

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
AGENDA

June 26, 2013

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education will be held on **Wednesday, June 26, 2013**, in the **District Administrative Offices**: 1651 16th Street, Santa Monica, CA. The Board of Education will call the meeting to order at 4:30 p.m. in the Board Conference Room at the District Offices, at which time the Board of Education will move to Closed Session regarding the items listed below. The public meeting will reconvene at 5:30 p.m. in the Board Room.

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

Note:

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

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

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

I. PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

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

II. CLOSED SESSION (65)

- Pupil Hearing pursuant to EC §48918(c) (*agenda item No. A.16*) (10)
- Public Employee Discipline/Dismissal/Release pursuant to GC §54954.5 (5)
- Public Employee Employment pursuant to GC§54954.5 (Assistant Superintendent for Business and Fiscal Services/CFO) (5)
- Public Employee Performance Evaluation pursuant to GC §54954.5 (Superintendent) (10)
- Conference with Real Property Negotiators pursuant to GC §54956.8 (902 Colorado Avenue, Santa Monica, CA: Santa Monica-Malibu Unified School District [SMMUSD], Southern California Edison [SCE], Exposition Metro Construction Authority [EXPO]) (10)
- Conference with Legal Counsel: Existing Litigation pursuant to GC §54956.9(a) (1 case) Malibu Community Preservation Alliance and Malibu Township Council, Inc. v. City of Malibu, City Council of Malibu, and SMMUSD, LA County Superior Court Case # BS138633 (10)
- Conference with Legal Counsel: Anticipated Litigation pursuant to GC §54956.9 (b)(2) (1 case) (5)
- Conference with Labor Negotiators pursuant to GC §54957.6 (Superintendent, S.M.M.C.T.A.) (5)
- Conference with Labor Negotiators pursuant to GC §54957.6 (Superintendent, S.E.I.U.) (5)

OPEN SESSION (5:30 p.m.)

III. CALL TO ORDER

- A. Roll Call
- B. Pledge of Allegiance

IV. APPROVAL OF THE AGENDA

V. APPROVAL OF MINUTES

- A.01 June 6, 2013..... 1

VI. BOARD OF EDUCATION – COMMENDATIONS / RECOGNITIONS

VII. STUDY SESSION (20)

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

- S.01 Literacy Discussion: Planning for Student Success with
Common Core Standards (20)..... 2

VIII. COMMUNICATIONS (40)

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

- A. Student Board Member Reports** (0)
- B. SMMCTA Update – Harry Keiley** (5)
- C. S.E.I.U. Update – Ms. Keryl Cartee-McNeely** (5)
- D. PTA Council – Ms. Patti Braun** (5)
- E. District Advisory Committee End-of-Year Summaries** (25)
 - Early Child Care DAC
 - Health and Safety DAC
 - Visual and Performing Arts DAC
 - District English Learners Advisory Committee
 - Intercultural Equity & Excellence DAC

IX. SENIOR STAFF REPORTS (20)

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

X. CONSENT CALENDAR (30)

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

Curriculum and Instruction

- A.02 Approval of Independent Contractors.....3-7
- A.03 Conference and Travel Approval Ratification8-9
- A.04 Approval of Special Education Contracts – 2012-2013.....10-13
- A.05 Child Development Services – John Adams/Washington West
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A.11	Consolidated Application	25-26
A.12	Shaheen Foundation Grants for Webster Elementary School	27
A.13	Appointment of Member to the Prop 39 Citizens' Bond Oversight Committee.....	28-29

Facilities Improvement Projects

A.14	Amendment to Contract – Lease Leaseback – John Adams Middle School – Replacement of Classroom Buildings E, F, & G, New Administration, Modernization and Site Improvements Package 2B – Simplex Grinnel Inc – Measure BB.....	30
A.15	Amendment to Contract – Lease Leaseback – Edison Language Academy – New Construction – Swinerton Builders 0 Measure BB	31-32
A.16	Recommendation to Approve Contract Amendment #35 for Additional Architectural Services for Design – Lincoln Middle School – Replacement of Classroom Building C & Site Improvement (Package 2) – DLR Group WWCOT – Measure BB	33-34
A.17	Amendment to Contract – Lease Leaseback - Lincoln Middle School – Replacement of Classroom Building C and Site Improvements (Package 2) – Erickson Hall Construction Company – Measure BB	35-36

Personnel

A.18	Certificated Personnel – Elections, Separations.....	37-39
A.19	Classified Personnel – Merit	40-43
A.20	Classified Personnel – Non-Merit.....	44
A.21	Approve Revised Employment Agreement for Assistant Superintendent for Business and Fiscal Services/CFO.....	45
A.22	Increase in Staffing (FTE) – Special Education	46

General

A.23	Expulsion of Student (B/D 06/12/1996)	47
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XI. PUBLIC COMMENTS

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

DISCUSSION and MAJOR Items

As a general rule, items under DISCUSSION and MAJOR will be listed in an order determined by the President, Vice President, and Superintendent. Individual Board members may move to request a change in the order prior to consideration of any Major item. The Board may also move any of these items out of

order to be heard immediately following PUBLIC COMMENTS if it appears that there is special interest by the public or as a courtesy to staff members making presentations to the Board.

XII. DISCUSSION ITEMS (20)

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

- D.01 Recommended Changes to Board Approved Bus Loading Standards (20).....48-50

XIII. MAJOR ITEMS (70)

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

- A.24 Revise BP and AR 1312.3 Uniform Complaint Procedure (10).....51-63
A.25 Adopt Measure R Parcel Tax 2013-14 Annual Plan (5)..... 64
A.26 Public Hearing on 2013-14 Final Budget (5)..... 65
A.27 Adopt 2013 – 14 Budget (30).....66-80
A.28 Approval of the 2014-15 School Calendar (10) 81

7:30 p.m.

XIV. INFORMATIONAL ITEMS (30)

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

- I.01 Termination of Membership From District Advisory Committees (5)..... .82
I.02 District Advisory Committee End-of-Year Report (25).....83-143(83y)
Early Child Care DAC
Health and Safety DAC
Visual and Performing Arts DAC
English Learners Advisory Committee
Intercultural Equity & Excellence DAC

XV. BOARD MEMBER ITEMS

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

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

A member of the public may request that a matter within the jurisdiction of the board be placed on the agenda of a regular meeting, as per Board Policy 9322. The request shall be in writing and be submitted to the superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. The board president and superintendent shall decide whether a request is within the subject matter jurisdiction of the board. Items not within the subject matter jurisdiction of the board may not be placed on the agenda. In addition, the board president and superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

XVII. CONTINUATION OF PUBLIC COMMENTS

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

XVIII. BOARD MEMBER COMMENTS

If you will require accommodation to participate in the Board meeting, please notify the Superintendent's Office at least one day prior to the meeting.
Board of Education Meeting AGENDA: June 26, 2013

XIX. FUTURE AGENDA ITEMS

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

XX. CLOSED SESSION

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

XXI. ADJOURNMENT

This meeting will adjourn to a regular board meeting scheduled for **Wednesday, July 24, 2013**, in the **District Administrative Offices**: 1651 16th Street, Santa Monica, CA.

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

SMMUSD Board of Education Meeting Schedule 2013-2014

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

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

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

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

ACTION
06/26/13

RECOMMENDATION NO. A.01

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

June 6, 2013

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

STUDY SESSION

TO: BOARD OF EDUCATION

STUDY SESSION

06/26/13

FROM: SANDRA LYON / TERRY DELORIA / ELIZABETH COCHRAN

RE: LITERACY DISCUSSION: PLANNING FOR STUDENT SUCCESS WITH
COMMON CORE STANDARDS

STUDY SESSION ITEM NO. S.01

Educational Services will discuss this year's work with literacy, including literacy walks, District Writing Assessment, and our work to date with Common Core Standards. We will also provide an overview of summer, fall, and spring plans for implementing the Common Core Standards.

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

FROM: SANDRA LYON / JANECE L. MAEZ / 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 2013-2014 budget.

Contractor/ Contract Dates	Description	Site	Funding (Measure BB)
Neil Perlmutter and Associates Extend contract date from 7/1/13 to 7/31/14	Serve as Senior Architect heading Measure BB change order review unit	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Rodrigo Donoso Extend contract date from 7/1/13 to 7/31/14	Project coordinator for development of documents associated to communications	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Jane Buelow & Associates 08/01/13 - 07/31/14 Not to Exceed: \$43,000	Project Coordination Communications & Presentations	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Orbach, Huff and Suarez California, LLC Extension of Contract: 7/1/13 to 7/31/14	Anticipated legal fees for Measure BB program	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Gaudet Design Group Extension of Contract: 7/1/13 to 7/31/14	Project Consultant for landscape architecture for Measure BB Program	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Art Meets Technology Extend Contract: 7/1/13 to 7/31/14	Maintenance Measure BB website	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Arcadis Extension of Contract: 7/1/13 to 7/31/14	Environmental Monitoring, Testing & Reporting	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
ATC Extension of Contract: 7/1/13 to 7/31/14	Environmental Monitoring, Testing & Reporting	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600
Atkins Extension of Contract: 7/1/13 to 7/31/14	Provide CEQA Environmental Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0-00000-85000-5802-XXX-2600

BPI Extension of Contract: 7/1/13 to 7/31/14	Inspection Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
BTC Labs Extension of Contract: 7/1/13 to 7/31/14	Testing & Special Inspection Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
CSD Engineering, Inc. (Cannon) Extension of Contract: 7/1/13 to 7/31/14	Engineering Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Converse Consultants Extension of Contract: 7/1/13 to 7/31/14	Geotechnical Observation & Testing Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
GeoConcepts Extension of Contract: 7/1/13 to 7/31/14	Geological Engineering Services related to waste water systems	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Inspection Specialists Extension of Contract: 7/1/13 to 7/31/14	DSA Compliance Inspection Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
IOR Group Extension of Contract: 7/1/13 to 7/31/14	Inspection Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Kleinfelder Extension of Contract: 7/1/13 to 7/31/14	DSA Certification for Prior Projects	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Knowland Extension of Contract: 7/1/13 to 7/31/14	Inspection Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Leighton Extension of Contract: 7/1/13 to 7/31/14	Provide Geological Engineering Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
AMEC Extension of Contract: 7/1/13 to 7/31/14	Geological Investigation & Reporting	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
MTGL Extension of Contract: 7/1/13 to 7/31/14	Testing & Special Inspection Services	Measure BB/ Capitol Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Ninyo & Moore Extension of Contract: 7/1/13 to 7/31/14	Testing & Special Inspection Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
PSOMAS Extension of Contract: 7/1/13 to 7/31/14	Provide Site Survey Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600

TMAD Extension of Contract: 7/1/13 to 7/31/14	Engineering services for DSA certification	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
WLC Extension of Contract: 7/1/13 to 7/31/14	DSA Compliance – Architectural & Engineering Services	Measure BB/ Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Dynamic Engineering & Testing, Inc. (DEI) Extension of Contract: 7/1/13 to 7/31/14	IOR inspection services	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Stephen Payte DSA Inspections, Inc. Extension of Contract: 7/1/13 to 7/31/14	IOR inspection services	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
California Testing & Inspections, Inc. (CTI) Extension of Contract: 7/1/13 to 7/31/14	Special Testing & Inspection Services	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Independent Construction Inspection (ICI) Extension of Contract: 7/1/13 to 7/31/14	IOR inspection services	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Sandy Pringle Associates Inspection Consultants, Inc. Extension of Contract: 7/1/13 to 7/31/14	IOR inspection services	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
AECOM Extension of Contract: 7/1/13 to 7/31/14	CEQA Consultants	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Gateway Science & Engineering Extension of Contract: 7/1/13 to 7/31/14	Inspection Services	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Intergrated Performance Contractors Extension of Contract: 7/1/13 to 7/31/14	Septic Tank Investigation	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Jubany-NAC Architects Extension of Contract: 7/1/13 to 7/31/14	DSA Close-out	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Topanga Underground Extension of Contract: 7/1/13 to 7/31/14	Provide on-site wastewater system investigation	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600

Kroner Environmental Extension of Contract: 7/1/13 to 7/31/14	Environmental Work/Phase 1	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Scotia Consulting Extension of Contract: 7/1/13 to 7/31/14	DSA Inspection Services	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Smith Emery Extension of Contract: 7/1/13 to 7/31/14	Provide testing & special inspection services	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
ThyssenKrupp Elevator Extension of Contract: 7/1/13 to 7/31/14	DSA Compliance/Elevator Upgrades	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Fehr & Peers Extension of Contract: 7/1/13 to 7/31/14	Parking Demand Management Solutions	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Li & Associates	Provide Structural/Engineering Review	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Lucy Fairweather	Project Coordination Communications & Presentations	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Rob Lowe	Project Coordination Site Logistics	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Simpson & Simpson	Project Liaison Construction Activities & Operations	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
Syska Hennessey	Design Services	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600
TYR, Inc.	Special Testing & Inspection Services	Measure BB / Capital Improvements	21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600

Contractor/ Contract Dates	Description	Site	Funding
Kristen Paglia P.S. Arts 9/01/13 to 6/30/14 Not to exceed: \$5,000	Gift Contractor – Art Classes for K – 5 th grades	McKinley	01-90120-0-11100 10000-5802-004-4040

Art Meets Technology (Maryanne Solomon) 7/01/13 – 6/30/14 Not to Exceed: \$26,000.	Maintenance & updating of smmusd.org District website & also all school websites	Superintendent's Office	01-00000-0-00000- 71500-5802-020-1200 (General Fund)
Flippen Group 7/09/13 – 7/11/13 Not to exceed: \$24,800.	Capturing Kids'Hearts is a 3- day training that provides tools for administrators, faculty & staff to build positive, productive, trusting relationships – among themselves & with their students.	Superintendent's Office	<i>Amend budget number</i> to: 01-00000-0-00000- 71500-5802-020-1200 (General Fund) (original BOE approval 5/15/13)
Samantha Allen Wright 9/20/12 to 6/30/13 <i>Amend \$750 increase</i> (original BOE approval on 10/18/12 for \$15,000.)	Math support for grade 8 students and teachers	Educational Services	01-90180-0-11100- 10000-5802-030-1300 (RGK)
Marina Data Solutions (Hank Kratzer) 7/01/13 to 12/21/13 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 (Ed. Services Adm.)

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

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

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.03

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

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

<u>AME</u> <u>SITE</u> Account Number Fund – Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE

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

Group Conference and Travel: In-State		
* a complete list of conference participants is on file in the Department of Fiscal Services		
<u>FORRER, Brooke</u> <u>SONG, Kate</u> Santa Monica High 01-70900-0-11100-10000-5220-015-4150 General Fund- Resource: Economic Impact Aid	AP Biology Summer Institute Rolling Hills Estates, CA August 5 – 8, 2013	\$2,250
<u>GRIEGO, Orlando</u> <u>LANCASTER, Kelly</u> Food and Nutrition Services 13-53100-0-00000-37000-5220-057-2570 Cafeteria Fund- Resource: Child Nutrition	PMG Equipment Demonstration Chatsworth, CA June 4, 2013	\$30 Mileage Only
<u>RICHARDSON, Steve</u> +3 Additional Staff Adams Middle 01-90121-0-11100-10000-5220-011-4110 \$3,100 01-90150-0-11100-10000-5220-011-4110 \$1,500 General Fund- Resource: Equity/PTSA	AVID Summer Institute San Diego, CA July 30 – August 2, 2013	\$4,600

Out-of-State Conferences: Individual		

Out-of-State Conferences: Group		

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

6/26/13

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2012-2013

RECOMMENDATION NO. A.04

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

NPS

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

2012-2013 Budget 01-65120-0-57500-31400-5890-043-1400

Nonpublic School/Agency	SSID	Service Description	Contract Number	Cost Not to Exceed
Village Glen Westside School (The HELP Group)	5103151852	NPS	*INCREASE* #67-SPED13126	\$25,200.00
Devereux Texas	6103151504	NPS	*INCREASE* #77-SPED13145	\$521.00

Amount Budgeted NPS 12/13		\$ 1,800,000
Amount Budgeted Mental Health Services 12/13		\$ 900,000
Total Budgeted		\$ 2,700,000
Prior Board Authorization as of 6/6/13		\$ 2,655,686
	Balance	\$ 44,314
Positive Adjustment (See Below)		\$ 0
		\$ 44,314
Total Amount for these Contracts		\$ 25,721
	Balance	\$ 18,593

Adjustment					
NPS Budget 01-65000-0-57500-11800-5125-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2012-2013 in the amount of \$1,317,942.00 as of 6/6/13					
NPS	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

NPA

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

Nonpublic School/Agency	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted NPA 12/13		\$ 1,026,000
Prior Board Authorization as of 6/6/13		\$ 1,085,651
	Balance	\$ -59,651
Positive Adjustment (See Below)		\$ 0
		\$ - 59,651

Total Amount for these Contracts

Balance \$ 0
\$ -59,651

Adjustment					
NPA Budget 01-65000-0-57500-11800-5126-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2012-2013 in the amount of \$75,930.00 as of 6/6/13					
NPA	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Instructional Consultants

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

Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Ryan Berman	8103148738	Behavior 1:1	*INCREASE* #19-SPED13023	\$3,605.00

Amount Budgeted Instructional Consultants 12/13	\$ 300,000
Prior Board Authorization as of 6/6/13	\$ 412,510
Balance	\$ -112,510
Positive Adjustment (See Below)	\$ 0
	\$ -112,510
Total Amount for these Contracts	\$ 3,605
Balance	\$ -116,115

Adjustment					
Instructional Consultants Budget 01-65000-0-57500-11900-5802-043-1400					
There has been a reduction in authorized expenditures of Instructional Consultants contracts for FY 2012-2013 in the amount of \$4,000.00 as of 6/6/13					
Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Non-Instructional Consultants

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

Non-Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Dr. Susan J. Edelstein - Beverly Hills Gastroenterology	6103199114	Doctor Evaluation, records review	72-SPED13167	\$800.00
Dr. Alan C. Brodney - Century City Optometric Center	9155041301	Vision Therapy	*INCREASE* 22-SPED13030	\$3,375.00
Dr. Alan C. Brodney - Century City Optometric Center	9103197431	Vision Therapy	*INCREASE* 68-SPED13159	\$4,560.00
Parent Reimbursement	2104353235	Travel Reimbursement	73-SPED13168	\$2,943.00

Amount Budgeted Non-Instructional Consultants 12/13		\$ 300,000
Prior Board Authorization as of 6/6/13		<u>\$ 355,604</u>
	Balance	\$ -55,604
Positive Adjustment (See Below)		<u>\$ 0</u>
		\$ -55,604
Total Amount for these Contracts		<u>\$ 11,678</u>
	Balance	\$ -67,282

Adjustment					
Non-Instructional Consultants Budget 01-65000-0-57500-11900-5890-043-1400					
There has been a reduction in authorized expenditures of Non-Instructional Consultants contracts for FY 2012-2013 in the amount of \$68,100.00 as of 6/6/13					
Non- Instructional Consultant	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

Legal

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

Legal Contractor	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Legal Services 12/13		\$ 300,000
Prior Board Authorization as of 6/6/13		<u>300,000</u>
	Balance	\$ 0
Adjustments for this period		<u>\$ 0</u>
		\$ 0
Total Amount for these Contracts		<u>\$ 0</u>
	Balance	\$ 0

Adjustment				
Legal Services Budget 01-65000-0-57500-11900-5820-043-1400				
There has been a reduction in authorized expenditures of Legal Services contracts for FY 2012-2013 in the amount of \$ 0 as of 6/6/13				
Legal Contractor	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

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

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

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

FROM: SANDRA LYON / TERRY DELORIA / ALICE CHUNG

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

RECOMMENDATION NO. A.05

It is recommended that the Board of Education approve the agreement between the Santa Monica-Malibu Unified School District (SMMUSD) and Santa Monica Community College (SMC) effective July 1, 2013 through June 30, 2014.

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

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

Memorandum of Understanding by and between Santa Monica Preschool Collaborative,
comprised of the Santa Monica Malibu Unified School District and the Santa Monica
Community College
July 1, 2013 – June 30, 2014

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

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

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

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

5. SMMUSD will operate the licenses at both centers.
6. Child development services to be provided through the Collaborative will include:
 - a. Full-day (7:30 a.m. to 6:00 p.m.), full year (year-round 245 days/year), care will be provided for children from low-income families, 64 full-time childcare slots are funded through a contract between the State Department of Education, Child Development Division and SMMUSD and 40 children are funded by Head Start, the State CDD and SMMUSD. Some of the children are partly or fully funded by parent fees.
 - b. Head Start services will be provided at Washington West; funded and staffed by SMMUSD.
 - c. Extended hours of childcare for Head Start families are funded by the State CDD: The intent is to serve Head Start families that require full-day care at Washington West Preschool.

- d. Childcare for up to 25 Children of SMC students, faculty and staff; funded through parent fees, CalWORKs and/or other sources. The intent is to make childcare available to the children of SMC students, faculty and staff from 7:30 a.m. to 6:00 p.m. every day that the program is operational.
 - e. The Collaborative will assure that the child care programs at Adams and Washington West are of high quality and include developmentally appropriate curriculum, consultation by social services professionals as resources are identified, parent support and education. Nutritious meals and snacks consistent with program hours will be supported by participation in the SMMUSD food program.
7. The Program Advisory Committee composed of representatives from SMMUSD and SMC will guide the Collaborative. The Committee will meet at least quarterly and will review the quality of the programs, coordination of curriculum and enrichment activities, staff development, parent education and similar activities. The ECE classroom staff will meet monthly with an SMC & SMMUSD Advisory Committee representative.
8. With input from the Program Advisory Committee, SMMUSD will be ultimately responsible for recruiting, selecting, training and supervising the staff at Adams and Washington West.
9. Daily custodial support, along with facility maintenance and repair will be provided by SMMUSD for sites, identified in paragraph Four.
10. The responsibilities of SMMUSD are set forth below:
- a. SMMUSD will offer priority enrollment to students, faculty and staff of SMC whenever there are vacancies in the program.
 - b. SMMUSD will maintain a waiting list of children eligible for the State subsidy. SMC will maintain a waiting list of children eligible for the reserved SMC spaces. When there is an opening in the program, the next child of the appropriate age on the relevant waiting list will be enrolled. The intent is to maintain full enrollment, with 108 Children through the State Department of Education, Head Start/Special Education students or SMC and/or other community children, recognizing that many are dually enrolled.
 - c. SMMUSD will work with SMC to establish the Collaborative preschools as work/study sites. The intent is to utilize work/study students to inspire SMC students to enter the field of child development through a positive work experience.
 - d. SMMUSD and SMC will work together to offer an internship program wherein students can participate and learn within a regulatory setting of 1) a general child care setting, 2) State Department of Education preschool and/or infant toddler programs, 3) the federally supported Head Start program.

- e. SMMUSD will work with SMC on the implementation of the Mentor program, encouraging and supporting both mentors and protégées at the child development centers, encouraging both best practices and a career path within early childhood education.
- f. SMMUSD will assume responsibility for daily operations of the Adams and Washington West sites including all of the requirements as set forth by licensing.
- g. SMMUSD will be responsible for meeting all of the requirements as set forth in the preschool services contract with the Department of Education.
- h. SMMUSD will be responsible for encouraging opportunities for inclusion of children with special needs with typically developing children thereby encouraging best practices for all children.
- i. SMMUSD will coordinate therapeutic services for children with the intent that, whenever possible, children requiring special services will receive them on-site, during their regular hours of attendance.
- j. SMMUSD will be responsible for meeting all Head Start requirements.

11. SMC responsibilities are as follows:

- a. SMC will supervise practicum students from child development and early childhood education classes at all the sites.
- b. SMC will provide training on desired results, and other areas or topics around Early Childhood Education; as well as assist with professional development planning for teachers and assistants.
- c. SMC will coordinate recruitment and child-find efforts with other members of the collaborative.
- d. SMC will continue to assign one SMC employee to teach at one the sites. In the event that the SMC preschool teacher terminates employment with SMC, the Santa Monica Community College District will augment the Collaborative budget in the amount sufficient to cover the replacement expenses by SMMUSD.
- e. In addition, SMC will underwrite the Collaborative to assure that SMMUSD expenses are covered, to a limit of \$114,750 annually. SMMUSD will provide quarterly accounting to SMC detailing income and expenditures. If there is a deficit, SMC will reimburse SMMUSD within 60 days. In the event that income exceeds expenses, the excess will be applied to the following quarter. The budget will be evaluated by the College, District and SMMUSD administration at mid-year, and at year-end, and adjusted as necessary. The intent of SMMUSD is to operate the Collaborative on a break-even basis.

12. “It is our hope and dream that this Collaborative arrangement can pool resources to target the most needy children and families in our area and provide them the support they need

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

13. This agreement shall be in effect from July 1, 2013 through June 30, 2014.

Signed:

Sandra Lyon Date: _____
For Santa Monica-Malibu Unified School District

Alice Chung Date: _____
For Santa Monica-Malibu Unified School District

_____ Date: _____
For the Santa Monica Community College

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

FROM: SANDRA LYON / TERRY DELORIA / ALICE CHUNG

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

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve the refunding application and budget for fiscal year 2013-2014 with Los Angeles County Office of Education (LACOE) for the purpose of providing Head Start Services to eligible families effective July 1, 2013 through June 30, 2014. 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 \$1,241,039 for the Head Start-Basic Program and \$5,600 for the Head Start Training and Technical Assistance.

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 operates on a minimum of 180 days, provides for the operation of 8 Head Start classes – approximately 160 children in a full day setting in partnership with State Preschool Funds.

BUDGET 2013 - 2014		
	Head Start	T&TA
Personnel	789,794	
Fringe Benefits	318,450	
Travel		
Equipment	0	
Supplies	18,402	
Contractual	24,000	
Construction	0	
Other	90,393	5,600
TOTAL	\$1,241,039	\$5,600

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

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

RE: AWARD OF PURCHASE ORDERS – 2012-13

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from May 23, 2013, through June 11, 2013, for fiscal /13.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JUNE 13, 2013

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 ***					
135728	ADDISON-WESLEY-LONGMAN/PEARSON	AP BIOLOGY - TEACHER RESORUCES	MALIBU HIGH SCHOOL	6,225.43	R
135639	AIRGAS INC (SO CAL AIRGAS)	METAL SHOP SUPPLIES	FACILITY MAINTENANCE	500.00	R
135548	APPLE COMPUTER CORP	MACBOOK AIR BREDFORD CART	JOHN ADAMS MIDDLE SCHOOL	74,395.02	R
135769	BARNES & NOBLE/SANTA MONICA	TEXTBOOKS	SANTA MONICA HIGH SCHOOL	1,681.92	R
135704	CHAMPION CHEMICAL	CUSTODIAL SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	282.67	R
135729	CHAMPION CHEMICAL	CUSTODIAL SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	1,225.31	R
135648	CHEFS TOYS	BEVERAGE AIR MILK COOLER	FOOD SERVICES	2,774.03	F
135725	CHOURA EVENTS	RENTAL OF CHAIRS - GRADUATION	MALIBU HIGH SCHOOL	1,251.09	R
135684	CITY OF LOS ANGELES	LAND LEASE WOODS PRESCHOOL	CHILD DEVELOPMENT CENTER	9,500.00	CD
135614	COMPLETE BUSINESS SYSTEMS	COPIER SERVICE CALLS	SANTA MONICA HIGH SCHOOL	500.00	U
135691	DANIELS TIRE SERVICE	TIRE SERVICE FOR VEHICLE 73	FACILITY MAINTENANCE	884.53	R
135755	DELORIA, TERRY	REIMBURSEMENT INSERVICE	CURRICULUM AND IMC	95.21	U
135634	DEMCO INC	LIBRARY FURNITURE ELA FF&E	EDISON ELEMENTARY SCHOOL	44,595.87	BB
135736	DISCOUNT SCHOOL SUPPLY	SUMMER/COASTAL KIDS	CHILD DEVELOPMENT CENTER	120.35	CD
135738	DISCOUNT SCHOOL SUPPLY	SUMMER/COASTAL KIDS	CHILD DEVELOPMENT CENTER	140.57	CD
135739	DISCOUNT SCHOOL SUPPLY	SUMMER/IISS	CHILD DEVELOPMENT CENTER	97.09	CD
135420	DOCKMASTER	FRANKLIN ELEVATOR REPAIR	FACILITY MAINTENANCE	4,800.00	R
135617	EL POLLO LOCO	OPEN ORDER/HS PARENT ACTIVITY	CHILD DEVELOPMENT CENTER	100.00	CD
135655	EMS SAFETY SERVICES INC	CPR CLASS SUPPLIES	HEALTH SERVICES	478.20	U
135619	EWING IRRIGATION PRODUCTS	OPEN ORDER GROUNDS SUPPLIES	GROUNDS MAINTENANCE	1,500.00	R
135623	FANALI, ANTHONY	SMMEF FLYERS	BOE/SUPERINTENDENT	2,500.00	U
135748	FOLLETT EDUCATIONAL SERVICES	WORK BOOK ORDER - LIBRARY	JOHN MUIR ELEMENTARY SCHOOL	3,095.77	R
135682	FOLLETT LIBRARY BOOK CO	LIBRARY BOOKS	FRANKLIN ELEMENTARY SCHOOL	499.87	R
135624	FOOTHILL SOILS	OPERATIONS GROUNDS SUPPLIES	GROUNDS MAINTENANCE	76.65	R
135604	GALE SUPPLY CO	OPEN ORDER CUSTODIAL SUPPLIES	GROUNDS MAINTENANCE	2,000.00	R
135613	GALE SUPPLY CO	CUSTODIAL SUPPLY SUMMER SCHOOL	CURRICULUM AND IMC	933.16	R
135674	GALE SUPPLY CO	CUSTODIAL SUPPLIES	WEBSTER ELEMENTARY SCHOOL	1,090.27	R
135686	GALE SUPPLY CO	custodial supplies Barnum	THEATER OPERATIONS&FACILITY PR	384.45	R
135705	GALE SUPPLY CO	CUSTODIAL SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	218.45	R
135727	GALE SUPPLY CO	CUSTODIAL SUPPLIES	EDISON ELEMENTARY SCHOOL	1,388.68	U
135733	GALE SUPPLY CO	CUSTODIAL SUPPLIES/PERMIT	JOHN ADAMS MIDDLE SCHOOL	3,084.72	R
135766	GALE SUPPLY CO	CUSTODIAL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	767.21	R
135760	GATES, JANIE YUGUCHI	REIMBURSEMENT	OLYMPIC CONTINUATION SCHOOL	305.00	R
135565	GOLDEN STAR TECHNOLOGY INC	REPLACEMENT LAMP UF65 PROJECT	MALIBU HIGH SCHOOL	411.04	R
135672	GOLDEN STAR TECHNOLOGY INC	Bulbs for Smart Boards	CABRILLO ELEMENTARY SCHOOL	1,489.26	R
135685	HANDWRITING WITHOUT TEARS INC	INSTRUCTIONAL WORKBOOKS	WILL ROGERS ELEMENTARY SCHOOL	779.74	R
135642	HOME DEPOT- L.A.	GENERAL MAINTENANCE	FACILITY MAINTENANCE	1,000.00	R
135657	HOME DEPOT- L.A.	OPEN ORDER OPERATIONS SUPPLIES	GROUNDS MAINTENANCE	600.00	R
135687	INTELLI-TECH	HP NOTEBOOKS FOR LIBRARY	CABRILLO ELEMENTARY SCHOOL	2,771.40	R
135726	INTERNATIONAL PAPER	RECYCLED COPY PAPER	EDISON ELEMENTARY SCHOOL	233.87	R
135633	JOSTENS - CAMARILLO	COMMUNITY SERVICE MEDALS	MALIBU HIGH SCHOOL	654.00	R
135689	KERKOTCHIAN, SYLVIA	REIMBURSEMENT	WILL ROGERS ELEMENTARY SCHOOL	742.00	R
135680	KI	CLASS & ADMIN FURN. FOR ELA	EDISON ELEMENTARY SCHOOL	78,260.12	BB
135668	KING OFFICE SERVICES	MOVE MANAGEMENT SERVICES	EDISON ELEMENTARY SCHOOL	23,089.00	BB
135669	KING OFFICE SERVICES	MOVING SERVICES	EDISON ELEMENTARY SCHOOL	41,627.85	BB
135732	LAKESHORE	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	300.00	CD
135753	LAKESHORE CURRICULUM	LEARNING MATERIALS - ELA FF&E	EDISON ELEMENTARY SCHOOL	29,576.88	BB
135598	LAW FIRE PROTECTION SERVICES	TO REPAIR DUCT FILTERS	FOOD SERVICES	825.32	F
135660	LAW FIRE PROTECTION SERVICES	DUCT REPAIR AT PT DUME CAFE	FOOD SERVICES	383.00	F

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JUNE 13, 2013

PAGE 2

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	
135730	LAW FIRE PROTECTION SERVICES	DISTRCT FIRE PROTECTION SERV	GROUPS MAINTENANCE	225.00	R
135720	LIBRARY STORE INC, THE	CUSHIONS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	811.67	BB
135702	MACMALL/PC MALL	TECHNONLOGY SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	117.18	R
135625	MAD SCIENCE OF LOS ANGELES	SUMMER/CK, IISS, PTA	CHILD DEVELOPMENT CENTER	1,893.00	CD
135656	MANCE, MIKE J.	OPEN ORDER OPERATIONS SUPPLIES	GROUPS MAINTENANCE	800.00	R
135756	MANGLE, RUTH	REIMBURSEMENT LUNCH MEETING	CURRICULUM AND IMC	208.98	U
135621	MOBILE MODULAR	CONTAINER FOR LIGHTS	MALIBU HIGH SCHOOL	7,336.49	D
135746	MOBILE MODULAR	HAULAGE CHARGES	MALIBU HIGH SCHOOL	130.04	D
135545	MOLEBASH, PHILIP	IN-SERVICE SPEAKER	ST.MONICA HIGH PRIVATE SCHOOL	1,000.00	R
135659	NAPHY, KATHERINE DEMOPOULOS	REIMBURSEMENT	WILL ROGERS ELEMENTARY SCHOOL	150.00	R
135741	NETWORLD SOLUTIONS INC	TECHNOLOGY CONSULTING	LINCOLN MIDDLE SCHOOL	28,580.00	BB
135708	ORANGE COUNTY SPEAKER INC	speaker part	THEATER OPERATIONS&FACILITY PR	83.47	R
135675	PACIFIC OFFICE INTERIORS	MGMNT & INSTALLATION FOR ELA	EDISON ELEMENTARY SCHOOL	50,040.16	BB
135678	PACIFIC OFFICE INTERIORS	HAYWORTH ADMIN FURN. FOR ELA	EDISON ELEMENTARY SCHOOL	60,464.12	BB
135679	PACIFIC OFFICE INTERIORS	HAYWORTH CLASS FURN. FOR ELA	EDISON ELEMENTARY SCHOOL	16,991.16	BB
135683	PACIFIC OFFICE INTERIORS	FABRIC FOR CUSHIONS FOR ELA	EDISON ELEMENTARY SCHOOL	223.51	BB
135743	PACIFIC OFFICE INTERIORS	WORKSURFACE	JOHN ADAMS MIDDLE SCHOOL	650.89	BB
135752	PACIFIC OFFICE INTERIORS	OVAL RUG FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	1,370.28	BB
135740	PALOMINO, DIEGO F	HS PARENT ACTIVITY	CHILD DEVELOPMENT CENTER	300.00	CD
135654	PATTONS PHARMACY	TB SOLUTION AND SYRINGES	HEALTH SERVICES	736.25	U
135658	PIONEER CHEMICAL CO	FILTER & HOSE FOR PIG VACUUM	FRANKLIN ELEMENTARY SCHOOL	305.60	U
135635	PLAY WITH A PURPOSE	SANDBOX	CHILD DEVELOPMENT CENTER	655.25	CD
135731	RAYVERN LIGHTING	OPERATIONS CUSTODIAL SUPPLIES	GROUPS MAINTENANCE	73.87	R
135676	REGENCY ENTERPRISES INC.	CUSTODIAL SUPPLIES-LAMPS	WEBSTER ELEMENTARY SCHOOL	259.97	R
135703	REISS-WOZNAK MEDICAL CLINIC	FIRST AID CLAIMS	INSURANCE SERVICES	500.00	U
135715	RICOH BUSINESS SOLUTIONS	COPIERS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	25,244.90	BB
135737	S & S ARTS & CRAFTS	SUMMER/COASTAL KIDS	CHILD DEVELOPMENT CENTER	74.42	CD
135762	S & S ARTS & CRAFTS	SUMMER/COASTAL KIDS	CHILD DEVELOPMENT CENTER	90.66	CD
135767	S C A Q M D	DIESEL GENERATOR FEES	FACILITY MAINTENANCE	800.00	R
135754	SAMSUNG FIXTURES	REFRIDGERATORS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	4,332.75	BB
135636	SANTA MONICA FORD	VEHICLE REPLACEMENT #73	FACILITY MAINTENANCE	29,720.16	DF
135664	SANTA MONICA MUN BUS LINES	FACULTY BUS PASSES	SANTA MONICA HIGH SCHOOL	1,040.00	BB
135653	SCHOOL SPECIALTY INC	BLOCK MAGNETS MC15	INSURANCE SERVICES	891.29	U
135751	SCHOOL SPECIALTY INC	OVAL RUG FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	805.62	BB
135661	SCHWENGEL, TRACEY	REIMBURSEMENT	WILL ROGERS ELEMENTARY SCHOOL	150.00	R
135742	SEHI COMPUTER PRODUCTS	DVD PLAYERS	JOHN ADAMS MIDDLE SCHOOL	235.95	BB
135716	SIR SPEEDY PRINTING #0245	PROMOTIONAL BROCHURES	WILL ROGERS ELEMENTARY SCHOOL	107.31	R
135763	SIR SPEEDY PRINTING #0245	PRINTING	SANTA MONICA HIGH SCHOOL	1,800.00	BB
135607	SMART & FINAL	OPEN ORDER/TEACHER MEETINGS	CHILD DEVELOPMENT CENTER	389.00	CD
135618	SMART & FINAL	OPEN ORDER/HS PARENT ACTIVITY	CHILD DEVELOPMENT CENTER	50.00	CD
135710	SMART & FINAL	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	120.00	CD
135712	SMART & FINAL	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	180.00	CD
135734	SMART & FINAL	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	100.00	CD
135735	SMART & FINAL	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	250.00	CD
135690	SMART & FINAL #315	REFRESHMENTS -	OLYMPIC CONTINUATION SCHOOL	200.00	R
135665	SOUTH BAY LANDSCAPING	CMU WALL AT PARKING LOT	LINCOLN MIDDLE SCHOOL	7,380.00	BB
135745	SOUTH BAY LANDSCAPING	INSTALLATION	JOHN ADAMS MIDDLE SCHOOL	1,680.00	BB
135666	SOUTHERN CALIFORNIA EDISON CO	NEW METER FINAL PAYMENT	EDISON ELEMENTARY SCHOOL	119.28	BB
135723	SPECTRUM INDUSTRIES INC	LAPTOP LOCKER FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	772.79	BB
135609	STAPLES BUSINESS ADVANTAGE	SUPPLIES FOR IISS	CURRICULUM AND IMC	500.00	R
135627	STAPLES BUSINESS ADVANTAGE	OPEN PO FOR SUPPLIES	STUDENT SERVICES	600.00	U

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JUNE 13, 2013

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

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
135701	SUPERFAST COPYING & BINDING	PRINTING/LITERARY CLUB BOOKLET	JOHN ADAMS MIDDLE SCHOOL	480.71	R
135640	TANDUS US INC	CARPET MATERIAL ELA FF&E	EDISON ELEMENTARY SCHOOL	106,816.22	BB
135711	TARGET STORES	OPEN ORDER/SUMMER1	CHILD DEVELOPMENT CENTER	100.00	CD
135681	THE PROPHET CORP	SUPPLIES	WEBSTER ELEMENTARY SCHOOL	882.13	R
135593	TIME WARNER CABLE INC	RELOCATION OF INTERNET	EDISON ELEMENTARY SCHOOL	2,321.00	BB
135628	TREEPEOPLE	FIELD TRIP TO TREEPEOPLE	DISTRICT-WIDE	300.00	CD
135630	TREEPEOPLE	FIELD TRIP TO TREEPEOPLE	DISTRICT-WIDE	300.00	CD
135631	TREEPEOPLE	FIELD TRIP TO TREEPEOPLE	DISTRICT-WIDE	300.00	CD
135632	TREEPEOPLE	FIELD TRIP TO TREEPEOPLE	DISTRICT-WIDE	300.00	CD
135761	TYCO INTEGRATED SECURITY	PANIC BUTTON INSTALLATION	FACILITY MAINTENANCE	8,000.00	DF
135714	ULINE SHIPPING SUPPLIES	MAIL CART FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	370.31	BB
135620	UNCLE SAM'S DISTRIBUTING	OPEN ORDER CUSTODIAL SUPPLIES	GROUNDS MAINTENANCE	1,500.00	R
135719	VERHAM, KAREN	WEBSTERVILLE PROGRAM SUPPLIES	WEBSTER ELEMENTARY SCHOOL	870.92	R
135154	VIRCO MFG CORP	CLASSROOM TABLES AND CHAIRS	ROOSEVELT ELEMENTARY SCHOOL	3,375.34	U
135718	VIRCO MFG CORP	TABLES FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	7,867.31	BB
135722	VS AMERICA INC	HOKKI STOOLS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	15,196.23	BB
135673	W.O.L.F.	OUTDOOR EDUCATION 5TH GRADE	CABRILLO ELEMENTARY SCHOOL	15,477.00	R
135706	W.W. GRAINGER INC.	CUSTODIAL SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	171.30	R
135612	WAXIE SANITARY SUPPLY	CUSTODIAL SUPPLY SUMMER SCHOOL	CURRICULUM AND IMC	39.07	R
135717	WENGER CORPORATION	CHORAL RISERS FOR ELA FF&E	EDISON ELEMENTARY SCHOOL	7,460.15	BB
** NEW PURCHASE ORDERS				773,903.71	

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

135667	2MG CONSTRUCTION INC	BASEMENT CUBICLES	CHILD DEVELOPMENT CENTER	8,827.00	BB
135744	CSI FULLMER	INSTALLATION	CHILD DEVELOPMENT CENTER	540.00	BB
135592	DEMPSEY ELECTRIC	ELECTRICIAL WORK	CHILD DEVELOPMENT CENTER	795.00	BB
135595	DEMPSEY ELECTRIC	FLOURESCENT LIGHTS	CHILD DEVELOPMENT CENTER	290.00	BB
135670	ESPINOZA CONSTRUCTION	PATCHING & REPAIRS	CHILD DEVELOPMENT CENTER	750.00	BB
** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATION/NEW CONSTRUCTION/DEVELOPER FEES				11,202.00	

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

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

RE: ACCEPTANCE OF GIFTS – 2012/2013

RECOMMENDATION NO. A.08

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling **\$28,516.07** presented to the Santa Monica-Malibu Unified School District.

It is further recommended that the Fiscal/Business Services Office, in accordance with Educational Code §42602, be authorized to increase the 2012-2013 income and appropriations by **\$28,516.07** as described on the attached listing.

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

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

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

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

School/Site	Account Number		Equity Fund 15% Contrib.	In-kind Value	Donor	Purpose
JAMS		\$ 4,010.00	\$ -		Various	General Supplies and Materials
	01-90120-0-00000-00000-8699-011-0000	\$ 1,158.00	\$ -		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		\$ 3,354.00	\$ -		Various	General Supplies and Materials
	01-90120-0-00000-00000-8699-017-0000	\$ 2,779.78	\$ 490.54		Ross Feikls Discovery	Non-Capital Equipment
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		\$ 4,127.30	\$ 110.70		Various	General Supplies and Materials
	01-90120-0-00000-00000-8699-012-0000	\$ 1,867.00	\$ -		Various Music Parents	General Supplies and Materials
		\$ 1,140.25	\$ 24.75		Various	General Supplies and Materials
Malibu High School						
	01-90120-0-00000-00000-8699-010-0000					
McKinley		\$ 130.00	\$ -		Various	4th Grade Field Trip
	01-90120-0-00000-00000-8699-004-0000	\$ 20.00	\$ -		Various	General Supply and Materials
Muir						
	01-90120-0-00000-00000-8699-005-0000					
Olympic HS						
	01-90120-0-00000-00000-8699-014-0000					
Rogers		\$ 1,180.00	\$ -		Heal The Bay	General Supplies and Materials
	01-90120-0-00000-00000-8699-006-0000					

School/Site	Gift Amount	Equity Fund 15% Contrib.	In-kind Value	Donor	
Account Number					
Roosevelt	\$ 850.00	\$ 150.00		Wells Fargo Foundation	General Supplies and Materials
01-90120-0-00000-00000-8699-007-0000	\$ 450.00	\$ -		Rhonda Schneider	Field Trip
	\$ 136.00	\$ -		Roosevelt PTA	Field Trip
Samohi	\$ 850.00	\$ 150.00		Santa Monica Arts Parents Association	Teacher, Hourly
01-90120-0-00000-00000-8699-015-0000					
Barnum Hall					
01-91150-0-00000-00000-8699-000-0000					
Pt. Dume Marine Science					
01-90120-0-00000-00000-8699-019-0000					
Webster					
01-90120-0-00000-00000-8699-008-0000					
Others:					
Superintendent's Office					
01-90120-0-00000-00000-8699-020-0000					
Educational Services	\$ 5,000.00	\$ -		Gail Dorin Music Foundation	Special Services, Classified
01-90120-0-00000-00000-8699-030-0000	\$ 296.00	\$ -		Various	General Supplies and Materials
	\$ 241.75	\$ -		Various	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					
01-90120-0-00000-0000-8699-054-0000					
Food and Nutrition Services					
01-90120-0-00000-0000-8699-057-0000					
District					
01-90120-0-00000-00000-8699-090-0000					
TOTAL	\$ 27,590.08	\$ 925.99	\$ -		

School/Site	Y-T-D Adjusted	Current	Equity Fund	Cumulative	Y-T-D	Current	Cumulative
Account Number	Gift Total	Gift Amount	15% Contrib.	Gift Amount	In-Kind Value	In-Kind Value	In-Kind Value
JAMS	\$ 59,348.84	\$ 5,168.00	\$ -	\$ 64,516.84			\$ -
01-90120-0-00000-00000-8699-011-0000							
Adult Education							
11-90120-0-00000-00000-8699-090-0000							\$ -
Alternative (SMASH)							
01-90120-0-00000-00000-8699-009-0000							\$ -
Cabrillo	\$ 27,390.80	\$ 6,133.78	\$ 490.54	\$ 34,015.12			\$ -
01-90120-0-00000-00000-8699-017-0000							
CDS	\$ 1,333.37			\$ 1,333.37	\$ 40.00		\$ 40.00
12-90120-0-00000-00000-8699-070-0000							
Edison	\$ 1,638.38			\$ 1,638.38			\$ -
01-90120-0-00000-00000-8699-001-0000							
Franklin	\$ 3,325.54			\$ 3,325.54			\$ -
01-90120-0-00000-00000-8699-002-0000							
Grant				\$ -			\$ -
01-90120-0-00000-00000-8699-003-0000							
Lincoln	\$ 72,176.91	\$ 7,134.55	\$ 135.45	\$ 79,446.91			\$ -
01-90120-0-00000-00000-8699-012-0000							
Malibu High School	\$ 40,846.40			\$ 40,846.40			\$ -
01-90120-0-00000-00000-8699-010-0000							
Malibu Shark Fund - Resource #90141							
McKinley	\$ 30,818.49	\$ 150.00	\$ -	\$ 30,968.49			\$ -
01-90120-0-00000-00000-8699-004-0000							
Muir	\$ 50.00			\$ 50.00			\$ -
01-90120-0-00000-00000-8699-005-0000							
Olympic HS	\$ 10,800.00			\$ 10,800.00			\$ -
01-90120-0-00000-00000-8699-014-0000							
Rogers	\$ 45,076.58	\$ 1,180.00	\$ -	\$ 46,256.58			\$ -
01-90120-0-00000-00000-8699-006-0000							
Roosevelt	\$ 6,198.03	\$ 1,436.00	\$ 150.00	\$ 7,784.03			\$ -
01-90120-0-00000-00000-8699-007-0000							
Samohi	\$ 20,359.04	\$ 850.00	\$ 150.00	\$ 21,359.04			\$ -
01-90120-0-00000-00000-8699-015-0000							
Pt. Dume Marine Science				\$ -			\$ -
01-90120-0-00000-00000-8699-019-0000							
Webster				\$ -	\$ 3,241.00		\$ 3,241.00
01-90120-0-00000-00000-8699-008-0000							

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

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

RE: APPROPRIATION TRANSFERS AT SCHOOL YEAR-END – FY 2012-13

RECOMMENDATION NO. A.09

It is recommended that the Board of Education approve the attached authorization to make appropriation transfers.

COMMENTS: The Los Angeles County Office of Education encourages District's Governing Boards to authorize the County Office to make appropriation transfers. The District will identify the source of the funds to be transferred. Copies of transfers will be sent to Santa Monica-Malibu Unified School District as they occur. This action is recommended by the Los Angeles County Office of Education and is a routine occurrence.

The provision of the Education Code that allows for this is Section 42601 as follows: "At the close of any school year a school district may, with the approval of the governing board, identify and request the County Superintendent of Schools to make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during that school year. For each elementary, high school, and unified school district that during the preceding school year, had an average daily attendance less than the level, as appropriate, specified in subdivision (a) of EC 41301, the County Superintendent of Schools, with the consent of the Governing Board of the School District, may identify and make the transfers, and shall notify the districts."

Fiscal year-end posting of warrants or liabilities, or both, may cause overdraft in appropriation accounts, which will need budget transfers between major objects or reserve accounts. Authorizing these transfers to be made will facilitate our year-end closing process.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:



SCHOOL DISTRICTS WITH ADA ABOVE EC 41301 LEVEL*
YEAR-END APPROPRIATION TRANSFERS

TO: Los Angeles County Office of Education
Division of School Financial Services
Accounting Section, EC 2nd Floor
Attn: Bert Rodriguez

FROM: Santa Monica-Malibu Unified School District
 No Appropriation Transfer is Requested
 X Appropriation Transfers are Authorized

Our school district has ADA equal to or above the level specified in Education Code (EC) 41301. The governing board, in accordance with the provisions of EC 42601, hereby approves to authorize the County Superintendent of Schools to make appropriate transfers necessary at the close of the 2012-13 school year to permit the payment of obligations of the district incurred during such school year.

Please identify sources by entering 1, 2, 3, or 4 to indicate 1st source, 2nd source, 3rd source or 4th source.

Authorization approved by governing board for transfers:

 1 Between major objects of expenditure
 2 From unassigned fund balances, if any
 .
 3 From committed fund balances
 .
 4 From assigned fund balances

Signature: _____ Date _____, 2013
Clerk of the Governing Board

Submitted by: Janece L. Maez, Assistant Superintendent/CFO Date June 26, 2013

*Education Code 41301 levels: equal to 901 average daily attendance (ADA) for the elementary school districts, equal to 301 ADA for the high school districts, and equal to 1501 ADA for the unified school districts.

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

FROM: SANDRA LYON / JANECE L. MAEZ

RE: RENEW CONTRACT – SCHOOL SERVICES OF CALIFORNIA, INC.

RECOMMENDATION NO. A.10

It is recommended that the Board of Education approve an agreement for special fiscal services with School Services of California, Inc., effective July 1, 2013, and terminating June 30, 2014.

It is further recommended that in consideration for services provided by School Services of California, Inc., that the District agrees to pay \$3,300 annually, plus expenses.

Funding Information

Source: General Fund-Unrestricted

Currently Budgeted: Yes

Account Number: 01-00000-0-00000-73000-5890-050-1500

Description: Other Gen'l Admin/Contracts/Business Serv.

COMMENT: This request represents a renewal of our contract with School Services of California, Inc. There is no increase in the annual fee over the previous annual contract amount. School Services of California, Inc. provides fiscal services to the District including school finance, legislation, school budgeting and general fiscal issues. This agreement also includes up to 12 direct service hours at no additional cost.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

FROM: SANDRA LYON / TERRY DELORIA / MAUREEN BRADFORD

RE: CONSOLIDATED APPLICATION

RECOMMENDATION NO. A.11

It is recommended that the Board of Education approve the submission of the Consolidated Application, Spring Submission, to the State of California.

COMMENT: The Consolidated Application must be submitted to the California Department of Education in order for the district to receive state and federal categorical program funding. The application is submitted in several parts each school year. Following Board approval, the spring submission is to be submitted by June 30, 2013. This submission indicates that Santa Monica-Malibu Unified School District requests participation in federal and state programs including: Title I Basic Grant (low income/low achieving students), Title II, Part A (Teacher and Principal Training and Recruiting), Title III (Limited English Proficient Students) and Economic Impact Aid (Limited English Proficient/State Compensatory Education). Other state programs, previously part of the Consolidated Application, are now part of the Tier III Flexibility program and no longer flow through the ConApp.

Federal guidelines also allow local non-profit private schools to participate with the public school district in federal programs. Those participating private schools are identified in the application.

Federal Program Descriptions:

Title I Part A – Helping Disadvantaged Children:

A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II Part A – Teacher Quality:

A federal program that increases student academic achievement through professional development and strategies for improving teacher and principal quality.

Title III – Limited English Proficient Students:

A federal program that provides supplementary programs and services to limited-English-proficient (LEP) students (known as English learners in California). The purpose of the program is to assist LEP students to acquire English and achieve grade-level and graduation standards.

State Program Descriptions:

Economic Impact Aid:

Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds, kindergarten through grade twelve, to support (1) additional programs and services for English learners (EL) and (2) compensatory education services for educationally disadvantaged students.

An additional submission of the Consolidated Application, which includes budget information, will be submitted to CDE in the fall after district funding entitlements are confirmed. This second submission will indicate the number of pupil participants and funding allocations for each program and school site.

Each school site is required to have a comprehensive school plan known as the Single Plan for Student Achievement describing the strategies and activities to improve student achievement and meet district adopted standards through the supplementary services provided by these categorical programs.

Schools utilize highly qualified teachers, instructional aides, scientifically research-based intervention programs, tutoring assistance, materials and equipment, professional development, district provided training, conferences and workshop attendance, expert consultants, and parent/community involvement activities to meet the needs of their students.

Each School Site Council is required to provide input and recommend to the Board the approval of planned program activities and budgets as part of the Single Plan for Student Achievement. The Director of Assessment, Research and Evaluation reviews program guidelines with all school administrators to insure appropriate implementation and compliance for each categorical program.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

FROM: SANDRA LYON / TERRY DELORIA / PHIL COTT

RE: SHAHEEN FOUNDATION GRANTS FOR WEBSTER ELEMENTARY SCHOOL

RECOMMENDATION NO. A.12

It is recommended that The Board of Education approve a grant from the Shaheen Foundation in an amount of \$5,000.00 for Webster Elementary School.

COMMENTS: For the third year, the Shaheen Foundation would like to donate \$4,000 for Webster Elementary School Homework Club that offers after school homework help for 20 weeks at no charge to families.

Also, the Shaheen Foundation would like to continue donating \$1,000 for Shane's Inspiration – which enables Webster Elementary to send their 5th grade classes to participate in this outstanding program in which students are paired with special needs students for lunch and play at a local park.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

FROM: SANDRA LYON / JANECE L. MAEZ

RE: APPOINTMENT OF MEMBER TO THE PROP 39 CITIZENS' BOND OVERSIGHT COMMITTEE

RECOMMENDATION NO. A.13

It is recommended that the Board of Education appoint Marianne Riggins to the Prop 39 Citizens' Bond Oversight Committee (BOC) for a three year term ending June 30, 2016.

COMMENT: Education Code 15278(a) is specific as to the number of committee members that should be appointed to the BOC and even more specific as related to the length of term and number of terms permitted. Ed Code states that the Committee shall consist of at least seven (7) members to serve for a term of no more than three (3) years without compensation and for no more than two (2) consecutive terms. The law continues to specify that the committee must include:

- One member who is active in a business organization representing the business community located within the school district;
- One member active in a senior citizens' organization;
- One member who is the parent or guardian of a child enrolled in the school district;
- One member who is both a parent or guardian of a child enrolled in the school district and active in a parent-teacher organization;
- One member who is active in a bon fide taxpayers' organization; and
- Two members at large.

At the BOC meeting in April 2013, three members were assigned a term from 7/1/13 through 6/30/15 and three others were assigned to terms from 7/1/13 through 6/30/16.

When the Board filled several vacancies on the BOC in March 21, 2013, there were no applicants from the Malibu area. The Board left one of the At-Large positions vacant and asked that staff encourage residents of Malibu to apply. The District continued to recruit for a Malibu representative. Since March, the District received one application and is recommending the Board appoint Marianne Riggins to fill the vacant position.

Upon approval of her appointment, staff recommends that Ms. Riggins term end June 30, 2016. The seven member BOC would then have three (3) members with terms ending June 30, 2015 and four (4) members with terms ending June 30, 2016.

Recommended Composition of the Prop 39 Bond Oversight Committee (BOC)

Number of Reps.	Category	Current Member	Terms Ends
1	Parent	Charlie Yen	6/30/16
1	Parent Active in PTA or Site Council	Lori Whitesell	6/30/15
1	Citizen Active in a Business Organization	Gordon Lee	6/30/15
1	Citizen Active in a Senior Citizen Organization	Barry Seid	6/30/16
1	Citizen Active in a Bona-fide Taxpayers Association	Steven Rodman	6/30/15
2	Members at Large	Debbie Mulvaney	6/30/16
		<i>Marianne Riggins</i>	<i>6/30/16</i>

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

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 PACKAGE 2B – SIMPLEX GRINNELL INC. – MEASURE BB

RECOMMENDATION NO. A.14

It is recommended that the Board of Education approve Change Order No. 01 for the Federal GSA contract – John Adams Middle School – Replacement of Classroom Building E, F & G, New Administration, Modernization and Site Improvements Project (Package 2B) to SimplexGrinnell, for an amount of \$15,373.84 for a total contract amount of \$444,009.21.

Funding Information

Budgeted: No
Fund: 82
Source: Measure BB
Account Number: 82-90500-0-00000-85000-6200-011-2600
Budget Category: Hard Costs/Construction/Construction Contracts
DSA #: 03-112808
Friday Memo: 06/21/13

COMMENTS: On September 22, 2011, the Santa Monica-Malibu Unified School District Board of Education awarded SimplexGrinnell the fire alarm equipment 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 \$428,635.37, under Federal GSA contract #GS-07-0396M.

Change Order No. 01 includes eight (8) items related to additional scope of work totaling \$15,373.84.

Change Order No. 11 (CO-11) includes the following changes to the terms of the contract:

ORIGINAL CONTRACT AMOUNT	\$428,635.37
CHANGE ORDER NO. 1	\$15,373.84
TOTAL CONTRACT	\$444,009.21

Change Order No. 01 will be funded by the Program Reserve as allocated for John Adams Middle School.

A Friday Memo accompanies this item.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

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

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

RECOMMENDATION NO. A.15

It is recommended that the Board of Education authorize contract Change Order number 09 (CO-09) for the Lease Leaseback – Edison Elementary Building – ELA: New Building Project to Swinerton Builders, in the amount of \$73,414.00 for a total contract amount of \$33,435,614.00, and no change in the contract time.

Funding Information

Budgeted: No
Fund: 81
Source: Measure BB
Account Number: 81-90500-0-00000-85000-6200-001-2600
Budget Category: Construction Contracts
DSA #: 03-112999
Friday Memo: 06/21/13

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

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

Change Order 9 includes ten (10) distinct Proposed Change Order (PCO) items with different backgrounds and justifications. The District has reviewed each of the ten PCOs in detail for scope and costs.

The scope of work included in Change Order No. 09 (CO-09) includes all labor, materials, equipment and related overhead costs for the work described for each PCO. This contract increase does not include changes to the contract documents that must be submitted to DSA for approval.

(continued on the next page)

ORIGINAL CONTRACT AMOUNT:	\$32,848,118
CHANGE ORDER NO. 1:	93,232
CHANGE ORDER NO. 2:	74,000
CHANGE ORDER NO. 3:	76,746
CHANGE ORDER NO. 4:	86,815
CHANGE ORDER NO. 5:	68,372
CHANGE ORDER NO. 6:	38,766
CHANGE ORDER NO. 7:	72,552
CHANGE ORDER NO. 8:	3,599
CHANGE ORDER NO. 9:	73,414
TOTAL CONTRACT AMOUNT:	\$33,435,614

Change Order No. 09 (CO-09) does not include any change to the contract time.

ORIGINAL CONTRACT TIME:	1,054 Days
CHANGE ORDER NO. 1:	0 Days
CHANGE ORDER NO. 2:	0 Days
CHANGE ORDER NO. 3:	3 Days
CHANGE ORDER NO. 4:	0 Days
CHANGE ORDER NO. 5:	0 Days
CHANGE ORDER NO. 6:	0 Days
CHANGE ORDER NO. 7:	0 Days
CHANGE ORDER NO. 8:	0 Days
CHANGE ORDER NO. 9:	0 Days
TOTAL CONTRACT TIME:	1,057 Days

Change order No. 09 will be funded by the Program Reserve as allocated for Edison.

A Friday Memo accompanies this item.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

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

RE: RECOMMENDATION TO APPROVE CONTRACT AMENDMENT #35 FOR
ADDITIONAL ARCHITECTURAL SERVICES FOR DESIGN – LINCOLN MIDDLE
SCHOOL – REPLACEMENT OF CLASSROOM BUILDING C & SITE
IMPROVEMENT (PACKAGE 2) – DLR GROUP WWCOT – MEASURE BB

RECOMMENDATION NO. A.16

It is recommended that the Board of Education approve Contract Amendment #35 with DLR Group WWCOT to provide architectural and engineering services for the Lincoln Middle School Replacement of Classroom Building C & Site Improvement Project (Package 2) in the amount of \$6,333.00 for a total contract amount of \$4,377,303.

Funding Information

Budgeted: Yes
Fund: 82
Source: Measure BB
Account Number: 82-90500-0-00000-85000-5802-012-2600
DSA Number: 03-112865
Budget Category: Soft Costs\Design\Architects
Friday Memo: 06/21/13

COMMENTS: Contract Amendment #35 is for additional services from the architect provided by DLR Group WWCOT and engineering consultants:

This work includes architectural and engineering design services to review alternate acoustical systems for the classrooms and evaluate cost effectiveness of acoustical solutions while still complying with CHPS requirements from the original design. The total amount for this added service is \$3,711.00.

This work also includes architectural and structural engineering services to investigate existing wall framing conditions and determine a possible design solution for a new door opening. The total amount for this added service is \$2,622.00.

Funding is within architectural budget.

(continued on next page)

ORIGINAL CONTRACT AMOUNT (Prog./Schematic Design)	\$ 936,032
CONTRACT AMENDMENT #1 (McKinley SDC, Roosevelt Preschool)	131,663
CONTRACT AMENDMENT #2 (Data Center)	99,420
CONTRACT AMENDMENT #3 (DD/CD/CA Lincoln)	2,195,078
CONTRACT AMENDMENT #4 (Roosevelt Revised Design)	70,435
CONTRACT AMENDMENT #5 (Data Center structural revisions)	\$6,925
CONTRACT AMENDMENT #6 (McKinley Safety Proj.)	168,697
CONTRACT AMENDMENT #7 (Lincoln MS Revised Design)	92,592
CONTRACT AMENDMENT #8 (Lincoln Fire Protection)	17,538
CONTRACT AMENDMENT #9 (Landscape and Planting Standards)	30,245
CONTRACT AMENDMENT #10 (Add'l Landscape Standards)	5,200
CONTRACT AMENDMENT #11 (PV Standard Specs)	26,100
CONTRACT AMENDMENT #12 (Lincoln Interim housing)	31,755
CONTRACT AMENDMENT #13 (Lincoln sewer line)	15,569
CONTRACT AMENDMENT #14 (Lincoln sprinklers at E)	54,933
CONTRACT AMENDMENT #15 (Data Center fire protection)	7,913
CONTRACT AMENDMENT #16 (Lincoln trash enclosure design)	14,989
CONTRACT AMENDMENT #17 (Lincoln additional hydrant)	3,989
CONTRACT AMENDMENT #18 (Data Center, Fire Protection, existing District Office building)	49,036
CONTRACT AMENDMENT #19 (Data Center, Previous DSA Application Certification Study)	13,181
CONTRACT AMENDMENT #20 (Lincoln carpet revisions)	2,264
CONTRACT AMENDMENT #21 (Lincoln hydrant revisions for relocatables)	5,100
CONTRACT AMENDMENT #22 (Data Center, Prev. DSA Appl. Certification Phase 2)	28,005
CONTRACT AMENDMENT #23 (Lincoln science lab revisions – new building)	11,198
CONTRACT AMENDMENT #24 (Lincoln science lab revisions - modernization)	11,198
CONTRACT AMENDMENT #25 (Data Center, Prev. DSA Appl. Certification Phase 2 Add)	13,077
CONTRACT AMENDMENT #26 (Lincoln, Previous DSA Application Certification Study)	24,440
CONTRACT AMENDMENT #27 (Data Center Design Revisions)	9,331
CONTRACT AMENDMENT #28 (Lincoln, Relocatables, site plan revisions, structural)	4,039
CONTRACT AMENDMENT #29 (Lincoln New Construction, SWPPP)	\$7748 7,254
CONTRACT AMENDMENT #30 (District Office, Data Center, Design Revisions)	59,903
CONTRACT AMENDMENT #31 (Lincoln, Kitchen Fire Protection)	2,735
CONTRACT AMENDMENT #32 (McKinley, Casework Revisions)	2,445
CONTRACT AMENDMENT #33 (Lincoln, Value Engineering)	79,745
CONTRACT AMENDMENT #34 (District Office, Data Center, Design Revisions)	138,946
CONTRACT AMENDMENT #35 (Lincoln, Alternate Acoustical System & New Door)	6,333
TOTAL CONTRACT AMOUNT	\$4,377,303

A Friday Memo accompanies this item.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

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

RE: AMENDMENT TO CONTRACT – LEASE LEASEBACK – LINCOLN MIDDLE SCHOOL – REPLACEMENT OF CLASSROOM BUILDING C AND SITE IMPROVEMENTS (PACKAGE 2) – ERICKSON HALL CONSTRUCTION COMPANY – MEASURE BB

RECOMMENDATION NO. A.17

It is recommended that the Board of Education approve contract Change Order No. 01 of the Lease Leaseback – Lincoln Middle School – Replacement of Building C and Site Improvements (Package 2) Project to Erickson-Hall Construction Co., in an amount of \$126,554.79 for a total contract amount of \$15,915,246.79. Change Order No. 01 does not include any change in contract time.

Funding Information

Budgeted: Yes

Fund: 82

Source: Measure BB

Account Number: 82-90500-0-00000-85000-6200-012-2600

Budget Category: Hard Costs\ Construction\ Construction Contracts

DSA #: 03-112865

Friday Memo: 06/21/13

COMMENTS: On November 29, 2012, the Santa Monica Malibu Unified School District Board of Education approved the Lease Leaseback contract for Lincoln Middle School – Replacement of Building C and Site Improvements Project (Package 2) to Erickson-Hall Construction Company, in an amount of \$15,788,692.00.

Change Order No.1 includes (2) credit items totaling (\$29,085.61), (2) items related to additional required scope totaling \$111,236.03 and (1) City permit reimbursement of \$44,404.37, for a total Change Order amount of \$126,554.79.

These change orders are anticipated as reimbursables and does not increase the construction approved budget. Funding was not added to contractors construction contract.

(continued on next page)

Change Order No. 1 includes the following changes to the terms of the contract:

Original Contract Amount	\$15,788,692.00
Change Order No. 1	\$126,554.79
Total Contract Amount	\$15,915,246.79

Change Order No.1 includes no increase to contract time:

Original Contract Time	546 Days
Change Order No. 1	0 Days
Total Contract Time	546 Days

Funding for Change Order No. 1 will be drawn from the construction budget.

A Friday Memo accompanies this item.

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

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: CERTIFICATED PERSONNEL – Elections, Separations

ACTION/CONSENT
06/26/13

RECOMMENDATION NO. A.18

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

ADDITIONAL ASSIGNMENTS

ADAMS MIDDLE SCHOOL

Jung, Parisa	1 hr @\$40.46	6/4/13	Est Hrly/\$40
Ransom, Barbara	1 hr @\$40.46	6/4/13	<u>Est Hrly/\$40</u>
		TOTAL ESTABLISHED HOURLY	\$80

Comment: Debrief Peer Observations
01-Gifts – Equity Fund

EDUCATIONAL SERVICES

Campbell, Charlotte	18.6 hrs @\$40.46	9/1/12-6/11/13	Est Hrly/\$753
Fullerton, Annabella	18.6 hrs @\$40.46	9/1/12-6/11/13	Est Hrly/\$753
Hakomori, Teri	18.6 hrs @\$40.46	9/1/12-6/11/13	Est Hrly/\$753
Herrera, Mayra	18.6 hrs @\$40.46	9/1/12-6/11/13	Est Hrly/\$753
Jordan, Nancy	18.6 hrs @\$40.46	9/1/12-6/11/13	Est Hrly/\$753
Mugalian, Tamara	18.6 hrs @\$40.46	9/1/12-6/11/13	Est Hrly/\$753
Ripley, Virginia	18.6 hrs @\$40.46	9/1/12-6/11/13	Est Hrly/\$753
Treuenfels, Therese	9.3 hrs @\$40.46	9/1/12-6/11/13	<u>Est Hrly/\$376</u>
		TOTAL ESTABLISHED HOURLY	\$5,647

Comment: Arts for All Teacher Liaisons
01-IASA: Title II Teacher Quality

MCKINLEY ELEMENTARY SCHOOL

Gonzalez, Gabriella	6 hrs @\$40.46	6/12/13-6/14/13	Est Hrly/\$243
Marks, Jamie	6 hrs @\$40.46	6/12/13-6/14/13	Est Hrly/\$243
Plasencia, Rachel	6 hrs @\$40.46	6/12/13-6/14/13	Est Hrly/\$243
Wetmore, Elayne	6 hrs @\$40.46	6/12/13-6/14/13	<u>Est Hrly/\$243</u>
		TOTAL ESTABLISHED HOURLY	\$972

Comment: Moving Classrooms
01-Gifts – Equity Fund

ADDITIONAL ASSIGNMENT – EXTRA DUTY UNITS

MUIR ELEMENTARY SCHOOL

<u>Name</u>	<u>Rate</u>	<u>Assignment</u>	<u>Effective</u>	<u>Not to Exceed</u>
Carter, Christian	4 EDU	Camp Chaperone	8/12-6/13	\$1,024
Davies, Michael	2 EDU	Camp Chaperone	8/12-6/13	\$ 512
Wheeler, Daniel	4 EDU	Camp Chaperone	8/12-6/13	<u>\$1,024</u>
		TOTAL EDUS		\$2,560

TOTAL ESTABLISHED HOURLY AND EXTRA DUTY UNITS = \$ 9,259

NEW HIRES**ADMINISTRATIVE CONTRACTS**

<u>Name/Assignment/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Jones, Allison School Psychologist Special Education	100%	7/1/13
Simon, Diana School Psychologist Special Education/McKinley	100%	7/1/13
Stern, Amanda School Psychologist Special Education/Roosevelt	100%	7/1/13
Shektmeyster, Zhanna School Psychologist Special Education/John Adams	100%	7/1/13

CHANGE IN ASSIGNMENT

	<u>Effective</u>
Abrams, Meredith Special Ed/Psychologist <u>From:</u> 80% <u>To:</u> 100%	7/1/13
Carter, Christian SMASH/2 nd Grade <u>From:</u> Muir/5 th Grade <u>To:</u> SMASH/2 nd Grade	8/20/13
Dresher, Pamela SMASH/7 th -8 th <u>From:</u> John Adams/Science <u>To:</u> SMASH/7 th -8 th	8/20/13
Gasparino, Jenna Santa Monica HS/English <u>From:</u> 80% <u>To:</u> 100%	8/20/13
Levy, Amy Grant/4 th Grade <u>From:</u> Roosevelt/5 th Grade <u>To:</u> Grant/4 th Grade	8/20/13
McCraw, Renee McKinley/2 nd Grade <u>From:</u> 100% <u>To:</u> 80%	8/20/13-6/10/14
Reyes, Katrina Santa Monica HS/Science <u>From:</u> 100% <u>To:</u> 80%	8/20/13-6/10/14

RESIGNATION**Name/Location**

Breceda, Brenda
John Adams Middle School

Effective

6/11/13

Reardon, Marybeth
Santa Monica High School

6/11/13

RETIREMENT**Name/Location**

Hammer, Chloe
Malibu High School

Effective

6/11/13

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / BRANDON TIETZE

RE: CLASSIFIED PERSONNEL - MERIT

ACTION/CONSENT
06/26/13

RECOMMENDATION NO. A.19

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

<u>NEW HIRES</u>		<u>EFFECTIVE DATE</u>
Corpuz, Nestor Olympic HS-Santa Monica HS	Job Development and Placement Specialist 5 Hrs/SY/Range:25 Step:A	5/29/13
Price, Quentin Facility Permits	Sports Facility Attendant 6 Hrs/12 Mo /Range:22 Step:A	5/18/13
<u>TEMP/ADDITIONAL ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Ausman, Devon Facility Permits	Technical Theater Technician [additional hours, school events]	5/15/13-6/30/13
Benjamin, Jacquita Special Ed-Lincoln MS	Inst Asst – Special Ed [additional hours, bus ride supervision]	3/7/13-5/1/13
Burkett, Deena Facility Permits	Office Specialist [additional hours, clerical assistance]	5/21/13-6/28/13
Campos, Oscar Facility Permits	Gardener [overtime, school events]	4/15/13-6/30/13
Chavez, Raymond Facility Permits	Technical Theater Technician [additional hours, school events]	5/15/13-6/30/13
McKinley, Tyrone Facility Permits	Sports Facility Attendant [additional hours, sporting events]	5/20/13-6/30/13
Rodriguez, Maria Adams MS	Bilingual Community Liaison [additional hours, youth events]	8/22/12-6/11/13
Schenker, Allison Facility Permits	Technical Theater Technician [additional hours, school events]	5/15/13-6/30/13
Smith, Luz Special Education	Translator [additional hours, translation]	4/19/13
Toebe, Samuel Facility Permits	Technical Theater Technician [additional hours, school events]	5/15/13-6/30/13

SUBSTITUTES

Atta Aum, Neviem
Food and Nutrition Svcs

Cafeteria Worker I

EFFECTIVE DATE

5/6/13-6/30/13

Brigham, Dolores
Child Develop Svcs

Children's Center Assistant

5/29/13-6/11/13

Ford, Jamie
Food and Nutrition Svcs

Cafeteria Worker I

5/6/13-6/30/13

Franks, Shanelle
Special Ed-McKinley ES

Inst Asst – Developmental Health

9/19/12-6/5/13

LEAVE OF ABSENCE (PAID)

Anderson, Amanda
Adams MS

Inst Asst – Special Ed
Medical

EFFECTIVE DATE

5/21/13-6/11/13

Barnum, Jessica
Child Develop Svcs

Children's Center Asst
Medical

5/22/13-6/30/13

Barrera, Amanda
Santa Monica HS

Inst Asst – Specialized
Medical

5/22/13-6/9/13

Hernandez, Diane
Fiscal Svcs

Accounting Technician
Medical

5/13/13-6/24/13

Malik, Kiran
Franklin ES

Inst Asst – Special Ed
Medical

5/27/13-6/11/13

Part, Nancy
Santa Monica HS

Inst Asst – Special Ed
Maternity

6/3/13-6/11/13

Sember, Judith
Rogers ES

Administrative Assistant
Medical

5/20/13-6/21/13

Stewart, April
Special Education

Inst Asst – Specialized
Medical

5/15/13-6/4/13
6/5/13-6/30/13

Watkins, Jennifer
Food and Nutrition Svcs

Cafeteria Cook Baker
Medical

5/31/13-6/30/13

Zaki, Emil
Food and Nutrition Svcs

Cafeteria Worker I
Medical

6/1/13-6/11/13
8/21/13-8/24/13

LEAVE OF ABSENCE (UNPAID)

Ivey, Teresa
Child Develop Svcs

Inst Asst – Specialized
FMLA

EFFECTIVE DATE

5/20/13-6/11/13

Watkins, Jennifer
Food and Nutrition Svcs

Cafeteria Cook Baker
Medical

7/1/13-7/25/13

PROFESSIONAL GROWTH

Coria-Alvarez, Consuelo
Food and Nutrition Svcs

Cafeteria Worker II

EFFECTIVE DATE

6/1/13

Flores, Maria Roosevelt ES	Senior Office Specialist	6/1/13
Gonzalez, Arthur Lincoln MS	Custodian	6/1/13
Shih, Jennifer Child Develop Svcs	Children's Center Assistant	6/1/13

WORKING OUT OF CLASS

Cole, Victor Franklin ES	Physical Activities Specialist Fr: Inst Asst – Physical Ed	<u>EFFECTIVE DATE</u> 4/8/13-5/21/13
Jackson, Michael Grounds	Equipment Operator Fr: Gardener	4/22/13-5/20/13

ESTABLISHMENT OF POSITION

Inst Asst – Specialized 6 Hrs/SY; Special Ed-Franklin ES	<u>EFFECTIVE DATE</u> 8/22/13
Inst Asst – Specialized 6 Hrs/SY; Special Ed-Franklin ES	8/22/13

RESIGNATION

Santiago, Lauren McKinley ES	Inst Asst – Special Ed	<u>EFFECTIVE DATE</u> 6/11/13
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RETIREMENT

Mares, Jose Grounds	Equipment Operator/Tree Trimmer	<u>EFFECTIVE DATE</u> 5/15/13
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LAYOFF – DUE TO LOSS OF FUNDING

Child Develop Svcs	Bilingual Community Liaison 2.0 FTE/Head Start 8 Hrs/12 Mo 2 positions	<u>EFFECTIVE DATE</u> 8/5/13
Child Develop Svcs	Children's Center Assistant 4.0 FTE/Head Start 3.5 Hrs/SY 9.1 positions	8/5/13
Child Develop Svcs	Children's Center Assistant 4.125 FTE/CSPP 3.5 Hrs/SY 9.42 positions	8/5/13
Child Develop Svcs	Children's Center Assistant 0.875 FTE/Early Head Start 7 Hrs/SY 1 position	8/5/13
	Children's Center Assistant 1.0 FTE/Early Head Start	8/5/13

Child Develop Svcs 8 Hrs/SY
 1 position

TERMINATION DUE TO EXHAUSTION OF ALL PAID LEAVES

EFFECTIVE DATE

(39-MONTH MEDICAL REEMPLOYMENT LIST)

AW7658267

Administrative Assistant

6/26/13

Santa Monica HS

RESCIND TERMINATION DUE TO EXHAUSTION OF ALL PAID LEAVES

EFFECTIVE DATE

(39-MONTH MEDICAL REEMPLOYMENT LIST)

DT4505393

Equipment Operator/Tree Trimmer

5/15/13

Grounds

RENEWAL OF ASSIGNMENT PER COLLECTIVE BARGAINING AGREEMENT

EFFECTIVE DATE

Cartee-McNeely, Keryl

Chief Steward

7/1/13-6/30/14

Human Resources/SEIU

TO: BOARD OF EDUCATION ACTION/CONSENT
06/26/13
FROM: SANDRA LYON / DEBRA MOORE WASHINGTON / BRANDON TIETZE
RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.20

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

TURKEL, CRAIG SANTA MONICA HS 5/22/13-6/30/13

NOON SUPERVISION AIDE

KUMASAKA, CHASE FRANKLIN ELEMENTARY 5/21/13-6/11/13

TECHNICAL SPECIALIST – LEVEL II

HUGHES, WALTER FACILITY PERMITS 5/1/13-6/30/13
[Technical Theater Support]
- Funding: Permits

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

FROM: SANDRA LYON

RE: APPROVE REVISED EMPLOYMENT AGREEMENT FOR ASSISTANT
SUPERINTENDENT FOR BUSINESS AND FISCAL SERVICES/CFO

RECOMMENDATION NO. A.21

It is recommended that the Board of Education approve the revised employment agreement with Ms. Janece L. Maez, Assistant Superintendent for Business and Fiscal Services/CFO of the Santa Monica-Malibu Unified School District, effective July 1, 2013, through June 30, 2016.

COMMENT: The Board of Education approved Ms. Maez's original appointment in October 2007, with an addendum in March 2010. A copy of the original contract, addendum, and new contract are available in the Superintendent's office.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: INCREASE IN STAFFING (FTE) – SPECIAL EDUCATION

RECOMMENDATION NO. A.22

It is recommended that the Board of Education approve two 1.0 FTE Special Education Teacher (with Autism Endorsement) positions (total 2.0 FTE) to serve special education students at Franklin Elementary. Additionally, it is recommended that the Board of Education approve an increase from 80% to 100% for a Coordinator, Special Education position to oversee the special education program for the Malibu pathway.

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FUNDING NOTE: The 2013-2014 budget will be adjusted \$194,054 for salary and benefits.

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/26/13

FROM: SANDRA LYON / TERRY DELORIA / MARK KELLY

RE: EXPULSION OF STUDENT (B/D 06/12/1996)

RECOMMENDATION NO. A.23

It is recommended that the Board of Education expel student (B/D 06/12/1996) and place the student in an educational program operated by the Los Angeles County Office of Education.

COMMENT: The Superintendent of the Santa Monica-Malibu Unified School District has recommended the expulsion based on the student's violation of the following Education Codes:

48900 (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object.

48915 (a)(1)(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

48915 (c) Brandishing a knife at another person.

The Administrative Hearing Panel recommends the student be expelled and placed in an educational program operated by the Los Angeles County Office of Education.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

06/26/13

FROM: SANDRA LYON / JANECE L. MAEZ

RE: RECOMMENDED CHANGES TO BOARD APPROVED BUS LOADING
STANDARDS

DISCUSSION ITEM NO. D.01

On June 28, 2007, the Board of Education of the Santa Monica-Malibu Unified School District discussed and took action restricting the number of bus passes sold to students attending both elementary and secondary schools within the Malibu area. Although the legal capacity of regular education buses serving the Malibu community ranged between sixty-five (65) and eighty-four (84) students, the Board acted to limit the number of students on these buses to improve the comfort level of the student riders. Consideration beyond the physical size of the students was part of this decision. Students were found to carry additional items that took up space on the buses, including backpacks, instruments and athletic equipment, all contributing to the discomfort experienced by our students.

The legal capacity of a bus is generally determined by allowing up to three (3) individuals per seat. Therefore, on a bus with a total of fourteen (14) rows with two (2) seats per row, the legal capacity is calculated to be eighty-four (84) riders (14 x 2 x 3). After receiving concerns from parents of secondary students and actually riding the buses themselves, senior staff recommended the Board consider restricting the capacities by allowing only two (2) secondary students per seat [elementary students would still be loaded at the rate of three (3) students per seat]. Therefore, a bus carrying only secondary students with a legal capacity of eighty-four (84) would be limited to fifty-six (56) riders. The Board accepted the staff recommendation and directed staff to sell bus passes up to the newly established Board capacity.

This action of the Board did not affect Special Education students who have an Individualized Education Program (IEP), which includes a transportation provision. Transportation for these students is provided on separate smaller buses. There were no issues regarding bus loading standards on the Special Education fleet. Six years later, this continues to be the case.

Currently, the district operates seven (7) different regular education bus routes within the Malibu area. Six (6) of the routes serve primarily secondary students into Malibu High School; the seventh route serves elementary students to Webster. Those routes include:

Malibu High Routes

A	Trancas to Leo Carrillo	
B	Pt Dume to Pepperdine	(2 Cabrillo Students)
C	Sunset Mesa	(1 Cabrillo Student)
D	Civic Center to Las Flores	
E/F	Santa Monica	(10 Cabrillo Students)
H	Topanga	

Webster Route

G	Santa Monica to Webster
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The demand for space on buses generally does not exceed the Board approved capacities. However, from time to time there will be students who are placed on a waiting list for the next available authorized seat. Currently there are eight (8) on the waiting list for bus Route D from the Civic Center area to MHS and five (5) who would be eligible to ride bus Route H (Topanga),

but who have been placed on bus Route C (Sunset Mesa). These numbers change on a regular basis as new students come into the district and others leave.

Staff has received several comments from the parents of Webster students who will be attending Malibu High School next year concerned about their ability to obtain bus transportation for their children. Staff often hears complaints that the buses appear to be “half empty”, but children cannot purchase a bus pass and a waiting list is formed.

There are a couple of factors that were not considered during the last evaluation of bus capacities and staff would like the Board to consider a revision to bus capacities using this new data.

First, staff has been monitoring average daily ridership to determine if there may be potential capacity available that could be utilized. It can be seen in the chart below that average ridership on our Malibu buses ranges from 20% to 80% of the Board approved capacity on a daily basis. Route D, that serves the Civic Center to Los Flores area into MHS has the highest ridership levels, but on average each day, eleven (11) of the Board approved seats are unused by students holding a bus pass. This is also the route with the longest waiting list of eight (8) students. Even if those eight (8) students were permitted to ride this bus, on average the bus will not exceed the Board approved capacity and would never approach the legal capacity of the bus. A second factor which must be considered when establishing the loading standard is the capacity of the backup bus used in Malibu. Although we have buses that have legal capacities up to eight-four (84), the “back-up” bus used in the event that one of the larger buses is down is legally suited for only sixty-five (65) individuals. The staff recommendation is that we be allowed to sell bus passes up the capacity of the back-up bus of sixty-five (65) or the existing Board approved capacity plus the difference between that capacity and the average ridership, whichever is less. The following chart outlines the data used in making this recommendation:

1	2	3	4	5	6	7	8
Bus Route	Legal Capacity	Board Approved Capacity	Bus Passes Sold	Average Daily Ridership	Difference Between Board Approved Capacity and Average Ridership	Requested Additional Capacity - up to 65	Waiting List Numbers as of May 2013
A	78	52	15	10	42	13	0
B	84	56	58	35	21	9	0
C	84	56	51	38	18	9	0
D	84	56	56	45	11	9	8
E/F	65	65	55	48	17	0	0
G	78	52	52	40	12	12	5
H	78	78	74	60	18	0	0

If the Board approves the staff recommendation, the new bus capacities would be as follows and would eliminate the need for most waiting lists currently in place.

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

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/26/13

FROM: SANDRA LYON / TERRY DELORIA / MARK KELLY

RE: REVISE BP AND AR 1312.3 UNIFORM COMPLAINT PROCEDURES

RECOMMENDATION NO. A.24

It is recommended that the Board of Education revise BP 1312.3 – Uniform Complaint Procedures. AR 1312.3 and E 1312.3 are attached for reference.

COMMENT: It is recommended that the Board of Education should consider and approve revisions to BP 1312.3 – Uniform Complaint Procedures to reflect the Board's recent revision to BP 3260 Student Fees, which include provision for filing a uniform complaint alleging imposition of an impermissible fee, deposit or charge. Additionally, the proposed revisions reflect other changes to law that expanded covered areas and types of prohibited discrimination. These revisions expand covered areas to include complaints alleging discrimination, harassment, intimidation and bullying as required by AB 9. The revisions also expand the types of prohibited discrimination to include marital/parental status, gender identity, gender expression or genetic information. Add to the proposed revised policy is the failure to develop a comprehensive school safety plan as required by Education Code Section 32289.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

Santa Monica-Malibu USD

Board Policy

Uniform Complaint Procedures

BP 1312.3

Community Relations

~~The Board of Education recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5 CCR 4620)~~

The Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying in accordance with the uniform complaint procedures.

~~The district shall follow uniform complaint procedures when addressing complaints as well as the filing, investigation and resolution of a complaint alleging unlawful discrimination or harassment against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in all district programs or activities when the district has received or benefited from federal or state financial assistance in any of its programs or activities. (5 CCR 4610)[AU1]~~

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

~~Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)~~

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs.

consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the district's Williams uniform complaint procedure (AR 1312.4).

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. ~~Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case by case basis.~~ In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate for any complaint alleging discrimination, harassment, intimidation, or bullying, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

The Board prohibits any form of retaliation against any complainant in the complaint process. ~~including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination.~~ Such Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedure
35186 Williams uniform complaint procedure
41500-41513 Categorical education block grants
48985 Notices in language other than English
49010-49013 Student fees
49060-49079 Student records
49490-49590 Child nutrition programs
52160-52178 Bilingual education programs
52300-52490 Career-technical education

52500-52616.24 Adult schools
 52800-52870 School-based coordinated programs
 54000-54028 Economic impact aid programs
 54100-54145 Miller-Unruh Basic Reading Act
 54400-54425 Compensatory education programs
 54440-54445 Migrant education
 54460-54529 Compensatory education programs
 56000-56867 Special education programs
 59000-59300 Special schools and centers
 64000-64001 Consolidated application process
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act
PENAL CODE
422.55 Hate crime; definition
 422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 5
 3080 Application of section
 4600-4687 Uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
 6301-6577 Title I basic programs
 6601-6777 Title II preparing and recruiting high quality teachers and principals
 6801-6871 Title III language instruction for limited English proficient and immigrant students
 7101-7184 Safe and Drug-Free Schools and Communities Act
 7201-7283g Title V promoting informed parental choice and innovative programs
 7301-7372 Title V rural and low-income school programs

Management Resources:

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: August 19, 2009 Santa Monica, California

revised: December 9, 2010

Santa Monica-Malibu USD

Administrative Regulation

Uniform Complaint Procedures

AR 1312.3

Community Relations

Except as the Board of Education may otherwise specifically provide in other Board policies, the uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

Compliance Officers

The ~~Board of Education~~ Superintendent designates the following compliance officer to receive and investigate complaints and to ensure district compliance with law:

Assistant Superintendent, Human Resources
1651 16th Street
Santa Monica, CA 90404
(310) 450-8338

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The Superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge. (5 CCR 4622)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. The district is ~~primarily responsible for~~ has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. ~~An unlawful discrimination complaint~~ A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date the alleged discrimination it allegedly occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.
 - d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision.
 - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
 - f. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

~~The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.~~

All complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance by the district with federal or state laws or regulations governing

educational programs. (5 CCR 4630)

~~A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. (5 CCR 4630)~~

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 calendar days. (5 CCR 4630)

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the ~~complainant~~ parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of ~~a discrimination complaint~~ a complaint alleging discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

~~The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.~~

~~The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. (5 CCR 4631)~~

Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint.

The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

~~The district's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)~~

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below, within 60 days of the district's receipt of the complaint. (5 CCR 4631)

Step 5: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The district's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. (Education Code 48984)

The decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered ~~(5 CCR 4631)~~
2. The conclusion(s) of law ~~(5 CCR 4631)~~

3. Disposition of the complaint (~~5 CCR 4631~~)
4. Rationale for such disposition (~~5 CCR 4631~~)
5. Corrective actions, if any are warranted (~~5 CCR 4631~~)
6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal (~~5 CCR 4631~~)
7. ~~For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies (Education Code 262.3); however, this does not apply to federal law.~~

~~For discrimination complaints, In addition, any decision concerning a discrimination, harassment, intimidation, or bullying complaint based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies (Education Code 262.3); however, this does not apply to federal law.~~

~~If an employee is disciplined as a result of the complaint, If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.~~

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)

Appeals to the California Department of Education

~~If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 calendar days of receiving the district's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)~~

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE. (Education Code 49013; 5 CCR 4632)

The complainant shall file his/her appeal within 15 calendar days of receiving the district's decision and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint

2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. ~~For discrimination complaints, however,~~

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3) and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622; however, this does not apply to federal law.

Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
 approved: August 19, 2009 Santa Monica, California
 revised: December 9, 2010

E1312.3 Uniform Complaint Procedure 10/07 Page 1 of 3

Santa Monica-Malibu Unified School District Uniform Complaint Procedures (BP 1312.3 and AR 1312.3)

~~The Board of Education recognizes that the district is responsible for ensuring compliance with state and federal laws and regulations for all specified programs and provides civil rights guarantees. The programs included under the scope of Uniformed Complaint Procedures include No Child Left Behind Act of 2001 (Title I, Title II, Title III, Title IV, Title V, and Title VI), Adult Education, Career/Technical Education, Child Development, Consolidated Categorical Aid, Indian Education, Migrant Education, Nutrition Services and Special Education. The Consolidated Categorical Aid Programs include Economic Impact Aid (EIA-SCE, EIA-LEP), Miller-Unruh Special Reading Program, Peer Assistance and Review, School Improvement Program, School Safety and Violence Prevention, Tenth Grade Counseling, and Tobacco Use~~

~~Prevention Education. The Uniform Complaint Procedure (UCP) has been established to address complaints alleging unlawful discrimination based on actual or perceived sex, age, ancestry, color, ethnic group identification, gender, mental and/or physical disability, national origin, race, religion, sexual orientation, and a person's association with a person or group with one or more of these actual or perceived characteristics.~~

The Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying in accordance with the uniform complaint procedures.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Additionally, uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

The following process applies only to those complaints meeting the criteria under uniform complaint procedures, described above:

E1312.3 Uniform Complaint Procedure 10/07

Page 2 of 3

- Informal resolution of complaints at the site level is encouraged whenever possible.
- Complaints made under these procedures shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
- Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation.
- Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegation in the complaint.
- If the complainant refuses mediation or if the mediation process does not solve the problem, the compliance officer shall proceed with his/her investigation of the complaint.
- Within ~~sixty~~ 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision.
- If dissatisfied with the district's decision, the complainant may appeal in writing to the California State Department of Education (CDE) within 15 days of receiving the district's

decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the district's decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision.

The Board of Education acknowledges and respects ~~student and employee~~ every individual's rights to privacy. ~~Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate for any complaint alleging discrimination, harassment, intimidation, or bullying, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.~~

~~Additionally, the Board of Education prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination or participation in complaint procedures. Such participation shall not in any way affect the status, grade or work assignments of the complainant.~~

The Board prohibits any form of retaliation against any complainant in the complaint process. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Superintendent designates the following ~~as the~~ compliance officer to receive and investigate all complaints and ensure district compliance with the law:

Assistant Superintendent, Human Resources
1651 16th Street
Santa Monica, CA 90404
(310) 450-8338

Santa Monica-Malibu Unified School District
1651 16th Street
Santa Monica, CA 90404
Voice 310-450-8338
Fax 310-581-1138

UNIFORM COMPLAINT PROCEDURE FORM

This form is to be used to file a complaint that meets the criteria of the uniform complaint procedure.

TO: Santa Monica-Malibu Unified School District
Uniform Complaint Procedure Compliance Officer

FROM:

Last Name

First Name

Address

Phone Number(s)

Date:

Nature of Complaint: Please be specific in the reason(s) for your complaint including details of the complaint, names, locations, dates that are pertinent to your complaint. Include all necessary information for a complete understanding of your complaint. (~~You may wish to use additional pages if necessary.~~) Use additional pages as necessary.

[illegible]

Signature

Date

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/26/13

FROM: SANDRA LYON / JANECE L. MAEZ

RE: ADOPT MEASURE R PARCEL TAX 2013-14 ANNUAL PLAN

RECOMMENDATION NO. A.25

It is recommended that the Board of Education approve the Measure R parcel 2013-14 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 27, 2013. The Board held a noticed public hearing on April 19, 2013.

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**

	2012-13 2ND INTERIM		2013-14 PROPOSED	
	FTE		FTE	
REVENUE:		10,924,607		11,143,099
EXPENDITURES:				
COST TO ADMINISTER		27,821		28,500
PHYSICAL EDUCATION	13.5750	615,001	13.5750	617,666
COMMUNITY SERVICES	1.0000	62,595	1.0000	62,953
TECHNOLOGY	14.0000	1,665,909	14.0000	1,542,737
ART AND MUSIC PROGRAMS	15.7500	1,271,914	15.7500	1,281,693
LIBRARY PROGRAM	18.0000	1,225,030	18.0000	1,260,976
SUBTOTAL EXPENDITURES FOR MEASURE "R"	61.3250	4,868,270	61.3250	4,794,525
BALANCE USED TO PRESERVE PROGRAMS AND REPLACE FUNDS LOST DUE TO INADEQUATE STATE FUNDING		6,056,337		6,348,574
TOTAL BUDGET MEASURE "R"		10,924,607		11,143,099

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/MAJOR

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

06/26/13

7:30pm

RE: PUBLIC HEARING ON 2013-14 FINAL BUDGET

RECOMMENDATION NO. A.26

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 2013-14 Budget. The hearing is scheduled for Thursday, June 26, 2013, 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

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

CLOSE PUBLIC HEARING

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/26/13

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

RE: ADOPT 2013-14 BUDGET

RECOMMENDATION NO. A.27

It is recommended that the Board of Education, following a "Public Hearing", adopt District Budget for 2013-14.

COMMENTS:

The Budget Development Calendar noted that following a Public Hearing, the Board of Education will be asked to approve the District Budget for 2013-14. This agenda item presents details of the 2013-14 Budget, and also provides a continuing opportunity to discuss general budgetary information and projections.

Listed below are the assumptions used to develop the 2013-14 SMMUSD budget:

REVENUE ASSUMPTIONS

The District is using the newly adopted Local Control Funding Formula (LCFF) to project revenues beginning with the 2013-14 budget. This new funding model uses base grant amounts by grade levels, adds augmentation amounts for K-3 Class Size Reduction (CSR) and 9-12 Career Technical Education (CTE), and finally adds supplemental and concentration grants based on the Unduplicated count of eligible Free and Reduced students, English Language Learners, and children in Foster Care. Transportation and Targeted Instructional Improvement Grant (TIIG) dollars are added to determine a total LCFF entitlement. This entitlement replaces categoricals as we now know them and places the programmatic decision making at the local level. The LCFF is not expected to be fully funded until 2020-21. To determine the amount a district receives in 2013-14, compare the LCFF entitlement to the amount of funds generated in 2012-13 from all state sources. That amount is referred to as the District's Hold Harmless. The difference between the LCFF and the Hold Harmless is now expected to be funded up to 12.0%. As in the past, this entitlement will be funded by local property taxes, EPA (Prop 30) funds with the difference coming in the form of State Aid.

Staff presented the preliminary 2013-14 Budget to the Board on June 6, 2013. Since that time, the Governor with leadership from the Senate and Assembly agreed on a compromise plan that was ultimately adopted by the full legislature. Although there were major changes in some portions of the calculation, the overall or net impact to Santa Monica-Malibu Unified was not large; increasing our revenue projection in the budget year by approximately \$110,000. The changes between the Governor's May Revision and the final Adopted Budget included higher base grant amounts, reduction in the percentage used to calculate the additional amounts for CSR and CTE, the Supplemental Grant funding percentages reduced from 35% to 20%, and the Concentration Grants requiring a higher threshold with a higher percentage of additional funding.

Another major change from the information presented with the Preliminary Budget is the handling of future year Cost of Living Adjustments (COLAs) and the impact on revenue projections. At the time of the Preliminary Budget, the COLAs expected in 2014-15 and 2015-16 were applied to only the Gap funding portion of the formula. The calculation resulted in future revenue projections that did not incorporate a full COLA adjustment. Since the beginning of June, staff has researched several different approaches to produce more realistic future revenue projections. The adopted budget now reflects COLA adjustments to the full revenue

amount and not just the Gap funding in all years. This is the approach being recommended by LACOE at this time. It should be noted that what is not included in these multi-year projections is increased implementation of the LCFF. Should the State be able to continue the implementation plan for LCFF by increasing the percentage of the Gap funding provided, it will be necessary for SMMUSD to revise the multi-year projections. However, it is not recommended that districts assume the State will have sufficient funds to provide these additional dollars at this time.

The table that follows reflects the State Adopted implementation of the LCFF with COLA adjustments in fiscal years 2014-15 and 2015-16:

2013-14 LCFF CALCULATION						2014-15	2015-16
BASE GRANT							
	K-3	4-6	7-8	9-12	TOTAL		
	3,157.48	2,423.59	1,672.45	3,615.44	10,869		
2012-13 BASE	6,845	6,947	7,154	8,289			
COLA 1.565%	\$ 6,952.12	\$ 7,055.72	\$ 7,265.96	\$ 8,418.72			
	21,951,193	17,100,174	12,151,955	30,437,387	81,640,709		
AUGUMENTATION GRANTS:							
CSR AUGUMENTATION: BASE GRANT X10.4%							
	2,282,924				2,282,924		
CTE AUGUMENTATION 9-12 BASE GRANT X2.6%							
				791,372	791,372		
SUPPLEMENT AND CONCENTRATION GRANTS:							
TOTAL ENROLLMENT						11,417	
TOTAL UNDUPLICATED PUPIL COUNT						3,563	
						31.21%	
SUPPLEMENT ADD-ON 20% OF BASE GRANT X % OF ELIGIBLE ENROLL						5,095,662	
TRANSPORTATION AND TIIG GRANT							
2012-13 TRANSPORTATION						820,273	
2012-13 TIIG						429,757	
TOTAL FUNDING							
LCFF ENTITLEMENT /TARGET						91,060,697	
2012-13 HOLD HARMLESS						67,404,119	
DIFFERENCE						23,656,578	
GAP FUNDING						12.00% 2,838,789	1.80% 2.20%
2013-14 FUNDING						70,242,908	71,507,281
LOCAL REVENUE /PROPERTY TAXES						51,766,569	51,766,569
EPA						10,290,054	10,290,054
ADA TRANSFER TO SPECIAL ED						1,128,490	1,148,803
TRANSPORTATION						820,273	820,273
STATE AID /LCFF						6,237,522	7,481,582
							9,029,469

Enrollment for 2013-14 is expected to be 11,401.

The Lottery allocation will be \$154 per annual ADA, of which \$124 is for Unrestricted General Fund expenditures and the remaining \$30 is Proposition 20 – Mandated for Instructional Materials.

The COLA for Special Education Funding is 1.565%. The projected Special Education AB 602 revenue is \$5,474,227. This amount reflects a reduction within the SELPA funding formula. The Special Education transfer from the Revenue Limit is \$1,128,490.

A 5% reduction has been applied to Special Education Federal IDEA programs from Federal sequestration.

A 10% reduction has been applied to Federal Title I, Title II and Title III programs from Federal sequestration.

Mandated Block Grant revenue is \$510,655.

The Measure "R" parcel tax of \$374.51 per parcel is estimated to generate \$11,164,948, after processing the senior exemptions.

The estimated revenue from Prop Y is \$7,100,000 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 \$200,000 from the Joint Use Agreement funding with the City of Malibu.

The combined lease revenue is \$2,403,004 which is from the DoubleTree Hotel, Madison Site, 9th & Colorado and 16th Street properties.

The projected ROP revenue is \$924,181.

The projected Federal Head Start revenue is \$1,241,040. A <\$655,821> decrease from the 2012-13 reflects a 40% cut of eligible kids and 5% cut from Federal sequestration.

The projected revenue of Federal Adult Education and Family Literacy programs is \$62,961.

The projected revenue for Federal Nutrition program is \$1,380,000 and \$1,562,000 from food sale.

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: the FTE change of teaching positions reflects changes of projected enrollment.

- (1.0) FTE teaching position decrease Cabrillo Elementary School
- (2.0) FTE teaching positions decrease Pt. Dume Elementary School
- (1.0) FTE teaching position decrease John Adams Middle School
- (2.8) FTE teaching positions decrease Santa Monica High School
- 1.0 FTE teaching position increase Grant Elementary School
- 1.0 FTE teaching position increase Franklin Elementary School
- 6.0 FTE teaching positions increase Special Education
- (1.0) FTE College Counselor decrease Santa Monica High School
- (2.5) FTE teaching positions decrease Child Development Services

Classified:

6.44 FTE Special Ed IA / Behavior Intervention
(12.00) FTE Special Ed Instructional Aides decrease Special Education
(0.50) FTE Custodian position decrease Maintenance
(0.375) FTE Gardener position decrease Maintenance
(2.0) FTE Community Liaison position decrease Child Development Services

Management:

(1.0) FTE Assistant Director position decrease Child Development Services

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
0.05% SUI contribution
2.70% 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 2014 calendar year. Cal-PERS has not announced the new rate for 2014. We will adjust these rates when we receive the official notification.

Summer Schools:

The projected budget of Summer Schools is \$515,628.

Others:

A 5% reduction applied to schools' Formula and Tier III allocations.

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

K-5	\$ 36.46 per pupil
6-8	\$ 41.23 per pupil
9-12	\$ 61.00 per pupil

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

\$671,951 of Tier III funds are allocated to Schools.

The estimated Property and Liability Insurance is \$1,213,474.

The projected cost of ROP program is \$924,181.

TRANSFERS

The Indirect Rate is changed from 6.78% to 5.78% in 2013-14

\$262,628 transfers from Fund 01 to Fund 11 to support the Community Based English Tutoring (CBET) and other general Adult Education Programs.

\$106,586 transfer from Fund 01 to Fund 12 to support the CALSAFE – Child Care program.

RESERVE FOR ECONOMIC UNCERTAINTIES

The District Budget reflects a 3% reserve of the total General Fund Budget for 2013-14, 2014-15, and 2015-16.

The following documents include:

- Summary General Fund Budget
- 2013-14 Major Categorical Programs
- Local General Fund Contribution (LGFC)
- Project Ending Fund Balance as of 6/30/2013
- Multi-year Financial Projection (MYFP) through 2014-15
- Summary of Major Funds

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

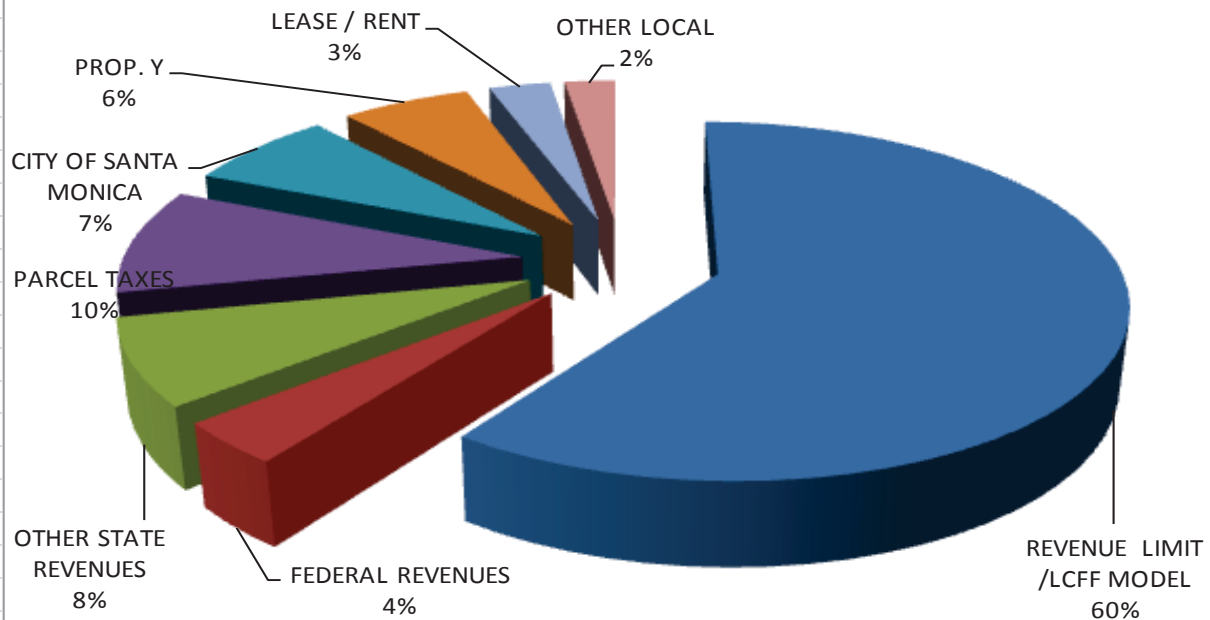
NOES:

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
2013-14 PROPOSED BUDGET
GENERAL FUND**

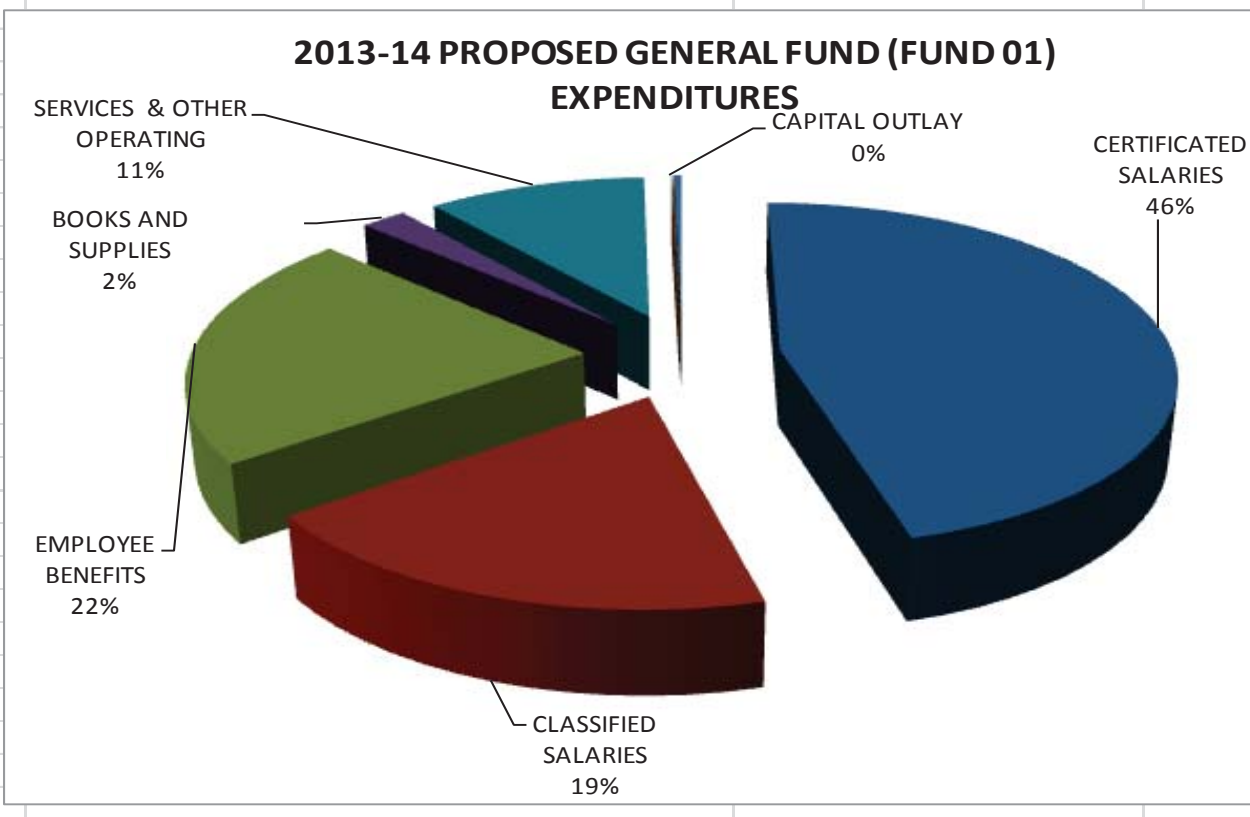
REVENUES

PROJECTED BEGINNING BALANCE	\$ 17,215,707
REVENUE LIMIT /LCFF MODEL	69,422,635
FEDERAL REVENUES	4,508,458
OTHER STATE REVENUES	9,151,167
PARCEL TAXES	11,164,948
CITY OF SANTA MONICA	8,298,890
PROP. Y	7,100,000
LEASE / RENT	3,393,004
OTHER LOCAL	2,789,154
TOTAL REVENUES	115,828,256
TOTAL AVAILABLE FUNDS	133,043,963

2013-14 PROPOSED GENERAL FUND (FUND 01) REVENUES



EXPENDITURES		
PROPOSED EXPENDITURES:		
CERTIFICATED SALARIES	53,991,777	
CLASSIFIED SALARIES	22,205,139	
EMPLOYEE BENEFITS	26,007,266	
BOOKS AND SUPPLIES	2,588,170	
SERVICES & OTHER OPERATING	12,378,465	
CAPITAL OUTLAY	75,500	
OTHER OUTGO	(435,491)	
TRANSFER TO FUND 11 & 12	369,214	
TOTAL EXPENDITURES	117,180,040	
PROJECTED ENDING BALANCE	15,863,923	



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT			
2013-14 MAJOR CATEGORICAL PROGRAMS /FUND 01			
	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGES
FEDERAL PROGRAMS			
TITLE I :BASIC	1,203,279	1,006,626	(196,653)
TITLE II :TEACHER QUALITY	368,440	317,789	(50,651)
TITLE II: ENHANCING ED THROUGH TECH	4,198	-	(4,198)
TITLE II: ENHANCING ED THROUGH TECH PART D	15,730	-	(15,730)
TITLE III : IMMIGRANT EDUCATION (IMM)	31,866	26,010	(5,856)
TITLE III : LIMITED ENGLISH PROFICIENT (LEP)	119,459	102,731	(16,728)
MEDICAL REIMBURSEMENT	405,000	420,000	15,000
SP ED: IDEA ENTITLEMENT	2,536,120	2,297,356	(238,764)
DEPT REHAB: TRANSITION PARTNERSHIP	137,946	137,946	-
TOTAL FEDERAL REVENUES:	4,822,038	4,308,458	(513,580)
STATE PROGRAMS			
SP ED : AB602	5,570,017	5,474,227	(95,790)
SP ED : MENTAL HEALTH	587,948	587,948	
SP ED : PROJECT WORKABILITY	61,596	61,596	-
SP ED : LOW INCIDENCE ENTITLEMENT	7,767	7,767	
HOME TO SCHOOL TRANSPORTATION	425,950	425,950	-
SP ED TRANSPORTATION	394,323	394,323	-
ECONOMIC IMPACT AID*	785,282	-	(785,282)
LOTTERY - INSTRUCTIONAL MATERIALS	303,660	330,000	26,340
REGIONAL OCCUPATIONAL PROGRAM (ROP)	967,306	924,181	(43,125)
TOTAL STATE REVENUES:	9,103,849	8,205,992	(897,857)
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT			
LOCAL GENERAL FUND CONTRIBUTION (LGFC)			
	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGE
SPECIAL EDUCATION	14,674,597	14,873,668	199,071
SPECIAL EDUCATION TRANSPORTATION	781,973	776,262	(5,711)
REGIONAL OCCUPATIONAL PROGRAM	8,700	-	(8,700)
HOME TO SCHOOL TRANSPORTATION	214,399	201,671	(12,728)
ONGOING MAINTENANCE PROGRAM	3,522,213	3,307,687	(214,526)
ECONOMIC IMPACT AID*		706,752	706,752
TOTAL CONTRIBUTION:	19,201,882	19,866,040	(42,594)
*Project No Economic Impact Aid Funding In 2013-14.			

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
2012-13 ESTIMATED ENDING FUND BALANCE AS OF JUNE 30, 2013

	FUND	PROJECTED END FUND BALANCE AS OF 6/30/13
01	GENERAL FUND UNRESTRICTED RESTRICTED	\$14,995,223 2,220,484
11	ADULT EDUCATION	303,914
12	CHILD DEVELOPMENT FUND	41,028
13	CAFETERIA FUND	284,442
14	DEFERRED MAINTENANCE FUND	235,843
21	BUILDING FUND - BB PROJECTS	92,525,341
25	CAPITAL FACILITIES FUND	9,974,851
40	SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS	6,246,677

SANTA MONICA - MALIBU USD			
MULTI-YEAR PROJECTION			
UNRESTRICTED GENERAL FUND - ASSUMPTIONS			
Factor	2013-14	2014-15	2015-16
Statutory COLA	1.565%	1.80%	2.20%
LCFF FUNDING BASE			
K-3 \$6,845	\$ 6,952.12	\$ 7,077.26	\$ 7,232.96
4-6 \$6,947	\$ 7,055.72	\$ 7,182.72	\$ 7,340.74
7-8 \$7,154	\$ 7,265.96	\$ 7,396.75	\$ 7,559.48
9-12 \$8,289	\$ 8,418.72	\$ 8,570.26	\$ 8,758.81
AVERAGE LCFF FUNDING PER ADA	\$ 6,464.00	\$ 6,580.35	\$ 6,725.12
Enrollment Projection*	11,401	11,401	11,401
P2 ADA Projection	10,869	10,869	10,869
Revenue Limit ADA (Prior Yr)	10,869	10,869	10,869
Federal Revenues	0%	0%	0%
City of Santa Monica	\$ 8,298,890	\$ 8,481,466	\$ 8,651,095
Measure "R"	\$ 11,164,948	\$ 11,410,577	\$ 11,661,610
City of SM /Prop. Y	\$ 7,100,000	\$ 7,200,000	\$ 7,300,000
Lottery	\$154/ADA	\$154/ADA	\$154/ADA
Step & Column Incr. - Certificated	1.50%	1.50%	1.50%
Step & Column Incr. - Mgmt.	1.50%	1.50%	1.50%
Step & Column Incr. - Classified	1.50%	1.50%	1.50%
Health/Welfare - Annualized	7%	7%	7%
Workers' Compensation	2.70%	2.70%	2.70%
Other Postemployment Benefits	1.25%	1.25%	1.25%
Indirect Cost Rate	5.78%	5.78%	5.78%
Interest Rate	0.70%	0.70%	0.70%
Ongoing Maintenance	3%	3%	3%
Reserve for Uncertainties	3%	3%	3%

SANTA MONICA - MALIBU USD				
MULTI-YEAR PROJECTION				
UNRESTRICTED GENERAL FUND				
Description	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	2014-15 PROJECTED BUDGET	2015-16 PROJECTED BUDGET
Revenue:				
Property Tax	57,447,108	51,766,569	51,766,569	51,766,569
Education Protection Account (EPA)	2,173,776	10,290,054	10,290,054	10,290,054
STATE AID / LCFF		6,237,522	7,481,582	9,029,469
Other Federal	100,000	200,000	200,000	200,000
Other State Revenue	4,396,548			
Class Size Reduction	2,169,846		-	-
Lottery	1,358,701	1,358,701	1,358,701	1,358,701
Mandated Reim.	343,747	510,655	510,655	510,655
Meas. "R"	10,924,607	11,164,948	11,410,577	11,661,610
Prop. Y / City of SM	7,000,000	7,100,000	7,200,000	7,300,000
Joint Use Agreement/ City of SM	8,120,245	8,298,890	8,481,466	8,651,095
All Other Local Income	3,076,283	3,053,004	3,012,004	2,973,004
Local General Fund Contribution	(19,201,882)	(19,866,040)	(19,866,040)	(19,866,040)
TOTAL REVENUE	77,908,979	80,114,303	81,845,568	83,875,117
Expenditure:				
Certificated Salary	41,944,351	42,543,182	43,181,344	43,829,078
Classified	12,626,896	12,521,839	12,709,507	12,899,990
Benefits	18,139,354	18,583,796	19,483,904	20,458,099
Supplies/Books	1,085,909	1,020,606	1,000,000	1,000,000
Other Operational Costs	7,454,376	6,947,527	7,000,000	7,000,000
Capital Outlay	98,842	10,000	10,000	10,000
State Special Ed School	7,000	7,000	7,000	7,000
Indirect	(876,310)	(777,457)	(700,000)	(700,000)
Transfer to Fund 11 Adult Ed		262,628	262,628	262,628
Transfer to Fund 12 CALSAFE		106,586	106,586	106,586
TOTAL EXPENDITURE	80,480,418	81,225,707	83,060,969	84,873,381
Increase (Decrease) Fund Balance	(2,571,439)	(1,111,404)	(1,215,401)	(998,264)
Beginning Fund Balance	17,566,662	14,995,223	13,883,819	12,668,418
Ending Fund Balance	14,995,223	13,883,819	12,668,418	11,670,154
Reserve - Revolving cash, Store	100,043	80,000	80,000	80,000
Reserve - Deficit Spending	1,111,404	1,215,401	998,264	-
Reserve - Excess Funding of EPA	1,641,655			
<i>Reserve - Other Staffing</i>	100,000	100,000	100,000	100,000
3% Contingency Reserve	3,621,625	3,515,402	3,587,754	3,663,471
Unappropriated Balance	8,420,496	8,973,016	7,902,400	7,826,683

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

FUND 01: UNRESTRICTED GENERAL FUND

	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	17,566,662	14,995,223	
REVENUES			-
REVENUE LIMIT	59,620,884	68,294,145	8,673,261
FEDERAL REVENUE	100,000	200,000	100,000
OTHER STATE REVENUE	8,268,842	1,869,356	(6,399,486)
LOCAL REVENUES	29,121,135	29,616,842	495,707
LOCAL GENERAL FUND CONTRIBUTION	(19,201,882)	(19,866,040)	(664,158)
TOTAL REVENUES	77,908,979	80,114,303	2,205,324
EXPENDITURES			
CERTIFICATED SALARIES	41,944,351	42,543,182	598,831
CLASSIFIED SALARIES	12,626,896	12,521,839	(105,057)
EMPLOYEE BENEFITS	18,139,354	18,583,796	444,442
BOOKS AND SUPPLIES	1,085,909	1,020,606	(65,303)
SERVICES & OTHER OPERATING COSTS	7,454,376	6,947,527	(506,849)
CAPITAL OUTLAY	98,842	10,000	(88,842)
OTHER OUTGO	(869,310)	(401,243)	468,067
TOTAL EXPENDITURES	80,480,418	81,225,707	745,289
NET INCREASE (DECREASE)	(2,571,439)	(1,111,404)	
PROJECTED FUND BALANCE	14,995,223	13,883,819	

FUND 01: RESTRICTED GENERAL FUND

	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	2,976,048	2,220,484	
REVENUES			
REVENUE LIMIT	1,098,812	1,128,490	29,678
FEDERAL REVENUE	4,822,038	4,308,458	(513,580)
OTHER STATE REVENUE	2,566,526	1,807,584	(758,942)
LOCAL REVENUES	11,795,580	8,603,381	(3,192,199)
INTERFUND TRANSFER	19,201,882	19,866,040	664,158
TOTAL REVENUES	39,484,838	35,713,953	(3,770,885)
EXPENDITURES			
CERTIFICATED SALARIES	11,590,726	11,448,595	(142,131)
CLASSIFIED SALARIES	10,572,968	9,683,300	(889,668)
EMPLOYEE BENEFITS	7,606,179	7,423,470	(182,709)
BOOKS AND SUPPLIES	2,950,041	1,567,564	(1,382,477)
SERVICES & OTHER OPERATING COSTS	6,925,478	5,430,938	(1,494,540)
CAPITAL OUTLAY	169,187	65,500	(103,687)
OTHER OUTGO	425,823	334,966	(90,857)
TOTAL EXPENDITURES	40,240,402	35,954,333	(4,286,069)
NET INCREASE (DECREASE)	(755,564)	(240,380)	
PROJECTED FUND BALANCE	2,220,484	1,980,104	

FUND 11: ADULT EDUCATION			
	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	315,808	303,914	
REVENUES			
FEDERAL REVENUE	66,980	62,961	(4,019)
OTHER STATE REVENUE	267,988	-	(267,988)
LOCAL REVENUES	67,606	62,300	(5,306)
INTERFUND TRANSFER IN		262,628	
TOTAL REVENUES	402,574	387,889	(14,685)
EXPENDITURES			
CERTIFICATED SALARIES	204,257	192,648	(11,609)
CLASSIFIED SALARIES	92,386	92,387	1
EMPLOYEE BENEFITS	74,558	71,532	(3,026)
BOOKS AND SUPPLIES	20,086	22,052	1,966
SERVICES & OTHER OPERATING COSTS	23,181	18,172	(5,009)
OTHER OUTGO			-
TOTAL EXPENDITURES	414,468	396,791	(17,677)
NET INCREASE (DECREASE)	(11,894)	(8,902)	
PROJECTED FUND BALANCE	303,914	295,012	
FUND 12: CHILD DEVELOPMENT FUND			
	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	41,298	41,028	
REVENUES			
FEDERAL REVENUE	2,303,094	1,524,086	(779,008)
OTHER STATE REVENUE	2,684,571	2,682,539	(2,032)
LOCAL REVENUES	2,759,442	2,959,418	199,976
INTERFUND TRANSFER IN	-	106,586	106,586
TOTAL REVENUES	7,747,107	7,272,629	(474,478)
EXPENDITURES			
CERTIFICATED SALARIES	2,385,944	2,287,164	(98,780)
CLASSIFIED SALARIES	2,264,561	2,108,990	(155,571)
EMPLOYEE BENEFITS	1,665,382	1,709,466	44,084
BOOKS AND SUPPLIES	165,295	116,568	(48,727)
SERVICES & OTHER OPERATING COSTS	863,079	677,234	(185,845)
CAPITAL OUTLAY	63,425	63,425	-
OTHER OUTGO	339,691	309,782	(29,909)
TOTAL EXPENDITURES	7,747,377	7,272,629	(474,748)
NET INCREASE (DECREASE)	(270)	-	
PROJECTED FUND BALANCE	41,028	41,028	
CHILD DEVELOPMENT MAJOR PROGRAMS			
CDS FEES PROGRAMS	2,091,556	2,306,795	215,239
HEAD START	2,087,966	1,246,640	(841,326)
FEDERAL NUTRITION REVENUE	215,128	277,446	62,318
STATE PRESCHOOL/ SCHOOL AGE PROG.	2,425,863	2,577,481	151,618
CALSAFE CHILD CARE & OTHER STATE PR	302,549	279,179	(23,370)
L. A. UNIVERSAL PRESCHOOL	549,960	458,880	(91,080)

FUND 13: CAFETERIA SPECIAL FUND			
	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	296,317	284,442	
REVENUES			
FEDERAL REVENUE	1,350,000	1,380,000	30,000
OTHER STATE REVENUE	100,000	100,000	-
LOCAL REVENUES	1,693,850	1,633,000	(60,850)
TOTAL REVENUES	3,143,850	3,113,000	(30,850)
EXPENDITURES			
CLASSIFIED SALARIES*	1,371,359	1,412,937	41,578
EMPLOYEE BENEFITS	524,550	540,620	16,070
BOOKS AND SUPPLIES	1,535,400	1,443,000	(92,400)
SERVICES & OTHER OPERATING COSTS	(426,950)	(434,250)	(7,300)
CAPITAL OUTLAY	15,980	15,769	(211)
OTHER OUTGO	135,386	157,299	21,913
TOTAL EXPENDITURES	3,155,725	3,135,375	(20,350)
NET INCREASE (DECREASE)	(11,875)	(22,375)	
PROJECTED FUND BALANCE	284,442	262,067	
FUND 14: DEFERRED MAINTENANCE FUND			
	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	482,843	235,843	
REVENUES			
OTHER STATE REVENUE	-	-	-
LOCAL REVENUES	3,000	2,000	(1,000)
TOTAL REVENUES	3,000	2,000	(1,000)
EXPENDITURES			
BOOKS AND SUPPLIES			-
SERVICES & OTHER OPERATING COSTS	174,500	100,000	(74,500)
CAPITAL OUTLAY	75,500	50,000	(25,500)
TOTAL EXPENDITURES	250,000	150,000	(100,000)
NET INCREASE (DECREASE)	(247,000)	(148,000)	
PROJECTED FUND BALANCE	235,843	87,843	

FUND 21: BUILDING FUND			
	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	89,004,340	92,525,341	
REVENUES			
PROCEEDS - SALE OF BONDS	82,995,327	-	(82,995,327)
LOCAL REVENUES	725,000	673,000	(52,000)
TOTAL REVENUES	83,720,327	673,000	(83,047,327)
EXPENDITURES			
CLASSIFIED SALARIES	380,754	299,968	(80,786)
EMPLOYEE BENEFITS	170,492	128,978	(41,514)
BOOKS AND SUPPLIES	105,400	6,300	(99,100)
SERVICES & OTHER OPERATING COSTS	18,997,080	4,294,450	(14,702,630)
CAPITAL OUTLAY	60,545,600	68,250,100	7,704,500
TOTAL EXPENDITURES	80,199,326	72,979,796	(7,219,530)
NET INCREASE (DECREASE)	3,521,001	(72,306,796)	
PROJECTED FUND BALANCE	92,525,341	20,218,545	
FUND 25: CAPITAL FACILITIES FUND			
	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	9,529,531	9,974,851	
REVENUES			
DEVELOPMENT FEES	1,200,000	800,000	(400,000)
INTEREST	80,000	60,000	(20,000)
OTHER LOCAL	393,695	50,000	(343,695)
TOTAL REVENUES	1,673,695	910,000	(763,695)
EXPENDITURES			
SUPPLIES	1,000	300	(700)
SERVICES & OTHER OPERATING COST	446,000	330,200	(115,800)
CAPITAL OUTLAY	781,375	27,000	(754,375)
TOTAL EXPENDITURES	1,228,375	357,500	(870,875)
NET INCREASE (DECREASE)	445,320	552,500	
PROJECTED FUND BALANCE	9,974,851	10,527,351	

FUND 40: SPECIAL RESERVE FUND FOR CAPITAL OUTLAY			
	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	6,462,841	6,246,677	
REVENUES			
REDEVELOPMENT	1,796,605	1,800,000	3,395
INTEREST	30,000	30,000	-
OTHER LOCAL (CCJUP)	250,000	1,000	
TOTAL REVENUES	2,076,605	1,831,000	(245,605)
EXPENDITURES			
SUPPLIES	5,000	100	(4,900)
SERVICES & OTHER OPERATING COSTS	791,020	375,200	(415,820)
CAPITAL OUTLAY	45,000	50,000	5,000
OTHER OUTGO	1,451,749	1,464,102	12,353
TOTAL EXPENDITURES	2,292,769	1,889,402	(403,367)
NET INCREASE (DECREASE)	(216,164)	(58,402)	
PROJECTED FUND BALANCE	6,246,677	6,188,275	
FUND 67: SELF-INSURANCE FUND (OTHER POST EMPLOYMENT BENEFIT)			
	2012-13 ESTIMATED ACTUALS	2013-14 PROPOSED BUDGET	CHANGES
BEGINNING BALANCE	(4,002,033)	(3,987,033)	
REVENUES			
OTHER LOCAL	1,083,753	1,075,753	(8,000)
TOTAL REVENUES	1,083,753	1,075,753	(8,000)
EXPENDITURES			
SERVICES & OTHER OPERATING COST	1,068,753	1,068,753	-
TOTAL EXPENDITURES	1,068,753	1,068,753	-
NET INCREASE (DECREASE)	15,000	7,000	
PROJECTED FUND BALANCE	(3,987,033)	(3,980,033)	-

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/26/13

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: APPROVAL OF THE 2014-2015 SCHOOL CALENDAR

RECOMMENDATION NO. A.28

It is recommended that the Board of Education approve the school calendar for the 2014-2015 school year.

COMMENT: The school calendar is a negotiated item between the Board of Education and the Santa Monica-Malibu Classroom Teachers' Association (SMMCTA) as per Article VI.A.4 of the current agreement.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

2014-2015 District Calendar

Approved by the Board of Education: tbd

July 2014						
M	T	W	Th	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2014						
M	T	W	Th	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

September 2014						
M	T	W	Th	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014						
M	T	W	Th	F	S	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2014						
M	T	W	Th	F	S	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2014						
M	T	W	Th	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015						
M	T	W	Th	F	S	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

February 2015						
M	T	W	Th	F	S	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2015						
M	T	W	Th	F	S	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2015						
M	T	W	Th	F	S	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
M	T	W	Th	F	S	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2015						
M	T	W	Th	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Legend:

- = First/Last Day of School
- ◻ = Legal Holiday
- ◻ = Local Holiday (schools/offices closed)
- ◻ = School Recess (classes not in session)
- ◻ = Pupil Free Days (no school for students)
- ◻ = Elem. Pupil Free Day (no school -elem students)
- ◻ = Sec. Pupil Free Day (no school -sec students)
- ◻ = Certificated Staff Development Day

Employee Work Dates:

Sept. 1, 2014-June 30, 2015: * Classified 11-Month
*must work 22 days in July/August, 2014

Aug. 5, 2014-June 17, 2015: Classified 10 + 10

Aug. 12, 2014-June 10, 2015: Classified 10-Month

Aug. 15, 2014-June 5, 2015: Certificated/183 Days

Aug. 18, 2014-June 5, 2015: Certificated/182 Days

Aug. 18, 2014-June 5, 2015: Classified School Year



6/14/2013

First Day of Instruction:
- Tuesday, August 19, 2014

Last Day of Instruction:
- Friday, June 5, 2015

Certificated Staff Development Day:

(No Students)

- Monday, August 18, 2014

HOLIDAYS:

July 4: 4th of July Holiday

Sept. 1: Labor Day Holiday

Sept. 25: Admissions Day (observed)

Nov. 11: Veteran's Day Holiday

Nov. 27-28: Thanksgiving Holidays

Dec. 24-25: Christmas Holidays

Dec. 31-Jan 1: New Years Holidays

Jan 19: Martin Luther King Jr. Holiday

Feb. 16: Presidents' Day Holiday

Apr 3, 6: Spring Break Holidays

May 25: Memorial Day Holiday

SCHOOL RECESSES:

Dec. 22-Jan 2: Winter Recess

Mar 30-Apr 10: Spring Recess

PUPIL-FREE DAYS:

Aug. 15: All Students

Aug. 18: All Students

Oct. 29: Elementary Students Only

Jan. 5: Secondary Students Only

MINIMUM DAYS:

Elementary: Aug. 19, Aug. 27, Sept. 3, Oct. 30,

31, Nov. 3, 4, 5, May 20, June 5

Santa Monica Middle Schools: Sept. 4, Nov. 26, Dec. 19, Mar. 27, Apr. 23, June 4, June 5, + 1 discretionary

Malibu MS/HS: Sept. 4, 9, Nov. 26, Dec. 17, 18, March 10, June 2, 3, 4 + 1 discretionary

Samohi: Sept. 9, Dec. 16, 17, 18, 19, Mar. 10, June 2, 3, 4, 5

Olympic HS: Sept. 16, Nov. 26, May 5, 28, 29, June 1, 2, 3, 4, 5

Teacher Work Days: 183

Student Days: 180

1st Semester: Aug. 19 - Dec. 19 (84 days)

2nd Semester: Jan. 6 - June 5 (96 days)

Back to School Nights:

Wed. Aug. 27 - Elem K-2

Wed. Sept. 3 - Elem 3-5

Thurs. Sept. 4 - Middle School

Tues. Sept. 9 - High School

Tues. Sept. 16 - Olympic HS

Open House Nights:

Wed. May 20 - Elementary

Thurs. April 23 - SM Middle Schools

Tues. March 10 - Malibu MS/HS

Tues. May 5 - Olympic HS

and Samohi

Promotions/Graduations:

Wed. June 3 - Elementary

Fri. June 5 - Middle School

Thurs. June 4 - MHS 2:00 pm

- Samohi 5:30 pm

Wed.. June 3 - Olympic HS 5:30 pm

Parent Conference Days (TK-5):

Oct. 29 - Nov. 5, 2014

Testing Dates:

AP Testing: May 4- May 15, 2015

State Testing: TBD

TK/Kindergarten Roundup:

Feb. 24-26, 2015

Final Exams:

Malibu MS/HS: Dec. 17-19, 2014

June 2-4, 2015

Samohi: Dec. 16-19, 2014

June 1-4, 2015

Summer School:

ISS: June 15-July 10, 2015

Crdt Recovery: June 15-July 17, 2015

ESY: June 15-July 10, 2015

TK-5 Grading Periods:

Conference: Oct. 29, 2014

Winter Grading: Feb. 6, 2015

Spring Grading: June 5, 2015

6-12 Grading Periods

Aug. 19 - Oct. 3, 2014

Oct. 6- Nov. 7, 2014

Nov. 10 - Dec. 19, 2014

Jan. 6 - Feb. 20, 2015

Feb. 23 - April 24, 2015

April 27 - June 5, 2015

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

06/26/13

FROM: SANDRA LYON

RE: TERMINATION OF MEMBERSHIP FROM DISTRICT ADVISORY COMMITTEES (DACs)

INFORMATION ITEM NO.1.01

The following individuals are no longer members on the Intercultural Equity and Excellence DAC.

COMMENT: **Elias Serna** and **Tony Murphy** were appointed to the Intercultural Equity and Excellence DAC in March 2012 for a two-year term to expire on June 30, 2015. Since their appointments, Mr. Serna and Mr. Murphy have missed several committee meetings. AR 1220 relating to DACs states, "membership shall automatically terminate any member who is absent from all regular meetings for a period of four (4) consecutive meetings or a total of five (5) meetings within the year."

Following this resignation, there will be twelve members on the Intercultural Equity and Excellence DAC. The DAC roster is as follows:

Terms Expire			
6/30/2013	6/30/2014	6/30/2015	6/30/2016
Melissa Rodriguez	Darrell Goode	Tony Murphy	Gary Avrech
Marvin Lawton		Elias Serna	Kimberly Chapmon-Wynne
Paulina Sahagun		Zakiya	Joanne Berlin
		Johnny Ramirez	Laurie Newman
		Stephanie Perry	Florence Culpepper

A letter has been sent to these individuals informing them of the change in their membership status. The letter further states, "In the future, if your schedule permits you to regularly attend these meetings, you are more than welcome to reapply to serve on the committee."

:

TO: BOARD OF EDUCATION

INFORMATION

06/26/13

FROM: SANDRA LYON

RE: DISTRICT ADVISORY COMMITTEES END-OF-YEAR REPORTS

INFORMATION ITEM NO. I.02

Attached are the End-of-Year reports for the Early Child Care DAC, Health and Safety DAC, Visual and Performing Arts DAC, District English Learners Advisory Committee, and Intercultural Equity & Excellence 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 24, 2013 board meeting, each DAC will have fifteen to twenty minutes for 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 the 2013-14 no later than the board's first meeting in October.

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

Child Development Services District Advisory Committee

Chair: Jennifer Kennedy

Staff Liaison: Alice Chung

Charges:

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

Accomplishments to date:

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

Highlight(s) to date of particular note:

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

Suggested direction for 2013-14:

- See charges

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

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

HEALTH & SAFETY DISTRICT ADVISORY COMMITTEE

Chair: Patricia Nolan

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

Charges:

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

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

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

Accomplishments to date:

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

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

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

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

- **Societal Safety**

Drug & Violence Prevention Programs:

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

Community Service for Students as a Positive Societal Influence

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

the committee as a good way for students to do community service, as well as get exposed to various healthcare professions. We are developing a letter and brochure with pertinent contact information to invite students to volunteer at hospitals, as well as to help facilitate the process.

- **Physical Health**

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

- **Health Education**

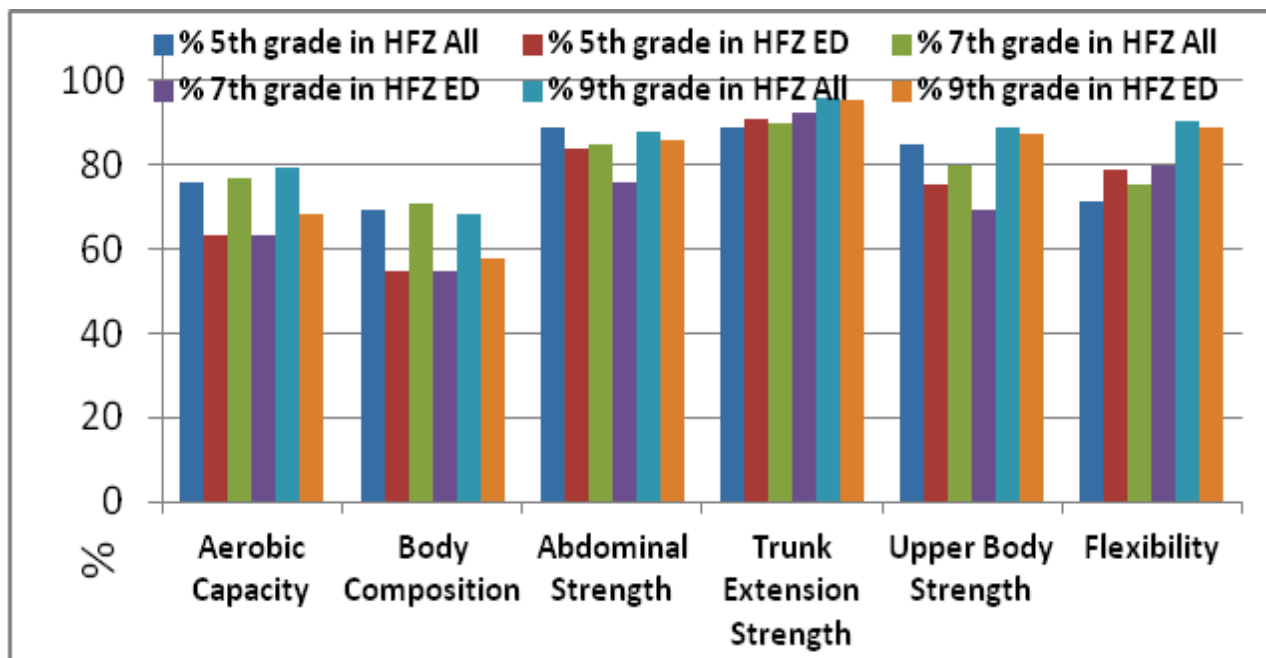
- A physician-DAC member and UCLA Medical School students collaborated with SMMUSD staff to develop lectures and videos on health-related topics pertinent to students in accordance with State standards (<http://www.cde.ca.gov>) adopted in 2008; SMMUSD 9th grade curricula previously revised and implemented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

Report on Health Ed Curriculum Enhancement

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

- **Fitness**

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



Nutrition

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

Wellness Policy: Goals

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

Wellness Policy: Conclusions

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

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

Report of Ad Hoc Committee on 'Bullying'

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

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

Homework Survey Results highlighted by Dr. Bradford:

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

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

Homework *Ad Hoc* Committee Report

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

Highlight(s) to date of particular note:

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

Suggested direction for 2013-14:

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

Budgetary Implications:

None at this time

Health & Safety DAC MEMBERS 2012-2013

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

APPENDICES or Web Links

A FitnessGrams 2011-2012 (see also www.cdc.gov/obesity for information)

B SMMUSD Homework Survey Results 2012 *by Maureen Bradford, PhD, SMMUSD*

C CLARE Foundation (Additional material is available in the Superintendent's Office, upon request. Please contact the Superintendent's Office to obtain a copy.)

D City of Santa Monica Youth Resource Team

E Nutrition: John Adams Middle School Lunch/Grant Elementary School site visits

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

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

Appendix A1

2011-12 California Physical Fitness Report

Overall - Summary of Results

Santa Monica-Malibu Unified District

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

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

Appendix A2

2011-12 California Physical Fitness Report

Economically Disadvantaged - Summary of Results

Santa Monica-Malibu Unified District

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

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

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

¹ Includes partially tested students

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

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

N/A Not applicable

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

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

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

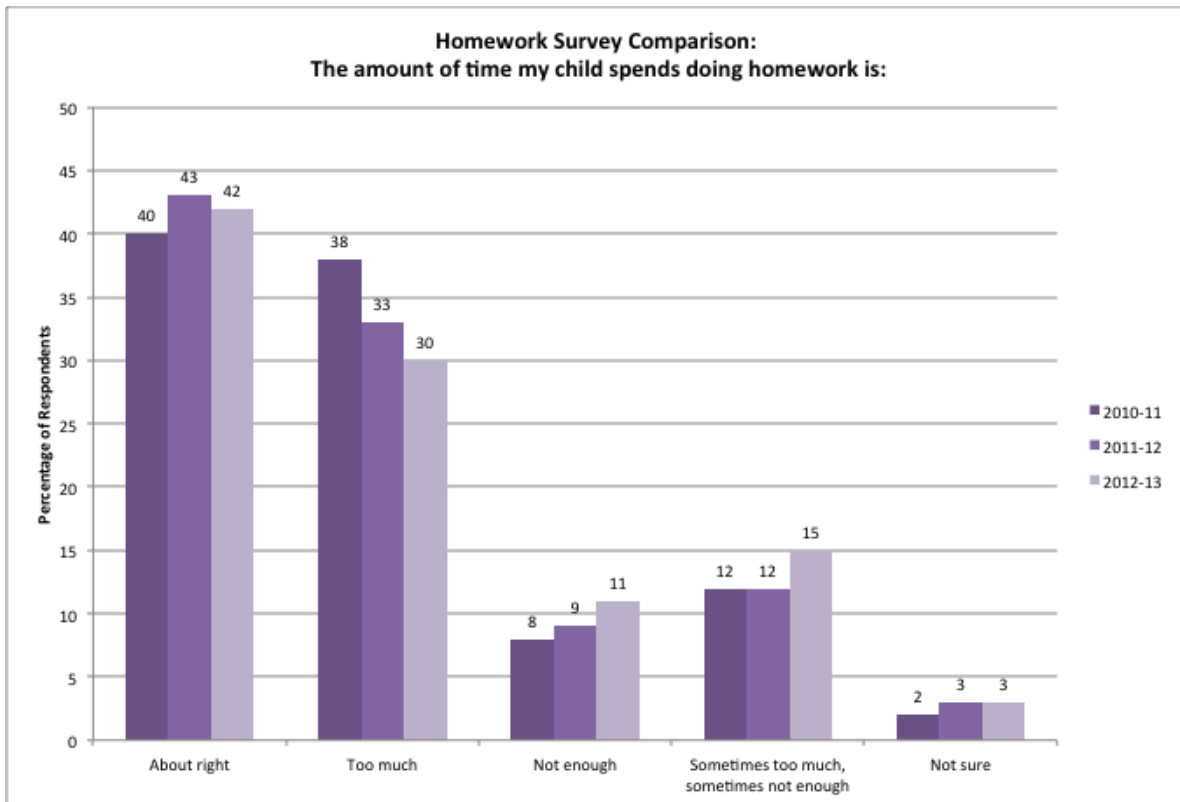
Appendix B

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

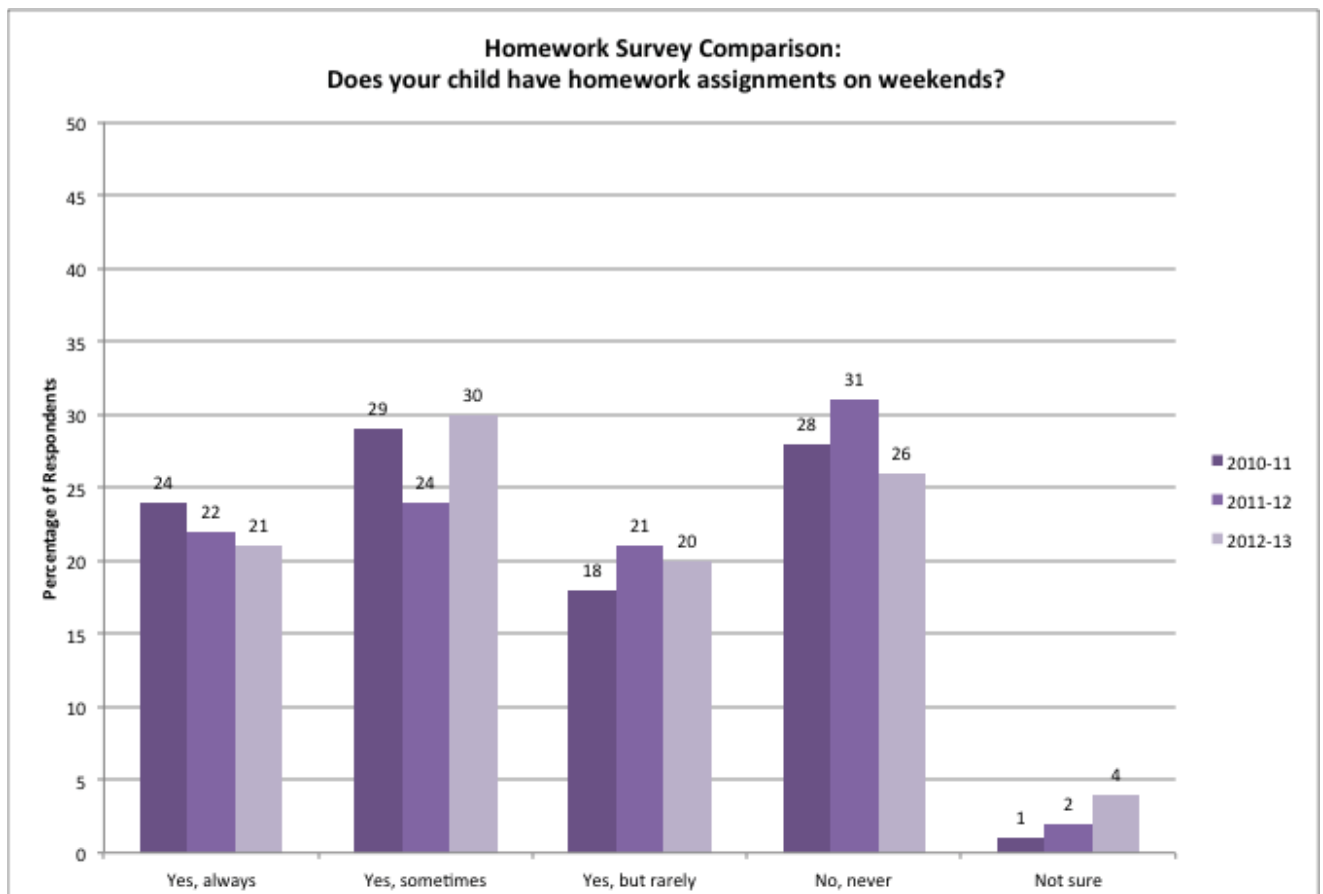
The Santa Monica-Malibu Unified School District revised Board policy on homework in 2009. The revisions to the policy came about largely as a result of inquiries from the Health and Safety District Advisory Committee, data from a 2008 district survey, and national research on the efficacy of homework.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

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

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



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



Survey Data by School Level

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

Time spend typically on daily homework assignments:

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

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

Frequency of homework assigned on weekends:

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

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

The amount of time my child spends doing homework is:

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

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

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

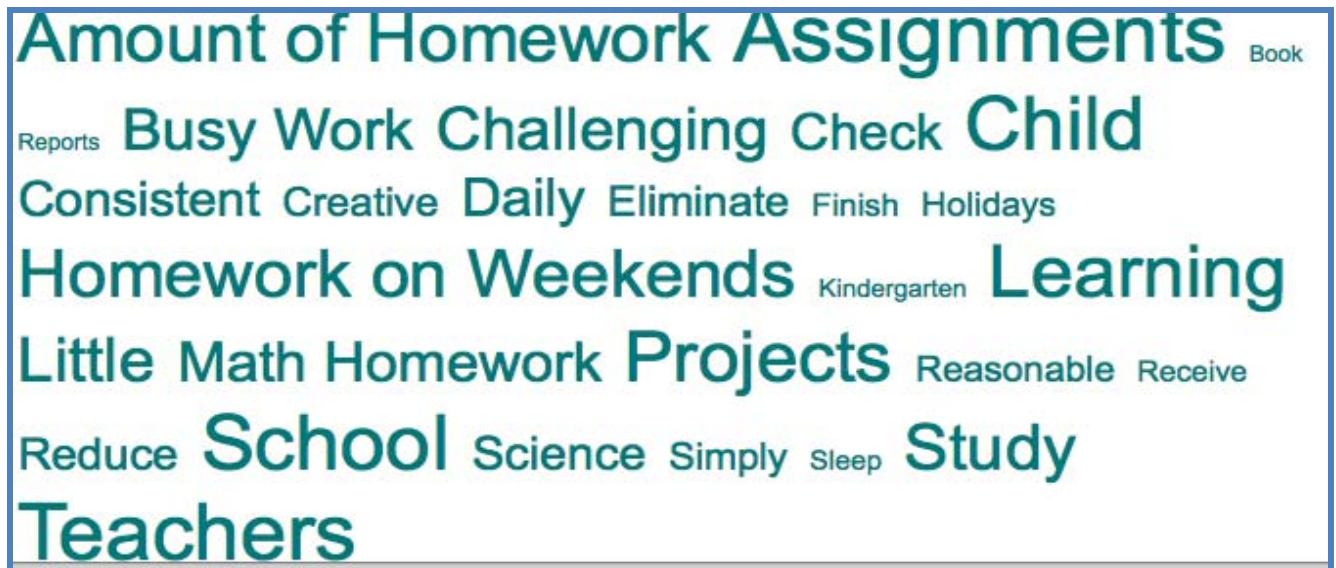
	No Honors/AP Courses	1-2 Honors/AP Courses	3-4 Honors AP Courses	More than 4 Honors/AP
< 15 minutes	6%	0	1%	3%
15 – 30 minutes	13%	3%	3%	6%
30 – 45 minutes	15%	9%	3%	3%
45 – 60 minutes	16%	20%	11%	6%
60 – 90 minutes	22%	22%	22%	17%

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

Qualitative Data: Analysis of Open-Ended Comments

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

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



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

Theme 1: Quantity/Time Spent on Homework

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

Philosophical Stances

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

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

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

Less Homework

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

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

No Homework on Weekends/Holidays

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

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

Requests for More Homework

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

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

Theme 2: Content of Homework

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

Busywork

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

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

Relevance/Creativity/Learning

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

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

Reading

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

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

Writing

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

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

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

Theme 3: Coordination/Logistics of Homework

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

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

Theme 4: Communication Regarding Homework Assignments

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

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

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

Theme 5: "Generic," Positive Comments

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

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

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

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

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

Appendix D: Youth Resource Team

Overview

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

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

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

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

Mission

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

Population Served

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

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

Program Group

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

Direct Practice Group

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

Long Term Goals

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

Impact

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

Youth Resource Team—Program & Direct Practice Groups

Fact Sheet

Current Projects

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

Current Members

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

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

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

Appendix E1

Nutrition: Site observations from John Adams Middle School

General Points

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

CAFETERIA

Hot choices

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

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

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

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

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

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

NB hot pocket: 36g carbs

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

OTHER OPTIONS IN CAFETERIAS

1: Salads/Wraps/Sandwiches-none labelled.

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

TACO/BAKED POTATO BAR

These were not seen on any day.

SUB DAY

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

BARBECUE

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

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

There was lettuce and tomato offered.

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

CARTS

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

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

General Recommendations

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

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

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

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

Apparently there is no requirement for two hot options.

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

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

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

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

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

Appendix E2

Nutrition: Site observations from Grant Elementary School

General Points

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

CAFETERIA

Hot lunch options all processed and heated up on premises. Options include corn dogs, hot dogs, pizza, chicken nuggets, burgers.
More encouraging were days where ravioli, or orange chicken with steamed rice/broccoli was offered.
'Brunch for lunch' day included a sachet of HFCS.
'Cool lunch' (meaning children who chose hot lunch could also visit the salad bar) was served generally on Tues/Wed and Thurs -in the month of May 2013 it was offered on 11 days out of a total of 21.

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

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

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

General Recommendations

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

Cool lunch every day would be ideal.

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

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

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

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

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

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

Background

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

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

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

Public Concerns

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

EPA Research

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

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

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

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

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

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

Key Technical Findings from EPA’s Study

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

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

Collecting integrated air samples provided a high burden in terms of time and equipment.

At any single site, there can be substantial variability in the materials used and the concentrations of contaminants measured. More work is needed to determine where to collect samples and how many samples to collect to fully characterize a given site.

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional information on the use of recycled tire materials

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

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

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

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

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

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

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

VISUAL AND PERFORMING ARTS DISTRICT ADVISORY COMMITTEE

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Staff Liaison: TOM WHALEY

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

**VISUAL AND PERFORMING ARTS DISTRICT ADVISORY
COMMITTEE**

(Items that are **new updates** since the mid-year report have been printed in **violet bold font**.)

Chair: JANIS GABBERT

Staff Liaison: TOM WHALEY

VI. Charge:

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

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

Activities to meet this goal:

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

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

Activities to meet this goal:

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

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

Activities to meet this goal:

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

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

Activities to meet this goal:

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

VII. Accomplishments to date in meeting the charges:

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

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

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

F. DAC analysis of Fall 2012 VAPA course enrollment:

Total SMMUSD enrollment for Fall 2012:	11,401 K-12 students
Total enrolled in “for credit” or district-funded VAPA classes:	6,921 students (61%)

Elementary Schools		
Total enrollment:		4,947 grade K-5 students
Total enrolled in district-funded VAPA classes:		2,461 students (50%)
Dance	3 rd grade dance (Music ‘n’ Motion)	834 students (17% of K-5 students)
Music	3rd, 4th, and 5th grade music	2,461 students (50% of K-5 students)

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

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

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

•Elementary Schools

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

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

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

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

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

•Secondary Schools

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

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

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

Middle school VAPA classes offered in 2012-13 include:

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

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

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

High School VAPA classes offered in 2012-13 include:

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

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

Santa Monica HS: Dance, Dance II, Professional Dance; Mens Chorus, Womens Chorus, High School Chorale, Chamber Singers, Madrigals, String Orchestra, Concert Orchestra, Sinfonia Orchestra, Chamber Orchestra, Philharmonic Orchestra, Symphony Orchestra, Concert Winds, Concert Band, Symphonic Winds, Wind Ensemble, Jazz Band, Marching Band, Guitar I, Guitar II, Piano I, Piano II; Acting; Acting II, Technical Theater; Ceramics, Ceramics II, Drawing, Drawing II, Drawing III, Painting, Painting II, Studio Art 2D AP, Photo, Photo II, Film/Video Production I, Film/Video Production II, Digital Design, Digital Design II.

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

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

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

• 2012-2013 classes funded by ROP:

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

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

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

I. Partnerships with Non-District Benefactors

1. P.S. ARTS contributed \$220,000 to fund programs in the Title I elementary schools for 2012-13 (K-5 Theatre at Edison Language Academy and K-5 Visual Arts at McKinley, Muir, and Will Rogers).
2. The Santa Monica Malibu Education Foundation “For The Arts” endowment fund contributed \$125,400 in 2012-13 to support the Robert Gilliam dance classes at John Adams, Lincoln, Malibu, Olympic, and SMASH; recorders for all 3rd graders; Dream Strings; Dream Winds; World Music and Drumming classes at Olympic High; after-school “non-credit” Drama programs at John Adams and Lincoln Middle Schools; and “for credit” Theatre programs at Malibu High, and Olympic High, and Samohi.
3. The following is a partial list of other organizational partners that supplement or enhance the VAPA programs at one or more schools:
 - ASCAP (American Society of Composers, Authors, and Publishers)
 - City of Santa Monica Cultural Affairs Division
 - Ella Fitzgerald Foundation
 - Flourish Foundation
 - Gail Dorin Music Foundation
 - SONY Pictures Entertainment (Janice Pober, Senior Vice President Corporate Social Responsibility)
 - Los Angeles County Arts Commission
 - Los Angeles County Music Center
 - Los Angeles Philharmonic
 - Malibu Arts Angels
 - Margaret Cavigga Trust
 - Morgan-Wixson Theatre Y.E.S. program
 - New West Symphony
 - OPCC – Ocean Park Community Center
 - Santa Monica-Malibu PTAs
 - Santa Monica Arts Parents Association
 - Santa Monica Boys and Girls Club
 - Santa Monica City Council
 - Santa Monica College: The Broad Stage and the Dual Enrollment Program
 - Santa Monica Kiwanis
 - Santa Monica Museum of Art

- Santa Monica Playhouse

J. Arts for All

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

K. Current VAPA programs

1. Elementary Dance

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

2. Secondary Dance

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

3. Elementary Music

- All 3rd, 4th, and 5th graders received district-funded music instruction from credentialed music teachers. All district elementary schools scheduled music “informances” or concerts for parents in December, January, or February, **and spring concerts later in the year.**
- The district-wide Honor Band, Choir, and Orchestra performed in the Stairway of the Stars concerts at Barnum Hall in March 2013. Of 264 students

in the three ensembles, 100 were from Title I schools: Edison – 45, Muir – 8, McKinley – 24, and Rogers – 23.

- **After Stairway, the Honor Band, Choir, and Orchestra traveled to Disneyland where they participated in a recording session, performing the background score to a Disney movie.**
- The Gail Dorin Music Foundation, the Ella Fitzgerald Foundation, and the Santa Monica/Malibu Education Foundation funded the Dream Strings, Dream Winds, and Dream Voice programs to provide coaches for music students at the Title I elementary schools and the middle schools.

4. Middle School Music

- All middle schools presented high quality winter band, choir, and orchestra concerts in December 2012.
- **During spring 2013, middle school ensembles successfully participated in Southern California Band and Orchestra Association (SCSBOA) adjudicated festivals, and presented spring concerts.**

Nationwide honors:

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

Statewide honors:

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

Southern California honors:

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

5. High School Music

- In July 2012, the Samohi Viking Marching Band participated in the city's Main Street 4th of July Parade. In the fall, it participated in the SCSBOA Field Championships and, in January 2013, it marched in the Disneyland Main Street Parade.
- In October 2012, student performances included the Malibu Choir Serenade, the Samohi Bands Fall Concert, the Samohi Choir Sweet Serenade, "The Beatles at Barnum," and the USAF Concert Band and Singing Sergeants.
- In the fall semester, 11 students at Olympic High studied guitar or world drumming with Mark Harris of the band Venice (funded by SMMEF).
- In December and January, Malibu High School and Santa Monica High School presented high quality winter band, choir, and orchestra concerts.
- In January 2013, Samohi Jazz Band I, Jazz Band 2, and the Jazz Combo presented a concert with guest artist Bobby Shew.
- **In February 2013, the Samohi Wind Ensemble gave a benefit concert at The Broad Stage, and traveled to Chicago to perform at the Symphony Center.**
- **In April 2013, the Malibu High Chamber Choir participated in a Choral Masterworks Concert with choirs from Pepperdine University and Santa Diego State University.**
- **In April 2013, competing against 54 other high school ensembles, the Samohi Chamber Orchestra took 1st place in the Chamber Orchestra Division of the 40th Annual Northwest Orchestra Festival.**
- **In April 2013, Samohi choirs toured in France and held their annual Cathedral Classic Concert in the Barnum Hall foyer.**
- **May and June brought high school spring concerts, POPS concerts, and the Samohi Orchestras Senior Gala.**

Nationwide honors:

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

Statewide honors:

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

Southern California honors:

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

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

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

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

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

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

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

6. Elementary Theatre

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

7. Secondary Theatre

- The district-funded “for credit” drama programs at Malibu Middle School, Malibu High School and Samohi continued. Malibu Middle School presented the musical, *You’re a Good Man, Charlie Brown* in February 2013.
- There were no district-funded “for credit” drama programs at John Adams Middle Schools or Lincoln Middle School.
- Since 2010-11, the Santa Monica/Malibu Education Foundation has co-funded with the JAMS and Lincoln PTSA an after-school “non-credit” drama program. **Lincoln Middle School presented *The Wizard of Oz* in February 2013, and John Adams Middle School presented *Seussical the Musical!* in May 2013.**
- Malibu High School presented *Xanadu, the Musical* and Samohi presented *Little Women* in fall 2012.
- At Olympic High School in fall 2012, staff from the Writers Guild Foundation instructed students in writing a screenplay. Teen Education in Liberal Arts (TELA) taught “theater of the oppressed” techniques.
- **In spring 2013, Malibu High presented *His Dark Materials*, an adaptation of Philip Pullman’s Trilogy of the Golden Compass books.**

- In spring 2013, Samohi presented Stephen Sondheim's Tony Award-winning musical, *Into the Woods*, as well as *Public Domain* (an evening of theater, music, poetry, dance, and video).
- In 2012-13, Samohi students participated in the Drama Teachers Association of Southern California (DTASC) Fall Festival -- http://www.cetoweb.org/dtasc_pages/fall_fest.html -- and the spring Shakespeare Festival -- http://www.cetoweb.org/dtasc_pdf/E4ShakespeareFestivalRulesrev1-5-13.pdf. Two groups placed (one group in the second round and one group in the third round): one monologue went to finals.

8. Elementary and Secondary Visual Arts

- P.S. ARTS provided K-5 Visual Arts instruction at McKinley, John Muir, and Will Rogers for 2012-13.
- Santa Monica Museum of Art's 20th "Wall Works" exhibit, which opened in October 2012, includes student artwork from SMMUSD schools.
- In 2013, John Adams Middle School was part of an international mural exchange project with Kizuminami Middle School in Kyoto, Japan. All of the JAMS visual arts students participated in the completion of the USA portion of the mural, which will join other international murals in a tour around the world.
- As part of MOCA's Contemporary Art Start Program, the two Advanced Art Classes at Lincoln Middle School participated in mastering Visual Thinking Strategies while "making sense of" Contemporary Art. Both classes took field trips to MOCA Grand Avenue and MOCA Geffen to work with museum educators, tour the museums, and learn about downtown's outdoor artworks.
- Artwork by Malibu Middle School and High School students is posted at www.MalibuHigh.org/arts_gallery
- 21 of 23 Malibu High School art students who took the AP Studio 2D exam in spring 2012 passed. 19 of 25 Samohi students who took the AP Drawing or 2D Design exam in spring 2012 passed.
- At Olympic High School, VeniceArts provides a digital photography class to supplement the district-funded art classes. Students were transported to Virginia Avenue Park for Digital Arts classes in fall 2012.
- Samohi student artwork is displayed at <http://www.samohi.smmusd.org/art/index.htm>
- Roberts Art Gallery exhibits at Samohi included *Day of the Dead – Día de los Muertos* in November 2012, with student work from Samohi, John Adams MS, and Grant Elementary. The 3rd Annual *Homegrown* Art Show & Sale was held in January 2013, and at the Senior Art Show which was held in May, scholarships were awarded.
- In 2012-13, Samohi students participated in the MOCA (Museum of Contemporary Art) Teen Internship program, Ryman Arts (<http://www.ryman.org/>) and ArtTribe fundraiser.

- Top tier art schools such as Rhode Island School of Design, the School of the Art Institute of Chicago, the School of Visual Arts (NY), Maine College of Art, and the Art Center recruit Samohi students through personal visits to classrooms. **Samohi art students receive scholarships for art summer pre-college programs at OTIS, California College of Art and other well-respected art schools. 2013 college acceptances included 4 students at UCLA Art, 2 students at Rhode Island School of Design, and 4 students at California College of Art (with scholarships).**
- **The 1st Districtwide Visual Arts Show took place on March 15, 2013 at the Roberts Art Gallery and featured student artwork from JAMS, Lincoln, SMASH, Malibu, Olympic, and Samohi.**
- International Honors:

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

L. Communication

- **Calendar of VAPA events**

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

- **Media Coverage**

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

IX. Suggested direction for 2013-14:

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

- A. **VAPA Coordinator** – Maintain the VAPA Coordinator position, one of the five critical components of a sustainable arts education program. For example, our district is eligible for certain grant funding because we have an administrative level coordinator in place.

- B. **Music** – Maintain the district-wide Elementary Music program, currently serving grades 3, 4, and 5. It is the foundation of the entire district music program.
- C. **Theatre** – Maintain the current “for credit” secondary Theatre programs at Malibu Middle, Malibu High School, Olympic High School, and Santa Monica High School, as well as the after school programs at Lincoln and John Adams Middle Schools that are co-funded by SMMEF and the PTSA’s.
- D. **Visual Arts** – Maintain the current secondary Visual Arts programs at John Adams and Lincoln Middle Schools, Malibu High School, Olympic High School, and Santa Monica High School. Identify funding to implement a district-wide standards-based Visual Arts program for grades K-5.
- E. **Dance** – Maintain the current district-wide 3rd grade Dance program and expand dance instruction to additional grade levels. Maintain the “for credit” dance classes at John Adams Middle School and Santa Monica High School. Add “for credit” Dance classes at Lincoln Middle School and Malibu High (6-12).
- F. **Scheduling** – Maintain AM classes and summer school classes. This is important for 9th and 10th graders at Samohi, for students at Lincoln Middle School, and for students at John Adams Middle School who participate in the Spanish immersion and AVID programs. **It serves those students who otherwise might not be able to fit these classes into their schedules, and encourages their successful participation in arts classes, foreign language classes, and sports.**
- G. **High school graduation requirements – Change Board Policy 6146.1 – High School Graduation Requirements -- to include at least one year of visual and performing arts classes and one year of a foreign language.**
- H. **Facilities** – Ensure that any VAPA facilities built with Measure BB funds are constructed according to national *Opportunity-to-Learn Standards for Arts Education* and the district’s own VAPA facilities guidelines, adopted in 2000. For example, in the *Opportunity-to-Learn* Visual Arts Standards for middle and high school, “In addition to the art room’s display capabilities, a display area – wall cabinets, bulletin boards, or the like – central to the general flow of school traffic is provided. A porous material that accommodates hanging devices like pins, staples, and tracks is needed along with ceiling hooks for hanging three-dimensional artwork. These areas should be well lighted and equipped with multiple-lighting plug-in tracks with movable spotlights....If the display area is not secure, key locks should be installed on display doors.”
- I. **Budget Deliberations** – When discussing budget cuts, the VAPA DAC urges the Board of Education to avoid eliminating entire curriculum areas, such as Elementary Music.

X. Budgetary Implications:

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

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

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

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

The 1994 NATIONAL STANDARDS FOR ARTS EDUCATION are posted here: <http://artsedge.kennedy-center.org/educators/standards.aspx>. On the CALIFORNIA DEPARTMENT OF EDUCATION website, information concerning the skills, knowledge, and abilities in Dance, Music, Theatre, and the Visual Arts that all students should be able to master from prekindergarten to grade 12 is posted here: <http://www.cde.ca.gov/ci/vp/>. The SMMUSD VAPA CURRICULUM is posted here: <http://www.smmusd.org/vapa/curriculum/index.html>

VAPA DAC Members for 2012-13

Deborah Berek

David Davidson

Allison Diftler

Alisa Facchini Stewart,
Vice Chair

Scott Ferguson

Janis Gabbert, Chair

Zina Josephs, Secretary

Kathryn Kert Green

Cristyne Lawson

Bambi Martins

Lori Nafshun

John Redfield

Paul G. Ryan

D'Lynn Waldron

Board Liaisons:

Maria Leon-Vazquez

Ralph Mechur

Staff Liaison:

Tom Whaley

Administrative Assistants:

Chandra Narain

Rosemary Quon

Karen Miller

Brenda Carrillo

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

District English Learners Advisory Committee (DELAC)

Chair: Margarita Cruz

Staff Liaison: Aida Diaz

Charges:

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

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

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

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

DELAC Meetings/Topics:

Meeting Date/Location	DELAC Requirements	Presentations
September 13 DELAC/ELAC Reps • PDLC	• Consolidated Application • DELAC elections / agendas	NA-----
October 17 • Rogers	- DELAC Responsibilities -Needs Assessment for 2012-2013	•District Academic Achievement Data •"Individual Effort and Success" by Peggy Harris
November 28 DELAC/ELAC Reps • PDLC	DELAC/ELAC Training	NA -----

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

DELAC Requirements:

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

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

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

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

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

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

A) Bilingual Advisors at the middle and high school:

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

Recommendation: Hire Bilingual Advisors at the middle and high school

B) All sites to be welcoming of parents:

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

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

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

C) Community Liaisons:

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

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

D) Extra curricular activities:

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

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

E) Tutoring:

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

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

F) Parent workshops:

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

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

G) Summer School and Intervention Programs:

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

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

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

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

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

Recommendations:

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

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

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

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

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

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

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

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

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

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

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

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

Summary of Recommendations

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

IMPLICATIONS / RECOMMENDATIONS BUDGET:

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

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

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

Submitted on Tuesday, June 18, 2013

Co-Chairs: Gary Avrech & Marvin Lawton

Staff Liaisons: Aida Diaz & Kimberly Nao

Charges:

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

Focus Tasks:

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

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

Summary Statement

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

I. Professional Development Ad-Hoc Committee

Activities included:

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

The Committee Recommends that:

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

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

II. Curriculum Ad-Hoc Committee

Activities included:

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

The Committee Recommends that:

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

III. Climate Ad-Hoc Committee

Activities included:

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

The Committee Recommends that:

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

GOALS FOR THE YEAR AHEAD

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

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

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

- Attachment 1 -

IEEDAC Professional Development Survey

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

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

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

Other patterns that became apparent are:

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

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

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

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

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

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

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

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

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

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

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

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

- Attachment 2 -

Proposal for the Development of an Ethnic Studies Department

Prepared by the IEEDAC's Curriculum Ad-Hoc Committee

October 2012

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

Goal:

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

Outcomes:

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

Background/Rationale:

Definition of Ethnic Studies

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

Brief Overview of the Ethnic Studies Literature

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

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

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

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

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

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

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

Pedagogy

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

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

Methodology

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

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

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

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

Sample Courses

Ethnic Studies 9P Composition, Media & Identity Development

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

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

Ethnic Studies 10 P Compositions, Identity & Society

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

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

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

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

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

LGBT perspectives and contribution to US society (In progress)

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

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

US History from and Ethnic Studies Perspective (In progress)

History of Social Movements (In progress)

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

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

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

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

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

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

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

Sociology of US Education (In progress)

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

Developmental Vision

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

Next Steps:

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

Resources

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

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SMMUSD Intercultural Excellence and Equity DAC SurveyMonkey Survey

1. OPTIONAL: Please indicate your school site.

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

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

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

Other (please specify)

9

answered question

14

skipped question

0

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

**Response
Count**

13

answered question

13

skipped question

1

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

**Response
Count**

14

answered question

14

skipped question

0

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

**Response
Count**

14

answered question

14

skipped question

0

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

**Response
Count**

12

answered question

12

skipped question

2

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

**Response
Count**

12

answered question

12

skipped question

2

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

**Response
Count**

12

answered question

12

skipped question

2

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

**Response
Count**

13

answered question

13

skipped question

1

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

**Response
Count**

12

answered question

12

skipped question

2

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

**Response
Count**

12

answered question

12

skipped question

2

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

**Response
Percent Response
Count**

Interactions with students



21.4%

3

Interactions with adults



71.4%

10

As a source of ideas for
professional development



28.6%

4

Haven't yet utilized



28.6%

4

Other (please specify)

1




answered question

14




skipped question

0

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

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

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

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

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

Response Count	
10	
answered question	10
skipped question	4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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