/1/12 to 7/31/13	Provide Site Survey Services	Measure BB/ Capital Improvements	Fund 21, 81 & 82-90500-0-00000-85000-5802-XXX-2600
TMAD Extension of Contract: 7/1/12 to 7/31/13	Engineering services for DSA certification	Measure BB/ Capital Improvements	81 & 21-90500-0-00000-85000-5802-XXX-2600
WLC Extension of Contract: 7/1/12 to 7/31/13	DSA Compliance – Architectural & Engineering Services	Measure BB/ Capital Improvements	82 & 21-90500-0-00000-85000-5802-XXX-2600
Dynamic Engineering & Testing, Inc. (DEI) Extension of Contract: 7/1/12 to 6/30/13	IOR inspection services	Measure BB / Capital Improvements	82-90500-0-00000-85000-5802-012-2600
Stephen Payte DSA Inspections, Inc. Extension of Contract: 7/1/12 to 6/30/13	IOR inspection services	Measure BB / Capital Improvements	81-90500-0-00000-85000-5802-010-2600
California Testing & Inspections, Inc. (CTI) Extension of Contract: 7/1/12 to 6/30/13	Special Testing & Inspection Services	Measure BB / Capital Improvements	82-90500-0-00000-85000-5802-015-2600
Independent Construction Inspection (ICI) Extension of Contract: 7/1/12 to 6/30/13	IOR inspection services	Measure BB / Capital Improvements	81-90500-0-00000-85000-5802-001-2600
Sandy Pringle Associates Inspection Consultants, Inc. Extension of Contract: 7/1/12 to 6/30/13	IOR inspection services	Measure BB / Capital Improvements	82-90500-0-00000-85000-5802-015-2600
AECOM Extension of Contract: 7/1/12 to 6/30/13	CEQA Consultants	Measure BB / Capital Improvements / CCJUP	82-90500-0-00000-85000-5802-015-2600 & 40-XXXXX-0-00000-85000-5802-015-2600
Gateway Science & Engineering Extension of Contract: 7/1/12 to 6/30/13	Inspection Services	Measure BB / Capital Improvements	Fund 21 & 82-90500-0-00000-85000-5802-XXX-2600
Intergrated Performance Contractors Extension of Contract: 7/1/12 to 6/30/13	Septic Tank Investigation	Measure BB / Capital Improvements	21,81 & 82 – 90500-0-00000-85000-5802-XXX-2600

Jubany-NAC Architects Extension of Contract: 7/1/12 to 6/30/13	DSA Close-out	Measure BB / Capital Improvements	21, 81 & 82 – 90500-0- 00000-85000-5802- XXX-2600
Topanga Underground Extension of Contract: 7/1/12 to 6/30/13	Provide on-site wastewater system investigation	Measure BB / Capital Improvements	21 & 81 -90500-0- 00000-85000-5802- XXX-2600
Kroner Environmental Extension of Contract: 7/1/12 to 6/30/13	Environmental Work/Phase 1	Measure BB / Capital Improvements	21,81 & 82 -90500-0- 00000-85000-5802- XXX-2600
Scotia Consulting Extension of Contract: 7/1/12 to 6/30/13	DSA Inspection Services	Measure BB / Capital Improvements	21-90500-0-00000- 85000-5890-XXX-2600
Smith Emery Extension of Contract: 7/1/12 to 6/30/13	Provide testing & special inspection services	Measure BB / Capital Improvements	21-90500-0-00000- 85000-5802-XXX-2600
ThyssenKrupp Elevator Extension of Contract: 7/1/12 to 6/30/13	DSA Compliance/Elevator Upgrades	Measure BB / Capital Improvements	21,81 & 82 – 90500-0- 00000-85000-5802- XXX-2600
Fehr & Peers Extension of Contract: 7/1/12 to 6/30/13	Parking Demand Management Solutions	Measure BB / Capital Improvements	82-90500-0-00000- 85000-5802-XXX-2600

Contractor/ Contract Dates	Description	Site	Funding
2 TEACH 6/15/12 to 1/15/13 Not to exceed: \$17,000	Special Ed Staff Development	Samohi	01-90121-0-11100- 10000-5802-015-4150 (Equity)
Marina Data Solutions (Hank Kratzer) 7/1/12 to 12/31/12 Not to exceed: \$32,500	Compiling and maintaining the following data systems: Data Director/Illuminate, CALPADS, CALPASS, and Assessment.	Educational Services	01-00000-0-19600- 21000-5802-030-1300
Art meets Technology 7/1/12 to 6/30/13 Amend Amount: not to exceed: \$1,000	Maintenance of Barnum Hall website along with Facility Permit, Theater Operations & Filming pages	Business Services: Theater Operations and Facility Permits	01-90110-0-81000- 54000-5802-046-2460
Lucas Capra 7/1/12 to 6/30/13 Amend Amount: not to exceed: \$10,000	To perform specialized technical theatre support for Theatre Operations rentals in Barnum Hall and other District Theaters.	Business Services: Theater Operations & Facility Permits	01-90110-0-81000- 54000-5802-046-2460

Bud Coffey 7/1/12 to 6/30/13 Amend Amount: not to exceed: \$5,000	To perform specialized technical theatre support for Theatre Operations rentals in Barnum Hall and other District Theaters.	Business Services: Theater Operations & Facility Permits	01-90110-0-81000-54000-5802-046-2460
Walter Hughes 7/1/12 to 6/30/13 Amend Amount: not to exceed: \$4,000	To perform specialized technical theatre support for Theatre Operations rentals in Barnum Hall and other District Theaters.	Business Services: Theater Operations & Facility Permits	01-90110-0-81000-54000-5802-046-2460
Greville Kellett 7/1/12 to 6/30/13 Amend Amount: not to exceed: \$5,000	To perform specialized technical theatre support for Theatre Operations rentals in Barnum Hall and other District Theaters.	Business Services: Theater Operations & Facility Permits	01-90110-0-81000-54000-5802-046-2460
Lewis Stout 7/1/12 to 6/30/13 Amend Amount: not to exceed: \$10,000	To perform specialized technical theatre support for Theatre Operations rentals in Barnum Hall and other District Theaters.	Business Services: Theater Operations & Facility Permits	01-90110-0-81000-54000-5802-046-2460

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.03

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

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

AME SITE Account Number Fund – Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>BRADFORD, Maureen</u> Ed Services 01-00000-19510-31600-5220-030-1300 General Fund- Function: Pupil Testing Services	Consolidated Application Reporting System Workshop Downey, CA February 23 and June 27, 2012	\$175
<u>CASTILLO, John</u> District Office 01-00000-0-11100-10000-5220-030-1300 General Fund- Function: Instruction	CCNA and IT Essentials Instructor Training Freemont, CA June 25- 29, 2012	\$1,245
<u>CHI, Ah Young</u> Malibu High No Cost to District	UCLA Q & A with Admission Director Los Angeles, CA May 30, 2012	\$0
<u>DAWS, Tracy</u> Adams Middle 01-90121-0-11100-10000-5220-011-4110 General Fund- Resource: Equity Fund	Literature and the Common Core Standards-Secondary Los Angeles, CA July 5 – 6, 2012	\$200
<u>GATES, Janie</u> Olympic High 01-00000-0-32000-27000-5220-014-4110 General Fund- Function: School Administration	2012 CCEA State Conference North Hollywood, CA April 27 – 29, 2012	\$350
<u>HAMILTON-MENJIVAR, La Dawna</u> Rogers Elementary 01-40460-0-19100-21000-5220-035-1300 General Fund- Resource: Title II	International Society for Technology In Education San Diego, CA June 23 – 27, 2012	\$1,350
<u>LINDEMANN, Maya</u> CDS 01-00000-0-11100-31400-5200-041-2400 General Fund- Function: Health Services	NASN San Francisco, CA June 22 – 24, 2012	\$610
<u>LE, Duc</u> Fiscal Services 01-00000-0-00000-73100-5220-051-2510 General Fund- Resource: Fiscal Services	Voucher Approval Workshop Downey, CA June 18, 2012	\$30

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

Group Conference and Travel: In-State * a complete list of conference participants is on file in the Department of Fiscal Services		
<u>COCHRAN, Liz</u> <u>HARRIS, Peggy</u> Ed Services 01-30100-0-11100-10000-5220-035-1300 General Fund- Resource: Title I	Advanced Application of RTI Culver City, CA May 23, 2012	\$400
<u>DEHOPE, Katie</u> <u>MURAWSKI, Danielle</u> Lincoln Middle 01-90121-0-11100-10000-5220-012-4120 General Fund- Resource: Equity Fund	AVID Summer Institutes 2012 Opening Doors to Opportunity San Diego, CA August 6 – 8, 2012	\$2,400

Out-of-State Conferences: Individual		
NONE		

Out-of-State Conferences: Group		
NONE		

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDY LYON / CHIUNG-SALLY CHOU / PEGGY HARRIS

RE: TEXTBOOKS

RECOMMENDATION NO. A.04

It is recommended that the textbooks listed below be adopted for the Santa Monica-Malibu Unified School District.

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

World History, 7th Edition, by William J. duiker, Jackson J. Spielvogel for grade 10 AP World History at Santa Monica High School. Adoption requested by Robert Alvarado.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYON / JANIE GATES

RE: 2012/2013 ADULT EDUCATION CENTER APPROVAL

RECOMMENDATION NO. A.05

It is recommended that the Board of Education approve the Adult Education courses to be offered for the 2012/2013 school term.

COMMENTS: The list of courses represent course titles approved by the Department of Education, State of California. Only courses on the approved list may be used to generate ADA for which the district will be reimbursed. The list is not available in the electronic agenda. However, it is printed in the published agenda and is available for the public review in the Adult Education Office and as part of the public copies of the agenda, which are available at the meeting.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

California Department of Education

Date: May 24, 2012
To: Janie Gates
Santa Monica-Malibu Unified
School District
CDS: 19-6498
From: Cliff Moss
Education Programs Consultant
Adult Education Office
916-327-8765
Subject: Course Approval for 2012-13



Your request for approval of the following 33 courses have been received, recorded, and approved for the 2012-13 school year.

Course Number	Course Name	Course Outline Developed/Updated	Job Market Study Year
2102	Basic English	2004	--
2402	Basic Mathematics	2004	--
2403	Algebra 1	2004	--
2816	Art Appreciation	2004	--
2401	Consumer Mathematics	2011	--
2701	Economics	2011	--
2131	English 10	2004	--
2132	English 11	2004	--
2133	English 12	2004	--
2130	English 9	2004	--
2198	English Elective	2004	--
2400	General Mathematics	2004	--
2413	Geometry	2005	--
9972	Government	2011	--
2910	History/Appreciation of Theater/Film/Video/Media	2004	--
2621	Life Science	2006	--

2498	Mathematics Elective	2011	--
2610	Physical Science	2006	--
2424	Pre-Algebra	2004	--
2714	Psychology	2004	--
2698	Science Elective	2004	--
2798	Social Science Elective	2004	--
9969	Test Preparation	2004	--
2709	United States History	2005	--
2711	World History: Survey	2005	--
9978	Career Exploration	2004	--
9979	General Elective	2004	--
9995	Government and History (Citizenship Preparation)	2004	--
9980	Advanced ESL	2004	--
9982	Beginning ESL	2004	--
9986	ESL MultiLevel	2004	--
9983	General ESL	2004	--
9981	Intermediate ESL	2004	--

You are authorized to claim apportionment for the above courses. It is recommended that you use these Course Titles with your suggested classes listed under them when communicating your program offerings to the public.

Course Outlines for all apportionment classes shall be on file and available for review at the adult school or the district office (5 CCR 10508).

To meet optimum educational standards, these course outlines should contain:

- Goals and purposes
- Performance objectives or competencies
- Instructional strategies
- Units of study, with approximate hours allotted for each unit
- Evaluation procedures
- Clear course completion requirements of established goals and objectives

From EC 1900; 41976; 52506; 52515; 52518; 52570.

For Vocational Education courses:

Before establishing a Vocational or Occupational Education Program, you must conduct a job market study in your market area and have it reviewed every two years to justify the vocational program. Refer to the Job Market Study in EC 52519; 52520 for more information.

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU / JUDY ABDO

RE: AGREEMENT TO PROVIDE GENERAL CHILD CARE AND DEVELOPMENT SERVICES (CCTR) FOR FISCAL YEAR 2012-13

RECOMMENDATION NO. A.06

It is recommended that the Board of Education authorize execution of a resolution to renew the contract with the State Department of Education (CDE), Child Development Division effective July 1, 2012 through June 30, 2013. This agreement, CCTR-2129, is to be executed between the Superintendent of Public Instruction, State Department of Education, and the Santa Monica-Malibu Unified School District, wherein the State agrees to pay the Santa Monica-Malibu District Child Development Fund/CDC and amount not to exceed 999,661. The Board agrees to provide a drug free workplace and to authorize Sandra Lyon, Superintendent of Schools, to sign the contract on behalf of the governing board.

Funding Information:

Source: Child Development Fund – Restricted

Currently Budgeted: Yes

Account Number: 12-61050-0-00000-00000-8590-090-0000 \$554,053
12-50250-0-00000-00000-8290-090-0000 \$436,608

Description: CCTR Apportionment - CDS

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

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU / JUDY ABDO

RE: APPROVAL OF FEE INCREASE FOR THE TEEN CENTER PROGRAM AT
LINCOLN MIDDLE SCHOOL

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve a fee increase for non-subsidized parents in the Lincoln Teen Center Child Development program at Lincoln Middle School effective this summer 2012.

COMMENT: This is an after school program only and has been operating at a deficit. The increase is needed to offset staff and material costs. This is eighteen percent (18%) increase. Fees were not increased for the 2011-2012 school year.

Program	Current	New
LINCOLN TEEN CENTER	\$275	\$325

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU / JUDY ABDO

RE: HEAD START COLLABORATION WITH THE LOS ANGELES COUNTY OFFICE
OF EDUCATION (LACOE)

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the contract and budget for fiscal year 2012-2013 with Los Angeles County Office of Education (LACOE) for the purpose of providing Head Start services to eligible families effective July 1, 2012 through June 30, 2013. This agreement is to be executed between the Superintendent of Public Instruction, LACOE, and the Santa Monica-Malibu Unified School District, wherein LACOE agrees to pay Santa Monica-Malibu Unified School District Child Development Fund an amount not to exceed \$2,274,406.

COMMENT: Head Start is a federal grant program with a long history of providing comprehensive child development and support services to young children and families with incomes at or below the poverty level. The contract provides for the operation of fourteen Head Start classes – approximately 276 children in a full day setting in partnership with State Preschool funds for a minimum of 200 days.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2011-2012

RECOMMENDATION NO. A.09

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2011-2012 as follows:

NPS

2011-2012 Budget 01-65000-0-57500-11800-5125-043-1400

Nonpublic School/Agency	SSID	Service Description	Contract Number	Cost Not to Exceed
Milestones	10/20/92	NPS	#3-SPED12023	\$17,100
Vista School	9/19/95	NPS	#18-SPED12061	*INCREASE* \$20,000
Cathedral HOME for Children	12/15/94	NPS	#99-SPED12167	*INCREASE* \$3,000
West Ridge Academy	5/17/94	NPS	#62-SPED12103	*INCREASE* \$17,000
Pacific School	11/13/95	NPS	#120-SPED12211	\$3,500
Pacific School	12/22/94	NPS	#121-SPED12212	\$500
Vista School	9/19/95	NPS	#122-SPED12214	\$23,800
Vista School	1/3/99	NPS	#123-SPED12215	\$15,000
Coldwater Canyon	2/11/96	NPS	#107-SPED12183	\$27,405
Heritage School	8/8/94	NPS	#128-SPED12220	\$3,000
Milestones	10/20/92	NPS	#3-SPED12023	\$17,100
Vista School	9/19/95	NPS	#18-SPED12061	*INCREASE* \$20,000

Amount Budgeted NPS 11/12		\$ 1,700,000
Prior Board Authorization as of 6/7/2012		<u>\$ 2,434,171</u>
	Balance	\$ -734,171
Positive Adjustment (See Below)		\$
		\$
Total Amount for these Contracts		<u>\$ 130,305</u>
	Balance	\$ -864,476

Adjustment					
NPS Budget 01-65000-0-57500-11800-5125-043-1400					
NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

NPA

2011-2012 Budget 01-65000-0-57500-11800-5126-043-1400

Nonpublic School/Agency	SSID	Service Description	Contract Number	Cost Not to Exceed
Autism Spectrum	VARIOUS	Misc. Program Consulting	#116-SPED12205	\$45,000
Day Kimball Hospital	10/10/96	Speech Therapy	#117-SPED12206	\$15,000
Cal Psych Care	10/16/00	1:1 Support	#50-SPED12078	*INCREASE* \$25,000
Soliant Health	VARIOUS	Physical Therapy	#17-SPED12064	*INCREASE* \$60,000

Institute for Applied Behavior Analysis	8/16/95	1:1 Support	#119-SPED12209	\$6,000
WAPADH	12/26/98	FC Consult	#124-SPED12216	\$1,800
WAPADH	5/21/91	FC Consult	#125-SPED12217	\$3,000
WAPADH	5/6/94	FC Consult	#126-SPED12218	\$270
Cal Psych Care	10/16/00	Comp BII	#127-SPED12219	\$4,200

Amount Budgeted NPA 11/12	\$	900,000
Prior Board Authorization as of 6/7/2012	\$	969,362
Balance	\$	-69,362
Positive Adjustment (See Below)	\$	
	\$	
Total Amount for these Contracts	\$	159,270
Balance	\$	-228,632

Adjustment					
NPA Budget 01-65000-0-57500-11800-5126-043-1400					
NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Instructional Consultants

2011-2012 Budget 01-65000-0-57500-11900-5802-043-1400

Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Dynamic Therapy Solutions	8/14/93	AT Therapy	#84-SPED12132	*INCREASE* \$1,000

Amount Budgeted Instructional Consultants 11/12	\$	200,000
Prior Board Authorization as of 6/7/2012	\$	-381,580
Balance	\$	-181,580
Positive Adjustment (See Below)	\$	0
	\$	
Total Amount for these Contracts	\$	1,000
Balance	\$	-182,580

Adjustment					
Instructional Consultants Budget 01-65000-0-57500-11900-5802-043-1400					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Non-Instructional Consultants

2011-2012 Budget 01-65000-0-57500-11900-5890-043-1400

Non-Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Accommodating Ideas		Various translation services	#29-SPED12107	*INCREASE* \$2,500
Parent Reimbursement	2/05/04	IEE, education services & legal fees	#69-SPED12203	\$18,000
Advantage On Call, LLC dba PHS Staffing	VARIES	COTA and LVN services	#71-SPED12204	\$10,000
West Shield Adolescent Services	3/10/97	Transportation	#42-SPED12149	\$3,500
West Shield Adolescent Services	4/25/98	Transportation	#72-SPED12208	\$3,500
Malibu Cab Services	VARIES	Transportation	#73-SPED12210	\$2,000

Dr. Susan M. Fosnot	1/10/08	IEE	#74-SPED12213	\$2,500
House Ear Institute	1/4/99	Audiology	#75-SPED12221	\$400
Leah Ellenberg PhD		Nuero Eval	#76-SPED12222	\$3,500

Amount Budgeted Non-Instructional Consultants 11/12		\$ 300,000
Prior Board Authorization as of 6/7/2012		\$ 515,933
	Balance	\$ -215,933
Positive Adjustment (See Below)		\$ 0
		\$
Total Amount for these Contracts		\$ 45,900
	Balance	\$ -261,833

Adjustment					
Non-Instructional Consultants Budget 01-65000-0-57500-11900-5890-043-1400					
Non- Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Legal

2011-2012 Budget 01-65000-0-57500-11900-5820-043-1400

Legal Contractor	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Legal Services 11/12		\$ 200,000
Prior Board Authorization as of 6/7/2012		300,000
	Balance	\$ -100,000
Adjustments for this period		\$
		\$
Total Amount for these Contracts		\$
	Balance	\$

Adjustment				
Legal Services Budget 01-65000-0-57500-11900-5820-043-1400				
Legal Contractor	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

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

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

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: AWARD OF PURCHASE ORDERS – 2011-12

RECOMMENDATION NO. A.10

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from May 24, 2012, through June 19, 2012, for fiscal /12.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JUNE 27, 2012

PAGE 1

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

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
*** NEW PURCHASE ORDERS ***					
126379	A 1 LAWNMOWER	OPERATIONS EQUIPMENT SUPPLIES	GROUNDS MAINTENANCE	375.45	R
126419	A Z BUS SALES INC	Repair Parts/db	TRANSPORTATION	730.48	R
126420	A Z BUS SALES INC	Bus Repairs - Bus #5 TANKS	TRANSPORTATION	19,390.99	R
126249	AAA ELECTRIC MOTOR SALES	HVAC SUPPLIES	FACILITY MAINTENANCE	500.00	R
126300	ABF CHEMICAL EXTERMINATORS INC	OPERATIONS GROUNDS PEST CONT	JOHN ADAMS MIDDLE SCHOOL	890.00	BB
126345	ABRAMSON, NEAL	REIMBURSEMENT FOR SUPPLIES	TRANSPORTATION	284.00	R
126273	ADAGER CORPORATION	Maintenance	INFORMATION SERVICES	640.00	U
126288	ADVANCED BATTERY SYSTEMS	OPERATIONS GROUNDS VEHICLES	FACILITY OPERATIONS	900.00	U
126348	ADVANCED BATTERY SYSTEMS	ELECTRICAL/LIGHTING SUPPLIES	FACILITY MAINTENANCE	300.00	R
126217	AL THORNES DISCING SERVICE	OPERATIONS GROUNDS CONTRACT	GROUNDS MAINTENANCE	6,400.00	R
126461	AMEC ENVIRONMENT &	STORMWATER INVOICE	FACILITY MAINTENANCE	1,200.00	R
126284	AMERITECH BANNERS	BANNERS	CHILD DEVELOPMENT CENTER	2,622.00	CD
126354	AP EXAMS	AP EXAMS	SANTA MONICA HIGH SCHOOL	6,000.00	R
126321	ASSOC OF SCH ADMINISTRATORS	ADVERTISING	PERSONNEL SERVICES	700.00	U
126252	ATLANTIC EXPRESS OF LA INC	TRANSPORTATION	EDISON ELEMENTARY SCHOOL	385.00	R
126285	ATLANTIC EXPRESS OF LA INC	TRANSPORTATION	SMASH SCHOOL	430.00	R
126485	BAGELWORKS CAFE	BAGELS	FOOD SERVICES	280.00	F
126421	BOB'S MARKET	HEALTH ADVISORY LUNCH	CHILD DEVELOPMENT CENTER	200.00	CD
126363	BOONE, LARRY	REIMBURSEMENT	STATE AND FEDERAL PROJECTS	233.71	R
126352	BROOKES PUBLISHING CO	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,108.14	CD
126286	BUCKEYE INTERNATIONAL INC.	CUSTODIAL SUPPLIES	FACILITY OPERATIONS	2,611.28	U
126166	BULLSEYE SPECIALTY SHOPS	CANOPY SYSTEMS	FRANKLIN ELEMENTARY SCHOOL	147.41	R
126218	BY THE WORD INC.	SUBSCRIPTION	STATE AND FEDERAL PROJECTS	2,000.00	R
126465	CALIFORNIA OFFICE SYSTEMS INC	STORAGE CABINET	CHILD DEVELOPMENT CENTER	340.25	CD
126333	CANNON, KERMIT	COASTAL KIDS/WRAP AROUNDS	CHILD DEVELOPMENT CENTER	495.00	CD
126256	CANOGA PARK A/C INC	REPLACE ALL IN ONE UNITS	CHILD DEVELOPMENT CENTER	27,882.00	CD
126308	CANON BUSINESS SOLUTIONS	COPIER OVERAGE CHARGES	MALIBU HIGH SCHOOL	140.88	U
126305	CANON BUSINESS SOLUTIONS-WEST	CANON OVERAGE INVOICE	SMASH SCHOOL	191.90	R
125691	CDW-G COMPUTING SOLUTIONS	COMPUTER KEYPAD	SPECIAL EDUCATION REGULAR YEAR	23.63	R
126331	CDW-G COMPUTING SOLUTIONS	INK	CHILD DEVELOPMENT CENTER	128.72	CD
126335	CDW-G COMPUTING SOLUTIONS	Consumables for FI6130 scanner	CURRICULUM AND IMC	105.67	U
126389	CDW-G COMPUTING SOLUTIONS	License Renewal Symantec	INFORMATION SERVICES	21,932.08	U
126390	CDW-G COMPUTING SOLUTIONS	Battery	INFORMATION SERVICES	2,910.17	U
126405	CDW-G COMPUTING SOLUTIONS	CAMERA	CHILD DEVELOPMENT CENTER	129.51	CD
126478	CDW-G COMPUTING SOLUTIONS	INCREASE TO PO# 125718	SPECIAL EDUCATION REGULAR YEAR	41.30	R
126254	CHAMPION CHEMICAL	Custodial Supplies	FRANKLIN ELEMENTARY SCHOOL	478.79	R
126292	CHAMPION CHEMICAL	SUMMER CUSTODIAL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	362.35	R
126294	CHAMPION CHEMICAL	SUMMER CUSTODIAL SUPPLIES	WEBSTER ELEMENTARY SCHOOL	491.06	R
126306	CHEVRON U.S.A. INC.	OPEN ORDER OPERATIONS GAS	GROUNDS MAINTENANCE	7,000.00	R
126320	CHEVRON U.S.A. INC.	FUEL FOR VEHICLE #63	PURCHASING/WAREHOUSE	400.00	U
126437	CHEVRON U.S.A. INC.	MAINT VEHICLE GAS	FACILITY MAINTENANCE	3,500.00	R
126226	CHOURA EVENTS	RENTAL OF CHAIRS - GRADUATION	MALIBU HIGH SCHOOL	867.19	R
126230	CHOURA EVENTS	RENTAL OF TABLES - DECADES DAY	MALIBU HIGH SCHOOL	645.45	R
126459	CITY OF MALIBU	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	260.00	U
126470	CITY OF SANTA MONICA	PERMIT FEE	CHILD DEVELOPMENT CENTER	970.95	CD
126202	CONSTRUCTIVE PLAYTHINGS	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	632.84	CD
126439	CROWN DISPOSAL CO INC	OPERATIONS DISPOSAL	FACILITY MAINTENANCE	666.33	U

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DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
126275	CULVER NEWLIN	CLASSROOM SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	230.79	R
126171	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	2,290.90	CD
126172	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	925.39	CD
126186	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL ITEMS	CHILD DEVELOPMENT CENTER	1,273.53	CD
126187	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	2,835.44	CD
126330	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	91.99	CD
126365	DISCOUNT SCHOOL SUPPLY	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	241.09	CD
126464	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL/SUMMER/CK	CHILD DEVELOPMENT CENTER	111.98	CD
126378	DRIFTWOOD DAIRY	DAIRY PRODUCTS	FOOD SERVICES	23,162.00	F
126371	DURHAM TRANSPORTATION	TRANSPORTATION	MALIBU HIGH SCHOOL	14,000.00	R
126346	EASY WAY SAFETY SERVICES	Open order for restraint vest	TRANSPORTATION	268.35	R
126351	EL NIDO FAMILY CENTER	INDEPENDENT CONTRACTOR PAYMENT	SANTA MONICA HIGH SCHOOL	250.00	R
126338	EMS SAFETY SERVICES INC	SAFETY SUPPLIES/REFERENCES	HEALTH SERVICES	323.84	U
126341	EWING IRRIGATION PRODUCTS	OPEN ORDER IRRIGATION SUPPLIES	GROUPS MAINTENANCE	500.00	R
125967	FILEMAKER INCORPORATED	Annual Maintenance	INFORMATION SERVICES	719.00	U
126274	FILEMAKER INCORPORATED	Annual Maintenance	INFORMATION SERVICES	719.00	U
126245	GALE SUPPLY CO	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	2,884.96	R
126253	GALE SUPPLY CO	Custodial Supplies	FRANKLIN ELEMENTARY SCHOOL	785.78	R
126259	GALE SUPPLY CO	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	106.74	R
126260	GALE SUPPLY CO	janitorial supplies Barnum Hal	THEATER OPERATIONS&FACILITY PR	481.46	R
126283	GALE SUPPLY CO	CUSTODIAL	CHILD DEVELOPMENT CENTER	161.69	CD
126290	GALE SUPPLY CO	CUTODIAL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	1,197.60	R
126293	GALE SUPPLY CO	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	268.76	R
126297	GALE SUPPLY CO	CUSTODIAL	CHILD DEVELOPMENT CENTER	796.76	CD
126312	GALE SUPPLY CO	SUMMER CUSTODIAL SUPPLY	WEBSTER ELEMENTARY SCHOOL	599.48	R
126360	GALE SUPPLY CO	CUSTODIAL SUPPLY	WEBSTER ELEMENTARY SCHOOL	141.92	R
126374	GALE SUPPLY CO	OPEN ORDER OPERATIONS SUPPLIES	GROUPS MAINTENANCE	1,500.00	R
126396	GALE SUPPLY CO	Supplies/Transportation	TRANSPORTATION	186.00	R
126409	GALE SUPPLY CO	CUSTODIAL	CHILD DEVELOPMENT CENTER	961.73	CD
126411	GALE SUPPLY CO	CUSTODIAL	CHILD DEVELOPMENT CENTER	926.88	CD
126414	GALE SUPPLY CO	CUSTODIAL	CHILD DEVELOPMENT CENTER	999.09	CD
126416	GALE SUPPLY CO	CUSTODIAL	CHILD DEVELOPMENT CENTER	697.45	CD
126417	GALE SUPPLY CO	CUSTODIAL	CHILD DEVELOPMENT CENTER	247.67	CD
126425	GALE SUPPLY CO	CUSTODIAL/SUMMER	CHILD DEVELOPMENT CENTER	3,459.73	CD
125650	GLENCOE/MACMILLAN/MCGRAW-HILL	BOOKS	OLYMPIC CONTINUATION SCHOOL	714.40	U
126214	GOLDEN WEST TRAILER SALES	OPERATIONS GROUNDS EQUIPMENT	GROUPS MAINTENANCE	1,639.13	R
126280	HATCH INC	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	26.84	CD
126468	HERRERA, MAYRA	REIMBURSEMENT-CLASSROOM SUPPLY	WILL ROGERS ELEMENTARY SCHOOL	300.00	R
126399	HILLYARD FLOOR CARE SUPPLY	OPERATIONS CUSTODIAL SUIPLIES	GROUPS MAINTENANCE	297.53	R
126433	HILLYARD FLOOR CARE SUPPLY	OPERATIONS EQUIPMENT	GROUPS MAINTENANCE	1,880.25	R
125416	HURST, VICTORIA	TRAVEL REIMBURSEMENT	SPECIAL EDUCATION REGULAR YEAR	274.24	R
126386	INFOSNAP INC	INFOSNAP SOFTWARE	SANTA MONICA HIGH SCHOOL	19,875.00	R
126282	INSECT LORE PRODUCTS	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	80.67	CD
126460	INSTA-TUNE	MAINT VEHICLE REPAIR	FACILITY MAINTENANCE	444.00	R
126276	INTELLI-TECH	VIDEO WORKSTATIONS	R O P	9,590.36	R
126392	INTELLI-TECH	HP LED NOTEBOOK	INFORMATION SERVICES	1,471.99	U
126430	INTELLI-TECH	COMPUTER	CHILD DEVELOPMENT CENTER	322.64	CD
126272	IPSWITCH INC	Iemail/Iemail Anti Virus	INFORMATION SERVICES	2,394.00	U
126370	JOHNSTONE SUPPLY CO	MCKINLEY GAS VALVE	FACILITY MAINTENANCE	153.04	R
126243	JOSTENS/DIPLOMAS	DIPLOMAS	SANTA MONICA HIGH SCHOOL	790.00	R

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
126484	JOSTENS/DIPLOMAS	INCREASE TO PO # 126246	SANTA MONICA HIGH SCHOOL	150.00	R
126265	KEYGENT LLC	DISSEMINATION AGENT SERVICES	BUSINESS SERVICES	6,000.00	U
126315	KORADE & ASSOCIATE BUILDERS	REPAIR RESTROOM	CHILD DEVELOPMENT CENTER	1,283.00	CD
126480	KORADE & ASSOCIATE BUILDERS	ELECTRICAL OUTLET INSTALL	FRANKLIN ELEMENTARY SCHOOL	587.00	R
126327	LAKESHORE	OPEN ORDER/PARENT ACTIVITY	CHILD DEVELOPMENT CENTER	200.00	CD
126463	LAKESHORE	OPEN ORDER/SUMMER CK	CHILD DEVELOPMENT CENTER	100.00	CD
126467	LAKESHORE	OPEN ORDER/SUMMER/CK	CHILD DEVELOPMENT CENTER	50.00	CD
126168	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	2,167.60	CD
126169	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	2,204.45	CD
126170	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	4,597.72	CD
126173	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,132.57	CD
126180	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	2,499.33	CD
126181	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	2,563.93	CD
126182	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	2,386.37	CD
126183	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,899.64	CD
126184	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	2,432.40	CD
126185	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	193.48	CD
126281	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	562.89	CD
126329	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	217.74	CD
126239	LEARNSMART LLC	Maintenance	INFORMATION SERVICES	2,495.00	U
126210	LIGHTSPEED SYSTEMS	Maintenance	INFORMATION SERVICES	8,800.00	U
126278	MAGIC JUMP RENTALS INC	SLIDE RENTAL	MCKINLEY ELEMENTARY SCHOOL	257.50	R
126344	MANCE, MIKE J.	OPERATIONS SUPPLIES	GROUNDS MAINTENANCE	212.28	R
126375	MANCE, MIKE J.	OPERATIONS EQUIPMENT SUPPLIES	GROUNDS MAINTENANCE	740.71	R
126364	MCGRATH, MARILYN	PARENT WORKSHOP	CHILD DEVELOPMENT CENTER	500.00	CD
126310	MIND RESEARCH INSTITUTE	MIND RESEARCH MATH SOFTWARE	WILL ROGERS ELEMENTARY SCHOOL	49,000.00	R
126231	MIRACLE PLAYGROUND SALES OF	PLAYGROUND EQUIPMENT	CHILD DEVELOPMENT CENTER	10,650.87	CD
126380	NETWORLD SOLUTIONS INC	TECHNOLOGY PLANNING	SANTA MONICA HIGH SCHOOL	9,000.00	BB
126311	OLIVER WORLDCLASS LABS INC	SMARTBOARD SYSTEM ON STAND	FRANKLIN ELEMENTARY SCHOOL	16,189.51	R
126137	ORTCO INC.	INSTALLATION OF PLAYGROUND	CHILD DEVELOPMENT CENTER	10,642.00	CD
126376	P & R PAPER SUPPLY CO	PAPER PRODUCTS	FOOD SERVICES	2,000.00	F
126289	P O BAHN & SONS	OPERATIONS SUPPLIES	FACILITY OPERATIONS	140.00	U
126336	P O BAHN & SONS	OPEN ORDER OPERATIONS SUPPLIES	GROUNDS MAINTENANCE	500.00	R
126328	PANERA BREAD CO	PARENT ACTIVITY	CHILD DEVELOPMENT CENTER	200.00	CD
126299	PARIS LASER PRINTER REPAIR INC	Toner Cartridges	INFORMATION SERVICES	2,286.60	U
126303	PIONEER CHEMICAL CO	SUMMER CUSTODIAL SUPPLY	JOHN MUIR ELEMENTARY SCHOOL	95.71	R
126316	PIONEER CHEMICAL CO	SUMMER CUSTODIAL SUPPLY	WEBSTER ELEMENTARY SCHOOL	146.16	R
126373	PIONEER CHEMICAL CO	OPEN ORDER CUSTODIAL SUPPLIES	GROUNDS MAINTENANCE	1,500.00	R
126400	PIONEER CHEMICAL CO	CUSTODIAL EQUIPMENT	LINCOLN MIDDLE SCHOOL	4,956.67	R
126412	PIONEER CHEMICAL CO	CUSTODIAL EQUIPMENT	LINCOLN MIDDLE SCHOOL	447.93	R
126174	PLAY WITH A PURPOSE	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,175.74	CD
126209	PLIXER INTERNATIONAL INC	Maintenance	INFORMATION SERVICES	1,495.00	U
126240	POLITO FAMILY FARMS	PRODUCE FOR FMSB PROGRAM	FOOD SERVICES	500.00	F
125589	POSTMASTER-SANTA MONICA	US POSTAGE STAMPS	SMASH SCHOOL	585.00	U
126444	PRIORITY MAILING SYSTEMS INC	MAINTENANCE AGREEMENT	PRINTING SERVICES	610.00	U
126304	REGENCY ENTERPRISES INC.	LIGHTING	JOHN MUIR ELEMENTARY SCHOOL	128.37	R
126339	REGENCY ENTERPRISES INC.	LIGHT BULBS	THEATER OPERATIONS&FACILITY PR	64.24	R
126359	REGENCY ENTERPRISES INC.	LAMP, FLOURESCENT F32T8	WEBSTER ELEMENTARY SCHOOL	210.43	R
126426	REGENCY ENTERPRISES INC.	CUSTODIAL	CHILD DEVELOPMENT CENTER	140.93	CD
126427	REGENCY ENTERPRISES INC.	CUSTODIAL	CHILD DEVELOPMENT CENTER	70.47	CD

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126397	REISS-WOZNAC MEDICAL CLINIC	Driver Physical/Transportaiton	TRANSPORTATION	60.00	R
126391	RELATIONAL TECHNOLOGY SER INC	Hp Hardware/ vm ware	INFORMATION SERVICES	71,788.57	U
126295	RHYTHM CHILD NETWORK	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	495.00	CD
126146	RICOH BUSINESS SOLUTIONS	RICOH COPIER MP4002SP	PERSONNEL SERVICES	7,331.77	R
125738	RIFTON EQUIPMENT	ACTIVITY CHAIRS	SPECIAL EDUCATION REGULAR YEAR	5,039.16	R
126383	ROADRUNNER SHUTTLE	CANCELLATION FEE	MALIBU HIGH SCHOOL	270.00	R
126269	SAFETY-KLEEN CORP.	Absorbent - Transportation	TRANSPORTATION	517.97	R
126053	SANTA MONICA FENCE CO	ROOSEVELT FENCE	FACILITY MAINTENANCE	14,996.21	SR
126337	SANTA MONICA FORD	OPERATIONS SUPPLIES VEHICLES	GROUPS MAINTENANCE	100.00	R
126441	SANTA MONICA MUN BUS LINES	BUS PASSES	STUDENT SERVICES	1,236.00	U
126317	SANTA MONICA POLICE DEPT-ALARM	FIRE FALSE ALARM FEE	FACILITY MAINTENANCE	498.00	R
126362	SCHOOL ANNUAL PUBLISHING	SCHOOL ANNUALS	MCKINLEY ELEMENTARY SCHOOL	2,423.80	R
126250	SCHOOL HEALTH CORPORATION	SURESIGHT CALIBRATE	HEALTH SERVICES	348.16	U
126277	SCHOOL SPECIALTY INC	CABINET FOR THEATER PROGRAM	R O P	570.94	R
126342	SCHOOL SPECIALTY INC	NPS FOLDING CHAIR & DOLLY	SANTA MONICA HIGH SCHOOL	4,738.35	R
126442	SCHOOL SPECIALTY INC	FOLDING CHAIR - PO INCREASE	SANTA MONICA HIGH SCHOOL	79.84	R
125694	SEHI COMPUTER PRODUCTS	FLATBED SCANNER	SPECIAL EDUCATION REGULAR YEAR	3,755.08	R
126266	SEHI COMPUTER PRODUCTS	COLOR LASER PRINTER	R O P	4,244.37	R
126353	SEHI COMPUTER PRODUCTS	PRINTER HP M1536DNF MFP	CHILD DEVELOPMENT CENTER	5,437.85	CD
126438	SEHI COMPUTER PRODUCTS	TONER CARTRIDGE	GRANT ELEMENTARY SCHOOL	132.44	R
126446	SEHI COMPUTER PRODUCTS	INK/TONER	CHILD DEVELOPMENT CENTER	7,283.27	CD
125617	SHEKHTMEYSTER, ZHANNA	MILEAGE REIMBURSEMENT SY 11-12	SPECIAL EDUCATION REGULAR YEAR	120.00	R
126469	SIMON-CAIN, MONICA	REIMBURSEMENT	CHILD DEVELOPMENT CENTER	530.00	CD
126246	SIR SPEEDY PRINTING #0245	BUSINESS CARDS	SPECIAL EDUCATION REGULAR YEAR	28.41	R
126358	SIR SPEEDY PRINTING #0245	PROMOTIONAL BROCHURES	WILL ROGERS ELEMENTARY SCHOOL	258.38	R
126326	SMART & FINAL	OPEN ORDER/PARENT ACTIVITY	CHILD DEVELOPMENT CENTER	160.00	CD
126334	SMART & FINAL	OPEN ORDER/PTA	CHILD DEVELOPMENT CENTER	50.00	CD
126366	SMART & FINAL	SUMMER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	120.00	CD
126422	SMART & FINAL	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	120.00	CD
126479	SMMCTA	REIMBURSEMENT	EMPLOYEE RELATIONS	486.20	U
126451	SMMEF	REIMBUSEMENT FO SMMEF	BOE/SUPERINTENDENT	280.00	U
126001	SOUTH BAY LANDSCAPING	OPERATIONS GROUNDS CONTRACT	GROUNDS MAINTENANCE	1,350.00	R
126267	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	900.00	R
126361	SOUTHWEST SCHOOL SUPPLY	office supplies	WEBSTER ELEMENTARY SCHOOL	130.00	R
126448	SOUTHWEST SCHOOL SUPPLY	FLAGS	SANTA MONICA HIGH SCHOOL	93.46	U
125253	SPARKLETT'S WATER CO	WATER SERVICE	SPECIAL EDUCATION REGULAR YEAR	600.00	R
126472	SPARKY DATA & TELECOM	Move Telephone Backcoad	INFORMATION SERVICES	400.00	U
126228	SPECTRASYSTEMS INC	SAFETY RUBBER FOR PLAYGROUND	CHILD DEVELOPMENT CENTER	11,729.20	CD
126238	SPECTRASYSTEMS INC	SAFETY RUBBER FOR PLAYGROUND	CHILD DEVELOPMENT CENTER	14,092.62	CD
126385	SPECTRUM INDUSTRIES INC	LAPTOP LOCKER	SPECIAL EDUCATION REGULAR YEAR	3,552.66	R
126291	STANLEY PEST CONTROL	PEST CONTROL MANAGEMENT	GROUNDS MAINTENANCE	3,000.00	R
126481	STAPLES BUSINESS ADVANTAGE	CLASSROOM SUPPLIES	STATE AND FEDERAL PROJECTS	1,180.95	R
126482	STAPLES BUSINESS ADVANTAGE	CLASSROOM SUPPLIES	STATE AND FEDERAL PROJECTS	798.15	R
126483	STAPLES BUSINESS ADVANTAGE	CLASSROOM SUPPLIES	STATE AND FEDERAL PROJECTS	336.79	R
126301	STEVENS, MARTHA	INDEPENDENT CONTRACTOR PAYMENT	JOHN ADAMS MIDDLE SCHOOL	1,500.00	R
126355	STRESS LESS ENVIRONMENTAL LLC	wasteoil - Transp. Dept.	TRANSPORTATION	300.00	R
126287	TANDUS US INC	CARPET INSTALL AT LINCOLN	FACILITY MAINTENANCE	14,131.06	DF
126408	TARGET STORES	OPEN ORDER/SUPPLIES	CHILD DEVELOPMENT CENTER	750.00	CD
126279	TEACHER'S DISCOUNT	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,045.92	CD
126325	TEDDYS CAFE	PARENT ACTIVITY	CHILD DEVELOPMENT CENTER	820.00	CD
126406	TEDDYS CAFE	HS EVENT	CHILD DEVELOPMENT CENTER	175.00	CD

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
126368	TOYS R US	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	136.56	CD
126394	TRUCK SPECIALTY SERVICE INC	Bus #10 repairs	TRANSPORTATION	1,156.47	R
126322	U S BANK (GOVT CARD SERVICES)	Software	INFORMATION SERVICES	399.98	U
126323	U S BANK (GOVT CARD SERVICES)	Software	INFORMATION SERVICES	1,951.00	U
126347	U S BANK (GOVT CARD SERVICES)	ADVERTISING	STUDENT SERVICES	340.00	U
126436	U S BANK (GOVT CARD SERVICES)	CC PURCHASE/CONFERENCE	INFORMATION SERVICES	275.50	U
126429	U.S. POSTAL SERVICE	MAIL MACHINE POSTAGE	PURCHASING/WAREHOUSE	10,000.00	U
126473	VESOFT	Maintenance	INFORMATION SERVICES	2,097.60	U
126332	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	310.00	CD
126423	VONS STORE #2262	OPEN ORDER/SUMMER IISS	CHILD DEVELOPMENT CENTER	60.00	CD
125262	W.O.L.F.	Outdoor Education	CABRILLO ELEMENTARY SCHOOL	11,437.50	R
126471	W.W. GRAINGER INC.	EXTENSION CORDS (E-CORD)	WEBSTER ELEMENTARY SCHOOL	85.46	R
126313	WATERLINE TECHNOLOGIES INC	POOL CHEMICAL SUPPLY	FACILITY MAINTENANCE	3,500.00	R
126296	WAXIE SANITARY SUPPLY	CUSTODIAL	CHILD DEVELOPMENT CENTER	158.96	CD
126324	WAXIE SANITARY SUPPLY	CUSTODIAL	CHILD DEVELOPMENT CENTER	159.22	CD
126398	WAXIE SANITARY SUPPLY	OPEN ORDER CUSTODIAL SUPPLIES	GROUNDS MAINTENANCE	1,200.00	R
126410	WAXIE SANITARY SUPPLY	CUSTODIAL	CHILD DEVELOPMENT CENTER	131.56	CD
126413	WAXIE SANITARY SUPPLY	CUSTODIAL	CHILD DEVELOPMENT CENTER	92.24	CD
126415	WAXIE SANITARY SUPPLY	CUSTODIAL	CHILD DEVELOPMENT CENTER	104.86	CD
126428	WAXIE SANITARY SUPPLY	CUSTODIAL	CHILD DEVELOPMENT CENTER	209.72	CD
126486	WAXIE SANITARY SUPPLY	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	137.60	U
126248	WESTERN FENCE & SUPPLY CO	FENCING/CHAIN REPAIR MATERIALS	FACILITY MAINTENANCE	300.00	R
126381	YALE/CHASE MATERIALS HANDLING	REPAIR OF BATTERY CHARGE	MALIBU HIGH SCHOOL	1,144.56	R
				** NEW PURCHASE ORDERS	612,617.21

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

126251	NETWORLDS SOLUTIONS INC	CABLE REPLACEMENT	INFORMATION SERVICES	44,800.00	BB
126247	SPECIALIZED ENVIRONMENTAL INC	ABATEMENT	CHILD DEVELOPMENT CENTER	44,230.00	BB
				** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES	89,030.00

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: ACCEPTANCE OF GIFTS – 2011/2012

RECOMMENDATION NO. A.11

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$18,855.50 presented to the Santa Monica-Malibu Unified School District.

It is further recommended that the Fiscal/Business Services Office, in accordance with Educational Code §42602, be authorized to increase the 2011-2012 income and appropriations by \$18,855.50 as described on the attached listing.

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

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

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

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

BOE Date: 06/27/12

Current Gifts and Donations 2011/2012

School/Site Account Number		Equity Fund 15% Contrib.	In-kind Value	Donor	Purpose
JAMS	\$ 1,002.00	\$ -		Various	General Supplies and Materials
01-90120-0-00000-00000-8699-011-0000	\$ 65.00	\$ -		Various	General Supplies and Materials
Adult Education					
11-90120-0-00000-00000-8699-090-0000					
Alternative (SMASH)					
01-90120-0-00000-00000-8699-009-0000					
Cabrillo	\$ 868.00	\$ -		Various	Field Trip
01-90120-0-00000-00000-8699-017-0000	\$ 542.00	\$ -		Barry and Nina Yates	Field Trip
	\$ 464.00	\$ -		Barry and Nina Yates	Field Trip
	\$ 31.00	\$ -		Barry and Nina Yates	Field Trip
CDS					
12-90120-0-00000-00000-8699-070-0000					
Edison					
01-90120-0-00000-00000-8699-001-0000					
Franklin					
01-90120-0-00000-00000-8699-002-0000					
Grant					
01-90120-0-00000-00000-8699-003-0000					
Lincoln	\$ 4,527.00	\$ -		Various Parents	Other Operating Expenses
01-90120-0-00000-00000-8699-012-0000	\$ 2,862.00	\$ -		Various Parents	General Supplies and Materials
Malibu High School	\$ 520.00	\$ -		Various Students	General Supplies and Materials
01-90120-0-00000-00000-8699-010-0000					
McKinley	\$ 352.00	\$ -		Various	Yearbooks and Field Trip
01-90120-0-00000-00000-8699-004-0000	\$ 340.00	\$ -		Various	General Supplies and Materials
Muir					
01-90120-0-00000-00000-8699-005-0000					
Olympic HS	\$ 2,000.00	\$ -		Miriam and Tom Schulman	Other Operating Expenses
01-90120-0-00000-00000-8699-014-0000	\$ 300.00	\$ -		Marolyn Freedman	General Supplies and Materials
	\$ 300.00	\$ -		Marsha J. Moutrie	Other Operating Expenses
	\$ 35.00	\$ -		MAD Nick, Inc.	Other Operating Expenses
Rogers					
01-90120-0-00000-00000-8699-006-0000					
Roosevelt	\$ 103.50	\$ -		Various	Field trip
01-90120-0-00000-00000-8699-007-0000					

BOE Date: 06/27/12

Current Gifts and Donations 2011/2012

School/Site Account Number	Gift Amount	Equity Fund 15% Contrib.	In-kind Value	Donor	Purpose
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 613.00	\$ -	\$ 900.00	Various Mindy Weiss Party Consultants	General Supplies and Materials 300 Binders (Letter size, 1" - 3") for classroom use
Barnum Hall 01-91150-0-00000-00000-8699-000-0000					
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000					
Webster 01-90120-0-00000-00000-8699-008-0000					
Others:					
Superintendent's Office 01-90120-0-00000-00000-8699-020-0000					
Educational Services 01-90120-0-00000-00000-8699-030-0000	\$ 1,286.00 \$ 1,120.00 \$ 625.00	\$ - \$ - \$ -		Various Music Parents Various Music Parents Various Music Parents	General Supplies and Materials General Supplies and Materials General Supplies and Materials
Student & Family Services 01-90120-0-00000-00000-8699-040-0000					
Special Education 01-90120-0-00000-00000-8699-044-0000					
Information Services 01-90120-0-00000-00000-8699-054-0000					
Food and Nutrition Services 01-90120-0-00000-00000-8699-057-0000					
District 01-90120-0-00000-00000-8699-090-0000					
TOTAL	\$ 17,955.50	\$ -	\$ 900.00		

BOE Date: 06/27/12

Current Gifts and Donations 2011/2012

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Equity Fund 15% Contrib.	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
JAMS 01-90120-0-00000-00000-8699-011-0000	\$ 46,260.40	\$ 1,067.00	\$ -	\$ 47,327.40			\$ -
Adult Education 11-90120-0-00000-00000-8699-090-0000				\$ -			\$ -
Alternative (SMASH) 01-90120-0-00000-00000-8699-009-0000				\$ -			\$ -
Cabrillo 01-90120-0-00000-00000-8699-017-0000	\$ 24,226.01	\$ 1,905.00	\$ -	\$ 26,131.01			\$ -
CDS 12-90120-0-00000-00000-8699-070-0000				\$ -			\$ -
Edison 01-90120-0-00000-00000-8699-001-0000	\$ 820.36			\$ 820.36			\$ -
Franklin 01-90120-0-00000-00000-8699-002-0000	\$ 467.89			\$ 467.89			\$ -
Grant 01-90120-0-00000-00000-8699-003-0000				\$ -			\$ -
Lincoln 01-90120-0-00000-00000-8699-012-0000	\$ 48,018.53	\$ 7,389.00	\$ -	\$ 55,407.53			\$ -
Malibu High School 01-90120-0-00000-00000-8699-010-0000 <i>Malibu Shark Fund - Resource #90141</i>	\$ 39,343.52	\$ 520.00	\$ -	\$ 39,863.52			\$ -
McKinley 01-90120-0-00000-00000-8699-004-0000	\$ 27,967.13	\$ 692.00	\$ -	\$ 28,659.13			\$ -
Muir 01-90120-0-00000-00000-8699-005-0000	\$ 3,305.66			\$ 3,305.66			\$ -
Olympic HS 01-90120-0-00000-00000-8699-014-0000	\$ 7,867.50	\$ 2,635.00	\$ -	\$ 10,502.50			\$ -
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 25,772.22			\$ 25,772.22			\$ -
Roosevelt 01-90120-0-00000-00000-8699-007-0000	\$ 6,841.98	\$ 103.50	\$ -	\$ 6,945.48	\$ 8,833.00		\$ 8,833.00
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 26,543.68	\$ 613.00	\$ -	\$ 27,156.68	\$ 11,485.69	\$ 900.00	\$ 12,385.69
Barnum Hall 01-91150-0-00000-00000-8699-000-0000	\$ 100,000.00			\$ 100,000.00			
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000				\$ -			\$ -

BOE Date: 06/27/12

Current Gifts and Donations 2011/2012

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Equity Fund 15% Contrib.	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
ALL OTHER LOCATIONS:							
Webster 01-90120-0-00000-00000-8699-008-0000	\$ 5,000.00		\$ -	\$ 5,000.00			\$ -
Superintendent's Office 01-90120-0-00000-00000-8699-020-0000							
Educational Services 01-90120-0-00000-00000-8699-030-0000	\$ 103,509.74	\$ 3,031.00		\$ 106,540.74	\$ 2,350.00		\$ 2,350.00
Student and Family Support Services 01-90120-0-00000-00000-8699-041-0000				\$ -			\$ -
Special Education 01-90120-0-00000-00000-8699-044-0000				\$ -			\$ -
Information Services 01-90120-0-00000-00000-8699-054-0000				\$ -			\$ -
District 01-90120-00000-0-00000-8699-090-0000				\$ -			\$ -
Food & Nutrition Services 01-90120-0-00000-00000-8699-070-0000				\$ -	\$ 379.90		\$ 379.90
TOTAL GIFTS	\$ 465,944.62	\$ 17,955.50	\$ -	\$ 483,900.12	\$ 23,048.59	\$ 900.00	\$ 23,948.59
Total Cash Gifts for District:		\$ 17,955.50	Total Equity Fund 15% Contribs. \$ -		Total In-Kind Gifts:	\$ 900.00	

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYON / JANECE L. MAEZ

RE: AMEND CERTIFICATION OF SIGNATURES

RECOMMENDATION NO. A.12

It is recommended that the Board of Education amend the Certification of Signatures, as presented on December 15, 2011, in Recommendation No. A.29, to change the signature authority to include Dr. Mark Kelly as the Director of Student Services, and delete the name of Marolyn Freedman, former Director of Student Services.

It is further recommended that the attached document "Certification of Signatures" be completed and filed with the County Superintendent of School in accordance with Education Code Section §42633. Dr. Kelly's signature will be considered valid as of July 1, 2012.

COMMENTS: The Board of Education approved the appointment of Dr. Kelly as Director of Student Services on June 7, 2012 (Item A.21), but his signature authority is effective as of his start date on July 1, 2012.

Ms. Freedman is retiring on June 30, 2012.

Approval of this Board Action will authorize Dr. Kelly to sign warrants, orders for salary or commercial payments, notices of employment, contracts, invoices and other documents as directed by the Board of Education.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

Santa Monica-Malibu Unified School District

Addendum to

CERTIFICATION OF SIGNATURES

As Secretary to the governing board of the above-named school district, I certify that the signature as shown below is the verified signature of the person authorized to sign contracts, invoices and other documents as directed by the Board of Education. This certification is made in accordance with the provisions of Education Code Sections:

K-12 Districts: §35143, §42632 and §42633

This approved signature is valid for the period from July 1, 2012 through December 2, 2012, in accordance with governing board approval dated June 27, 2012.

Signature: _____

Sandra Lyon

Superintendent & Secretary to the Board

Signature of Personnel authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, Contracts and Other Documents as directed by the Board of Education:

Signature:	
Typed Name:	Mark Kelly
Title:	Director of Student Services

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: APPROVAL FOR DISPOSAL/RECYCLE OF SURPLUS EQUIPMENT

RECOMMENDATION NO. A.13

It is recommended that the Board of Education approve the disposal, sale, recycling or donation of the surplus equipment and furniture listed below.

COMMENT: All items are obsolete, beyond economic repair, unusable or deemed as surplus. Items will be disposed of in accordance with Educational Code 17545-1755.

School / Dept	Item	Qty	Serial #	Acquired	Asset #
CDS	Gateway E2600	3	0004620195, 0004620194, 0004549349	07/07/08 03/26/04 05/02/08	19453, 16221, 19060
	Gateway E4000	1	0031443559	06/26/03	14429
	Gateway E4100	1	0033189422	05/12/04	16163
	Gateway E4500	2	0036705438, 0038666907	06/02/06, 01/30/07	17163, 17759
	Gateway E4600	2	0038917730, 0039211587	03/12/07, 06/15/07	17906, 18212
	Gateway E6300	3	0036318284, 0036318285, 0035557909	01/03/06 06/22/05	17044, 17045, 16789
Class Per	Gateway E4610	1	0039144384	5/30/07	18178
	Gateway E4100	1	0033890424	N/A	N/A
Fiscal	Gateway E4600	1	003902920	04/18/07	17917
	HP LaserJet 1200	1	CNCV128735	06/18/02	11516
	HP Deskjet 840c	1	CN03MIM37Q	07/01/00	8115
Food Ser.	Hobart H60 Mixer	1	1934205	01/01/80	863
Grant	Gateway E2600	1	0038965715	04/10/07	17912
Health	Gateway E2600	1	0004513216	04/07/08	18885
	Gateway E4100	1	0032889523	02/17/04	1653
	Gateway E4500	1	0037266070	N/A	N/A
HR	Compaq DP2000	1	6809BK82Q512	08/17/98	6607
	Fargo Direct Card 550	1	0000024388	05/22/99	24388
IS	Moore Decollator 1400	1	2757	01/01/1994	4438
	Duplo Form Burster V740	1	70962507	11/07/01	12289
	MacBook	1	45123TCHF5W	N/A	26941
Malibu	Gateway M255e	1	0038982862	03/22/07	17911
	Gateway E4100	2	1100121972, 1100121977	03/26/04	16221, 16223

M & O	Gateway E6100	1	0032171751	09/11/03	14460
	Gateway E4100	1	0034310770	N/A	N/A
	Landscape Trailer	1	84325	08/22/08	24321
ROP	HP 3550N	1	CNBR519763	03/25/05	14747
Samohi	Apple iMac M552	1	YM0316TLJAU	11/01/00	8193
	Apple iMac M910	1	SW8332032P19	09/08/03	12594
	Apple Mac G4	1	XA1110DQKQ3	N/A	9298
	Gateway E3600	1	0027166690	N/A	N/A
	Gateway E4100	1	0033834603	06/02/04	14730
	Gateway E4620	2	0004611644, 0004523001, 0004522963	06/27/08 04/25/08	19442, 19143, 19129
	Gateway M465E	1	0039107482	05/23/07	18029
	HP 960C Printer	1	MY25A19156	11/08/02	13863
	HP 1320N Printer	1	CNHC5BC07R	03/06/06	17065
	NEC Nefax 560	1	F35JU01309	09/30/02	13507
Spec Ed	Apple MC20	1	W80086LK8PW	N/A	24418
	Gateway 2500	1	0016289180	04/10/00	7711
	Gateway FPD1530	1	0036041900	N/A	N/A
	Gateway FD91730	1	0034520875	N/A	N/A
	Gateway E2610D	1	0004515194	N/A	N/A
Supts	HP DC79	1	MXL9380XL2	10/29/09	23242
	HP LaserJet 4	1	JP8H016594	01/01/1993	5100

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: AUTHORIZATION TO USE SIMPLEX GRINNELL GENERAL SERVICES
ADMINISTRATION (GSA) CONTRACT FOR FIRE AND SECURITY SERVICES –
CONTRACT GS-07F-0396M

RECOMMENDATION NO. A.14

It is recommended that the Board of Education authorize the District to use the Federal GSA contract awarded to Simplex Grinnell, to purchase fire and security equipment and appropriate services specified under contract #GS-07-0396M as applicable to the District's Maintenance Department and Measure BB project requirements through June 30, 2017

COMMENT: The GSA contract allows for both fire alarm, security, and emergency disaster equipment purchases and all services necessary to install the equipment from design to start-up, including maintenance and training at the lowest offered pricing. The contract period is from July 1, 2007, through June 30, 2012, with a five (5) year extension to 2017. By using the contract, it will allow District projects to be completed in as expeditious manner as possible, without having to publically bid the equipment and services for each individual project. Furthermore, by using the direct pricing structure in the contract, it eliminates going through a General Contractor who would mark-up the products and services, charging retail pricing instead of the Federal contract rates, thus saving the District considerable money.

All orders using this contract must comply with GSAM Construction clauses, Davis-Bacon and Federal Acquisition Regulations (FAR).

The Los Angeles County Department of Ed allows Districts to "piggy back" off of the GSA contracts with no restrictions other than standard Public Works contracting requirements.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: AMMENDMENT TO CONTRACT FOR REGENERATIVE POOL FILTER
INSTALLATION – MALIBU MIDDLE/HIGH SCHOOL – BID #12.11R – CHANGE
ORDER #1 – NADAR, INC.

RECOMMENDATION NO. A.15

It is recommended that the Board of Education authorize Change Order #1 as an amendment to the contract of Bid #12.11R for the installation of the Neptune Benson regenerative pool filter equipment for Malibu High School, to Nadar Inc., in an amount not to exceed \$649, for a total contract amount of \$69,949.

Funding Information

Budgeted: Yes

Fund: 14

Source: Deferred Maintenance

Account Number: 14-00000-0-00000-81100-6500-060-2600

COMMENTS: Change Order #1 represents the work listed below:

Original Contract Amount	\$69,300
<u>Change Order #1</u>	<u>\$ 649</u>
Total Contract Amount	\$69,949

This Change Order constitutes the following additions to the scope of work:

1. Add 10" Butterfly Valve to design \$649

This brings the year to date cost for filter replacement to \$248,460 excluding soft costs.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: CONTRACT AMENDMENT #9 FOR TESTING AND SPECIAL INSPECTION
SERVICES – MALIBU MIDDLE AND HIGH SCHOOL – CAMPUS-WIDE FIRE
ALARM REPLACEMENT PROJECT – BTC LABS – MEASURE BB

RECOMMENDATION NO. A.16

It is recommended that the Board of Education approve Contract Amendment #9 with BTC Labs for Testing and Special Inspection Services for the Malibu Middle and High School, Campus-Wide Fire Alarm Replacement Project, in the amount of \$11,251.

Funding Information

Budgeted: Yes

Fund: 81

Source: Measure BB

Account Number 81-90500-0-00000-85000-5802-010-2600

Description: Soft Costs / Test & Inspection / Materials Lab

Friday Memo: Yes, 06/22/12

COMMENT: The Board of Education previously approved Contract Amendment #7 for \$6775 to begin testing and inspections by BTC for this project. Originally, the RFP for testing and inspection (dated March 25, 2011; see attached) referenced the DSA-approved DSA-103 Testing & Inspections form for BTC to use to itemize their services in their proposal (see attached). Only testing of post-installed anchors is indicated on the DSA-103. Soils testing was also excluded from requested services. To date, both soils and concrete testing has been requested by the DSA Inspector-of-Record.

This Contract Amendment #9, for \$11,251 is for conducting additional special testing and inspections for the Malibu Middle and High School Campus-Wide Fire Alarm Replacement Project. The revised contract total will be \$57,287.

(Continued on next page)

Original Contract (Cabrillo, DSA A#03-113115) A.21)	\$ 3,189
Contract Amendment #1 (Malibu HS Soil Remediation)	10,802
Contract Amendment #2 (Point Dume Gas Line, DSA A#03-112541)	5,364
Contract Amendment #3 (Samohi DSA Compliance DSA A#03-101212)	1,682
Contract Amendment #4 (Franklin DSA Compliance DSA A#03-59179)	901
Contract Amendment #5 (Malibu HS Water Main)	16,422
Contract Amendment #6 (Malibu HS DSA Compliance DSA A#03-59245)	901
Contract Amendment #7 (Malibu HS Fire Alarm Project DSA A#03-113284)	6,775
Contract Amendment #8 (Extension of contract to 7/31/12)	0
Contract Amendment #9 (Malibu HS Fire Alarm Project DSA A#03-113284)	11,251
Total Contract Amount	\$57,287

It is recommended that the Board of Education approve Contract Amendment #9 for \$11,251.

There is available budget left (\$29,225) in the Soft Cost/Testing & Inspections portion of the Campus Improvement project budget for these expenditures.

A Friday Memo and proposal accompany this item.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: AWARD OF CONTRACT FOR SPECIAL TESTING & INSPECTION AND
GEOTECHNICAL & SOILS SERVICES – LINCOLN MIDDLE SCHOOL –
REPLACEMENT OF CLASSROOM BUILDING 'C' & SITE IMPROVEMENTS
(PACKAGE 2) – CONVERSE CONSULTANTS – MEASURE BB

RECOMMENDATION NO. A.17

It is recommended that the Board of Education award Special Testing & Inspections and Geotechnical Services to Converse Consultants, at the Lincoln Middle School for the Replacement of Classroom Building 'C' & Site Improvements (Package 2) Project, in the amount of \$152,650.

Funding Information

Budgeted: Yes

Fund: 82

Source: Measure BB

Account Number 82-90500-0-00000-85000-5802-012-2600

Description: Soft Costs / Test & Inspection / Materials Lab (\$21,130)
Soft Costs / Test & Inspection / Geotechnical & Soils (\$131,520)

Friday Memo: Yes, 06/22/12

COMMENT: Division of the State Architect (DSA) inspection services are required by code to ensure that school facilities are built to DSA-approved plans and specifications. The District BB team solicited proposals from the (9) pre-qualified Special Testing & Inspection and Geotechnical & Soils firms. A review panel conducted an evaluation of the firms to determine the best value proposal. Converse Consultants' proposal rated as best value considering overall cost (combined special testing & inspections and geotechnical) and hours included for structural steel and concrete testing and inspections (typically, the most costly items for these inspection services).

This award of contract, for \$152,650, is for both special testing & inspection services and geotechnical & soils testing services, for the Lincoln Middle School / Replacement of Classroom Building 'C' & Site Improvements (Package 2) Project. The project construction value is approximately \$15.72 million. This cost for, both, special testing & inspections and geotechnical & soils services was anticipated in the project budget.

It is recommended that the Board of Education award this contract to Converse Consultants.

A Friday Memo and proposal accompany this item.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: CONTRACT AMENDMENT #1 FOR SPECIAL TESTING AND INSPECTION SERVICES – SANTA MONICA HIGH SCHOOL – SCIENCE & TECHNOLOGY BUILDING AND SITE IMPROVEMENTS – CALIFORNIA TESTING & INSPECTIONS, INC. – MEASURE BB

RECOMMENDATION NO. A.18

It is recommended that the Board of Education approve Contract Amendment #1 with California Testing & Inspections, Inc. for Special Testing and Inspection Services for the Santa Monica High School, Science & Technology Building and Site Improvements, in the amount of \$44,155.

Funding Information

Budgeted: Yes

Fund: 81

Source: Measure BB

Account Number 82-90500-0-00000-85000-5802-015-2600

Description: Soft Costs / Test & Inspection / Materials Lab

COMMENT: The Board of Education previously awarded a contract for \$480,922 to conduct testing and inspections by California Testing & Inspections, Inc. The Division of the State Architect (DSA) inspection services are required by code, to ensure that school facilities are built to the DSA-approved plans and specifications.

The lease-lease back developer/builder has requested supplemental steel inspection services which shall ultimately be credited back to the District, resulting in no additional charges to the project construction cost.

This Contract Amendment #1 is for \$44,155. The revised contract total will be \$505,227.

Original Contract (Samohi Science & Tech, DSA A#03-113443)	\$461,072
<u>Contract Amendment #1 (Samohi Science & Tech, DSA A#03-113443)</u>	<u>44,155</u>
Total Contract Amount	\$505,227

It is recommended that the Board of Education approve Contract Amendment #1 for \$44,155.

There is available budget (\$1,043,183) in the Soft Cost/Testing & Inspections portion of the project budget to cover these expenditures.

A Friday Memo and proposal accompany this item.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: AMENDMENT TO CONTRACT FOR BID #10.33.BB-03-11-113031 – LINCOLN MIDDLE SCHOOL – MODERNIZATION OF BUILDING E (PACKAGE 1B) PROJECT – MEASURE BB

RECOMMENDATION NO. A.19

It is recommended that the Board of Education approve Change Order No. 8 for Bid #10.33.BB-03-113031 – Lincoln Middle School – Modernization of Building E (Package 1B), to Icon West, Inc. in the amount of \$41,651.58 for a total contract amount of \$2,418,144.90.

Funding Information

Budgeted: Yes
Fund/Source: 82 – Building Fund
Account Number: 82-90500-0-00000-85000-6200-012-2600
Description: Construction Services
Project: Lincoln MS – Modernization
DSA #: 03-113031
Budget Category: Hard Costs/Construction
Friday Memo: Yes, 6/22/12

Comments: At the April 6, 2011 Board of Education meeting, Bid #10.33.BB-03-113031 – Lincoln Middle School – Modernization of Building E (Package 1B), was approved to Icon West, Inc., in the amount of \$1,775,000.

At the August 24, 2011 Board of Education meeting, Change Order No. 1 was approved in the amount of \$30,098.08.

At the October 6, 2011 Board of Education meeting, Change Order No. 2 was approved in the amount \$77,613.90.

At the November 17, 2011 Board of Education meeting, Change Orders No. 3 and No. 4 were approved in the amounts of \$77,475.98 and \$69,840.31.

At the December 15, 2011 Board of Education meeting, Change Order No. 5 was approved in the amount of \$115,228.47.

At the February 16, 2012 Board of Education meeting, Change Order No. 6 was approved in the amount of \$177,499.93 (Package 2).

At the May 16, 2012 Board of Education meeting, Change Order No. 7 was approved in the amount of \$53,736.65.

Change Order No. 8 affects the following changes to the terms of the contract:

Original Contract Amount:	\$1,775,000.00
Change Order No. 1:	30,098.08
Change Order No. 2:	77,613.90
Change Order No. 3:	77,475.98
Change Order No. 4:	69,840.31
Change Order No. 5:	115,228.47
Change Order No. 6 (Package 2):	177,499.93
Change Order No. 7:	53,736.65
Change Order No. 8:	41,651.58
Total Contract Amount:	\$2,418,144.90

Original Contract Duration	210 days
Change Order No. 1:	+0 days
Change Order No. 2:	+0 days
Change Order No. 3:	+20 days
Change Order No. 4:	+17 days
Change Order No. 5:	+5 days
Change Order No. 6:	+120 days
Change Order No. 7:	0 days
<u>Change Order No. 8:</u>	<u>0 days</u>
Total Contract Duration:	372 days

Change Order No. 8 includes the cost for all labor and materials for the unforeseen condition and additional scope required to complete the project.

1. Adding power receptacles for electric trap primers (ETP) - \$1,439.80.
2. Demolition and plaster repair work at the corridor wall - \$31,780.87.
3. Re-route boiler pipe in Room 214 - \$8,430.94.

This Change Order No. 8 for a total add of \$41,651.58 is for change order listed above and a 0-day non-compensable contract extension on the Lincoln Middle School – Modernization of Building E (Package 1B). The revised contract total will be \$2,418,144.90. The contract duration remains at 372 days.

Funding for the Change Order No. 8 will be drawn partially from the remaining construction budget and partially from the construction budget contingency:

Remaining Construction Budget:	\$9,044.00
<u>Construction Budget Contingency (C.B.C.):</u>	<u>\$32,607.58</u>
Total Change Order No. 8:	\$41,651.58

Total Construction Budget Contingency:	\$224,892.00
<u>Partial C.B.C. for Change Order No. 8:</u>	<u>\$32,607.58</u>
Balance of Construction Budget Contingency:	\$192,284.42

A Friday memorandum accompanies this item.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: CONTRACT AMENDMENT #26 FOR SOIL REMEDIATION MONITORING AT
JOHN ADAMS MIDDLE SCHOOL – NEW CONSTRUCTION AND
MODERNIZATION PROJECT (PACKAGE A) – ARCADIS – MEASURE BB

RECOMMENDATION NO. A.20

It is recommended that the Board of Education approve Contract Amendment #26 to Arcadis U.S., Inc. in an amount not to exceed \$14,129 for a total contract amount of \$818,980.

Funding Information:

Budgeted: Yes

Fund: 82

Source: School Building Fund

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

Project: John Adams MS – New Construction and Modernization

Budget Category: Soft Costs, Entitlement Services, Site Environmentalist

COMMENT: On April 26, 2011 the Board of Education approved Contract amendment #21 in the amount of \$44,011 for implementation of the Removal Action Workplan (RAW) for the identified contaminated soils at the site. After the demolition of the buildings additional materials were discovered in the soil that required testing, remediation observation, and clearance testing. This contract amendment will provide the additional remediation assistance services required for the materials to be remediated by the contractor, and construction in the area to proceed.

The remediation of contaminated soils requires the presence of a licensed environmental consultant to verify that all laws and regulations are being observed by the contractor. The environmental consultant's scope of work includes overall monitoring of environmental concerns and state regulations related to the abatement of the hazardous materials identified in the soils at the site. Specific tasks include preliminary sampling of soils, constant monitoring and collection of airborne dust, laboratory testing of samples, monitoring of the contractor for best practices per EPA guidelines, verification that soil is properly transported to an approved disposal site, and preparation of a Removal Action Completion Report.

This Contract Amendment #26 is in the amount of \$14,129 for a revised contract amount of \$818,980.

There is available Site Environmental budget for this expenditure.

(Continued on next page)

Original Contract Amount	\$ 54,300
Contract Amendment #1 (Pipe Risk Eval.,ELA)	26,686
Contract Amendment #2 (Env. Assessment, Lincoln)	50,879
Contract Amendment #3 (Env. Assessment, 4 sites)	162,335
Contract Amendment #4 (Pipe Risk Phase 2, ELA)	32,392
Contract Amendment #5 (Contract Extension)	0
Contract Amendment #6 (Malibu, SAMOHI)	4,200
Contract Amendment #7 (Pipe Risk Stage 2, SAMOHI)	6,770
Contract Amendment #8 (Removal Action Plan,ELA)	21,010
Contract Amendment #9 (Sampling Lincoln)	16,808
Contract Amendment #10 (Sampling Adams)	21,608
Contract Amendment #11 (Sampling RAW Adams)	31,970
Contract Amendment #12 (Sampling RAW Lincoln)	25,320
Contract Amendment #13 (Revised Phase 1, Malibu)	860
Contract Amendment #14 (Edison, RAW, Bid assist)	5,850
Contract Amendment #15 (Edison, RAW, Monitoring) (not approved)	0
Contract Amendment #16 (Adams, RAW, Bid assist)	5,000
Contract Amendment #17 (Lincoln, RAW, Bid assist)	3,800
Contract Amendment #18 (Malibu, sampling, RAW)	34,870
Contract Amendment #19 (Adams, add'l sampling)	8,550
Contract Amendment #20 (Edison, Virginia Ave., Remed. Monitoring)	69,555
Contract Amendment #21 (Adams, Pkg. 2b, Remed. Monitoring)	44,011
Contract Amendment #22 (Malibu HS, Bid Docs.)	5,000
Contract Amendment #23 (Malibu HS, Bid Docs.)	126,291
Contract Amendment #24 (Edison RAW Monitoring Areas 3 & 4)	24,635
Contract Amendment #25 (Lincoln MS, RAW Monitoring)	22,151
<u>Contract Amendment #26 (John Adams MS, RAW Monitoring)</u>	<u>14,129</u>
Total Contract Amount	\$818,980

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: CONTRACT AMENDMENT #33 FOR ADDITIONAL ARCHITECTURAL
SERVICES FOR THE MALIBU HIGH SCHOOL CAMPUS WIDE FIRE ALARM
PROJECT – HMC ARCHITECTS – MEASURE BB

RECOMMENDATION NO. A.21

It is recommended that the Board of Education approve Contract Amendment No. 33 to HMC Architects, to provide architectural and engineering services related to the preparation of a Field Change Directive for the Campus Wide Fire Alarm Project at Malibu HS in the amount of \$7,315 for a total contract amount of \$6,568,262.

Funding Information

Budgeted: Yes

Fund: 81

Source: Measure BB

Account Number: 81-90500-0-00000-85000-5802-010-2600

Project: Malibu HS, Campus Improvements Project \ Campus Wide Fire Alarm

Budget Category: Soft Costs \ Design Services \ Architects

COMMENTS: The original project schedule coordinated the completion of the Campus Wide Fire Alarm project with the relocation of the Administration\Library staff in the Campus Improvement Project to avoid installing a new fire alarm system in the existing administration building that is to be demolished. However, due to the additional time required for the EIR and CDP approvals, the main project has been delayed and the project schedules no longer coordinate.

Contract Amendment #33 will provide additional fees for HMC to prepare a Field Change Directive (FCD) and a DSA change order that will provide a temporary solution for the fire alarm until the Administration\Library staff is moved out of the existing building. The FCD will allow the existing fire alarm system to continue to operate and cover the existing building in parallel to the new fire alarm system that will provide coverage for the rest of the campus. This would be a temporary condition for 6 to 8 months.

This service is required for the following reasons: First, it allows the majority of the campus to transfer to the new system; the existing system is prone to false alarms in several of these buildings; second, the proposed solution allows the existing Fire Alarm project to continue as scheduled with minimal or no cost impact to the District.

There is adequate Design Budget for this expenditure.

(Continued on next page)

ORIGINAL CONTRACT AMOUNT (Programming/Schematic Design)	\$ 961,327
CONTRACT AMENDMENT #1 (Cabrillo SDC-IS)	87,995
CONTRACT AMENDMENT #2 (FF&E Standards)	92,400
CONTRACT AMENDMENT #3 (DD/CD/CA Malibu Project)	3,562,894
CONTRACT AMENDMENT #4 (Pt. Dume/Webster Safety)	157,588
CONTRACT AMENDMENT #5 (Malibu Project Public Meetings/EIR)	25,144
CONTRACT AMENDMENT #6 (Cabrillo Safety Project)	10,304
CONTRACT AMENDMENT #7 (Webster Parking Safety Project)	62,344
CONTRACT AMENDMENT #8 (Cabrillo Septic Study)	21,647
CONTRACT AMENDMENT #9 (Malibu right turn lane study)	68,256
CONTRACT AMENDMENT #10 (Malibu fire protection)	25,991
CONTRACT AMENDMENT #11 (Malibu field renderings)	8,046
CONTRACT AMENDMENT #12 (Malibu wastewater study)	62,037
CONTRACT AMENDMENT #13 (Malibu electrical)	34,428
CONTRACT AMENDMENT #14 (Malibu EIR, Traffic, Parking)	372,321
CONTRACT AMENDMENT #15 (Webster fire alarm)	9,090
CONTRACT AMENDMENT #16 (Malibu, Additional Scope) _	228,405
CONTRACT AMENDMENT #17 (Malibu, Parking Lot "A")	57,340
CONTRACT AMENDMENT #18 (Cabrillo, Additional scope)	9,690
CONTRACT AMENDMENT #19 (OWTS, Webster)	57,330
CONTRACT AMENDMENT #20 (OWTS, Pt. Dume)	57,330
CONTRACT AMENDMENT #21 (Malibu HS, OWTS Construction Documents & CA)	245,375
CONTRACT AMENDMENT #22 (Structural investigation and design, Point Dume ES)	19,840
CONTRACT AMENDMENT #23 (CDP Exemption and Waivers, Malibu HS)	12,520
CONTRACT AMENDMENT #24 (DSA submittal for Access Review, Cabrillo ES Fencing)	3,700
CONTRACT AMENDMENT #25 (Separate Malibu FA into separate DSA & Bid Package)	69,210
CONTRACT AMENDMENT #26 (Additional Security Fencing, Gates, Erosion Control at Malibu HS)	83,090
CONTRACT AMENDMENT #27 (Cabrillo fencing and gate revisions)	7,065
CONTRACT AMENDMENT #28 (Webster, Parking and Drop-Off)	73,280
CONTRACT AMENDMENT #29 (Malibu, Campus Improvement)	8,000
CONTRACT AMENDMENT #30 (Malibu, Campus Improvement, EIR lighting study)	4,500
CONTRACT AMENDMENT #31 (Malibu, Stadium Lighting, Architectural Services)	56,260
CONTRACT AMENDMENT #32 (Malibu HS, RWQCB, WDRs)	6,200
CONTRACT AMENDMENT #33 (Malibu HS, Fire Alarm, FCD)	7,315
TOTAL CONTRACT AMOUNT:	\$6,568,262

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: CONTRACT AMENDMENT #34 FOR ADDITIONAL ARCHITECTURAL
SERVICES FOR THE MALIBU HIGH SCHOOL CAMPUS IMPROVEMENT
PROJECT – HMC ARCHITECTS – MEASURE BB

RECOMMENDATION NO. A.22

It is recommended that the Board of Education approve Contract Amendment No. 34 to HMC Architects, to provide architectural and engineering services related to the preparation of a Storm Water Pollution Protection Plan for the Campus Improvement Project at Malibu HS in the amount of \$5,800 for a total contract amount of \$6,574,062.

Funding Information

Budgeted: Yes
Fund: 81
Source: Measure BB
Account Number: 81-90500-0-00000-85000-5802-010-2600
Project: Malibu HS, Campus Improvements Project
Budget Category: Soft Costs \ Design Services \ Architects

COMMENTS: All projects that disturb one or more acres of soil or disturb less than one acre but are part of a larger common plan of development that in total disturbs one or more acres, are required to obtain coverage under the General Permit for Discharges of Storm Water Associated with Construction Activity. The General Permit requires the development and implementation of a Storm Water Pollution Prevention Plan (SWPPP) and filing of an NOI (Notice of Intent). The SWPPP and NOI have to be submitted and approved prior to start of construction site activities.

The scope of work includes the following

- Be the designated Qualified SWPPP Developer
- Complete the Notice of Intent (NOI)
- Perform the Project Risk Level Determination.
- Prepare a Site Map, including construction site boundaries, discharge location, site drainage areas, areas of soil disturbance, sampling locations, location of all erosion control BMPs, location of all post construction BMPs, and location of contractor fueling, storage, and wash down areas.
- Prepare Storm Water Pollution Prevention Plan (SWPPP) manual
- Assist District in submitting and filing all the required documents via the new online system

There is adequate Soft Cost Budget for this expenditure.

(Continued on next page)

ORIGINAL CONTRACT AMOUNT (Programming/Schematic Design)	\$ 961,327
CONTRACT AMENDMENT #1 (Cabrillo SDC-IS)	87,995
CONTRACT AMENDMENT #2 (FF&E Standards)	92,400
CONTRACT AMENDMENT #3 (DD/CD/CA Malibu Project)	3,562,894
CONTRACT AMENDMENT #4 (Pt. Dume/Webster Safety)	157,588
CONTRACT AMENDMENT #5 (Malibu Project Public Meetings/EIR)	25,144
CONTRACT AMENDMENT #6 (Cabrillo Safety Project)	10,304
CONTRACT AMENDMENT #7 (Webster Parking Safety Project)	62,344
CONTRACT AMENDMENT #8 (Cabrillo Septic Study)	21,647
CONTRACT AMENDMENT #9 (Malibu right turn lane study)	68,256
CONTRACT AMENDMENT #10 (Malibu fire protection)	25,991
CONTRACT AMENDMENT #11 (Malibu field renderings)	8,046
CONTRACT AMENDMENT #12 (Malibu wastewater study)	62,037
CONTRACT AMENDMENT #13 (Malibu electrical)	34,428
CONTRACT AMENDMENT #14 (Malibu EIR, Traffic, Parking)	372,321
CONTRACT AMENDMENT #15 (Webster fire alarm)	9,090
CONTRACT AMENDMENT #16 (Malibu, Additional Scope) _	228,405
CONTRACT AMENDMENT #17 (Malibu, Parking Lot "A")	57,340
CONTRACT AMENDMENT #18 (Cabrillo, Additional scope)	9,690
CONTRACT AMENDMENT #19 (OWTS, Webster)	57,330
CONTRACT AMENDMENT #20 (OWTS, Pt. Dume)	57,330
CONTRACT AMENDMENT #21 (Malibu HS, OWTS Construction Documents & CA)	245,375
CONTRACT AMENDMENT #22 (Structural investigation and design, Point Dume ES)	19,840
CONTRACT AMENDMENT #23 (CDP Exemption and Waivers, Malibu HS)	12,520
CONTRACT AMENDMENT #24 (DSA submittal for Access Review, Cabrillo ES Fencing)	3,700
CONTRACT AMENDMENT #25 (Separate Malibu FA into separate DSA & Bid Package)	69,210
CONTRACT AMENDMENT #26 (Additional Security Fencing, Gates, Erosion Control at Malibu HS)	83,090
CONTRACT AMENDMENT #27 (Cabrillo fencing and gate revisions)	7,065
CONTRACT AMENDMENT #28 (Webster, Parking and Drop-Off)	73,280
CONTRACT AMENDMENT #29 (Malibu, Campus Improvement)	8,000
CONTRACT AMENDMENT #30 (Malibu, Campus Improvement, EIR lighting study)	4,500
CONTRACT AMENDMENT #31 (Malibu, Stadium Lighting, Architectural Services)	56,260
CONTRACT AMENDMENT #32 (Malibu HS, RWQCB, WDRs)	6,200
CONTRACT AMENDMENT #33 (Malibu HS, Fire Alarm, FCD) (A.21)	7,315
CONTRACT AMENDMENT #34 (Malibu HS, SWPPP)	5,800
TOTAL CONTRACT AMOUNT:	\$6,574,062

The costs listed include Contact Amendment No. 33, which appeared earlier in the agenda.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

RE: CONTRACT AMENDMENT #24 FOR ADDITIONAL TESTING AND SPECIAL INSPECTION SERVICES – JOHN ADAMS MIDDLE SCHOOL NEW CONSTRUCTION AND MODERNIZATION PROJECT – LEIGHTON CONSULTING, INC. – MEASURE BB

RECOMMENDATION NO. A.23

It is recommended that the Board of Education approve Contract Amendment #24 to Leighton Consulting, Inc. for additional Testing and Special Inspection Services for John Adams Middle School New, Construction and Modernization Project, in the amount of \$22,320, for a total contract amount of \$376,128, Measure BB projects.

Funding Information

Budgeted: Yes

Fund: 82

Source: State Building Fund

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

Project: New Construction and Modernization Project

Budget Category: Tests & Inspections, Materials Lab

COMMENTS: On December 15, 2011, the Board approved CA #23 in the amount of \$13,742 for Leighton Consulting, Inc. for additional costs to provide special testing services for the steel fabrication. Not anticipated in their original proposal was the Contractor's fabrication out of state.

CA #24 will provide additional fees to complete the remaining steel fabrication inspection. The additional fees are needed because Division of the State Architect (DSA) Testing and Special Inspection Services are required by code to ensure that school facilities are built to the DSA approved plans and specifications.

This Contract Amendment No. 24 for \$22,320 is for Testing and Special Inspection Services for John Adams Middle School New Construction. The revised contract total will be \$376,128. There are adequate funds in the materials and testing budget for the additional expenditure.

(Continued on next page)

CONTRACT AMENDMENT #1 (Edison)	\$ 19,000
CONTRACT AMENDMENT #2 (Edison)	5,000
CONTRACT AMENDMENT #3 (Edison)	7,000
CONTRACT AMENDMENT #4 (Edison)	5,000
CONTRACT AMENDMENT #5 (Malibu)	50,500
CONTRACT AMENDMENT #6 (Malibu)	3,000
CONTRACT AMENDMENT #7 (Webster)	9,400
CONTRACT AMENDMENT #8 (Malibu)	12,400
CONTRACT AMENDMENT #9 (Olympic)	21,600
CONTRACT AMENDMENT #10 (Olympic)	3,000
CONTRACT AMENDMENT #11 (Olympic)	1,300
CONTRACT AMENDMENT #12 (Rogers)	1,500
CONTRACT AMENDMENT #13 (JAMS Pkg. lot)	4,500
CONTRACT AMENDMENT #14 (Grant Main Entry)	5,010
CONTRACT AMENDMENT #15 (JAMS Parking Lot)	10,700
CONTRACT AMENDMENT #16 (JAMS Parking Lot)	5,000
CONTRACT AMENDMENT #17 (JAMS)	61,656
CONTRACT AMENDMENT #18 (Malibu HS EIR)	3,000
CONTRACT AMENDMENT #19 (Edison soil testing)	101,500
CONTRACT AMENDMENT #20 (Samohi CCJUP Synthetic field)	43,200
CONTRACT AMENDMENT #21 (Contract Extension)	0
CONTRACT AMENDMENT #22 (Malibu HS)	10,000
CONTRACT AMENDMENT #23 (JAMS)	13,742
CONTRACT AMENDMENT #24 (JAMS)	<u>22,320</u>
TOTAL:	\$376,128

*Moved to separate CCJUP Board Item as CA#1

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

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

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

RECOMMENDATION NO. A.24

It is recommended that the Board of Education approve Change Order No. 03 for Lease Leaseback -John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project (Package 2B) to Swinerton Builders, for an amount of \$25,369.51 for a total contract amount of \$11,876,349.70.

Funding Information

Budgeted: Yes

Fund: 82

Source: Measure BB

Account Number: 82-90500-0-00000-85000-6200-011-2600

Budget Category: Hard Costs /Construction/Construction Contingency

DSA #: 03-112808

Friday Memo: Yes, 06/22/12

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

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

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

Change Order No. 3 includes the cost for all labor and materials for the additional required scope not included in the contract documents. The contract duration will remain unchanged on the John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project.

Change Order No. 03 includes the following changes to the terms of the contract:

Original Contract Amount:	\$11,728,854.00
Change Order No. 1:	106,339.03
Change Order No. 2:	15,787.16
<u>Change Order No. 3:</u>	<u>25,369.51</u>
Total Contract Amount:	\$11,876,349.70

Change Order No. 03 comprises of the following change orders:

1. \$478.34 – Unforeseen Condition – PCO#004 Abatement of transite backed chalkboards and asbestos wrapped pipes in buildings E, F & G.
2. \$3,726.10 – Unforeseen Condition – PCO#005 Demolition of stem wall footings below buildings E, F & G.
3. \$3,772.60 – Unforeseen Condition – PCO#017 Added steel detailing, fabrication and installation due to structural steel modifications.
4. \$1,172.83 – Unforeseen Condition – PCO#022 CD-02 Abatement of disturbed asbestos wrapped piping within existing walls of building G.
5. \$509.84 – Unforeseen Condition – PCO#023 CD-04 Abatement of asbestos containing floor tiles in building G.
6. \$7,899.49 – Unforeseen Condition – PCO#024 Additional soil remediation required to be performed above that called out in contract documents.
7. \$7,810.32 – Unforeseen Condition – PCO#026 CD-03 Abatement of asbestos wrapped underground piping.

These funds will be drawn upon by adjustments to construction contingency.

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

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: CERTIFICATED PERSONNEL – Elections, Separations

ACTION/CONSENT
06/27/12

RECOMMENDATION NO. A.25

Unless otherwise noted, all items are included in the 2011-2012 approved budget.

ADDITIONAL ASSIGNMENTS

ADAMS MIDDLE SCHOOL

Beeman-Solano, Amy	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
Saling, David	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
TOTAL ESTABLISHED HOURLY			\$162

Comment: DWA Articulation Meeting
01-Unrestricted Source

CHILD DEVELOPMENT SERVICES

Drymon, Cheryl	40 hrs @\$31.18	5/7/12-6/18/12	Own Hrly/\$1,247
TOTAL OWN HOURLY			\$1,247

Comment: Teacher on Special Assignment
12-CA State Preschool Program

GRANT ELEMENTARY SCHOOL

Duran-Contreras, Martha	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
TOTAL ESTABLISHED HOURLY			\$486

Comment: IISS Prof Dev
01-Gifts – Equity Fund

EDUCATIONAL SERVICES

Acker, Nathaniel	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Alvarado, Robert	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Bart-Bell, Dana	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Black, Mark	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Cierra, Jorge	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Clark, Jason	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Diaz Chacon, Martha	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Escalera, Daniel	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Fulcher, Nathan	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Gomez, Tony	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Hafft, Ianna	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Hoffman, Ryan	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Jimenez, Jaime	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Lipetz, Sarah	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Magnuson, Ruth	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Mayle, Alexander	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Reardon, Marybeth	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Seals, Mike	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Skaggs, Debbie	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Veral, Ramon	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Webb, Kitano	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Wintner, Lisa	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$5,346

Comment: IISS Prof Dev – Samohi & Connect for Success
01-Gifts – Equity Fund

Cueva, Martha	8 hrs @\$40.46	6/1/12-6/18/12	Est Hrly/\$324
Ipina, Elizabeth	7 hrs @\$40.46	6/1/12-6/18/12	Est Hrly/\$283
Naranjo, Roccio	8 hrs @\$40.46	6/1/12-6/18/12	Est Hrly/\$324

Rankin, Nancy	8 hrs @\$40.46	6/1/12-6/18/12	Est Hrly/\$324
Rodriguez, Judith	8 hrs @\$40.46	6/1/12-6/18/12	Est Hrly/\$324
Roman, Bertha	4 hrs @\$40.46	5/19/12	Est Hrly/\$162
Salmaggi, Aileen	7 hrs @\$40.46	6/1/12-6/18/12	Est Hrly/\$283
Tejeda, Karina	7 hrs @\$40.46	6/1/12-6/18/12	Est Hrly/\$283
Williams, Alma	8 hrs @\$40.46	6/1/12-6/18/12	Est Hrly/\$324
TOTAL ESTABLISHED HOURLY			\$2,631

Comment: ~~Middle School Forum~~ ILT Data Analysis
01-~~Economic Impact Aid~~ SCE RGK Foundation

Goldberg, Cori	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Murphy, Letitia	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Saling, David	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
Suffolk, Stephanie	6 hrs @\$40.46	6/21/12	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$1,458

Comment: Middle School IISS Prof Dev – Jump Start
01-Gifts – Equity Fund

Roman, Bertha	72 hrs @\$40.46	6/19/12-6/30/12	Est Hrly/\$2,913
TOTAL ESTABLISHED HOURLY			\$2,913

Comment: Summer Work & Prep for SEA
01-Title II Part D EETT Competitive

LINCOLN MIDDLE SCHOOL

McLaughlin, Gretchen	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
Stivers, Susan	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
TOTAL ESTABLISHED HOURLY			\$162

Comment: DWA Articulation Meeting
01-

Unrestricted Source

McKINLEY ELEMENTARY SCHOOL

Wetmore, Elayne	11 hrs @\$40.46	2/1/12-6/15/12	Est Hrly/\$445
TOTAL ESTABLISHED HOURLY			\$445

Comment: Testing Coordinator
01-IASA: Title I Basic-LW Inc/Neg

MALIBU HIGH SCHOOL

Lapajne, Katy	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
Mayle, Alex	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
Thoreson, Bonnie	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
TOTAL ESTABLISHED HOURLY			\$243

Comment: DWA Articulation Meeting
01-Unrestricted Source

ROOSEVELT ELEMENTARY SCHOOL

Alexander, Lorie	2 hrs @\$40.46	6/19/12-6/29/12	Est Hrly/\$81
DeGorgorio, Dana	8 hrs @\$40.46	6/19/12-6/29/12	Est Hrly/\$324
King, Brandy	2 hrs @\$40.46	6/19/12-6/29/12	Est Hrly/\$81
Levin, Debra	2 hrs @\$40.46	6/19/12-6/29/12	Est Hrly/\$81
Lynch, Jennifer	2 hrs @\$40.46	6/19/12-6/29/12	Est Hrly/\$81
O'Meara, Peggy	5 hrs @\$40.46	6/19/12-6/29/12	Est Hrly/\$202
Ostrom, Michael	2 hrs @\$40.46	6/19/12-6/29/12	Est Hrly/\$81
Pirri, Stephanie	2 hrs @\$40.46	6/19/12-6/29/12	Est Hrly/\$81
TOTAL ESTABLISHED HOURLY			\$1,012

Comment: Stand by Me Teacher Meeting
01-Reimbursed by PTA

Chenik, Mara	60 hrs @\$40.46	6/19/12-8/8/12	Est Daily/\$2,428
Handelman, Catherine	60 hrs @40.46	6/19/12-8/8/12	Est Daily/\$2,428
TOTAL ESTABLISHED DAILY			\$4,856

Comment: Teaching K/1 Reading ISS
01-Reimbursed by PTA

SANTA MONICA HIGH SCHOOL

Bisson, Amy	10.75 hrs @\$40.46	4/25/12-6/4/12	Est Hrly/\$435
Tickler, Brian	10.75 hrs @\$40.46	4/25/12-6/4/12	Est Hrly/\$435
TOTAL ESTABLISHED HOURLY			\$870

Comment: Social Studies Staff Development
01-Gifts – Equity Fund

Black, Mark	4 hrs @\$40.46	4/28/12	Est Hrly/\$162
Chapman, James	4 hrs @\$40.46	4/28/12	Est Hrly/\$162
Fischer, Tania	3 hrs @\$40.46	3/26/12	Est Hrly/\$121
Flanders, Matthew	3 hrs @\$40.46	3/26/12	Est Hrly/\$121
Sato, Liane	3 hrs @\$40.46	3/26/12	Est Hrly/\$121
Seals, Michael	4 hrs @\$40.46	4/28/12	Est Hrly/\$162
Skaggs, Debbie	3 hrs @\$40.46	3/26/12	Est Hrly/\$121
Trundle, Al	4 hrs @\$40.46	4/28/12	Est Hrly/\$162
TOTAL ESTABLISHED HOURLY			\$1,132

Comment: Male Violence Prevention
01-IASA: Title I Basic-LW Inc/Neg

Bautista, Claudia	4 hrs @\$40.46	5/5/12	Est Hrly/\$162
Change, Pauline	4 hrs @\$40.46	5/5/12	Est Hrly/\$162
Forrer, Brooke	4 hrs @\$40.46	5/5/12	Est Hrly/\$162
Henderson, Luke	4 hrs @\$40.46	5/5/12	Est Hrly/\$162
Rowe, Ritsuko	4 hrs @\$40.46	5/5/12	Est Hrly/\$162
Wethern, Heather	4 hrs @\$40.46	5/5/12	Est Hrly/\$162
TOTAL ESTABLISHED HOURLY			\$972

Comment: Language Meeting
01- Gifts – Equity Fund

Bisson, Amy	4.25 hrs @\$40.46	5/1/12-5/9/12	Est Hrly/\$172
Chapman, Amy	4.25 hrs @\$40.46	5/1/12-5/9/12	Est Hrly/\$172
Fairchild, Loren	4.25 hrs @\$40.46	5/1/12-5/9/12	Est Hrly/\$172
Fulcher, Nathan	4.25 hrs @\$40.46	5/1/12-5/9/12	Est Hrly/\$172
Walker, Megan	4.25 hrs @\$40.46	5/1/12-5/9/12	Est Hrly/\$172
TOTAL ESTABLISHED HOURLY			\$860

Comment: Ticket Selling
01-Gifts – Equity Fund

Chacon, Martha	6 hrs @\$40.46	4/26/12-5/23/12	Est Hrly/\$243
Pantallion, Ayanna	6 hrs @\$40.46	4/26/12-5/23/12	Est Hrly/\$243
TOTAL ESTABLISHED HOURLY			\$486

Comment: Science Professional Development
01- Gifts – Equity Fund

Faas, Kathleen	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
Louria, Meredith	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
Pust, Jennifer	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
Seals, Mike	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
Soller, Katheryne	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
Walker, Megan	2 hrs @\$40.46	6/5/12	Est Hrly/\$81
TOTAL ESTABLISHED HOURLY			\$486

Comment: DWA Articulation Meeting
01-Unrestricted Source

Fulcher, Nathan	6 hrs @\$40.46	5/10/12-6/15/12	Est Hrly/\$243
Parker, Trevor	6 hrs @\$40.46	5/10/12-6/15/12	Est Hrly/\$243
Reardon, Marybeth	8 hrs @\$40.46	5/10/12-6/15/12	Est Hrly/\$324
TOTAL ESTABLISHED HOURLY			\$810

Comment: Samohi Connect for Success Curriculum
01-Gifts – Equity Fund

Vollstedt, Todd	3.75 hrs @\$40.46	4/26/12	<u>Est Hrly/\$152</u>
		TOTAL ESTABLISHED HOURLY	\$152

Comment: Ticket Selling
01-Reimbursed by ASB

STUDENT SERVICES

Morn, Lora	20 hrs @\$40.46	6/1/12-6/15/12	<u>Est Hrly/\$809</u>
		TOTAL ESTABLISHED HOURLY	\$809

Comment: 504 and MAA Programs
01-Unrestricted Source

WEBSTER ELEMENTARY SCHOOL

Rose, Lori	16 hrs @\$40.46	1/3/12-6/30/12	<u>Est Hrly/\$647</u>
		TOTAL ESTABLISHED HOURLY	\$647

Comment: Jr. Great Books (GATE)
01-Tier III Programs – Cat Flex

SUMMER SCHOOL

(80% own daily rate unless otherwise noted)

EDUCATIONAL SERVICES

Acker, Nathaniel	26 days @\$325.58	6/25/12-7/31/12	Own Daily /\$8,465
Alvarado, Robert	26 days @\$277.83	6/25/12-7/31/12	Own Daily /\$7,224
Bart-Bell, Dana	26 days @\$305.34	6/25/12-7/31/12	Own Daily /\$7,939
Black, Mark	26 days @\$389.66	6/25/12-7/31/12	Own Daily /\$10,131
Cierra, Jorge	26 days @\$270.26	6/25/12-7/31/12	Own Daily /\$7,027
Clark, Jason	26 days @\$325.58	6/25/12-7/31/12	Own Daily /\$8,465
Diaz Chacon, Martha	26 days @\$325.58	6/25/12-7/31/12	Own Daily /\$8,465
Escalera, Daniel	26 days @\$389.66	6/25/12-7/31/12	Own Daily /\$10,131
Fulcher, Nathan	26 days @\$243.45	6/25/12-7/31/12	Own Daily /\$6,330
Gomez, Tony	26 days @\$278.22	6/25/12-7/31/12	Own Daily /\$7,234
Hafft, Ianna	26 days @\$278.22	6/25/12-7/31/12	Own Daily /\$7,234
Hoffman, Ryan	26 days @\$193.84	6/25/12-7/31/12	Own Daily /\$5,040
Jimenez, Jaime	26 days @\$397.23	6/25/12-7/31/12	Own Daily /\$10,328
Lipetz, Sarah	26 days @\$286.18	6/25/12-7/31/12	Own Daily /\$7,441
Magnuson, Ruth	26 days @\$325.58	6/25/12-7/31/12	Own Daily /\$8,465
Mayle, Alexander	26 days @\$294.14	6/25/12-7/31/12	Own Daily /\$7,648
Reardon, Marybeth	26 days @\$309.66	6/25/12-7/31/12	Own Daily /\$8,051
Seals, Mike	26 days @\$325.58	6/25/12-7/31/12	Own Daily /\$8,465
Skaggs, Debbie	26 days @\$329.59	6/25/12-7/31/12	Own Daily /\$8,579
Veral, Ramon	26 days @\$264.08	6/25/12-7/31/12	Own Daily /\$6,866
Webb, Kitano	26 days @\$236.57	6/25/12-7/31/12	Own Daily /\$6,151
Wintner, Lisa	26 days @\$318.00	6/25/12-7/31/12	<u>Own Daily /\$8,268</u>
TOTAL OWN HOURLY			\$173,947

Comment: Samohi Summer School – Connect for Success
01-Unrestricted Source

Goldberg, Cori	19 days @\$397.23	6/25/12-7/20/12	Own Daily/\$7,547
Murphy, Letitia	19 days @\$337.52	6/25/12-7/20/12	Own Daily/\$6,413
Saling, David	19 days @\$281.46	6/25/12-7/20/12	Own Daily/\$5,348
Suffolk, Stephanie	19 days @\$397.23	6/25/12-7/20/12	<u>Own Daily/\$7,547</u>
TOTAL OWN DAILY			\$26,855

Comment: Middle School IISS (Jump Start)
01-Unrestricted Resource

GRANT ELEMENTARY SCHOOL

Beneitez, Lourdes	19 days @\$309.66	6/25/12-7/20/12	Own Daily/\$5,884
Cervantes, Hayde	19 days @\$224.29	6/25/12-7/20/12	Own Daily/\$4,262

Chang, Carol	19 days @\$325.58	6/25/12-7/20/12	Own Daily/\$6,186
Chen, Lillian	19 days @\$325.58	6/25/12-7/20/12	Own Daily/\$6,186
Duran, Conception	19 days @\$397.23	6/25/12-7/20/12	Own Daily/\$7,547
Hopkins, Miriam	19 days @\$397.23	6/25/12-7/20/12	Own Daily/\$7,547
Lipson, Jennifer	19 days @\$397.23	6/25/12-7/20/12	Own Daily/\$7,547
Macon, Tristen	19 days @\$325.58	6/25/12-7/20/12	Own Daily/\$6,186
Ostrom, Michael	19 days @\$325.58	6/25/12-7/20/12	Own Daily/\$6,186
Plasencia, Raquel	19 days @\$397.23	6/25/12-7/20/12	Own Daily/\$7,547
Rodriguez, Judith	19 days @\$285.78	6/25/12-7/20/12	Own Daily/\$5,430
Sanschagrin, Marc	19 days @\$397.23	6/25/12-7/20/12	Own Daily/\$7,547
Treunfels, Therese	19 days @\$292.66	6/25/12-7/20/12	Own Daily/\$5,561
Vallejo, Norma	19 days @\$318.00	6/25/12-7/20/12	<u>Own Daily/\$6,042</u>
		TOTAL OWN DAILY	\$73,326

Comment: Elementary School IISS
01-Unrestricted Resource

OFF CAMPUS LEARNING CENTER/OHS

Nieves, Melissa	26 days @\$261.91	6/25/12-7/31/12	<u>Own Daily/\$6,810</u>
		TOTAL OWN DAILY	\$6,810

Comment: Summer School Assignment
01-Unrestricted Resource

OLYMPIC HIGH SCHOOL

Carrier, Eric	26 days @\$309.66	6/25/12-7/31/12	Own Daily/\$8,051
Gecht, Marcia	13 days @\$397.23	7/13/12-7/31/12	Own Daily/\$5,164
Hobkirk, Carl	26 days @\$397.23	6/25/12-7/31/12	Own Daily/\$10,928
Pitts, Gregory	26 days @\$309.66	6/25/12-7/31/12	Own Daily/\$8,051
Siemer, Deborah	14 days @\$325.58	6/25/12-7/12/12	<u>Own Daily/\$4,558</u>
		TOTAL OWN DAILY	\$36,752

Comment: Summer School Assignment
01-Unrestricted Resource

STUDENT SERVICES

Bressler, Rachel	21 days @\$397.23	6/21/12-7/20/12	<u>Own Daily/\$8,342</u>
		TOTAL OWN DAILY	\$8,342

Comment: Summer School Nurse – Roosevelt
01-Gifts – Equity Fund

Bronstein, Susan	21 days @\$397.23	6/21/12-7/20/12	<u>Own Daily/\$8,342</u>
		TOTAL OWN DAILY	\$8,342

Comment: Summer School Nurse – Grant, McKinley, Adams, Lincoln, Olympic
01-Gifts – Equity Fund

Morn, Lora	26 days @\$325.58	6/25/12-7/31/12	<u>Own Daily/\$8,465</u>
		TOTAL OWN DAILY	\$8,465

Comment: Summer School Nurse – Malibu HS, Samohi
01-Gifts – Equity Fund

SPECIAL EDUCATION

Berezowsky, Lisa	19 days @\$397.23	6/25/12-7/20/12	<u>Own Daily/\$7,547</u>
		TOTAL OWN DAILY	\$7,547

Comment: Summer School
01-Spec Ed: IDEA Presch Local Ent

Collin, Laura	19 days @\$302.10	6/25/12-7/20/12	Own Daily/\$5,740
Davise, Michael	19 days @\$301.70	6/25/12-7/20/12	Own Daily/\$5,732
Deschautelle, Anna	19 days @\$397.23	6/25/12-7/20/12	Own Daily/\$7,547
Franklin, Judy	19 days @\$389.66	6/25/12-7/20/12	Own Daily/\$7,404
Levy, Amanda	19 days @\$240.20	6/25/12-7/20/12	Own Daily/\$4,564
McGragory, Cynthia	19 days @\$325.58	6/25/12-7/20/12	Own Daily/\$6,186
Marshall, Susan	19 days @\$294.14	6/25/12-7/20/12	Own Daily/\$5,589

Montanez, Joe	19 days @\$249.76	6/25/12-7/20/12	<u>Own Daily/\$4,745</u>
		TOTAL OWN DAILY	\$47,507
Comment:	Summer School 01-Special Education		
Elledge, Racel	19 days @\$212.70	6/25/12-7/20/12	<u>Own Daily/\$4,041</u>
		TOTAL OWN DAILY	\$4,041
Comment:	Summer School 01-Spec Ed: IDEA Pre Sch Grant		
<u>PT. DUME ELEMENTARY SCHOOL</u>			
Lori, Rose	19 days @\$397.23	6/25/12-7/20/12	<u>Own Daily/\$7,547</u>
Scheer, Susan	19 days @\$337.52	6/25/12-7/20/12	<u>Own Daily/\$6,413</u>
		TOTAL OWN DAILY	\$13,960
Comment:	Elementary School IISS 01-Unrestricted Resource		

HOURLY TEACHERS
ADULT EDUCATION

Siemer, Deborah	20 hrs @\$45.34	5/22/12-6/14/12	<u>Est Hrly/\$907</u>
		TOTAL ESTABLISHED HOURLY	\$907
Comment:	GED Test Administration Support 11-Unrestricted Resource		
Rousseau, Harmony	36 hrs @\$45.34	7/9/12-8/2/12	<u>Est Hrly/\$1,632</u>
		TOTAL ESTABLISHED HOURLY	\$1,632
Comment:	Counselor/Cert. Pupil Srvs 11-Adult Ed: Priority 5, Ged/Secnd		

CHILD DEVELOPMENT SERVICES

Cruse, Patricia	352 hrs @\$35.52	6/18/12-8/17/12	<u>Own Hrly/\$12,503</u>
Enriquez, Maria	352 hrs @\$29.49	6/18/12-8/17/12	<u>Own Hrly/\$10,380</u>
Gluck, Heidi	112 hrs @\$34.40	7/2/12-7/30/12	<u>Own Hrly/\$3,853</u>
Olliff, Elizabeth	352 hrs @\$31.18	6/18/12-8/17/12	<u>Own Hrly/\$10,975</u>
Rodriguez, Claudia	352 hrs @\$31.18	6/18/12-8/17/12	<u>Own Hrly/\$10,975</u>
Rodriguez, Melinda	80 hrs @\$29.17	6/18/12-6/29/12	<u>Own Hrly/\$2,062</u>
Romo, Patricia	352 hrs @\$32.25	6/18/12-8/17/12	<u>Own Hrly/\$11,352</u>
Norodom, Pachapor	160 hrs @\$29.17	7/2/12-7/30/12	<u>Own Hrly/\$4,667</u>
		TOTAL OWN HOURLY	\$50,748
Comment:	Summer School – CDS 12-Head Start – Basic		

Alidina, Jamila	352 hrs @\$31.18	6/18/12-8/17/12	<u>Own Hrly/\$10,975</u>
Barba, Yesenia	352 hrs @\$26.61	6/18/12-8/17/12	<u>Own Hrly/\$9,367</u>
Benitez, Angela	352 hrs @\$19.42	6/18/12-8/17/12	<u>Own Hrly/\$6,836</u>
Cruse, Patricia	352 hrs @\$35.52	6/18/12-8/17/12	<u>Own Hrly/\$12,503</u>
Gonzalez, Yolanda	352 hrs @\$29.49	6/18/12-8/17/12	<u>Own Hrly/\$10,380</u>
Sugasawara, Patricia	352 hrs @\$28.77	6/18/12-8/17/12	<u>Own Hrly/\$10,127</u>
Gluck, Heidi	112 hrs @\$34.40	7/31/12-8/17/12	<u>Own Hrly/\$3,853</u>
Norodom, Pachapor	112 hrs @\$29.17	7/31/12-8/17/12	<u>Own Hrly/\$4,667</u>
Rodriguez, Melinda	152 hrs @\$25.78	7/2/12-7/27/12	<u>Own Hrly/\$3,919</u>
		TOTAL OWN HOURLY	\$72,627
Comment:	Summer School – CDS 12-CA State Preschool Prog.		

Barreras-Graciano, Laura	352 hrs @\$16.19	6/18/12-8/17/12	<u>Own Hrly/\$5,699</u>
Bell, Tameka	352 hrs @\$16.19	6/18/12-8/17/12	<u>Own Hrly/\$5,699</u>
Bennett, Tawania	352 hrs @\$16.19	6/18/12-8/17/12	<u>Own Hrly/\$5,699</u>
Forinash, Richard	352 hrs @\$16.19	6/18/12-8/17/12	<u>Own Hrly/\$5,699</u>
Gheewala, Nasreen	352 hrs @\$16.19	6/18/12-8/17/12	<u>Own Hrly/\$5,699</u>

Gomez, Aida	352 hrs @\$16.19	6/18/12-8/17/12	Own Hrly/\$5,699
Gutierrez, Louis	352 hrs @\$16.19	6/18/12-8/17/12	Own Hrly/\$5,699
Karasov, Marci	352 hrs @\$16.19	6/18/12-8/17/12	Own Hrly/\$5,699
Monroe, Doris	352 hrs @\$16.19	6/18/12-8/17/12	Own Hrly/\$5,699
Nichols, Sharon	352 hrs @\$16.19	6/18/12-8/17/12	Own Hrly/\$5,699
Otero-Rivera, Tasha	352 hrs @\$16.19	6/18/12-8/17/12	Own Hrly/\$5,699
Rodgers, Rodney	352 hrs @\$16.19	6/18/12-8/17/12	Own Hrly/\$5,699
Rossman, Tracy	352 hrs @\$16.19	6/18/12-8/17/12	Own Hrly/\$5,699
Smith, LaTanya	352 hrs @\$16.19	7/31/12-8/17/12	Own Hrly/\$5,699
Vega, Delores	352 hrs @\$24.71	7/31/12-8/17/12	Own Hrly/\$8,698
Vega-Johnson, Leticia	352 hrs @\$16.19	7/2/12-7/27/12	<u>Own Hrly/\$5,699</u>
		TOTAL OWN HOURLY	\$94,183

Comment: Summer School – CDS
12-Unrestricted Source
Tire III Programs Cat Flex
Head Start – Basic
CA State Preschool Prog.

Castellon, Emma	352 hrs @\$24.94	6/18/12-8/17/12	Own Hrly/\$8,779
Douglas, Jennifer	352 hrs @\$33.33	6/18/12-8/17/12	Own Hrly/\$11,732
Jaye, Susan	352 hrs @\$31.18	6/18/12-8/17/12	Own Hrly/\$10,975
Justis, Vicki	352 hrs @\$33.33	6/18/12-8/17/12	Own Hrly/\$11,732
Langley, Zoe	352 hrs @\$23.63	6/18/12-8/17/12	Own Hrly/\$8,318
Mercier, Alisha	200 hrs @\$30.92	7/16/12-8/17/12	Own Hrly/\$6,184
Yadegari, Sholeh	352 hrs @\$25.78	6/18/12-8/17/12	<u>Own Hrly/\$9,075</u>
		TOTAL OWN HOURLY	\$66,795

Comment: Summer School – CREST
12-Unrestricted Source

Cerrato, Wendy	352 hrs @\$27.69	6/18/12-8/17/12	Own Hrly/\$9,747
Chaheme, Yessenia	352 hrs @\$32.00	6/18/12-8/17/12	Own Hrly/\$11,264
Conway, Kenyatta	352 hrs @\$23.87	6/18/12-8/17/12	Own Hrly/\$8,402
Herberg, Joan	352 hrs @\$32.40	6/18/12-8/17/12	Own Hrly/\$11,405
Lockwood, Silvia	352 hrs @\$27.33	6/18/12-8/17/12	Own Hrly/\$9,620
Mercier, Alisha	152 hrs @\$30.92	6/18/12-7/13/12	Own Hrly/\$4,700
Patton, Roxanna	352 hrs @\$31.18	6/18/12-8/17/12	Own Hrly/\$10,975
Ramirez, Laura	352 hrs @\$26.25	6/18/12-8/17/12	<u>Own Hrly/\$9,240</u>
		TOTAL OWN HOURLY	\$75,353

Comment: Summer School – CREST
12-CA State Preschool Prog.

Graves, Gizalla	352 hrs @\$26.29	6/18/12-8/17/12	Own Hrly/\$9,254
Hentschell, Denise	352 hrs @\$25.78	6/18/12-8/17/12	Own Hrly/\$9,075
McGowen, Joanne	352 hrs @\$25.78	6/18/12-8/17/12	<u>Own Hrly/\$9,075</u>
		TOTAL OWN HOURLY	\$27,404

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

EDUCATIONAL SERVICES

Baltrushes, Susan	11 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$243
Chenik, Mara	3 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$121
Daws, Tracy	6.5 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$263
DeGregorio, Dana	2.25 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$91
Goldman, Jennifer	1 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$40
Jung, Parisa	6.5 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$263
Levin, Debbie	3 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$121
Nitti, Anna	1 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$40
Posey, Steve	2.25 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$91
Ransom, Barbara	9.4 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$380
Rowland, Christine	11 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$243
Saling, David	9.4 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$380

Sato, Glenn	6.5 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$263
Schneider, Rhonda	3 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$121
Snow, Angie	1 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$40
Strauss, Susan	9.4 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$380
Talbott, Deborah	10 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$405
TOTAL ESTABLISHED HOURLY			\$3,485

Comment: Instructional Leader Team/Math
01-RGK Foundation

Beneitz, Lourdes	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Cervantes, Hayde	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Chang, Carol	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Chen, Lillian	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Duran, Conception	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Hopkins, Miriam	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Lipson, Jennifer	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Macon, Tristen	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Ostrom, Michael	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Plasencia, Raquel	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Rpse, Lori	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Sanschargin, Marc	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Scheer, Susan	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Treunfels, Therese	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
Vallejo, Norma	12 hrs @\$40.46	6/20/12-6/21/12	Est Hrly/\$486
TOTAL ESTABLISHED HOURLY			\$7,290

Comment: Elem. IISS Prof Dev
Gifts – Equity Fund

Duran-Contreras, Martha	20 hrs @\$40.46	5/20/12-6/20/12	Est Hrly/\$809
TOTAL ESTABLISHED HOURLY			\$809

Comment: ELL Title III Report and Master Plan
01-ESEA Title III – Immigrant Educ

ROP/SANTA MONICA HIGH SCHOOL

Daire, Meiko Just	45 hrs @45.34	6/18/12-8/12/12	Est Hrly/\$2,445
TOTAL ESTABLISHED HOURLY			\$2,445

Comment: ROP/Samohi/Career Intern
01-ROP-Classroom Program

Jones, Teresa	30 hrs @68.74	6/18/12-8/12/12	Own Hrly/\$2,062
TOTAL OWN HOURLY			\$2,062

Comment: ROP/Retail Marketing, Career Intern
01-ROP-Classroom Program

Kemp, Anita	30 hrs @70.32	6/18/12-8/12/12	Own Hrly/\$2,110
TOTAL OWN HOURLY			\$2,110

Comment: Food Service Management
01-ROP-Classroom Program

Suhd, Mike	60 hrs @45.34	7/1/12-8/19/12	Est Hrly/\$2,720
TOTAL ESTABLISHED HOURLY			\$2,720

Comment: ROP/Maintenance Management
01-ROP-Classroom Program

STUDENT SERVICES

McGregory, Cynthia	\$40.46, as needed	6/1/12-6/18/12	Est Hrly/\$----
TOTAL ESTABLISHED HOURLY			\$----

Comment: Home Instructor
01-Unrestricted Resource

TOTAL ESTABLISHED HOURLY, AND OWN HOURLY = \$854,649

SUBSTITUTE TEACHERS**LONG-TERM SUBSTITUTES****Effective****(@\$210.00 Daily Rate)**

Boskovich, Giovanni	4/24/12-5/18/12
Brewer, Christine	5/2/12-6/18/12
Deveyre, Leah	5/21/12-6/18/12
Evans, Elaine	5/21/12-6/18/12
Gaur, Smriti	4/26/12-6/18/12
Johnstone, Kimberlee	5/21/12-6/18/12
Korshak, Andrea	5/11/12-6/18/12
Sweeny, Colin	5/21/12-6/18/12

PREFERRED SUBSTITUTES**(@\$162.00 Daily Rate)**

Boskovich, Giovanni	5/24/12
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LEAVE OF ABSENCE (with pay)**Name/Location****Effective**

Cogan, Lisa Special Education	5/16/12-6/18/12 [catastrophic]
Suminski, Mark Olympic HS	4/23/12-6/18/12 [medical]

LEAVE OF ABSENCE (without pay)**Name/Location****Effective**

Barraza, Pete Santa Monica HS	8/20/12-6/11/13 [personal]
Moe, Rosalynn Lincoln MS	8/20/12-6/11/13 [20% child care]
Langsdale, Jennifer McKinley ES	8/20/12-6/11/13 [child care]
Cook Morris, Kelly-Ann Webster ES	8/20/12-6/11/13 [child care]

RESIGNATION**Name/Location****Effective**

Cha, Deborah Educational Services	6/18/12
Kata, Fuyuki Santa Monica HS	6/18/12
Patino, Rachel Speech Pathologist	6/18/12

RETIREMENT**Name/Location****Effective**

Chou, Chiung-Sally
Educational Services

8/31/12
[date changed from 6/7/12 Agenda]

Cox, Daniel
Santa Monica HS

6/18/12

Lopez, Jose
Santa Monica HS

6/18/12

The purpose and funding course for the names listed at the bottom of page 45 and top of page 46 have been corrected.

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

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / WILBERT YOUNG

RE: CLASSIFIED PERSONNEL – MERIT

ACTION/CONSENT
06/27/12

RECOMMENDATION NO. A.26

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

<u>TEMP/ADDITIONAL ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Biglow, Laurie Malibu HS	Inst Asst – Special Ed [additional hours, behavioral training]	4/1/12-6/30/12
Billoti, Scott Malibu HS	Inst Ass – Special Ed [additional hours, behavioral training]	4/1/12-6/30/12
Cary, Wendy Malibu HS	Inst Ass – Special Ed [additional hours, behavioral training]	4/1/12-6/30/12
Curtis, Kathleen Theater Ops/Permits	Campus Security Officer [additional hours; parking support]	6/6/12-6/15/12
Henderson, Jacob Personnel Commission	Sign Language Interpreter [overtime; accommodation for testing]	5/22/12
Hendler, Nanette Muir Elementary	Inst Asst – Special Ed [additional hours/overtime; overnight field trip]	5/21/12-5/29/12
Herrada, Joe Lincoln MS	Custodian [overtime; school event]	5/18/12-5/20/12
Jones, Chancy Malibu HS	Campus Security Officer [overtime; school events]	4/1/12-6/30/12
Kramer, Quinton Malibu HS	Inst Ass – Special Ed [additional hours, behavioral training]	4/1/12-6/30/12
Kubicz-Preis, Ania Educational Svcs	Administrative Assistant [overtime; Data Director input]	5/24/12-6/15/12
Langley, Bhatki Malibu HS	Inst Ass – Special Ed [additional hours, behavioral training]	4/1/12-6/30/12
Martin, Charles Lincoln MS	Campus Security Officer [overtime; school event]	5/18/12-5/20/12
Miller, Claire Muir Elementary	Elementary Library Coordinator [additional hours; substitute assignment]	5/14/12
Miller, Karen Educational Svcs	Office Specialist [overtime; Data Director input]	5/25/12-6/15/12
Montoya, Lisa Educational Svcs	Administrative Assistant [overtime; Data Director input]	5/24/12-6/15/12
Moore, Terry Malibu HS	Inst Ass – Special Ed [additional hours, behavioral training]	4/1/12-6/30/12

Nunez, Sherry Lincoln MS	Campus Security Officer [overtime; school event]	5/18/12-5/20/12
Paz, Trevor Malibu HS	Inst Ass – Special Ed [additional hours, behavioral training]	4/1/12-6/30/12
Saad, Metias Theater Ops/Permits	Custodian [overtime, as needed]	3/21/12-6/30/12
Shoemaker, Deirdre Malibu HS	Inst Ass – Special Ed [additional hours, behavioral training]	4/1/12-6/30/12
Skowlund, Carol Educational Svcs	Sr. Administrative Assistant [overtime; Data Director input]	5/24/12-6/15/12
Smith, Jill Malibu HS	Inst Ass – Special Ed [additional hours, behavioral training]	4/1/12-6/30/12
Spalding, Jim Adams MS	Custodian [overtime; school event]	5/13/12
Tirrell, Hollie Santa Monica HS	Athletic Trainer [overtime, student training]	3/26/12
Wilson, Stanley Malibu HS	Campus Security Officer [overtime; school events]	4/1/12-6/30/12

SUBSTITUTES

Brown, Elizabeth Special Education	Inst Asst – Special Ed	<u>EFFECTIVE DATE</u> 6/11/12-6/30/12
Cooper, James Personnel Commission	Campus Security Officer	5/1/12-6/30/12
Gutierrez, Pablo Operations	Custodian	6/11/12-6/15/13
Proctor, Sean Theater Ops/Facility Permits	Sports Facility Attendant	5/24/12
Schlierman, John Roosevelt Elementary	Inst Asst – Classroom	5/21/12-6/15/12
Shavine, Shirley Personnel Commission	Campus Security Officer	6/15/12-6/30/12

LEAVE OF ABSENCE (PAID)

Andersen, Lisa Human Resources	Sr. Administrative Assistant Medical	<u>EFFECTIVE DATE</u> 6/15/12-8/10/12
Funderburk, Rosemary Webster Elementary	Inst Asst – Special Ed Medical	2/24/12-2/27/12 3/9/12-6/15/12
Padilla, Elizabeth Child Development Svcs	Children Center Assistant Maternity	6/1/12-6/15/12

Vargas, Cythia McKinley Elementary	Inst Asst – Special Ed Maternity	5/28/12-6/15/12
<u>LEAVE OF ABSENCE (UNPAID)</u>		<u>EFFECTIVE DATE</u>
Cornejo, Ana Food Svcs	Cafeteria Worker I Medical	3/1/12-6/15/12
Holloway, Shirlene Food Svcs	Cafeteria Worker I FMLA	5/22/12-6/15/12
Karels, Kloie Franklin Elementary	Inst Asst – Special Ed Personal	5/19/12-5/25/12
<u>PROFESSIONAL GROWTH</u>		<u>EFFECTIVE DATE</u>
Boothby, Devon Transportation	Administrative Assistant	7/1/12
Castillo, John Information Svcs	Network Engineer	7/1/12
Cortez, Griselda Child Development Svcs	Children Center Assistant	7/1/12
Reid, Shuntoria Lincoln MS	Inst Asst – Special Ed	7/1/12
<u>WORKING OUT OF CLASS</u>		<u>EFFECTIVE DATE</u>
Garrett, Christine Human Resources	Sr. Administrative Assistant Fr: Sr. Office Specialist	6/14/12-7/31/12
Williams, Steven Food Svcs	Stock and Delivery Clerk Fr: Cafeteria Worker I	6/9/12-6/15/12
<u>ABOLISHMENT OF POSITION</u>		<u>EFFECTIVE DATE</u>
	Inst Asst – Special Ed 6 Hrs/SY; Franklin Elementary	4/23/12
	Inst Asst – Classroom 3.5 Hrs/SY; St. Anne's Catholic ES	6/15/12
<u>LAYOFF/REDUCTION OF HOURS</u>		<u>EFFECTIVE DATE</u>
BR4499404	Inst Asst – Classroom 4 Hrs/SY Fr: 5 Hrs/SY	8/13/12
DY1521815	Bilingual Community Liaison 2.5 Hrs/10 Mo Fr: 6.5 Hrs/10 Mo	8/13/12
<u>LAYOFF – DUE TO LOSS OF FUNDING</u>		<u>EFFECTIVE DATE</u>
WY9157632	Inst Asst – Classroom	8/13/12
NH7202874	Inst Asst – Classroom	8/13/12
UU0396080	Inst Asst – Classroom	8/13/12
SR6202283	Inst Asst – Classroom	8/13/12
TS6155292	Office Specialist	8/13/12

LAYOFF – DUE TO LACK OF WORK **EFFECTIVE DATE**
TS6155292 Office Specialist

8/13/12

SUSPENSION WITHOUT PAY

QR1081290
Transportation

Bus Driver

EFFECTIVE DATE

6/14,15,18/12

RESIGNATION

Aponte, Noelle
Muir Elementary

Inst Asst – Special Ed

EFFECTIVE DATE

6/15/12

Davis, Mychal
Will Rogers Elementary

Inst Asst – Physical Ed

6/14/12

McDonald, Sara
McKinley CDS

Children Center Assistant

6/15/12

Price, Quentin
Lincoln MS

Inst Asst – Physical Ed

6/1/12

Rand, Alex
Special Education

Specialized Inst Asst

6/15/12

Valencia, Diana
Lincoln MS

Inst Asst – Bilingual

6/19/12

RETIREMENT

Durbin, Muriel
Santa Monica HS

Inst Asst – Special Ed

EFFECTIVE DATE

6/15/12

***** ***** ***** ***** ***** *****

The category for an employee listed at the bottom of page 57 has been corrected and can be found at the top of page 58.

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

TO: BOARD OF EDUCATION ACTION/CONSENT
06/27/12

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON / WILBERT YOUNG

RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.27

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

COACHING ASSISTANT

REED, THOMAS	MALIBU HIGH SCHOOL	6/1/12-6/30/12
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ADDITIONAL ASSIGNMENT – COACHING ASSISTANT - TRAINING

ARMENDARIZ, RICHARD	SANTA MONICA HS	4/28/12
CLARK, TRAVIS	SANTA MONICA HS	3/26/12
DE LA TORRE, JOSE	SANTA MONICA HS	4/28/12
DETAMORE, JASON	SANTA MONICA HS	5/22/12
DONOHUE, CHRIS	SANTA MONICA HS	5/22/12
DOS SANTOS, LUIS	SANTA MONICA HS	5/22/12
JIMENEZ-BRAVO, ROMAN	SANTA MONICA HS	5/22/12
PHILIP-GUIDE, SHELDON	SANTA MONICA HS	3/26/12
PROST, COREY	SANTA MONICA HS	5/22/12
RAMOS, DANIEL	SANTA MONICA HS	3/26/12
SKEHAN, NIAL	SANTA MONICA HS	3/26/12
VASQUEZ, ANGEL	SANTA MONICA HS	5/22/12
WARD, NILACALA	SANTA MONICA HS	3/26/12
WESTON, PETE	SANTA MONICA HS	4/28/12

STUDENT WORKER – WORKABILITY

MENDEZ, ANDREA	SPECIAL EDUCATION	6/23/12-6/30/14
SERNA, CHE	SPECIAL EDUCATION	5/15/12-6/20/13

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYON

RE: APPROVE ADDENDUM TO EMPLOYMENT AGREEMENT WITH CHIEF
ACADEMIC OFFICER

RECOMMENDATION NO. A.28

It is recommended that the Board of Education approve the addendum to the employment agreement between the Santa Monica-Malibu Unified School District and the below listed employee.

COMMENT: A copy of the contract addendum is available in the Superintendent's Office.

<u>NAME</u>	<u>TITLE</u>	<u>AGREEMENT TERM DATES</u>
Chiung-Sally Chou, Ph.D.	Chief Academic Officer	7/1/12 – 8/31/12

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYONS / JANECE L. MAEZ / CAREY UPTON

RE: APPROVAL TO ADD NEW POSITION TO SUPPORT THEATRE OPERATIONS

RECOMMENDATION NO. A.29

It is recommended that the Board of Education approve a new position and classification for the Theater Operations and Facility Permit Department

COMMENT: The Theater Operations and Facility Permit Department (TOFP) continues to expand rental events and school activities at Barnum Hall and throughout District facilities. Additional technical theatre support is required to support the events and the work of the Technical Theatre and Media Services Coordinators. In the past, this work has been done by Independent Contractor Stage Technicians. This Stage Technician or Technical Theatre Technician position will do much of the work previously done by Independent Contractors more economically. The department will continue to use some Independent Contractor when events require more skilled technicians than the three classified technicians can perform. This position will begin as a ten month 0.75 FTE.

While a more comprehensive job description will be developed in collaboration with the Personnel Commission, a brief outline of the job duties of the Technical Theater Technician are as follows:

- Oversees and provides on-site technical, house and facility support for all events in District theaters and amphitheaters including but not limited to Barnum Hall and the Memorial Greek Amphitheatre.
- Provides professional guidance and assistance to school and rental groups to facilitate and enhance their use of the facilities.
- Supports the staging of theatrical lighting, sound, video, and other equipment and/or assets, as required for individual performances.
- Provides technical oversight, guidance, and training to student theatrical crew members in basic theater practices, techniques, and work standards.
- Operates lights, sound and other equipment during rehearsals and production.
- Acts as Site Representative during large special events and filming rentals at District facilities.
- Maintains the technical theatre equipment at all District sites, including regular maintenance, inventory, ordering and safety inspections.
- Works closely with District administrative staff to maintain positive, cooperative working relationships in coordinating all uses of facilities, and specifically synchronizing and managing campus related events and parking with users of the facilities, and prospective filming.
- Performs other duties as assigned that support the overall objective of the position.

(Continued on next page)

Approval of these general duties and responsibilities will allow staff to ask the Personnel Commission to properly classify the position. After classification is completed and a salary range is suggested, staff will return to the Board requesting budgetary action. This position will be funded through rental income. It is expected that this will be cost neutral to the District General Fund budget.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON / MAROLYN FREEDMAN

RE: RETURN FROM EXPULSION FOR STUDENT ID 51402 (12/23/95)

RECOMMENDATION NO. A.30

This student is returning from expulsion but has not yet completed his rehabilitant contract. It is recommended the board approve placement for this student at the Off Campus Learning Center until contract completion.

COMMENT: This student is returning from expulsion and has applied for readmission to SMMUSD. However, this student has not completed the following elements of the rehabilitation contract:

- Continuous enrollment at a high school
- Completion of the number of credits required for sophomore status
- Twenty hours of substance abuse prevention counseling
- Twenty hours of community service

School enrollment was intermittent and inconsistent. The student currently is eight academic credits short of completing the 9th grade academic requirements. This student should have completed credits that would qualify him as a junior for the fall 2012 school year. Additionally, this student has not yet completed any of the counseling or community service requirements stipulated in his rehabilitation contract.

Therefore, placement recommendation is the Off Campus Learning Center pending completion of rehabilitation contract per California Education Code 48916(c).

The Principal of Santa Monica High School recommended the expulsion based on the student's violations of Education Code Sections 48915(c)(3), 48900(C):

- "Selling a controlled substance." Education Code 48915(c)(3)
- "Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind." 48900 (c)

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYON / DEBRA WASHINGTON / MAROLYN FREEDMAN

RE: STIPULATED EXPULSION OF STUDENT (B/D 3/4/99)

RECOMMENDATION NO. A.31

It is recommended that the Board of Education approve rehabilitation contract for student (B/D 03/4/99).

COMMENT: This student has been expelled under Education Code 48915(c). Expulsion will be held in abeyance.

- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

SECTION 48900 (c)

- The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds: (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

SECTION 48915 (c)

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYON / DEBRA WASHINGTON / MAROLYN FREEDMAN

RE: STIPULATED EXPULSION OF STUDENT (B/D 8/31/95)

RECOMMENDATION NO. A.32

It is recommended that the Board of Education approve the rehabilitation contract for student (B/D 08/31/95).

COMMENT: This student has been expelled under Education Code 489159(c):

- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
SECTION 48900 (c)
- The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds: (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
SECTION 48915 (c)

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

RE: REVISE 6143 – COURSES OF STUDY

RECOMMENDATION NO. A.33

It is recommended that the Board of Education revise 6143 – Courses of Study.

COMMENTS: This mandated policy includes expanded language on the articulation of courses of study across grade levels and with postsecondary institutions, and clarifies requirement to offer secondary students a course of study that prepares them to meet the prerequisites for college admission and to attain entry-level employment skills. Material regarding notifications to students in grades 9-12 has been moved to the AR (Item No. I.05 in this agenda).

This came forward for board discussion on June 7, 2012.

The revised policy is attached.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

COURSES OF STUDY

The Board of Education recognizes that a well-articulated sequence of courses fosters academic progress and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and/or the workplace.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. ~~and, As necessary, he/she also shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation with other institutions to which district students may matriculate. of courses between elementary and secondary schools.~~ The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

Elementary Grades

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary school course of study.

Secondary Grades

The district shall offer all otherwise qualified students in secondary grades a course of study that, upon graduation from high school, prepares them to meet the requirements and prerequisites for admission to California public colleges and universities and/or attain entry-level employment skills in business or industry. (Education Code 51228)

The Superintendent or designee shall ensure that all otherwise qualified students have a timely opportunity, within the four years before graduation, to enroll in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation from high school. (Education Code 51228)

In addition, the course of study for high school students shall include instruction in skills and knowledge for adult life and career technical training. (Education Code 51224)

The Superintendent or designee shall develop a process by which courses are submitted to the University of California (UC) for review and certification in order to meet university admission criteria (referred to as "a-g" course requirements). He/she shall maintain an accurate list of all current district high school courses that have been so certified and shall ensure that the list is provided annually to each student in grades 9-12 and that updated lists are made readily available. (Education Code 66204)

~~At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)~~

- ~~1. A brief explanation of the college admission requirements~~
- ~~2. A list of the current UC and California State University (CSU) web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for~~

~~admission to UC and CSU~~

- ~~3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)~~
- ~~4. The Internet address for the portion of the web site of the CDE where students can learn more about career technical education~~
- ~~5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses~~

Legal Reference:

EDUCATION CODE

33319.3 Driver education; CDE materials on road rage
33540 Government and civics instruction in interaction with government agencies
48980 Parental notifications
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and restricted dangerous drugs
51204 Course of study designed for student's needs
51204.5 History of California; contributions of men, women and ethnic groups
51210-51212 Areas of study for grades 1-6
51220-51229 Course of study for grades 7-12
51241 Exemption from physical education
51911-51921 Comprehensive health educational plans
51930-51939 California Comprehensive Sexual Health and HIV/AIDS Prevention Act
51940 Curriculum for brain and spinal cord injury prevention
53278-53280 Supplemental School Counseling Program
66204 Certification of high school courses as meeting university admission criteria
HEALTH AND SAFETY CODE
11032 Definition of dangerous drugs
CODE OF REGULATIONS, TITLE 5
10020-10049 Automobile driver education and training
10060 Physical education program
UNITED STATES CODE, TITLE 20
6101-6251 School-to-Work Opportunities Act of 1994

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Career Resource Network: <http://www.californiacareers.info>
California Colleges.edu: <http://www.californiacolleges.edu>
California Department of Education: <http://www.cde.ca.gov>
University of California, Certified Course Lists: <http://doorways.ucop.edu/list>
University of California, College Prep Online Courses and Services: <http://www.uccp.org>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: August 19, 2009
revised:

TO: BOARD OF EDUCATION
FROM: SANDRA LYON / CHIUNG-SALLY CHOU
RE: REVISE BP 6145.2 – ATHLETIC COMPETITION

ACTION/CONSENT
06/27/12

RECOMMENDATION NO. A.34

It is recommended that the Board of Education revise BP 6145.2 – Athletic Competition.

COMMENTS: CSBA is recommending this policy update to reflect new law (AB 25), which requires districts to distribute information on concussions and head injuries to student athletes and their parents/guardians and requires that a student athlete who is suspected of sustaining a concussion be immediately removed from the athletic activity and not allowed to return until a health care provider provides written clearance. The policy also reflects (1) new court decision regarding the liability for failure to provide equivalent athletic opportunities for males and females even if the females did not provide notice of their disadvantageous treatment; (2) new law (SB 107), which extends the operation of the California Interscholastic Federation (CIF) until 2017; and (3) CIF bylaws related to student eligibility for interscholastic athletic programs, including bylaws limiting eligibility of students in home schooling or home study/independent study programs.

This came forward for board discussion on June 7, 2012.

The revised policy is attached. (Revisions to the AR can be found in Item No. I.06. on the June 7, 2012, agenda.)

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

ATHLETIC COMPETITION

The Board of Education recognizes that the athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The athletic program shall be designed to meet students' interests and abilities and be varied in scope to attract wide participation.

The Board encourages business and community support for district athletic programs, subject to applicable district policies and regulations governing advertisements and donations.

Nondiscrimination and Equivalent Opportunities in the Athletic Program

The district's athletic program shall be free from discrimination and discriminatory practices in accordance with state and federal law. The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for both sexes.

Any complaint regarding the district's athletic program shall be filed in accordance with the district's uniform complaint procedures.

Sportsmanship

The Board values the quality and integrity of the athletic program and the ethical well-being and character development of the student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and the Codes of Conduct, as adopted by the California Interscholastic Federation (CIF) in its publication "Pursuing Victory with Honor."

Students and staff may be subject to disciplinary action for improper conduct.

California Interscholastic Federation

The Board maintains membership in the California Interscholastic Federation (CIF) and requires that interscholastic athletic activities be conducted in accordance with Board policy, administrative regulation, and CIF bylaws and rules. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for the site-level decisions, as appropriate.

Upon recommendation of the Superintendent, the Board shall annually designate an employee from each high school to serve as a representative to the local CIF league. Appointees shall represent the district in performing all duties required by the CIF league. In making this selection, the Board shall consider the employee's understanding of the district's goals for interscholastic and extracurricular activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and individual interpersonal communication and leadership skills.

The Superintendent or designee shall ensure that the district representatives to the CIF report regularly to the Board on league, section, and statewide issues, as well as activities and prospective actions related to athletics.

Student Eligibility

The first priority of student athletes shall be a commitment to their education and performing well in the classroom.

Eligibility requirements for participation in the district's interscholastic athletic program, including eligibility for a child in foster care or a child of a military family, are the same as those set by the district for participation in extracurricular and cocurricular activities.

In addition, the Superintendent or designee shall ensure that students participating interscholastic athletic governed by the CIF satisfy CIF eligibility requirements.

Students shall not be charged a fee to participate in an athletic program.

Health and Safety

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities. Universal precautions shall be observed when injuries occur.

Students shall have a medical clearance before participating in the interscholastic athletic program. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.

Supervision

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, training, and preparation for competition. Athletic events shall be officiated by qualified personnel.

In the event that an injury occurs, the coach or other appropriate district employee shall observe universal precautions and shall remove the student athlete from the activity and/or seek medical treatment for the student as appropriate.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

270-271 Athletes' Bill of Rights

17578 Cleaning and sterilizing of football equipment

17580-17581 Football equipment

32221.5 Required insurance for athletic activities

33353-33353.5 California Interscholastic Federation; implementation of policies, insurance program

33354 California Department of Education authority over interscholastic athletics

35160.5 District policies; rules and regulations

35161 Powers and duties generally

35179 Interscholastic athletics

48850 Interscholastic athletics; students in foster care

48900 Grounds for suspension and expulsion

48930-48938 Student organizations

49020-49023 Athletic programs; legislative intent, equal opportunity

49030-49034 Performance-enhancing substances

49700-49701 Education of children of military families

60850-60859 *High school exit examination*
PENAL CODE
245.6 *Hazing*
CODE OF REGULATIONS, TITLE 5
4900-4965 *Nondiscrimination in elementary and secondary education programs*
5531 *Supervision of extracurricular activities of students*
5590-5596 *Employment of noncertificated coaches*
UNITED STATES CODE, TITLE 20
1681-1688 *Discrimination based on sex or blindness, Title IX*
CODE OF FEDERAL REGULATIONS, TITLE 34
106.31-106.42 *Discrimination on the basis of sex in education programs or activities prohibited*
COURT DECISIONS
Kahn v. East Side Union High School District, (2004) 31 Cal. 4th 990t
Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CSBA PUBLICATIONS

A School Board Member's Guide to CIF and Interscholastic Sports, 1997

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

A Guide to Equity (Equity Handbook)

Pursuing Victory with Honor, 1999

California Interscholastic Federation Constitution and Bylaws

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Interscholastic Federation: <http://www.cifstate.org>

National Federation of State High School Associations: <http://www.nfhs.org>

National Operating Committee on Standards for Athletic Equipment: <http://www.nocsae.org>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: August 19, 2009

revised: September 1, 2010

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

RE: CONSIDER REVISING BP 6161.1 – SELECTION AND EVALUATION OF
INSTRUCTIONAL MATERIALS

RECOMMENDATION NO. A.35

It is recommended that the Board of Education revise BP 6161.1 – Selection and Evaluation of Instructional Materials.

COMMENTS: CSBA is recommending this policy update to reflect new law (SB 70), which extends flexibility for the use of Instructional Materials Funding Realignment Program funds through the 2014-15 fiscal year. The policy also reflects new law (SB 509), which authorizes districts, until July 1, 2015, to purchase the newest adopted instructional materials for schools in deciles 1-3 of the Academic Performance Index without purchasing them for other schools.

This came forward for board discussion on June 7, 2012.

The revised policy is attached. (Revisions to the AR can be found in Item No. I.07. in the June 7, 2012, agenda.)

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Board of Education desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are aligned with the state content standards, meet other criteria specified in law, and are an effective learning resource to help students achieve grade-level competency and meet criteria specified in law.

To ensure that instructional materials effectively support the district's adopted courses of study, the selection of textbooks, technology-based materials, other educational materials, and tests shall be aligned with the development and evaluation of the district's curriculum and standards.

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members.

All recommended instructional materials shall be available for public inspection at the district office.

Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest in the materials being reviewed, as defined in administrative regulation.

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

The Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas of reading/language arts, mathematics, science, and history/social science. Students in grades K-8 shall be provided with instructional materials adopted by the State Board of Education.

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's textbooks and other instructional materials. The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119; 5 CCR 9531)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. The Superintendent or designee shall post, 10 days prior to the hearing and in three public places within the district, a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each

school, including each English learner, has sufficient textbooks and/or instructional materials that are aligned to the state content standards adopted pursuant to Education Code 60605 and consistent with the content and cycles of the state's curriculum frameworks in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History/social science
4. English language arts, including the English language development component of an adopted program
5. Foreign Language
6. Health

~~The Board shall also make a written determination as to whether each student enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the state curriculum frameworks.~~ The Board shall determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in digital format as long as each student, at minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

~~For the 2008-09 through 2012-13 fiscal years,~~ The Board shall also make a determination that all students within the district who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3, 60119, and 60422. (Education Code 1240.3, 42605)

However, the district may purchase the newest adopted instructional materials for students in district schools ranked in deciles 1-3 of the base Academic Performance Index in any one of the past three school years without necessarily purchasing these materials for use in other district schools. (Education Code 1240.3)

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide information to classroom teachers and to the public, setting forth for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area, and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Legal Reference:

EDUCATION CODE

1240 County superintendent, general duties
1240.3 Definition of sufficiency for categorical flexibility
33050-33053 General waiver authority
33126 School accountability report card
35272 Education and athletic materials
42605 Tier 3 categorical flexibility
44805 Enforcement of course of studies; use of textbooks, rules and regulations
49415 Maximum textbook weight
51501 Subject matter reflecting on race, color, etc.
60000-60005 Instructional materials, legislative intent
60010 Definitions
60040-60052 Instructional requirements and materials
60060-60062 Requirements for publishers and manufacturers
60070-60076 Prohibited acts (re instructional materials)
60110-60115 Instructional materials on alcohol and drug education
60119 Public hearing on sufficiency of materials
60200-60206 Elementary school materials
60226 Requirements for publishers and manufacturers
60240-60252 State Instructional Materials Fund
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60420-60424 Instructional Materials Funding Realignment Program
60510-60511 Donation for sale of obsolete instructional materials
60605 State content standards
CODE OF REGULATIONS, TITLE 5
9505-9535 Instructional materials, especially:
9531-9532 Instructional Materials Funding Realignment Program

Management Resources:

CSBA PUBLICATIONS

Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

1002.90 Selection of Instructional Materials, CIL: 90/91-02

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Standards for Evaluation of Instructional Materials with Respect to Social Content, rev. 2000

STATE BOARD OF EDUCATION POLICIES

01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001

WEB SITES

CSBA: <http://www.csba.org>

Association of American Publishers: <http://www.publishers.org>

California Department of Education: <http://www.cde.ca.gov>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: August 19, 2009 Santa Monica, California

revised: September 1, 2010; May 19, 2011

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/27/12

FROM: SANDRA LYON / JANECE L. MAEZ

RE: ADOPT MEASURE R PARCEL TAX 2012-13 ANNUAL PLAN

RECOMMENDATION NO. A.36

It is recommended that the Board of Education approve the Measure R parcel 2012-13 Annual Plan. The Measure R Parcel Tax Annual Plan has been available for public review on the District's website and in the Office of the Superintendent since March 15, 2012. The Board held a noticed public hearing on April 19, 2012.

COMMENT: Proposed Annual Plan: Section 5.B., ACCOUNTABILITY, PLANNING, PUBLIC INFORMATION, AND COMPLIANCE REVIEW PROVISIONS-Annual Plan, requires that an expenditure plan shall be developed annually for the succeeding fiscal year that will recommend expenditures of the tax proceeds, consistent with the intent of the Funding Measure. It further states that "The Proposed Annual Plan shall be presented for Board action each fiscal year in conjunction with the District's annual budget adoption process for the subsequent fiscal year."

**SANTA MONICA MALIBU UNIFIED SCHOOL DISTRICT
PARCEL TAX - MEASURE "R" BUDGET / PLAN**

		2011-12 2ND INTERIM		2012-13 PROPOSED	
REVENUE:		10,685,827		10,920,915	
EXPENDITURES:					
	FTE	AMOUNT	FTE	AMOUNT	
COST TO ADMINISTER		26,154		26,300	
PHYSICAL EDUCATION	13.50	606,220	13.50	621,485	
COMMUNITY SERVICES	1.00	59,709	1.00	59,709	
TECHNOLOGY	14.00	1,486,280	14.00	1,516,774	
ART AND MUSIC PROGRAMS	15.75	1,322,471	15.75	1,343,393	
LIBRARY PROGRAM	18.25	1,181,181	18.25	1,203,229	
SUBTOTAL EXPENDITURES FOR MEASURE "R"			4,682,015		4,770,890
BALANCE USED TO PRESERVE PROGRAMS AND REPLACE FUNDS LOST DUE TO INADEQUATE STATE FUNDING			6,003,812		6,150,025
TOTAL BUDGET/PLAN MEASURE “R”		61.50	10,685,827	61.50	10,920,915

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: Four (4) (Mr. de la Torre, Ms. Lieberman, and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

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

06/27/12

7:30pm

RE: PUBLIC HEARING ON 2012-13 FINAL BUDGET

RECOMMENDATION NO. A.37

It is recommended that the Board of Education (in accordance with Education Code Section §42103) hold a public hearing prior to formal consideration of the District's 2012-13 Budget. The hearing is scheduled for Thursday, June 27, 2012, at 7:30 p.m.

COMMENT: The proposed budget has been made available for public inspection in the Office of the Superintendent, consistent with established District policy. In addition, the required public notices were placed in *The Santa Monica Daily Press* and *The Malibu Times*.

OPEN PUBLIC HEARING (7:37pm)

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Lieberman, Patel were absent)

NOES: None (0)

CLOSE PUBLIC HEARING (7:38pm)

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Lieberman, Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/27/12

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

RE: ADOPT 2012-13 FINAL BUDGET

RECOMMENDATION NO. A.38

It is recommended that the Board of Education, following a "Public Hearing", adopt the District Budget for 2012-13.

COMMENTS:

The Budget Development Calendar noted that following a Public Hearing, the Board of Education will be asked to approve the District Budget for 2012-13. This agenda item presents a detailed summary of the 2012-13 budget, and also provides a continuing opportunity to discuss general budgetary information and projections.

The fiscal crisis in California is causing a significant impact on the development in the current (2011-12) and budget (2012-13) fiscal years. School district revenues have been reduced by nearly 20% from the state over past years. At the time of preparation of the SMMUSD budget, State funding remains uncertain. The Governor's May Revise promises funding at the 2010-11 level; however, until the State budget is adopted and the November election happens, the possibility of another \$441/student ADA is real. The SMMUSD budget as presented reflects a revenue projection based on the Governor's projection but reserves amounts in our fund balance for one year to cover a potential state cut if a trigger reduction is implemented.

The multi-year projection is quite different. With State triggers looming, it may be necessary to consider negotiating an agreement with employees that reduces costs by \$2.0M in 2012-13 and \$4.0M in 2013-14. Additional reductions in the budget will still be necessary. At least another \$1.5M in district cuts for 2013-14 rising to \$5.5M in 2014-15 will be required. If the state cuts the district's revenue, ongoing reductions after 2014-15 will need to be \$7.0M per year. The Board is committed to begin the task of identifying and approving the necessary reductions as soon as the State budget is finalized. They will review previous reductions made to begin that examination.

Listed below are the assumptions used to develop the SMMUSD budget:

REVENUE ASSUMPTIONS

3.24% statutory Cost of Living Adjustment (COLA) is applied to the 2012-13 Revenue Limit funding before applying the deficit.

The Base Revenue Limit for Santa Monica-Malibu USD will be \$6,800.84 per ADA (2011-12 P2 ADA – 10,948). A <22.272%> deficit factor is applied to the Revenue Limit, and the adjusted Based Revenue Limit will be \$5,286.16 per ADA. The total Revenue Limit is \$59,196,698

The projection of the 2012-13 District Enrollments for all students is 11,344.

The Lottery allocation will be \$141.75 per annual ADA, of which \$111 is for unrestricted expenditures and the remaining \$23.75 is for Proposition 20 – Mandated for Instructional Materials.

The District will participate in the K-3 Class Size Reduction Program and receive \$1,071 per pupil, less the penalties for classes above the 20:1 limit. Staffing ratios for K-3 classes in 2012-13 will be: K-1 (25:1); Grade 2-3 Non-Title I (30:1); and Grade 2-3 Title I (25:1).

No COLA for Special Education Funding. Adjusted Special Education funding is \$5,092.74 per ADA from AB602. This amount reflects a reduction in SELPA funding due to the elimination of

the statewide Special Disability Adjustment. The Special Education transfer from the Revenue Limit is \$2,329,126.

A Mandated Cost reimbursement is not included in the 2012-13 Budget.

The Measure "R" parcel tax of \$366.45 per parcel is estimated to generate \$10,910,225, after processing the senior exemptions.

The estimated revenue from Prop Y is \$6,380,000 from the City of Santa Monica.

The District will receive \$8,128,198 from the Joint Use Agreement with the City of Santa Monica.

The District will receive \$135,500 from the Joint Use Agreement funding with the City of Malibu.

The combined lease revenue is \$2,270,478 which is from the DoubleTree Hotel, Madison Site, 9th & Colorado and 16th Street properties.

The estimated revenue of Tier III programs is \$4.7M.

The estimated revenue of major federal programs:

Title I	\$1,067,920
Title II	\$ 348,975
Title III	\$ 188,670
Special Ed /IDEA	\$2,520,418
Title II – Adult Ed	\$ 60,040
Head Start	\$2,370,182
Nutrition	\$1,565,128

EXPENDITURE ASSUMPTIONS

Staffing Ratio Changes:

K-1	25
Grade 2-3	30
Grade 2-3 (Title I Schools)	25
Grade 4-5	30
Grade 4-5 (Title I schools)	27
Grade 6-8	35
Grade 6-8 (JAMS)	33
Grade 9-12	36

Full-Time Equivalent (FTE) Changes:

Certificated: Due to the change of class size and enrollment projections, a decrease of 20.2 FTE teaching positions are budgeted as follows:

- (1.0) FTE teaching position at Roosevelt Elementary School
- (1.0) FTE teaching position at Pt. Dume Elementary School
- (1.0) FTE teaching position at Grant Elementary School
- (1.0) FTE teaching position at Cabrillo Elementary School
- (2.0) FTE teaching positions at Rogers Elementary School
- (0.8) FTE teaching position at John Adams Middle School
- (2.2) FTE teaching positions at Lincoln Middle School
- (2.8) FTE teaching positions at Malibu High School
- (6.8) FTE teaching positions at Santa Monica High School
- (3.0) FTE teaching positions at Special Education
 - 1.0 FTE teaching position at McKinley Elementary School
 - 0.4 FTE teaching position for Independent Study at Malibu

Other Certificated Support:

0.2 FTE increase of Teacher on Special Assignment for BTSA program.

0.5 FTE increase of Teacher on Special Assignment for Educational Services.

Management:

(0.2) FTE H/R Coordinator at Human Resources Department

(1.0) FTE Coordinator at Special Education

(0.5) FTE Assistant Principal at Grant Elementary School

(0.3) FTE Assistant Principal at Rogers Elementary School

0.1 FTE Assistant Principal at McKinley Elementary School

Classified:

(0.50) FTE Accounting Technician at Fiscal Services

(0.50) FTE H/R Technician Position at Human Resources Department

(0.80) FTE Senior Office Specialist at Rogers Elementary School

(0.25) FTE Senior Office Specialist at Muir Elementary School

(0.25) FTE Senior Office Specialist at Webster Elementary School

(0.50) FTE Senior Office Specialist at Lincoln Middle School

(0.50) FTE Senior Office Specialist at Malibu High School

(5.00) FTE Special Ed Instructional Aides at Special Education

Salary:

1.5% step and column increase for certificated employees

1.5% step and column increase for classified employees

Benefits:**Statutory Benefits:**

8.25% STRS employer contribution rate

6.20% OASDI contribution rate

1.45% Medicare contribution rate

1.10% SUI contribution

2.40% Workers' Compensation contribution

11.4117% PERS Employer contribution rate

1.603% PERS Reduction

1.25% Other Postemployment Benefit

Health & Welfare:

The premium for District-paid employee health benefits is budgeted for a 10% increase in 2013 calendar year. Cal-PERS has not announced the new rate for 2013. We will adjust these rates when we receive the official notification.

Summer Schools:

The proposed budget of Summer Schools is \$519,755.

Others:

The budget for the schools' Formula Money allocation for supplies and other operating costs:

K-5 \$ 37.75 per pupil

6-8 \$ 42.66 per pupil

9-12 \$ 63.48 per pupil

Lottery Instructional Materials funds (Proposition 20) will be used to partly fund this allocation.

\$693,734 of Tier III funds are allocated to Schools.

The contribution for the On-Going Maintenance program is \$3,464,874.

The estimated Property and Liability Insurance is \$1,155,404.

TRANSFERS

The Indirect Rate is changed from 5.37% to 6.78% in 2012-13.

RESERVE for ECONOMIC UNCERTAINTIES

The District Budget reflects a 3% reserve of the total General Fund Budget for 2012-13, 2013-14, and 2014-15. However, budget adjustments will be necessary to bring the District into compliance as state flexibility ends and the district continues operating with deficit spending.

Deficit Spending

The multi-year budget projection reflects a pattern of deficit spending of between \$2.5 and \$5.3 million dollars. This deficit grows to over \$10.0 million annually if funding from the State is further reduced by the application of a trigger as described in the next paragraph.

The Mid-Year Cut

The proposed budget for SMMUSD is based upon assumptions provided within the State budget. It should be noted that the State budget as proposed by the Governor is dependent on passage of a tax measure in November 2012. If that measure fails, the Governor has proposed significant reductions to schools in the form of a trigger cut of \$441/student. For SMMUSD, this reduction has a potential impact of \$4.8 million dollars. Should this occur, additional reductions will be necessary.

The following documents include:

- Summary General Fund Budget
- 2012-13 Major Categorical Programs
- Local General Fund Contribution (LGFC)
- Projected Ending Fund Balance as of 6/30/2012
- Multi-year Financial Projection (MYFP) through 2014-15
- Summary of Major Funds

The complete 2012-13 District Budget in the State Standard Account Code Structure (SACS) format is attached to the Agenda as Attachment A (*green pages*).

Ms. Maez's presentation can be found under Attachments at the end of these minutes.

Dr. Escarce asked about the penalty the district incurred when class sizes were initially increased. Ms. Leon-Vazquez said that the proposed reductions, while painful, are deliberate and thoughtful recommendations.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

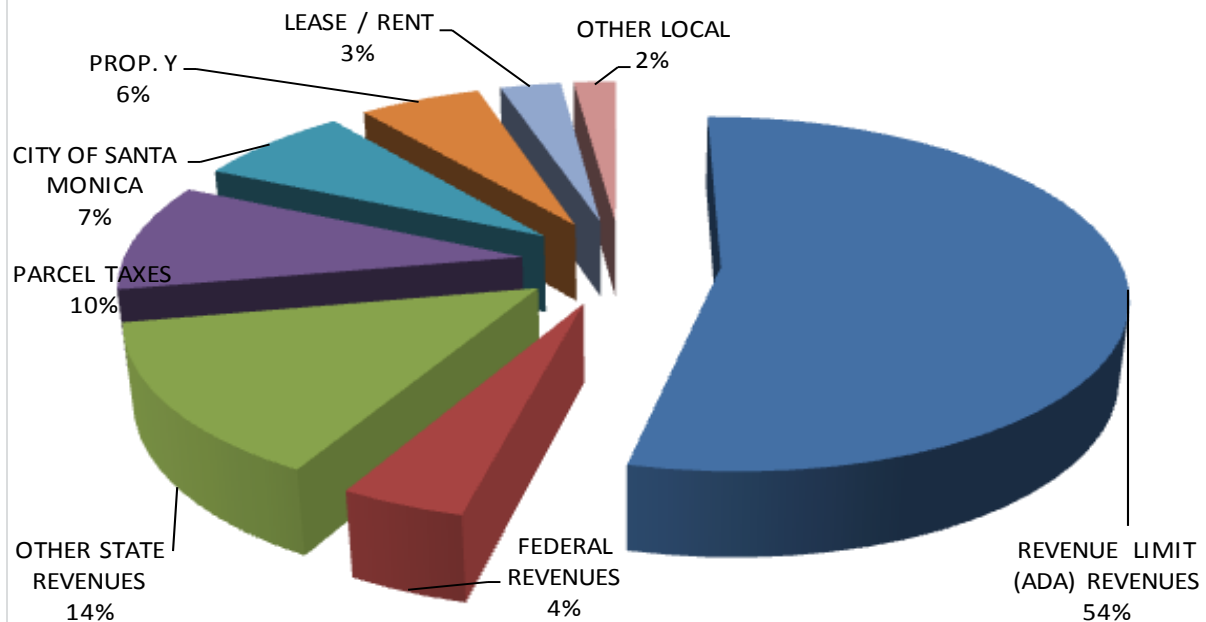
NOES:

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
2012-13 PRELIMINARY BUDGET
GENERAL FUND**

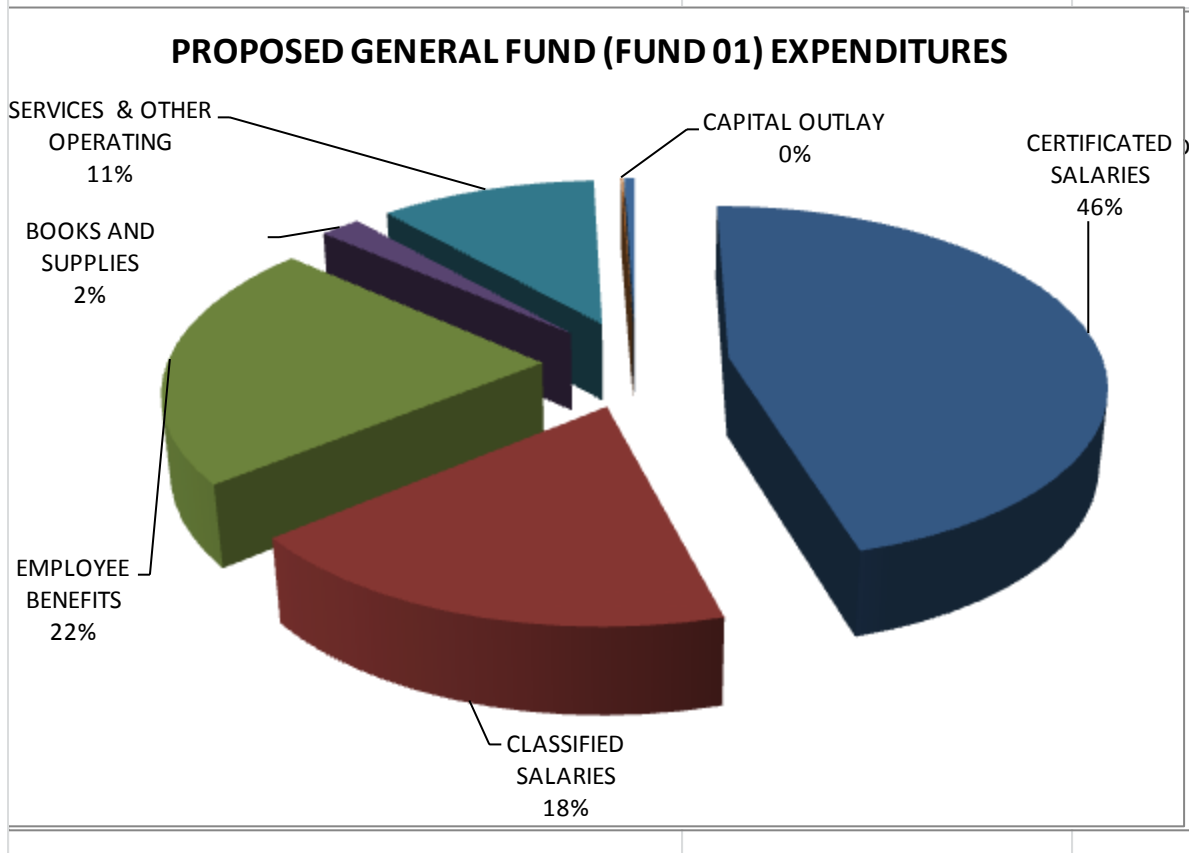
REVENUES

PROJECTED BEGINNING BALANCE	\$ 17,744,849
REVENUE LIMIT (ADA) REVENUES	59,196,698
FEDERAL REVENUES	4,663,983
OTHER STATE REVENUES	15,398,306
PARCEL TAXES	10,910,229
CITY OF SANTA MONICA	8,128,198
PROP. Y	6,380,000
LEASE / RENT	3,186,484
OTHER LOCAL	2,201,887
TOTAL REVENUES	110,065,785
TOTAL AVAILABLE FUNDS	127,810,634

PROPOSED GENERAL FUND (FUND 01) REVENUES



EXPENDITURES		
PROPOSED EXPENDITURES:		
CERTIFICATED SALARIES	53,224,889	
CLASSIFIED SALARIES	21,441,659	
EMPLOYEE BENEFITS	26,053,490	
BOOKS AND SUPPLIES	2,394,485	
SERVICES & OTHER OPERATING	12,742,958	
CAPITAL OUTLAY	128,730	
OTHER OUTGO	(597,255)	
TOTAL EXPENDITURES	115,388,956	
PROJECTED ENDING BALANCE	12,421,678	



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT			
2012-13 MAJOR CATEGORICAL PROGRAMS			
	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGES
FEDERAL PROGRAMS			
TITLE I: BASIC	1,266,354	1,067,920	(198,434)
ARRA - TITLE I BASIC	37,513	-	(37,513)
EDUCATION JOBS FUND	330,851	-	(330,851)
TITLE II: TEACHER QUALITY	493,053	348,975	(144,078)
TITLE II: ADMINISTRATOR TRAINING	3,000	-	(3,000)
TITLE II: ENHANCING ED THROUGH TECH	1,656	-	(1,656)
TITLE II: ENHANCING ED THROUGH TECH PART D	106,882	8,000	(98,882)
ARRA - ENHANCING ED THROUGH TECH	14,124	-	(14,124)
TITLE III: LEP & IMM	200,392	188,670	(11,722)
MEDICAL REIMBURSEMENT	245,000	230,000	(15,000)
SP ED: IDEA ENTITLEMENT	2,382,472	2,382,472	-
DEPT REHAB: TRANSITION PARTNERSHIP	137,946	137,946	-
TOTAL FEDERAL REVENUES:	5,219,243	4,363,983	(855,260)
STATE PROGRAMS			
SPECIAL EDUCATION - AB602**	5,730,923	5,730,923	-
WORKABILITY	61,596	61,596	-
HOME TO SCHOOL TRANSPORTATION	418,291	415,145	(3,146)
SPECIAL ED TRANSPORTATION	387,234	384,321	(2,913)
ECONOMIC IMPACT AID**	768,705	691,835	(76,870)
LOTTERY - INSTRUCTIONAL MATERIALS	182,174	163,098	(19,076)
REGIONAL OCCUPATIONAL PROGRAM (ROP)	965,917	967,306	1,389
TOTAL STATE REVENUES:	8,514,840	8,414,224	(100,616)
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT			
LOCAL GENERAL FUND CONTRIBUTION (LGFC)			
	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGE
SPECIAL EDUCATION	13,613,380	14,321,154	707,774
SPECIAL EDUCATION TRANSPORTATION	709,115	733,713	24,598
REGIONAL OCCUPATIONAL PROGRAM	8,700	8,700	-
HOME TO SCHOOL TRANSPORTATION	233,951	249,514	15,563
ONGOING MAINTENANCE PROGRAM	3,410,911	3,464,874	53,963
TOTAL CONTRIBUTION:	17,976,057	18,777,955	801,898

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT		
2011-12 PROJECTED ENDING FUND BALANCE AS OF JUNE 30, 2012		
	FUND	PROJECTED END FUND BALANCE AS OF 6/30/12
01	GENERAL FUND	
	UNRESTRICTED	\$15,991,201
	RESTRICTED	1,753,648
11	ADULT EDUCATION	261,235
12	CHILD DEVELOPMENT FUND	118,675
13	CAFETERIA FUND	424,569
14	DEFERRED MAINTENANCE FUND	458,471
21	BUILDING FUND (21)	54,125,861
25	CAPITAL FACILITIES FUND	8,430,597
40	SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS	3,421,346

SANTA MONICA - MALIBU USD				
MULTI-YEAR PROJECTION				
UNRESTRICTED GENERAL FUND - ASSUMPTIONS				
Factor	2011-12	2012-13	2013-14	2014-15
Statutory COLA	2.24%	3.24%	2.50%	2.70%
Base Revenue Limit Per P2 ADA	6,631.60	\$ 6,844.99	\$ 7,026.17	\$ 7,203.31
Deficit Factor	-20.602%	-22.272%	-22.272%	-22.272%
Enrollment Projection	11,344	11,344	11,344	11,344
P2 ADA Projection	10,948	10,948	10,948	10,948
Revenue Limit ADA (Prior Yr)	10,980	10,948	10,948	10,948
Federal Revenues	0%	0%	0%	0%
City of Santa Monica	\$ 7,953,227	\$ 8,128,198	\$ 8,290,762	\$ 8,456,577
Measure "R"	\$ 10,685,827	\$10,910,229	\$ 11,193,895	\$ 11,518,518
Prop. Y/ City of Santa Monica	\$ 6,100,000	\$ 6,380,000	\$ 6,560,000	\$ 6,756,800
Lottery	\$140.5/ADA	\$141.75/ADA	\$141.75/ADA	\$141.75/ADA
Special Ed COLA - State	0%	0%	0%	0%
Salary Increase: Certificated	0%	0%	0%	0%
Salary Increase: Management	0%	0%	0%	0%
Salary Increase: Classified	0%	0%	0%	0%
Step & Column Incr. - Certificated	1.50%	1.50%	1.50%	1.50%
Step & Column Incr. - Mgmt.	1.50%	1.50%	1.50%	1.50%
Step & Column Incr. - Classified	1.50%	1.50%	1.50%	1.50%
Furlough Days	0	0	0	0
Health/Welfare - Annualized	7%	7%	7%	7%
Workers' Compensation	2.20%	2.40%	2.40%	2.40%
Other Postemployment Benefits	1.25%	1.25%	1.25%	1.25%
Indirect Cost Rate	5.37%	6.78%	5.37%	5.00%
Interest Rate	1.00%	1.00%	1.00%	1.00%
Ongoing Maintenance	3%	3%	3%	3%
Reserve for Uncertainties	3%	3%	3%	3%

SANTA MONICA - MALIBU USD				
MULTI-YEAR PROJECTION - WITHOUT TRIGGER REDUCTION				
UNRESTRICTED GENERAL FUND				
Description	2011-12 REVISED	2012-13 PROPOSED	2013-14 PROJECTED	2014-15 PROJECTED
Revenue:				
Revenue Limit	55,473,456	56,867,572	58,266,232	59,709,238
Other Federal	300,000	300,000	300,000	300,000
Other State Revenue	4,396,548	4,396,548	4,412,613	4,423,785
Class Size Reduction	2,188,053	2,188,053	2,188,053	2,188,053
Lottery	1,301,852	1,358,701	1,358,701	1,358,701
Mandated Reim.	157,443			
Measure R	10,685,827	10,910,229	11,193,895	11,518,518
Prop. Y / City of Santa Monica	6,100,000	6,380,000	6,560,000	6,756,800
All Other Local Income	11,501,607	11,069,740	11,246,510	11,421,325
Transfer In	1,560,873			
Local General Fund Contribution	(17,976,057)	(18,777,955)	(18,000,000)	(18,000,000)
TOTAL REVENUE	75,689,602	74,692,888	77,526,004	79,676,420
Expenditure:				
Certificated Salary	42,285,170	42,242,356	42,875,991	43,519,131
Classified	12,083,334	12,136,384	12,318,430	12,503,206
Benefits	17,773,665	18,358,326	19,276,242	20,047,292
Supplies/Books	1,039,308	1,060,420	900,000	900,000
Other Operational Costs	6,909,345	7,115,311	6,000,000	6,000,000
Capital Outlay	274,347	15,000	0	0
State Special Ed School	6,949	7,000	7,000	7,000
Indirect	(826,772)	(987,039)	(950,000)	(950,000)
TOTAL EXPENDITURE	79,545,346	79,947,758	80,427,663	82,026,629
Increase (Decrease) Fund Balance	(3,855,744)	(5,254,870)	(2,901,659)	(2,350,209)
Beginning Fund Balance	19,846,945	15,991,201	10,736,331	7,834,672
Ending Fund Balance	15,991,201	10,736,331	7,834,672	5,484,463
Reserve - Revolving cash, Store	90,196	80,000	80,000	80,000
Reserve - Deficit Spending	5,254,870	2,901,659	2,350,209	1,867,316
Reserve - Mid-year Trigger Cut		4,293,003	1,924,661	
3% Contingency Reserve	3,622,477	3,461,669	3,479,802	3,537,147
Unappropriated Balance	7,023,658	0	0	0

SANTA MONICA - MALIBU USD				
MULTI-YEAR PROJECTION - WITH \$441/ADA REVENUE LIMIT REDUCTION				
UNRESTRICTED GENERAL FUND				
Description	2011-12 REVISED	2012-13 PROJECTED	2013-14 PROJECTED	2014-15 PROJECTED
Revenue:				
Revenue Limit	55,473,456	56,867,572	58,266,232	59,709,238
MID-YEAR CUT \$441/ADA		(4,828,068)	(4,828,068)	(4,828,068)
Other Federal	300,000	300,000	300,000	300,000
Other State Revenue	4,396,548	4,396,548	4,412,613	4,423,785
Class Size Reduction	2,188,053	2,188,053	2,188,053	2,188,053
Lottery	1,301,852	1,358,701	1,358,701	1,358,701
Mandated Reim.	157,443			
Measure R	10,685,827	10,910,229	11,193,895	11,518,518
Prop. Y / City of Santa Monica	6,100,000	6,380,000	6,560,000	6,756,800
All Other Local Income	11,501,607	11,069,740	11,246,510	11,421,325
Transfer In	1,560,873			
Local General Fund Contribution	(17,976,057)	(18,777,955)	(18,000,000)	(18,000,000)
TOTAL REVENUE	75,689,602	69,864,820	72,697,936	74,848,352
Expenditure:				
Certificated Salary	42,285,170	42,242,356	42,875,991	43,519,131
Classified	12,083,334	12,136,384	12,318,430	12,503,206
Benefits	17,773,665	18,358,326	19,276,242	20,047,292
Supplies/Books	1,039,308	1,060,420	900,000	900,000
Other Operational Costs	6,909,345	7,115,311	6,000,000	6,000,000
Capital Outlay	274,347	15,000	0	0
State Special Ed School	6,949	7,000	7,000	7,000
Indirect	(826,772)	(987,039)	(950,000)	(950,000)
REDUCTION PLAN				
POSSIBLE NEGOTIATED SAVINGS		(2,000,000)	(4,000,000)	0
BUDGET CUT			(1,500,000)	(5,500,000)
TOTAL EXPENDITURE	79,545,346	77,947,758	74,927,663	76,526,629
Increase (Decrease) Fund Balance	(3,855,744)	(8,082,938)	(2,229,727)	(1,678,277)
Beginning Fund Balance	19,846,945	15,991,201	7,908,263	5,678,536
Ending Fund Balance	15,991,201	7,908,263	5,678,536	4,000,259
Reserve - Revolving cash, Store	90,196	80,000	80,000	80,000
Reserve - Deficit Spending	8,082,938	2,229,727	1,678,277	533,112
3% Contingency Reserve	3,622,477	3,401,669	3,329,802	3,387,147
Unappropriated Balance	4,195,590	2,196,867	590,457	0

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
SUMMARY BUDGET OF GENERAL FUND

FUND 01: UNRESTRICTED GENERAL FUND

	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	19,846,945	15,991,201	
REVENUES			-
REVENUE LIMIT	55,473,456	56,867,572	1,394,116
FEDERAL REVENUE	300,000	300,000	-
OTHER STATE REVENUE	8,043,896	7,943,302	(100,594)
LOCAL REVENUES	28,287,434	28,359,969	72,535
LOCAL GENERAL FUND CONTRIBUTION	(17,976,057)	(18,777,955)	(801,898)
INTERFUND TRANSFER	1,560,873	-	(1,560,873)
TOTAL REVENUES	75,689,602	74,692,888	(996,714)
EXPENDITURES			
CERTIFICATED SALARIES	42,285,170	42,242,356	(42,814)
CLASSIFIED SALARIES	12,083,334	12,136,384	53,050
EMPLOYEE BENEFITS	17,773,665	18,358,326	584,661
BOOKS AND SUPPLIES	1,039,308	1,060,420	21,112
SERVICES & OTHER OPERATING COSTS	6,909,345	7,115,311	205,966
CAPITAL OUTLAY	274,347	15,000	(259,347)
OTHER OUTGO	(819,823)	(980,039)	(160,216)
TOTAL EXPENDITURES	79,545,346	79,947,758	402,412
NET INCREASE (DECREASE)	(3,855,744)	(5,254,870)	(1,399,126)
PROJECTED FUND BALANCE	15,991,201	10,736,331	

FUND 01: RESTRICTED GENERAL FUND

	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	3,507,164	1,753,648	
REVENUES			
REVENUE LIMIT	2,157,026	2,329,126	172,100
FEDERAL REVENUE	5,283,278	4,363,983	(919,295)
OTHER STATE REVENUE	1,826,616	1,724,081	(102,535)
LOCAL REVENUES	12,207,393	8,177,752	(4,029,641)
INTERFUND TRANSFER	17,976,057	18,777,955	801,898
TOTAL REVENUES	39,450,370	35,372,897	(4,077,473)
EXPENDITURES			
CERTIFICATED SALARIES	12,587,708	10,982,533	(1,605,175)
CLASSIFIED SALARIES	10,342,167	9,305,275	(1,036,892)
EMPLOYEE BENEFITS	7,663,353	7,695,164	31,811
BOOKS AND SUPPLIES	3,347,998	1,334,065	(2,013,933)
SERVICES & OTHER OPERATING COSTS	6,437,102	5,627,647	(809,455)
CAPITAL OUTLAY	476,420	113,730	(362,690)
OTHER OUTGO	349,138	382,784	33,646
TOTAL EXPENDITURES	41,203,886	35,441,198	(5,762,688)
NET INCREASE (DECREASE)	(1,753,516)	(68,301)	
PROJECTED FUND BALANCE	1,753,648	1,685,347	

FUND 11: ADULT EDUCATION			
	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	285,272	261,235	
REVENUES			
FEDERAL REVENUE	92,729	60,040	(32,689)
OTHER STATE REVENUE	267,988	267,988	-
LOCAL REVENUES	74,947	67,606	(7,341)
TOTAL REVENUES	435,664	395,634	(40,030)
EXPENDITURES			
CERTIFICATED SALARIES	199,209	199,093	(116)
CLASSIFIED SALARIES	113,770	92,386	(21,384)
EMPLOYEE BENEFITS	101,577	74,459	(27,118)
BOOKS AND SUPPLIES	25,681	19,519	(6,162)
SERVICES & OTHER OPERATING COSTS	19,464	18,071	(1,393)
OTHER OUTGO			-
TOTAL EXPENDITURES	459,701	403,528	(56,173)
NET INCREASE (DECREASE)	(24,037)	(7,894)	
PROJECTED FUND BALANCE	261,235	253,341	
FUND 12: CHILD DEVELOPMENT FUND			
	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	118,675	118,675	
REVENUES			
FEDERAL REVENUE	3,505,324	2,569,310	(936,014)
OTHER STATE REVENUE	2,537,243	2,573,781	36,538
LOCAL REVENUES	3,065,120	3,564,331	499,211
INTERFUND TRANSFER	-	-	-
TOTAL REVENUES	9,107,687	8,707,422	(400,265)
EXPENDITURES			
CERTIFICATED SALARIES	2,761,472	2,659,427	(102,045)
CLASSIFIED SALARIES	2,562,381	2,646,200	83,819
EMPLOYEE BENEFITS	2,040,655	2,096,838	56,183
BOOKS AND SUPPLIES	357,216	211,378	(145,838)
SERVICES & OTHER OPERATING COSTS	1,032,414	637,845	(394,569)
CAPITAL OUTLAY	29,405		(29,405)
OTHER OUTGO	324,144	455,734	131,590
TOTAL EXPENDITURES	9,107,687	8,707,422	(400,265)
NET INCREASE (DECREASE)	-	-	
PROJECTED FUND BALANCE	118,675	118,675	
CHILD DEVELOPMENT MAJOR PROGRAMS			
CDS UNRESTRICTED PROGRAM (FEE)	1,095,072	2,377,550	1,282,478
FEDERAL BLOCK GRANT	637,845	-	(637,845)
HEAD START	2,655,811	2,370,182	(285,629)
OTHER FEDERAL PROGRAMS	236,602	226,460	(10,142)
STATE PROGRAMS	3,594,171	2,880,771	(713,400)
CALSAFE CHILD CARE & DEVELOP	301,961	302,549	588
L. A. UNIVERSAL PRESCHOOL	585,425	549,960	(35,465)

FUND 13: CAFETERIA SPECIAL FUND			
	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	442,369	424,569	
REVENUES			
FEDERAL REVENUE	1,350,000	1,350,000	-
OTHER STATE REVENUE	105,000	100,000	(5,000)
LOCAL REVENUES	1,747,754	1,691,850	(55,904)
TOTAL REVENUES	3,202,754	3,141,850	(60,904)
EXPENDITURES			
CLASSIFIED SALARIES*	1,393,763	1,381,532	(12,231)
EMPLOYEE BENEFITS	534,572	540,711	6,139
BOOKS AND SUPPLIES	1,540,127	1,542,500	2,373
SERVICES & OTHER OPERATING COSTS	(404,398)	(446,750)	(42,352)
CAPITAL OUTLAY	3,000	1,000	(2,000)
OTHER OUTGO	153,490	148,521	(4,969)
TOTAL EXPENDITURES	3,220,554	3,167,514	(53,040)
NET INCREASE (DECREASE)	(17,800)	(25,664)	(7,864)
PROJECTED FUND BALANCE	424,569	398,905	
FUND 14: DEFERRED MAINTENANCE FUND			
	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	723,471	458,471	
REVENUES			
OTHER STATE REVENUE	-	-	-
LOCAL REVENUES	5,000	3,000	(2,000)
TOTAL REVENUES	5,000	3,000	(2,000)
EXPENDITURES			
BOOKS AND SUPPLIES			-
SERVICES & OTHER OPERATING COSTS	150,000	150,000	-
CAPITAL OUTLAY	120,000	100,000	(20,000)
TOTAL EXPENDITURES	270,000	250,000	(20,000)
NET INCREASE (DECREASE)	(265,000)	(247,000)	18,000
PROJECTED FUND BALANCE	458,471	211,471	

FUND 21: BUILDING FUND			
	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	128,568,027	54,125,861	
REVENUES			
PROCEEDS - SALE OF BONDS	-	-	-
LOCAL REVENUES	1,000,000	1,100,000	100,000
TOTAL REVENUES	1,000,000	1,100,000	100,000
EXPENDITURES			
CLASSIFIED SALARIES	284,390	330,637	46,247
EMPLOYEE BENEFITS	133,521	149,021	15,500
BOOKS AND SUPPLIES	1,132,600	47,650	(1,084,950)
SERVICES & OTHER OPERATING COSTS	23,288,439	12,645,820	(10,642,619)
CAPITAL OUTLAY	50,603,216	33,056,900	(17,546,316)
TOTAL EXPENDITURES	75,442,166	46,230,028	(29,212,138)
NET INCREASE (DECREASE)	(74,442,166)	(45,130,028)	
PROJECTED FUND BALANCE	54,125,861	8,995,833	
FUND 25: CAPITAL FACILITIES FUND			
	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	7,870,597	8,430,597	
REVENUES			
DEVELOPMENT FEES	700,000	700,000	-
INTEREST	70,000	80,000	10,000
OTHER LOCAL	170,760	50,000	(120,760)
TOTAL REVENUES	940,760	830,000	(110,760)
EXPENDITURES			
SERVICES & OTHER OPERATING COST	230,760	260,000	29,240
CAPITAL OUTLAY	150,000		(150,000)
TOTAL EXPENDITURES	380,760	260,000	(120,760)
NET INCREASE (DECREASE)	560,000	570,000	10,000
PROJECTED FUND BALANCE	8,430,597	9,000,597	

FUND 40: SPECIAL RESERVE FUND FOR CAPITAL OUTLAY			
	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	4,902,853	3,421,346	
REVENUES			
REDEVELOPMENT	1,796,605	1,796,605	-
INTEREST	30,000	31,000	1,000
OTHER LOCAL (CCJUP)	4,515,000	4,315,000	
TOTAL REVENUES	6,341,605	6,142,605	(199,000)
EXPENDITURES			
CLASSIFIED SALARIES	23,933	46,437	22,504
EMPLOYEE BENEFITS	12,657	21,471	8,814
SUPPLIES	15,000	8,000	(7,000)
SERVICES & OTHER OPERATING COSTS	3,333,000	749,000	(2,584,000)
CAPITAL OUTLAY	1,414,600	4,111,000	2,696,400
OTHER OUTGO	1,463,049	1,451,749	(11,300)
TRANSFER OUT	1,560,873		(1,560,873)
TOTAL EXPENDITURES	7,823,112	6,387,657	(1,435,455)
NET INCREASE (DECREASE)	(1,481,507)	(245,052)	
PROJECTED FUND BALANCE	3,421,346	3,176,294	
FUND 67: SELF-INSURANCE FUND			
	2011-12 ESTIMATED ACTUALS	2012-13 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	1,762,943	(2,580,858)	
AUDIT ADJUSTMENT	(4,358,801)		
REVENUES			
OTHER LOCAL	1,045,221	1,083,753	38,532
TOTAL REVENUES	1,045,221	1,083,753	38,532
EXPENDITURES			
SERVICES & OTHER OPERATING COST	1,030,221	1,068,753	38,532
TOTAL EXPENDITURES	1,030,221	1,068,753	38,532
NET INCREASE (DECREASE)	15,000	15,000	-
PROJECTED FUND BALANCE	(2,580,858)	(2,565,858)	-

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/27/12

FROM: SANDRA LYON

RE: CONSIDER APPOINTMENTS TO THE DISTRICT ADVISORY COMMITTEES
(DACs)

RECOMMENDATION NO. A.

It is recommended that the Board of Education approve the below appointments to the district advisory committees.

COMMENT: Some of the DACs had members whose terms expired on June 30, 2012. This item is to fill openings on the committees prior to summer.

The superintendent's office conducted extensive outreach to announce openings on the DACs in the following ways: contacted expiring members twice and encouraged them to reapply, sent out a press release on May 8 and June 4 announcing openings on the DACs, emailed all SMMUSD families (in English and Spanish) using Blackboard Connect on June 4, urged DAC staff liaisons and chairs to enlist the help of their entire committee to recruit new members, and asked principals and the PTA council to help spread the word.

The following charts how many openings are on each DAC, how many re-applications and new applications were received, and where members should be placed on the term expiration chart to maintain a balance of membership.

Early Child Care & Development DAC

Terms Expire			
6/30/2013	6/30/2014	6/30/2015	6/30/2016
Jeff Jarrow	Fran Chasen	Gleam Davis	
Jie (Jesse) Zeng	Julie Taren	Jennifer Kennedy	
	Patricia Godon-Tann	Samuel Kirk	

Current Members (as of July 1, 2012): 8

Openings (as of July 1, 2012): 11

Note: If all applicants are approved, the board should assign all to the 6/30/2016 column for balance.

Received New Applications from:

1. Mark Cohen
2. Sigal Redfield

(Continued on next page)

Health & Safety DAC

Terms Expire			
6/30/2013	6/30/2014	6/30/2015	6/30/2016
Kristine Keever	Leslie Butchko	Suzanne Post	
Hiep Le	Robert Forster	Clarinda Ross	
Francine Lyness	Nandini Rudra-Ganguly	Peter Getoff	
Victoria Rueda		Sion Roy	
		Leesl Herman	

Current Members (as of July 1, 2012): 12

Openings (as of July 1, 2012): 7

Note: If all applicants are approved, the board should assign all to the 6/30/2016 column for balance. Additionally, the board might consider assigning Ms. Wu to the Early Child Care DAC, as that committee is in need of membership and Ms. Wu indicated that DAC in her top three preferences.

Received Reapplications from:

1. Debbie Bernstein
2. Rita Kachru
3. Pat Nolan

Received New Applications from:

4. Laila Taslimi
5. Margaret Wu (2nd pref.: Intercultural; 3rd pref.: Early Child Care)

Special Education

Terms Expire			
6/30/2013	6/30/2014	6/30/2015	6/30/2016
Chris Chandler	Gina Frazier	Nancy Geshke	
Meredith Hight	Lee Jones	Rodney Osburn	
Janet McKeithen	Karen Paris	Clara Sturak	
Debrah Shepherd	Leann Levine	Heather Zakson	
		Brandi Lockhart	

Current Members (as of July 1, 2012): 13

Openings (as of July 1, 2012): 6

Note: If all applicants are approved, the board should assign all to the 6/30/2016 column for balance.

Received Reapplications from:

Received New Applications from:

1. Monte Perez

(Continued on next page)

Visual & Performing Arts

Terms Expire			
6/30/2013	6/30/2014	6/30/2015	6/30/2016
Deborah Berek	Scott Ferguson	Lori Nafsun	
David Davidson	Kathryn Kert Green	Allison Diftler	
Paul G. Ryan	Bambi Martins	Alisa Facchini	
	Rebecca Witjas	D'Lynn Waldron	

Current Members (as of July 1, 2012): 11

Openings (as of July 1, 2012): 8

Note: If all applicants are approved, the board should assign all to the 6/30/2016 column for balance.

Received Reapplications from:

1. Janis Gabbert
2. Zina Josephs

Received New Applications from:

1. Cristyne Elizabeth Lawson
2. John Redfield

The board agreed to approve the above applications.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/27/12

FROM: SANDRA LYON

RE: CONSIDER APPOINTMENT TO THE ECONOMIC FEASIBILITY COMMITTEE

RECOMMENDATION NO. A.40

It is recommended that the Board of Education approve the below appointment to the Economic Feasibility Committee (formerly known as the Citizens' Committee to Examine the Feasibility of an Emergency Funding Measure).

COMMENT: **Mr. Jon Kean** has submitted an application for the board's consideration.

As per board direction on May 19, 2011, the Economic Feasibility Committee shall have no more than thirty-five members. There are currently twenty-two members.

Economic Feasibility Committee

Neal Carrey	Rochelle Fanali	Seth Jacobson	Michael Sidley	Tony Vazquez
Lauri Crane	Anthony Fuller	Rebecca Kennerly	Paul Silvern	Ted Winterer
Shari Davis	Don Girard	Tom Larmore	Elizabeth Stearns	
Bill Dawson	Craig Hamilton	Debbie Mulvaney	Bruce Ira Sultan	
Ralph Erickson	Chris Harding	Lori Whitesell	Sonya Fox Sultan	

MOTION MADE BY: Mr. Mechur

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU / MAUREEN BRADFORD

RE: APPROVE REVISIONS TO LEA PLAN ADDENDUM FOR PROGRAM
IMPROVEMENT

RECOMMENDATION NO. A.41

It is recommended that the Board of Education approve revisions to our LEA Plan Addendum in order to meet state and federal requirements as part of Year One of Program Improvement under Title I of the Elementary and Secondary Education Act (ESEA). Upon Board approval, the plan will be re-submitted to the California Department of Education for review.

COMMENTS: Santa Monica-Malibu Unified School District did not meet all ESEA criteria in Adequate Yearly Progress for two consecutive years (2010 and 2011). Therefore, the district has been identified as a Program Improvement (PI) LEA for the current school year. As part of the Program Improvement process, SMMUSD developed an addendum to our LEA plan, which was approved by the Board on January 19, 2012 and then sent on to the state.

The initiatives outlined in the addendum are aimed at increasing the percentage of students meeting proficiency in English language arts and mathematics overall, while narrowing the achievement gap for students of color, low-income student, English learners and students with disabilities.

The state has requested revisions to the addendum, specifically calling for estimated costs and funding sources associated with each action. These estimated costs and funding sources have now been included in the addendum.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU / AIDA DIAZ

RE: APPROVE REVISIONS TO TITLE III IMPROVEMENT PLAN

RECOMMENDATION NO. A.42

It is recommended that the Board of Education approve our Title III Improvement Plan in order to meet state and federal requirements as part of the Elementary and Secondary Education Act (ESEA). Upon Board approval, the plan will be submitted to the California Department of Education for review.

COMMENTS: Santa Monica-Malibu Unified School District did not meet all Annual Measurable Achievement Objectives (AMAOs) for their English learner (EL) subgroup for two consecutive years (2010 and 2011). Therefore, the district has been identified for Title III Program Improvement for the current school year. As part of the Program Improvement process, a Title III Improvement Plan was developed.

The improvement plan specifically addresses the factors that prevented the LEA from achieving the AMAOs. The plan includes the specific manner in which the district will insure that it meets the three Annual Measurable Achievement Objectives (AMAOs) for English Learners.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Mr. de la Torre

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/27/12

FROM: SANDRA LYON

RE: ADOPT CHANGES TO BOARD OF EDUCATION MEETING STRUCTURE AND TIMING

RECOMMENDATION ITEM NO. A.43

It is recommended that the Board of Education adopt the below changes to its regular meeting structure and timing.

COMMENTS: At the June 7, 2012, board meeting, the board considered revising its regular meeting structure to improve upon discussion/presentation timing. If approved, these changes could go into effect July 1, 2012.

In the current structure, a regular Board of Education meeting begins in closed session at 4:30pm, and then moves to open session at 6:00pm. Discussion items and presentations are the last items to come before the board, requiring non-senior cabinet staff as well as parents/ students involved in a presentation to stay late into the evening. Additionally, board members are often asked to consider/analyze information that is core to the district's mission at late hours.

In order to allow board members to hear presentations at an earlier hour, and also to allow non-senior cabinet staff an opportunity to go home at a reasonable time and prepare for the next work day, the following agenda timing and structure has been developed and includes input from the board on June 7, 2012.

4:30-5:30pm

Closed Session

5:30pm

Open Session

Roll Call

Pledge of Allegiance

Approve Agenda

Approve Minutes

Study Session (1 hour)

Commendations

Consent Items

Public Comments

Communications

Discussion Items

Major Items

Information Items

Adjournment

Changes to Timing

Closed session will last only one hour, from 4:30-5:30pm. If the board members do not complete the closed session agenda in the allotted hour, they will open the public portion of the meeting and return to closed session following open session.

Open session will begin at 5:30pm, rather than 6:00pm.

Changes to Structure

A study session has been added to the beginning of open session. Study session items would not require board action and could include, for example, the following topics:

- Annual Reports/Updates (e.g. Enrollment and Staffing [following the beginning weeks of school], Health Services, Student Achievement Data, Intensive Intervention Summer School, AVID Program, Head Start Training/Presentation, Response to Intervention Framework, etc.)
- Measure BB Project Updates
- Budget Planning Discussions

Study sessions could also include items on which the board would eventually take action, but which require discussion prior to board action. Such items could include:

- Policy Updates
- Measure BB Project Updates
- Budget Planning Discussions

Additionally, Major Items and Discussion Items have been flipped.

Outreach

If approved, these changes could go into effect July 1, 2012. The superintendent's office would conduct an extensive outreach campaign to inform district staff and the community of these changes.

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

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

RE: ADOPT BP 6170.1 – TRANSITIONAL KINDERGARTEN

RECOMMENDATION NO. A.44

It is recommended that the Board of Education adopt BP 5131 – Transitional Kindergarten.

COMMENTS: CSBA is recommending this policy update to reflect new state law, Kindergarten Readiness Act (SB 1381, 2010), which requires districts to establish "transitional kindergarten" programs beginning in the 2012-13 school year for children whose admission to kindergarten is delayed due to changes in law affecting the age criterion for admission to kindergarten. The change for 2012-13 will require the students to be five by November 1, 2012, in order to be enrolled in kindergarten. The policy addresses student eligibility for the program, curriculum and instruction, staffing, and students' continuation to kindergarten at the completion of the transitional kindergarten program.

This item came forward for discussion at the June 7, 2012, board meeting. At that meeting, the board requested information regarding waiving the age requirement for kindergarten admission. Below is that information.

California Education Code 4800(b) allows a child to be admitted to kindergarten early on a case-by-case basis. Districts that elect to offer this early admission option should adopt a board policy that includes specific criteria for early admission. Typically, this requires documentation of kindergarten readiness (e.g., social and emotionally maturity). Documentation could include an assessment provided by the parent, but this might be a hardship for some families. Assessments could also be provided by the school district; however, staff would then be required to conduct and review the assessment, determine the appropriateness of the age waiver, and an early admission procedure would need to be developed as well as the appeal process for parents whose requests are denied.

The California Department of Education describes the early admission to kindergarten option as "an additional but rarely used option" for admitting students whose birthdays occur after the November 1st deadline. This early enrollment option allows children who do not meet the November 1st cutoff date to enroll in school after their fifth birthday. Districts that admit these children to kindergarten prior to their fifth birthday jeopardize their apportionments, as auditors may take fiscal sanctions through an audit process.

There are many opinions both pro and con regarding early or late admission to kindergarten, but there are not many conclusive studies supporting either side. Proponents of holding students from early enrollment feel that beginning kindergarten at an older age improves children's social and academic development and provides a significant boost to their test scores. Additionally, adhering to a clear cut-off admission date helps to ensure fairness and equity in the enrollment process. Advocates of early enrollment feel that some children are emotionally and socially mature enough to enter kindergarten before age five. However, as stated earlier, for a parent to provide documentation that a four-year-old is socially or emotionally mature enough for kindergarten could prove to be expensive and time-consuming, and not all families have the necessary resources.

For students who do not meet the new state mandated kindergarten enrollment cutoff date, the SMMUSD Transitional Kindergarten is an educational option. The Transitional Kindergarten program will enroll students who turn five years of age between the new November 2, 2012, cutoff and the previous cutoff date of December 2.

For students who are not eligible for the Transitional Kindergarten program, SMMUSD Child Development Services offers a preschool program for both residents and nonresidents. The CDS Program is available for a fee, or no-cost or low-cost for financially eligible families. Additionally, both Santa Monica and Malibu have considerable options for private preschool education.

Public Comments:

- *David Cook encouraged the board to include the provisions allowed for in California Education Code 4800(b) in board policy.*

The board asked questions about the pros and cons of early admission. Dr. Escarce agreed with the staff's recommendation not to include the Ed Code provision.

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

TRANSITIONAL KINDERGARTEN

The Governing Board desires to offer a high-quality transitional kindergarten program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's transitional kindergarten shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

Eligibility

The district's transitional kindergarten program shall admit children whose fifth birthday lies between: (Education Code 48000)

1. November 2 and December 2 in the 2012-13 school year
2. October 2 and December 2 in the 2013-14 school year
3. September 2 and December 2 in the 2014-15 school year and each school year thereafter

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

Curriculum and Instruction

The district's transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

Upon recommendation by the Superintendent or designee, the Board shall approve academic standards for transitional kindergarten that bridge preschool learning foundations and kindergarten standards. Such standards shall be designed to facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, social sciences, English language development, and social-emotional development.

The number of instructional minutes offered in transitional kindergarten shall be the same as that required for the district's kindergarten program.

Transitional kindergarten students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

Teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level.

The Superintendent or designee may provide professional development as needed to ensure that transitional kindergarten teachers are knowledgeable about district standards and effective instructional methods for teaching young children.

Continuation to Kindergarten

Students who complete the transitional kindergarten program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed parental permission form for kindergarten attendance.

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten. (Education Code 46300)

Program Evaluation

The Superintendent or designee shall develop or identify appropriate assessments of transitional kindergarten students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

Legal Reference:

EDUCATION CODE

8973 Extended-day kindergarten

44258.9 Assignment monitoring by county office of education

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

48000 Minimum age of admission (kindergarten)

48002 Evidence of minimum age required to enter kindergarten or first grade

48200 Compulsory education, starting at age six

60605.8 Academic Content Standards Commission, development of Common Core Standards

Management Resources:

CSBA PUBLICATIONS

Transitional Kindergarten, Issue Brief, July 2011

CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES ASSOCIATION PUBLICATIONS

Transitional Kindergarten (TK) Planning Guide: A Resource for Administrators of California Public School Districts,

November 2011

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

Prekindergarten Learning Development Guidelines, 2000

First Class: A Guide for Early Primary Education, 1999

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

11-08 Transitional Kindergarten Assignments, Credential Information Alert, August 25, 2011

WEB SITES

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education: <http://www.cde.ca.gov>

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://www.tkcalifornia.org>

Policy: SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT adopted:

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU / PEGGY HARRIS

RE: APPROVAL OF TRANSITIONAL KINDERGARTEN COURSE OF STUDY

RECOMMENDATION NO. A.45

It is recommended that the Board of Education approve the following course of study as the core instructional program for the district's transitional kindergarten program.

COMMENTS: Senate Bill (SB) 1381 (Chapter 705, Statutes of 2010) amended California Education Code (Section 46300, 48000, and 48010) to change the required birthday for admission to kindergarten and first grade, and established a transitional kindergarten program beginning in the 2012–2013 school year. As a result, unified school district must offer transitional kindergarten and kindergarten classes for all children eligible to attend.

California law (EC 48000) defines transitional kindergarten as “the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.” While no state curriculum is mandated, local education agencies must modify the local kindergarten course of study to provide age and developmentally appropriate curriculum for transitional kindergarten students. The intent of the law is for districts to provide transitional kindergarten-aged students experiences that are separate and unique from kindergarten, and prepare TK students for success in kindergarten and beyond.

During the 2011-2012 school year, a committee consisting of pre-school and kindergarten teachers worked with staff from Educational Services to research and develop a course of study for transitional kindergarten classrooms. The following proposed framework is the product of their collaborative work.

COURSE: Transitional Kindergarten

PROGRAM GOAL: To provide the youngest kindergartners with a readiness year that is developmentally appropriate, and prepares them for success once they enter traditional kindergarten.

COURSE DESCRIPTION/ OVERVIEW: The transitional kindergarten curriculum is standards-based, and aligns and blends the higher -level skills of the California's Preschool Learning Foundations with the state kindergarten core standards. The curriculum focuses on the whole child, and addresses academic, personal, and physical growth of transitional kindergarten students.

I. Academic Development

Appropriate standards and goals have been established for the core curricular areas of English Language Arts, Mathematics, History Social Studies, and Science.

Area: English Language Arts

Goal: Students will understand and express language and alphabet awareness in an appropriate way that demonstrates competency. They will be able to:

A. Reading

Concepts of Print

- Display appropriate book-handling behaviors of knowledge of print conventions: left to right, top to bottom, and page-by- page.
- Understands that print is something that is read and has specific meaning.

Phonological Awareness

- Recognize and produce rhyming words.
- Recognize beginning sounds of words.

Phonics and Word Recognition

- Recognize own name or other common words in print.
- Recognize uppercase and lowercase letter names.
- Recognize one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Comprehension

- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions, retelling, reenacting, or creating artwork.
- Use informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

B. Writing

- Adjust the grip and body position for increased control in drawing and writing.
- Represent ideas using a combination of drawing, dictating, and writing.
- Write first name correctly.

C. Speaking and Listening

- Participate in collaborative conversations with peers and adults in small and large groups.
- Follow directions that involve 2-step sequence without needing clues to accomplish task.
- Speak audibly and express thoughts, feelings, and ideas clearly.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Responds to open-ended questions with elaboration or explanation.

D. Language

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.

Area: Mathematics

Goal: Students will use the concepts of numbers to manipulate, categorize, and give meaning to concrete objects. They will be able to:

Number Sense

- Expand their understanding of numbers and quantities in their everyday environment.
- Recite numbers in order to 30 with increasing accuracy.
- Recognize and know the name of some written numbers 1-10.
- Count up to 15 objects, using one-to-one correspondence.
- Understand, when counting, that the number name of the last object counted represents the total number of objects in the group.
- Expand their understanding of number relationships and operations in their everyday environment.
- Compare by counting or matching 2 groups of up to 5 objects and communicate “more”, “same as”, or “fewer.”
- Understand that adding one or taking away one changes the number in a small group of objects by exactly one.
- Understand that putting 2 groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.

Algebra and Function

- Expand their understanding of sorting and classifying objects in their everyday environment.
- Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy.
- Expand their understanding of simply, repeating patterns.
- Recognize and duplicate simple repeating patterns.
- Begin to extend and create simple repeating patterns.

Measurement

- Expand their understanding of comparing, ordering, and measuring.
- Compare two objects by length, weight, or capacity directly or indirectly.
- Order four or more objects by size.
- Measure length using multiple duplicates of the same size concrete units laid end to end.

Geometry

- Identify and use a variety of shapes in their everyday environment.
- Identify, describe, and construct a variety of different shapes, including variations of a circle, oval, triangle, rectangle, square, and other shapes.
- Combine different shapes to create a picture or design.
- Identify positions of objects and people in space, including in/on/under/up/down/inside/outside/beside/between, and in front/behind.

Mathematical Reasoning

- Expand the use of mathematical thinking to solve problems that arise in their everyday environment.
- Identify and apply a variety of mathematical strategies to solve problems in their environment.

Area: Social Studies

Goal: Students will understand the mutual responsibilities of relationship, and take initiative in developing relationships that are mutual and cooperative.

Major Theme: We Work Together/ Teamwork

- Target behaviors to develop in students:

- Sharing materials
- Working with a partner or in a group to complete a task
- Participating in class rule development as a responsible member of the classroom community.

- Units to Implement

- The World Around Us
- Our Classroom
- Our School
- Our Neighborhood

- Desired Student Outcomes:

The student will:

- Work individually to finish work on their own (me).
- Work as a partner to plan and accomplish tasks.
- Participate as a part of class to solve problems in school community (i.e. recycle, clean-up etc).
- Understand how good citizens stand-up for what is right.
- Understand what it means to be a respectful member of a diverse community

Area: Science/ Discovery

Goal: Students will develop experimentation, observations, and investigations skills.

They will participate in activities utilizing the scientific method in the areas of:

- Physical Science
- Life Sciences
- Earth Sciences

They will:

- Collect data, show curiosity by posing questions, and investigations
- Engage in opportunities for hands-on exploration
- Communicate observations orally and through drawing
- Use tools for scientific discovery

Area: The Arts

The visual and performing arts will be woven throughout the curriculum as both as areas to be explored on their own for skill development and appreciation, as well as tools to support teaching and learning.

Technology

Technology will be utilized as an instructional tool to support student learning.

II. Social-Emotional Development

Goal: Students will

Outcomes to develop:

The student will:

1. Show increasing awareness of own physical characteristics, preferences, and experiences as separate from those of other.
 - Express needs, wants and feeling in socially appropriate ways.
 - Show increasing confidence and independence in a variety of tasks and routines and expresses pride in accomplishments.
 - Show increasing independence in performing personal care routines.
 - Develop the capacity for self-regulation with adult assistance. (using words; sharing space and materials)
2. Interact with adults in ways that become increasingly cooperative, including sharing, joint planning, and problem solving. (accept guidance, comfort and directions from a range of familiar adults.
3. Develop the ability to interact with peers respectfully and to form positive peer relationships.
4. Have an increasing positive awareness of belonging to a family, community, cultural, and global unit.
5. Show awareness of other's feelings and respond to expressions of feelings in ways that are increasingly appropriate to the other's needs.

III. Physical Development

Goal: Students' physical development will support a healthy life style and optimum participation in school.

A. Fine Motor

The student will:

- Gain dexterity resulting in the progression of his/her writing abilities.
- Use tools for play dough and creates shapes.
- Build and constructs with materials.
- Cut shapes, objects, and lines.
- Demonstrate good finger grasp control.
- Trace and write letters.

B. Gross Motor

The student will:

- Move their arms and legs in purposeful coordination of their body.
- Move backwards, forward, and side to side.
- Pour from containers.
- Hop, skip and jump.
- Have smooth locomotion.

C. Systems of the Body

The student will:

- Grow in the development and sensory integration of the basic systems of the body.
- Manipulate small objects.
- Play on a swing and slide
- Cut with scissors.
- Throw and catch.

D. Health

The student will:

- Practice habits that contribute to his/her physical well-being.
- Wash hands, and clean-up after him/herself.

- Make good food choices during the day based upon their exposure to nutritional foods.

E. Safety

The student will follow safety guidelines at school, home, and the community for his/her own protection.

Assessment and Evaluation

Students' progress towards mastery of all areas will be assessed and evaluated using teacher observation, criteria reference tools, and other developmentally appropriate metrics. Parents will receive information about their child's progress through report cards that will reflect the program's standards.

MOTION MADE BY: Dr. Escarce

SECONDED BY: Mr. Mechur

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Ms. Lieberman and Mr. Patel were absent)

NOES: None (0)

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU / PEGGY HARRIS

RE: REPORT ON ACTIVITIES AT SANTA MONICA HIGH SCHOOL
TO ADDRESS CAMPUS CLIMATE (2011-2012) AND MOVING FORWARD
(2012-2013)

DISCUSSION ITEM NO. D.01

At the June 30, 2011, board meeting, the Board directed district staff to take the following steps in response to the racial incident that occurred at Santa Monica High School in May 2011:

1. Reexamine our district's curriculum regarding diversity, tolerance and racial and ethnic sensitivity, to identify areas of weakness and opportunities for strengthening it.
2. Ensure that professional development for administrators and other district staff include racial and ethnic sensitivity training annually.
3. Engage with the Board in a process of examining the district's relevant policies and modifying them as needed to ensure that they are consistent with our expectations and values regarding support and consequences for students and the behavior of district staff.
4. Assist the Board in reconstituting the Intercultural District Advisory Committee.
5. Ensure that all necessary and appropriate support is provided to the student(s) who were adversely affected by the May incident, and their families, during the summer and upcoming school year.

This discussion item describes actions taken to date to address the Board's directives, and an overview of plans for the 2012- 2013 school year.

COMMENTS: During the course of this school year, staff presented updates on progress being made to implement the Board's directives. Staff reported initial steps taken at the September 22, 2011 Board meeting. A second report outlining actions taken from September through February was provided at the February 16th Board meeting. This update includes a status report on activities undertaken since February, and an overview of actions planned for 2012-13.

***** ***** ***** ***** ***** *****

Public Comments:

- Ramona Merryman, Waverly Nebedum, Gina Frazier, Joanne Berlin, Sheri Walker, Trudy Goodwin, and Lee Jones addressed the board regarding this item.

Ms. Harris's presentation can be found under Attachments at the end of these minutes. She, Ms. Fretz, and Ms. Semik answered board members' questions regarding an ethnic studies class, including the A-G approval process, the rationale behind including the course under sociology, and integration with outside programs, such as Racial Harmony and Village Nation. They also addressed the concept of teacher buy-in and training for this course. Ms. Washington and Ms. Harris answered Dr. Escarce's question about recruiting teachers of color. He encouraged staff share this presentation with the Intercultural DAC. Ms. Fretz suggested that a representative from her administrative team attend Intercultural DAC meetings. He asked administration to come to a resolution regarding Village Nation so that the conversation can move forward. Ms. Leon-Vazquez recommended incorporating more support for teachers color into BTSA. Ms. Washington replied that BTSA does have such elements built in. Ms. Leon-Vazquez emphasized the need for stakeholders to share information and communicate progress with each other. Mr. de la Torre said it was vital for students to feel that they can be leaders, regardless of their race/ethnicity. He requested student and staff ethnicity data from year to year. Ms. Lyon said staff can provide that data.

TO: BOARD OF EDUCATION

DISCUSSION

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU / MAUREEN BRADFORD

RE: ASSESSMENT AND ACCOUNTABILITY UPDATES

DISCUSSION ITEM NO. D.02

There are several upcoming changes to state and federal assessment and accountability programs on the horizon. This presentation will review the recently released Base API, discuss the graduation and dropout rates for 2011, discuss possible future changes to the API, and look ahead toward the new Smarter Balanced Assessments.

California has joined the Smarter Balanced Assessment Consortium (SBAC). SBAC will replace the current STAR assessment program in order to measure student achievement in the Common Core standards for English language arts and mathematics. Beginning in the 2014-15 school year, SBAC will test students in grades three through eight and in grade eleven using an on-line, computer-adapted assessment system.

This shift in our assessment program is both an exciting and daunting venture. The new assessments will certainly be an improvement over the current STAR program. Using computer adaptive technology, the assessments will be able to pinpoint student achievement with fewer items. The assessments are not limited to multiple-choice questions, and will offer short and extended response items. Teachers will have access to an item bank of on-line questions that they can use for formative assessment purposes in their classrooms. Finally, the SBAC assessments will be vertically aligned across grade levels in order to develop a true growth model for monitoring student progress.

Although these are welcome enhancements to our assessment system, on-line assessments will require that schools have sufficient hardware and a sound technology infrastructure. The district is currently undertaking a state-mandated Technology Readiness Survey in preparation for SBAC. This survey will be re-administered to all schools next year and the following year to help the district continually monitor our readiness for SBAC.

Dr. Bradford's presentation can be found under Attachments at the end of these minutes. She answered board members' questions regarding the pros and cons of online assessments, including technology demands and whether or not the board would want to consider reintroducing keyboarding skills for students into the curriculum.

TO: BOARD OF EDUCATION

DISCUSSION

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

RE: CONSIDER REVISING BP 6145 – EXTRACURRICULAR AND
COCURRICULAR ACTIVITIES

DISCUSSION ITEM NO. D.03

It is recommended that the Board of Education consider revising BP 6145 – Extracurricular and Cocurricular Activities.

COMMENTS: CSBA is recommending this policy update to clarify that no fee may be charged to students for participation in extracurricular and cocurricular activities related to the educational program, unless specifically authorized by law, and that a district policy allowing for waivers of the fee based on financial need does not render the fee constitutional.

The new policy is attached. (Revisions to the AR can be found under Item No. I.06 in this agenda.)

This item will return for approval at the July 18, 2012, meeting.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The Board of Education recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or cocurricular program or activity shall be provided or conducted separately and no district student's participation in extracurricular and cocurricular activities shall be required or refused based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

Each student with a disability shall have an equal opportunity to participate with his or her non-disabled peers in extracurricular and cocurricular activities. The district shall provide such supplementary aids and services, assistive technology, and related services to afford that student an equal opportunity to participate in those nonacademic and extracurricular activities to the maximum extent appropriate. The individualized education program for each individual shall include a statement of the program supports that will be provided to enable the student to participate in extracurricular and cocurricular activities.

Before a principal of any school approve a field trip or grade-level outing, the principal shall ensure that students with disabilities at that grade level (including those in intensive services and multi-grade level classes) have been invited to participate and that the IEP team has addressed the need for supplementary aids and services, assistive technology, and related services.

Unless specifically authorized by law, no fee shall be charged to students for participation in extracurricular and cocurricular activities related to the educational program, including materials or equipment related to the activity.

Any complaint regarding the district's extracurricular and cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

~~No student shall be prohibited from participating in extracurricular and cocurricular activities related to the educational program because of inability to pay fees associated with the activity or the ability of parents to provide supervision unless otherwise stipulated.~~

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements

The Superintendent or designee may grant ineligible students a probationary period of not more than one semester. Students granted probationary eligibility must meet the required standards

by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

The Superintendent or designee shall provide the necessary assistance to help ineligible students achieve the academic standards required by law.

Any decision regarding the eligibility of any child in foster care or a child of a military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and/or cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal Reference:

EDUCATION CODE

35145 *Public meetings*

35160.5 *District policy rules and regulations; requirements; matters subject to regulation*

35179 *Interscholastic athletics; associations or consortia*

35181 *Students' responsibilities*

48850 *Participation of foster youth in extracurricular activities and interscholastic sports*

48930-48938 *Student organizations*

49700-49704 *Education of children of military families*

CODE OF REGULATIONS, TITLE 5

350 *Fees not permitted*

4900-4965 *Nondiscrimination in elementary and secondary education programs receiving state financial assistance*

5531 *Supervision of extracurricular activities of pupils*

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 *Title IX, 1972 Education Act Amendments*

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

WEB SITES.

California Association of Directors of Activities: <http://www.cadal.org>

California Department of Education, Educational Options Office: <http://www.cde.ca.gov/ls/pf/mc>

California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy/>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: August 19, 2009 Santa Monica, California

revised: September 1, 2010

TO: BOARD OF EDUCATION

DISCUSSION

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

RE: CONSIDER REVISING BP 6146.1 – HIGH SCHOOL GRADUATION
REQUIREMENTS

DISCUSSION ITEM NO. D.04

It is recommended that the Board of Education consider revising BP 6146.1 – High School Graduation Requirements.

COMMENTS: CSBA is recommending this policy update to reflect new law (AB 1330), which authorizes governing boards, beginning in the 2012-13 school year, to accept a course in career technical education (CTE) as an alternative to completion of a visual or performing arts or foreign language course for satisfaction of high school graduation requirements.

The new policy is attached. (Revisions to the AR can be found under Item No. I.07 in this agenda.)

Public Comments:

- *Zina Josephs encouraged the district to include visual and performing arts in the graduation requirements.*

Dr. Escarce suggested a study session on high school graduation requirements, including foreign language data in the district. He also suggested cleaning up the years listed in the math requirement. This item will return for approval at the July 18, 2012, meeting.

HIGH SCHOOL GRADUATION REQUIREMENTS

The Board of Education desires to prepare each student to obtain a diploma of high school graduation in order to provide students with opportunities for postsecondary education and/or employment.

In order to be graduated from high school, a student must meet the following requirements:

1. Earn 220 semester credits in Grades 9-12; each course is valued at five credits, a year equals two courses (10 credits).
2. Pass four years of English in Grades 9-12 in an integrated reading and writing curriculum. This requirement is equal to 40 semester credits.
3. Effective with the 2007 graduating class, pass three years of mathematics with at least two years (20 credits) to be taken in Grades 9-12. Up to 10 semester credits for Algebra I taken in the 7th or 8th grade may be applied to meet this requirement. This requirement is equal to 30 semester credits.

Beginning in the 2003-04 school year, at least one mathematics course, or a combination of two mathematics courses, shall meet or exceed state academic content standards for Algebra I. If any student completes coursework in grades 7 through 12 that meets or exceeds state academic content standards for algebra, those courses shall apply toward satisfying this mathematics requirement. (Education Code 51224.5)

4. Pass two years of science in Grades 9-12; one year must be a life science; one year must be a physical science. This requirement is equal to 20 semester credits.
5. Pass three years of social studies in Grades 9-12 including two courses of World History, two courses of U.S. History or its equivalent; one course of Economics; one course of U.S. Government. This requirement is equal to 30 semester credits.
6. Pass one year of visual or performing arts, speech, debate, foreign language, ~~or~~ American Sign Language or career technical education. This requirement is equal to 10 semester credits.
7. Pass one course of Health, to be taken in the 9th grade, preferably. This requirement is equal to five semester credits.
8. Pass four courses of Physical Education, two of which are to be taken in Grade 9. This requirement is equal to 20 semester credits.
9. All courses used to satisfy graduation requirements shall be approved by the Board, and reviewed and re-adopted at least every four years. Additional graduation requirements must be approved by the Board.

Unless otherwise noted, these requirements are effective with the graduation class of 2007.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

The Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families in accordance with Education Code 51225.3 and 49701.

* Graduation requirements listed above equal 155 semester credits. 65 semester credits are

available for elective courses.

Standards of Proficiency for Classes Prior to 2004

~~To receive a high school diploma, district students also must achieve at least minimum proficiency in reading comprehension, writing and mathematics. The Board shall adopt proficiency standards in these areas and any others it deems appropriate. All adopted proficiency standards shall correspond with the goals of the course of study required for graduation.~~

~~Student progress toward proficiency in basic skills shall be assessed in English once during grades 7-9 and twice during grades 10 and 11. A separate assessment shall be made of the student's proficiency in each skill area.~~

~~Remedial instruction shall be provided to any student who does not show adequate progress toward mastery of basic skills. This instruction may be provided in summer school and shall offer the student numerous opportunities to achieve mastery.~~

~~When a student does not show adequate progress, the Superintendent or designee shall inform a student's parent/guardian in writing that the student shall not receive a high school diploma unless the prescribed standards are met.~~

High School Exit Exam for the Classes of 2006 and Later

~~Beginning in the 2005-2006 school year, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she receives a waiver or exemption. (Education Code 60851, 60859)~~

Supplemental instruction shall be offered to any student in grades 7 – 12 who does not demonstrate "sufficient progress," as defined in Board Policy 6179 – Supplemental Instruction, toward passing the exit examination. (Education Code 37252, 60851)

Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. (Education Code 37254)

In addition to intensive remedial instruction, the district shall offer students who have passed all state and local graduation requirements except one or both parts of the exit exam ~~the following options~~ by allowing the students to take CAHSEE preparation courses at Olympic High School (if age 18 or under), or Adult Education Center for two years beyond their regular senior year or until they pass the exam, whichever occurs first.

The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for passage of the exit examination and the resources that have been offered to such students.

Certification of Completion

Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school examination shall receive a "Certificate of Completion."

The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a "Certificate of Completion" and the resources that have been offered to such students.

Retroactive Diplomas

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

The district also may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference:

EDUCATION CODE

35186 *Williams Uniform Complaint Procedures*
37252 *Supplemental instructional programs*
37254 *Supplemental instruction based on failure to pass exit exam by end of grade 12*
37254.1 *Required student participation in supplemental instruction*
47612 *Enrollment in charter school*
48200 *Compulsory attendance*
48412 *Certificate of proficiency*
48430 *Continuation education schools and classes*
48645.5 *Acceptance of coursework*
49701 *Interstate Compact on Educational Opportunity for Military Children*
51224 *Skills and knowledge required for adult life*
51224.5 *Algebra instruction*
51225.3 *Requirements for graduation*
51225.5 *Honorary diplomas; foreign exchange students*
51228 *Graduation requirements*
51240-51246 *Exemptions from requirements*
51250-51251 *Assistance to military dependents*
51410-51412 *Diplomas*
51420-51427 *High school equivalency certificates*
51450-51455 *Golden State Seal Merit Diploma*
51745 *Independent study restrictions*
52378 *Supplemental school counseling program*
56390-56392 *Recognition for educational achievement, special education*
60850-60859 *High school exit examination*
66204 *Certification of high school courses as meeting university admissions criteria*
CODE OF REGULATIONS, TITLE 5
1600-1651 *Graduation of students from grade 12 and credit toward graduation*
COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, California High School Exit Examination: <http://www.cde.ca.gov/ta/tg/hs>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: August 19, 2009 Santa Monica, California
revised: September 1, 2010

TO: BOARD OF EDUCATION

DISCUSSION

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

RE: CONSIDER REVISING BP 6178.1 – ~~WORK EXPERIENCE EDUCATION~~
WORK-BASED LEARNING

DISCUSSION ITEM NO. D.05

It is recommended that the Board of Education consider revising BP 6178.1 – ~~Work Experience Education~~ Work-Based Learning.

COMMENTS: Retitled policy and regulation have been updated to address a broad range of work-based learning opportunities in addition to work experience education (WEE). The policy also encourages involvement of businesses in program planning and implementation, reflects law requiring written training agreements with employers, adds material on program evaluation, and includes material formerly in AR regarding work permits, applicable labor laws, teacher qualifications, and records.

The new policy is attached. (Revisions to the AR can be found under Item No. I.09 in this agenda.)

This item will return for approval at the July 18, 2012, meeting.

Work Experience Education
Work-Based Learning

~~The Board of Education desires to facilitate school-to-career transitions by providing secondary school students with a program of work experience education (WEE) which links the academic curriculum with experiences in actual work settings. The Superintendent or designee shall design a program which provides paid and/or unpaid on-the-job experiences as well as instruction in the skills, attitudes, and knowledge necessary for successful employment~~ the preparation of secondary school students for college and career by providing work-based learning opportunities which link classroom learning with real-world experiences. Work-based learning opportunities offered by the district shall be designed to teach the skills, attitudes, and knowledge necessary for successful employment and to reinforce mastery of both academic and career technical education (CTE) standards.

~~Students enrolled in this program shall receive guidance and supervision designed to ensure maximum educational benefit from placement in suitable WEE courses. The program shall integrate the efforts of teachers, counselors, students, parents/guardians, and employers to assist students in selecting a career path and developing a positive work ethic and work habits.~~

~~The WEE program shall include the part-time employment of students in jobs which are selected or approved as having educational value for the employed students and which are coordinated by district employees. (Education Code 51764)~~

~~The district may provide for liability insurance for students participating in a WEE program off school grounds in accordance with law and Board policy. (Education Code 51760)~~

Work-based learning opportunities offered by the district may include paid and/or unpaid work experiences, including, but not limited to, work experience education as defined in Education Code 51764, cooperative CTE or community classrooms as defined in Education Code 52372.1, job shadowing as defined in Education Code 51769, student internships, apprenticeships, service learning, employment in social/civic or school-based enterprises, and technology-based or other simulated work experiences.

The Superintendent or designee shall involve local businesses or business organizations in planning and implementing work-based learning opportunities that support the district's vision and goals for student learning and local workforce development efforts. He/she also may work with postsecondary institutions, community organizations, and others to identify opportunities for work-based learning.

When required by law, the Superintendent or designee shall develop a written training agreement with the employer that describes the conditions and requirements to be met by all parties and shall develop an individual training plan for each student which outlines the objectives or competencies that the student is expected to accomplish at the work site. (5 CCR 10070-10071, 10087, 10108)

District staff shall coordinate with the workplace supervisor or mentor to ensure appropriate guidance and supervision of participating students and maximum educational benefit from placement in program.

A minor student shall be issued a work permit before beginning employment through a paid work-based learning program in accordance with law, Board policy, and administrative regulation. (Education Code 49113, 49160)

All laws or rules applicable to minors in employment relationships shall be applicable to students enrolled in work-based learning programs. (Education Code 51763)

The Superintendent or designee shall ensure that any student participating in a work-based learning program off school grounds is covered under the employer's or district's insurance, as applicable, in the event the student is injured.

The Superintendent or designee shall ensure that any teacher/coordinator of a work-based learning program possesses the appropriate credential issued by the Commission on Teacher Credentialing. (5 CCR 10075, 10080, 10100)

The Superintendent or designee shall maintain records for each student's participation in the program, including, but not limited to, the student's individualized training plan, his/her employment hours and job site, work permit if applicable, employer's report of student's attendance and job performance, the teacher/coordinator's consultations and observations, and the student's grade and credit earned.

The Superintendent or designee shall periodically report to the Board regarding program implementation and effectiveness, including, but not limited to, rates of student participation in work-based learning programs and assessment results of participating students.

Legal Reference:

EDUCATION CODE

35208 Liability insurance

46144 Minimum school day for work experience program

46147 Exception for minimum day; students in last semester or quarter of grade 12

46300 Method of computing ADA

48402 Enrollment in continuation education, minors not regularly employed

49110-49119 Permits to work

49160 Permits to work, duties of employer

51760-51769.5 Work ~~experience education~~-based learning

52300-52499.66 Career technical education

54690-54697 Partnership academies

56026 Students with exceptional needs

52372.1 Community classrooms and cooperative career technical education programs

LABOR CODE

1285-1312 Employment of minors

1391-1394 Working hours for minors

3070-3099.5 Apprenticeship

3200-6002 Workers' compensation and insurance

CODE OF REGULATIONS, TITLE 5

1635 Credit for work experience education

10070-10075 Work experience education

10080-10090 Community classrooms

10100-10111 Cooperative career technical education programs

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

CODE OF FEDERAL REGULATIONS, TITLE 29

570.35a Work experience programs

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Multiple Pathways to Student Success: Envisioning the New California High School, 2010

2008-2012 California State Plan for Career Technical Education, 2008

Career Technical Education Framework for California Public Schools: Grades Seven through Twelve, 2007

Work Permit Handbook for California Schools: Laws and Regulations Governing the Employment of Minors, 2007

Work Experience Education Guide, 2005

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Child Labor Laws, 2000

WEB SITES

California Association of Work Experience Educators: <http://www.cawee.org>

California Department of Education, Work Experience Education: <http://www.cde.ca.gov/ci/ct/we>

California Department of Industrial Relations: <http://www.dir.ca.gov>

Linked Learning Alliance: <http://www.linkedlearning.org>

WestEd: <http://www.wested.org>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: August 19, 2009 Santa Monica, California**

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

06/27/12

FROM: SANDRA LYON

RE: DISTRICT ADVISORY COMMITTEES END-OF-YEAR REPORTS

INFORMATION ITEM NO. I.01

Attached are the End-of-Year reports for the Early Child Care DAC, English Learners DAC, Health and Safety DAC, Special Education DAC, and the Visual and Performing Arts DAC.

While the written reports have been included in this agenda as an information item, each DAC will have five minutes to summarize its report under Communications and answer clarifying questions from the Board of Education.

At the July 18, 2012, board meeting, each DAC will have fifteen to twenty minutes to discussion with the board regarding goal-setting for the new school year. As per AR 1220, the board will approve the district advisory committees' goals for 2012-13 no later than the board's first meeting in October.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2011-12**

EARLY CHILD CARE DISTRICT ADVISORY COMMITTEE

Chair: Jennifer Kennedy

Staff Liaison: Judy Abdo

Charges:

- Continue developing a transition plan to prepare 4 year olds for kindergarten and create a board policy on transition
- Continue to improve early identification of children who may benefit from assessment before they enter preschool or while they are attending preschool using the RTI model in partnership with the Special Education preschool program
- Provide a forum for ensuring a balanced budget for the CDS department

Accomplishments to date:

- We survived the year of change.
- The CDS DAC provided input and support to CDS as the Head Start program expanded, the State funding was threatened for most of the year, and welcomed new members to the DAC.

Highlight(s) to date of particular note:

- Two new Head Start sites were renovated and reopening during the fall.
- CDS participated in the development of the district transitional kindergarten program

Suggested direction for 2012-13:

- The CDS DAC will take part in the City of Santa Monica and School District early childhood and out of school time program assessment project. The city has hired RAND to evaluate preschool and before/after school programs throughout the City of Santa Monica, including district programs. The goal is to have this group use their expertise to look at the whole system of out of school programs and to determine what is working, the perceived need for additions or changes, and to make recommendations for the future. Their work will include identifying fiscal challenges and suggesting options for long term sustainability for early childhood programs and before/after school programs. RAND will do a demand analysis, look at best practices innovations, and analyze the challenges. The report will be completed in January. The Child Development DAC will participate as asked for historical reference and input for the future.
- Work closely with the Special Education Department in expanding opportunities for inclusion programs for preschool children.

Budgetary Implications:

While the State budget seems to have been resolved today, it is clear that there will be reduced funding for state supported preschool and after school programs this year.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2011-12**

ENGLISH LEARNERS ADVISORY COMMITTEE

Chair: Margarita Cruz

Staff Liaison: Aida Diaz

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

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

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

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

DELAC Meetings:

Month	DELAC Requirements	Presentations
October 13, 2011	<ul style="list-style-type: none">• Purpose of DELAC• Goals and Objectives of the District programs and services for English Learners• Survey of presentation topics	<ul style="list-style-type: none">• Superintendent Sandra Lyons: 90 Day Entrance Plan• State Exams Results and their significance
November 9, 2011	Initial Notification	"Effective Teacher/ Parent Conferences"
November 30, 2011 (DELAC Rep Mtg.)	DELAC/ELAC Training	
January 25, 2012	Report Cards <ul style="list-style-type: none">• CELDT Student Reports	"How to Support Your Child's Literacy at Home" Liz Cochran, District Literacy Coordinator

February 17, 2012	<ul style="list-style-type: none"> • Reclassification Criteria/Data 	"College Preparation Begins in Pre-K", Aida Diaz, EL Coordinator
March 21, 2012	<ul style="list-style-type: none"> • Title III Improvement Plan • CALPADS/Language Census Report (R-30) 	"How to Develop Self-Esteem in Our Children". Dr. Molina Salinas
April 26, 2012 (DELAC Rep Mtg.)	<ul style="list-style-type: none"> • Input and Recommendations for the End-of-Year Board Report 	

DELAC respectfully recommends:

1) That English Learners be grouped for scheduling in mainstream core classes in lieu of the Secondary Sheltered English (SE) classes.

- a) We realize that Sheltered English classes will not be offered to English Learners at the secondary level. Without the SE classes, English Learners will be in mainstream classes where access to the curriculum would be greatly affected by their low English proficiency levels and will have an adverse effect on closing the achievement gap. Sheltered content classes provide grade level academic instruction that gives English Learners access to the core curriculum while teaching English vocabulary and English grammatical structures. Even though SE classes are not being offered, secondary sites must respond to the need to provide English Learners to access to content areas by placing ELs in groups that enable the teacher to better address their instructional needs. Also, cluster grouping will make it feasible for the instructional aide to work in supporting ELs in the mainstream classrooms.
- b) We also recommend that the mainstream classes with the group of ELs that need accommodations have a lower number of total students on their roster in order for the teacher to best meet the instructional needs of all the students in the class.
- c) Furthermore, advisors need to prioritize the scheduling of English Learners 1) to ensure that ELs who need Sheltered English core classes be grouped together in order and 2) to alleviate scheduling conflict once classes begin.

2) Follow the District's English Learners Master Plan

The district's existing English Learner Master Plan should serve as a guide for the instructional programs and services for English Learners. The district needs to make sure that sites are implementing these programs and services to ensure that English Learners meet their goals of attaining English proficiency and accessing the core curriculum. This is one way to address the achievement gap for English Learners.

3) Implement the Recommendations from the Title III and WASC reports:

There are many accountability reports that have been approved by the Board and presented to staff that focus on English Learners. It seems that once they are written and presented they are forgotten. We need your support to make sure that the district and sites implement the many recommendations that are found in these reports that focus on improving student learning- specifically that of English Learners. One of these reports is the Title III Improvement Plan that outlines the areas of need and how to address them to improve academic achievement for English Learners. The WASC report is another report that includes recommendations specifically regarding the achievement of English Learners and minority students. We need your support in making sure that the recommendations are implemented.

4) Better Communication between the elementary ELD teacher and parents.

Parents would like to know more about the support services that elementary ELD teachers provide. Also more specific information about what parents can do with their individual child to help them improve their verbal and written English skills.

5) Continue with parent education workshop

The DELAC and ELAC meetings provide us with information that helps us to better support our children's learning. We would like to continue offering parent workshops especially those that focus on curriculum, mathematics, reading, and English Language Development. We would also like to have English classes to be offered to parents.

Additionally, we strongly recommend that the Saturday Spanish Parent computer classes continue to be offered during the school year. As the communication through emails and site websites increases it is crucial that parents are given the technological support they need to access information.

6) Continue supporting the Bilingual Community Liaisons

The Community Liaisons are instrumental in engaging parents and building their capacity to support their children throughout their schooling. They also provide the translation support that is invaluable, without them our parents would be at a greater disadvantage. Parents often hesitate or do not go to school/district because they feel intimidated and do not feel welcome. Having personnel like the community liaisons will help with communication and increase parent involvement.

7) Provide additional time for elementary classroom aides

Classroom aides are essential in working with teachers to provide instructional support that students need to be academically successful. Their role and providing additional aide time must be considered especially as classroom size increases. The number of English Learners in a class should determine the time allocation of instructional aides. Classrooms with large number of ELs should get more time.

8) Support and Continue Summer School and Intervention Programs

Intervention programs are critical. Summer programs and intervention programs during or after school are an important component in the education of English Learners. These programs give ELs the opportunity to receive the additional support they need to acquire English and access to core curriculum, which leads to academic achievement. We strongly recommend that in elementary schools, free homework help starting with the beginning of the school year (August) is provided at least 4 times per week after school. This will allow EL students to practice skills taught in class and keep up with the work load. Many children do not have parents that are able to help complete even basic homework assignments. These parents often can't help because they lack the necessary basic academic skill needed to do this.

In addition to IISS intervention, English /Math intervention programs should be offered at least 2x week after school for students who are below grade level. Often a school may have funds to do this but teachers don't want/or can't stay after the school day ends. Sites should be able to bring in outside teachers if the teachers at the school are not available for the interventions.

Summary of Recommendations

DELAC is aware that the District faces many difficult financial decisions as a result of the continuing budget crisis. However, DELAC would like to make certain that the District continues to implement the strategies, interventions, and programs needed to accelerate the achievement of our English Learners.

English Learners is subgroup whose progress is the focus of many of the accountability targets set by the State. These targets are documented in the Title III English Language Proficiency Annual Measurable Achievement Objectives (AMAOs). Many of our English Learners meet the percentage target of achievement required by the State in the AMAOs. However, there remains a significant number of English Learners who are not meeting these targets. Therefore, there

continues to be a need to refine our ability to provide effective services to each English Learner, particularly those who have yet to meet the State target levels of achievement. Additionally, there are state mandates regarding services to English Learners to which the District is required to adhere and are included in the Master Plan for English Learners. Consequently, English Learners form a critical group that is central to the district efforts of reducing the achievement gap, and their unique academic needs should be taken into account when making program cuts due to budget reductions.

IMPLICATIONS / RECOMMENDATIONS BUDGET:

The district receives state and federal funds, based on the Spring number count of English Learners, to provide supplemental support for students who are learning English i.e ELD teachers, classroom aides, literature support classes, materials, parent training etc. The recommendations do not require additional money from the district's general fund. The only exception are the secondary ELD and Sheltered English core classes that due to the guidelines and restrictions categorical funding cannot be used to offer them. Since there are no Sheltered English core classes we urge the district to provide financial support to secondary schools to offer reduced class size for classes with English Learners requiring specialized instructional support in mainstream classrooms.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2011-12**

HEALTH AND SAFETY DISTRICT ADVISORY COMMITTEE

Chair: Pat Nolan

Staff Liaison: Marolyn Freedman / Lora Morn

Many thanks to Marolyn Freedman for her service to this DAC as Staff Liaison!

Charges:

- Monitor contemporary issues in health that have a direct impact on school age children
- Monitor issues that impact safety in SMMUSD schools
- Encourage developmentally appropriate best practices in health, nutrition and physical education
- Assist in the development of a master SMMUSD Calendar of Health & Safety to include all related topics offered in Santa Monica-Malibu region by various organizations
- Assist in the development and implementation of a long-term Master Plan for Student Health
- Assist in the review and modification of SMMUSD policies impacting student health and safety
- Review student health and safety data and analyze trends

Accomplishments to date:

- Environmental Safety
 - SMMUSD Campus Designs and Improvements
 - DAC hosted the Director of the SMMUSD BB Facility Improvement Project and reviewed project plans for each campus
 - DAC member has volunteered to coordinate a committee at JAMS to resolve the issue of heavy backpacks resulting partly from removal of lockers on campus
- Traffic Safety
 - DAC continues to direct parent/student concerns about campus environs' traffic safety to SMPD through SMMUSD staff
- Bicycle Safety
 - The City of Santa Monica has obtained two grants to pilot a bicycle training program will include pedestrian safety and bicycle safety and is working with SMMUD to pilot a training program in two elementary schools and two middle schools. A DAC member is the SMMUSD Staff liaison for these School-Based Bicycle & Pedestrian Training Programs
- Bathroom Safety
 - DAC members continue to advocate SMMUSD staff for clean, well-lit and non-threatening bathrooms, which remain a concern on campuses, particularly for younger MS female students
- Fire and Disaster Safety
 - DAC receives monthly updates from our SMFD member on:
 - DART (Disaster Awareness/Response Training) for SMMUSD staff, soon to be transitioned to a more comprehensive CERT (Community Emergency Response Training)
 - Student fire safety education in SMFD 'fire safety' trailer
 - SMFD 'Adopt a School' program in place on 3 SMMUSD campuses (8 classrooms visits took place this school year)
 - Fire Department hosted two youths from SPARK program (from JAMS) who worked with fire dept. as mentors

- Societal Safety
 - Drug & Violence Prevention Programs
 - “Bullying” in its many manifestations continues as an emergent and hi-profile issue: the DAC has established *ad hoc* committee to more thoroughly investigate all aspects of ‘bullying’, composed of DAC members who are community mental health professionals and members with interest in this issue
 - The Jackson Katz Male Violence Prevention Project will be given at SaMoHi at the beginning of the next school year; SMMUSD and the City of Santa Monica are partners on the project
 - DAC member advised SMMUSD staff on revision of the Hate Motivated Behavior Policy
 - A website to promote education to stop to choking game can be found by searching for “Erik’s Cause”
 - DAC heard reports on SMMUSD staff training on:
 - Harassment and peer intimidation
 - Threat assessment
 - Cyber ethics
 - “Olweus’ Bullying Prevention Program: an evidence based, long-term, system-wide program to change behavior
- Physical Health
 - All SMMUSD elementary schools are now staffed with ‘Health Service Specialists’ daily (10 AM – 1:30 PM)
 - Tdap inoculation program required for Sep 2011 school entry successful
 - New concussion laws that requires schools to remove kid from play who are showing concussion symptoms
 - SMMUSD Policy changed from ‘no nit’ to ‘no live lice’ in accordance with CDE and Calif. School Nurses Association & AAP policies
 - See Also **APPENDIX A** (Nurses’ Annual Report 2010-2012)
- Health Education
 - State standards (<http://www.cde.ca.gov>) adopted in 2008; SMMUSD 9th grade curricula revised and implemented in 2009/2010 to accommodate but curriculum optimization still needed
 - One DAC member who is an MD had held discussions with SMMUSD staff on collaborations between SMMUSD and UCLA to develop lectures and videos on health-related topics pertinent to students/standards; project in progress
 - There is also consensus that members of the DAC’s nutrition *ad hoc* committee should review the health standards developed by the State and meet with SMMUSD staff to discuss the possibility of integrating nutrition into the curriculum in all grades; this effort is in progress.
- Fitness
 - California FitnessGram 2010-2011 (**APPENDIX B**)
 - SPARK program (grant program) is ideal for JAMS and Lincoln and should be expanded to other campuses
 - DAC hosted presentation by ‘100 Mile Club’ to encourage students to ‘walk 100 miles’
 - Fitness Gram versus PE: Students required to take two years of PE Regardless of whether they pass fitness gram or not. SMMUSD offers 4 years of PE but students only required to take two
- Nutrition
 - Wellness Policy Report *by Dona Richwine, RD SMMUSD F&NS* (**APPENDIX C**)
 - SMMUSD has had a Wellness Policy (#5030) since 2006 because the Federal Government required that all public school districts have a wellness policy by that date.

- Ms. Richwine noted that there are federal and state regulations and that the State of California regulates what may be served at school sites during the time period commencing ½ hour before school and ending ½ hour after school.
- The State audits the food service department in the District every three years and part of the audit includes Wellness Policy compliance.
- Pursuant to the Wellness Policy, Ms. Richwine created a short survey (using Survey Monkey; see Appendix B) that was distributed by the Superintendent to the school principals. Ms. Richwine was pleased with the response rate and timeliness of the responses. In brief, based on the survey results and her other observations, Ms. Richwine concluded that although there are some holes in the implementation of, and compliance with, the Wellness Policy, the District has made marked improvement in complying with the Policy and new positive developments show that the District is continuing to move in the right direction. (Ms. Richwine's written report relating to that survey is attached to these minutes as Appendix C in addition to the abstract above.)
- A DAC member suggested that the committee look at best practices before making any recommendations; was there not a stipulation in the Board's vote last summer to keep chocolate milk but generally charge SMMUSD Food & Nutritional Services with investigating best practices in school nutrition programs?
- Ms. Richwine would like to train the teachers to integrate nutrition in the mainstream curriculum by using nutrition as the backdrop for math and science.
- It is also noted that parent education regarding nutrition is important because parents do the shopping.
- SMMUSD needs to assure that personnel are appropriately and adequately trained to address issues which affect a child's self-esteem as well as their health.
- The discussion ended with a consensus that members of the DAC nutrition *ad hoc* committee should review the health standards developed by the State (<http://www.cde.ca.gov>) and meet with SMMUSD staff to discuss the possibility of integrating nutrition into the curriculum in all grades; in progress.
- Emotional Health
 - DAC has established an *ad hoc* committee to more thoroughly investigate all aspects of 'bullying', composed of DAC members who are community mental health professionals and members with interest in this issue
 - HomeWork Survey Monkey Results (**Appendix D**)
 - Excessive homework has long been a topic of interest to this DAC as it relates to stress and insufficient sleep time; Board Policy 6154 was revised in 2009
 - This revised SMMUSD Homework Policy requires that such surveys be done collected and published quarterly, and our DAC additionally requests that these Survey results be compiled and presented in a more detailed manner to facilitate assessment
 - Because these Survey results were not de-constructed by grade, it's difficult to make a firm assessment, but 43% of respondents thought the amount of homework to be appropriate.
 - The DAC would also encourage more student responses (in addition to parent/guardians) to this Homework Survey at MS/HS level.

Highlight(s) to date of particular note:

- Established *ad hoc* committee to more thoroughly discuss/investigate school nutrition; composed of DAC members who are health care professionals and members with interest/expertise in nutrition /fitness

- Established *ad hoc* committee to more thoroughly investigate all aspects of 'bullying', composed of DAC members who are community mental health professionals and members with interest in this issue

Suggested direction for 2012-13:

- Continue to investigate and advise on both emergent and long-standing issues concerning SMMUSD student/staff/community health and safety
- Continuing effort to incorporate assessment and evidence-based practice in SMMUSD programs
- Continuing effort to implement a SMMUSD Community Master Calendar of H&S events
- Advocate/facilitate development of a comprehensive future Master plan for SMMUSD student health care

Budgetary Implications:

None at this time

Health & Safety DAC MEMBERS 2011-2012:

Bernstein, Debbie (Secretary)	Parent
Butchko, Leslie	Parent
Forster, Robert	Parent
Getoff, Peter, MA LCSW	Community
Gress, Clarinda Ross	Parent
Herman, Leesl	Parent
Kachru, Rita, MD	Parent
Keever, Kristine (Vice-Chair)	Parent
Morn, Lora, RN SMMUSD CN	Staff Liaison
Nolan, Patricia, RN (Chair)	Community
Post, Suzanne, SMFD	Community
Rodriguez, Idalia	Community
Roy, Sion, MD	Community
Rudra-Ganguly, Nandini, PhD	Parent
Board Liaisons	
De la Torre, Oscar	Board of Education
Escarce, Jose, MD PhD	Board of Education

Thanks again to Marolyn Freedman for her service to this DAC as Staff Liaison!

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
STUDENT AND FAMILY SUPPORT SERVICES
DIVISION OF HEALTH SERVICES**

NURSES' ANNUAL REPORT 2010-2011 by Lora Morn, RN SMMUSD CN

HEALTH OFFICE

STUDENT VISITS	56,869
STUDENTS WITH HEALTH CODES	5,831
STUDENTS WITH ASTHMA	956
STUDENTS WITH EPIPENS (ANAPHYLAXIS)	170
SEIZURE DISORDERS	70
STUDENTS WITH DIABETES	28

HEALTH SCREENING

HEIGHT/WEIGHT	770
DENTAL INSPECTIONS	204
VISION AND HEARING	5,200
SCOLIOSIS	860

ACCIDENT REPORTS	245
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CHILD ABUSE REPORTS	91
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SPECIAL EDUCATION

HEALTH ASSESSMENTS	643
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SST/504/IEP MEETINGS	245
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COMMUNICABLE DISEASE CONTROL

IMMUNIZATION REVIEW AND FOLLOW UP	2,757
FLU SHOTS-STAFF	300
H1N1	
TB TESTS – STAFF AND VOLUNTEERS	1,335

MEDICATION

PRESCRIBED IN SCHOOL	406
DOSES GIVEN	12,147

INTERAGENCY REFERRALS

- Department of Mental Health
- St John's Child and Family Development Center and Youth Development Project
- Jules Stein- comprehensive vision exam for 1st graders
- City of Hope
- Children's Hospital
- Malibu Urgent Care
- Assistance League- (The Children's Dental Center and Optometric Options)
- Westside Family Health Center- Olympic (and Malibu for Tdap)
- Venice Family Clinic- SAMO
- UCLA Hospital
- Santa Monica Bay Physicians Urgent Care Clinic
- UCLA-Venice Dental Clinic

- Maxim and Premier Home Health Agencies
- Santa Monica Police Department
- DCFS
- Les Kelly Health Center
- Santa Monica Family Services
- House Ear Clinic
- Remote Area Medical (RAM)
- Access Team (Psychiatric Emergency Team- PET)
- Public Health Department
- Mount St Mary's College
- CA State University Channel Islands
- Planned Parenthood of Santa Monica- middle and high schools
- Common Ground
- UCLA Rape Treatment Center and Stewart House
- Our House (grief counseling)
- St. Joseph's Homeless services
- OPCC- homeless services
- Epilepsy Foundation
- Edelman Mental Health
- Didi Hirsch Mental Health
- John Tracy Clinic
- Malibu Sheriff
- Westside Regional Center
- Upward Bound
- Love Your Liver- Liver Foundation

HEALTH CONCERNS

- Communicable Diseases:
 - Chicken pox-15
 - Conjunctivitis (pink eye)-95
 - Impetigo-11
 - Strep-87
 - Pediculosis (lice)-345
 - Ringworm-11
 - Scabies-5
 - Mononucleosis-1
 - Pertussis (health dept involvement)-5
 - MRSA (resistant Staph skin infection)-1
 - Pneumonia-13
 - Shingles-1
 - Pinworms-1
 - Fifth's disease-6
 - Hand, foot and mouth disease-2
- Health Conditions:
 - Asthma- some require nebulizer breathing treatments
 - ADHD- some require medication at school
 - Allergies- mild requiring an antihistamine (Benadryl)
 - Anaphylaxis- EpiPen
 - Amputee/prosthesis
 - Anorexia
 - Anxiety/Panic attacks
 - Autistic Spectrum Disorder- some require medication at school
 - Bipolar
 - Blindness

- Cancer-many types
- Cardiomyopathy- 2 are waiting for a heart transplant
- CP- many in a wheelchair
- Crohn's disease
- Deafness
- Degenerative muscle atrophy
- Depression
- Diabetes
- Drug overdose/alcohol intoxication
- Severe Eczema
- Erythromelalgia
- Fractures/dislocations
- Fetal Alcohol Syndrome
- Gastric reflux
- Hemiplegia
- Hemophilia
- Hereditary hemorrhagic telangiectasia
- Hydrocephalus/shunt
- Hypertension
- Hypothyroid
- Irritable bowel syndrome
- Juvenile rheumatoid arthritis
- Lupus
- Metabolic disease
- Migraines
- Nephritic syndrome
- Neurofibromatosis
- Obesity
- Osteogenesis imperfect
- Obsessive compulsive disorder
- Paraplegia
- Paroxysmal supraventricular tachycardia
- Retinal detachment
- Schizophrenia
- Seizures
- Self-mutilation
- STD

HEALTH EDUCATION PROJECTS

- Implemented "Olympic Teen Clinic"- a monthly reproductive health clinic by Westside Family Health Clinic staff with my support and follow-up. Approximately 60 students receive care.
- Ongoing substance abuse, reproductive health counseling education and crisis management.
- Bloodborne Pathogen staff education (Ed Code mandate)
- Family Life Education for students in special education classes.
- Assist Freshman Seminar in finding outside agencies to assist in teaching health classes to comply with the new health standards.
- CPR/First Aid to staff, coaches, PE dept, sp ed staff, preschool teachers, bus drivers. Open to all staff to take.
- Transition workshop for students/parents of students in special education classes.
- Seizure first aid training for security guards and special ed staff.
- CPR to all 9th graders at MHS.

- Fitness program with PE dept with blood pressure monitoring, BMI calculation and hip/waist ratio calculations.
- Dental health presentation to first graders
- Hand washing presentation
- Growth and development to all 5th graders.
- Development of flyers educating staff, students and parents in communicable disease preventions (prevent spread of H1N1).
- Jules Stein vision exam organization and follow up.
- Distribute eye glass and dental vouchers provided by Assistance League.
- Seizure recognition and diabetes awareness to staff.
- Lice prevention education to students in K-5.
- Nutrition education to students in K-5.
- Epipen training
- Diastat training
- Training staff on all specialized health care procedures- Urinary catheterizations, GT feeding, trach care and suctioning, IM injection
- Child abuse recognition and reporting procedure training.
- Articles in school paper regarding health topics.
- Diabetes staff training.
- Sunwise Program to prevent skin cancer in an assembly.
- Hygiene and Health Eating for all 6th graders.
- Growth and development for all 6th and 7th graders.
- Love Your Liver- Olympic High School

Annual Nurses Report



2010-2011

Cabrillo- 254 students

- Health office visits-2746
(16 per day)
- Health Codes-100
 - Asthma-10
 - Seizures-1
 - Diabetes-4
 - Epipen-6
- Medication at school-19
(1220 doses given)
- TB tests-42
- Height/weight-73
- Dental exams/vouchers-8
- Vision/hearing-169
- Accident reports-8
- Child abuse reports-0
- Special Ed assessments-20
- 504/SST/IEP meetings-20

Edison-449 students



- Health office visits-3000 (17 per day)
- Health Codes-114
 - Asthma-27
 - Diabetes-1
 - Epipens-5
 - Seizures-2
- Medication at school-25 (481 doses given)
- TB tests-92
- Height/weight-30
- Dental inspections/vouchers-5
- Vision/hearing-218
- Jules Stein-84
- Child abuse reports-1
- Special Ed assessments-29
- Accident reports-0
- 504/SST/IEP meetings-31

Grant-631 students



- Health office visits-2850 (17 visits/day) + 894 in classroom visits
- Health codes-201
 - Asthma-47
 - Diabetes-1
 - Epipens-16
 - Seizures-5
- Medication at school-28 (827 doses)
- TB tests-37
- Height/weight-57
- Dental inspections/vouchers-5
- Vision/hearing-337
- Jules Stein-91
- Child abuse reports-5
- Special Ed assessments-50
- Accident reports-11
- 504/SST/IEP meetings-17

Franklin-772



- Health office visitis-4225
(24 visits/day)
- Health codes-171
 - Asthma-46
 - Diabetes-2
 - Epipens-12
 - Seizures-1
- Medication at school-32
(271 doses)
- TB tests-15
- Height/weight-25
- Dental
inspections/vouchers-3
- Vision/hearing-531
- Child abuse reports-6
- Special Ed assessments-
55
- Accident reports-9
- 504/SST/IEP-9

McKinley-426 students



- Health office visitis-2423 (14 visits/day)
- Health codes-101 (25% of students)
 - Asthma-39
 - Diabetes-0
 - Epipens-9
 - Seizures-6 (1 with Diastat)
 - IM injection-1
 - GT feeding-2
 - Trach suction-1
 - Epipens-11
- Medications at school-41
- Medication doses-1240
- TB tests-42
- Height/weight-35
- Dental inspections/vouchers-8
- Vision/hearing-369
- Accident reports-7
- Child abuse reports-2
- Special Ed assessments-32
- 504/SST/IEP-5

SMASH/Muir-539



- Health office visits-3960
(23 visits/day)
- Health codes-91
 - Asthma-31
 - Diabetes-1
 - Epipens-8
 - Seizures-1
- Medication at school-24
- Medication doses-330
- TB tests-65
- Height/weight-169
- Dental
inspections/vouchers-51
- Vision/hearing-301
- Scoliosis exam-23
- Accident reports-28
- Child abuse-4
- Special Ed assessments-
56
- 504/SST/IEP meetings-
17

Will Rogers-508



- Health office visits-3066
(18 visits/day)
- Health codes-283
 - Asthma-34
 - Diabetes-0
 - Epipens-2
 - Seizures-1
- Medication at school-25
- Medication doses-373
- TB tests-25
- Height/weight-24
- Dental
inspections/vouchers-29
- Vision/hearing-289
- Accident reports-3
- Child abuse reports-2
- Special Ed assessments-
25
- 504/SST/IEP meetings-6

Roosevelt-781



- Health office visits-4317
(25 visits/day)
- Health codes-234
 - Asthma-40
 - Diabetes-1
 - Epipens-14
 - Seizures-3 (2 with Diastat)
- Medication at school-47
- Medication doses-623
- Tb tests-124
- Height/weight-34
- Dental
inspections/vouchers-4
- Vision/hearing-436
- Accident reports-10
- Child abuse reports-3
- Special Ed assessments-57
- 504/SST/IEP meetings-12

Webster-356



- Health office visits-2775
(16 visits/day)
- Health codes-54
 - Asthma-10
 - Diabetes-0
 - Epipens-14
 - Seizures-2
- Medication at school-14
- Medication doses-185
- TB tests-50
- Height/weight-16
- Dental
inspections/vouchers-2
- Vision/hearing-220
- Accident reports-6
- Child abuse reports-0
- Special Ed assessments-16
- 504/SST/IEP meetings-0

Pt. Dume-275



- Health office visits-2200
(13 visits/day)
- Health codes- 83
 - Asthma-6
 - Diabetes-0
 - Epipens-4
 - Seizures-0
- Medication at school-12
- Medication doses-6
- TB tests-0
- Height/weight-0
- Dental
inspections/vouchers-0
- Vision/hearing-148
- Accident reports-0
- Child abuse reports-0
- Special Ed assessments-
22
- 504/SST/IEP meetings-1

Lincoln-1129



- Health office visits-5859
(34 visits/day)
- Health codes-727
 - Asthma-106
 - Diabetes-1
 - Epipens-7
 - Seizures-11 (2 with Diastat)
- Medication at school-52
- Medication doses-1768
- TB tests-41
- Height/weight-60
- Dental inspections/vouchers-10
- Vision/hearing-500
- Scoliosis-417
- Accident reports-28
- Child abuse reports-26
- Special Ed assessments-43
- 504/SST/IEP meetings-38

John Adams-1036



- Health office visits-3846
(22 visits/day)
- Health codes-448
 - Asthma-110
 - Diabetes-2
 - Epipens-14
 - Seizures-2
- Medication at school-50
- Medication doses-1005
- TB tests-70
- Height/weight-75
- Dental
inspections/vouchers-20
- Vision/hearing-454
- Scoliosis-259
- Accident reports-47
- Child abuse reports-12
- Special Ed assessments-
76
- 504/SST/IEP-40

Malibu Middle and High School-1097

- Health office visits-6300
(36 visits/day)
- Health codes-325
 - Asthma-85
 - Diabetes-1
 - Epipen-33
 - Seizures-10 (1 with Diastat)
- Medication at school-70
- Medication doses-1486
- TB tests-67
- Height/weight-54
- Dental inspections/vouchers-4
- Vision/hearing-364
- Scoliosis-161
- Accident reports-18
- Child abuse reports-4
- Special Ed assessments-46
- 504/SST/IEP meetings-45

Olympic-136



- Health office visits-305
- Health codes-75
 - Asthma-12
 - Diabetes-1
 - Epipen-0
 - Seizures-3
- TB tests-5
- Height/weight-14
- Dental inspection/vouchers-5
- Vision/hearing-39
- Accident reports-1
- Child abuse-4
- Special Ed assessments-12
- 504/SST/IEP meetings-2

SAMOH-3103



- Health office visits-8997
(52 visits/day)
- Health codes-2824
 - Asthma-340
 - Diabetes-12
 - Epipens-18
 - Seizures-20 (1 with Diastat)
- Medications at school-25
- Medication doses-3432
- TB tests-164
- Height/weight-104
- Dental inspections/vouchers-50
- Vision/hearing-828
- Accident reports-69
- Child abuse-22
- Special Ed assessments-104
- 504/SST/IEP meetings-118

Preschools- CDS and Special Education

- 
- Pine St preschool-
 - Asthma-5
 - Diabetes-1
 - Seizures-2 (1 with diastat)
 - Epipen-1
 - Lincoln preschool-
 - Epipen-1
 - Adams preschool-
 - Asthma-3
 - Edison preschool-
 - Asthma-1
 - Pt Dume preschool-
 - Epilepsy-2
 - Asthma-1
- McKinley preschool-
 - Diabetes Insipidus- injections
 - Epipen-1
 - Seizures-2
 - Washington West-
 - Asthma-1
 - Epipen-5
 - Rogers preschool-
 - Asthma-3
 - Grant preschool-
 - Asthma-3
 - Epilepsy-1

Communicable Diseases



- Chicken pox-15
- Conjunctivitis -(pink eye)-95
- Impetigo-11
- Strep-87
- Lice-345
- Ringworm-11
- Scabies-5
- Mono-1
- MRSA-1
- Pneumonia-13
- Shingles-1
- Pinworms-1
- Fifth's disease-6
- Hand, foot and mouth disease-2
- Health Dept involvement
 - Pertussis-5

Health Conditions- Case Management



- Asthma-many require nebulizer
- ADHD
- Allergies-require antihistamine
- Anaphylaxis-EpiPen- required 5 times at SAMO
- Amputee/prosthesis
- Anxiety/Panic attacks
- Autistic Spectrum Disorder
- Bipolar
- Blindness
- Brain tumor
- Cancer- many types
- Cardiomyopathy-1 waiting for heart transplanconcussions
- CP
- Crohn's disease
- Deafness
- Degenerative muscle atrophy
- Depression

- Diabetes- type 1
- Diabetes- type 2
- Diabetes Insipidus
- Drug overdose/alcohol intoxication
- Eating disorders
- Eczema
- Erythromelalgia
- Fractures/dislocations
- Fetal alcohol syndrome
- Gastric reflux
- Galactosemia
- Hemiplegia

Health Conditions- Case Management



- Hemophilia
- Hereditary hemorrhagic telangiectasia
- HIV
- Hydrocephalus/shunt
- Hypertension
- Hypothyroid
- Irritable bowel syndrome
- Juvenile rheumatoid arthritis
- Lupus
- Metabolic disease
- Microcephaly
- Migraines
- Neurofibromatosis
- Obesity
- Osteogenesis imperfecta
- Obsessive compulsive disorder

- Paraplegia
- Paroxysmal supraventricular tachycardia
- Retinal detachment x-linked
- Rett Syndrome
- Schizophrenia
- Seizures
- Self-mutilation
- Septo-Optic dysplasia
- Sickle Cell Anemia
- Spina Bifida- 2 require catheterization
- STD

Health Education Projects



- Substance abuse prevention and reproductive health education
- Mental Health topics such as depression, anxiety and suicide ideation
- Bloodborne Pathogen staff education-mandated by Ed code
- Family Life Ed for students in special education classes (Ed code mandated)
- Freshman Seminar health education support
- American Heart Assoc CPR/First Aid- 109 staff
- Seizure first aid training
- CPR training for all 9th graders (MHS) and teen parenting class
- Fitness program-BP, BMI
- Love Your Liver

Health Education Projects



- Dental health- 1st graders
- Hand washing and bathroom rules
- Growth and Development-all 5th graders (6th and 7th in schools without Planned Parenthood)
- HIV education (mandated by Ed code)
- Educating staff, parents, students in communicable disease prevention including flu prevention
- Diabetes supervision and training
- Personal space and appropriate touching- KN and 1st grade
- Epipen, Diastat, GT feeding, IM injection and Trach suctioning trainings
- Tdap information given to all high school students and articles in the newspaper

Health Education Projects



- Child abuse recognition and reporting procedure training for staff (ed code mandated)
- Articles in school papers
- Sunwise skin cancer prevention
- Hygiene and Nutrition- 6th grade
- Pertussis education to parenting class at SAMO
- Teen parents taught pediatric first aid and reproductive health
- Presentation on health related topics at PTA meetings
- Educating staff regarding students with specific medical issues and providing emergency care plans and classroom care plans
- Cross train sp ed staff in specialized health care procedures such as suctioning, GT feeding and catheterization

Agencies on Campus



- Jules Stein- 1st grade comprehensive vision tests
- Assistance League- provide vouchers for free eye glasses and low cost dental care (\$5)
- Venice Family Clinic- SAMO
- Westside Family Clinic-Olympic
- Mount Saint Mary's College- preceptor for nursing students
- CA State Channel Island-nursing students
- Planned Parenthood- health education program
- Common Ground-HIV testing
- Rape Treatment Center
- Our House- grief counseling

Mandated Health Screenings



- **Hearing and Vision:**
 - KN, 2nd, 5th, 8th, 10th grade and new students
- **Scoliosis:**
 - Once in middle school
- **Special Education health assessments:**
 - All initial and triennial health assessment for students receiving special education services
- **Specialized health care procedures-**
 - GT feedings, Trach suctioning, Diastat training (rectal suppository), Diabetes training (blood sugar testing, glucagon injection), urinary catheterization, IM injection

School Nursing Services



- Medication
- Administer Insulin- 25 diabetics (6 who need insulin administered by a licensed nurse)
- Distribute Tylenol and Ibuprofen to secondary students
- Communicable disease tracking
- Immunizations
- Flu shots for staff
- TB tests for staff and volunteers
- First Aid/Medical emergencies and follow up
- Psychiatric emergency evaluations, referrals, hospitalizations and follow up- (26 at 1 school, and 23 at another which hospitalized 9 students)
- Crisis intervention
- Child abuse reporting and staff support
- SARB team

School Nurse Services



- Coordinate Venice Family Clinic and Westside Family Health Clinic
- Coordinate Jules Stein exams
- Coordinate with Public Health Dept- Pertussis outbreaks
- Follow up for students who fail vision and/or hearing screening
- Oversee AED's and Epipens in our schools
- School safety committee- disaster preparedness
- Athletic dept training and coordination for students with medical conditions
- Concussion prevention training
- Type 2 diabetes and obesity prevention
- Precept nursing students
- Coordinate Salvation Army shopping spree
- Health Fair- BMI and nutrition counseling, BP checks and flu shots

School Nursing Services



- Reproductive health counseling, education and referrals
- Substance abuse counseling, education and referrals
- Assessment of mental and medical health and referral
- Assist with medical care for students with no insurance
- Refer families to homeless services
- Provide vision and dental vouchers from Assistance League
- Teen pregnancies, referrals and education
- Provide nursing services to all summer school programs and coordinate care at all summer program sites
- Coordinate Jules Stein study that provided a 2nd pair of glasses for the classroom
- Provide camp scholarships for students with special needs from Assistance League

School Nursing Services



- Special Education assessment
 - Specialized health care procedures and training (catheterizations, GT feedings, suctioning, injections etc)
 - Attend IEP/504/SST
 - Prepare health code list and inform teachers/staff
 - Develop classroom health care plan
- 56,869 students visit the health office district wide

2009-10 verses 2010-11

Staffing Levels



2010-2011

- 6 full time nurses
- 6 part time nurses
- 9 FTE + 2days
- Full time nurses at MHS, SAMO, Lincoln and JAMS (leave sites to care for diabetic students)
- Elementary schools staffed based on diabetics. Schools without diabetic students have .5-1 day a week regardless of enrollment.

2011-2012

- 8 full time nurses
- 1 part time nurse
- 8.5 FTE
- 4 days- nurse to assist in training and supervision of HOS and new RN
- Full time nurse at all secondary schools (SAMO 1 RN and 1 LVN)
- HOS at all elementary schools
- 1 nurse per pathway (JAMS pathway 1.5 nurse)

2011-2012



- 10 new HOS- elementary schools- 5 hired before school started, 2 hired in Dec, and 3 hired end of Jan.
- 1 LVN SAMO
- 3 nurses left the district- total of 2.2 FTE
- 1 nurse hired for CDS and Malibu pathway
- All nurses trained to be CPR/First Aid instructors
- Training and supervision HOS
- Went from no nit to no live lice board policy

2010-11 California Physical Fitness Report Overall - Summary of Results Santa Monica-Malibu Unified District

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

Physical Fitness Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ¹ in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ¹ in Grade 9	Number Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	844	648	76.8	18.7	4.5	889	660	74.2	19.3	6.5	881	658	74.7	18.5	6.8
Body Composition	844	560	66.4	13.7	19.9	889	582	65.5	14.1	20.4	881	600	68.1	15.6	16.3
Abdominal Strength	844	773	91.6	8.4	N/A	889	778	87.5	12.5	N/A	881	720	81.7	18.3	N/A
Trunk Extension Strength	844	739	87.6	12.4	N/A	889	817	91.9	8.1	N/A	881	821	93.2	6.8	N/A
Upper Body Strength	844	679	80.5	19.5	N/A	889	682	76.7	23.3	N/A	881	657	74.6	25.4	N/A
Flexibility	844	588	69.7	30.3	N/A	889	697	78.4	21.6	N/A	881	773	87.7	12.3	N/A

¹ Includes partially tested students

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

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

N/A Not applicable

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

The PFT performance standards are available on the [CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page](#).

Information about the FITNESSGRAM is available on the [Human Kinetics Web site](#) (Outside Source).

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

Additional FitnessGram results demonstrate that even SMMUSD, which scores relatively well, demonstrates the same trend as national statistics: a disproportionate number of economically disadvantaged students appear in 'needs improvement' and/or 'high risk' categories:

SMMUSD Fitnessgram 2010-2011 results summary for Body Composition:

<http://data1.cde.ca.gov/dataquest/PhysFitness/PFTDN/Summary2011.aspx?r=0&t=2&y=2010-11&c=19649800000000&n=0000>

5th Grade: n=236

66.4 % Body composition in "Healthy Fitness Zone" [49.2% for Economically Disadvantaged]

13.7% Body composition in "Needs Improvement" [18.6% for Economically Disadvantaged]

19.9% Body composition in "Needs Improvement High Risk" [32.2% for Economically Disadvantaged]

7th Grade: n=272

66.5% Body composition in "Healthy Fitness Zone" [49.6% for Economically Disadvantaged]

14.1% Body composition in "Needs Improvement" [13.2% for Economically Disadvantaged]

20.4% Body composition in "Needs Improvement High Risk" [37.2% for Economically Disadvantaged]

9th Grade: n=247

68.1% Body composition in "Healthy Fitness Zone" [53.4% for Economically Disadvantaged]

15.6% Body composition in "Needs Improvement" [19% for Economically Disadvantaged]

16.3% Body composition in "Needs Improvement High Risk" [27.6% for Economically Disadvantaged]

**Report on results of Annual Survey required by SMMUSD Wellness Policy
(Dona Richwine RD SMMUSD)**

WELLNESS POLICY SURVEY RESULTS 2011- 2012

SUMMARY

Online Survey of 10 questions sent to 16 Principals by Office of the Superintendent, Sandra Lyon. 21 Responses. Actual Survey attached.

Principals are aware of the Wellness Policy. Responses suggested at least 70% or more compliance in topics addressed. Significant improvement over past year with regard to compliance in food served in the classroom aka classroom party guidelines.

Responses suggest annual reminders to principals and then to parents helpful. Providing Bullet Points to the Principals annually would also be helpful. Further clarification needed on the guidelines for foods served on campus during the school day as well as policy guidelines for nutrition education.

Minimal significant change in annual survey results since Policy inception in 2007.

Topic/Responses	Change
Wellness Policy is displayed in one form or another such as website, handbook in all but 5 schools. All but 1 stated they review the policy with parents.	<i>NO significant change from last year.</i>
90% of schools at least 75% compliant with food related guidelines. HOWEVER, 57% stated that they allowed food trucks on campus during the school day.	<i>NO significant change from last year in response, but food trucks are a new occurrence</i>
81% have classroom party guidelines in place.	<i>UP from 69% last year.</i>
90% state they do not use candy as a reward. (2 responses said that they did)	<i>UP from 85% from last year.</i>
Health Education taught K-9.	<i>NO significant change from last year.</i>
Cool Tools included K-12	<i>NO significant change from last year.</i>
Nutrition Education included K-12 EXCEPT FOR 8 th grade. ONLY 8 OUT OF 21 RESPONSES TO THIS QUESTION	<i>Last year 100% of respondents stated Nutrition Education taught</i>
Further Clarification of Wellness Policy needed on: <ul style="list-style-type: none"> • #1 Nutrition Education • #2 Foods Served on Campus • #3 Emotional Well Being 	<i>New Question this year.</i>

SMMUSD STUDENT WELLNESS POLICY SURVEY

Exit this survey

1.

*** 1. Is the SMMUSD Student Wellness Policy Number 5030, approved by the Board of Education July 27, 2006, visibly displayed in your school?**

☐ Yes ☐ No

Other (please specify)

*** 2. Is the SMMUSD Student Wellness Policy reviewed with parents, teachers, staff and students at your school annually?**

☐ Yes

☐ No

Other (please specify)

*** 3. Wellness Policy Section B/Item(h) states: "All food and beverages served or sold anywhere on campus during 1/2 hour before and or 1/2 hour after school hours will meet or exceed Sendate Bill 12 and Senate Bill 965 Guidelines. Addendum to Wellness Policy."**

Do foods served at your school during the school day meet this criteria? This includes birthday parties, fundraisers, PTA or Club sales.

- ☐ 100% of the time
- ☐ 75% of the time
- ☐ 50% of the time
- ☐ 25% of the time
- ☐ Less than 25% of the time

Other (please specify)

*** 4. Does your school have Class Party Nutrition Guidelines that reflect the above SMMUSD Student Wellness Policy Nutrition Guidelines referred to in Question No.3?**

☐ Yes

☐ No

Other (please specify)

*** 5. Is candy used as reward or incentive in classrooms at your school?**

☐ Yes

☐ No

Other (please specify)

*** 6. Are students at your school given at least 20 minutes to eat after sitting down for lunch?**

☐ Yes

☐ No

Other (please specify)

*** 7. Is nutrition education integrated into the curriculum at your school?**

☐ Yes

☐ No

Other (please specify)

*** 8. In which of the following grades is Health Education taught at your school?
Please check all that apply.**

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

Other (please specify)

*** 9. In which of the following grades does your school have programs like Cool Tools or Character Counts that optimize students' emotional well-being and social functioning?**

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

Other (please specify)

*** 10. The SMMUSD School Wellness Policy was approved by the Board of Education July, 2006. Is it your opinion that the policy should be reviewed and updated to improve/increase awareness and compliance at schools? If yes, which areas do you think need to be clarified. Please feel free to comment.**

☐ Yes

☐ No

Other (please specify)

Done

Powered by **SurveyMonkey**
Create your own [free online survey](#) now!

SMMUSD SCHOOL WELLNESS POLICY
(Board of Education Approved July, 2006)

IMPLEMENTATION REPORT MAY, 2012

Superintendent sent reminder Email to Principals at beginning of school year. Reports from various teachers and parents suggest that this had a positive impact on implementation.

1. **FOODS SERVED ON SCHOOL CAMPUS ½ HOUR BEFORE UNTIL ½ HOUR AFTER SCHOOL HOURS.** This is an area that is still not well understood and per the survey needs further clarification.



Possible Reasons:

Guidelines may be too complicated for some. New parents may not be aware. Do's and Don'ts provided annually.

Insufficient guidance from school administration. Not considered important enough.

Parents act independently.

What is happening:

HEALTHIER CHOICES FOR CLASSROOM PARTIES

Webster, McKinley are two schools that report policy enforcement

HEALTHIER CHOICES FOR SCHOOL FUNDRAISING SALES

Reports/observations of schools still having non compliant food sales or food served on campus during school day by parent groups

**NO SODA, SWEETENED BEVERAGES OTHER THAN GATORADE
TYPE DRINKS SOLD DURING SCHOOL DAY**

- Food Trucks on SAMOHI campus immediately after school sell soda and non compliant foods
- Food Trucks selling Shaved Ice (HFCS), Dippin Dots and Jamba Juice at lunchtime at Malibu High

CLUB DAYS

- Grey area

FOOD AND NUTRITION SERVICES:

- More fruits and vegetables
- Less fat and sugar
- More whole grains/less sodium
- Full compliance

WELLNESS POLICY SURVEY RESULTS 2011- 2012

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<p>Further Clarification of Wellness Policy needed on:</p> <ul style="list-style-type: none">• #1 Nutrition Education• #2 Foods Served on Campus• #3 Emotional Well Being	<p><i>New Question this year.</i></p>
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Supporting Student Success

Health & Wellness Update 2012

WELLNESS POLICY

- 😊 CLASSROOMS
CELEBRATING WITH
HEALTHIER FOOD
- 😊 TEACHERS PROMOTING
HEALTH AND NUTRITION
EDUCATION
- 😊 VENDING MACHINES
OFFER HEALTHY
CHOICES
- 😊 CANDY NOT USED AS A
REWARD
- 😊 DAC HEALTH AND
SAFETY REPORTS
SUCCESSES TO BOARD
OF EDUCATION

Best Practices

Teacher, Jill Chemel @
Grant uses food models &
pictures to teach sorting
to Kindergarten

Roosevelt Garden Club
sells bags of their garden
grown lettuce as a fund
rasier

Classroom Party
Guidelines at Webster

Bike It Walk It to SMMUSD
Schools

Muir/SMASH expands
school garden

Edison Cool Tools
Players act out Cool
Tools concepts at school
assemblies

Jog A Thon Fundraisers

Will Rogers students

consume high amounts
of farm fresh fruits and
vegetables at lunch

Cabrillo has Nutrition
Week: understanding
food labels; making
healthy snack choices. .

Franklin 2nd Grade
Teachers emphasize
nutrition education

Grant Elementary Mom,
Dorie Meeks says school
lunch has never been
better!

McKinley has weekly
"Farmers' Market" using
produce from school
garden

JAMS student store
revamps offerings



Student Wellness Policy

Foods Served or Sold on Campus: **Elementary Schools**

½ hour before, during and ½ hour after school

Fund Raisers, Classrooms, Parties, Birthdays, Student Stores

DO

- Water, *NO SUGAR ADDED*
- Fruits and Vegetables
- 100% Juice, Juice Bars
- Low fat or Non fat Milk, Yogurt, Frozen Yogurt (meets sugar requirements also)
- Lowfat/low sugar muffins etc.
- Cheese
- Nuts, Seeds, Trail Mix
- Baked crackers
- Lowfat Popcorn

DON'T

- Soda, Fruit Punch, Capri Sun, Sunny Delight, etc.
(with added sugar or high fructose corn syrup)
- Candy
- Nachos, Chips, Cheetos
- Full Fat Popcorn
- Donuts, Cakes, Cookies, **Cupcakes**
- Fried vegetables
- Fruit cups with added sugar
- Ice Cream, Frozen Desserts

For more details contact Dona Richwine, SMMUSD Nutrition Specialist
(310) 450-8338 ext. 70259 or drichwine@smmusd.org

SMMUSD Student Wellness Policy No. 5030 available at
<http://www.smmusd.org>



Student Wellness Policy

Foods Served or Sold on Campus: **Secondary Schools**

½ hour before, during and ½ hour after school

Fund Raisers, Classrooms, Parties, Student Stores, Vending
Machines

DO

- Fruits and Vegetables
- Water, NO SUGAR ADDED
- 20 ounces or less Electrolyte Replacement Drinks
- 100% Juice, Juice Bars
- Lowfat or Nonfat Milk, Yogurt
- Cheese
- Nuts, Seeds, Trail Mix
- Baked Chips
- Lowfat Popcorn

DON'T

- Soda, Fruit Punch, Capri Sun, Sunny Delight, etc.
(with added sugar or high fructose corn syrup)
- Candy
- Nachos, Chips, Cheetos etc.
- Full Fat Popcorn
- Donuts, Cakes, Cookies, Cupcakes
- Pizza
- Fried vegetables
- Fruit cups with added sugar

For more details contact Dona Richwine, SMMUSD Nutrition Specialist
(310) 450-8338 ext. 70259 or drichwine@smmusd.org

SMMUSD Student Wellness Policy No. 5030 available at
<http://www.smmusd.org>



STUDENT WELLNESS POLICY

Classroom Party/Snack Ideas

- Fresh Fruit
 - Fall Fruits: Apples, Fuyu Persimmons, Pears, Grapes
 - Winter Fruits: Navel Oranges, Tangerines, Blood Oranges, Dates
 - Spring Fruits: Strawberries (great for Valentine's Day!)
- 100% Fruit Smoothies
- Lowfat yogurt parfaits layered with cold cereal and fresh fruit
- Fresh vegetables either by themselves or with a dip
- Vegetable Quesadillas on whole wheat tortillas
- Broccoli and cauliflower "trees" with lowfat ranch dressing
- Granola Bars
- Baked tortilla chips and fresh salsa
- Whole grain crackers
- Pasta salad with apples and carrots
- Whole grain mini muffins
- Whole wheat tortillas wraps
- Whole wheat toaster waffles with applesauce or fruit purees
- Cracker Stacks (whole grain crackers, slice of cheese, slice of turkey, slice of tomato and cucumber)
- Whole Grain Fig Newtons
- Nonfat Chocolate Milk
- Grilled cheese sandwiches on whole wheat bread (2% milk cheese slices)
- Canned fruit sweetened in it's own juice
- 100% juice

Senate Bill 12
Signed into Law September 15, 2005
Commences July 1, 2007

Definitions:

“Full Meal” – any combination of food items that meet USDA-approved School Breakfast Program (SBP) or National School Lunch Program (NSLP) meal pattern requirements

“Added Sweetener” – Any additive other than 100% fruit juice that enhances the sweetness of a beverage.

“Entrée” – A food that is generally regarded as being the primary food in a meal, and shall include, but not be limited to, sandwiches, burritos, pasta and pizza.

“Snack” – A food that is generally regarded as supplementing a meal, including, but not limited to, chips, crackers, onion rings, nachos, French fries, donuts, cookies, pastries, cinnamon rolls, and candy.

Elementary Schools:

Only full meals and individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes. Individually sold dairy items and whole grain food items may be sold to pupils at an elementary school, except food sold as part of a USDA meal program, if it meets all of the following standards:

- Not more than 35% of its total calories shall be from fat.
- Not more than 10% of its total calories shall be from saturated fat.
- Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar
- Not more than 175 calories per individual food item

An elementary school may permit the sale of food items that do not comply with the above regulations as part of a school fundraising event in any of the following circumstances:

- The items are sold by pupils of the school and the sale of those items takes place off of and away from school premises.
- The items are sold by pupils of the school and the sale of those items takes place at least one-half hour after the end of the school day.

Middle, Junior or High School:

Snacks sold to a pupil in middle, junior or high school, except food served as part of the USDA meal program, shall meet all of the following standards:

- Not more than 35% of its total calories shall be from fat.
- Not more than 10% of its total calories shall be from saturated fat.
- Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar
- Not more than 250 calories per individual food item

Entrée items sold to a pupil in middle, junior or high school, except food served as part of a USDA meal shall:

- Contain no more than 400 calories per entrée
- Contain no more than 4 grams of fat per 100 calories contained in each entrée and shall be categorized as entrée items in the SBP or NSLP

A middle, junior or high school may permit the sale of food items that do not comply with the above regulations in any of the following circumstances:

- The sale of those items takes place off of and away from school premises.
- The sale of those items takes on school premises at least one-half hour after the end of the school day.
- The sale of those items occurs during a school-sponsored pupil activity after the end of the school day.

It is the intent of the Legislature that the governing board of a school district annually review its compliance with the nutrition standards described.

Senate Bill 965
Signed into Law September 15, 2005
Commences July 1, 2007 (50%)
Commences July 1, 2009 (100%)

Definitions:

“Added Sweetener” – Any additive that enhances the sweetness of the beverage, including added sugar but does not include the natural sugar of sugars that are contained within the fruit juice which is a component of the beverage.

Elementary School:

Regardless of the time of day, only the following beverages may be sold to a pupil at an elementary school:

- Fruit-based drinks that are composed of no less than 50% fruit juice and have no added sweetener
- Vegetable-based drinks that are composed of no less than 50% vegetable juice and have no added sweetener
- Drinking water with no added sweetener
- Two percent-fat, one-percent-fat milk, nonfat milk, soy milk, rice milk, and other similar nondairy milk.

An elementary school may permit the sale of beverages that do not comply with the above regulations as part of a school fundraising event in any of the following circumstances:

- The items are sold by pupils of the school and the sale of those items takes place off of and away from school premises.
- The items are sold by pupils of the school and the sale of those items takes place at least one half hour after the end of the school day.

Middle or Junior High School:

From one-half hour before the start of the school day to one-half hour after the end of the school day, only the following beverages may be sold to a pupil at a middle or junior high school:

- Fruit-based drinks that are composed of no less than 50% fruit juice and have no added sweetener
- Vegetable-based drinks that are composed of no less than 50% vegetable juice and have no added sweetener
- Drinking water with no added sweetener
- Two percent-fat, one-percent-fat milk, nonfat milk, soy milk, rice milk, and other similar nondairy milk.
- An electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20-ounce serving.

A middle or junior high school may permit the sale of beverages that do not comply with the above regulations as part of a school event if the sale of those items meets all of the following criteria:

- The sale occurs during a school sponsored event and takes place at the location of that event at least one half hour after the end of the school day.
- Vending machines, student stores, and cafeterias are used later than one-half hour after the end of the school day.

Above items may be made available in vending machines at any time during the school day. Beverages that do not comply, may be made available in middle and junior high schools if the beverage only is available not later than one-half hour before the start of the school day and not sooner than one-half hour after the end of the school day.

Commencing July 1, 2007, no less than 50 percent of all beverages sold to pupils from one-half hour before the start of the school day until one-half hour after the end of the school day shall be those meeting the above criteria.

Commencing July 1, 2009, all beverages sold to pupils from one-half hour before the start of the school day until one-half hour after the end of the school day shall be those meeting the above criteria

















Homework Survey 2011-12















1. Please indicate the grade level of your child for whom you are completing this survey.

		Response Percent	Response Count
Kindergarten		7.7%	109
1st Grade		7.5%	105
2nd Grade		7.7%	108
3rd Grade		7.7%	109
4th Grade		6.7%	94
5th Grade		5.9%	83
6th Grade		9.2%	129
7th Grade		8.8%	124
8th Grade		9.5%	133
9th Grade		7.4%	104
10th Grade		9.0%	126
11th Grade		7.7%	108
12th Grade		5.3%	75
answered question			1,407
skipped question			0









2. Please indicate which school this child attends.

		Response Percent	Response Count
Cabrillo		6.8%	95
Edison		2.3%	33
Franklin		10.7%	150
Grant		2.6%	36
McKinley		3.5%	49
Muir		2.0%	28
Point Dume		0.4%	5
Rogers		1.4%	19
Roosevelt		8.5%	119
SMASH		6.5%	92
Webster		0.6%	9
JAMS		7.5%	105
Lincoln		6.3%	89
Malibu		22.0%	309
Olympic		0.2%	3
Samohi		18.9%	266
answered question			1,407
skipped question			0

3. How do you get information about your child's homework? (Check all that apply.)

		Response Percent	Response Count
Back to School Night/Parent Information Night		45.2%	630
Conferences with teacher		19.9%	277
Phone calls with teacher		2.2%	31
School/principal newsletter or bulletin		9.4%	131
Class syllabus		15.0%	209
Daily/weekly assignment sheets		33.8%	471
Child's notebook/homework folder/binder reminder		53.4%	745
Classroom website		25.9%	361
Emails		20.9%	291
My child tells me		67.1%	936
I don't receive information about homework assignments		7.0%	97
Not sure		0.5%	7
		3. Comments	202
		answered question	1,394
		skipped question	13

4. About how much time does your child typically spend doing homework on a daily basis?

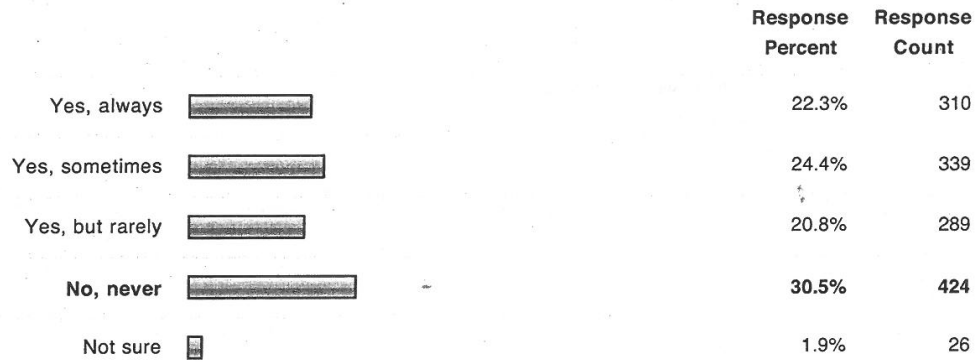
		Response Percent	Response Count
Less than 15 minutes		8.2%	114
About 15 - 30 minutes		17.0%	236
About 30 - 45 minutes		16.2%	225
About 45 - 60 minutes		14.1%	196
About 60 - 90 minutes		15.3%	213
About 90 - 120 minutes		12.2%	170
More than 120 minutes		15.8%	219
Not sure		1.2%	17

4. Comments 294

answered question 1,390

skipped question 17

5. Does your child have homework assigned on weekends?

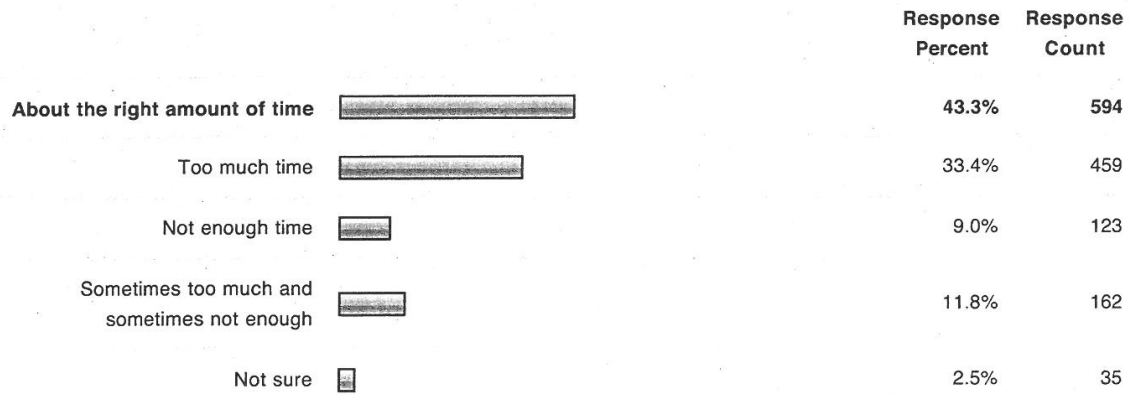


5. Comments 223

answered question 1,388

skipped question 19

6. The amount of time my child spends doing homework is:








6. Comments 223











answered question 1,373

skipped question 34












7. How much assistance does your child need with homework assignments?

		Response Percent	Response Count
None, he/she completes homework independently		16.8%	233
He/she occasionally asks for assistance with homework		51.4%	713
He/she usually asks for assistance with homework		18.3%	253
He/she always needs assistance with homework		12.6%	175
Not sure		0.9%	12
	7. Comments		211
	answered question		1,386
	skipped question		21

8. If your child requires help with homework, who provides that assistance? (Mark all that apply)

		Response Percent	Response Count
Doesn't require any assistance		6.0%	82
Parent		85.0%	1,158
Other adult in the home		9.0%	122
Brother or sister		14.8%	202
Classmate or friend		15.3%	209
Teacher		17.3%	236
After school program staff		11.2%	152
Private tutor		15.8%	215
Other		2.9%	40
Not sure		1.0%	14
8. Comments			118
answered question			1,363
skipped question			44

9. What type of homework assignment does your child typically receive? (Check all that apply.)

		Response Percent	Response Count
Assigned reading assignments		63.1%	872
Student selected reading assignments		45.4%	627
Writing assignments		83.6%	1,154
Math assignments		92.7%	1,280
Textbook exercises		51.9%	717
Extensive projects		30.4%	420
Research reports		34.5%	477
Classwork completion		28.1%	388
Studying for tests/quizzes		61.5%	849
Group projects		25.8%	356
Not sure		1.5%	21
9. Comments			137
answered question			1,381
skipped question			26

10. If you could change one thing about your child's homework assignments, what would it be?

	Response Count
	929
answered question	929
skipped question	478

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2011-12**

SPECIAL EDUCATION DISTRICT ADVISORY COMMITTEE

Chair: Lee Jones

Staff Liaison: Sara Woolverton

Charges:

1. Advise the Board of Education about attitudes, opinions, and issues significant to the Special Education community.
 - a. Hold monthly meetings open to the public, and provide Spanish translation when needed.
 - b. Act as a conduit for flow of information between the Special Education community at large and the Board of Education.
 - c. Provide a forum for District staff and other speakers to share information relevant to the Special Education community.
 - d. To enhance district-wide outreach to Special Education staff and parents, continue the practice of rotating meeting locations to include school sites.
 - e. To intensively address specific concerns, retain the practice of utilizing subcommittees, either Ad Hoc and/or Standing Committees, as defined by the Brown Act.
2. Advise the Board of Education of relevant and unrealized goals of The Working Group Report on Special Education (March, 2009), An Independent Evaluation of Special Education Program by Lou Barber (March, 2008), and Special Education Strategic Plan (June, 2004).
3. Produce revisions to the Special Education Parent Handbook (2009) based on changes in relevant law, District updates and feedback from community members.
 - a. For publication as an updated Handbook hardcopy, create new sections in the following areas:
 - i. Preschool Program
 - ii. Post-Secondary Transition Program
 - iii. Preschool/Elementary/Middle School/High School/Post-Secondary transition process including IEP Individual Transition Plans (ITPs).
 - b. For updates to the website Handbook publication, collaborate quarterly with District staff to identify changes in law and other relevant information.
4. To advise the Board of Education on the Special Education budget, collaborate with District's Chief Financial Officer (CFO) and Financial Oversight Committee (FOC) utilizing the newly created Special Education specific reporting format.
 - a. To refine the internal system such that the financial reporting system relates back to the instructional needs of Special Education students.
 - b. Internal financing reporting instrument that serves as a management tool to ensure cost effective education of each and every Special Education student.
5. To advise the Board of Education in the District's Special Education instructional technology needs, working in collaboration with the District, CFO, Director of Purchasing, Warehouse from Business and Fiscal Services, and Department of Special Education, including analysis of educational, financial and equity impact.

6. Review, analyze, and report to Board of Education upon the needs of Special Education instructional programs in Reading and Mathematics, and analyze strategies appropriate to the effective education of students with autism.

Accomplishments to date:

- Held monthly meetings on first Tuesday of the month (unless under special circumstances).
- Maureen Bradford presented the 2010-2011 AYP Test Scores of Students with Disabilities. SEDAC requested specific information to be added to the report that was included in the annual SE Report to the Board in May 2012.
- Ben Conway, children's rights attorney with the Public Defense Council at March 6, 2012 meeting to discuss lapse of AB3632 and how California school districts are now responsible for funding and services provided to students with mental health disabilities.
- The April meeting was held at Point Dume elementary school. This was our site visit for the 2011-2012 school year.
- The Financial Committee has been changed from an ad hoc to a standing committee to continue to address annual budget issues as well as budget coding to provide transparency and ease of understanding in regards to budget reporting of special education student expenditures. The committee has met with Jan Maez twice this year. Our work over the past two years has led to increased categories in the budget allowing for more transparency in reporting and a budget component being added to the annual Special Education report to the Board for the first time.
- SEDAC has formed a new ad hoc committee to review SE within the district that will produce a report to the Board. This function is part of the Master Facilities Agreement between the SMMUSD and the City and is part of an annual report to the City about the state of special education in the SMMUSD. (See suggested direction for 2012-2013 report below).
- Transition ad hoc has completed a 55 page first draft on post-secondary transition plans for all students (16-22) with IEPs. This can be added to the Parent Handbook and exist as a stand-alone piece for parents and students in our school district, as well as the SELPA. Parents will be given this pamphlet when the student is in high school. Information covers the various pathways students can take once they leave the district and the resources that exist for them. The areas covered are independent living, vocational training, and/or two-four year college. Once approved the first step is to add the plan to the SEDAC website, followed by printing a stand-alone piece and addition to the Parent Handbook. The final edit should be completed in the early Fall 2012.

Highlight(s) to date of particular note:

- Research into parent surveys and recommendation to administration on questions that will provide important information to District.
- Increased transparency of Special Education costs in the SMMUSD budget.
- Increased data reporting in AYP for students in Special Education.

Suggested direction for 2012-13:

- SEDAC formed ad hoc that will review the data in the AYR for special education students in our district to discern how students with disabilities are progressing from year to year.
- Continue the Parent Survey Review in order to complete a form that provides meaningful information that will be useful in determining how services are helping students improve in their area of disability and how the IEP process is viewed by parents/students (See attached).
- Determine what new programs (curriculum) the District is most interested in: math, reading, and autism. and review and analyze possible programs.

- Review SELPA and/or District funding as well as other options to cover printing costs for the newly created post-secondary Transition Plan. Also consider adding this piece to the Parent Handbook.
- Produce grade-level transition plans for lower grade transitions to elementary, middle and high school to be included in the Parent Handbook.

Budgetary Implications:

- Print costs to produce a stand-alone piece for distribution to parents/students of a post-secondary Transition Plan and add this section to the Parent Handbook, which does not yet have a comprehensive piece on this important transition.

SEDAC Ad Hoc Report on Parent Review Survey
June 18, 2012

The committee was convened to address concerns about the content, the implementation, and the data reporting of the Special Education department's survey of parent satisfaction with the IEP process. The Board had requested that staff discontinue using the Parent Review Survey until the concerns with it had been addressed.

Among SEDAC's concerns were, the lack of anonymity for respondents, inconsistent implementation including that most SEDAC members had never been given the survey, and the general and ambiguous nature of the survey questions. SEDAC felt the work of this Ad Hoc was important because the data from the survey that is currently in use, which SEDAC found unreliable and incomplete, was presented to the Board of Education and to the City of Santa Monica to answer questions about on-going monitoring that were originally raised in the Lou Barber report. SEDAC also felt that a well-designed and well-implemented survey could both render valuable data and bolster parent and community confidence in the District's special education programs.

The committee examined the survey and the data. We consulted with research experts and studied several alternatives that would improve the quality and reliability of data about special education, parents' participation in and satisfaction with the way IEPs are developed and implemented in the District. The committee met with administration and made several recommendations, including: discontinue use of the current survey; discontinue presenting data from the current survey to any oversight body, and work with the committee to develop a new survey.

There was a significant amount of time given to developing these questionnaires-- a sample of valid questions given to take from and it should not be on the members of SEDAC to continue to come up with more questions. The Ad-hoc also provided a list of guiding principles and samples of questions to address parent satisfaction that would be administered to all parents without fear of reprisal and questions that would address IEP legal guidelines.

After months of waiting for a response, administrations only "concern" was that what we provided was too long. One of our Board liaisons, Ralph Mechur stated at a SEDAC meeting that he would request that administration meet with us again in order to continue working on the survey, as it was now in limbo. It still is.

We request that the Board provide direction on how we can proceed to complete this task with the participation of the administration.

Sincerely,

Heather Zakson
Nancy Geske
Chris Chandler
SEDAC Parent Survey Review Ad Hoc

SEDAC Ad-hoc Meeting with SMMUSD staff, May 25, 2011.

Your feedback is important to us. State what the form is used for, also state how privacy is kept, any other pertinent data. The committee strongly feels like an outside party like Rand, UCLA School of Education, etc. would bring credibility so they could administer and develop the process and the form. Depending on how it is administered, ID, etc may be too sensitive; however, improvement measures need to address scopes of problems if they exist; however, parents do not need to feel that any reprisals are coming if they share negative information. The following is a sample of the kinds of questions that are important and have been used in other similar surveys including LAUSD, Idea survey.org, etc. The survey should include some basic instructions, and be provided in Spanish and English.

Introductory Information

1. ID??? This needs to be discussed - may not want to have this.
2. Name of School :
3. Grade of Child:
4. Is your child eligible for Free and Reduced Lunch? **Y/N**
5. Primary Language Spoken at Home :
6. Please mark your child/children's disabilities for which he/she receives services? (Check all that apply) - List should reflect how the IEP reads.
 - ☐ Autism (includes Asperger's Syndrome)
 - ☐ Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder (ADD/ADHD)
 - ☐ Deaf or Hearing Impaired
 - ☐ Blind or Visually-Impaired
 - ☐ Developmental Delay
 - ☐ Emotional Disturbance
 - ☐ Epilepsy or Seizure Disorder
 - ☐ Intellectual Disability (previously called Mental Retardation)
 - ☐ Specific Learning Disability
 - ☐ Other

About the Meeting

7. Date of IEP meeting:
8. Please check the IEP team members who attended the meeting (Check all that apply)
- ☐ General Education Teacher
 - ☐ Special Education Teacher
 - ☐ All of Child's Service Providers - (may want to list all the possibilities here)
 - ☐ Administrator who has full information about range of services and placement options
 - ☐ Parent
 - ☐ Parents Chosen Representatives
 - ☐ Student
9. Did the IEP team have authority to offer whatever services are appropriate for the student? **Y/N/Unsure**
10. Were you given the option for your child to attend the meeting? **Y/N/Unsure**
11. Were you given a copy of your rights? **Y/N/Unsure**
12. During the IEP meeting, I was fully informed about the special education process? **Y/N/Unsure**
13. The school has provided all of the information and materials I need in order to fully participate in the IEP meeting. **Y/N/Unsure - may want to use a Likert scale**
14. The school has provided all of the information and materials I need, and given me enough time with them to be prepared for the IEP meeting. **Y/N/Unsure - may want to use a Likert scale**
15. At the IEP meeting, the District informed me of the range of services, accommodations, and placements for my child. **Y/N/Unsure - may want to use a Likert scale**
16. At this IEP meeting, school staff paid as much attention to the views as the views of other school district staff. **Y/N/Unsure - may want to use a Likert scale**
17. During the IEP meeting, the information and views I share about my child's disability and educational needs are taken seriously and used to write my child's goals, services, accommodations, or placement. **Y/N/Unsure - may want to use a Likert scale**
18. During the IEP meeting, did you bring an expert, evaluation, or letter from an expert to your IEP meeting? **Y/N/Unsure**
19. Was the staff willing to include his/her recommendations in the goals, services, accommodations, or placement. **Y/N/ Not Applicable**
20. At the IEP meeting, was inclusion in a general education classroom considered first before more restrictive placements were discussed. **Y/N/Unsure - may want to use a Likert scale**

21. I was notified with sufficient time before the IEP meeting, and it was scheduled at mutually convenient times and locations. **Y/N/Unsure - may want to use a Likert scale**
22. Did the IEP team discuss all possibilities and accommodations for my child so he/she can spend time as appropriate in a regular classroom with non-disabled peers? **Y/N/Unsure - may want to use a Likert scale**
23. When the IEP process is complete, my child has the goals, services, accommodations, therapies, and placement he/she needs to succeed in school. **Y/N/Unsure - may want to use a Likert scale**
24. Was the IEP team's discussion collaborative? **Y/N/Unsure - may want to use a Likert scale**
25. Were you offered the opportunity to observe your child during the school day?
26. Did the IEP team decide the services, supports, and accommodations for my child before placement (what school or type of classroom) was offered? **Y/N/Unsure - may want to use a Likert scale**
27. Did the IEP team develop new goals before services, supports and accommodations were put in place? **Y/N/Unsure - may want to use a Likert scale**
28. Did the IEP team review progress toward current goals and present levels of performance before developing new goals? **Y/N/Unsure - may want to use a Likert scale**
29. Did the district staff or service provider adequately explain the evaluations, assessment and data related to my child? **Y/N/Unsure - may want to use a Likert scale**
30. Did you feel that your child's IEP team meeting was productive? **Y/N/Unsure - may want to use a Likert scale**
31. Did the IEP team discuss which State assessment is on your child's current IEP? **Y/N/Unsure/ Not Applicable**
32. Were you in agreement with the District's offer of placement/services?
 - If yes? — Did you sign your IEP today?
 - If no? — Did you explain to the team your disagreements?
 - If you did not explain your disagreements, Why Not?
33. For parents of high school students only: Did the IEP team discuss transition planning? **Y/N/Unsure/ Not Applicable**
34. For parents of high school students only: Did the IEP team discuss whether your child will graduate with a diploma or a certificate of completion? **Y/N/Unsure/ Not Applicable**
35. Have you ever filed for due process on behalf of this child? **Y/N/Unsure/ Not Applicable**
36. Have you ever filed for due process on behalf of another child? **Y/N/Unsure/ Not Applicable**
37. Do you have any further concerns about how this meeting went, or about your child's program?

Procedural Issues

1. Talk about how this is administered. Who is responsible, name and contact person who is collecting the data; name and contact information of supervisor.
2. For evaluation to be impartial, it must be free from bias in findings, analysis and conclusions. In turn, this means independence from line staff.
3. Credibility and usefulness of the data will also depend on the transparency of the evaluation- the ready availability of all stakeholders.
4. Consistent use of the data. Explain the purpose and use of the survey. All study data should be recorded, handled and stored in a way that allows its accurate reporting, interpretation and verification. The current form does not reflect that it is confidential or how it is handled.
5. The confidentiality of participant records should be protected, respecting the privacy and confidentiality rules of the applicable regulatory authority. May need a more formal consent form.

6. Example of Likert Scale:

1	2	3	4	5
disagree strongly	disagree somewhat	neutral	agree somewhat	agree strongly
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7. Could be offered online through an instrument like survey monkey but must be available for those without computer access.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2011-12**

VISUAL AND PERFORMING ARTS DISTRICT ADVISORY COMMITTEE

Chair: Janis Gabbert

Staff Liaison: Tom Whaley

I. Charge:

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

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

Activities to meet this goal:

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

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

Activities to meet this goal:

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

3. To assess progress in the District's implementation of the Board-adopted *Arts for All* 9-year strategic plan.

Activities to meet this goal:

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

II. Accomplishments to Date:

1. The VAPA DAC has held monthly meetings and has served as a vehicle for parents, teachers, students and community members to communicate with the Board of Education on matters related to equitable access to, and successful participation in, comprehensive, sequential, standards-based PreK-12 Arts Education.
2. The VAPA DAC and the SMMUSD *Arts for All* Committee began meeting back-to-back on the same evening each month in 2011-12 in order to improve communication between VAPA DAC members and the *Arts for All* Teacher Arts Liaisons.
3. The VAPA DAC has reviewed the District's VAPA curriculum, class offerings, enrollment, and scheduling.
4. The VAPA DAC has reviewed the SMMUSD *Arts for All* 9-year strategic plan and will continue to monitor progress, in cooperation with the *Arts for All* Committee, in implementing the plan to provide equitable access for all students at all grade levels to high quality instruction in dance, music, theatre, and visual arts.

5. The VAPA DAC and *Arts for All* Committee updated the SMMUSD Visual and Performing Arts Glossary, posted at http://www.smmusd.org/vapa/pdf/DAC_VAPAGlossary.pdf
6. VAPA DAC member D'Lynn Waldron has set up and maintained a web site, as of December 2011, in order to improve communication with parents and the community about district VAPA events and accomplishments – <http://smmarts.info>

III. **Highlights to Date of particular note:**

A. **Access to Arts Education – Fall 2011**

Total SMMUSD enrollment for Fall 2011:	11,344 K-12 students
Total enrolled in “for credit” or district-funded VAPA classes:	6,945 students (61%)

<i>Elementary Schools</i>		
Total enrollment:		4,859 grade K-5 students
Total enrolled in district-funded VAPA classes:		2,444 students (50%)
Dance	3 rd grade dance (Music ‘n’ Motion)	827 students (17% of K-5 students)
Music	3 rd , 4 th , and 5 th grade music	2,444 students (50% of K-5 students)

<i>Middle Schools</i>					
Total enrollment:				2,648 grade 6-8 students	
Total enrolled in district-funded “for credit” VAPA classes:				2,022 students (76%)	
	Dance	Music	Theatre	Visual Arts	
JAMS	22	600	0	191	813 of 1,053 students (77%)
Lincoln MS	0	532	0	285 (trimester)	817 of 1,053 students (77%)
Malibu MS	0	154	53	124	331 of 464 students (71%)
SMASH	0	61	0	0	61 of 78 students (78%)

<i>High Schools</i>					
Total Enrollment:				3,837 grade 9-12 Students	
Total enrolled in district-funded or “for credit” VAPA classes:				2,479 students (65%)	
	Dance	Music	Theatre	Visual Arts	
Malibu HS	0	110	158	219	487 of 693 students (70%)
Olympic HS	0	17	27	38	82 of 99 students (82%)
Samohi	139	863	87	821	1,910 of 3,045 students (63%)

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

1. **Elementary Schools**

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

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

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

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

2. Secondary Schools

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

There are no "for credit" **Theatre Arts** classes at JAMS, Lincoln or SMASH.

Middle school VAPA classes offered in 2011-12 included: dance, boys chorus, girls chorus, concert choir, intro to winds, band, wind ensemble, intro to strings, music conversion, orchestra, exploratory art, art foundation, art, and theatre arts.

High School VAPA classes offered in 2011-12 included: dance, men's chorus, women's chorus, chorale, chamber singers, madrigal ensemble, concert band, jazz band, marching band, color guard, string orchestra, orchestra, chamber orchestra, music theory, guitar, piano, world drumming, acting, technical theater, film studies, film production, art foundation, ceramics/sculpture, drawing, painting, digital design, photography, Studio Art 2D AP, and Studio Art 3D AP.

B. District funding for VAPA programs was maintained from 2010-2011 through 2011-2012.

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

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

1. 2011-2012 classes funded by ROP:

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

2. 2011-2012 dual enrollment classes funded by Santa Monica College

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

D. Partnerships with Non-District Benefactors:

P.S. ARTS is contributing \$220,000 to fund various Theatre and Visual Arts programs in the Title I elementary schools for 2011-12. The following is a partial list of other organizational partners that supplement or enhance the VAPA programs at one or more schools:

- ASCAP (American Society of Composers, Authors, and Publishers)
- Center Theatre Group Ahmanson Middle School Program
- City of Santa Monica Cultural Affairs Division
- Edgemar Theatre Center
- Ella Fitzgerald Foundation
- Flourish Foundation
- Gail Dorin Music Foundation

- SONY Pictures Entertainment (Janice Pober, Senior Vice President Corporate Social Responsibility)
- Los Angeles County Arts Commission
- Los Angeles County Music Center
- Los Angeles Philharmonic
- Malibu Arts Angels
- Margaret Cavigga Trust
- Morgan-Wixson Theatre Y.E.S. program
- Mr. Holland's Opus Foundation
- New West Symphony
- Santa Monica-Malibu PTAs
- Santa Monica Arts Parents Association
- Santa Monica Boys and Girls Club
- Santa Monica City Council
- Santa Monica College: The Broad Stage and the Dual Enrollment Program
- Santa Monica Kiwanis
- Santa Monica/Malibu Education Foundation *For The Arts* Endowment
- Santa Monica Museum of Art
- Santa Monica Playhouse
- Santa Monica Rep (Santa Monica Repertory Theater)
- Santa Monica Symphony
- UCLA Semel Institute
- VeniceArts
- VH-1 Save the Music Foundation

E. Arts for All

In 2011-12, the Los Angeles County Arts Commission *Arts for All* program granted \$10,000 to SMMUSD to help fund the CONTRA-TIEMPO dance program for all 4th graders at the Title I elementary schools.

F. Current VAPA programs

1. Elementary Dance

- 1,727 grade 3, 4, and 5 students (35% of total K-5 students) received dance instruction in 2011-12, funded by the school district, by grants, or by PTAs.
- All 3rd graders received district-funded dance instruction from Music 'N Motion in 2011-12.
- 4th graders at the four Title I schools received dance instruction from CONTRA-TIEMPO in 2011-12, funded by *Arts for All* and SMMEF grants. Teams from the schools performed at Barnum Hall in Spring 2012.
- 5th graders at Edison, Franklin, McKinley, Muir, Pt. Dume, Rogers, Roosevelt, and Webster received dance instruction from Ballroom Madness in 2011-12 (an increase from only 3 schools in 2009-10), funded by grants and PTAs. The culmination Team Match took place at Barnum Hall in January 2012.

2. Secondary Dance

- John Adams Middle School continued to provide one district-funded "for credit" Dance class in 2011-12, culminating in performances for parents and fellow students in May 2012. There were no "for credit" Dance classes at Lincoln Middle School, Malibu Middle School, or SMASH.
- The Santa Monica/Malibu Education Foundation continued to fund the Robert Gilliam dance program, which provided once-a-week instruction as part of the

Physical Education program at John Adams and Lincoln Middle Schools, Malibu High School, Olympic High School, and SMASH.

- ROP funded four “for credit” Dance classes at Santa Monica High School for 2011-12. The third Samohi Winter Dance Showcase was presented in Barnum Hall in January 2012, and the Spring Dance Showcase was presented in May 2012. There were no “for credit” Dance classes at Malibu High School or Olympic High School.

3. Elementary Music

- All 3rd, 4th, and 5th graders continued to receive district-funded music instruction from credentialed music teachers. All district elementary schools scheduled music “informances” or concerts for parents in December, January, or February and Spring concerts in May and June. The district-wide Honor Band, Choir, and Orchestra performed in the Stairway of the Stars concerts in March 2012.
- The Gail Dorin Music Foundation, the Ella Fitzgerald Foundation, and the Santa Monica/Malibu Education Foundation funded the Dream Strings and Dream Winds programs to provide coaches for instrumental music students at the Title I elementary schools and the middle schools.

4. Middle School Music

- All middle schools presented high quality Winter band, choir, and orchestra concerts in December 2011 and Spring concerts in May and June 2012.
- The Malibu Middle School choruses also performed in an outdoor concert in the Malibu High School Amphitheater at the *Serenade Picnic 2011* in October.

Statewide honors

- ★ California Band Directors Association (CBDA) 2012 All-State Junior High Concert and Symphonic Bands – 11 John Adams Middle School students and 7 Lincoln Middle Schools students were selected from 1600+ students who auditioned. They performed at the California All-State Music Education Conference in February 2012.

Southern California honors:

- ★ Southern California Band and Orchestra Association (SCSBOA) All-Southern Junior High Honor Band, Orchestra, and String Orchestra -- 5 John Adams Middle School students, 14 Lincoln Middle School students, and one Malibu Middle School student were selected from 800+ students who auditioned.
- ★ Southern California Vocal Association (SCVA) Junior High Honor Treble Choir – 9 John Adams Middle Schools students were selected from 200+ students who auditioned. Due to particularly high scores, Lilyana Fabian and Gabriela Hernandez were specially selected to be part of the SATB Junior High Honor Choir. They performed in April 2012.

5. High School Music

- Malibu High School and Santa Monica High School presented high quality Winter and Spring band, choir, and orchestra concerts in 2011-2012.
- At Olympic High School, 17 students studied guitar or world drumming as of Fall 2011. Some of the guitarists performed with Venice in the “For The Arts” concert in April 2012.
- The Malibu High School choirs also performed in an outdoor concert in the high school amphitheater in October 2011. In March 2012, the MHS Choral and

Instrumental Departments presented a Masterworks concert, with guest soloist, which included the Poulenc *Gloria*.

- The Samohi Bands also presented *The Darker Side of Music* in October 2011, with music from *Sweeney Todd* and *Carmina Burana*, and a Pops concert in June 2012.
- The Samohi Viking Marching Band participated in the city's Main Street 4th of July 2011 and the Disneyland Main Street Parade in January 2012, won five 1st place awards during Fall 2011, and won the bronze medal, the highest music score, and the Music Sweepstakes Award at the Southern California Marching Band Championships in December 2011.
- The Samohi Jazz Bands presented a concert in January 2012 with guest artist Andy Martin. In February 2012, a Samohi sophomore was selected as lead trombone for the California All-State Jazz Band. In April 2012, Jazz Band I and II and the Jazz Combo competed in the 50th Annual Reno Jazz Festival. Out of over 300 middle school, high school, and college bands, and 9,000 performers, a Samohi student was awarded "outstanding high school performer" on trumpet.
- The Samohi Choirs presented a Masterworks concert with guest soloists and organist in March 2012 which included the Durufle *Requiem*. The annual Cathedral Classics concert was performed in the Barnum Hall foyer in May 2012.
- The Samohi Orchestras performed in Washington, DC, over spring break, performing music by Brahms, Copland, Holst, and Rimsky-Korsakov. They also presented a Pops concert in May 2012, as well as the annual Senior Gala concert in June 2012.
- Students from Malibu, Olymptic, and Samohi performed with Venice, Jackson Browne, and Glen Phillips in the "For The Arts" Benefit Concert in April 2012.

Nationwide honors:

- ★ ASTA National Honors Orchestra (120 students selected nationwide) – one Malibu High School and five Samohi students – March 2012

Western states honors:

- ★ Western Division American Choral Directors Association (ACDA) Honor Choirs for 2011-12 – one Malibu High School and two Samohi students

Statewide honors:

- ★ California ACDA All-State Honor Choirs – one Malibu High School and 12 Samohi students – March 2012
- ★ California Association for Jazz (CAJ) All-State High School Honor Jazz Band, which will perform at the All-State Conference – one Samohi student – February 2012
- ★ California Band Directors Association (CBDA) All-State High School Wind Symphony, Concert Band, and Symphonic Band, which will perform at the All-State Conference. – 15 Samohi students
- ★ California Orchestra Directors Association (CODA) All-State High School Orchestra, which will perform at the All-State Conference – 12 Samohi students – February 2012
- ★ CODA Honor String Orchestra – 20 Samohi students
- ★ CODA Honor Symphony Orchestra – 27 Samohi students

Southern California honors:

- ★ Southern California Band and orchestra Association (SCSBOA) All-Southern High School Honor Orchestra – 5 Samohi students
- ★ Southern California Vocal Association (SCVA) High School Honor Choir – one Malibu High School student and 20 Samohi students

- ★ A Samohi trumpet player was a semi-finalist in both the classical and jazz instrumentalist categories of the Los Angeles Music Center “Spotlight” Awards, an educational program for Southern California high school students. http://www.musiccenter.org/education/spot_nowwhat.html

Honors for district music teachers this year included Santa Monica High School choir teacher Jeffe Huls being named, in a ceremony at Disney Hall in March 2012, a winner of the Music Center’s prestigious 30th Annual BRAVO Awards.

At the California All-State Music Education Conference (CASMEC) in February 2012, John Adams Middle School teacher Angela Woo was inducted into the John Philip Sousa Foundation “Legion of Honor” and was also elected to conduct the CBDA California All-State Junior High Honor Band in 2014. Steven Ravaliogli received the Elementary Music Specialist Award at the CASMEC conference. Jason Aiello served as president of the California Orchestra Directors Association (CODA) in 2011-12.

6. Elementary Theatre

- P.S. ARTS provided K-5 theatre instruction at Edison for 2011-12.
- The Morgan-Wixson Theatre Y.E.S. program for the elementary schools continued in 2011-12.
- There was no district-funded or district-wide Theatre program at the elementary level.

7. Secondary Theatre

- The district-funded “for credit” drama programs at Malibu Middle School, Malibu High School and Samohi continued. There was no district-funded “for credit” drama programs at John Adams Middle Schools or Lincoln Middle School.
- Since 2010-11, the Santa Monica/Malibu Education Foundation has been co-funding an after-school “non-credit” drama program for John Adams and Lincoln Middle Schools. Both schools presented musicals in May 2012: *Grease* at John Adams Middle School, and Gilbert and Sullivan’s *The Pirates of Penzance* at Lincoln Middle School.
- The John Adams Middle School partnership with the Center Theatre Group’s Annenberg Middle School Program continued. The 3-year play-writing program, which began in 2009-10, is working with one English class from 6th through 8th grade.
- Malibu High School presented the musical *Charlotte’s Web* in December 2011. Malibu Middle School presented *Back to the 80’s* in February 2012. Malibu High School presented *9 to 5: The Musical* in May 2012.
- At Olympic High School, the “for credit” drama class included improvisation, stand-up comedy, and Shakespeare. Another “for credit” course was entitled “20th Century History through Film.” The UCLA Semel Institute taught the Imagination Workshop (scenes, poems, etc.)
- Santa Monica High School presented *A Night of Madness* (selected scenes from *Harvey* and *One Flew over the Cuckoo’s Nest*) in November 2011, Rodgers and Hammerstein’s *South Pacific* in March 2012, the Samohi Film Festival in May

2012, and “Public Domain Production” – student written, directed, and choreographed scenes, dances, and music – in June 2012.

8. Elementary and Secondary Visual Arts

- P.S. ARTS provided K-5 Visual Arts instruction at McKinley, Muir, and Will Rogers for 2011-12.
- Santa Monica Museum of Art “Wall Works” exhibit, *The Walls Have Eyes*, which opened in October 2011, included student artwork from Edison, Franklin, Grant, McKinley, Rogers, Roosevelt, Webster, Lincoln Middle School, Malibu High School, and Samohi. The exhibit featured drawings made on ceramic discs, a project presented by ceramicist Peter Shire of Echo Park Pottery.
<http://www.smmoa.org/index.php/programs/group/1>
- Artwork by John Adams Middle School Advanced Art class students was exhibited in the Santa Monica City Hall lobby in May 2012.
- Artwork by Malibu Middle School and High School students was on display in October 2011 during the *Serenade Picnic 2011*. Student artwork is posted at www.MalibuHigh.org/arts_gallery. Malibu High School photography students exhibited their work at Graphaid in Agoura in February 2012.
- 23 of 25 Malibu High School art students who took the AP Studio 2D exam in Spring 2011 passed.
- At Olympic High School, VeniceArts provided a digital photography class to supplement the district-funded art and photography classes.
- Samohi student artwork is displayed at <http://www.samohi.smmusd.org/art/index.htm>
- Roberts Art Gallery exhibits at Samohi included *Day of the Dead – Día de los Muertos* in October 2011, including student work from both Samohi and John Adams Middle School (posted at: <http://www.thesamohi.com/ae/shrines-and-skeletons-samo-alum-paints-the-way>), the *ROP First Annual Photography Show* in December 2011, the *2012 Homegrown Art Show and Sale* in January 2012, the *Senior Show* in April, and a second *ROP Photography* show in May 2012. The *Homegrown* show included work by Samohi alumni from CalArts, the California College of Art, UC Santa Cruz, and the University of Chicago.
- Top tier art schools such as Rhode Island School of Design, the School of the Art Institute of Chicago, the School of Visual Arts (NY), Maine College of Art, and the Art Center are recruiting Samohi students through personal visits to classrooms. And a longtime art angel, Judy Beck, visits the AP class weekly.
- Samohi art students participated in the pre-college program at the San Francisco Art Institute in Summer 2011, and several have been accepted to the Ryman program for Summer 2012 – www.ryman.org

G. Communication

1. Calendar of VAPA events

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

2. Media coverage

VAPA events and accomplishments in 2011-12 have been reported in various media, including *The Argonaut*, *The LookOut News*, *Malibu Patch*, *Malibu Surfside News*, *Malibu Times*, *Santa Monica Close-Up*, *Santa Monica Daily Press*, *Santa Monica Dispatch*, *Santa Monica Mirror*, *Santa Monica Patch*, and *The Palette*, a weekly e-blast from the City of Santa Monica Cultural Affairs Division.

IV. **Suggested direction for 2012-13**

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

1. **VAPA Coordinator** – Maintain the VAPA Coordinator position, one of the five critical components of a sustainable arts education program. For example, our district is eligible for certain grant funding because we have an administrative level coordinator in place.
2. **Music** – Maintain the district-wide Elementary Music program, currently serving grades 3, 4, and 5. It is the foundation of the entire district music program.
3. **Theatre** – Maintain the current secondary Theatre programs at Malibu High School, Olympic High School, and Santa Monica High School, as well as the programs at Lincoln and John Adams Middle Schools with partnership funding.
4. **Visual Arts** – Maintain the current secondary Visual Arts programs at John Adams and Lincoln Middle Schools, Malibu High School, Olympic High School, and Santa Monica High School.
5. **Dance** – Maintain the current district-wide 3rd grade Dance program and the dance classes at John Adams Middle School and Santa Monica High School. Identify funding partners to expand the 4th grade CONTRA-TIEMPO and 5th grade Ballroom Madness programs to all district elementary schools in 2012-13.
6. **Scheduling** – Maintain AM classes and summer school classes. This is important for 9th and 10th graders at Samohi, for students at Lincoln Middle School, and for students at John Adams Middle School who participate in the Spanish immersion and AVID programs. It serves students who might not otherwise be able to fit these classes into their schedules in addition to participating successfully in arts classes, foreign language classes, and sports.
7. **Facilities** – Ensure that any VAPA facilities built with Measure BB funds are constructed according to national *Opportunity-to-Learn Standards for Arts Education* and the district's own VAPA facilities guidelines, adopted in 2000. For example, in the *Opportunity-to-Learn Visual Arts Standards* for middle and high school, "In addition to the art room's display capabilities, a display area – wall cabinets, bulletin boards, or the like – central to the general flow of school traffic is provided. A porous material that accommodates hanging devices like pins, staples, and tracks is needed along with ceiling hooks for hanging three-dimensional artwork. These areas should be well lighted and equipped with multiple-lighting plug-in tracks with movable spotlights....If the display area is not secure, key locks should be installed on display doors."
8. **Budget Deliberations** – In discussing budget cuts, we urge the Board of Education to avoid eliminating entire curriculum areas, such as Elementary Music.

V. **Budgetary Implications:**

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

Also, VAPA DAC is concerned that any decrease in Regional Occupational Program (ROP) funding through LACOE could severely impact arts instruction at the high schools.

TO: BOARD OF EDUCATION

INFORMATION

06/27/12

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: RESCISSION OF ADMINISTRATOR RELEASE AND REASSIGN NOTICES

INFORMATION ITEM NO. I.02

Following staffing, budget and enrollment updates, the following certificated administrator have been notified that their final release and reassignment notice of June 8, 2012, has been rescinded. Their employment will continue for the 2012-2013 school year.

1264

Elementary Assistant Principal, 50%

TO: BOARD OF EDUCATION

INFORMATION

06/27/12

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: RESCISSION OF FINAL LAYOFF NOTICES

INFORMATION ITEM NO. I.03

Following staffing and budget updates, as well as additional unanticipated resignations and retirements, the following certificated employees (Teachers) been notified that their final layoff notice of May 7, 2012 has been rescinded. Their employment will continue for the 2012-2013 school year.

# 4647	Elementary
# 8429	Secondary – Math
# 5278	Secondary – Foreign Language
# 5995	Secondary – English (0.4 FTE)
# 2792	Secondary – English (0.6 FTE)
# 4401	Secondary – Social Studies

TO: BOARD OF EDUCATION

INFORMATION

06/27/12

FROM: SANDRA LYON

RE: LIST OF COLLEGES SENIORS WILL BE ATTENDING IN THE FALL

INFORMATION ITEM NO. I.04

This is to inform board members of colleges / post-secondary plans for 2012 for SMMUSD's 2012 graduating seniors. Below is the information seniors provided.

MALIBU HIGH SCHOOL

	UNIVERSITY/COLLEGE	Students
1	American University of Rome	1
2	Art Center College of Design	1
3	Azusa Pacific University	1
4	Berklee College of Music	1
5	Boston College	1
6	Boston University	2
7	Brooks Institute of Photography	1
8	Brown University	1
9	Butler University	1
10	Cabrillo College	1
11	California Lutheran University	2
12	California Polytechnic State University, San Luis Obispo	2
13	California State University, Chico	1
14	California State University, Monterey Bay	2
15	California State University, Northridge	2
16	Chapman University	2
17	College of Charleston	1
18	Columbia College	2
19	Columbia College Hollywood	1
20	Concordia University - Montreal	1
21	DigiPen Institute of Technology	1
22	Eugene Lang College The New School for Liberal Arts	2
23	Fashion Institute of Design and Merchandising, Los Angeles	2
24	Fashion Institute of Technology	1
25	Fordham University	1
26	Franklin College Switzerland	1
27	Glendale Community College	1
28	Harvard University	1
29	Lewis & Clark College	1
30	London College of Communication	1
31	Long Beach City College	1
32	Loyola Marymount University	2
33	Macalester College	1
34	Marymount College	1
35	McGill University	1
36	Moorpark College	3
37	New Mexico State University	1
38	New York University	3

39	Northwestern University	1
40	Otis College of Art and Design	1
41	Parsons The New School for Design	1
42	Pasadena City College	1
43	Pepperdine University	2
44	Pierce College	3
45	Principia College	1
46	Riverside Community College	1
47	Royal Academy of Music	1
48	San Diego State University	2
49	San Francisco State University	3
50	Santa Barbara City College	4
51	Santa Monica College	24
52	Savannah College of Art and Design	1
53	School of the Art Institute of Chicago	2
54	Sonoma State University	1
55	Southern Methodist University	2
56	St. John's College	1
57	Syracuse University	1
58	The George Washington University	1
59	The Juilliard School	1
60	The University of Arizona	1
61	The University of Montana, Missoula	1
62	Tufts University	2
63	Tulane University	2
64	University of California at Irvine	2
65	University of California at Los Angeles	3
66	University of California at San Diego	1
67	University of California at Santa Barbara	2
68	University of California at Santa Cruz	2
69	University of Chicago	1
70	University of Colorado at Boulder	1
71	University of Hawaii at Manoa	3
72	University of Michigan	4
73	University of Mississippi	1
74	University of Nevada, Reno	1
75	University of Oregon	6
76	University of Puget Sound	1
77	University of Rochester	1
78	University of San Diego	1
79	University of Southern California	3
80	University of Sydney	1
81	University of Toronto	1
82	University of Washington	1
83	University of Wisconsin, Madison	1
84	Valparaiso University	1
85	Ventura College	1
86	Washington University in St. Louis	1
87	4-year college, unspecified	1

OTHER PLANS:

Military	1
Full-time employment	1
Unspecified plans/no plans	3

No response/unknown	3
Other:	12
- certificate of completion (special education)	
- professional actor/singer	
- acting/singing classes	
- gap year: travel, intern, apply to college	
- gap year: work and travel	
- gap year: travel then apply to college	
- special education transition	
- acting classes	
- work (but not yet employed)	
- work then 2 year mission for church then college	
- work and travel	
- work then apply to FIDM	
Total Students Reporting	174

OLYMPIC HIGH SCHOOL

	UNIVERSITY/COLLEGE	Students
1	Beautician School	2
2	Marines	1
3	Other Community Colleges	6
4	Santa Monica College	21
5	Trade School	1
	Total Students Reporting	31

SANTA MONICA HIGH SCHOOL

	UNIVERSITY/COLLEGE	Students
1	Alabama A & M University	1
2	American University	1
3	Arizona State University	4
4	Art Center College of Design	1
5	Art Institute of Los Angeles	2
6	Ball State University	1
7	Bard College	2
8	Barnard College	1
9	Bennington College	1
10	Bentley College	1
11	Berklee College of Music	3
12	Biola University	1
13	Boise State University	4
14	Boston Conservatory	1
15	Boston University	3
16	Brandeis University	1
17	Brigham Young University	2
18	Brown University	2
19	California College of the Arts	1
20	Carnegie Mellon University	1
21	Carthage College	1
22	Castleton State College	1

23	Cerritos Community College	4
24	Chapman University	1
25	City College of San Francisco	1
26	Colgate University	1
27	Colorado College	1
28	Columbia University	1
29	Concordia University (Irvine)	1
30	Connecticut College	2
31	Cornell College	1
32	CSU Channel Islands	1
33	CSU Chico	8
34	CSU Dominguez Hills	8
35	CSU East Bay (Hayward)	2
36	CSU Fullerton	3
37	CSU Humboldt	4
38	CSU Long Beach	1
39	CSU Los Angeles	3
40	CSU Northridge	21
41	CSU Poly Pomona	5
42	CSU Sacramento	7
43	CSU San Diego	1
44	CSU San Diego	5
45	CSU San Francisco	14
46	CSU San Jose	1
47	CSU San Marcos	1
48	CSU Sonoma	3
49	Dartmouth College	2
50	Dickinson College	1
51	DigiPen Institute of Technology	1
52	Drexel University	2
53	Duke University	1
54	El Camino College	5
55	Embrey-Riddle Aeronautical Univ. (AZ)	2
56	Emory University	3
57	Eugene Lang College	1
58	Everst College	1
59	Fashion Institute of Design	1
60	Florida Atlantic University	1
61	Florida Institute of Technology	1
62	Fullerton Junior College	1
63	Georgetown University	2
64	Glendale Community College	1
65	Golden West College	1
66	Grand Canyon University	1
67	Hampton University	1
68	Harvard University	2
69	Hofstra University	1
70	Howard University	1
71	Indiana University	2
72	Ithaca College	1
73	John Cabot University	1
74	Johns Hopkins University	1
75	Le Cordon Blue College of Cullinary Arts (Los Angeles)	1

76	Lewis & Clark College	2
77	Los Angeles Film School	1
78	Loyola Marymount University	6
79	Loyola University	1
80	Manhattan College	1
81	Marist College	1
82	Marymount College (CA)	1
83	Master's College	1
84	McGill University	1
85	Miami University (Ohio)	1
86	Middlebury College	1
87	Moorpark College	1
88	Mount St. Mary's College	3
89	Muhlenberg College	1
90	New York University	4
91	Northwestern University	3
92	Otis College of Art and Design	1
93	Pacific Northwest College of Art	1
94	Pasadena City College	1
95	Pepperdine University	2
96	Pierce Community College	3
97	Pitzer College	1
98	Pomona College	2
99	Pratt Institute of Visual Arts	2
100	Princeton University	1
101	Rensselaer Polytechnic Institute	1
102	Richmond American International University (London)	1
103	Saint Josephs University	1
104	Saint Louis University	1
105	Saint Mary's College (CA)	1
106	Santa Barbara City College	9
107	Santa Monica College	195
108	School of the Art Institute of Chicago	2
109	Scripps College	2
110	South Dakota State University	1
111	St. John's College	1
112	Stanford University	1
113	State University of New York	1
114	State University of New York at Fredonia	1
115	Suffolk University (MA)	1
116	Swarthmore College	2
117	Syracuse University	2
118	Texas A&M University	1
119	The Art Institute of California (Los Angeles)	1
120	UC Berkeley	13
121	UC Davis	15
122	UC Irvine	3
123	UC Los Angeles	15
124	UC Merced	5
125	UC Riverside	12
126	UC San Diego	6
127	UC Santa Barbara	14
128	UC Santa Cruz	17

129	Universal Technical Institute	3
130	University of Arizona	9
131	University of Colorado (Boulder)	6
132	University of Florida	1
133	University of Hawaii (Manoa)	4
134	University of Illinois (Urbana Champaign)	1
135	University of Maine	1
136	University of Maryland	1
137	University of Miami	3
138	University of Michigan	5
139	University of Notre Dame	1
140	University of Oregon	4
141	University of Pennsylvania	1
142	University of Puget Sound	1
143	University of Redlands	1
144	University of San Diego	1
145	University of San Francisco	2
146	University of Southern California	8
147	University of St. Andrews	1
148	University of Texas (Austin)	2
149	University of the Pacific	2
150	University of Wisconsin (Madison)	1
151	Vassar College	4
152	Wellesley College	4
153	Wesleyan University	1
154	West Los Angeles College	2
155	West Point Academy	1
156	Woodbury University	1
157	Wyoming Technical College	1
158	Yale College	1

OTHER PLANS:

Full time employment	13
Gap Year	14
United States Marine Corp	2
Total Students Reporting	618

TO: BOARD OF EDUCATION

INFORMATION

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU / JUDY ABDO

RE: PROGRAM SELF-EVALUATION ANNUAL REPORT

INFORMATION ITEM NO. I.05

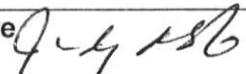
This is to inform the Board of Education about the Self-Evaluation Annual Report and Desired Results.

COMMENT: The program Self-Evaluation Annual Report and the Desired Results Developmental Profile Summary of Findings and Program Action Plan were submitted to the California Department of Education, Child Development Division on May 30, 2012 for the following contracts: California State Preschool Programs (CSPP), General Child Care and Development Programs (CCTR) and California School Age Families Education Program (Cal-SAFE). See reports attached.

Program Self-Evaluation Annual Report

Contractor's Legal Name Santa Monica – Malibu Unified School District			
Vendor Number 6498		<input checked="" type="checkbox"/> Cal-SAFE CDS Code	
Contract and Age	<input type="checkbox"/> CSPP <input type="checkbox"/> CCTR – (Infant/Toddler) <input type="checkbox"/> CCTR – (School-Age) <input type="checkbox"/> Education Network (Infant/Toddler) <input type="checkbox"/> Education Network (Preschool) <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG - (Infant/Toddler) <input type="checkbox"/> CMIG - (Preschool)		
Date Program Self-Evaluation Completed		May 25, 2012	
Number of Classrooms	3	Number of Family Child Care Homes	0
Describe the Program Self-Evaluation Process (Note: This area expands as necessary.) <p>The Santa Monica – Malibu Unified School District / Child Development Services serves infant/ toddlers, preschoolers and school-age children. Child Development Services operates an Infant/ Toddler center at the high school which serves 8 Cal-SAFE, 3 CCTR children, 8 EHS children and full cost families. We operate 27 preschool classrooms, serving 506 children (423 subsidized children) which are funded through CSPP, Head Start, and full cost families. We also serve 608 (239 subsidized children) school-age children on 10 school campuses funded through CCTR and full cost families.</p> <p>To ensure that Child Development Services and all programs are compliant with the Program Self Evaluation we begin the process with all the teachers, assistants and supervisors at the beginning of each school year. A roadmap was developed to address State assessment timelines and DRDP materials were distributed to start the process. We currently collaborate with Venice Family Clinic which funds 8 EHS spaces at the high school and with LACOE to serve 273 Head Start students. Together Child Development Services and the collaborative guarantee that assessments, findings and goals are completed.</p> <p>All teachers are monitored monthly by the multi-site supervisors to ensure that individualization is on-going and incorporated into the weekly lesson, that each student has a portfolio that contains documentation and anecdotal records. Four times a school year (or more as needed) we dedicate our teachers' staff development meetings (third Tuesday of each month) to summarizing DRDP's, ITER's/ECER's/SACER's and Parent Survey Finding and write classroom and site goals for teachers and supervisor to address and monitor throughout the current school and continuing into the next school year (if needed).</p> <p>Our department includes board members, community members and parents monthly in the Program Self Evaluation process. The Child Development Services department has a District Advisory Committee (DAC) that meets monthly (third Tuesday of each month) which includes parents from both the preschool and school-age programs, one SMMUSD board member, two</p>			

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A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.		Date June 27, 2012
A copy of the Program Self-Evaluation will be/has been presented to teaching/program staff.		Date August 21, 2012
A copy of the Program Self-Evaluation will be/has been presented to parents.		Date June 13, 2012
Statement of Completion I certify that a Program Self-Evaluation was completed.	Signature  Name, Title, and Phone Number Judy Abdo, Director 310-399-5865	Date 5/30/12

Desired Results Developmental Profile Summary of Findings And Program Action Plan – Program or Network Level

Contractor Name		Santa Monica –Mailibu Unified School District / Child Development Services	
Contract Type, Education Network, and/or Cal-SAFE		Cal-SAFE	
Planning Date		September 2011	
Follow-up Date(s)		October 2011, January 2012, April 2012, and May 2012	
		Age Group (Infant/Toddler, Preschool, School-Age)	Infant/ Toddler
		Lead Planner's Name and Position	Monica Simon-Cain – Coordinator / Gizelle Graves – Teacher and Cal-SAFE Parenting Teacher
		Lead Planner's Name and Position	Joanna McGowan – Infant Teacher
			Denise Hentschell – Toddler Teacher

This form can be expanded and is not limited to a single page.

Key Findings from Developmental Profiles and Educational Goal (What will be accomplished for children?)	Action Steps (Including materials and training needed, schedule, space and supervision changes)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
60 % of Infants are at the discovering ideas stage in Responsive to Language.	Activity - Continue giving students one and two steps requests. Using self-help skills and classroom clean up time to foster independence and opportunities to increase skills.	Joanne McGowan , Denise Hentschell and EHS classroom – teachers	
	Activity - Staff will give "Wait time" to allow for children to respond to questions.	Joanne McGowan , Denise Hentschell and EHS classroom – teachers	
	Activity - Empowering children to explore their environment. Using activities that encourage	Teachers and assistants	

March 2012

Child Development Division

Page 4

67% of Toddlers are at developing ideas stage of Reciprocal Communication	exploration within the classroom. Increasing children's language – open ended questions Staff will model the use of appropriate language with children.	June 2012	
	Training- Supervisor will monitor student / teacher interactions and reflect on observations with the staff members. Staff development training will re-cap observations and offer as needed techniques.	Monica Simon-Cain – Coordinator Monthly concluding in June 2012	
	Activity - Engage each child in back and forth conversations at a minimum of 3 times each day. Staff will document that every child has had at a min. of 3 expanded conversations. Conversations will occur with individuals and in small groups.	All site staff Teachers and Assistants	
	Training - Provide staff development and parent trainings to teachers, assistants and parents on how to encourage and expand student conversations. Encouraging multi- conversations turns.	Monica Simon-Cain –Coordinator Gizelle Graves	
	Activity - Include in lessons plans open ended questions that extend student learning. Post questions for all staff to review and incorporate into their interactions. Encourage scaffolding with staff when communicating with children. Individualization on lesson plans to develop lessons that increase student's language.	Joanne McGowan , Denise Hentschell and EHS classroom – teachers	

Program Self-Evaluation Annual Report

Contractor's Legal Name Santa Monica – Malibu Unified School District			
Vendor Number 6498		<input type="checkbox"/> Cal-SAFE CDS Code	
Contract and Age	<input type="checkbox"/> CSPP <input checked="" type="checkbox"/> CCTR – (Infant/Toddler) <input type="checkbox"/> CCTR – (School-Age) <input type="checkbox"/> Education Network (Infant/Toddler) <input type="checkbox"/> Education Network (Preschool) <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG - (Infant/Toddler) <input type="checkbox"/> CMIG - (Preschool)		
Date Program Self-Evaluation Completed		May 25, 2012	
Number of Classrooms	2	Number of Family Child Care Homes	0
Describe the Program Self-Evaluation Process (Note: This area expands as necessary.) <p>The Santa Monica – Malibu Unified School District / Child Development Services serves infant/ toddlers, preschoolers and school-age children. Child Development Services operates an Infant/ Toddler center at the high school which serves 8 Cal-SAFE, 3 CCTR children, 8 EHS children and full cost families. We operate 27 preschool classrooms, serving 506 children (423 subsidized children) which are funded through CSPP, Head Start, and full cost families. We also serve 608 (239 subsidized children) school-age children on 10 school campuses funded through CCTR and full cost families.</p> <p>To ensure that Child Development Services and all programs are compliant with the Program Self Evaluation we begin the process with all the teachers, assistants and supervisors at the beginning of each school year. A roadmap was developed to address State assessment timelines and DRDP materials were distributed to start the process. We currently collaborate with Venice Family Clinic which funds 8 EHS spaces at the high school and with LACOE to serve 273 Head Start students. Together Child Development Services and the collaborative guarantee that assessments, findings and goals are completed.</p> <p>All teachers are monitored monthly by the multi-site supervisors to ensure that individualization is on-going and incorporated into the weekly lesson, that each student has a portfolio that contains documentation and anecdotal records. Four times a school year (or more as needed) we dedicate our teachers' staff development meetings (third Tuesday of each month) to summarizing DRDP's, ITER's/ECER's/SACER's and Parent Survey Finding and write classroom and site goals for teachers and supervisor to address and monitor throughout the current school and continuing into the next school year (if needed).</p> <p>Our department includes board members, community members and parents monthly in the Program Self Evaluation process. The Child Development Services department has a District Advisory Committee (DAC) that meets monthly (third Tuesday of each month) which includes parents from both the preschool and school-age programs, one SMMUSD board member, two</p>			

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A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.		Date June 27, 2012
A copy of the Program Self-Evaluation will be/has been presented to teaching/program staff.		Date August 21, 2012
A copy of the Program Self-Evaluation will be/has been presented to parents.		Date June 13, 2012
Statement of Completion I certify that a Program Self-Evaluation was completed.	Signature <i>Judy Abdo</i> Name, Title, and Phone Number <i>Judy Abdo, Director</i> <i>310-399-5865</i>	Date

**Desired Results Developmental Profile Summary of Findings
And Program Action Plan – Program or Network Level**

Contractor Name Santa Monica – Mailibu Unified School District / Child Development Services	
Contract Type, Education Network, and/or Cal-SAFE CCTR	
Planning Date September 2011	Age Group (Infant/Toddler, Preschool, School-Age) Infant/ Toddler
Follow-up Date(s) October 2011, January 2012, April 2012, and May 2012	Lead Planner's Name and Position Monica Simon-Cain – Coordinator / Gizelle Graves – Teacher
	Lead Planner's Name and Position Joanna McGowan – Infant Teacher Denise Hentschell – Toddler Teacher

This form can be expanded and is not limited to a single page.

Key Findings from Developmental Profiles and Educational Goal (What will be accomplished for children?)	Action Steps (Including materials and training needed, schedule, space and supervision changes)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
67% of Toddlers are at developing ideas stage of Reciprocal Communication	Activity - Engage each child in back and forth conversations at a minimum of 3 times each day. Staff will document that every child has had at a min. of 3 expanded conversations.	All site staff Teachers and Assistants Will assess after 2 nd DRDP.	
	Training - Provide staff development and parent trainings to teachers, assistants and parents on how to encourage and expand student conversations.	Monica Simon-Cain -Coordinator Gizelle Graves - Monthly as needed	

March 2012

100% - Both children are in the discovering stage of Communication of needs, feelings and interests.	Activity - Include in lessons plans open ended questions that extend student learning. Post questions for all staff to review and incorporate into their interactions. Encourage scaffolding with staff when communicating with children. Individualization on lesson plans to develop lessons that increase student's language.	Joanne McGowan , Denise Hentschell- teachers Weekly through June 2012	
	Activity - Staff will model appropriate language and encourage children to use their words to express themselves. Staff will facilitate appropriate verbal exchanges to help students fulfill their needs. Example - "More milk"	Joanne McGowan , Denise Hentschell- teachers Daily - through June 2012	
	Activity - Staff will use books and pictures to talk with students about their feelings and interests.	Joanne McGowan , Denise Hentschell- teachers Daily - through June 2012	
	Activity - Staff will observe student interactions with their peers and will help facilitate appropriate verbal interactions.	Joanne McGowan , Denise Hentschell- teachers Daily - through June 2012	

Program Self-Evaluation Annual Report

Contractor's Legal Name Santa Monica – Malibu Unified School District			
Vendor Number			<input type="checkbox"/> Cal-SAFE CDS Code
Contract and Age	<input checked="" type="checkbox"/> CSPP <input type="checkbox"/> CCTR – (Infant/Toddler) <input type="checkbox"/> CCTR – (School-Age) <input type="checkbox"/> Education Network (Infant/Toddler) <input type="checkbox"/> Education Network (Preschool) <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG - (Infant/Toddler) <input type="checkbox"/> CMIG - (Preschool)		
Date Program Self-Evaluation Completed		May 25, 2012	
Number of Classrooms	27	Number of Family Child Care Homes	0
Describe the Program Self-Evaluation Process (Note: This area expands as necessary.)			
<p>The Santa Monica – Malibu Unified School District / Child Development Services serves infant/ toddlers, preschoolers and school-age children. Child Development Services operates an Infant/ Toddler center at the high school which serves 8 Cal-SAFE, 3 CCTR children, 8 EHS children and full cost families. We operate 27 preschool classrooms, serving 506 children (423 subsidized children) which are funded through CSPP, Head Start, and full cost families. We also serve 608 (239 subsidized children) school-age children on 10 school campuses funded through CCTR and full cost families.</p> <p>To ensure that Child Development Services and all programs are compliant with the Program Self Evaluation we begin the process with all the teachers, assistants and supervisors at the beginning of each school year. A roadmap was developed to address State assessment timelines and DRDP materials were distributed to start the process. We currently collaborate with Venice Family Clinic which funds 8 EHS spaces at the high school and with LACOE to serve 273 Head Start students. Together Child Development Services and the collaborative guarantee that assessments, findings and goals are completed.</p> <p>All teachers are monitored monthly by the multi-site supervisors to ensure that individualization is on-going and incorporated into the weekly lesson, that each student has a portfolio that contains documentation and anecdotal records. Four times a school year (or more as needed) we dedicate our teachers' staff development meetings (third Tuesday of each month) to summarizing DRDP's, ITER's/ECER's/SACER's and Parent Survey Finding and write classroom and site goals for teachers and supervisor to address and monitor throughout the current school and continuing into the next school year (if needed).</p> <p>Our department includes board members, community members and parents monthly in the Program Self Evaluation process. The Child Development Services department has a District Advisory Committee (DAC) that meets monthly (third Tuesday of each month) which includes parents from both the preschool and school-age programs, one SMMUSD board member, two</p>			

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A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.		Date June 27, 2012
A copy of the Program Self-Evaluation will be/has been presented to teaching/program staff.		Date August 21, 2012
A copy of the Program Self-Evaluation will be/has been presented to parents.		Date June 13, 2012
Statement of Completion I certify that a Program Self-Evaluation was completed.	Signature <i>Judy ASG</i> Name, Title, and Phone Number Judy Abdo, Director 310-399-5865	Date May 30, 12

**Desired Results Developmental Profile Summary of Findings
And Program Action Plan – Program or Network Level**

Contractor Name	Santa Monica –Malibu Unified School District / Child Development Services
Contract Type, Education Network, and/or Cal-SAFE CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool
Planning Date September 2011	Lead Planner's Name and Position Janice Onami and Monica Simon-Cain– Coordinators /
Follow-up Date(s) October 2011, January 2012, April 2012, and May 2012	Lead Planner's Name and Position Multi – Site Supervisors - Perla Brisky Diedra Wilson Reham Dabash Dorie Meek

This form can be expanded and is not limited to a single page.

Key Findings from Developmental Profiles and Educational Goal (What will be accomplished for children?)	Action Steps (Including materials and training needed, schedule, space and supervision changes)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
32% of the preschoolers are at the developing stage of Phonological Awareness.	Training – Train all teachers in GLAD	June 2013	
	Training – Train all teachers in Alpha Friends	Monica Simon – Cain and GLAD trainers September 2012	
	Activity – While reading the teachers will introduce children to letter sounds and how the combination of	Monica Simon – Cain K teacher (trainer) June 2012	
		All preschool	

March 2012

40% of the preschoolers are at the exploring stage of Emergent Writing.	sounds blend to make words. Explore letter sounds and blends in classroom activities.	teachers	
	Activity – Set up writing centers in each classroom that include a wide variety of materials and has samples of writing.	Preschool teachers June 2012	
	Activity – Include writing materials in other centers in the classroom creating a print rich environment.	Preschool teachers June 2012	
	Activity – Dictate and encourage students to write to document their pictures and feelings.	Preschool teachers June 2012	

TO: BOARD OF EDUCATION

INFORMATION

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

RE: REVISION TO AR 6145 – EXTRACURRICULAR AND COCURRICULAR
ACTIVITIES

INFORMATION ITEM NO. I.06

This is to inform the Board of Education that AR 6145 – Extracurricular and Cocurricular Activities has been revised.

COMMENT: The revisions in this AR clarify the applicability of legal definitions of extracurricular and cocurricular activities and add a section on "Supervision," reflecting required qualifications of staff and others who work with students in a student activity program.

Attached is the revised regulation.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES**Definitions**

For purposes of applying eligibility criteria for student participation, extracurricular and cocurricular activities are those programs that have all of the following characteristics: (Education Code 35160.5)

1. The program is supervised or financed by the school district.
2. Students participating in the program represent the school district.
3. Students exercise some degree of freedom in the selection, planning or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time. (Education Code 35160.5)

Cocurricular activities are programs that may be associated with the curriculum in a regular classroom. (Education Code 35160.5)

An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.
2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

Eligibility Requirements

The grade point average (GPA) used to determine eligibility for extracurricular and cocurricular activities shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. If a student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s). (Education Code 35160.5)

When a student becomes ineligible to participate in the upcoming school year, or when he/she is subject to probation, the principal or designee shall provide written notice to the student and his/her parents/guardians. The principal shall also consult with the student's teacher(s) in deciding on a program of remediation to improve the student's academic progress.

Supervision

All extracurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR 5531)

Any noncertificated person working with students in a district-sponsored extracurricular student activity program shall possess an Activity Supervisor Clearance Certificate from the Commission on Teacher for Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 – Temporary Athletic Team Coaches. (Education Code 49024)

Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: August 19, 2009 Santa Monica, California

TO: BOARD OF EDUCATION

INFORMATION

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

06/27/12

UPDATE

RE: REVISION TO AR 6146.1 – HIGH SCHOOL GRADUATION REQUIREMENTS

INFORMATION ITEM NO. I.07

This is to inform the Board of Education that AR 6146.1 – High School Graduation Requirements has been revised.

COMMENT: The revisions in this AR reflect the requirement that any district allowing career technical education (CTE) as an alternative graduation requirement provide information in its annual parent/guardian notification pertaining to the alignment of district CTE courses with college entrance course requirements.

Attached is the revised regulation.

The attached AR reflects the corrected language that was included in an update to the agenda.

HIGH SCHOOL GRADUATION REQUIREMENTSNotification

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

Students shall not be required to have resided within the district for any minimum length of time as a condition of high school graduation. (Education Code 51411)

If a student successfully completes the district's graduation requirements while attending a juvenile court school or nonpublic, nonsectarian school or agency, the district shall issue the student a diploma from the school the student last attended. (Education Code 48645.5)

In the annual notification sent to parents/guardians pursuant to Education Code 48980, the Superintendent or designee shall include the following:

1. Information about district high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California
2. A complete list of career technical education courses offered by the district that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy

Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: August 19, 2009 Santa Monica, California

TO: BOARD OF EDUCATION

INFORMATION

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

RE: REVISION TO AR 6159 – INDIVIDUALIZED EDUCATION PROGRAM

INFORMATION ITEM NO. I.08

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

COMMENT: This AR has been reorganized and updated to reflect a repeal of law, which previously required districts to request participation of a county mental health agency in the individualized education program (IEP) team before referring a student to the county mental health agency. The regulation also clarifies membership of an IEP team, possible alternative student assessments for students with disabilities and current exemption from high school exit examination, and parental right to examine student records, and reorganizes the material for IEP development and review into applicable sections.

Attached is the revised regulation.

INDIVIDUALIZED EDUCATION PROGRAM

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

Members of the Individualized Education Program (IEP) Team

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

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

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

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

5. An individual who can interpret the instructional implications of assessment results

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

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

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

7. Whenever appropriate, the student with a disability

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

8. For transition service participants:

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

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

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

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

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

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

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

11. When necessary, the parent surrogate

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

If a student with a disability is identified as potentially requiring mental health services, the district shall request the participation of the county mental health program in the IEP team meeting prior to referring the student to a county mental health agency for services. (Education Code 56331)

Upon request of the parent/guardian of a child who was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the

California Early Intervention Services Act (Government Code 95000-95004), the district shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (20 USC 1414(d)(1)(D); 34 CFR 300.321; Education Code 56341)

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

Parent/Guardian Participation and Other Rights

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parent/Guardian Consent for Provision of Special Education and Services

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

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

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

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

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

Contents of the IEP

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

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

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

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

 - a. The reason that the student cannot participate in the regular assessment
 - b. The reason that the particular alternate assessment selected is appropriate for the student
7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
8. Beginning not later than the first IEP to be in effect when the student is 16 years of age,

or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:

- a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals
9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to Education Code 56041.5 that will transfer to the student upon reaching age 18

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

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

The IEP shall include descriptions of activities intended to:

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

Development, Review, and Revision of the IEP

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

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

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

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

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

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

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

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

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

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

appropriate

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

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

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

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

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

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

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

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

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

When a change is necessary to a student's IEP after the annual IEP team meeting for the

school year has been held, the parent/guardian and the district may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the district shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

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

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

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

Timelines for the IEP and for the Provision of Services

~~At the beginning of each school year, the district shall have an IEP in effect for each student with a disability within district jurisdiction. (34 CFR 300.323; Education Code 56344)~~

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

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

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

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

A general education or special education teacher may request a review of the classroom assignment of a special education student by submitting a written request to the Superintendent

or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

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

Transfer Students

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

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

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

If a student with disabilities transfers to this district during the school year from an out-of-district school, this district shall conduct an assessment, if this district determines that such an assessment is necessary, and develop, adopt, and implement a new IEP, if appropriate. (34 CFR 300.323; Education Code 56325)

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

TO: BOARD OF EDUCATION

INFORMATION

06/27/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

RE: REVISION TO AR 6178.1 – WORK ~~EXPERIENCE EDUCATION~~-BASED LEARNING

INFORMATION ITEM NO. I.09

This is to inform the Board of Education that AR 6178.1 – Work ~~Experience Education~~ Based Learning has been revised.

COMMENT: Retitled policy and regulation have been updated to address a broad range of work-based learning opportunities in addition to work experience education (WEE). The regulation also reflects new state regulations (Register 2011, No. 12), changing the name of the career technical WEE program, and adds new sections reflecting requirements of cooperative career technical education/community classroom programs and job shadowing.

Attached is the revised regulation.

WORK ~~EXPERIENCE EDUCATION~~ BASED LEARNING**Work Experience ~~and Related Instruction~~ Education**

The district's work experience education (WEE) program shall consist of one or more of the following types of unpaid and paid on-the-job experiences: (Education Code 51764, 5 CCR 10071)

1. *Exploratory* WEE which provides students with a combination of classroom instruction in WEE and unpaid opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining their interest and suitability for the occupation they are exploring

The length of exploratory work experience assignments may vary depending on the aptitude of the student, the occupation being explored, the facilities of the work station, and the job classification. A student may not participate in an exploratory work experience assignment if he/she receives pay for like work at the same work station or similar job outside of the WEE program.

2. *General* WEE which has as its purpose the application of basic skills of reading, writing, and computation and which enables students to acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in WEE

3. ~~Vocational~~ Career Technical WEE which reinforces and extends ~~vocational~~ career learning opportunities for students through a combination of related classroom instruction in WEE and supervised paid employment in the occupation for which their ~~vocational~~ career technical course in school prepares them

For each student enrolled in WEE, the district shall develop a written training agreement with the employer which identifies the responsibilities of the district, employer, student, and parent/guardian of a minor student and outlines the objectives that the student is to accomplish at the training site. (5 CCR 10071)

Opportunities for part-time employment may be provided by any public or private employer. (Education Code 51768)

The Superintendent or designee may establish and supervise work experience programs and/or provide for part-time employment of students in areas outside the district, either within California or in a contiguous state. (Education Code 51767, 51768)

All laws or rules applicable to minors in employment relationships shall be applicable to students enrolled in WEE courses. (Education Code 51763)

A minor student shall be issued a work permit before beginning employment through a paid WEE program in accordance with law, Board policy, and administrative regulation. (Education Code 49113, 49160)

A WEE program offered during the summer shall be conducted in the same time period as the regular summer school program and shall conform to all appropriate laws and regulations applicable to WEE.

Criteria for Credit

A student shall be granted up to 40 semester periods of credit for WEE of one or more of the following types: (Education Code 51760.3; 5 CCR 1635)

1. For exploratory WEE, the student may earn 10 semester periods for each semester, with a maximum of 20 semester periods earned in two semesters.
2. For either general or vocational WEE, the student may earn 10 semester periods for each semester, with a maximum of 40 semester periods.

Credit shall be granted for successful completion of WEE in the amounts specified above provided that all the following conditions are met: (Education Code 51760.3; 5 CCR 10071)

1. At the time of enrollment, the student is at least 16 years of age or, if under the age of 16 years, fulfills one of the following criteria:
 - a. The student is enrolled in grade 11 or higher.
 - b. The principal certifies that the student is in need of immediate WEE in order to pursue employment opportunities.
 - c. The principal certifies that there is a probability that the student will no longer be enrolled as a full-time student without being provided the opportunity to enroll in a WEE program.
 - d. For students with disabilities, the student's individualized education program prescribes the type of training for which participation in a WEE program is deemed appropriate.
 - e. The student is participating in exploratory WEE.
2. During the course of the student's enrollment in the program, the student receives at least the equivalent of one instructional period per week, in sessions scheduled intermittently throughout the semester, of related classroom instruction or counseling by a certificated employee.
3. The WEE program meets all the requirements of law.

Minimum Day

The minimum day for students enrolled in a WEE program shall be four periods totaling at least 180 minutes in duration, with the following exceptions: (Education Code 46144, 46147)

1. When a school's regularly scheduled period is greater than 60 minutes, the minimum day shall be one or more periods totaling at least 180 minutes in duration.
2. A different schedule shall be established for students who are enrolled in a continuation school or class pursuant to Education Code 48402.
3. Upon written request of the student or his/her parent/legal guardian, the Superintendent or designee may permit the student to attend school for less than a minimum day of 180 minutes if the student is in grade 12, in his/her last semester or quarter before graduation, and would complete all the requirements for graduation, except physical education courses, by attending high school for less than 180 minutes per day.

Responsibilities of Teacher-Coordinator

The WEE teacher-coordinator shall possess a valid California secondary-level credential, have two years of occupational experience outside the field of education, and have knowledge of the educational purposes, standards, laws, and rules and regulations applicable to the program. (5 CCR 10075)

The teacher-coordinator shall:

1. If so designated by the Superintendent, issue work permits in accordance with law (Education Code 49110)
2. Select and approve work assignments for individual students that enable them to accomplish meaningful learning objectives (5 CCR 10072)
3. Conduct the related classroom instruction (5 CCR 10073)
4. Provide for supervision of students by preparing individual training plans, observing and consulting with students, and making at least two on-site contacts per semester with each work supervisor or at least one on-site contact during summer school to evaluate student performance (5 CCR 10074)

The student-teacher ratio in the WEE program shall not exceed 125 students per full-time equivalent certificated teacher-coordinator. (Education Code 46300)

The Superintendent or designee shall provide professional development for new and continuing teacher-coordinators and other support personnel to ensure the quality of the program.

Records

The Superintendent or designee shall maintain records for each student's participation in the program, including:

1. The type of WEE program in which the student is enrolled, where the student is employed, the type of job held or observation sites, and hours
2. Work permit issued, if applicable
3. Employer's report of the student's hourly work record and performance on the job
4. Report of each consultation between the teacher-coordinator and the employer
5. Ratings of the student, including his/her grade
6. Formal training agreement for each student that describes the responsibilities of the employer, student, school, and parent/guardian and contains a statement of nondiscrimination
7. Individual training plan for the student

Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: August 19, 2009 Santa Monica, California

ATTACHMENTS

ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Document: "John Muir Elementary School PTA Board Report" (*associated with Communications*)
- Document: "Child Development Services PTA Board Report" (*associated with Communications*)
- Presentation: "Santa Monica-Malibu Unified School District: Setting the Course for 2012-13: Creating a Culture of Collaboration" (*associated with Communications*)
- Presentation: "Final Budget for 2012-13" (*associated with Item No. A.38*)
- Presentation: "Report on Activities at Santa Monica High School to Address Campus Climate" (*associated with Item No. D.01*)
- Presentation: "Assessment and Accountability Updates" (*associated with Item No. D.02*)

John Muir Elementary School PTA Board Presentation – 6/27/12
Submitted by Noelle Wright, PTA President

Hi, I'm Noelle Wright, outgoing John Muir PTA president. Thanks for allowing me this time to share a little about this past year at our school.

First, the good stuff:

We won the lottery with the addition of a couple of extraordinary **new teachers** I wanted to mention by name. First, Maree Corrigan, an obscenely gifted and dedicated 2nd grade teacher and also music teacher Betsy Newell. What she was able to accomplish and show off at our spring concert was nothing short of a miracle.

Our **PS Arts** program with Sandy Yamashiro continues to be a hallmark of our school. Sandy goes above and beyond every single day. She also created art pieces representing each classroom for our silent auction, helping make it one of our most successful fundraisers ever.

Thanks to the initiative of parent Peter Kovacs, John Muir now has an after school **book club**. It's been a great success with first, second and third grades and we hope to continue, even grow this parent-led program next year.

A team of parents also created a beautiful **reading garden** next to our art bungalow. They made it a unique learning opportunity for a second grade class who designed and created 3D models and the best ideas from the group were integrated in the final design.

We also have a group of amazing ELAC moms that found some serious mojo this year, hosting a talk of the town **Cinco de Mayo celebration** that's sure to become an annual John Muir event.

Here's where we want to see some changes:

Muir continues to struggle significantly with **insufficient financial and human resources**. It's very difficult to get volunteer help and the fight to stay above water by those who can is exhausting. Fundraising is especially challenging when you have a large population of underprivileged families, yet imperative with our level of underperforming students.

We found out at the end of the year that Muir was \$2,000 short of being able to fund our one and only part time **reading specialist** next year. A reading specialist is *absolutely critical* to our community. Fortunately, with the combination of a generous donation from our hardworking ELAC parents, and PTA's last minute 'last day of school party', we pulled it off. It makes you realize how flawed the system is when essential support for seriously struggling young readers is left to the hopeful chance that a few moms can sell enough raffle tickets and lemonade in one afternoon.

We are very proud of our **special Ed program** at Muir and of being a highly inclusive school. But now we are slated to lose Cathe Cammarota and believe this would be highly destructive to the fabric of the school as it will cause significant disruption and remove much needed support for the gen Ed teachers - not to mention how damaging this will be to both full time and part time IEP students.

John Muir has **no dedicated science program** and extremely **limited technology** instruction with a woefully outdated computer lab. We simply don't have the funds.

We have high hopes that centralized funding can help alleviate some of these stresses and that perhaps there might be funding made available to bridge that gap in the next couple of years for

Title 1 schools.

In any case, we want everyone to know that, despite our challenges and shortcomings, there's a **strong core of dedicated teachers and proud John Muir parents** that believe passionately in the strengths and potential of our school and will continue to go to the mat to make it better for our kids.

It's a very special community and we truly appreciate your continue support. We urge you to consider the unique qualities and character of our school...of all schools....when making critical funding decisions.

Thank you.

Child Development Services PTA Board Presentation – 6/27/12
Submitted by Jennifer Kennedy, PTA President

In the past we have been able provide enrichment to all the preschool rooms at Washington West, usually by bringing in Mad Science to do assemblies with age appropriate science demonstrations. We would love to be able to provide these science demonstrations to other and all preschool sites across the district. In order to do that, we are going to continue focusing on fundraising and increasing membership.

Board member Allen asked whether or not there were difficulties increasing membership within CDS and I confirmed that it is somewhat of a challenge, and I said we continue to do membership drives, to try to reach out to all the sites and CDS families throughout the district, and also that we reach out to the community as a whole to join because anyone can join our PTA.





Our district:

- We are a high-performing district
- Achievement gap continues to be a concern
- Need to ensure that each student in our public school setting has access to a high quality public education
- Need to continue to meet the needs of high-achieving students
- Local funding support allows us to provide more than many public school districts during these difficult fiscal times



Our district:

- We have a dedicated and professional staff at all levels
- We have an extremely involved and supportive parent and local community
- We have great relationships and ongoing opportunities for partnership with universities, public and private agencies
- We have a recognized commitment to, and excellence in, the visual and performing arts

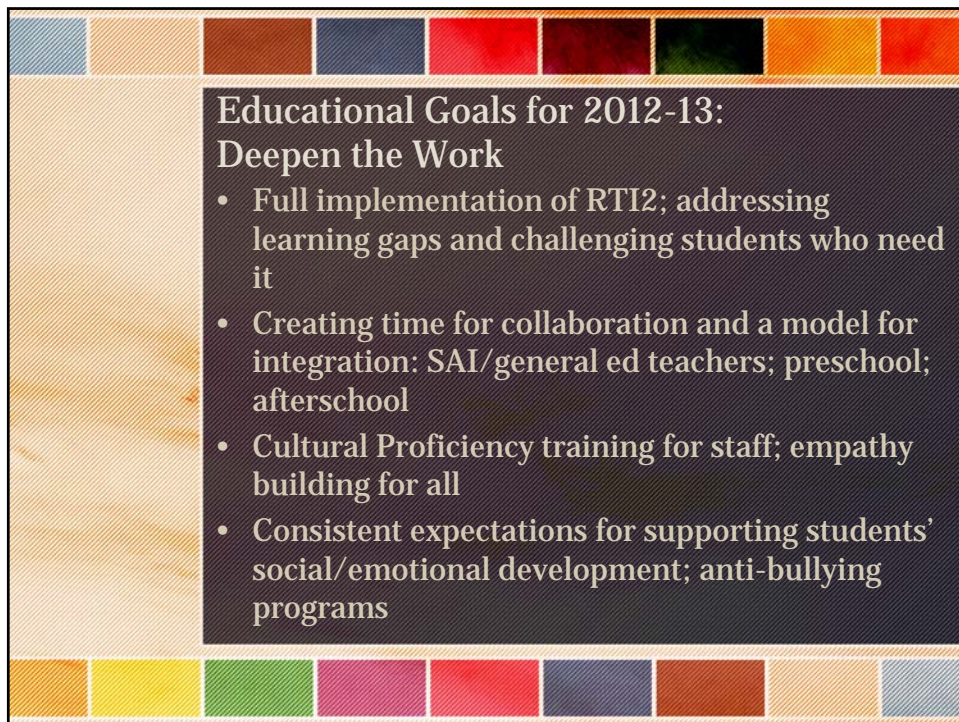
2012-13

CREATING A CULTURE OF COLLABORATION



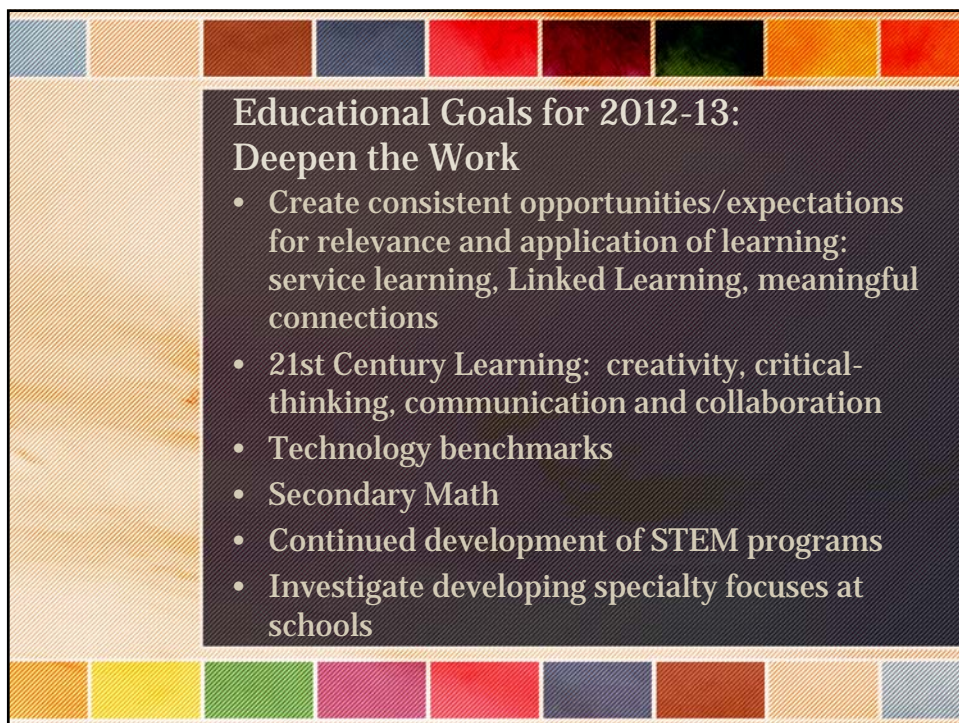
Educational Goals for 2012-13: Deepen the Work

- Get all principals into classrooms on a regular basis; create a community understanding of the principal as instructional leader
- Continue the work at our schools on Lesson Link/Academic Conference; supporting the core instructional work of teachers
- Focus on the Common Core; writing at all levels



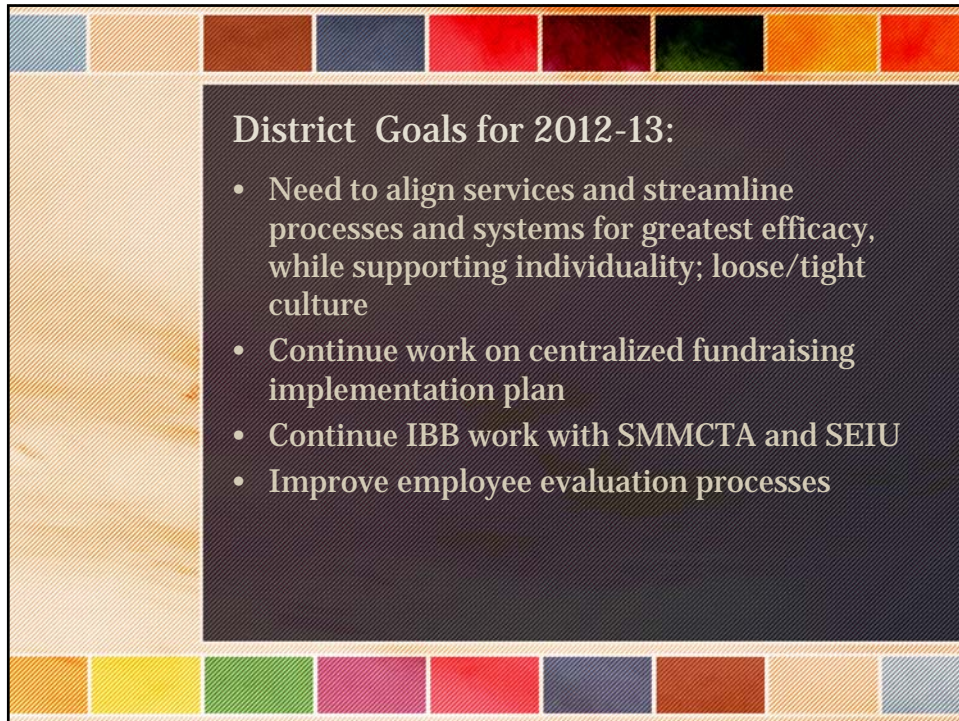
Educational Goals for 2012-13: Deepen the Work

- Full implementation of RTI2; addressing learning gaps and challenging students who need it
- Creating time for collaboration and a model for integration: SAI/general ed teachers; preschool; afterschool
- Cultural Proficiency training for staff; empathy building for all
- Consistent expectations for supporting students' social/emotional development; anti-bullying programs



Educational Goals for 2012-13: Deepen the Work

- Create consistent opportunities/expectations for relevance and application of learning: service learning, Linked Learning, meaningful connections
- 21st Century Learning: creativity, critical-thinking, communication and collaboration
- Technology benchmarks
- Secondary Math
- Continued development of STEM programs
- Investigate developing specialty focuses at schools



District Goals for 2012-13:

- Need to align services and streamline processes and systems for greatest efficacy, while supporting individuality; loose/tight culture
- Continue work on centralized fundraising implementation plan
- Continue IBB work with SMMCTA and SEIU
- Improve employee evaluation processes



District Goals for 2012-13:

- Continue and extend work with District Leadership Team and other opportunities for collaboration
- Continue parent/community partnerships and seek opportunities for collaboration; Cradle-to-Career work in Santa Monica
- Continue to improve communication on all levels: external, internal, two-way



District Goals for 2012-13:

- Be more data driven at all levels
- Continue to seek additional sources of support via partnerships, grants and other funding possibilities
- Continue to address the fiscal crisis due to state funding reductions and live within our operational budget

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Final Budget for 2012-13
Board of Education Presentation
Janece L. Maez, Chief Financial Officer
June 27, 2012

Agenda Item A.38.

Status of State Budget

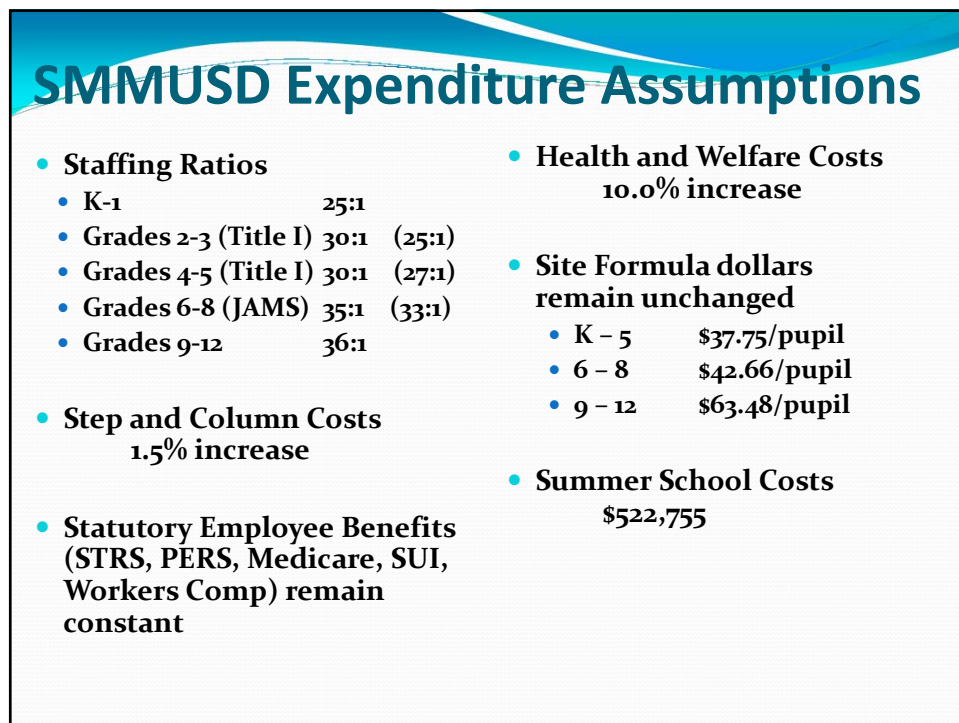
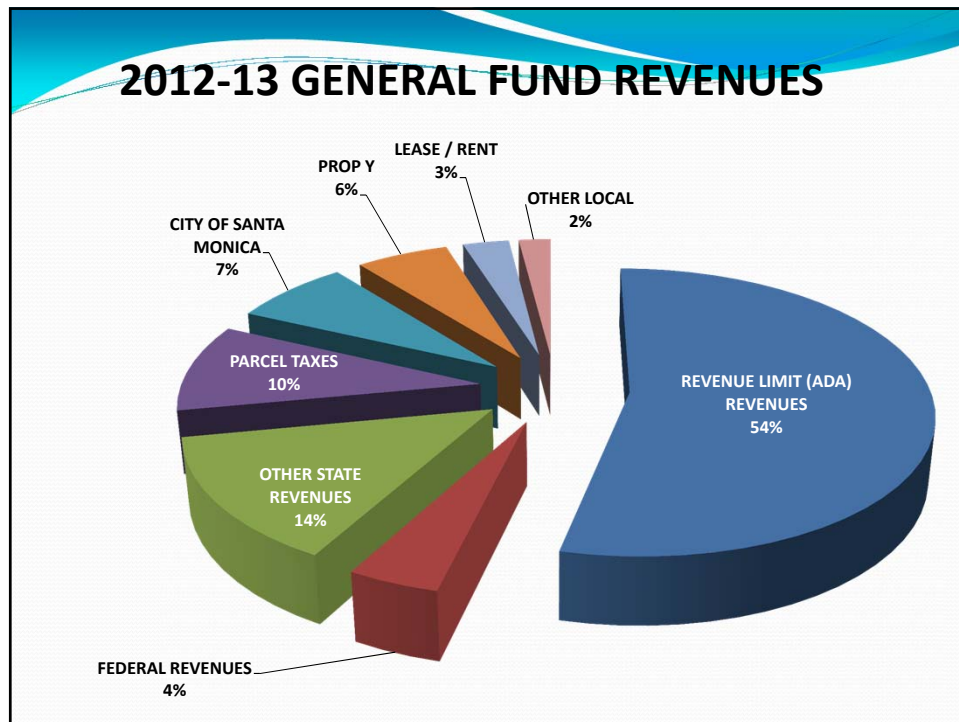
- No Cost of Living Adjustment – revenue limit deficit of 22.272% - sets school funding levels equal to 2011-12.
- Is dependent upon the results of the November election.
- Imposes a trigger reduction of ~~\$457~~ / ADA if the election is unsuccessful and the Governor's tax initiative fails.
- Reduces apportionment deferrals by \$2.065 billion, but this does not happen if tax measure fails.

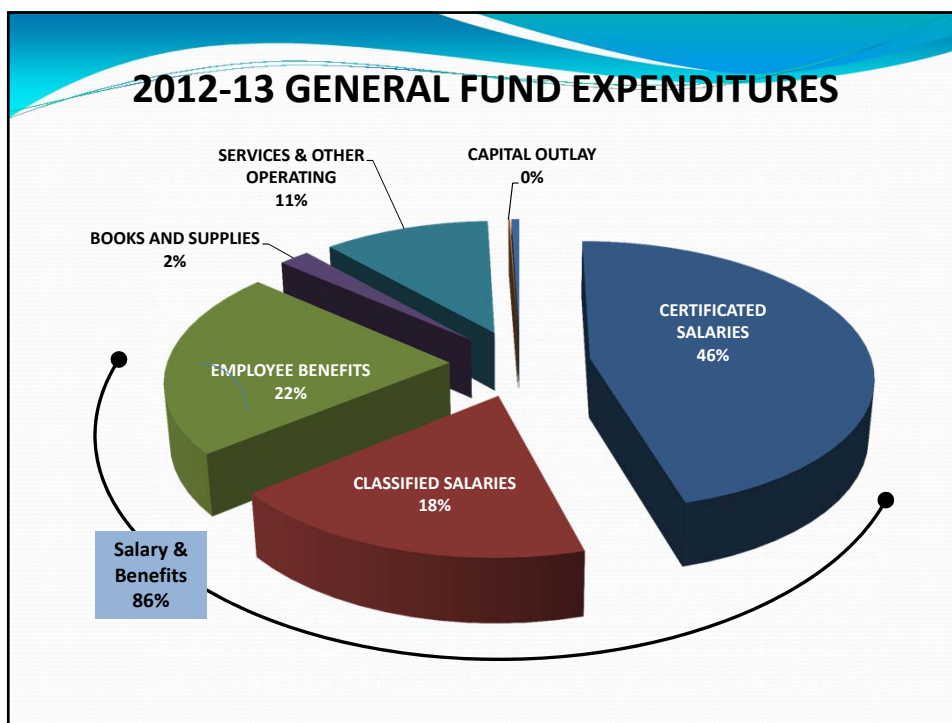
Status of State Budget

- Authorizes school district to reduce the school year to **160 days in 2012-13 and 2013-14.**
- **Does not** include the Weighted Student Formula proposal (for now).
- Includes problematic language that could put at risk RDA pass through dollars in the future.

SMMUSD Revenue Assumptions

- District enrollment is 11,323, up slightly
- State Funding
 - Revenue Limit funding at \$5,286.16/student ADA after a 22.272% **deficit**
 - Lottery Funds are projected to be \$141.75/ADA
 - Tier III Flexibility is \$4.7 million
- Federal Funding
 - No increases/reductions have been projected
- Local Funding
 - Measure R Parcel Tax is estimated at \$10.9 million
 - Prop Y is estimated at \$6.4 million
 - Cities of Santa Monica and Malibu contribute \$8.2 million
 - Lease revenue is estimated at \$2.3 million





Summary - 2012-13 Reductions

Description	FTE	Amount
Site Administration - Elementary APs	0.7	\$87,500
Special Education Coordinator	1.0	\$127,500
Special Education Classroom Teachers	3.0	\$240,000
Special Education Instructional Assistants	5.0	\$325,000
Fiscal/Human Resources	1.0	\$75,000
Site - Senior Office Specialists	3.0	\$150,000
Classroom Teachers - staffing ratio changes	16.7	\$1,336,000
Supplies, Contracts, Other Services		\$200,000
TOTAL		\$2,541,000

SMMUSD Budget Facts

- 2009-10
 - \$4.6M reductions – reduction of one house at Samohi, staffing ratio increases, use of Tier III flexibility, contract reductions, DO administrative changes, SPED realignment.
 - Employees took 5 furlough days - \$2.2M.
- 2010-11
 - \$7.2M reductions (\$3.0M restored by SOS and Federal Jobs monies) – staffing ratio increases, reduced instructional materials \$\$, nursing changes, DO reductions, eliminated GF contribution to Deferred Maintenance and Adult Education.
 - Employees took 5 furlough days - \$2.2M.

SMMUSD Budget Facts

- 2011-12
 - No new reductions.
 - No furlough days.
- 2012-13
 - \$2.5M reductions – staffing ratio increases, SPED staff reductions, Human Resources and Fiscal staff reductions, site clerical staff reductions, contract and supply reductions.
 - No furlough days negotiated at this time.

4 YEAR SUMMARY OF SMMUSD BUDGET REDUCTIONS

(in Millions)	Ongoing Reductions		One time Reductions
	ANNUAL (incremental reduction)	CUMULATIVE	
2009-10	\$4.6	\$4.6	\$2.2
2010-11	\$4.2	\$13.4	\$2.2
2011-12	0	\$22.2	0
2012-13	\$2.5	\$33.5	0
4 Year Total	\$11.3		\$4.4

More SMMUSD Budget Facts

- In 2012-13 SMMUSD state revenue has been reduced by \$17.0M (22.272% revenue limit deficit).
- SMMUSD has made \$11.3M in ongoing budget cuts over 4 years.
- On the natural, costs to operate the district continue to rise – step and column increases, health benefits, utilities, insurance.
- So, even with the addition of Prop Y revenues and new budget cuts, SMMUSD is projecting \$5.2M operational deficit in 2012-13 - that rises to over \$10.0M if the tax measures fail.



Report on Activities at Santa Monica High School to Address Campus Climate



June 27, 2012

What is Climate?



School climate refers to the **quality and character of school life** as it relates to **norms and values, interpersonal relations and social interactions**, and **organizational processes and structures**. School climate sets the tone for all the learning and teaching done in the school environment.



Why Focus on Climate?

“Analyses of research suggest that school and classroom climate are significantly related to matters such as student engagement, behavior, self-efficacy, achievement, and social and emotional development, principal leadership style, stages of educational reform, teacher burnout, and overall quality of school life.”

- UCLA School Mental Health Project



Background

- **After the May 2011 racial incident involving the wrestling team at Santa Monica High School, the Board of Education gave staff 5 directives to address. The directives involved:**
 - Providing Professional Development for District Staff
 - Examining policy
 - Re-examining curriculum
 - Reconstituting the IAC
 - Support for the victim of the incident
- Since that meeting, district staff has been working with Santa Monica High leadership to address the directives, as well as take additional steps to improve racial relations on the Santa Monica High school campus.
- **The Board received reports on implementation progress on September 22, 2011, and February 16, 2012. Tonight's presentation provides:**
 - An update on the actions that have been taken since February;
 - An overview of priorities for the 2012-2013 school year.

Looking at the Directives



Three directives (IAC reconstitution, Policy examination, and support for the student) were implemented substantially, if not entirely, by the February 16th update.

- Therefore, this report looks primarily at work done on the curriculum and professional development.

An additional area that has taken on an increasingly important role in this work is student leadership of changing campus climate.

- As a result, this report contains information on that work as well.

Engaging Students in Changing Campus Climate



- Since February, student leadership in creating a more sensitive, culturally responsive, and equitable climate on campus has been nurtured.
- Fifty –five students participated in the Racial Harmony experience.
- Three diverse student groups have undertaken different aspects of making SAMOHI a more inclusive environment.
 - [African-American Mentor Society](#) – Focus: *Breaking Stereotypes and Building Powerful Identities*
 - [AP Spanish Service Learning Project](#) – Focus: *Increasing Under-represented students' Participation in Rigorous Courses*
 - [Student Leadership Group](#) - Focus: *Promoting Respectful Student-to- Student Interaction*

African-American Mentor Society



- **A highly diverse group of students**
 - Achievement - Interests
 - Involvement - Backgrounds
- **Dedicated to providing students:**
 - A sense of belonging and an academic identity
 - A safe space to feel culturally validated
 - Support in developing and maintaining a college-going culture
- **Collaborated with La Sociedad and ASB on Black / Brown conflict resolution strategies**
- **Sponsored The Black Forum**
 - 90 participants
 - Day-long series of structured experiences to explore identity and build community.
- **Received the A.R. Veenker Award for Outstanding Achievement in Student Activities at Senior Night Awards**

AP Spanish Service Learning Projects



- Concerned about equity, two sections of AP Spanish students studied enrollment patterns of classes.
- They found that African-American and Latino students were under-represented in honors and advanced placement courses.
- Each section developed and implemented strategies to engage and/or support underserved students to increase participation.

AP Spanish Service Learning Projects



Period 1

- Goal is to dispel myths about AP and honors

- Created flyers and information sheets on AP and supports offered at SAMOHI

Period 2

- Goal is to nurture excellence.

- Spoke with JAMS 8th graders
- Worked with JAMS ELAC
- Created a mentorship program framework

Combined Student Leaders' Group



- A diverse group of student leaders were recruited to provide student leadership around campus climate. The group had representation from:
 - BSU and African American Mentor Society
 - ASB
 - La Sociedad
 - Athletics
 - Unaffiliated



Combined Student Leaders' Group



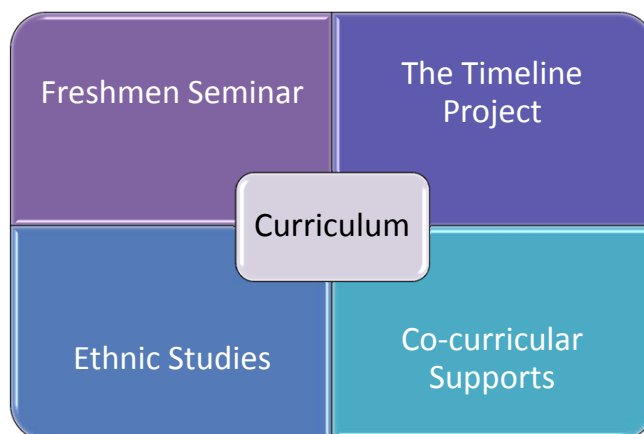
- Students met and engaged in a facilitated conversation.
- During the conversation, the group:
 - Expressed the desire to have students define what are the important issues on campus and shape and help deliver the solutions;
 - Selected an issue that they feel is most pressing to address during the 2012-2013 school year.



Re-examining the Curriculum



- Since February, work in curriculum has focused on 4 areas:



Freshmen Seminar



- Teachers met several times to discuss areas to modify.
- They will modify the curriculum to:
 - Present a more balanced group representation.
 - Include microaggressions.
 - Systematically structure instruction to support students' making connections between what they have learned and their lives.
 - Share major concepts, strategies, and vocabulary with other teachers.




The Timeline Project



- District teachers now have access to the *Timeline Project*
 - Online resource to increase students' knowledge about the contributions and experiences of people of non-European descent in US History.
 - Provides historical presence for groups who are not addressed in much depth in most core texts.
 - Can be easily integrated into core instructional program.

Everyone's History

Click on an image or timeframe to explore the timeline below



1500 1725 1800 1850 1900 1910 1920 1930 1940 1950 1960 1970 1980 1990 2000 2010

WELCOME TO THE TIMELINE PROJECT WEBSITE

The TimeLine of American Race Relations web site is a collection of significant events in America dating from the 16th century to the present day, from the perspective of all five of our minority races, interwoven with "traditional" historical facts and figures. Using our Caucasian American history as a backdrop, the site explores the vast contributions of Native Americans, African Americans, Latinos, Asian Americans and Pacific Islanders across a broad array of topics: music, art inventions, politics, religion, economics, science, poetry, war, technology, agriculture, medicine, and much more.

Submit an Event. The site includes an ever-growing collection of events submitted directly by students and teachers (these submissions are noted with a star next to the Event title). For further information please click here.

Multimedia Content. As you explore the TimeLine, you can mouse over events to view additional information, and you can drill down to even more information by clicking on an event. Events have a printable version and may be emailed to a friend or copied to your clipboard. Along with a text description about an event, additional information may include:

audio photos links

Advanced Search > Select all that apply and/or enter a keyword to display a list of results.

<input type="checkbox"/> African Americans	<input type="checkbox"/> Asian Americans	<input type="checkbox"/> Latinos	Enter Keyword or date
<input type="checkbox"/> Native Americans	<input type="checkbox"/> Pacific Islanders	<input type="checkbox"/> World History	(Search all Topics) <input type="button" value="Search"/>



Ethnic Studies



Expected Observable outcomes:

1. Representative percentages of students enrolled in Honors/AP courses.
2. Students choose their future/goals over violence.
3. Students actively choose not to use racial slurs or engage in other hate speech or actions.
4. Safer campus and community.
5. Increased positive climate.
6. Increased connectedness to adults and groups at school.
7. Increased feeling of worthiness in all students.
8. Student leaders will rise to lead student black and brown groups such as African-American Mentor Society, La Sociedad, United Nations of Student Groups, and begin to mentor younger students.
9. Academic achievement will rise; achievement gaps will close naturally.
10. Increased graduation rate.
11. Increased percentage of students of color matriculating to two- and four-year colleges.

Desired student outcomes related to racism and individual responsibility. After four years at Samohi, each student will:

1. Leave Samohi with a positive racial identity, sense of self, and confidence.
2. Recognize their own role in "unmaking" the social construct of race.
3. Understand they have choices to make to ensure equality for all of us.

How will we accomplish this? We believe it must be a deeply embedded goal within the school and larger community that we avoid surface level activities and invest our time, people, and money in deeper, quality strategies and curriculum that will result in long-lasting effects to really bring about the results desired by the Santa Monica community.

To this end, we suggest a comprehensive approach:

1. Plan for and facilitate Extension Activities for STUDENTS—
Continue working with
 - a. History Makers (A-A role models to motivate and inspire)
 - b. Freedom Riders
 - c. TedX Youth Conference
 - d. Ernie Garcia (motivational speaker)
 - e. Black & Brown Forums
 - f. Diversity & Leadership Day (Occidental College)
2. Concurrent work on CURRICULUM
 - a. Continue development of Freshman Seminar, especially ethnic studies components (2012-13)
 - b. Continue development of Ethnic Studies for upperclassmen to begin August 2013.
 - c. Work with specific teacher(s) that will be teaching the course to create the outline, course description, and submit it for UC approval.
 - d. Continue development of ethnic studies components with all ELA, History, and VAPA courses (2012-13)
3. Continue STUDENT OUTREACH (2012-13)
 - a. Creation of "Students of Color: Academic Models" group
 - b. Creation of Teachers as Mentors program
 - c. Continue to support Student Outreach Specialists and Teachers to support student clubs and spaces: BSU, AASM, GSA, LaS, United Nations of Clubs, and CoF
 - d. Advisors beginning small group counseling
4. Implement PROGRAMS for success
 - a. Continue "Open Access" advisement
 - b. Begin new "Honors Bound" cohort (9th graders)
 - c. Student-led Messaging Campaign, "Racial Jokes are no Joke" etc.
5. Work with ADULTS
 - a. Courageous Conversations – research-based race training for Samohi, Malibu, Lincoln, and JAMS teachers, advisors, admin, district, and city.
 - b. Continued training of Freshman Seminar teachers.
 - c. "Scenarios & Conversation Prompts" shared with teachers, parents, community members
 - d. Book groups to study institutional/school racism and the achievement gap
 - e. Male Violence Prevention Program: Coaches, Teachers, Administrators

Student Support: The Village Nation



- SMMUSD staff has discussed program with Village Nation representatives to:
 - Make connection with current work taking place at Santa Monica High
 - Identify areas of programmatic match
 - Co-construct what Village Nation services at SAMOHI might look like
 - Arrange funding for services for 2012-2013
 - District contribution
 - Village Nation/ Outside Grants



Professional Development



- Additional work focused on microaggressions was done in the SAMOHI houses.
- All secondary counselors attended a district-sponsored session on engaging African-American of color.
- Training was provided on the Timeline Project
- Freshmen Seminar Teachers have 3 day training/ planning session in mid July on strategies for:
 - Expanding the work to other grade levels
 - Incorporating the agreed-upon changes
 - LA 20 years after the Riots

Priorities for 2012-2013



• **Focus:**

- Cross-cultural communication/relationship building
- Strategies for supporting a respectful diverse community

Continue Professional Development.

Examine and modify current interventions.

- Determine impact current interventions have on target groups, and make changes to better serve students who are under-served.

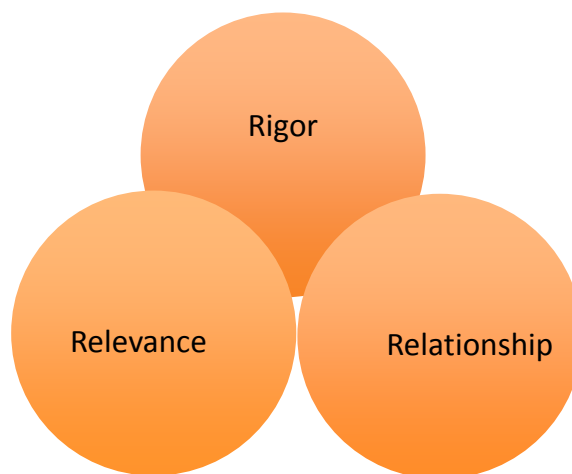
Improve academic performance of African-American students.

Engage the community in the work.

- Use research-based proven strategies to support increased achievement.

- Establish a common agenda to promote cross-cultural understanding and civility with the agencies and institutions that support our youth and families.

What Are Critical Elements Needed for African-American and Latino Students' Academic Success ?



What Are Critical Elements Needed for African-American and Latino Students' Academic Success ?

- Creating a college-going culture;
- Teachers who are culturally and academically competent;
- Rigorous culturally responsive curriculum;
- Respectful engagement of and partnering with families and the community;
- Mutual accountability;
- Extra support, as needed;
- Multicultural college going identity.
 - Jeannie Oakes
 - Freeman Hrabrowski
 - Russalyn Ali (Equity in Rigor) supports

Features of Programs That Work (e.g. AVID, Meyerhoff)



- Personalization/ Caring Relationships
- Asset - Based
- Relevant curriculum
- School as a place of community
- Development of students' identities is addressed
- Meaningful partnerships with parents
- Instruction and support in rigorous areas that engage a broader range of students
- Explicitly teaching students how to navigate school
- Maintaining an intellectual climate where ideas are connected to diversity and equity.

A Closing Thought...



- “If we are to educate *all* children, then all schools and teachers need to do everything right. This is difficult work, requiring a lot of thought, skill, and effort, but it can be done. No successful school is perfect. All have their mistakes, failures, and weaknesses. All have ways they can improve. But they all, in the spirit of the Apollo 13 engineers, *work the problem*. And that’s what we need from all our schools and all our school leaders. They need to hold fast to the idea that all kids can learn to a meaningful standard and then *work the problem*.”

-Karen Chenoweth,

*How It's Being Done; Urgent Lessons
From Unexpected Schools*

Questions and Discussion





Assessment and Accountability Updates

Presentation to the Board of Education
June 27, 2012

Updates for Summer 2012

- ▶ Spring 2012 Testing Wrap Up
- ▶ Release of the Base API
- ▶ CALPADS Updates
- ▶ AYP Updates
- ▶ Release of 2011 Grad and Dropout Rates
- ▶ Looking Ahead to Smarter Balanced Assessments
- ▶ Tech Readiness Tool for Smarter Balanced

Wrapping Up Star 2012

- ▶ Approximately 300 boxes of completed STAR test materials inventoried, reviewed, re-packed, sealed and shipped off for processing
- ▶ Hoping for early returns in late July/early August
- ▶ Thank you to our school site STAR Test Coordinators and Carol Skowlund in Ed Services!



3

Wrapping Up Star 2012

- ▶ Heightened awareness and vigilance required on newly emerging test security issues for STAR/CAHSEE

- From this:



- To this:



4

Wrapping Up Star 2012

- ▶ We will review test security issues related to social media in our Test Site Coordinators training for 2013.
- ▶ Site coordinators will, in turn, do the same when training their staff members.

5

Growth and Base API



- ▶ Growth API and Base API – What’s the difference?
 - **Growth API**: released in early fall based on previous Spring’s STAR and CAHSEE results
 - **Base API**: released in spring and *re-calculates* those same results in anticipation of changes to API formula for upcoming school year
 - Base API sets growth targets for schools and numerically significant groups within schools
 - Base API includes statewide and similar school rankings

6

Changes to API



- ▶ New definition of “continuously enrolled”
 - No gaps of 30 days or more between CBEDS day and start of testing window
- ▶ Continuation High School students’ scores will roll back to school of residence
 - Students who are expelled, suspended or assigned by court order not included in roll back

7

Changes to API



- ▶ Future changes to API are likely to include a sub-index for:
 - Grad Rate (high school)
 - Drop out Rate (middle school and high school)
 - Career/College Readiness
- ▶ These anticipated changes are partly in response to federal government’s agenda as implied by Race to the Top grants and NCLB Waivers.

8

Base API for 2011



- ▶ Just released on June 14 – well *after* testing window closed!
- ▶ Changes in formula resulted in only a few, minor changes from previously released Growth API
 - Malibu HS and Samohi are one point lower
 - Edison is one point lower
 - Olympic is nine points lower – but this is based on a very small group of students
 - SMASH did not receive an API score for 2011 due to participation rate

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2011 Base API

School	2011 Base API	School	2011 Base API
SMMUSD	855	Roosevelt	944
Edison	881	Webster	949
Franklin	957	Will Rogers	828
Grant	899	John Adams	813
John Muir	812	Lincoln Middle	902
Juan Cabrillo	884	Malibu High	861
McKinley	893	Olympic High	551
Point Dume	926	Samohi	804

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Base API: Numerically Significant Subgroups

Group	2011 Base API
SMMUSD	855
African American	735
Asian	929
Latino	783
White	902
Two or More Races	884
Socio-Economically Disadvantaged	756
English Learners	779
Students with Disabilities	621

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Base API for 2011



- Statewide and Similar School Rankings were also released with the Base API.
- There are changes (either positive or negative) for several schools in either their Statewide or Similar Schools rank for 2011.

12

API Rankings

School	Statewide	Similar Schools	School	Statewide	Similar Schools
Edison	8 (-)	8 (-)	Roosevelt	10	9
Franklin	10	9 (-)	Webster	10	10
Grant	9	7 (-)	Will Rogers	6	5
John Muir	6 (-)	4	John Adams	7	4 (-)
Juan Cabrillo	9 (+)	7 (+)	Lincoln	10	6 (+)
McKinley	9	9 (-)	Malibu High	9	4 (+)
Point Dume	10	3 (-)	Samohi	8 (+)	4 (+)

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CALPADS Continuing Evolution

- ▶ CALPADS continues to expand its reach into assessment and accountability.
 - Currently, grads and dropouts are determined by CALPADS
 - Students' inclusion in API/AYP is now determined by CALPADS "continuously enrolled" data



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CALPADS Continuing Evolution

- ▶ Coming this fall, CALPADS will provide “look-ups” for **past three years of achievement data** and **CELDT data** for all students.
- ▶ CALPADS now requires a **new end-of-year** data submission for:
 - Suspension data
 - Course completion
 - Program participation
- ▶ The **deadline** for this submission is **July 18**.



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Grad and Dropout Rates



- ▶ Released today!
- ▶ Cohort rate used for accountability purposes
 - Cohort = Number of grads in 2011 divided by
 - 9th grade beginning of year enrollment (2007–08)
 - Add new enrollees next 4 years
 - Subtract remove* exits next 4 years
 - *Deceased, transferred to other public school, transferred to private school, transferred out-of-state or out-of-country, transferred to Adult Ed, transferred to college, transferred to health facility, transferred to non-educational institution with diploma program

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Grad Rates



- ▶ All students are counted as either Grads, Dropouts, Special Education Completers, GED or still enrolled.
 - Early grads stay within same cohort and *don't count against* grad rate
 - Late grads stay within same cohort and *count against* grad rate
 - GED students stay in cohort and *count against* grad rate
- ▶ Rates are produced for district/school overall as well as subgroups
- ▶ Separate rates are not produced for continuation high schools. They “inherit” the district rate.

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Dropouts



- ▶ Grade 8 dropout rate will be posted with AYP in the fall.
 - Academic year dropouts (left school prior to end of school year) will count at the school and district level.
 - Transition (summer) dropouts will count at district level only.

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Dropouts



- ▶ High school dropouts include:
 - Completed all requirements but failed CAHSEE
 - Completed grade 12 but did not meet grad req's
 - No known enrollment
 - Expelled, no known enrollment
 - Withdrew for medical reasons (not health care facility)
 - Transferred to Adult Ed and then dropped
 - Transferred to other institution with no diploma track
 - Lost transfer

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Graduation Targets



- ▶ **AYP Goal** is **90%** Grad Rate for class of 2018
- ▶ Growth targets are met each year by either:
 - Fixed Growth Rate
 - Variable Growth Rate
- ▶ SMMUSD cohort rate for 2010 was **83.8%**.
- ▶ Grad Rate **target for 2011** was **84.6**
- ▶ Schools and districts must reach Grad Rate targets in order to **use Safe Harbor** in meeting their Annual Measureable Objectives.

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SMMUSD Grad Rates: Class of 2011

	Cohort Students	Cohort Graduates	Cohort Grad Rate
SMMUSD	969	851	87.8
Malibu High	174	161	92.5
Samohi	734	667	90.9

SMMUSD Dropout Rates: Class of 2011

	Cohort Students	Cohort Dropouts	Dropout Rate
SMMUSD	969	75	7.7
Malibu High	174	10	5.7
Samohi	734	50	6.8

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Class of 2011 SMMUSD Grad Rates by Numerically Significant Groups

Group	Cohort Students	Cohort Grads	Cohort Grad Rate
African American	62	56	90.3
Asian	50	46	92.0
Latino	341	290	85.0
White	457	407	89.1
Two or More Races	49	43	87.8
English Learners	57	37	64.9
Socioeconomically Disadvantaged	364	301	82.7
Students with Disabilities	364	301	65.9

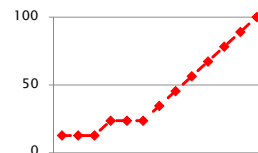
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Class of 2011 Grad Rate by Gender and Race/Ethnicity

Group	Female	Male
All	89.8	85.9
African American	96.0	86.5
Asian	100	86.7
Latino	85.6	84.5
White	90.6	87.6
Two or More Races	96.4	76.2

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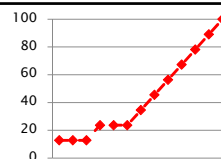
AYP Updates



- ▶ Nothing really new to report.
- ▶ California opted to not apply for an NCLB waiver request using Education Department's requirements.
- ▶ Instead, California drafted a unique waiver its own design.
- ▶ It is unlikely this will be accepted by Education Department.
- ▶ Congress has yet to take significant steps for reauthorization of ESEA.

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AYP Updates



- ▶ AYP remains in its current form to determine Program Improvement and subsequent sanctions.
- ▶ For 2012–13 we can expect:
 - Potential Year 1 sanctions at Edison, McKinley, Muir and Rogers
 - Offer choice and transportation to other elementary schools.
 - Potential Year 2 sanctions at Rogers
 - Offer of Supplemental Educational Services (from outside tutoring agencies).
 - Mandated 20% set aside of Title I funds to implement these sanctions will reduce funds available to schools to run their Title I programs.

25

Looking Ahead to Smarter Balanced

- ▶ California is part of a number of states that have signed on to the [Smarter Balanced Assessment Consortium](#) (SBAC) to measure students' achievement in Common Core.
- ▶ Smarter Balanced assessments will be implemented [beginning in the 2015 school year](#).
- ▶ [STAR will be phased out](#) in 2014 and largely replaced with SBAC.



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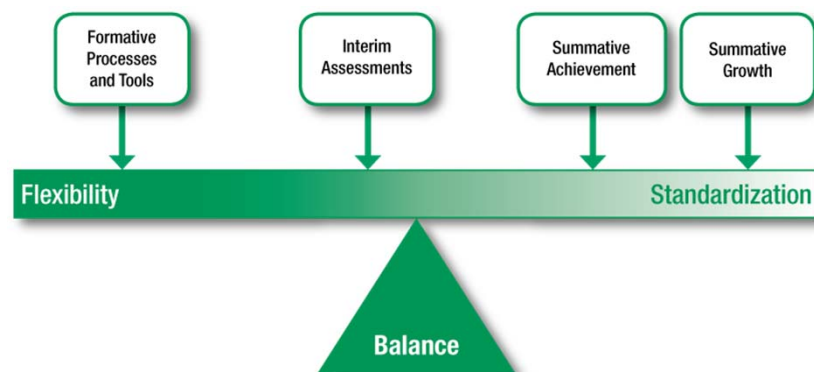
Looking Ahead to Smarter Balanced

- ▶ Smarter Balanced assessments will test students in ELA and Math in **grades 3 through 8** and in **grade 11**.
- ▶ Smarter Balanced assessments will be **taken on-line**.
- ▶ Paper/pencil options be available in first years for schools and districts with extreme technology challenges, but at **substantial costs to districts**.



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Smarter Balanced Responsible Flexibility



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Computer Adaptive Testing

- ▶ Comprehensively assesses the breadth of the Common Core State Standards while **minimizing test length**.
- ▶ Allows **increased measurement precision** compared to fixed form assessments; important for **providing accurate growth estimates**.
- ▶ Testing experience is **tailored to student ability** as measured during the test.
- ▶ Provides **built-in accommodations, modifications** and **English Learner variations**.



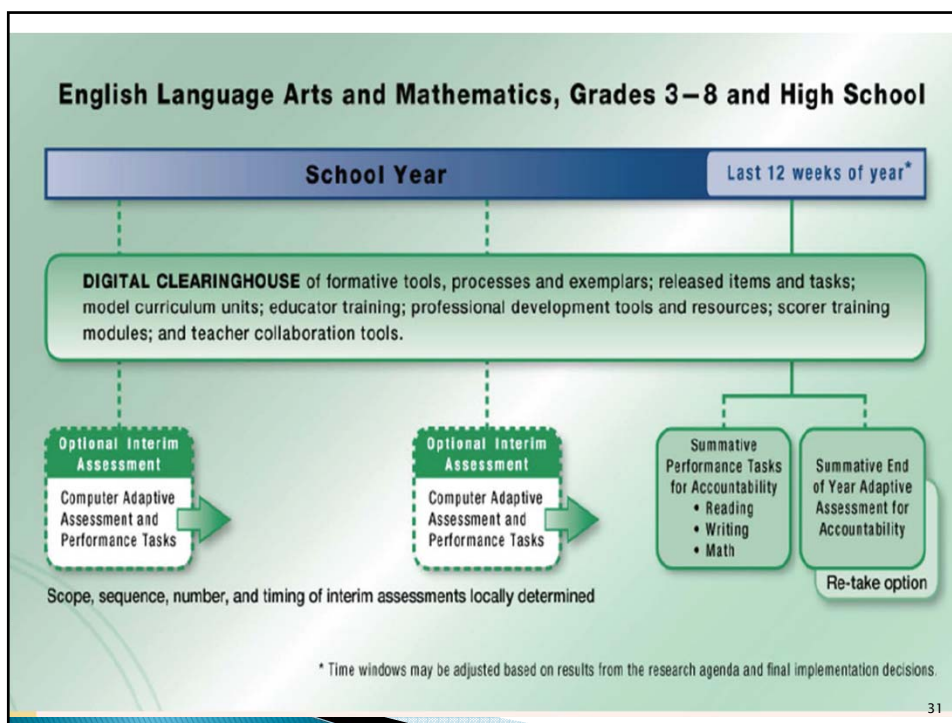
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Tailored, Online Reporting

- ▶ Supports **access to information about student progress** toward college and career readiness.
- ▶ Allows for exchange of **student performance history across districts and states**.
- ▶ Links teachers to **digital clearinghouse of formative materials**.
- ▶ **Graphical display** of learning progression status (interim assessment).
- ▶ Provides **a true growth model** via vertically aligned assessments across grade levels.



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Summative Assessment

- ▶ Mandatory comprehensive assessment in **grades 3 – 8** and **grade 11**
- ▶ Computer adaptive testing that assesses the full range of CCSS in English language arts and mathematics
- ▶ **NOT** restricted to multiple choice:
 - Selected response
 - Short constructed response
 - Extended constructed response
 - Technology enhanced
 - Performance tasks



Interim Assessments

- ▶ **Diagnostic** tools to evaluate students' knowledge and skills relative to a specific set of academic goals within a limited time frame.
- ▶ Provides **multiple data points** across time to inform decisions at the classroom, school or district level.
- ▶ Provides **clear examples of expected performance** on common standards
- ▶ **Performance tasks** provide an opportunity to challenge students to apply knowledge and skills to **complex problems**.



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Performance Based Items

- ▶ Collections of questions and tasks connected to a single theme or scenario.
- ▶ May be given over the course of several days.
 - Reading passage on a given topic followed by comprehension questions
 - Followed by a reading selection on the same topic from a different perspective, with questions on the reading, plus compare/contrast questions.
 - Then additional readings on the same, or an associated topic, with prompts to take a position or provide an argument in favor of or opposing a particular perspective, using the provided texts as reference.



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Readiness for Smarter Balanced

- ▶ State required **Technology Readiness Tool** baseline data collection due next month
- ▶ 4 areas being assessed
 - Existing computer hardware
 - Projected tested student-to-computer/device ratio
 - Infrastructure (network, bandwidth)
 - Training/tech support readiness
- ▶ Survey will be conducted again each fall and spring of 2013 and 2014



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Readiness for Smarter Balanced

- ▶ Information Services and site techs have conducted an inventory of hardware appropriate for testing environments
 - Labs
 - Classrooms with multiple (>5) workstations
 - Laptop carts
 - Netbooks/tablets
- ▶ Info Services will input the infrastructure information for each site into the survey template
- ▶ Principals have participated in a survey related to levels of concern regarding on-line testing



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Questions



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