

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

July 18, 2012

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Wednesday, July 18, 2012, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:40 p.m. in the Board Conference Room at the District Offices. At 4:41 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 5:40 p.m. in the Board Room.

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 (60)

- Public Employee Discipline/Dismissal/Release pursuant to GC §54954.5 (15)
- Conferenbce with Legal Counsel: Anticipated Litigation pursuant to GC §54956.9(c) (1 case) (45)

There was no action to report out of closed session.

OPEN SESSION (5:30 p.m.)

5:40 pm **III. CALL TO ORDER**

A. Roll Call

Board of Education Members

Ben Allen – President

Laurie Lieberman – Vice President

Oscar de la Torre – *excused absence*

Jose Escarce

Maria Leon-Vazquez

Ralph Mechur

Nimish Patel

Student Board Members

None were present during this summer meeting.

B. Pledge of Allegiance

Led by Ms. Cartee-McNeely

5:41 pm **IV. APPROVAL OF THE AGENDA**

It was moved by Ms. Leon-Vazquez, seconded by Dr. Escarce, and voted 6/0 (Mr. de la Torre was absent) to approve the agenda.

5:42 pm **V. APPROVAL OF MINUTES**

A.01 June 27, 2012..... 1

5:42 pm **VI. STUDY SESSION** (60)

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

S.01 Measure BB Update: Completed Projects, Project

Management Structure, and Program Budget (60)..... 2

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

CONSENT CALENDAR (30)

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

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6:47 pm IX.

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.**

- *David Cook addressed the board regarding waiving the age requirement for Kindergarten enrollment.*
- *Victoria Gray addressed the board regarding the Village Nation program and an Ethnic Studies high school course.*

X. COMMUNICATIONS (30)

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

A. Student Board Member Reports (15)

Yuri Kawashima – Santa Monica High School – *excused absence*

Yasi Afsharnive – Malibu High School – *excused absence*

Sean Azouley – Olympic High School – *excused absence*

B. SMMCTA Update – Harry Keiley (5)

Mr. Keiley reserved his comments for Item No. D.01.

C. S.E.I.U. Update – Ms. Keryl Cartee-McNeely (5) – present, no report

6:55 pm

6:56 pm

D. PTA Council – Patti Braun and Lori Whitesell (5)

Ms. Whitesell reported that the CA State PTA has endorsed the Our Children, Our Future tax measure, which has been approved for the November 2012 ballot. The measure is now called Prop 38. There will be a training for regional PTAs on July 29 in Burbank to go over Prop 38 details and campaign information. Ms. Whitesell reported that Summer Adventure is a great success, serving 102 elementary school students in Malibu, 204 middle school students in Santa Monica, and 660 elementary school students in Santa Monica. She thanked Rachel Faulkner and Debbie Mulvaney for helping with the program. PTA units are busy planning for the fall. Ms. Lieberman asked about PTA campaign plans for Prop 30 – the Governor's tax measure – while campaigning for Prop 38. Ms. Whitesell said the regional PTAs are expected to receive direction from the state PTA at the training in Burbank.

12:06 am

XI. SUPERINTENDENT'S REPORT (5)

Superintendent Lyon reported that the elementary Intensive Intervention Summer School ends this Friday. The middle school Jump Start program also ends this Friday. The high school summer program continues through July 21, with summer graduation at 1:00pm that day. The Young Collegians will be finishing up their SMC course on Thursday, July 26 with a celebration that evening at 6:00pm at the SMC Main Stage.

This morning, ninety-nine students participated in a culminating activity by presenting Dr. Seuss's The Lorax at the Electric Lodge with the students performing the story. They acted, danced, and sang. For the third year, the STAGES Project, with faculty and students from Pepperdine University and other volunteers, had support the Jump Start students. The honored guest was Gary Marshall, the well-known director of many movies, who also brought his family members to the performance. He spoke to the students about his shyness as a child and how he became interested in the arts, which got him where he is today. He stayed through the entire performance and took pictures with the students.

Ms. Lyon reported that her office had received some inquiries about the Governor's office announcing that Brown Act requirements had been suspended due to state funding cuts. This is not the case for school districts. She will provide more information in the Friday Packet.

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 (170)

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** Report from the Economic Feasibility Committee and
Direction to Staff Regarding Sending a Bond Measure
Resolution to the Los Angeles County Registrar's Office (90).....81-82
- D.02** District Advisory Committees: Discuss End-of-Year Reports
for 2011-12 and Direction for 2012-13 (70)83-121
- D.03** Consider Revising BP 3110 – Transfer of Funds (5)..... 122-124
- D.04** Consider Revising BP 7214 – General Obligation Bonds (5)..... 125-129

7:01 pm

Break:

10:30-10:49pm

10:49 pm

12:04 am

12:05 am

XIII. MAJOR ITEMS (30)

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.34 Acceptance of Donation and Approval of Budget Allocation – Malibu High School – Stadium Lighting Project – Capital Facilities Fund (30)	130-131
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XIV. INFORMATIONAL ITEMS (0)

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

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I.02 Revision to AR 3513.1 – Cellular Phone Reimbursement.....	134-136
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I.04 Revision to AR 3541.1 – Transportation for School- Related Trips	140-143
I.05 Revision to AR 7214 – General Obligation Bonds.....	144-148

XV. BOARD MEMBER ITEMS (0)

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

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

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

XVII. CONTINUATION OF PUBLIC COMMENTS

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

XVIII. BOARD MEMBER COMMENTS

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

- *Ms. Lieberman requested that staff bring forward a resolution in support of Propositions 30 and 38 for the next board meeting.*
- *Dr. Escarce requested a future agenda item regarding reading support in the elementary schools.*

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

It was moved by Mr. Allen, seconded by Dr. Escarce, and voted 6/0 (Mr. de la Torre was absent) to adjourn the meeting at 12:10 a.m. in memory of the victims of recent traffic accidents in Santa Monica. This meeting will adjourn to a regular board meeting scheduled for **Wednesday, August 1, 2012**, in the **Malibu City Council Chambers**: 23825 Stuart Ranch Road, Malibu, CA.

Approved: 8-1-12



President



Superintendent

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

SMMUSD Board of Education Meeting Schedule 2012-2013

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

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

District Office (DO): 1651 16th Street, Santa Monica.
 Malibu City Council Chambers (M): 23825 Stuart Ranch Road, Malibu, CA

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

ACTION
07/18/12

RECOMMENDATION NO. A.01

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

June 27, 2012

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Escarce
STUDENT ADVISORY VOTE: N/A
AYES: Four (4) (Mr. de la Torre was absent)
NOES: None (0)
ABSTAIN: Two (2) (Ms. Lieberman and Mr. Patel)

STUDY SESSION

TO: BOARD OF EDUCATION

STUDY SESSION

07/18/12

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

RE: MEASURE BB UPDATE: COMPLETED PROJECTS, PROJECT MANAGEMENT
STRUCTURE, AND PROGRAM BUDGET

STUDY SESSION ITEM NO. S.01

The Facilities Improvement Projects Department will update the Board of Education on the Measure BB program and projects.

This study session will include an overview of completed projects; an update on the project management structure, including staffing and processes; an overview of the Measure BB budget, including funding, construction contingencies, program reserves, change orders, and forecasts. The budget portion of the study session will also address the budget and award of contract for the Lincoln Middle School replacement of building C project. The budget modification request for this Lincoln Middle School project will be coming forward for board approval in Item No. A.18 in this agenda.

Mr. Sam's presentation can be found under Attachments at the end of these minutes. He answered board members' questions regarding program costs and reserves, what is being done to minimize the effects of construction on campuses and surrounding neighborhoods, and the reallocation of funds following the loss of RDA funds. Mr. Mechur requested that the current program budget revision reflecting the projected reduced funds be brought to the board as an informational item. Ms. Maez said it would appear on a future agenda. The board thanked the BB team, Ms. Maez, and the Measure BB Committees for their hard work on these projects.

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.02

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

Contractor/ Contract Dates	Description	Site	Funding (Measure BB)
Gaudet Design Group Splitting Previously Approved Not to Exceed Amount of: \$50,000	Project Consultant for landscape architecture for Measure BB Program & Samohi/Civic Center Joint Use Project (CCJUP)	Measure BB/ Capital Improvements	<u>\$45,000</u> : 21-90500-0- 00000-85000-5802- XXX-2600 & <u>\$5,000</u> : 40-90602-0- 00000-85000-5802-015- 2600

Contractor/ Contract Dates	Description	Site	Funding
Darren Gravelle Santa Monica Academy Of Music	Gift Contractor – Music Classes for K – 2 nd grades	McKinley	01-90150-0-11100 10000-5802-004-4040
Kristen Paglia P.S. Arts	Gift Contractor – Art Classes for K – 5 th grades.	McKinley	01-90150-0-11100 10000-5802-004-4040
Zevitz-Redfield & Associates, Inc. 7/1/11-6/30/12 Increase contract \$4,905 Cost: \$90.00 per hour (Previous contract up to 200 hours approved 9/1/11 – Item A.02)	Additional Support for Information Services.	Information Services	01-00000-0-00000- 77000-5640-054-2540 (general Fund)
Abby H. Arnold 7/19/12 to 9/30/12 Not to exceed: \$5,000 (\$100 per hour)	Prepare & submit proposal on behalf of SMMUSD, CDS, to U.S. Dept. of Health & Human Srvs., Office of Head Start, in response to HHS-2013–ACF-OHS-CH-RO9- 0481 for Head Start Grantee, Communities within L.A. County.	Child Development Services	12-00000-0-85000- 27000-5802-070-2700 (Child Development Fund Unrestricted Resource)

School Innovations and Advocacy 7/1/12 to 6/30/15 Not to exceed: \$162,300 (\$54,100 per year)	To assist the District with attendance management, analysis, notification of truancy letters, conferencing, and professional development.	Student Services	01-00000-0-11100-31300-5890-040-2400
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MOTION MADE BY: Mr. Mechur
 SECONDED BY: Mr. Patel
 STUDENT ADVISORY VOTE: N/A
 AYES: All (6) (Mr. de la Torre was absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.03

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

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

AME SITE Account Number Fund – Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>BRADFORD, Maureen</u> Ed Services 01-00000-19510-31600-5220-030-1300 General Fund- Function: Pupil Testing Services	Categorical Programs Directors' Meetings 2012-2013 Downey, CA September 13, 2012 – May 23, 2013 (8 Meetings)	\$825
<u>CHI, Ah Young</u> Malibu High 01-00000-0-11100-27000-5220-010-4100 General Fund- Function: School Administration	UC Counselor Conference Irvine, CA September 19, 2012	\$140
<u>HERNANDEZ, Patricia</u> Adult Education Center 11-00000-0-41100-10000-5220-095-2950 Adult Education Fund- Function: Instruction	GED Testing Service Annual Conference Long Beach, CA July 16 – 19, 2012	\$700
<u>HYATT, Virginia</u> Purchasing 01-00000-0-00000-75300-5220-055-2550 General Fund- Function: Purchasing	Food Waste Solutions Downey, CA July 24, 2012	\$30
<u>HYATT, Virginia</u> Purchasing 01-00000-0-00000-75300-5220-055-2550 General Fund- Function: Purchasing	Generating Operational Savings Through Energy Efficiency and Conservation Ontario, CA July 27, 2012	\$310
<u>ROMAN, Bertha</u> Ed Services 01-40460-0-19100-21000-5220-035-1300 General Fund- Resource: Title II	MBC Coach Academy (My Big Campus) San Diego, CA June 29, 2012	\$250
<u>SALUMBIDES, Rose Ann</u> Santa Monica High 01-70900-0-11100-10000-5220-015-4150 General Fund- Resource: Economic Impact Aid	Southern California AP Institute Palos Verdes, CA August 6 – 9, 2012	\$750

<u>SAM, Stuart</u> Measure BB 21-90500-0-00000-85000-5220-050-2600 Building Fund- Resource: BB Construction	DSA Developments, Decisions, Direction And Insight Ontario, CA June 29, 2012	\$240
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Adjustments (Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
NONE		

Group Conference and Travel: In-State * a complete list of conference participants is on file in the Department of Fiscal Services		
<u>DE LA CRUZ, Gilda</u> <u>KARIYA, Emily</u> Santa Monica High 01-70900-0-11100-10000-5220-015-4150 General Fund- Resource: Economic Impact Aid	AVID Downey, CA June 26, 2012	\$125
<u>WOOLVERTON, Sara</u> <u>+4 Additional Staff</u> Special Education 01-56400-0-00000-39000-5220-043-1400 General Fund- Resource: Medi-Cal	Special Education Symposium Los Angeles, CA September 28, 2012 and March 15, 2013	\$1,134

Out-of-State Conferences: Individual		
NONE		

Out-of-State Conferences: Group		
NONE		

MOTION MADE BY: Mr. Mechur
 SECONDED BY: Mr. Patel
 STUDENT ADVISORY VOTE: N/A
 AYES: All (6) (Mr. de la Torre was absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: OVERNIGHT FIELD TRIP(S) 2012-2013

RECOMMENDATION NO. A.04

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2012-2013 school year. No child will be denied due to financial hardship.

School Grade # students	Destination Dates of Trip	Principal/ Teacher	Cost Funding Source	Subject	Purpose Of Field Trip
Samohi 9-12 th 48	Cheer and Dance Camp, Loyola Marymount University 7/21/12-7/24/12	L. Fretz/ A. Meadors	\$395 per student paid by parents and fundraising	PE (Pep Squad)	Cheer students on the Ocean Sciences Bowl Team will be attending a Cheer and Dance Camp.
Samohi 9-12 th 17	Mammoth 8/16/12-8/19/12	L. Fretz/ T. Fischer	\$100 per student paid by parents	PE (Varsity XC runners)	Students will participate in the training camp. They will spend 4 days on altitude training. Overnight stay at parents' condo.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: AGREEMENT TO PROVIDE CALIFORNIA STATE PRESCHOOL (CSPP) FOR
FISCAL YEAR 2012-13

RECOMMENDATION NO. A.05

It is recommended that the Board of Education authorize execution of a resolution to renew the contract with the State Department of Education (CDE), Child Development Division effective July 1, 2012 through June 30, 2013. This agreement, CSPP-2244, is to be executed between the Superintendent of Public Instruction, State Department of Education, and the Santa Monica-Malibu Unified School District, wherein the State agrees to pay the Santa Monica-Malibu District Child Development Fund/CDC and amount not to exceed \$1,871,517. The Board agrees to provide a drug free workplace and to authorize Sandra Lyon, Superintendent of Schools, to sign the contract on behalf of the governing board.

Funding Information:

Source: Child Development Fund – Restricted

Currently Budgeted: Yes

Account Number: 12-61050-0-00000-00000-8590-090-0000 \$1,606,380
12-50250-0-00000-00000-8290-090-0000 \$ 265,137

Description: CSPP Apportionment - CDS

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

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

FROM: SANDRA LYON / SALLY CHOU / JUDY ABDO

RE: APPROVAL OF TODDLER'S FEE FOR THE JOHN ADAMS PRESCHOOL
CHILD DEVELOPMENT PROGRAM AT JOHN ADAMS MIDDLE SCHOOL

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve a monthly toddler's fee of \$1,250 (an increase from \$975 in 2010-11) for non-subsidized two year olds at the John Adams Preschool Child Development program at John Adams Middle School effective this summer 2012.

COMMENT: The program at John Adams preschool operates from 7:30 a.m. to 6:00 p.m. year round. Currently that center serves only children 2.9 to 5 years old. We estimate an enrollment of 16 toddler children.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: CHILD DEVELOPMENT SERVICES – REORGANIZATION

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the reorganization to reestablish the Child Development Services Assistant Director position in the Child Development Services Department.

COMMENT: In June 2012, the Child Development Services Department abolished the multi-site supervisor positions in an effort to reorganize the department in order to better serve the students. Beginning August 2012, the department will operate with a new management design which includes two assistant directors who will provide operational management of the department's grants, contracts, budgets, and staff supervision.

In addition, with the uncertainties in the funding of Child Development Services, it has become necessary to reorganize the department's administrative structure. Included in this item are the job description for the Assistant Director and revised organizational chart.

FUNDING SOURCES:

Assistant Director #1:

12-52101-0-85000-21000-1315-070-1501	Head Start – Basic	.50 FTE
12-61050-0-85000-21000-1315-070-1501	CA State Preschool Program	.20 FTE
12-94150-0-85000-21000-1315-070-1501	L.A. Universal Preschool	.30 FTE

Assistant Director #2:

12-52101-0-85000-21000-1315-070-1501	Head Start – Basic	.50 FTE
12-61050-0-85000-21000-1315-070-1501	CA State Preschool Program	.20 FTE
12-61050-0-85000-21000-1315-071-1501	CCTR – General Child Care and Development	.30 FTE

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

Santa Monica-Malibu Unified School District
Human Resources Department

**CERTIFICATED JOB DESCRIPTION
ASSISTANT DIRECTOR – CHILD DEVELOPMENT SERVICES**

DEFINITION:

Under professional direction of the Director, Child Development Services, it is the responsibility of the Assistant Director to share leadership in the development and implementation of district-wide child development vision and goals; to plan, organize, manage, and direct the child development services of the district; to plan, organize, coordinate, and manage instructional program design and delivery for child development program students, including afterschool care; to provide professional development activities to faculty and staff in the department; to be responsible for the recruitment and evaluation of faculty and staff; to assist in the planning, development, and implementation of local, state, and federal mandates related to child development services; and to perform other related functions as directed.

DISTINGUISHING CHARACTERISTICS

This position classification requires subject matter expertise in research-based educational programs, curriculum and instructional strategies, and budgetary allocation and management in child development and childcare. Directly-related administrative experience is necessary to manage the District's child development programs and services. The job requires the ability to analyze, develop and offer alternative problem solutions to curriculum and instruction issues and concerns. The position classification has executive management responsibility for planning, assigning, reviewing, and evaluating the quality and quantity of work of staff, as well as technical and clerical employees. Frequently meets with teachers, site leaders, other certificated staff, support and administrative personnel to influence, motivate, and monitor the result objectives of the District.

EXAMPLES OF DUTIES:

The duties and responsibilities listed in this section are representative of duties assigned to this position. This list is not intended to be an exhaustive list of all the tasks assigned to this position, and it is not expected that all of the tasks listed be necessarily assigned to all positions in the classification.

- Supervise Child Development Services programs and certificated and classified staff;
- Responsible for planning, directing, organizing and coordinating administrative services for Child Development Services, including program areas such as health, nutrition, mental health, disabilities, and family services in collaboration with the Director of Child Development Services;
- Act as a liaison between the district, county, state, and federal agencies regarding Child Development Services;
- Notify school administrators of procedures and requirements for Child Development Services (i.e. regulations, guidelines, and compliance);
- Serve as an advisor to program committees regarding Child Development Services funded programs, and ensure articulation of information, such as program goals and objectives to the District Office, Board of Education, and school sites;
- Assure program compliance with federal, state, county, and district laws, regulations, and policies;
- Monitor budgets for Child Development Services;
- Evaluate staff in assigned programs, including outside vendors;
- Facilitate training, create deadlines for all assessments, and ensure deadlines and timelines are met;
- Collaborate in writing self-study for federal program review;
- Chair the administrative leadership/management/service area meetings if assigned;
- Manage and coordinate all educational services in the department, and conduct analysis of facility, staff and equipment, if necessary;
- Direct the parent education component, parent advisory, and policy committees for all Child

Development Services programs, and supervise the training of parent policy committee members and subcommittees on program governance;

- Support school site personnel in the selection and implementation of programs to improve student achievement, and to implement legislative and administrative requirements;
- Coordinate specially-funded programs with core programs to enhance instructional delivery and increase student achievement;
- Evaluate site programs;
- Participate in educational professional development organizations and activities;
- Participate with the county office of education, colleges, and universities to establish and maintain services and partnerships;
- Perform other tasks and responsibilities as requested by the Superintendent, Assistant Superintendent, and Director of Child Development Services;
- Attend LACOE training workshops and/or facilitate training of staff;
- Perform other related duties as assigned.

QUALIFICATIONS:

Knowledge of:

- Fiscal, curricular, legal, and personnel issues as they relate to the operation of a child development program;
- Current research-based and effective educational programs in the area of early childhood education and development;
- Appropriate federal, state and local guidelines and regulations (i.e. Title V, Title 22, Head Start Performance Standards, etc.);
- Specific functions and roles of leadership in diverse situations;
- Effective strategies in shared decision making;
- Program and administrative assessment and evaluation methods and procedures;
- Effective procedures to prepare and monitor core program and categorical budgets.

Ability to:

- Plan, organize, implement, and coordinate all facets of a categorically-funded child development program;
- Establish and maintain cooperative and effective working relationships with District staff;
- Exercise a leadership role to increase group interactions and cooperative planning;
- Effectively evaluate program quality and program personnel;
- Communicate effectively in oral and written form with a broad range of individuals and groups;
- Utilize technology effectively, using word processing, spreadsheet, database and presentation software;
- Collaborate with parents and staff to develop and revise procedures;
- Provide oral and written communication in English and Spanish is highly preferred.

EXPERIENCE AND EDUCATION:

- Five years of licensed or credentialed experience (Social Work, therapy, supervision) working with children and families of preschool through early grades;
- At least three years of responsible experience involving coordination, supervision, and/or administration;
- Master's degree in education or closely related field (i.e. Human Services, Social Work, Counseling, Early Childhood Education, Psychology) is desirable;
- Possess, or qualify for, a valid Child Development Program Director Permit, California Administrative Services Credential, or other permit or credential that authorizes service in supervision and administration of multiple children's center sites.
- Background and experience in early childhood education;

- Experience working in multi-ethnic community with children from diverse backgrounds;
- Successful demonstration of strong organizational and communication skills;
- Ability to read, write and speak fluently in Spanish is desirable.

CERTIFICATION, LICENSES AND CONDITIONS:

Certification Requirements

Possess, or qualify for, a valid Child Development Program Director Permit, California Administrative Services Credential, or other permit or credential that authorizes service in supervision and administration of multiple children's center sites.

Possession a valid California license authorizing the operation of a motor vehicle.

Condition of Employment

Insurability by the District's liability insurance carrier.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS:

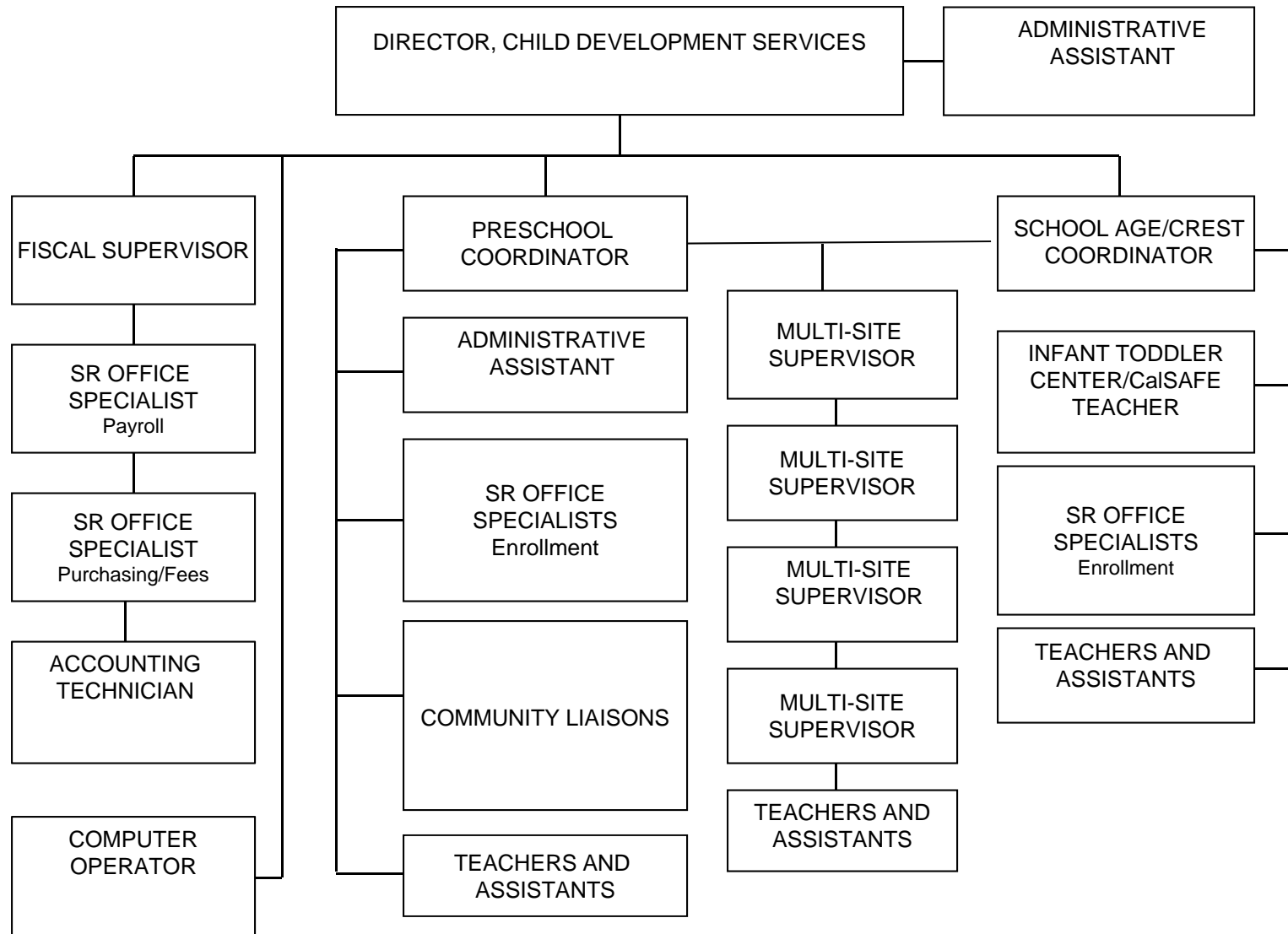
- Candidates must be able to perform essential duties with or without reasonable accommodation
- This is a sedentary position classification with light work that involves sitting a portion of the time, and includes walking and standing for extended periods
- Requires the mobility to stand, stoop, balance, reach, kneel and bend. Requires mobility of arms to reach and dexterity of hands and fingers needed to operate a computer keyboard
- May require the need to push, pull or lift up to 20 pounds
- The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction.

7/10/12

Approved
Board of Education:

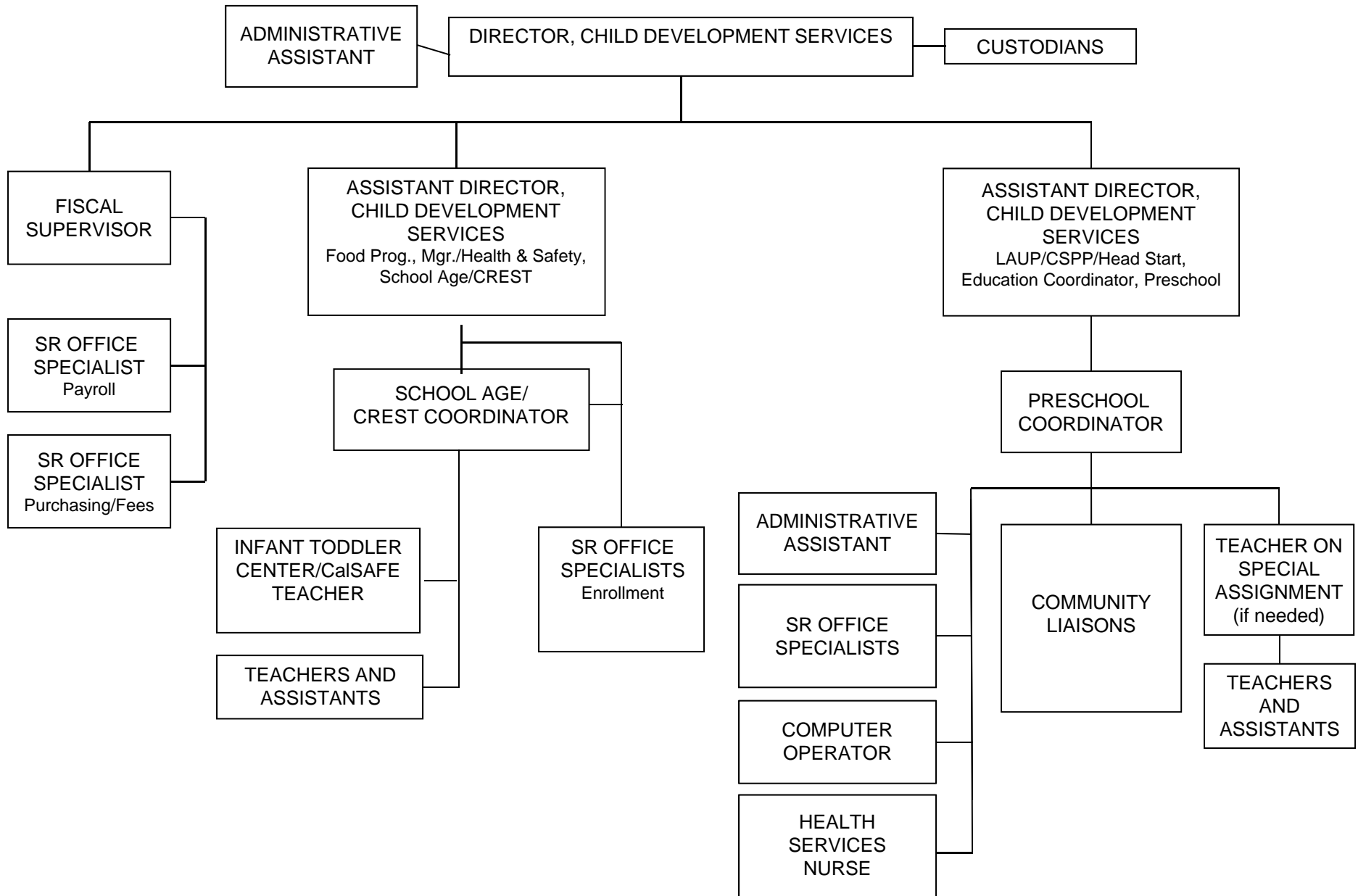
OLD

CHILD DEVELOPMENT SERVICES



NEW

CHILD DEVELOPMENT SERVICES



TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: CONSOLIDATED APPLICATION SPRING DATA COLLECTION

RECOMMENDATION NO. A.08

It is recommended that the board approve the Spring Data Collection for the 2012-13 Consolidated Application.

COMMENTS: The Consolidated Application must be submitted to the California Department of Education (CDE) in order for the district to receive funds for federal and state categorical programs. The application is now submitted online through a new web-based Consolidated Application Reporting System (CARS). The new system has three data collection and reporting periods (Winter, Spring and Fall), which replace the previous Part I and Part II submissions.

The Spring data collection for the 2012-13 application process indicates that Santa Monica-Malibu Unified School District requests participation in federal and state programs including: Title I Part A, Title II (Teacher and Principal Training and Recruiting), Title III (Immigrant and Limited English Proficient Students) and state Economic Impact Aid. Other state programs, previously part of the Consolidated Application, are included as part of the Tier III Flexibility programs. These flexible funds will not flow through the Consolidated Application for 2012-13.

As a requirement of the *No Child Left Behind Act* (NCLB), under the Elementary and Secondary Education Act (ESEA), the district monitors and adjusts educational programs to meet continuing legislative provisions of the aforementioned programs. 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 this spring data reporting.

The winter data collection, which includes budget information, will be submitted to CDE in January 2013 after district funding entitlements are known following the adoption of the State budget. The winter data reporting will also indicate the number of pupil participants and funding allocations for each program and school site.

Federal Program Descriptions

Title I Part A, Helping Disadvantaged Children is 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 standards.

Title II Part A, Teacher Quality is a federal program that increases student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

Title III, Program for Immigrant Students, is a federal program to provide supplementary programs and services to eligible immigrant students. The purpose of the subgrant is to assist immigrant students to acquire English and achieve grade level and graduation standards.

Title III, Program for LEP Students, is a federal program to provide supplementary programs and services to limited English proficient (LEP) students, known as English learners (ELs). The purpose of this subgrant is to assist EL students to acquire English and achieve grade-level and graduation standards.

State Program Descriptions

Economic Impact Aid (EIA) is a state program supporting compensatory educational services for educationally disadvantaged students and English learners.

Categorical Program Flexibility

Section 15 of SBX3 4 (*California Education Code* Section 42605) authorizes complete flexibility in the use of funds appropriated in 39 budget act items. For 2008-09 through 2012-13, school districts, county offices of education, and charter schools may use funds from these 39 items for any educational purpose. The funds are therefore unrestricted; program or funding requirements, as otherwise provided in statute, regulation, and budget act provisional language associated with the funding, are not in effect. Note that although EC 42605(e) describes certain continuing requirements with which LEAs must comply related to the provision of instructional materials and the delivery of CALWORKS services, the existence of these requirements does not alter the newly unrestricted nature of the funding.

An LEA may choose to use funds from one or more of the 39 items in a manner completely different from how the funds could be used in years prior to 2008-09. Conversely, an LEA may choose to use the funds to continue to operate a program in the same manner as in the past. Both of these scenarios reflect a local decision as allowed by the flexibility provisions; any restrictions imposed on the funds from these 39 items are therefore local restrictions. There are no state restrictions or requirements, such as expenditure reports or compliance reviews associated with the funding.

The following programs, previously funded through the Consolidated Application are now part of the Tier III flexibility programs:

- Peer Assistance and Review (PAR)
- Tobacco-Use Prevention Education (TUPE)
- School Safety and Violence Prevention
- California School Age Families Education (Cal-SAFE)
- Middle and High School Supplemental Counseling Program

School Site Responsibilities

Each school is required to have a comprehensive school plan known as the Single Plan for Student Achievement (SPSA) describing strategies and activities to improve student achievement. Title I Schoolwide schools must address the ten components described in the Title I law, section 1114. Program Improvement schools must address the ten requirements in the title I law, section 1116. Each school's School Site Council (SSC) is required to provide input, assist in the plan/budget development, and recommend to the Board for approval the planned program activities and budgets as part of the SPSA. The Educational Services staff reviews program regulations and guidelines with all administrators, staff and School Site Councils to insure appropriate planning, implementation and evaluation of the SPSAs. It is anticipated that the SPSAs will be presented to the Board for approval alongside the Winter Consolidated Application data collection and report in January of 2013.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2011-2012

RECOMMENDATION NO. A.09

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

NPS

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

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

Amount Budgeted NPS 11/12 \$ 1,700,000

Prior Board Authorization as of 6/27/2012 \$ 2,434,171

Balance \$ -734,171

Positive Adjustment (See Below) \$

\$

Total Amount for these Contracts \$ 130,305

Balance \$ -864,476

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

NPA

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

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

Amount Budgeted NPA 11/12 \$ 900,000

Prior Board Authorization as of 6/27/2012 \$ 969,362

Balance \$ -69,362

Positive Adjustment (See Below) \$

\$

Total Amount for these Contracts \$ 159,270

Balance \$ -228,632

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

Instructional Consultants

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

Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed
Zack Wimpee	8103148738	Behavior	#77-SPED12223	\$3,700

Amount Budgeted Instructional Consultants 11/12		\$ 200,000
Prior Board Authorization as of 6/27/2012		<u>\$ -382,580</u>
	Balance	\$ -182,580
Positive Adjustment (See Below)		<u>\$ 0</u>
		\$
Total Amount for these Contracts		<u>\$ 3,700</u>
	Balance	\$ -186,280

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

Non-Instructional Consultants

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

Non-Instructional Consultant	SSID	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Non-Instructional Consultants 11/12		\$ 300,000
Prior Board Authorization as of 6/27/2012		<u>\$ 515,933</u>
	Balance	\$ -215,933
Positive Adjustment (See Below)		<u>\$ 0</u>
		\$
Total Amount for these Contracts		<u>\$ 45,900</u>
	Balance	\$ -261,833

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

Legal

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

Legal Contractor	Service Description	Contract Number	Cost Not to Exceed

Amount Budgeted Legal Services 11/12		\$ 200,000
Prior Board Authorization as of 6/27/2012		<u>300,000</u>
	Balance	\$ -100,000
Adjustments for this period		<u>\$</u>
		\$
Total Amount for these Contracts		<u>\$</u>
	Balance	\$

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

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

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

MOTION MADE BY: Mr. Mechur
SECONDED BY: Mr. Patel
STUDENT ADVISORY VOTE: N/A
AYES: All (6) (Mr. de la Torre was absent)
NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2012-2013

RECOMMENDATION NO. A.10

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

Nonpublic School/Agency	SSID	Service Description	Contract Number	Cost Not to Exceed
Westview School	8103127678	NPS	#1-SPED13002	\$36,342
Westview School	7103532886	NPS	#2-SPED13003	\$36,342
Logan River Academy	4103158590	NPS	#3-SPED13004	\$21,716

Amount Budgeted NPS 12/13			\$ 1,500,000
Prior Board Authorization as of 07-18-12			\$ 0
	Balance		\$ 1,500,000
Positive Adjustment (See Below)			\$ 0
			\$ 1,500,000
Total Amount for these Contracts			\$ 94,440
	Balance		\$ 1,405,560

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 \$ 0 as of 07/18/12

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			\$ 800,000
Prior Board Authorization as of 07-18-12			\$ 0
	Balance		\$ 800,000
Positive Adjustment (See Below)			\$ 0
			\$ 800,000
Total Amount for these Contracts			\$ 0
	Balance		\$ 800,000

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 \$ 0 as of 07/18/12

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

Amount Budgeted Instructional Consultants 12/13		\$ 300,000
Prior Board Authorization as of 07-18-12		\$ 0
	Balance	\$ 300,000
Positive Adjustment (See Below)		\$ 0
		300,000
Total Amount for these Contracts		\$ 0
	Balance	\$ 300,000

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 \$0 as of 07/18/12					
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
Malibu Yellow Cab	VARIOUS	Transportation	#2-SPED13005	\$25,000
Pawar Transportation	8091955978	Transportation	#3-SPED13006	\$25,000
Keolis Transit	5104329862	Transportation	#4-SPED13007	\$25,000
L.A. Checker Cab Co	5103122572	Transportation	#5-SPED13008	\$25,000

Amount Budgeted Non-Instructional Consultants 12/13		\$ 200,000
Prior Board Authorization as of 07-18-12		\$ 0
	Balance	\$ 200,000
Positive Adjustment (See Below)		\$ 0
		\$ 200,000
Total Amount for these Contracts		\$ 100,000
	Balance	\$ 100,000

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 \$ 0 as of 07/18/12					
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
Atkinson, Andelson, Loya, Ruud & Romo	Legal Services	#1-SPED13001	\$ 150,000

Amount Budgeted Legal Services 12/13		\$ 150,000
Prior Board Authorization as of 07-18-12		0
	Balance	\$ 150,000
Adjustments for this period		\$ 0
		150,000
Total Amount for these Contracts		\$ 150,000
	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 07/18/12				
Legal Contractor	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment

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

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

MOTION MADE BY: Mr. Mechur
 SECONDED BY: Mr. Patel
 STUDENT ADVISORY VOTE: N/A
 AYES: All (6) (Mr. de la Torre was absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: AWARD OF PURCHASE ORDERS – 2011-12

RECOMMENDATION NO. A.11

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from June 19, 2012, through July 10, 2012, for fiscal /12.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 18, 2012

PAGE 1

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

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
*** NEW PURCHASE ORDERS ***					
126510	AAA ELECTRIC MOTOR SALES	HVAC SUPPLIES	FACILITY MAINTENANCE	1,200.00	R
126458	AAHS ENGRAVING	INCREASE PO# 123194	BOE/SUPERINTENDENT	301.53	U
126512	ACE INDUSTRIAL SUPPLY INC	GENERAL MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	350.00	R
126511	ADVANCED BATTERY SYSTEMS	LIGHTING/ELECTRICAL SUPPLIES	FACILITY MAINTENANCE	250.00	R
126583	AMERICAN CENTER FOR EDUCATORS	ONLINE CLASSES	ST.MONICA HIGH PRIVATE SCHOOL	5,154.30	R
126495	AMFRO INC	PIZZA FOR MALIBU SCHOOLS	FOOD SERVICES	290.00	F
126531	APPLE COMPUTER CORP	Ipad	INFORMATION SERVICES	812.94	U
126539	ARIZA, VIVIAN	PARTIAL TUITION REIMBURSEMENTS	SAINT ANNE'S PRIVATE SCHOOL	1,400.00	R
126544	ATLANTIC EXPRESS OF LA INC	TRANSPORTATION	CURRICULUM AND IMC	680.00	R
126605	ATLANTIC EXPRESS OF LA INC	TRANSPORTATION	CURRICULUM AND IMC	340.00	R
126513	BAGELWORKS CAFE	BAGELS	FOOD SERVICES	580.00	F
126526	BISHOP COMPANY	OPERATIONS GROUNDS SUPPLIES	GROUNDS MAINTENANCE	309.77	R
126525	CAL-COAST MACHINERY	OPERATIONS GROUNDS EQUIP REP	GROUNDS MAINTENANCE	1,520.64	R
126528	CALIFORNIA OFFICE SYSTEMS INC	OFFICE SUPPLIES	SPECIAL EDUCATION REGULAR YEAR	490.94	R
126532	CDW-G COMPUTING SOLUTIONS	KVM switch	INFORMATION SERVICES	8,915.78	U
126606	CINTAS DOCUMENT MANAGEMENT	Purges Services	INFORMATION SERVICES	312.80	U
126455	CITY OF SANTA MONICA-ACCTG OFF	CONCRETE BUS PAD/CONST.COST	LINCOLN MIDDLE SCHOOL	636.00	BB
126521	COMPLETE BUSINESS SYSTEMS	COPIER REPAIR	SANTA MONICA HIGH SCHOOL	400.00	R
126596	COMPLETE BUSINESS SYSTEMS	DUPLO REPAIR	SANTA MONICA HIGH SCHOOL	126.19	R
126614	EASTMAN PARK MICROGRAPHICS INC	REPAIR DSV2400 & RET STATION	STUDENT SERVICES	955.64	U
126604	EASY WAY SAFETY SERVICES	Special Ed. Seat Mount - Trans	TRANSPORTATION	312.05	R
126622	EWING IRRIGATION PRODUCTS	OPEN ORDER IRRIGATION SUPPLIES	GROUNDS MAINTENANCE	2,491.36	R
126527	GALE SUPPLY CO	OPEN ORDER CUSGTODIAL SUPPLIES	FACILITY OPERATIONS	920.00	U
126580	GALE SUPPLY CO	SUPPLIES	FACILITY OPERATIONS	875.00	U
126538	GEMOETS-RENTERIA, ANA	PARTIAL TUITION REIMBURSEMENTS	SAINT ANNE'S PRIVATE SCHOOL	475.00	R
126536	GITTER,RANDALL	REIMBURSEMENT	SAINT ANNE'S PRIVATE SCHOOL	325.00	R
126594	HILLYARD FLOOR CARE SUPPLY	CLEANING SUPPLIES	FACILITY OPERATIONS	492.70	U
126610	INSTA-TUNE	SMOG CHK FOR VEHICLE# 38	FACILITY MAINTENANCE	59.00	R
126533	INTELLI-TECH	Absolute Bundle	INFORMATION SERVICES	6,627.64	U
126504	INTERNATIONAL PAPER	cut stock papers contract 1383	CURRICULUM AND IMC	2,672.70	U
126535	JONES & MADHAVAN	ENGINEERING DESIGN	FACILITY MAINTENANCE	2,440.00	DF
126541	KORADE & ASSOCIATE BUILDERS	MOVE MANAGEMENT	JOHN ADAMS MIDDLE SCHOOL	1,277.00	BB
126586	KORADE & ASSOCIATE BUILDERS	LOS AMIGOS CUSTODIAL MOP SINK	CHILD DEVELOPMENT CENTER	3,943.00	CD
126587	KORADE & ASSOCIATE BUILDERS	WOODS CUSTODIAL MOP SINK	CHILD DEVELOPMENT CENTER	4,485.00	CD
126546	L & J AUTO BODY AND PAINT	Bus Repairs /Transp.	TRANSPORTATION	1,496.65	R
126576	LAKESHORE CURRICULUM	INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	1,820.43	CD
126590	LAUREL FRETZ	GENERAL MATERIALS/SUPPLIES	BOE/SUPERINTENDENT	420.56	U
126600	MAILROOM FINANCE INC.	POSTAGE - DOWNLOAD	SANTA MONICA HIGH SCHOOL	5,200.00	R
126578	MCGRATH, MARILYN	PARENT WORKSHOP	CHILD DEVELOPMENT CENTER	500.00	CD
126529	MEYER, NICOLA	TITLE TWO FUNDING	CALTHORP	4,160.50	R
126530	MOHRI, SACHI	TITLE TWO FUNDING	CALTHORP	4,160.50	R
126509	MULLEN,RUSS	REIMBURSEMENT	JOHN ADAMS MIDDLE SCHOOL	82.25	R
126540	MUZZEY, CASSANDRA	PARTIAL TUITION REIMBURSEMENTS	SAINT ANNE'S PRIVATE SCHOOL	1,400.00	R
126545	NESS COUNSELING CENTER	Alcohol Testing/Transp.	TRANSPORTATION	50.00	R
126542	NETWORLD SOLUTIONS INC	TECHNOLOGY STANDARDS	JOHN ADAMS MIDDLE SCHOOL	24,800.00	BB
126592	NORTHEAST FOUNDATION FOR	TEACHERS WORKSHOP MUIR & SMASH	JOHN MUIR ELEMENTARY SCHOOL	2,100.00	R
126524	ORIENTAL TRADING CO INC	PRESCHOOL SUMMER	CHILD DEVELOPMENT CENTER	56.24	CD
126488	PALOMINO, DIEGO F	FATHERHOOD WORKSHOP	CHILD DEVELOPMENT CENTER	300.00	CD
126581	PIONEER CHEMICAL CO	SUPPLIES	FACILITY OPERATIONS	1,500.00	U

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 18, 2012

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 DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
126520	RICOH BUSINESS SOLUTIONS	COPIER SUPPLIES	SANTA MONICA HIGH SCHOOL	354.47	U
126572	RKDM ENVIRO-ENERGY SYSTEMS	BOILER REPAIR	FACILITY MAINTENANCE	2,165.19	R
126609	S C A Q M D	AIR QUALITY FEES	FACILITY MAINTENANCE	426.41	R
126579	SANI-TEC USA	PAD HOLDERS	FACILITY OPERATIONS	178.09	U
126452	SANTA MONICA DAILY PRESS	ADVERTISEMENT	BOE/SUPERINTENDENT	147.49	U
126456	SANTA MONICA MIRROR	ADVERTISEMENT	BOE/SUPERINTENDENT	1,140.00	U
126575	SANTA MONICA MUN BUS LINES	SUMMER/BUS TOKENS	CHILD DEVELOPMENT CENTER	4,000.00	CD
126523	SANTA MONICA POLICE DEPT-ALARM	FIRE FALSE ALARM FEE - JAMS	FACILITY MAINTENANCE	498.00	R
126571	SANTA MONICA POLICE DEPT-ALARM	FALSE ALARM FEES	FACILITY MAINTENANCE	498.00	R
126449	SANTA MONICA-MALIBU PTA COUN	PTA REIMBURSEMENT	BOE/SUPERINTENDENT	1,670.00	U
126569	SIMPLEXGRINNELL	MATERIALS TO SERVICE ALARMS	FACILITY MAINTENANCE	444.41	R
126621	SIMPLEXGRINNELL	FIRE ALARM REPAIRS	FACILITY MAINTENANCE	1,399.60	DF
126496	SIR SPEEDY PRINTING #0245	COLOR FLYERS	FOOD SERVICES	18.03	F
126591	SO CAL TRACTOR SALES	TRACTOR PARTS	GROUNDS MAINTENANCE	608.90	R
126475	SPARKLETTS WATER CO	GENERAL SUPPLIES/MATERIALS	BOE/SUPERINTENDENT	200.00	U
126549	SPEEDO ELECTRIC CO	Tachograph Repairs	TRANSPORTATION	330.81	R
126618	STAPLES INC & SUBSIDIARIES INC	Supply Purchase/transp.	TRANSPORTATION	58.54	R
126505	STAPLES/P-U/SANTA MONICA/WILSH	OFFICE SUPPLIES	CURRICULUM AND IMC	400.00	U
126515	STAPLES/P-U/VENICE/LINCOLN BL	CLASSROOM SUPPLY END OF YEAR	JOHN ADAMS MIDDLE SCHOOL	110.00	R
126522	SULLIVAN, JAMES C	REPAIR OF KILN	SANTA MONICA HIGH SCHOOL	82.00	R
126601	U S BANK (GOVT CARD SERVICES)	Software	INFORMATION SERVICES	99.95	U
126514	W.W. GRAINGER INC.	OPERATIONS CUSTODIAL SUPPLIES	FACILITY OPERATIONS	50.47	U
126548	WALKER MOTOR CO.	Bus Repairs / Transp.	TRANSPORTATION	200.21	R
126584	WAXIE SANITARY SUPPLY	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	100.23	U
** NEW PURCHASE ORDERS				115,649.91	

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

126518	STATE OF CALIFORNIA	DSA REVIEW FEES	MUIR/SMASH	627.75	BB
** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES				627.75	

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: AWARD OF PURCHASE ORDERS – 2012-13

RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from June 19, 2012, through July 10, 2012, for fiscal /13.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
*** NEW PURCHASE ORDERS ***					
130111	A Z BUS SALES INC	Open order for repair parts	TRANSPORTATION	6,000.00	R
130122	A Z BUS SALES INC	Open order for bus repairs	TRANSPORTATION	4,000.00	R
130195	A. G. LAYNE INC	OIL FOR FOOD SERVICE VEHICLES	FOOD SERVICES	200.00	F
130491	A. G. LAYNE INC	Open PO Oil/coolant	TRANSPORTATION	3,000.00	R
130393	AAA ELECTRIC MOTOR SALES	ELECTRIC MOTORS	FACILITY MAINTENANCE	3,000.00	R
130081	AAHS ENGRAVING	SUPPLIES	EMPLOYEE RELATIONS	400.00	U
130452	ACT RESEARCH SERVICES	ACT STUDENT LEVEL DATA FILE	CURRICULUM AND IMC	169.34	U
130457	ADVANCE LANDAU TOPS	SEAT COVER REPAIRS - TRANSP.	TRANSPORTATION	500.00	R
130110	ADVANCED BATTERY SYSTEMS	Open order for parts & Batt.	TRANSPORTATION	1,000.00	R
130120	ADVANCED BATTERY SYSTEMS	Open order for batteries	TRANSPORTATION	500.00	R
130198	ADVANCED BATTERY SYSTEMS	BATTERIES FOR VEHICLES	FOOD SERVICES	250.00	F
130388	ADVANCED BATTERY SYSTEMS	ELECTRICAL SUPPLIES	FACILITY MAINTENANCE	1,000.00	R
130308	ADVANCED ELECTRONICS	Site rental charges/transp.	TRANSPORTATION	1,548.00	R
130311	ADVANCED ELECTRONICS	Open order for repairs/Transp.	TRANSPORTATION	1,000.00	R
130313	ADVANCED ELECTRONICS	Open order for Site Rental/Tra	TRANSPORTATION	10,380.00	R
130494	AGENCIES TOOL CENTER	Open order for tools	TRANSPORTATION	1,500.00	R
130409	AIRGAS INC (SO CAL AIRGAS)	METAL SHOP MATERIALS	FACILITY MAINTENANCE	1,000.00	R
130328	AKZO NOBEL PAINTS LLC	PAINT SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
130490	ALL STAR GLASS	Open order for glass replacem.	TRANSPORTATION	1,000.00	R
130463	AMBER RESOURCES LLC	OPEN ORDER FOR OIL - TRANSP.	TRANSPORTATION	2,000.00	R
130349	AMECI PIZZA & PASTA	PIZZA FOR VIKES CAFE & ELMENT.	FOOD SERVICES	9,400.00	F
130431	AMECI PIZZA & PASTA	food for the summer edtech	STATE AND FEDERAL PROJECTS	250.00	R
130466	AMERICAN REPROGRAPHICS CO	VINYL BANNERS	STATE AND FEDERAL PROJECTS	1,740.35	R
130390	AMERICAN TIME & SIGNAL CO.	ELECTRICAL SUPPLIES	FACILITY MAINTENANCE	2,000.00	R
130510	AMERICAN WATER WORKS	Open order for parts	TRANSPORTATION	300.00	R
130358	AMFRO INC	PIZZA FOR MALIBU SCHOOLS	FOOD SERVICES	27,000.00	F
130332	APPLE COMPUTER CORP	IPAD2 FOR LEARNING WALKS	CURRICULUM AND IMC	10,127.30	R
130467	APPLE COMPUTER INC.	apple tv	STATE AND FEDERAL PROJECTS	540.79	R
130495	ARGO FLEET SERVICES	Open order for Starters and Al	TRANSPORTATION	1,500.00	R
130298	ARGONAUT, THE	ROP ADVERTISING	R O P	1,000.00	R
130234	ARMSTRONG GARDEN CENTER	SUPPLIES FOR SCHOOL GARDENS	FOOD SERVICES	300.00	F
130073	ASSOC OF SCH ADMINISTRATORS	ADVERTISING	PERSONNEL SERVICES	1,200.00	U
130097	ATKINSON ANDELSON LOYA RUDD	LEGAL SERVICES	EMPLOYEE RELATIONS	300,000.00	U
130295	AVON CAR RENTAL	CAR AND VAN RENTAL	R O P	1,000.00	R
130210	BALDERAMA, JACK	PRODUCE FOR FMSB PROGRAM	FOOD SERVICES	7,500.00	F
130351	BERKELEY STREET BEVERAGE CO	CALIFORNIA FREEZIES	FOOD SERVICES	12,000.00	F
130341	BOURGET BROS	MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	2,000.00	R
130162	BULLSEYE SPECIALTY SHOPS	White Ball Bungee Balls	FRANKLIN ELEMENTARY SCHOOL	79.52	U
130394	BUS WEST	OPEN ORDER FOR PARTS/TRANSP.	TRANSPORTATION	3,700.00	R
130345	BUSY BEE HARDWARE	MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	500.00	R
130496	BUSY BEE HARDWARE	Open order for misc. hardware	TRANSPORTATION	200.00	R
130321	C R LAURENCE CO	WINDOW REPAIR MATERIALS	FACILITY MAINTENANCE	500.00	R
130071	CAL STATE DEPT OF JUSTICE	FINGERPRINTING RECORDS	PERSONNEL SERVICES	28,500.00	U
130078	CALIFORNIA OFFICE SYSTEMS INC	OFFICE SUPPLIES	PERSONNEL SERVICES	3,500.00	U
130156	CALIFORNIA OFFICE SYSTEMS INC	Open PO for office/school supp	FRANKLIN ELEMENTARY SCHOOL	1,000.00	U
130300	CALIFORNIA OFFICE SYSTEMS INC	ROP INSTRUCTIONAL SUPPLIES	R O P	546.25	R
130310	CALIFORNIA OFFICE SYSTEMS INC	CUSTOM CABINETS SPECIAL ED.	SPECIAL EDUCATION REGULAR YEAR	1,915.15	R
130316	CALIFORNIA OFFICE SYSTEMS INC	FURNITURE FOR SPECIAL ED.	SPECIAL EDUCATION REGULAR YEAR	1,580.85	R

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130346	FISHER HARDWARE INC	MAINTENANCE MATERIALS	FACILITY MAINTENANCE	2,000.00	R
130113	FLEETPRIDE	Open order for repair parts	TRANSPORTATION	1,000.00	R
130165	FOLLETT EDUCATIONAL SERVICES	Consumables	FRANKLIN ELEMENTARY SCHOOL	4,721.25	R
130070	G2SOLUTIONS INC	FINGERPRINT PROCESSING	PERSONNEL SERVICES	650.00	U
130114	GALE SUPPLY CO	Open order for custodial purch	TRANSPORTATION	500.00	R
130206	GALE SUPPLY CO	CUSTODIAL ORDER	MALIBU HIGH SCHOOL	2,500.00	U
130249	GALE SUPPLY CO	CUSTODIAL	CHILD DEVELOPMENT CENTER	343.97	CD
130356	GOLD STAR FOODS	FROZEN FOODS & BAKERY ITEMS	FOOD SERVICES	610,000.00	F
130268	GOODWIN-SIMON	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	48,000.00	U
130318	GRAHAM COMPANY	LIGHTING INVERTER MAINT.	FACILITY MAINTENANCE	1,480.00	R
130224	GRIEGO, ORLANDO	REIMBURSEMENT OF SUPP., & FOOD	FOOD SERVICES	1,000.00	F
130218	HASLER INC	POSTAL METER RENTAL	PURCHASING/WAREHOUSE	852.15	U
130370	HEARTLAND PAYMENT SYSTEM	TECHNICAL SUPPORT & EQUIPMENT	FOOD SERVICES	4,200.00	F
130397	HIRSCH PIPE & SUPPLY	PLUMBING REPAIR SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
130233	HOME DEPOT- L.A.	SUPPLIES FOR SCHOOL GARDENS	FOOD SERVICES	300.00	F
130348	HOME DEPOT- L.A.	GENERAL MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	5,000.00	R
130395	HOWARD INDUSTRIES	HVAC SUPPLIES	FACILITY MAINTENANCE	2,000.00	R
130024	HYATT, VIRGINIA	MILEAGE REIMBURSEMENT	PURCHASING/WAREHOUSE	500.00	U
130026	INSTA-TUNE	VEHICLE REPAIR	PURCHASING/WAREHOUSE	100.00	U
130124	INSTA-TUNE	Open order for smog. cert.	TRANSPORTATION	200.00	R
130293	INTELLI-TECH	Computer Peripherals	R O P	14,097.20	R
130027	INTERNATIONAL PAPER	PAPER	PURCHASING/WAREHOUSE	3,000.00	U
130037	INTERNATIONAL PAPER	PAPER	PRINTING SERVICES	8,000.00	U
130220	INTERNATIONAL PAPER	COPY PAPER	FOOD SERVICES	300.00	F
130305	INTERNATIONAL PAPER	ROP INSTRUCTIONAL SUPPLIES	R O P	546.25	R
130432	INTERNATIONAL PAPER	RECYCLED COPIER PAPER	FISCAL SERVICES	2,500.00	U
130211	JAIME JOSE LUIS	PRODUCE FOR FMSB PROGRAM	FOOD SERVICES	11,000.00	F
130455	JOHN DEERE COMPANY	OPERATIONS GROUNDS EQUIPMENT	GROUNDS MAINTENANCE	9,265.52	R
130512	KORADE & ASSOCIATE BUILDERS	ELECTRICAL CONDUITS RE-ROUTED	LINCOLN MIDDLE SCHOOL	3,721.00	BB
130378	L A FEDERAL ARMORED SERVICES	ARMORED CAR PICKUP	FOOD SERVICES	825.00	F
130116	L.A. FLEET MONITORING SYSTEM	Open order for repair parts	TRANSPORTATION	1,000.00	R
130148	LAKESHORE	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	125.00	CD
130149	LAKESHORE	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	220.00	CD
130152	LAKESHORE	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	150.00	CD
130251	LAKESHORE	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	50.00	CD
130473	LAKESHORE CURRICULUM	FURNITURE/MANIPULATIVES RM#17	ROOSEVELT ELEMENTARY SCHOOL	1,768.43	R
130487	LAKESHORE CURRICULUM	FURNITURE/MANIPULATIVES RM#202	WILL ROGERS ELEMENTARY SCHOOL	2,171.13	R
130499	LAKESHORE CURRICULUM	FURNITURE/MANIPULATIVES RM#17	ROOSEVELT ELEMENTARY SCHOOL	777.37	R
130504	LAKESHORE CURRICULUM	FURNITURE/MANIPULATIVES RM#202	WILL ROGERS ELEMENTARY SCHOOL	777.37	R
130225	LANCASTER, KELLY	REIMBURSEMENT OF SUPP. & FOOD	FOOD SERVICES	1,000.00	F
130453	LANDPORT SYSTEMS INC	INTERNET WORK ORDER SYSTEM	FACILITY MAINTENANCE	2,400.00	R
130082	LOS ANGELES CNTY OFFICE OF ED.	EASE PROGRAM	EMPLOYEE RELATIONS	10,200.00	U
130459	LYNTON'S UNIFORMS INC	OPEN ORDER FOR UNIFORM SHIRTS	TRANSPORTATION	2,300.00	R
130260	MAD SCIENCE OF LOS ANGELES	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	2,191.00	CD
130028	MALIBU SURFSIDE NEWS	NEWSPAPER NOTICES	PURCHASING/WAREHOUSE	500.00	U
130509	MARTIN AUTOMOTIVE GROUP	Open order for repair parts	TRANSPORTATION	300.00	R
130333	MC MASTER CARR	MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
130029	METRO TRUCK BODY INC	VEHICLE REPAIR	PURCHASING/WAREHOUSE	100.00	U
130200	METRO TRUCK BODY INC	REPAIRS ON FOOD SERVICE VEHICL	FOOD SERVICES	500.00	F
130171	MICRO BIO-MEDICS/ORDERS	Nurse's supplies for 2012-2013	FRANKLIN ELEMENTARY SCHOOL	144.57	U

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
130317	CALIFORNIA OFFICE SYSTEMS INC	FURNITURE FOR SPECIAL ED. DEPT	SPECIAL EDUCATION REGULAR YEAR	4,203.94	R
130320	CALIFORNIA OFFICE SYSTEMS INC	OFFICE SUPPLIES	FACILITY MAINTENANCE	1,500.00	R
130381	CALIFORNIA OFFICE SYSTEMS INC	supplies for 2012/2013	CURRICULUM AND IMC	1,000.00	U
130429	CALIFORNIA OFFICE SYSTEMS INC	FURNITURE - NEW CLASSROOM #202	WILL ROGERS ELEMENTARY SCHOOL	161.86	R
130498	CARQUEST AUTO PARTS	Open order for repair parts	TRANSPORTATION	1,000.00	R
130372	CCP INDUSTRIES INC	CLEANING TOWELS FOR CAFETERIA	FOOD SERVICES	990.00	F
130291	CDW-G COMPUTING SOLUTIONS	INSTRUCTIONAL SUPPLIES	R O P	941.30	R
130057	CHAMPION CHEMICAL	CUSTODIAL SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	384.25	U
130213	CHAMPION CHEMICAL	CUSTODIAL SUMMER ORDER	MALIBU HIGH SCHOOL	493.22	U
130022	CHEVRON U.S.A. INC.	FUEL FOR VEHICLE #63	PURCHASING/WAREHOUSE	4,000.00	U
130373	CHEVRON U.S.A. INC.	FUEL FOR FOOD SERVICE VEHICLES	FOOD SERVICES	12,500.00	F
130507	CHEVRON U.S.A. INC.	Open order for fuel	TRANSPORTATION	15,000.00	R
130500	CINTAS CORPORATION	Open order for cleaning shop t	TRANSPORTATION	2,000.00	R
130261	CINTAS DOCUMENT MANAGEMENT	cintas for 2012/2013	CURRICULUM AND IMC	250.00	U
130447	CINTAS DOCUMENT MANAGEMENT	CERTIFIED DOCUMENT DESTRUCTION	FISCAL SERVICES	1,300.00	U
130217	CIRONE FARMS	PRODUCE FOR FMSB PROGRAM	FOOD SERVICES	3,000.00	F
130069	CITIZENS MEDICAL GROUP	EMPLOYEE PHYSICALS	PERSONNEL SERVICES	14,000.00	U
130448	CITIZENS MEDICAL GROUP	FIRST AID CLAIMS	INSURANCE SERVICES	2,000.00	U
130506	CITY OF SANTA MONICA	Open order for fuel costs	TRANSPORTATION	12,000.00	R
130337	CLARK SECURITY	LOCKSMITH SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
130352	COCA COLA BOTTLING COMPANY	NONCARBONATED DRINKS FOR VIKES	FOOD SERVICES	3,500.00	F
130277	COMPLETE BUSINESS SYSTEMS	MAINTENANCE AGMT: DUPLO DP330L	LINCOLN MIDDLE SCHOOL	950.00	U
130281	COMPLETE BUSINESS SYSTEMS	MAINT.AGRMT:DPU510 110854710	LINCOLN MIDDLE SCHOOL	190.00	U
130283	COMPLETE BUSINESS SYSTEMS	MAINT.AGRMT:DPU510 110854723	LINCOLN MIDDLE SCHOOL	190.00	U
130476	COMPLETE BUSINESS SYSTEMS	CONTRACT-DUPLO COPIERS	JOHN ADAMS MIDDLE SCHOOL	2,850.00	U
130424	CONTROLTEC IN	MAINTENANCE CERTERTRACK	CHILD DEVELOPMENT CENTER	13,200.00	U
130322	COX PAINT INC	PAINT SUPPLIES	FACILITY MAINTENANCE	1,000.00	R
130074	CRS	SUBFINDER SYSTEM	PERSONNEL SERVICES	9,900.00	U
130112	CUMMINS CAL PACIFIC INC	Open order for parts	TRANSPORTATION	2,000.00	R
130354	D.J. CO-OPS	COMMODITY PROCESSING	FOOD SERVICES	5,100.00	F
130023	DAILY BREEZE,THE	NEWSPAPER NOTICES	PURCHASING/WAREHOUSE	500.00	U
130330	DALTILE	FLOORING MATERIALS	FACILITY MAINTENANCE	500.00	R
130036	DANIELS TIRE SERVICE	VEHICLE TIRES & REPAIR	PURCHASING/WAREHOUSE	500.00	U
130199	DANIELS TIRE SERVICE	TIRES FOR FOOD SERVICE VEHICLE	FOOD SERVICES	2,000.00	F
130501	DANIELS TIRE SERVICE	Open order for tire purchases	TRANSPORTATION	4,000.00	R
130247	DIAGNOSTICS DIRECT INC	NURSERY SUPPLIES	CHILD DEVELOPMENT CENTER	546.14	CD
130250	DISCOUNT SCHOOL SUPPLY	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	157.32	CD
130437	DISCOUNT SCHOOL SUPPLY	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	280.29	CD
130193	DJ CO-OPS	COMMODITY PROCESSING FEE	FOOD SERVICES	415.00	F
130284	DOWNEY GLASS CO	GLASS MATERIALS	FACILITY MAINTENANCE	1,000.00	R
130323	DUNN EDWARDS CORP	PAINT SUPPLIES	FACILITY MAINTENANCE	500.00	R
130391	ELECTRIC SUPPLY CONNECTION	LIGHTING SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
130485	ELY JR'S PUMPING	POOL BACKWASH PUMPING MALIBU	FACILITY MAINTENANCE	2,610.00	R
130331	EMED CO. INC.	SIGNAGE MATERIALS	FACILITY MAINTENANCE	500.00	R
130384	ENCYCLOPEDIA BRITANNICA CORP	spanish reference center onlin	CURRICULUM AND IMC	2,128.50	U
130303	ENGLER BROS MOTOR PARTS	ROP INSTRUCTIONAL SUPPLIES	R O P	1,000.00	R
130502	ENGLER BROS MOTOR PARTS	Open order for repair parts	TRANSPORTATION	1,000.00	R
130296	EVENTFUL FLOWER DESIGN	ROP INSTRUCTIONAL SUPPLIES	R O P	1,200.00	R
130072	FEDERAL EXPRESS	SHIPPING	PERSONNEL SERVICES	600.00	U
130435	FEDERAL EXPRESS	OPEN ORDER/DOCUMENT DELIVERY	FISCAL SERVICES	600.00	U
130439	FEDEX	TRACEABLE MAIL DELIVERY	CURRICULUM AND IMC	750.00	U

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
130289	MICRO BIO-MEDICS/ORDERS	OPEN ORDER: HEALTH OFFICE	LINCOLN MIDDLE SCHOOL	800.00	U
130191	MONEY MACHINES INTERNATIONAL	SERVICE MAINTENANCE AGREEMENT	FOOD SERVICES	440.00	F
130460	NAPA AUTO PARTS	OPEN ORDER FOR PARTS/TRANSP.	TRANSPORTATION	1,000.00	R
130080	NELI'S INC	IN-SERVICE SUPPLIES	PERSONNEL SERVICES	1,000.00	U
130083	NELI'S INC	IN-SERVICE SUPPLIES	EMPLOYEE RELATIONS	1,200.00	U
130505	NESS COUNSELING CENTER	Open order for breath/Alcohol	TRANSPORTATION	100.00	R
130212	NICHOLAS, HARRY	PRODUCE FOR FMSB PROGRAM	FOOD SERVICES	12,000.00	F
130068	NORTON MEDICAL CLINICS	ALCOHOL/DRUG TESTING	PERSONNEL SERVICES	1,600.00	U
130259	ORIENTAL TRADING CO INC	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	61.88	CD
130364	P & R PAPER SUPPLY CO	PAPER PRODUCTS	FOOD SERVICES	80,000.00	F
130357	PAPA JOHNS	PIZZA	FOOD SERVICES	95,000.00	F
130410	PATTON STEEL SUPPLY	METAL SHOP MATERIALS	FACILITY MAINTENANCE	500.00	R
130141	PAVILLIONS STORE #2231	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	220.00	CD
130155	PAVILLIONS STORE #2231	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	290.00	CD
130350	PETERSON HYDRAULICS INC	Lift repair/Transportation	TRANSPORTATION	5,531.25	R
130056	PIONEER CHEMICAL CO	CUSTODIAL SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	95.82	U
130412	PLUMBMASTER INC	PLUMBING PARTS	FACILITY MAINTENANCE	3,000.00	R
130214	POLITO FAMILY FARMS	PRODUCE FOR FMSB PROGRAM	FOOD SERVICES	6,000.00	F
130108	PRIORITY MAILING SYSTEMS INC	MAINTENANCE AGREEMENT	PRINTING SERVICES	3,089.00	U
130109	PRIORITY MAILING SYSTEMS INC	MAINTENANCE AGREEMENT	PURCHASING/WAREHOUSE	1,588.00	U
130383	PROQUEST INFORMATIN & LEARNING	on line e-library renewal	CURRICULUM AND IMC	40,400.00	U
130276	RALPH'S	Summer Technology Educators	CURRICULUM AND IMC	200.00	R
130450	RALPH'S	INSERVICE SUPPLIES	CURRICULUM AND IMC	500.00	U
130482	RALPH'S	OPEN ORDER/HEALTH OFFICE SUP	JOHN ADAMS MIDDLE SCHOOL	150.00	U
130396	REFRIGERATION SUPPLIES	HVAC REPAIR SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
130215	REGENCY ENTERPRISES INC.	FLOURSCENT LGHT FOR CLASSROOMS	MALIBU HIGH SCHOOL	688.28	U
130449	REISS-WOZNAK MEDICAL CLINIC	OPEN ORDER/FIRST AID CLAIMS	INSURANCE SERVICES	2,000.00	U
130503	REISS-WOZNAK MEDICAL CLINIC	open order for driver physical	TRANSPORTATION	400.00	R
130426	RENAISSANCE LEARNING INC	Real Time Subscription Renewal	SAINT ANNE'S PRIVATE SCHOOL	1,539.00	R
130256	RICOH BUSINESS SOLUTIONS	MAINTENANCE FOR RICOH MP7001SP	CURRICULUM AND IMC	1,650.00	U
130415	RKDM ENVIRO-ENERGY SYSTEMS	PIPE INSULATION SAMOHI	FACILITY MAINTENANCE	2,150.00	R
130121	SANTA MONICA CAR SOUNDS	Open order for bus radios	TRANSPORTATION	500.00	R
130472	SANTA MONICA COLLEGE	SUMMER/FIELD TRIP	CHILD DEVELOPMENT CENTER	1,035.50	CD
130030	SANTA MONICA FORD	VEHICLE REPAIR	PURCHASING/WAREHOUSE	200.00	U
130125	SANTA MONICA FORD	Open order for repairs and par	TRANSPORTATION	2,000.00	R
130201	SANTA MONICA FORD	REPAIRS ON FOOD SERVICE VEHICL	FOOD SERVICES	600.00	F
130297	SANTA MONICA MIRROR	ROP ADVERTISING	R O P	1,200.00	R
130129	SANTA MONICA RADIATOR	Open order for bus radiator	TRANSPORTATION	1,500.00	R
130202	SANTA MONICA RADIATOR	RADIATOR REPAIRS ON FS VEHICLE	FOOD SERVICES	250.00	F
130299	SANTA MONICA STAR	ROP ADVERTISING	R O P	1,000.00	R
130237	SCHOLASTIC INC	PERIODICALS	LINCOLN MIDDLE SCHOOL	121.48	R
130464	SCHOOL BUS PARTS CORP	OPEN ORDER FOR REPAIR PARTS	TRANSPORTATION	500.00	R
130483	SCHOOL HEALTH CORPORATION	OPEN ORDER/HEALTH OFFICE SUP	JOHN ADAMS MIDDLE SCHOOL	350.00	U
130379	SCHOOL NUTRITION SERVICES	SAFETY AND SANITATION PROGRAM	FOOD SERVICES	28,575.00	F
130160	SCHOOL SPECIALTY INC	Open PO for school supplies	FRANKLIN ELEMENTARY SCHOOL	1,000.00	U
130443	SEA CLEAR POOLS	SAMOHI LED POOL LIGHT	FACILITY MAINTENANCE	18,150.00	R
130158	SEHI COMPUTER PRODUCTS	Open PO for ink and toner	FRANKLIN ELEMENTARY SCHOOL	1,000.00	U
130222	SEHI COMPUTER PRODUCTS	INK CARTRIDGES	FOOD SERVICES	3,000.00	F
130301	SEHI COMPUTER PRODUCTS	INSTRUCTIONAL SUPPLIES	R O P	3,000.00	R
130508	SHELL FLEET CARD SERVICES	Open order for fuel costs	TRANSPORTATION	6,000.00	R
130031	SIGNAL ELECTRONICS/PARISA AMIR	AUDIO VISUAL REPAIR	PURCHASING/WAREHOUSE	1,500.00	U

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 18, 2012

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DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
130077	SIR SPEEDY PRINTING #0245	PRINTING	PERSONNEL SERVICES	500.00	U
130263	SIR SPEEDY PRINTING #0245	open po for sir speedy	CURRICULUM AND IMC	1,500.00	U
130275	SIR SPEEDY PRINTING #0245	Summer Technology Academy	CURRICULUM AND IMC	500.00	R
130286	SIR SPEEDY PRINTING #0245	OPEN ORDER: PRINTING SERVICES	LINCOLN MIDDLE SCHOOL	500.00	U
130342	SIR SPEEDY PRINTING #0245	PRINTING SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	327.75	U
130440	SIR SPEEDY PRINTING #0245	PRINTING SERVICES	CURRICULUM AND IMC	2,000.00	U
130079	SMART & FINAL	IN-SERVICE SUPPLIES	PERSONNEL SERVICES	400.00	U
130144	SMART & FINAL	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	240.00	CD
130145	SMART & FINAL	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	300.00	CD
130154	SMART & FINAL	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	100.00	CD
130304	SMART & FINAL	INSTRUCTIONAL SUPPLEIS	R O P	218.50	R
130469	SMART & FINAL	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	1,500.00	CD
130470	SMART & FINAL	OPEN ORDER/COOKING	CHILD DEVELOPMENT CENTER	3,000.00	CD
130471	SMART & FINAL	OPEN ORDER/COOKING	CHILD DEVELOPMENT CENTER	200.00	CD
130360	SMART & FINAL - FOOD SVCS ONLY	GROCERY ITEMS	FOOD SERVICES	5,000.00	F
130334	SOUTHLAND LUMBER AND SUPPLY CO	WOOD MATERIALS	FACILITY MAINTENANCE	2,000.00	R
130130	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	PT DUME ELEMENTARY SCHOOL	101.46	U
130131	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	PT DUME ELEMENTARY SCHOOL	102.29	U
130132	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	PT DUME ELEMENTARY SCHOOL	137.44	U
130133	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	PT DUME ELEMENTARY SCHOOL	152.37	U
130135	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	PT DUME ELEMENTARY SCHOOL	256.38	U
130136	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	PT DUME ELEMENTARY SCHOOL	131.41	U
130137	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	PT DUME ELEMENTARY SCHOOL	288.59	U
130138	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	PT DUME ELEMENTARY SCHOOL	220.44	U
130167	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	PT DUME ELEMENTARY SCHOOL	128.17	U
130169	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	PT DUME ELEMENTARY SCHOOL	118.14	U
130172	SOUTHWEST SCHOOL SUPPLY	CLSSROOM SUPPLIES	PT DUME ELEMENTARY SCHOOL	64.49	U
130288	SOUTHWEST SCHOOL SUPPLY	OPEN ORDER: CLASSROOM SUPPLIES	LINCOLN MIDDLE SCHOOL	3,000.00	U
130338	SOUTHWEST SCHOOL SUPPLY	CLASSROOM/OFFICE SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	764.75	U
130430	SPARKY DATA & TELECOM	TELEPHONE & ELECTRICAL SERVICE	FACILITY MAINTENANCE	2,000.00	R
130226	STANLEY PEST CONTROL	OPERATIONS DISTRICT PEST CONT	GROUPS MAINTENANCE	15,066.00	R
130258	STANLEY PEST CONTROL	OPEN ORDER GROUNDS PEST CONTRO	GROUPS MAINTENANCE	1,500.00	R
130376	STANLEY PEST CONTROL	PEST CONTROL	FOOD SERVICES	5,500.00	F
130032	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLIES	PURCHASING/WAREHOUSE	2,500.00	U
130033	STAPLES BUSINESS ADVANTAGE	PRINT SHOP SUPPLIES	PRINTING SERVICES	5,000.00	U
130159	STAPLES BUSINESS ADVANTAGE	Open PO for office/school supp	FRANKLIN ELEMENTARY SCHOOL	1,000.00	U
130219	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLIES	FOOD SERVICES	3,000.00	F
130266	STAPLES BUSINESS ADVANTAGE	open po for staples/assessment	CURRICULUM AND IMC	1,500.00	U
130285	STAPLES BUSINESS ADVANTAGE	OPEN ORDER: OFFICE SUPPLIES	LINCOLN MIDDLE SCHOOL	300.00	U
130302	STAPLES BUSINESS ADVANTAGE	ROP INSTRUCTIONAL SUPPLIES	R O P	546.25	R
130314	STAPLES BUSINESS ADVANTAGE	OPEN ORDER - OFFICE SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	500.00	U
130339	STAPLES BUSINESS ADVANTAGE	CLASSROOM/OFFICE SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	874.00	U
130433	STAPLES BUSINESS ADVANTAGE	OPEN ORDER FOR OFFICE SUPPLIES	FISCAL SERVICES	5,000.00	U
130434	STAPLES BUSINESS ADVANTAGE	OPEN ORDER FOR OFFICE SUPPLIES	INSURANCE SERVICES	500.00	U
130446	STAPLES BUSINESS ADVANTAGE	open po for staples	STATE AND FEDERAL PROJECTS	500.00	R
130488	STAPLES BUSINESS ADVANTAGE	Open order for office supplies	TRANSPORTATION	1,500.00	R
130335	STAPLES/P-U/SANTA MONICA/WILSH	SCHOOL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	382.38	U
130382	STAPLES/P-U/SANTA MONICA/WILSH	supplies for school yr 2012/13	CURRICULUM AND IMC	500.00	U
130445	STAPLES/P-U/SANTA MONICA/WILSH	Staples open order	STATE AND FEDERAL PROJECTS	500.00	R
130478	STATE OF CALIFORNIA	DSA CLOSE OUT	MALIBU HIGH SCHOOL	500.00	BB
130417	STRESS LESS ENVIRONMENTAL LLC	WASTE PUMP OUT SAMOHI	FACILITY MAINTENANCE	1,468.60	U

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
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DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
130359	SUNRISE PRODUCE COMPANY	PRODUCE	FOOD SERVICES	90,000.00	F
130076	SURVEYMONKEY.COM LLC	SURVEY SERVICES	PERSONNEL SERVICES	200.00	U
130408	SWIMPOOL SUPPLY CENTER	POOL MATERIALS	FACILITY MAINTENANCE	500.00	R
130362	TACO BELL	BURRITOS	FOOD SERVICES	11,000.00	F
130228	TAMAI, GLORIA	PRODUCE FOR FMSB PROGRAM	FOOD SERVICES	13,000.00	F
130100	TANDUS US INC	LINCOLN CARPET INSTALL RM 504	FACILITY MAINTENANCE	23,221.08	SR
130147	TARGET STORES	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	75.00	CD
130252	TARGET STORES	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	150.00	CD
130324	TARGET STORES	SUMMER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	100.00	CD
130489	TCI - BERLIN TIRE CENTERS LLC	Open order for tire purchases	TRANSPORTATION	1,000.00	R
130353	TOOL POWER	TOOL SUPPLIES	FACILITY MAINTENANCE	1,000.00	R
130294	TOUCHLINE SOFTWARE	ROP WORK PERMIT SOFTWARE	R O P	295.00	R
130140	TOYS R US	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	75.00	CD
130150	TOYS R US	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	100.00	CD
130153	TOYS R US	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	50.00	CD
130456	TOYS R US	CAR SEAT PURCHASE - TRANSP.	TRANSPORTATION	1,000.00	R
130117	TRACTION HEAVY DUTY PARTS	Open order for parts & supp.	TRANSPORTATION	2,000.00	R
130126	TRACTION HEAVY DUTY PARTS	Open order for parts and supp	TRANSPORTATION	300.00	R
130203	TRACTION HEAVY DUTY PARTS	PARTS TO REPAIR FS VEHICLES	FOOD SERVICES	100.00	F
130075	U S BANK (GOVT CARD SERVICES)	BUSINESS EXPENSES	PERSONNEL SERVICES	1,200.00	U
130511	U S BANK (GOVT CARD SERVICES)	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	5,000.00	U
130034	U.S. POSTAL SERVICE	POSTAGE	PURCHASING/WAREHOUSE	10,000.00	U
130118	UNITED TRANSMISSION EXCHANGE	Open order for trans. rep. par	TRANSPORTATION	2,000.00	R
130107	UNIVERSAL ASPHALT CO. INC.	SAMOHI PARKING LOT ASPHALT	FACILITY MAINTENANCE	31,714.00	SR
130151	UNIVERSAL ASPHALT CO. INC.	ASPHALT INSTALL AT GRANT	FACILITY MAINTENANCE	23,550.00	SR
130402	VIRCO MFG CORP	FURNITURE - NEW CLASSROOM #17	ROOSEVELT ELEMENTARY SCHOOL	2,293.05	R
130420	VIRCO MFG CORP	FURNITURE - NEW CLASSROOM #202	WILL ROGERS ELEMENTARY SCHOOL	1,184.44	R
130425	VIRCO MFG CORP	FURNITURE - GRADES 2/3 & 4/5	ROOSEVELT ELEMENTARY SCHOOL	16,830.27	R
130146	VONS MARKET-SANTA MONICA	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	120.00	CD
130142	VONS STORE #2262	OPEN ORDER/SUMMER	CHILD DEVELOPMENT CENTER	90.00	CD
130143	VONS STORE #2262	OPEN ORDER	CHILD DEVELOPMENT CENTER	150.00	CD
130262	VONS STORE #2262	open PO for Vons	CURRICULUM AND IMC	500.00	U
130347	W.W. GRAINGER INC.	MAINTENANCE SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
130123	WALKER MOTOR CO.	Open order for bus repairs	TRANSPORTATION	5,000.00	R
130392	WALTERS WHOLESALE ELECTRIC CO	ELECTRICAL SUPPLIES	FACILITY MAINTENANCE	3,000.00	R
130035	WARREN DISTRIBUTING INC.	VEHICLE REPAIR	PURCHASING/WAREHOUSE	200.00	U
130119	WARREN DISTRIBUTING INC.	Neal Abramson/db	TRANSPORTATION	1,500.00	R
130127	WARREN DISTRIBUTING INC.	Open order for repair orders	TRANSPORTATION	4,000.00	R
130204	WARREN DISTRIBUTING INC.	PARTS TO REPAIR FS VEHICLES	FOOD SERVICES	250.00	F
130407	WATERLINE TECHNOLOGIES INC	POOL CHEMICAL SUPPLY	FACILITY MAINTENANCE	10,000.00	R
130059	WAXIE SANITARY SUPPLY	CUSTODIAL SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	524.29	U
130371	WENGER CORPORATION	INSTRUMENT CABINETS	LINCOLN MIDDLE SCHOOL	43,272.38	R
130411	WESTERN FENCE & SUPPLY CO	METAL SHOP MATERIALS	FACILITY MAINTENANCE	1,000.00	R
130385	WORLD BOOK ENCYCLOPEDIA INC	world book online subscription	CURRICULUM AND IMC	7,095.00	U
130374	WRIGHT EXPRESS FINANCIAL	PROPANE FOR BBQ GRILLS	FOOD SERVICES	2,000.00	F
130205	iPARADIGMS LLC	RENEWAL OF PLAGIARISM LICENSE	MALIBU HIGH SCHOOL	1,910.70	U

** NEW PURCHASE ORDERS 2,126,717.23

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
<u>** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES **</u>					
130479	NETWORLd SOLUTIONS INC	UPDATE SPECIFICATIONS	INFORMATION SERVICES	6,500.00	BB
130474	SPECIALIZED ENVIRONMENTAL INC	ABATEMENT	CHILD DEVELOPMENT CENTER	4,149.00	BB
130475	SPECIALIZED ENVIRONMENTAL INC	ABATEMENT	CHILD DEVELOPMENT CENTER	3,260.00	BB
130477	SPECIALIZED ENVIRONMENTAL INC	ABATEMENT	CHILD DEVELOPMENT CENTER	1,218.00	BB
130486	STAPLES BUSINESS ADVANTAGE	OFFICE SUPPLIES	BUSINESS SERVICES	12,000.00	BB
				** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES	27,127.00

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: ACCEPTANCE OF GIFTS – 2011/2012

RECOMMENDATION NO. A.13

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$23,595.24 presented to the Santa Monica-Malibu Unified School District.

It is further recommended that the Fiscal/Business Services Office, in accordance with Educational Code §42602, be authorized to increase the 2011-2012 income and appropriations by \$23,595.24 as described on the attached listing.

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

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

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

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

School/Site Account Number		Equity Fund 15% Contrib.	In-kind Value	Donor	Purpose
JAMS 01-90120-0-00000-00000-8699-011-0000	\$ 4,309.24 \$ 150.00 \$ 20.00	\$ - \$ - \$ -		Various Marcy Kaplan Ross Tammis Biraben	General Supplies and Materials General Supplies and Materials 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 01-90120-0-00000-00000-8699-017-0000					
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 01-90120-0-00000-00000-8699-012-0000	\$ 28.00	\$ -		Various Parents	General Supplies and Materials
Malibu High School 01-90120-0-00000-00000-8699-010-0000	\$ 17,000.00	\$ -		Malibu High School - PTA	Non-Capital Equipment
McKinley 01-90120-0-00000-00000-8699-004-0000					
Muir 01-90120-0-00000-00000-8699-005-0000					
Olympic HS 01-90120-0-00000-00000-8699-014-0000					
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 1,000.00	\$ -		Ian Davies	General Supplies and Materials
Roosevelt 01-90120-0-00000-00000-8699-007-0000					

BOE Date: 07/18/12

Current Gifts and Donations 2011/2012

School/Site Account Number	Gift Amount	Equity Fund 15% Contrib.	In-kind Value	Donor	Purpose
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 1,088.00	\$ -		Various	General Supplies and Materials
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:					
<u>Superintendent's Office</u> 01-90120-0-00000-00000-8699-020-0000					
<u>Educational Services</u> 01-90120-0-00000-00000-8699-030-0000					
<u>Student & Family Services</u> 01-90120-0-00000-00000-8699-040-0000					
<u>Special Education</u> 01-90120-0-00000-00000-8699-044-0000					
<u>Information Services</u> 01-90120-0-00000-0000-8699-054-0000					
<u>Food and Nutrition Services</u> 01-90120-0-00000-0000-8699-057-0000					
<u>District</u> 01-90120-0-00000-00000-8699-090-0000					
TOTAL	\$ 23,595.24	\$ -	\$ -		

BOE Date: 07/18/12

Current Gifts and Donations 2011/2012

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Equity Fund 15% Contrib.	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
JAMS 01-90120-0-00000-00000-8699-011-0000	\$ 47,327.40	\$ 4,479.24	\$ -	\$ 51,806.64			\$ -
Adult Education 11-90120-0-00000-00000-8699-090-0000				\$ -			\$ -
Alternative (SMASH) 01-90120-0-00000-00000-8699-009-0000				\$ -			\$ -
Cabrillo 01-90120-0-00000-00000-8699-017-0000	\$ 26,131.01			\$ 26,131.01			\$ -
CDS 12-90120-0-00000-00000-8699-070-0000				\$ -			\$ -
Edison 01-90120-0-00000-00000-8699-001-0000	\$ 820.36			\$ 820.36			\$ -
Franklin 01-90120-0-00000-00000-8699-002-0000	\$ 467.89			\$ 467.89			\$ -
Grant 01-90120-0-00000-00000-8699-003-0000				\$ -			\$ -
Lincoln 01-90120-0-00000-00000-8699-012-0000	\$ 55,407.53	\$ 28.00	\$ -	\$ 55,435.53			\$ -
Malibu High School 01-90120-0-00000-00000-8699-010-0000 <i>Malibu Shark Fund - Resource #90141</i>	\$ 39,863.52	\$ 17,000.00	\$ -	\$ 56,863.52			\$ -
McKinley 01-90120-0-00000-00000-8699-004-0000	\$ 28,659.13			\$ 28,659.13			\$ -
Muir 01-90120-0-00000-00000-8699-005-0000	\$ 3,305.66			\$ 3,305.66			\$ -
Olympic HS 01-90120-0-00000-00000-8699-014-0000	\$ 10,502.50			\$ 10,502.50			\$ -
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 25,772.22	\$ 1,000.00	\$ -	\$ 26,772.22			\$ -
Roosevelt 01-90120-0-00000-00000-8699-007-0000	\$ 6,945.48			\$ 6,945.48	\$ 8,833.00		\$ 8,833.00
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 27,156.68	\$ 1,088.00	\$ -	\$ 28,244.68	\$ 12,385.69		\$ 12,385.69
Barnum Hall 01-91150-0-00000-00000-8699-000-0000	\$ 100,000.00			\$ 100,000.00			
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000				\$ -			\$ -

BOE Date: 07/18/12

Current Gifts and Donations 2011/2012

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Equity Fund 15% Contrib.	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
ALL OTHER LOCATIONS:							
Webster 01-90120-0-00000-00000-8699-008-0000	\$ 5,000.00		\$ -	\$ 5,000.00			\$ -
Superintendent's Office 01-90120-0-00000-00000-8699-020-0000							
Educational Services 01-90120-0-00000-00000-8699-030-0000	\$ 106,540.74			\$ 106,540.74	\$ 2,350.00		\$ 2,350.00
Student and Family Support Services 01-90120-0-00000-00000-8699-041-0000				\$ -			\$ -
Special Education 01-90120-0-00000-00000-8699-044-0000				\$ -			\$ -
Information Services 01-90120-0-00000-00000-8699-054-0000				\$ -			\$ -
District 01-90120-00000-0-00000-8699-090-0000				\$ -			\$ -
Food & Nutrition Services 01-90120-0-00000-00000-8699-070-0000				\$ -	\$ 379.90		\$ 379.90
TOTAL GIFTS	\$ 483,900.12	\$ 23,595.24	\$ -	\$ 507,495.36	\$ 23,948.59	\$ -	\$ 23,948.59
Total Cash Gifts for District:		\$ 23,595.24	Total Equity Fund 15% Contribs. \$ -		Total In-Kind Gifts:	\$ -	

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

FROM: SANDRA LYON / JANECE L. MAEZ

RE: APPROVAL OF THIRD AMENDMENT FOR LEASE OF OFFICE SPACE AT 1634 AND 1638 17TH STREET

RECOMMENDATION NO.A.14

It is recommended that the Board of Education approve the Third Amendment to the lease for office space at 1634 and 1638 17th Street.

COMMENTS: The Board of Education, at its meeting on September 6, 2007, approved an amendment and extension of the lease (Second Amendment) for office space at 1638 17th Street used by the District's Education Services Division and addition of the adjacent office at 1634 17th Street used for the Measure BB program. That lease term covered the period of July 1, 2007, through June 30, 2012.

The lease term for the space at 1634 17th Street would cover the period from July 1, 2012, through June 30, 2015, with a base lease cost of \$6,544.67 per month. The lease term for the space at 1638 17th Street would cover the period from July 1, 2012, through June 30, 2017, with a base lease cost of \$7,454.69 per month.

Special Notes: Staff was successful in negotiating a no-rate increase in the lease. The costs associated with the lease of space at 1634 17th Street will be shared on a proportional basis between the General Fund (*Fund 01*) and the Building Fund (*Fund 21 -Measure BB*).

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

FROM: SANDRA LYON / JANECE L. MAEZ / ORLANDO GRIEGO

RE: ANNUAL FOOD AND SUPPLIES

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve the following Vendors to provide Food and Supplies to the Food & Nutrition Services Department in the following estimated amounts.

Funding Information:

Source: Food & Nutrition Services

Currently Budgeted: Yes

Account Number: 13-53100-0-00000-37000-4710-057-2570

13-53100-0-00000-37000-4720-057-2570

Description: Food and Supplies

COMMENTS: Amounts indicated are based on 2011/2012 usage. All Food & Beverage Items are Compliant with the District's Wellness Policy.

ITEM	VENDOR AWARDED BID	SOLE SOURCE	OTHER	EST. USAGE
Produce Items*	Sunrise Produce			\$90,000
Dairy product*	Driftwood Dairy			\$200,000
Fresh Produce	Various Farmers	Santa Monica Farmers' Market		\$52,500
Paper Products*	P & R			\$80,000
Frozen Food/ Groceries/ Bakery*	Gold Star Foods			\$610,000
USDA Commodities		DJ Co-Ops		\$5,100
Fresh Bagels			Bagelworks Cafe	\$11,250
Snacks/Groceries*	A&R Wholesalers			\$155,000
California Freezies (100% Juice Bev.)		Berkeley Street Beverage Co.		\$12,000
100% Mozzarella & Pepperoni Pizza		Spruzzo-Malibu Schools	Papa Johns**/ Ameci	\$131,400
Bean & Cheese Burritos		Taco Bell		\$11,000
System Software		School-Link Tech.		\$4,200
Safety & Sanitation Program		School Nutrition Services		\$28,575

* South Bay Purchasing Cooperative Bid

**Piggybacked off of Torrance Unified

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: APPROVAL TO APPLY FOR SCAQMD GRANT FOR SCHOOL BUS
PARTICULATE MATTER TRAP FILTERS PA#2012-15 RETROFIT PROGRAM

RECOMMENDATION NO. A.16

It is recommended that the Board of Education approve staff to apply for the School Bus PM Trap Filter Retrofit Program under PA#2012-15.

COMMENTS: The State of California has allocated funds to the California Air Resources Board (ARB) to fund a Lower-Emission School Bus Replacement and Retrofit Program. The program is designed to replace older, in-use, high-emitting diesel school buses with lower-emission buses. Under PA#2012-15 the District is applying to retrofit existing diesel buses with particulate traps. AQMD will not review the District's grant application until the Board of Education has given approval to apply for the grant.

The grant will retrofit diesel powered buses with GVWR greater than 14,000 lbs. The District currently has one (1) 1998 Bluebird 84 transit bus and six (6) 1997 Collins Grand Bantam 24 passenger buses that would qualify for the grant.

The program will cover the full cost of retrofit devices and installation including tax and data logging for up to \$20,000 and lifetime periodic maintenance up to \$2,500 per active filter. No matching funds are required for the grant; however, the District must keep the vehicles in operation within the Southern California air basin for a minimum of five (5) years following the date of PM trap installation.

Quotations received for the purchase and installation of all seven (7) filters is \$134,923.75. A District Purchase Order will be issued for the devices; AQMD will pay A-Z Bus directly for the filters once installation has been verified and certified through the California Highway Patrol.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: ACCEPTANCE OF WORK COMPLETED BY UNIVERSAL ASPHALT COMPANY
FOR ASPHALT REPLACEMENT DISTRICTWIDE – BID#8.05 – YEAR FIVE

RECOMMENDATION NO. A.17

It is recommended that the Board of Education accept as completed all work contracted with Universal Asphalt Company, for Bid #8.05, in an amount not to exceed \$82,584.

Funding Information

Budgeted: Yes
Fund/Source: Special Reserve Fund: Capital Outlay Projects
Account Number: 40-90100-0-00000-8200-5640-061-2602
Description: Repair by Vendor

Comments: The contract with Universal Asphalt Company has been completed. In order to facilitate the release of the retention being held by the District, a Notice of Completion must be filed for thirty-five (35) days with the County of Los Angeles pending Board approval.

<u>Original Contract Amount</u>	<u>\$82,584</u>
Total Contract Amount	\$82,584

MOTION MADE BY: Mr. Mechur
SECONDED BY: Mr. Patel
STUDENT ADVISORY VOTE: N/A
AYES: All (6) (Mr. de la Torre was absent)
NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: BUDGET MODIFICATION REQUEST – LINCOLN MIDDLE SCHOOL –
REPLACEMENT OF BUILDING C AND SITE IMPROVEMENTS (PACKAGE 2) –
FOR AN INCREASED AMOUNT OF \$4,000,000 FOR A TOTAL
CONSTRUCTION BUDGET OF \$21,597,169 – MEASURE BB

RECOMMENDATION NO. A.18

It is recommended that the Board of Education increase the construction budget by \$4,000,000.00 to allow for the last of 3 construction phases to commence for - Lincoln Middle School – Replacement of Building C and Site Improvements (Package 2). This increase will allow the district to award a construction contract in an amount not to exceed \$16,000,000.

Funding Information

Budgeted: Yes
Fund: 82
Source: Building Fund
Account Number: 82-90500-0-00000-85000-6200-012-2600
Description: Construction Services
DSA #: 03-112865
Friday Memo: Yes, 07-13-2012

COMMENTS: The details of this item will have been presented to the board during a study session at the beginning of this meeting under Item No. S.01.

The site budget of \$17,597,169.64 included three construction phases; first, the installation of relocatable classrooms and site utilities; second, the modernization of science labs, classrooms and fire sprinklers; lastly, the replacement of building C and site improvements (Package 2). The current site improvements totaled \$5,597,169 leaving a construction balance of \$12,000,000. The increase of \$4,000,000 to accommodate the \$16,000,000 proposed contract award. Total site budget including Budget Modification will be proposed as \$21,597,169.

The \$4,000,000 increase includes:

Project Escalation (program reserves):	\$ 800,000
10% Design Contingency (program reserve):	\$1,200,000
Adjustment to Contract Award (program reserve):	\$2,000,000

Current Program reserves are \$9,216,939, less \$4,000,000, leaves a proposed balance of \$5,216,939.

Forecasted unallocated funds totaling \$4,900,000 from project budgets will be returned to the program reserves, increasing the program reserves back to \$10,116,939. Further details will be presented at a later board meeting.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: AWARD OF DEVELOPER-CONTRACTOR – LINCOLN MIDDLE SCHOOL –
REPLACEMENT OF BUILDING C AND SITE IMPROVEMENTS (PACKAGE 2) –
LEASE LEASEBACK RFP – MEASURE BB

RECOMMENDATION NO. A.19

It is recommended that the Board of Education award the Lease Leaseback RFP - Lincoln Middle School - Replacement of Building C and Site Improvements (Package 2) Project to one of the three short-listed Developer-Contractors, in an amount not to exceed \$16,000,000.

Funding Information

Budgeted: Yes
Fund: 82
Source: Building Fund
Account Number: 82-90500-0-00000-85000-6200-012-2600
Description: Construction Services
DSA #: 03-112865
Friday Memo: 07-13-2012

COMMENTS: It is recommended that the Board of Education award the Lincoln Middle School Package 2 project to (one of the three short listed Developer-Contractor) in an amount not to exceed \$16,000,000.

District Purchasing received Proposals from five (5) Developer-Contractors on June 5, 2012. District panel evaluated these proposals and short-listed three (3) firms noted below to participate in an interview. Interviews were held with the three (3) Developer-Contractors on June 21, 2012.

McCarthy
Suffolk-Roel
Erickson-Hall

Evaluations are in progress. The developer-contractor selected will be ratified at a later BOE meeting.

A Friday Memo accompanies this item.

MOTION MADE BY: Mr. Mechur
SECONDED BY: Mr. Patel
STUDENT ADVISORY VOTE: N/A
AYES: All (6) (Mr. de la Torre was absent)
NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: CONTRACT AMENDMENT #12 – AMENDMENT TO CONTRACT FOR MALIBU
HIGH SCHOOL, STADIUM LIGHTING PROJECT – PARSONS – CAPITAL
FACILITIES FUND

RECOMMENDATION NO. A.20

It is recommended that the Board of Education approve Contract Amendment #12 for the Malibu High School, Stadium Lighting Project for project and construction management services in the amount of \$77,280 for a total contract amount of \$30,031,811.

Funding Information

Budgeted: Yes

Fund: 25

Source: Capital Facilities Fund

Account Number: 25-90124-0-00000-85000-5802-010-2600

Project: Malibu HS, Stadium Lighting Project

Budget Category: Hard Costs, Construction Management \$51,520

Program Soft Costs, Program Management \$25,760

Friday Memo: Yes, 07/13/12

COMMENT: On October 6, 2012 the Board of Education approved Contract Amendment No. 7 to Parsons to provide construction management services for the Measure BB projects at Malibu High School. In December of 2011 a project for Stadium Lighting at the Malibu High School football field was initiated. This project will require project and construction management services for all phases of the project including planning, design, CEQA, agency approval, bidding, construction and close-out. Parsons' current scope of work under contract with the District does not include project or construction management services for the Malibu High School, Stadium Lighting project.

This Contract Amendment #12, in the amount of \$77,280, is for Parsons to provide the necessary project and construction management services for the Malibu High School Stadium Lighting Project. The revised total contract for parsons will be \$30,031,811 with the approval of this Contract Amendment.

(Continued on next page)

ORIGINAL CONTRACT AMOUNT (Revised in CA#8)	\$14,700,000
Revised Contract Amendment #1 (General CM)	1,839,561
Contract Amendment #2 (Safety/Security projects)	1,191,662
Contract Amendment #3 (Edison New construction)	2,416,159
Contract Amendment #4 (JAMS Modernization) DSA #03-112808	1,580,390
Contract Amendment #5 (Lincoln MS)	
New Building - DSA #03-112865	
Modular Classroom & Library - DSA #03-112987	
Modernization of Main Building - DSA #03-113031	2,230,321
Contract Amendment #6 (Samohi Science&Tech, Fields) DSA #03-113433	2,366,741
Contract Amendment #7 (Malibu Campus Improvement) DSA #03-113456	2,068,097
Contract Amendment #8 (Original Contract Amount Reduced to \$11,500,000)	(3,200,000)
Contract Amendment #9 (CCJUP)	
CCJUP (Project Management Services)	1,450,000
CCJUP (Construction Management Services)	1,250,000
Contract Amendment #10 (Project Commissioning)	1,325,000
Contract Amendment #11 (DSA Close-out Certification Services)	736,600
Contract Amendment #12 (Malibu HS, Stadium Lighting Project)	77,280
TOTAL CONTRACT AMOUNT	\$30,031,811

A Friday Memo accompanies this item.
A proposal also accompanies this item.

MOTION MADE BY: Mr. Mechur
 SECONDED BY: Mr. Patel
 STUDENT ADVISORY VOTE: N/A
 AYES: All (6) (Mr. de la Torre was absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: NOTICE OF COMPLETION OF WORK FOR BID #10.21.BB – JOHN ADAMS MIDDLE SCHOOL, LINCOLN MIDDLE SCHOOL, MALIBU HIGH SCHOOL, SANTA MONICA HIGH SCHOOL – SECONDARY CLASSROOM TECHNOLOGY PROJECT – DIGITAL NETWORKS GROUP, INC. – MEASURE BB

RECOMMENDATION NO. A.21

It is recommended that the Board of Education approve the filing of a Notice of Completion of work for Bid #10.21.BB – John Adams Middle School, Lincoln Middle School, Malibu High School, Santa Monica High School – Secondary Classroom Technology Project, with Digital Networks Group, Inc., with a final contract amount of \$805,619.00.

Funding Information:

Budgeted: Yes

Fund: 21

Source: Measure BB Technology Program

Account Numbers: 21-90503-0-00000-85000-6200-011-2600

21-90503-0-00000-85000-6200-012-2600

21-90503-0-00000-85000-6200-010-2600

21-90503-0-00000-85000-6200-015-2600

Budget Category: Construction Contracts

Project Name: Secondary Classroom Technology Project

COMMENTS: On 3/15/2012 the Board of Education approved a Notice of Cessation of work by Digital Networks Group, Inc. for Bid #10.21.BB for the Secondary Classroom Technology Project because they failed to complete the outstanding scope of work and had abandoned the project. Subsequently, Digital Networks Group, Inc. returned and completed the outstanding items.

The contract with Digital Networks Group, Inc. for Bid #10.21.BB, has now been completed. In order to facilitate the release of the retention being held by the District, a Notice of Completion must be filed for thirty-five (35) days with the County of Los Angeles pending approval by the Board of Education.

Substantial Completion was established as June 1, 2012.

The last day contract work was performed on the project was June 1, 2012. All of the rooms are operational and being used by teachers; therefore, the District has beneficial use of the work.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: ADMINISTRATIVE ADJUSTMENT TO REPLACE AWARD OF CONTRACT WITH A CONTRACT AMENDMENT #11 FOR SPECIAL TESTING & INSPECTION AND GEOTECHNICAL & SOILS SERVICES – LINCOLN MIDDLE SCHOOL – REPLACEMENT OF CLASSROOM BUILDING 'C' & SITE IMPROVEMENTS (PACKAGE 2) – CONVERSE CONSULTANTS – MEASURE BB

RECOMMENDATION NO. A.22

It is recommended that the Board of Education approve the administrative adjustment to replace Award of Contract with a Contract Amendment #11 for Converse Consultants previous new contract award to provide, both, special testing & inspections and geotechnical services for Lincoln Middle School - for a total contract amount of \$152,650.

Funding Information

Budgeted: Yes

Fund: 82

Source: Measure BB

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

Budget Category: Soft Costs / Test & Inspection / Materials Lab (\$21,130)

Soft Costs / Test & Inspection / Geotechnical & Soils (\$131,520)

Friday Memo: Yes, 07/13/12

COMMENTS: This is a "no-cost change" item. Converse Consultants previously received Board of Education approval for this award on June 27, 2012 as a new contract with the Santa Monica-Malibu Unified School District. It is, in fact, to be considered contract amendment #11.

This award of contract, for \$152,650, is for both special testing & inspection services and geotechnical & soils testing services, for the Lincoln Middle School / Replacement of Classroom Building 'C' & Site Improvements (Package 2) Project. The project construction value is approximately \$13.85 million. This cost for, both, special testing & inspections and geotechnical & soils services was anticipated in the project budget.

(Continued on next page)

ORIGINAL CONTRACT – John Adams MS	\$ 26,950
ORIGINAL CONTRACT – Lincoln MS	28,250
CONTRACT AMENDMENT #1 (Adams testing)	8,545
CONTRACT AMENDMENT #2 (Additional Adams testing)	5,682
CONTRACT AMENDMENT #3 (Adams Field Investigation – parking lot)	2,930
CONTRACT AMENDMENT #4 (Adams Relos - geotech observ. & testing)	15,540
CONTRACT AMENDMENT #5 (Adams Green Fringe geotech observ testing)	11,040
CONTRACT AMENDMENT #6 (Lincoln Relos – geotech observ testing)	11,870
CONTRACT AMENDMENT #7 (Adams Green Fringe geotech observ testing sewer)	1,329
CONTRACT AMENDMENT #8 (Lincoln Relos Fire Water Main geotech observ)	10,665
CONTRACT AMENDMENT #9 (Adams New Const. & Mod. geotech observ)	17,171
CONTRACT AMENDMENT #10 (Adams Additional. geotech testing)	59,583
CONTRACT AMENDMENT #11 (Lincoln MS – T&I and Geotech)	152,650
TOTAL:	\$352,205

A Friday Memo accompanies this item.

MOTION MADE BY: Mr. Mechur
 SECONDED BY: Mr. Patel
 STUDENT ADVISORY VOTE: N/A
 AYES: All (6) (Mr. de la Torre was absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: CONTRACT EXTENSION FOR CLASSROOM & OFFICE BUILDINGS TO
McGRATH RENT CORPORATION (dba MOBILE MODULAR, INC.) – JOHN
ADAMS MIDDLE SCHOOL – NEW CONSTRUCTION & MODERNIZATION
(PACKAGE A) – MEASURE BB

RECOMMENDATION NO. A.23

It is recommended that the Board of Education award extension of lease agreement for the rental of modular classrooms to McGrath Rent Corporation (dba Mobile Modular, Inc.) for the Measure BB Bond Program. It is further recommended that the rental of three (5) classrooms buildings and (3) office buildings at John Adams Middle School for the additional term of eight (8) months be approved for an amount of \$53,560.

Funding Information

Budgeted: Yes

Fund: 82 – Measure BB

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

Description: Construction Modulares

Project: John Adams Middle School – New Construction & Modernization (Package ‘A’)

DSA #: 03-112808

Budget Category: Hard Costs / Construction / Modulares

COMMENT: The Board of Education previously approved an agreement with Mobile Modular for the John Adams Middle School for (5) classroom buildings and (3) office buildings for the duration of thirty (22) months. The original contract was to serve the Package ‘B’ project (DSA #03-113013), “Green Fringe” project (DSA #03-112630) and Package ‘A’ (DSA #03-112808) projects. This proposed contract extension will serve through completion of building construction for the Package ‘A’ project at John Adams Middle School.

Original agreement amount	\$266,587.50
<u>Contract extension</u>	<u>\$53,560.00</u>
Total contract amount	\$320,147.50

Note: This contract extension includes a monthly rate reduction of \$500 per office building, from \$2,060 to \$1,560, for a total monthly savings of \$1,500 for (3) office buildings.

A budget adjustment is recommended to transfer \$53,560 from Hard Costs/Construction Contingency. It is recommended that the Board of Education approve contract extension for \$53,560.

A Friday Memo and (2) addendum proposals accompany this item.

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: CONTRACT AMENDMENT #20 FOR ADDITIONAL SERVICES FOR THE
SANTA MONICA HIGH SCHOOL SCIENCE & TECHNOLOGY BUILDING AND
SITE IMPROVEMENTS PROJECT – R.L. BINDER FAIA ARCHITECTS, LLP –
MEASURE BB

RECOMMENDATION NO. A.24

It is recommended that the Board of Education approve Contract Amendment #20 to R.L. Binder FAIA Architects, LLP for additional design services for the Santa Monica High School Science & Technology Building and Site Improvements Project, in an amount not to exceed \$31,742.

Funding Information

Budgeted: Yes
Fund: 82
Source: Measure BB
Account Number 82-90500-0-00000-85000-5802-015-2600
Description: Design Services
Budget Category: Architects
Friday Memo: Yes, 07/13/12

COMMENT: Additional services are needed for the unforeseen site condition of a duct bank and slurry along Seventh Court. The fence alignment and utility connections impacted by the unforeseen condition will be examined. The scope of work includes meetings to discuss and resolve the issue, revision of the fence and ramp to accommodate the condition, and realignment/relocation of the sanitary sewer, domestic water, storm drain, and natural gas, backflow preventers and water meters as necessary. The landscape and irrigation along Seventh Court may also need to be revised as required. This design will be submitted to DSA for approval, if required.

This Contract Amendment #20, for \$31,742, is for additional design services for the Santa Monica High School Science & Technology Building and Site Improvements Project. The revised contract total will be \$7,164,991.

(Continued on next page)

ORIGINAL CONTRACT AMOUNT	\$1,209,688
CONTRACT AMENDMENTS #1 & 2 (Siting Study)	180,000
CONTRACT AMENDMENT #3 (Not issued)	0
CONTRACT AMENDMENT #4 (Programming additional services)	209,244
CONTRACT AMENDMENT #5 (DD/CD/CA)	4,878,954
CONTRACT AMENDMENT #6 (Fire protection design)	36,720
CONTRACT AMENDMENT #7 (Revisions to siting study)	11,000
CONTRACT AMENDMENT #8 (Mechanical cooling design)	25,300
CONTRACT AMENDMENT #9 (Geotech Revisions impacts)	54,720
CONTRACT AMENDMENT #10 (50% CD review comments) Study #1	3,120
CONTRACT AMENDMENT #11 (50% CD review comments) Study #2 & #3	31,333
CONTRACT AMENDMENT #12 (50% CD review comments) Study #4	61,800
CONTRACT AMENDMENT #13 (50% CD review comments) Study #5	127,975
CONTRACT AMENDMENT #14* (Siting Study II)	153,950
CONTRACT AMENDMENT #15* (CCJUP Siting Study 2)	0
CONTRACT AMENDMENT #16* (APEOP Synthetic Turf Field)	63,486
CONTRACT AMENDMENT #17 (1500 kW Transformer)	73,299
CONTRACT AMENDMENT #18 (CCJUP MOU#2 Storm Drain)	8,750
CONTRACT AMENDMENT #19 (CCJUP MOU#2 Storm Drain)	3,910
CONTRACT AMENDMENT #20 (Unforeseen utility & fence re-design)	31,742
TOTAL	\$7,164,991

A Friday Memo accompanies this item.

MOTION MADE BY: Mr. Mechur
 SECONDED BY: Mr. Patel
 STUDENT ADVISORY VOTE: N/A
 AYES: All (6) (Mr. de la Torre was absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: CONTRACT AMENDMENT #21 FOR ADDITIONAL SERVICES FOR THE
SANTA MONICA HIGH SCHOOL SCIENCE & TECHNOLOGY BUILDING AND
SITE IMPROVEMENTS PROJECT – R.L. BINDER FAIA ARCHITECTS, LLP –
MEASURE BB

RECOMMENDATION NO. A.25

It is recommended that the Board of Education approve Contract Amendment #21 to R.L. Binder FAIA Architects, LLP for additional design services for the Santa Monica High School Science & Technology Building and Site Improvements Project, in an amount not to exceed \$6,036.

Funding Information

Budgeted: Yes
Fund: 82
Source: Measure BB
Account Number 82-90500-0-00000-85000-5802-015-2600
Description: Design Services
Budget Category: Architects
Friday Memo: Yes, 07/13/12

COMMENT: Additional services are needed in order to justify a substitution of 16 gauge studs backing instead of 14 gauge stud backing. Calculations and sketches for the substitution will be prepared and a Field Change Directive (FCD) will be prepared for review and approval by the Division of the State Architect (DSA).

This Contract Amendment #21, for \$6,036, is for additional design services for the Santa Monica High School Science & Technology Building and Site Improvements Project. The revised contract total will be \$7,171,027.

(Continued on next page)

ORIGINAL CONTRACT AMOUNT	\$1,209,688
CONTRACT AMENDMENTS #1 & 2 (Siting Study)	180,000
CONTRACT AMENDMENT #3 (Not issued)	0
CONTRACT AMENDMENT #4 (Programming additional services)	209,244
CONTRACT AMENDMENT #5 (DD/CD/CA)	4,878,954
CONTRACT AMENDMENT #6 (Fire protection design)	36,720
CONTRACT AMENDMENT #7 (Revisions to siting study)	11,000
CONTRACT AMENDMENT #8 (Mechanical cooling design)	25,300
CONTRACT AMENDMENT #9 (Geotech Revisions impacts)	54,720
CONTRACT AMENDMENT #10 (50% CD review comments) Study #1	3,120
CONTRACT AMENDMENT #11 (50% CD review comments) Study #2 & #3	31,333
CONTRACT AMENDMENT #12 (50% CD review comments) Study #4	61,800
CONTRACT AMENDMENT #13 (50% CD review comments) Study #5	127,975
CONTRACT AMENDMENT #14* (Siting Study II)	153,950
CONTRACT AMENDMENT #15* (CCJUP Siting Study 2)	0
CONTRACT AMENDMENT #16* (APEOP Synthetic Turf Field)	63,486
CONTRACT AMENDMENT #17 (1500 kW Transformer)	73,299
CONTRACT AMENDMENT #18 (CCJUP MOU#2 Storm Drain)	8,750
CONTRACT AMENDMENT #19 (CCJUP MOU#2 Storm Drain)	3,910
CONTRACT AMENDMENT #20 (Unforeseen utility & fence re-design)	31,742
CONTRACT AMENDMENT #21(Substitution) (A.24)	6,036
TOTAL	\$7,171,027

A Friday Memo accompanies this item.

MOTION MADE BY: Mr. Mechur
 SECONDED BY: Mr. Patel
 STUDENT ADVISORY VOTE: N/A
 AYES: All (6) (Mr. de la Torre was absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

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

RE: CONTRACT AMENDMENT #22 FOR ADDITIONAL DESIGN SERVICES FOR THE SANTA MONICA HIGH SCHOOL SCIENCE & TECHNOLOGY BUILDING AND SITE IMPROVEMENTS PROJECT – R.L. BINDER FAIA ARCHITECTS, LLP – MEASURE BB

RECOMMENDATION NO. A.26

It is recommended that the Board of Education approve Contract Amendment #22 to R.L. Binder FAIA Architects, LLP for additional design services for the Santa Monica High School Science & Technology Building and Site Improvements Project, in an amount not to exceed \$231,900.

Funding Information

Budgeted: Yes

Fund: 82

Source: Measure BB

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

Budget Category: Design Services

Friday Memo: Yes, 07/13/12

COMMENT: Additional design services are needed for a revised Phase 2 Area for the relocation and re-orientation of parking, access, athletic facilities, and space for a 33,000 square foot Temporary South Gym structure. The Phase 2 Area comprises the portion of the campus near 6th Street and Olympic Boulevard.

The scope of work includes the design of all associated lighting, gated access, parking, utilities, and stormwater outfall. Design of the Phase 2 Area provides a 24 foot wide, two-lane and access service road from 6th Street to intersect with the Michigan Avenue alignment for emergency vehicle access. Additionally, this design will allow for future expansion and support facilities for the softball field and an outdoor pool.

This Contract Amendment #22, for \$231,900, is for additional design services of the Phase 2 Area for the Santa Monica High School Science & Technology Building and Site Improvements Project. The revised contract total will be \$7,402,927.

(Continued on next page)

ORIGINAL CONTRACT AMOUNT	\$1,209,688
CONTRACT AMENDMENTS #1 & 2 (Siting Study)	180,000
CONTRACT AMENDMENT #3 (Not issued)	0
CONTRACT AMENDMENT #4 (Programming additional services)	209,244
CONTRACT AMENDMENT #5 (DD/CD/CA)	4,878,954
CONTRACT AMENDMENT #6 (Fire protection design)	36,720
CONTRACT AMENDMENT #7 (Revisions to siting study)	11,000
CONTRACT AMENDMENT #8 (Mechanical cooling design)	25,300
CONTRACT AMENDMENT #9 (Geotech Revisions impacts)	54,720
CONTRACT AMENDMENT #10 (50% CD review comments) Study #1	3,120
CONTRACT AMENDMENT #11 (50% CD review comments) Study #2 & #3	31,333
CONTRACT AMENDMENT #12 (50% CD review comments) Study #4	61,800
CONTRACT AMENDMENT #13 (50% CD review comments) Study #5	127,975
CONTRACT AMENDMENT #14* (Siting Study II)	153,950
CONTRACT AMENDMENT #15* (CCJUP Siting Study 2)	0
CONTRACT AMENDMENT #16* (APEOP Synthetic Turf Field)	63,486
CONTRACT AMENDMENT #17 (1500 kW Transformer)	73,299
CONTRACT AMENDMENT #18 (CCJUP MOU#2 Storm Drain)	8,750
CONTRACT AMENDMENT #19 (CCJUP MOU#2 Storm Drain)	3,910
CONTRACT AMENDMENT #20 (Unforeseen utility & fence re-design) (A.24)	31,742
CONTRACT AMENDMENT #21(Substitution) (A.25)	6,036
<u>CONTRACT AMENDMENT #22 (Phase 2 Area design)</u>	<u>231,900</u>
TOTAL	\$7,402,927

A Friday Memo accompanies this item.

MOTION MADE BY: Mr. Mechur
 SECONDED BY: Mr. Patel
 STUDENT ADVISORY VOTE: N/A
 AYES: All (6) (Mr. de la Torre was absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: CERTIFICATED PERSONNEL – Elections, Separations

ACTION/CONSENT
07/18/12

RECOMMENDATION NO. A.27

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

ADDITIONAL ASSIGNMENTS

ADAMS MIDDLE SCHOOL

Alexopoulos, Ashley	18 hrs @\$40.46	6/16/12-6/19/12	Est Hrly/\$728
Bon, Nancy	18 hrs @\$40.46	6/16/12-6/19/12	<u>Est Hrly/\$728</u>
		TOTAL ESTABLISHED HOURLY	\$1,456

Comment: Essentials for Algebra Planning
01-Gifts – Equity Fund
[2011-2012 Budget]

Asher, Jeanette	6 hrs @\$40.46	7/23/12	Est Hrly/\$243
Tarpley, Shirley	6 hrs @\$40.46	7/23/12	<u>Est Hrly/\$243</u>
		TOTAL ESTABLISHED HOURLY	\$486

Comment: P.E. Department Planning
01-Tier III Programs Cat Flex

Asher, Jeanette	6 hrs @\$40.46	7/26/12	Est Hrly/\$243
Daws, Tracy	6 hrs @\$40.46	7/23/12	<u>Est Hrly/\$243</u>
		TOTAL ESTABLISHED HOURLY	\$486

Comment: AVID Department Planning
01-Tier III Programs Cat Flex

Daws, Tracy	12 hrs @\$40.46	6/16/12-6/29/12	Est Hrly/\$486
Jacobs, Ed	12 hrs @\$40.46	6/16/12-6/29/12	Est Hrly/\$486
Loopesko, Lorna	12 hrs @\$40.46	6/16/12-6/29/12	Est Hrly/\$486
Scotland, Alva	12 hrs @\$40.46	6/16/12-6/29/12	<u>Est Hrly/\$486</u>
		TOTAL ESTABLISHED HOURLY	\$1,944

Comment: Humanities Department Planning
01-Gifts – Equity Fund
[2011-2012 Budget]

Daws, Tracy	6 hrs @\$40.46	6/17/12	Est Hrly/\$243
Hale, Shannon	6 hrs @\$40.46	6/17/12	Est Hrly/\$243
McNamara, Jeanie	6 hrs @\$40.46	6/17/12	Est Hrly/\$243
Perez, Lourdes	6 hrs @\$40.46	6/17/12	<u>Est Hrly/\$243</u>
		TOTAL ESTABLISHED HOURLY	\$972

Comment: AVID Department Planning
01-Gifts – Equity Fund
[2011-2012 Budget]

Daws, Tracy	6 hrs @\$40.46	6/30/12	Est Hrly/\$243
Jung, Parisa	12 hrs @\$40.46	6/29/12-6/30/12	<u>Est Hrly/\$486</u>
		TOTAL ESTABLISHED HOURLY	\$729

Comment: After School Math Support Planning
01-Gifts – Equity Fund
[2011-2012 Budget]

CHILD DEVELOPMENT SERVICES

Barba, Yesenia 352 hrs @\$26.61
Munoz, Sara 8 hrs @\$28.08
Redding-Knott, Yael 352 hrs @\$25.78
Reed, Flavia 352 hrs @\$31.68
Simpson, Darlene 352 hrs @\$29.84
Smith, Courtnee 352 hrs @\$26.24

6/18/12-8/17/12

6/18/12-6/19/12

6/18/12-8/17/12

6/18/12-8/17/12

6/18/12-8/17/12

6/18/12-8/17/12

TOTAL OWN HOURLY

Own Hrly/\$9,367

Own Hrly/\$225

Own Hrly/\$9,075

Own Hrly/\$11,151

Own Hrly/\$10,504

Own Hrly/\$9,236

\$49,558

Comment: Summer School Teacher
12-CA State Preschool Prog.

Gutierrez, Sofia 352 hrs @\$25.89
Henry, Cassy 352 hrs @\$30.24
Martinez, Emelita 352 hrs @\$35.52
Proctor, Valerie 352 hrs @\$28.05
Rosas-Lopez, Cecelia 352 hrs @\$25.78
Sanchez-Aviles, Johanna 352 hrs @\$26.65

6/18/12-8/17/12

6/18/12-8/17/12

6/18/12-8/17/12

6/18/12-8/17/12

6/18/12-8/17/12

6/18/12-8/17/12

TOTAL OWN HOURLY

Own Hrly/\$9,113

Own Hrly/\$10,644

Own Hrly/\$12,408

Own Hrly/\$9,874

Own Hrly/\$9,075

Own Hrly/\$9,381

\$60,495

Comment: Summer School Teacher
12-CA State Preschool Prog.
12-Head Start – Basic

EDUCATIONAL SERVICES

Bressler, Rachel 4.5 hrs @\$40.46
Bronstein, Susan 4.5 hrs @\$40.46

6/21/12

6/21/12

TOTAL ESTABLISHED HOURLY

Est Hrly/\$182

Est Hrly/\$182

\$364

Comment: Summer School Nurse Prof. Dev.
01-Gifts – Equity Fund
[2011-2012 Budget]

Karyadi, Adrienne 20 hrs @\$40.46

8/1/12-8/17/12

TOTAL ESTABLISHED HOURLY

Est Hrly/\$809

\$809

Comment: CELDT Testing for Samohi
01-Unrestricted Resource

Parker, Trevor 6 hrs @\$40.46

6/21/12

TOTAL ESTABLISHED HOURLY

Est Hrly/\$243

\$243

Comment: IISS Prof Dev – Samohi
01-Gifts – Equity Fund
[2011-2012 Budget]

MCKINLEY ELEMENTARY SCHOOL

Cervantes, Hayde 3 hrs @\$40.46
Marks, Jamie 3 hrs @\$40.46
Talbot, Deborah 3 hrs @\$40.46

8/1/12-8/20/12

8/1/12-8/20/12

8/1/12-8/20/12

TOTAL ESTABLISHED HOURLY

Est Hrly/\$221

Est Hrly/\$221

Est Hrly/\$221

\$663

Comment: School Climate Meeting
01-Tier III Programs Cat Flex

OLYMPIC HIGH SCHOOL

Carrier, Eric 6 hrs @\$40.46
Gecht, Marcia 6 hrs @\$40.46
Hobkirk, Carl 6 hrs @\$40.46
Pitts, Greg 6 hrs @\$40.46
Siemer, Deborah 6 hrs @\$40.46
Thobe, Christie 6 hrs @\$40.46

6/21/12

6/21/12

6/21/12

6/21/12

6/21/12

6/21/12

TOTAL ESTABLISHED HOURLY

Est Hrly/\$243

Est Hrly/\$243

Est Hrly/\$243

Est Hrly/\$243

Est Hrly/\$243

Est Hrly/\$243

\$1,458

Comment: Professional Development Day
01-Unrestricted Resource
[2011-2012 Budget]

SANTA MONICA HIGH SCHOOL

Bart-Bell, Dana	10 hrs @ \$40.46	1/24/12-6/7/12	Est Hrly/\$405
Chacon, Martha	10 hrs @ \$40.46	1/24/12-6/7/12	Est Hrly/\$405
Cierra, Jorge	3 hrs @ \$40.46	1/24/12-6/7/12	Est Hrly/\$121
Dew, Stephanie	1 hrs @ \$40.46	1/24/12-6/7/12	Est Hrly/\$40
Garcia-Hecht, Veronica	4 hrs @ \$40.46	1/24/12-6/7/12	Est Hrly/\$405
Garrido, Jessica	10 hrs @ \$40.46	1/24/12-6/7/12	Est Hrly/\$162
Gasparino, Jenna	10 hrs @ \$40.46	1/24/12-6/7/12	Est Hrly/\$405
Hobkirk, Carl	1 hrs @ \$40.46	1/24/12-6/7/12	Est Hrly/\$40
Kariya, Emily	10 hrs @ \$40.46	1/24/12-6/7/12	Est Hrly/\$405
Luong, Theresa	1 hrs @ \$40.46	1/24/12-6/7/12	<u>Est Hrly/\$40</u>
TOTAL ESTABLISHED HOURLY			\$2,428

Comment: Service Learning Prof. Dev.
01-Gifts – Equity Fund
[2011-2012 Budget]

Chapman, Amy	5 hrs @ \$40.46	6/19/12-6/20/12	Est Hrly/\$202
De la Cruz, Gilda	5 hrs @ \$40.46	6/19/12-6/20/12	Est Hrly/\$202
Faas, Kathleen	6 hrs @ \$40.46	6/19/12-6/20/12	Est Hrly/\$243
Fairchild, Lauren	6 hrs @ \$40.46	6/19/12-6/20/12	Est Hrly/\$243
Louria, Meredith	5 hrs @ \$40.46	6/19/12-6/20/12	Est Hrly/\$202
Pust, Jennifer	5 hrs @ \$40.46	6/19/12-6/20/12	<u>Est Hrly/\$202</u>
TOTAL ESTABLISHED HOURLY			\$1,294

Comment: Summer Reading Committee
01-Gifts – Equity Fund
[2011-2012 Budget]

Chacon, Martha	1 hrs @ \$40.46	5/21/12-6/5/12	Est Hrly/\$40
Gatell, Frank	2.5 hrs @ \$40.46	5/23/12-6/5/12	Est Hrly/\$101
Honda, Julie	2.5 hrs @ \$40.46	5/21/12-6/5/12	Est Hrly/\$101
Kim, Doug	2.5 hrs @ \$40.46	5/21/12-6/5/12	Est Hrly/\$101
Mejia, Rosa	2.5 hrs @ \$40.46	5/21/12-6/5/12	Est Hrly/\$101
Silvestra, Marisa	5 hrs @ \$40.46	5/21/12-6/5/12	<u>Est Hrly/\$202</u>
TOTAL ESTABLISHED HOURLY			\$646

Comment: Service Learning Prof. Dev.
01-Gifts – Equity Fund
[2011-2012 Budget]

Chavez, Craig	4.5 hrs @ \$40.46	6/19/12	Est Hrly/\$183
Cierra, Jorge	4.5 hrs @ \$40.46	6/19/12	Est Hrly/\$183
Doughty, Lindsay	4.5 hrs @ \$40.46	6/19/12	Est Hrly/\$183
Fulcher, Nathan	4.5 hrs @ \$40.46	6/19/12	Est Hrly/\$183
Gomez, Antonio	4.5 hrs @ \$40.46	6/19/12	Est Hrly/\$183
Hafft, Ianna	4.5 hrs @ \$40.46	6/19/12	Est Hrly/\$183
Pitts, Greg	4.5 hrs @ \$40.46	6/19/12	Est Hrly/\$183
Reyes, Katrina	4.5 hrs @ \$40.46	6/19/12	Est Hrly/\$183
Soller, Kate	4.5 hrs @ \$40.46	6/19/12	Est Hrly/\$183
Tickler, Brian	4.5 hrs @ \$40.46	6/19/12	Est Hrly/\$183
Ustation, Tina	4.5 hrs @ \$40.46	6/19/12	Est Hrly/\$183
Veral, Ramon	4.5 hrs @ \$40.46	6/19/12	<u>Est Hrly/\$183</u>
TOTAL ESTABLISHED HOURLY			\$2,196

Comment: 2Teach Prof. Dev.
01-Gifts – Equity Fund
[2011-2012 Budget]

Louria, Meredith	9 hrs @ \$40.46	4/12/12-6/15/12	Est Hrly/\$364
Pust, Jennifer	9 hrs @ \$40.46	4/12/12-6/15/12	<u>Est Hrly/\$364</u>
TOTAL ESTABLISHED HOURLY			\$728

Comment: English Prof. Dev.
01-Gifts – Equity Fund
[2011-2012 Budget]

HOURLY TEACHERS**SPECIAL EDUCATION**

Gonzalez, Gabriela	8 hrs @\$40.46	6/25/12-7/20/12	Est Hrly/\$324
Reilly, Maureen	8 hrs @\$40.46	6/25/12-7/20/12	Est Hrly/\$324
Sass, Amanda	8 hrs @\$40.46	6/25/12-7/20/12	<u>Est Hrly/\$324</u>
TOTAL ESTABLISHED HOURLY			\$972

Comment: Academic Achievement Assessments
01-Special Education

Schekhmeyster, Zhanna	10 days @\$384.36	3/25/12-7/30/12	<u>Own Daily/\$3,844</u>
TOTAL OWN DAILY			\$3,844

Comment: Academic Achievement Assessments (extra days)
01-Special Education

SUMMER SCHOOL

(80% own daily rate unless otherwise noted)

EDUCATIONAL SERVICES

Parker, Trevor	26 days @\$286.18	6/25/12-7/31/12	<u>Own Daily/\$7,441</u>
TOTAL OWN DAILY			\$7,441

Comment: Summer School - Samohi
01-Unrestricted Resource

GRANT ELEMENTARY SCHOOL

Duran-Contreras, Martha	19 days @\$496.54 (100%)	6/25/12-7/31/12	<u>Own Daily/\$9,434</u>
TOTAL OWN DAILY			\$9,434

Comment: Summer School Coord. & Site Supervision
01-Unrestricted Resource

OLYMPIC HIGH SCHOOL

Thobe, Chistie	26 days @\$318	6/25/12-7/31/12	<u>Own Daily/\$8,268</u>
TOTAL OWN DAILY			\$8,268

Comment: Summer School/ISP Program
01-Special Education

SPECIAL EDUCATION

Badt, Jonathan	19 days @\$265.55	6/25/12-7/20/12	Own Daily/\$5,045
Bishop, Shannon	19 days @\$337.52	6/25/12-7/20/12	Own Daily/\$6,413
Center Brooks, Cheryl	19 days @\$397.23	6/25/12-7/20/12	Own Daily/\$7,547
Chavez, Craig	19 days @\$213.09	6/25/12-7/20/12	Own Daily/\$4,049
Cohn, John	19 days @\$325.58	6/25/12-7/20/12	Own Daily/\$6,186
Fliegel, Lois	19 days @\$286.18	6/25/12-7/20/12	Own Daily/\$5,437
Flowers, Lynn	19 days @\$312.90	6/25/12-7/20/12	Own Daily/\$5,945
Gonsalves, Diane	19 days @\$325.58	6/25/12-7/20/12	Own Daily/\$6,186
Gonzalez, Gabriela	19 days @\$317.62	6/25/12-7/20/12	Own Daily/\$6,035
Higginson, Sam	19 days @\$318.00	6/25/12-7/20/12	Own Daily/\$6,042
Highland, Amy	19 days @\$300.23	6/25/12-7/20/12	Own Daily/\$5,704
Keith, Kelly	19 days @\$294.14	6/25/12-7/20/12	Own Daily/\$5,589
Kilpatrick, Genevieve	19 days @\$389.66	6/25/12-7/20/12	Own Daily/\$7,404
Kittel, Gina	19 days @\$397.23	6/25/12-7/20/12	Own Daily/\$7,547
Kleis, Heidi	19 days @\$397.23	6/25/12-7/20/12	Own Daily/\$7,547
Marek, Mallory	19 days @\$200.42	6/25/12-7/20/12	Own Daily/\$3,808
McGoey, Megan	19 days @\$246.00	6/25/12-7/20/12	Own Daily/\$4,674
Nu-man, Malikah	19 days @\$254.34	6/25/12-7/20/12	Own Daily/\$4,832
Reilly, Mayreen	19 days @\$281.08	6/25/12-7/20/12	Own Daily/\$5,341
Saenz, Deborah	19 days @\$397.23	6/25/12-7/20/12	Own Daily/\$7,547
Siegel, Julie	19 days @\$293.74	6/25/12-7/20/12	Own Daily/\$5,581
Tanzer, Ariene	19 days @\$325.58	6/25/12-7/20/12	Own Daily/\$6,186
Ustation, Tina	19 days @\$337.52	6/25/12-7/20/12	Own Daily/\$6,413

Van Cott, James	19 days @\$310.05	6/25/12-7/20/12 TOTAL OWN DAILY	<u>Own Daily/\$5,891</u> \$142,949
Comment: Summer School 01-Special Education			
Heyler, Sioux	25 days @\$325.58	6/19/12-8/21/12 TOTAL OWN DAILY	<u>Own Daily/\$8,140</u> \$8,140
Comment: Transition Specialist 01-Dept Rehab: Transiti Partnrshp 80% 01-Sp Ed: Workability I LEA 20%			

TOTAL ESTABLISHED HOURLY, AND OWN HOURLY = \$308,003

ELECTIONS

TEMPORARY CONTRACTS

<u>Name/Assignment/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Shekhtmeyster, Zhanna /School Psychologist Santa Monica HS	100%	7/1/12-6/30/12
Simon, Diana /School Psychologist McKinley ES	80%	7/1/12
Stern, Amanda /Psychologist Special Ed	100%	7/1/12-6/30/13

CHANGE IN ASSIGNMENT

	<u>Effective</u>
Chu, Rebecca Rogers ES/Assistant Principal	7/1/12
<u>From:</u> 100%/Rogers ES	
<u>To:</u> 50%/Rogers ES and 50%/Grant ES	
Samarge-Powell, Susan Human Rcrs/Teacher on Special Assignment	8/1/12-6/30/13
<u>From:</u> 80%/Teacher on Special Assignment	
<u>To:</u> 100%/Teacher on Special Assignment	
Vegas, Kristopher Sp Ed/Psychologist & Coordinator	7/1/12-6/30/13
<u>From:</u> 60%/Psychologist and 40%/Coordinator	
<u>To:</u> 20%/Psychologist and 80%/Coordinator	
Von Der Lieth, Jadeane Sp Ed/Psychologist	7/1/12
<u>From:</u> 80%/Psychologist	
<u>To:</u> 100%/Psychologist	

LEAVE OF ABSENCE (with pay)

<u>Name/Location</u>	<u>Effective</u>
Moazzez Asgharzadeh, Rozita Lincoln MS	6/13/12-6/15/12 [medical]

ABOLISHMENT OF POSITION

	<u>Effective</u>
Coordinator 20%; Human Resources	8/1/12

RESIGNATION

<u>Name/Location</u>	<u>Effective</u>
Corrigan, Michael Santa Monica HS	6/18/12

RETIREMENT

<u>Name/Location</u>	<u>Effective</u>
Abdo, Judy CDS Director	8/30/12

Klein, Thomas Santa Monica HS	6/18/12
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Post, Joel John Adams MS	6/27/12
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MOTION MADE BY: Mr. Mechur
SECONDED BY: Mr. Patel
STUDENT ADVISORY VOTE: N/A
AYES: All (6) (Mr. de la Torre was absent)
NOES: None (0)

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / WILBERT YOUNG

RE: CLASSIFIED PERSONNEL – MERIT

ACTION/CONSENT
07/18/12

RECOMMENDATION NO. A.28

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>SUMMER ASSIGNMENTS</u>		<u>EFFECTIVE DATE</u>
Aceves, Cindy Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Alaniz, Federico Food Svcs	Stock and Delivery Clerk	6/18/12-8/17/12
Allotey, Ingrid Operations	Custodian	6/18/12-8/17/12
Alvarez, Connie Adams MS	Cafeteria Worker II	6/25/12-8/15/12
Anderson, Amanda Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Arangoa, Isabel Operations	Custodian	6/18/12-8/17/12
Arriaga, Jennifer Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Barrera, Amanda Special Education	Specialized Inst Asst	6/25/12-7/20/12
Battey, Leticia Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Bechkovski, Stefan Child Develop Svcs	Swimming Inst - Lifeguard	6/18/12-8/17/12
Bechkovski, Stefan Facility Permits	Swimming Inst - Lifeguard	6/25/12-8/19/12
Benjamin, Jacquita Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Bilotti, Alfred Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Bonilla, LeRoy Operations	Custodian	6/18/12-8/17/12
Boston, Kimberly Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Brackett, Kimberly Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12

Brigham, Dolores Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Briseno, Elias Special Education	Specialized Inst Asst	6/25/12-7/20/12
Brito, Maria Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Brito, Salvador Operations	Custodian	6/25/12-8/17/12
Britt, Medina Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Bromberg, Jill Special Education	Specialized Inst Asst	6/18/12-8/15/12
Brooks, Latricia Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Brotman, Esther Special Education	Inst Asst – Special Ed	6/18/12-6/22/12
Brown, Lincoln Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Brown, Sarah Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Buendia, Carolina Special Education	Inst Asst – Special Ed	6/25/12-7/20/12
Burkett, Deena Olympic HS	Inst Asst – Classroom	6/25/12-7/31/12
Burnham, REXANNE Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Burrell, Catherine Facility Permits	Swimming Inst - Lifeguard	6/25/12-8/19/12
Campos, Mercedes Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Carbajal, Patricia Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Carrillo, Ivan Special Education	Specialized Inst Asst	6/18/12-8/15/12
Carrillo, Steven Transportation	Bus Driver	6/25/12-7/20/12
Cary, Wendy Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Casillas, Veronica Santa Monica HS	Student Outreach Specialist	7/16/12-7/20/12

Castillo, Wendy Special Education	Specialized Inst Asst	6/18/12-8/15/12
Castro, Caroline Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Castro, Esperanza Food Svcs	Site Food Services Coordinator	8/15/12
Cervantes, Tracy Facility Permits	Swimming Inst - Lifeguard	6/25/12-8/19/12
Chulack, Sarah Special Education	Specialized Inst Asst	6/18/12-8/15/12
Cisneros, Yolanda Grant Elementary	Cafeteria Worker II	6/25/12-8/15/12
Clayton, Mercille Lincoln MS	Cafeteria Worker I	6/25/12-8/17/12
Cooper, Carole Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Cooper, Raymond Santa Monica HS	Campus Security Officer	6/25/12-7/31/12
Cornejo, Natalie Operations	Custodian	6/25/12-8/17/12
Cortez, Griselda Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Crawford, Cynthia Operations	Custodian	6/25/12-8/17/12
Crockett, Della Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Cueva, Sandra Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Custodio, Thelma Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Davis, Anthony Transportation	Bus Driver	6/25/12-7/20/12
Davis, Kenrick Transportation	Bus Driver	6/25/12-7/20/12
Davis, Lenora Transportation	Bus Driver	6/25/12-7/20/12
De Noya, Michael Special Education	Speech Lang Path Asst	6/18/12-8/15/12
Do, Thu Hong Special Education	Inst Asst – Special Ed	6/25/12-7/20/12

Doty, Joel Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Drayton, Brandon Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Durst, Peggie Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Elie, Latrice Transportation	Bus Driver	6/25/12-7/20/12
Emile, Louis Facility Permits	Swimming Inst - Lifeguard	6/25/12-8/19/12
Escobar, Lillian Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Fajardo, Angela Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Ferguson, Jillian Facility Permits	Swimming Inst - Lifeguard	6/25/12-8/19/12
Fernandez, Angelica Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Fisher, Caroline Special Education	Occupational Therapist	6/25/12-8/15/12
Flores, Albert Operations	Custodian	6/18/12-8/17/12
Flores, Ana Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Flores, Ardis Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Friedenberg, Mindy Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Fuentes, Jacqueline Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Fuller, Charesse Operations	Custodian	6/18/12-8/17/12
Garcia, Mayra Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Garcia, Sara Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Gary, Barbara Saint Anne’s ES	Inst Asst – Classroom	6/19/12-6/21/12
Gauntt, Deborah Transportation	Bus Driver	6/25/12-7/20/12
Gergis, Sohair Special Education	Inst Asst – Special Ed	6/18/12-8/15/12

Gershuni, Katherine Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Gershuni, Pearl Special Education	Inst Asst – Developmental Health	6/18/12-8/15/12
Girion, Evangelina Transportation	Bus Driver	6/25/12-7/20/12
Godinez, Josefina Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Godinez, Lorena Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Goldberg, Hayden Facility Permits	Swimming Inst - Lifeguard	6/25/12-8/19/12
Gomez, Jose Operations	Custodian	6/18/12-8/17/12
Gomez, Jose Food Svcs	Production Kitchen Coordinator	8/15/12
Gomez, Leonor Operations	Custodian	6/25/12-8/17/12
Gonzalez, Jessica Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Gonzalez, Monica Special Education	Specialized Inst Asst	6/18/12-8/15/12
Gould, Travis Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Granadino, Frank Transportation	Bus Driver	6/25/12-7/20/12
Green, Shanna Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Griego, Nicholas Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Griffis, Crystal Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Gutierrez, Yoly Grant Elementary	Senior Office Specialist	6/21/12-7/23/12
Haro, Irma Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Harper, Erin Special Education	Occupational Therapist	6/18/12-8/15/12
Hartley, Dana Special Education	Inst Asst – Special Ed	6/18/12-8/15/12

Hernandez, Maira Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Hernandez, Rita Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Hernandez, Steven Operations	Custodian	6/18/12-8/17/12
Hess, Katya Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Higgins, Shaun Operations	Custodian	6/18/12-8/17/12
Hofland, Keri Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Holsome, Dorothy Santa Monica HS	Cafeteria Worker I	6/25/12-7/31/12
Hope, Judith Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Hunter-Allustio, Dominuque Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Hurtado, Renee Special Education	Inst Asst – Developmental Health	6/18/12-8/15/12
Islas, Gloria Grant Elementary	Cafeteria Worker I	6/25/12-7/20/12
Islas, Haydee Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Iverson, Ocea Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Jackson, Latasha Roosevelt Elementary	Inst Asst – Developmental Health	6/25/12-7/20/12
Jackson, Nisha Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Jimenez, Maria Silvia Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Jimenez, Osvaldo Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Johnson, Ira Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Johnson, Kerri Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Johnson, Lore Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12

Kemna – Gonzalez, Gabrielle Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Kim, Jeong Mi Special Education	Occupational Therapist	6/25/12-8/15/12
Lai, Gloria Food Svcs	Production Kitchen Coordinator	8/15/12
Lawrence, Adrianna Transportation	Bus Driver	6/25/12-7/20/12
Levy, Robin Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Lewis, Jessie Transportation	Bus Driver	6/25/12-7/20/12
Lo Greco, Vincent Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Lopez, Manuel Food Svcs	Stock and Delivery Clerk	6/18/12-8/17/12
Lopez, Maribel Special Education	Inst Asst – Developmental Health	6/18/12-8/15/12
Lopez, Sarah Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Loza, Adelsa Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Loza, Nancy Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Lucas, Ralph Operations	Custodian	6/18/12-8/17/12
Lugo-Perez, Veronica Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Luis, Noemi Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Mangum, Don Santa Monica HS	Campus Security Officer	6/25/12-7/31/12
Marroquin, Roberto Operations	Custodian	6/18/12-8/17/12
Martin, Linda Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Martinez, Daniel Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Martinez, Isabel Special Education	Inst Asst – Special Ed	6/18/12-8/15/12

Martinez, Melinda Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Martino, Jessica Special Education	Occupational Therapist	6/18/12-8/15/12
Mashkovich, Jane Special Education	Specialized Inst Asst	6/18/12-8/15/12
McCabe, Pete Special Education	Inst Asst – Special Ed	6/25/12-7/20/12
McCarthy, Kimiko Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
McKeever, Marissa Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
McKinley, Tyrone Facility Permits	Swimming Inst - Lifeguard	6/25/12-8/19/12
Medellin, Diana Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Mesrobian, Krikor Special Education	Inst Asst – Special Ed	6/25/12-7/20/12
Miller, Jeanne Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Miller, Patrina Special Education	Data Entry Specialist	6/25/12-8/15/12
Miller, Ron Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Mirabal, Jessica Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Mollman, Irene Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Montoya, Gerald Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Moore, Sandra Operations	Custodian	6/18/12-8/17/12
Morales, Stephanie Special Education	Specialized Inst Asst	6/25/12-7/20/12
Morgan, Jennifer Special Education	Occupational Therapist	6/25/12-8/15/12
Morich, Karin Special Education	Specialized Inst Asst	6/18/12-8/15/12
Moya, Kimberly Transportation	Bus Driver	6/25/12-7/20/12

Murray, April Child Develop Svcs	Swimming Inst - Lifeguard	6/18/12-8/17/12
Murray, April Facility Permits	Swimming Inst - Lifeguard	6/25/12-8/19/12
Nao, Kimberly Santa Monica HS	Student Outreach Specialist	6/21/12-7/31/12
Navia, Janene Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Newman, Pasley Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Nydell, Amanda Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Ockner, Sari Special Education	Occupational Therapist	6/25/12-8/15/12
Oyenoki, Elizabeth McKinley Elementary	Senior Office Specialist	7/1/12-8/14/12
Padilla, Gloria Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Padilla, Margarita Elva Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Parra, Yvette Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Pegue, Forrest Transportation	Bus Driver	6/25/12-7/20/12
Perez, Salomon Special Education	Specialized Inst Asst	6/18/12-8/15/12
Pernell, Barbara Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Peterson, Ingrid Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Phillips, LeDoree Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Pineda, Blanca Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Pongas, Dorothea Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Preciado, Daniel Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Preciado, Edwin Special Education	Specialized Inst Asst	6/25/12-7/20/12

Preciado, Iris Grant Elementary	Senior Office Specialist	6/21/12-7/23/12
Quintanilla, Albert Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Quiroz, Timothy Food Svcs	Site Food Services Coordinator	6/25/12-8/17/12
Ralph, Linda Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Ramirez, Armida Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Ratliff - Woods, Sheleita Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Razon, Monica Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Reuther, Terry Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Riedmiller, Jill Special Education	Occupational Therapist	6/25/12-8/15/12
Riley, Martelle Transportation	Bus Driver	6/25/12-7/20/12
Rodriguez, Cecilia Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Rodriguez, Frances Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Rodriguez, Sara Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Roller, Yolanda Special Education	Inst Asst – Developmental Health	6/18/12-8/15/12
Rosas, Rose Lincoln MS	Cafeteria Worker I	6/25/12-7/30/12
Rubio, Ana Rosa Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Sandoval, Vanessa Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Santiago, Lauren Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Schlierman, Cherie Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Schmidt, Phillip Special Education	Inst Asst – Special Ed	6/25/12-7/20/12
Shih, Jennifer Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12

Simmons, Michael Transportation	Bus Driver	6/25/12-8/14/12
Smith, Angelique Special Education	Occupational Therapist	6/25/12-8/15/12
Smith, Brian Transportation	Bus Driver	6/25/12-7/20/12
Smith, Darlene Operations	Custodian	6/18/12-8/17/12
Smith, Dunell Santa Monica HS	Campus Security Officer	6/25/12-7/31/12
Smith, Luz-Stella Special Education	Translator	6/18/12-7/13/12
Stafford, LaTonya Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Stewart, April Special Education	Specialized Inst Asst	6/25/12-7/20/12
Sturgis, Lynn Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Tanamas, Ayda Special Education	Inst Asst – Developmental Health	6/18/12-8/15/12
Tangum, Cathy Olympic HS	Campus Security Officer	6/25/12-7/31/12
Tate, John Operations	Custodian	6/18/12-8/17/12
Taylor, Christopher Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Tenison, Laura Special Education	Specialized Inst Asst	6/18/12-8/15/12
Thomas, Craig Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Thomas, William Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Trujillo, Sandy Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12
Valenzuela, Laurel Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Vasquez, Graciela Operations	Custodian	6/25/12-8/17/12
Villegas, Lorena Child Develop Svcs	Children's Center Asst	6/18/12-8/17/12

Walker, Christine Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Walsh, Leslie Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Watkins, Jennifer Operations	Custodian	6/18/12-8/17/12
Williams, Steven Food Svcs	Stock and Delivery Clerk	6/18/12-8/17/12
Wilson, Stanley Adams MS/Facility Permit Office	Campus Security Officer	6/25/12-7/20/12
Wingfield, Janet Special Education	Inst Asst – Developmental Health	6/18/12-8/15/12
Wirt, James Transportation	Bus Driver	6/25/12-7/20/12
Worthington, Jamie Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Yates-Lomax, Kathy Transportation	Bus Driver	6/25/12-7/20/12
Ybarra, Gail Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12
Yeh, Wendy Special Education	Inst Asst – Special Ed	6/18/12-8/15/12
Zaki, Emil Operations	Custodian	6/18/12-8/17/12
Zotelo, Guadalupe Child Develop Svcs	Children’s Center Asst	6/18/12-8/17/12

TEMP/ADDITIONAL ASSIGNMENTS

EFFECTIVE DATE

Cooper, Raymond Santa Monica HS	Campus Security Officer [overtime; school events]	6/3/12-6/14/12
Gonzalez, Simona Roosevelt Elementary	Physical Activities Specialist [additional hours, “Stand By Me” meetings]	6/19/12-6/29/12
Gordon - Johnson, Robin Will Rogers Elementary	Senior Office Specialist [overtime; Kindergarten enrollment]	6/21/12-6/30/12
Nguyen, Chien Quan Measure BB	Accounting Assistant II [additional hours, accounting assistance]	6/19/12
Olmos, Maria Will Rogers Elementary	Senior Office Specialist [overtime; Kindergarten enrollment]	6/21/12-6/30/12
Oyenoki, Aimee McKinley Elementary	Inst Asst - Classroom [additional hours, classroom assignment]	5/1/12-6/15/12
Oyenoki, Elizabeth McKinley Elementary	Senior Office Specialist [overtime; Kindergarten enrollment]	6/21/12-6/29/12

Skowlund, Carol Educational Svcs	Senior Administrative Assistant [overtime; Middle School Experience Forum]	5/19/12
Smith, Dunell Santa Monica HS	Campus Security Officer [overtime; school events]	6/3/12-6/14/12
<u>SUBSTITUTES</u>		<u>EFFECTIVE DATE</u>
Gonzalez, April Santa Monica HS	Inst Asst – Special Ed	5/11/12-6/7/12
Nguyen, Chien Quan Special Education	Inst Asst – Special Ed	5/23/12-6/30/12
Radford, Karen District	Office Specialist	7/1/12-6/30/13
<u>LEAVE OF ABSENCE (UNPAID)</u>		<u>EFFECTIVE DATE</u>
Gershuni, Pearl McKinley Elementary	Inst Asst – Developmental Health Personal	9/4/12-9/21/12
<u>PROFESSIONAL GROWTH</u>		<u>EFFECTIVE DATE</u>
Bromberg, Jill Special Education	Specialized Inst Asst	7/1/12
Cline, Christopher Maintenance	Plumber	8/1/12
Dodd, Jason Maintenance	Carpenter	7/1/12
Flores, Ardis Grant Elementary	Inst Asst – Special Ed	7/1/12
Moscoso, Suzanne Cabrillo Elementary	Elementary Library Coordinator	8/1/12
Plascencia, Henry Operations	Utility Worker	7/1/12
Sullivan, Diane Cabrillo Elementary	Administrative Assistant	7/1/12
<u>WORKING OUT OF CLASS</u>		<u>EFFECTIVE DATE</u>
Ballat, Nawal Food Svcs	Cafeteria Worker II Fr: Cafeteria Worker I	5/25/12
Fowler, Damone Food Svcs	Production Kitchen Coordinator Fr: Cafeteria Cook Baker	6/11/12
Peoples, Jeffrey Operations	Plant Supervisor Fr: Custodian	6/18/12-8/17/12
Wilkinson, Gregory Webster Elementary	Physical Activities Specialist Fr: Inst Asst – Physical Ed	6/11/12-6/15/12

ABOLISHMENT OF POSITION**EFFECTIVE DATE**

Specialized Inst Asst
6 Hrs/SY; Special Education 6/14/12

Inst Asst – Special Ed.
6 Hrs/SY; Muir Elementary 6/15/12

Bilingual Community Liaison
8 Hrs/12 Mo; Child Development Svcs 7/1/12

Inst Asst - Classroom
2.3 Hrs/SY; St. Anne's/Educational Svcs 9/3/12

RESIGNATION**EFFECTIVE DATE**

Barnett, Joyce
Malibu HS Inst Asst – Special Ed. 7/23/12

Henderson, Leslie
Student Svcs Health Office Specialist 6/15/12

Pineda, Marissa
Food Svcs Cafeteria Worker I 6/15/12

RETIREMENT**EFFECTIVE DATE**

Richwine, Done
Santa Monica HS Nutrition Specialist 8/31/12

LAYOFF/REDUCTION OF HOURS**EFFECTIVE DATE**

DR9257761
Saint Anne's ES/Educ. Svcs Inst Asst – Classroom 9/3/12
3.3 Hrs/SY
Fr: 4 Hrs/SY

GX0209487
McKinley Elementary Inst Asst – Classroom 9/3/12
3 Hrs/SY
Fr: 3.5 Hrs/SY

GX8985638
McKinley Elementary Inst Asst – Classroom 9/3/12
3 Hrs/SY
Fr: 3.5 Hrs/SY

TG0742179
McKinley Elementary Inst Asst – Classroom 9/3/12
3 Hrs/SY
Fr: 5 Hrs/SY

PN6205403
McKinley Elementary Inst Asst – Classroom 9/3/12
3 Hrs/SY
Fr: 3.5 Hrs/SY

EC1586782
McKinley Elementary Inst Asst – Classroom 9/3/12
3 Hrs/SY
Fr: 3.5 Hrs/SY

CJ6823100
McKinley Elementary Inst Asst – Classroom 9/3/12
3 Hrs/SY
Fr: 3.5 Hrs/SY

DZ5953080
Edison Elementary Inst Asst – Bilingual 9/3/12
3 Hrs/SY
Fr: 3.5 Hrs/SY

JK0238223 Edison Elementary	Inst Asst – Bilingual 3 Hrs/SY Fr: 3.5 Hrs/SY	9/3/12
QN8535680 Edison Elementary	Inst Asst – Bilingual 3 Hrs/SY Fr: 3.5 Hrs/SY	9/3/12
XY3870486 Edison Elementary	Inst Asst – Bilingual 3 Hrs/SY Fr: 3.5 Hrs/SY	9/3/12
PZ0484904 Muir Elementary	Inst Asst – Classroom 3 Hrs/SY Fr: 3.5 Hrs/SY	9/3/12
SE6262712 Muir Elementary	Inst Asst – Classroom 3 Hrs/SY Fr: 3.5 Hrs/SY	9/3/12
PR9815528 Muir Elementary	Inst Asst – Classroom 3 Hrs/SY Fr: 3.5 Hrs/SY	9/3/12
CE8426771 Muir Elementary	Inst Asst – Classroom 3 Hrs/SY Fr: 3.5 Hrs/SY	9/3/12
WH3260279 Muir Elementary	Inst Asst – Classroom 3 Hrs/SY Fr: 3.5 Hrs/SY	9/3/12
DS2539547 Muir Elementary	Inst Asst – Classroom 3 Hrs/SY Fr: 3.5 Hrs/SY	9/3/12

LAYOFF-DUE TO LOSS OF FUNDING

QG6358848 Inst Asst - Classroom
Saint Anne's Catholic ES/Educational Svcs

EFFECTIVE DATE

9/3/12

RENEWAL OF ASSIGNMENT PER COLLECTIVE BARGAINING AGREEMENT

Cartee - McNeely, Keryl Chief Steward
Human Resources/SEIU

EFFECTIVE DATE

7/1/12-6/30/13

Public Comments:

- Keryl Cartee-McNeely addressed the board regarding the layoffs of Instructional Assistants, encouraging the board to restore these positions as soon as the budgetary climate improves.

MOTION MADE BY: Mr. Mechur
SECONDED BY: Mr. Patel
STUDENT ADVISORY VOTE: N/A
AYES: All (6) (Mr. de la Torre was absent)
NOES: None (0)

TO: BOARD OF EDUCATION ACTION/CONSENT
07/18/12
FROM: SANDRA LYON / DEBRA MOORE WASHINGTON / WILBERT YOUNG
RE: CLASSIFIED PERSONNEL – NON-MERIT

RECOMMENDATION NO. A.29

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

GREEN, MIKE	SANTA MONICA HS	5/2012-6/2012
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NOON SUPERVISION AIDE

MARINEZ, NICO	WEBSTER ELEMENTARY	6/1/12-6/30/12
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MOTION MADE BY: Mr. Mechur
SECONDED BY: Mr. Patel
STUDENT ADVISORY VOTE: N/A
AYES: All (6) (Mr. de la Torre was absent)
NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

FROM: SANDRA LYON

RE: CONSIDER APPOINTMENT TO DISTRICT ADVISORY COMMITTEES (DACs)

RECOMMENDATION NO. A.30

It is recommended that the Board of Education make the following appointment to the Early Child Care DAC.

COMMENT: **Margaret Wu** is applying for membership. Ms. Wu was appointed to serve a four-year term to the Health and Safety DAC on June 27, 2012; however, on her application, she also indicated that the Early Child Care DAC was another one of her preferences. She is interested in serving a one-term on the Early Child Care DAC (term expires June 30, 2013) in addition to her four-term on the Health and Safety DAC.

Following this appointment, there will be eleven members on the Early Child Care DAC. The DAC roster is as follows:

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

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

RE: REVISE BP 6145 – EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

RECOMMENDATION NO. A.31

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

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

This item was discussed at the June 27, 2012, board meeting.

The new policy is attached. (Revisions to the AR can be found under Item No. I.06 in the June 27, 2012, agenda.)

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

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

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

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

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

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

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

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

Eligibility Requirements

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

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

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

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

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

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

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

Student Conduct at Extracurricular/Cocurricular Events

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

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal Reference:

EDUCATION CODE

35145 *Public meetings*

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

35179 *Interscholastic athletics; associations or consortia*

35181 *Students' responsibilities*

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

48930-48938 *Student organizations*

49700-49704 *Education of children of military families*

CODE OF REGULATIONS, TITLE 5

350 *Fees not permitted*

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

5531 *Supervision of extracurricular activities of pupils*

UNITED STATES CODE, TITLE 42

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

COURT DECISIONS

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

Management Resources:

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

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

WEB SITES.

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

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

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

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: August 19, 2009 Santa Monica, California

revised: September 1, 2010

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

RE: REVISE BP 6146.1 – HIGH SCHOOL GRADUATION REQUIREMENTS

RECOMMENDATION NO. A.32

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

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

This item was discussed at the June 27, 2012, board meeting.

The new policy is attached. (Revisions to the AR can be found under Item No. I.07 in the June 27, 2012, agenda.)

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

HIGH SCHOOL GRADUATION REQUIREMENTS

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

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

1. Earn 220 semester credits in Grades 9-12; each course is valued at five credits, a year equals two courses (10 credits).
2. Pass four years of English in Grades 9-12 in an integrated reading and writing curriculum. This requirement is equal to 40 semester credits.
3. ~~Effective with the 2007 graduating class, pass~~ Pass three years of mathematics with at least two years (20 credits) to be taken in Grades 9-12. Up to 10 semester credits for Algebra I taken in the 7th or 8th grade may be applied to meet this requirement. ~~Beginning in the 2003-04 school year, at least one mathematics course, or a combination of two mathematics courses, shall meet or exceed state academic content standards for Algebra I. If any student completes coursework in grades 7 through 12 that meets or exceeds state academic content standards for algebra, those courses shall apply toward satisfying this mathematics requirement. (Education Code 51224.5) This requirement is equal to 30 semester credits.~~
4. Pass two years of science in Grades 9-12; one year must be a life science; one year must be a physical science. This requirement is equal to 20 semester credits.
5. Pass three years of social studies in Grades 9-12 including two courses of World History, two courses of U.S. History or its equivalent; one course of Economics; one course of U.S. Government. This requirement is equal to 30 semester credits.
6. Pass one year of visual or performing arts, speech, debate, foreign language, ~~or~~ American Sign Language or career technical education. This requirement is equal to 10 semester credits.
7. Pass one course of Health, to be taken in the 9th grade, preferably. This requirement is equal to five semester credits.
8. Pass four courses of Physical Education, two of which are to be taken in Grade 9. This requirement is equal to 20 semester credits.
9. All courses used to satisfy graduation requirements shall be approved by the Board, and reviewed and re-adopted at least every four years. Additional graduation requirements must be approved by the Board.

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

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

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

* Graduation requirements listed above equal 155 semester credits. 65 semester credits are available for elective courses.

Standards of Proficiency for Classes Prior to 2004

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

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

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

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

High School Exit Exam ~~for the Classes of 2006 and Later~~

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

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

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

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

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

Certification of Completion

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

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

Retroactive Diplomas

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

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

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

Legal Reference:

EDUCATION CODE

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

Management Resources:

WEB SITES

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

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/18/12

FROM: SANDRA LYON / CHIUNG-SALLY CHOU

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

RECOMMENDATION NO. A.33

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

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

This item was discussed at the June 27, 2012, board meeting.

The new policy is attached. (Revisions to the AR can be found under Item No. I.09 in the June 27, 2012, agenda.)

MOTION MADE BY: Mr. Mechur

SECONDED BY: Mr. Patel

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

~~Work Experience Education~~
Work-Based Learning

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

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

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

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

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

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

When required by law, the Superintendent or designee shall develop a written training agreement with the employer that describes the conditions and requirements to be met by all parties and shall develop an individual training plan for each student which outlines the objectives or competencies that the student is expected to accomplish at the work site. (5 CCR 10070-10071, 10087, 10108)

District staff shall coordinate with the workplace supervisor or mentor to ensure appropriate guidance and supervision of participating students and maximum educational benefit from placement in program.

A minor student shall be issued a work permit before beginning employment through a paid work-based learning program in accordance with law, Board policy, and administrative regulation. (Education Code 49113, 49160)

All laws or rules applicable to minors in employment relationships shall be applicable to students enrolled in work-based learning programs. (Education Code 51763)

The Superintendent or designee shall ensure that any student participating in a work-based learning program off school grounds is covered under the employer's or district's insurance, as applicable, in the event the student is injured.

The Superintendent or designee shall ensure that any teacher/coordinator of a work-based learning program possesses the appropriate credential issued by the Commission on Teacher Credentialing. (5 CCR 10075, 10080, 10100)

The Superintendent or designee shall maintain records for each student's participation in the program, including, but not limited to, the student's individualized training plan, his/her employment hours and job site, work permit if applicable, employer's report of student's attendance and job performance, the teacher/coordinator's consultations and observations, and the student's grade and credit earned.

The Superintendent or designee shall periodically report to the Board regarding program implementation and effectiveness, including, but not limited to, rates of student participation in work-based learning programs and assessment results of participating students.

Legal Reference:

EDUCATION CODE

35208 Liability insurance

46144 Minimum school day for work experience program

46147 Exception for minimum day; students in last semester or quarter of grade 12

46300 Method of computing ADA

48402 Enrollment in continuation education, minors not regularly employed

49110-49119 Permits to work

49160 Permits to work, duties of employer

51760-51769.5 Work ~~experience-education~~-based learning

52300-52499.66 Career technical education

54690-54697 Partnership academies

56026 Students with exceptional needs

52372.1 Community classrooms and cooperative career technical education programs

LABOR CODE

1285-1312 Employment of minors

1391-1394 Working hours for minors

3070-3099.5 Apprenticeship

3200-6002 Workers' compensation and insurance

CODE OF REGULATIONS, TITLE 5

1635 Credit for work experience education

10070-10075 Work experience education

10080-10090 Community classrooms

10100-10111 Cooperative career technical education programs

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

CODE OF FEDERAL REGULATIONS, TITLE 29

570.35a Work experience programs

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Multiple Pathways to Student Success: Envisioning the New California High School, 2010

2008-2012 California State Plan for Career Technical Education, 2008

Career Technical Education Framework for California Public Schools: Grades Seven through Twelve, 2007

Work Permit Handbook for California Schools: Laws and Regulations Governing the Employment of Minors, 2007

Work Experience Education Guide, 2005

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Child Labor Laws, 2000

WEB SITES

California Association of Work Experience Educators: <http://www.cawee.org>

California Department of Education, Work Experience Education: <http://www.cde.ca.gov/ci/ct/we>

California Department of Industrial Relations: <http://www.dir.ca.gov>

Linked Learning Alliance: <http://www.linkedlearning.org>

WestEd: <http://www.wested.org>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: August 19, 2009 Santa Monica, California**

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

07/18/12

FROM: SANDRA LYON / JANECE L. MAEZ / ECONOMIC FEASIBILITY
COMMITTEE

RE: REPORT FROM THE ECONOMIC FEASIBILITY COMMITTEE AND
DIRECTION TO STAFF REGARDING SENDING A BOND MEASURE
RESOLUTION TO THE LOS ANGELES COUNTY REGISTRAR'S OFFICE

DISCUSSION ITEM NO. D.01

On July 16, 2012, the Economic Feasibility Committee will formalize its recommendation for the Board of Education's consideration regarding the potential of placing a general obligation bond on the November 6, 2012, ballot.

This discussion item at tonight's meeting will allow the Board of Education an opportunity to hear the committee's report, including polling data and analysis, and discuss its recommendation from July 16.

A copy of the committee's report will be available at the board meeting.

The board is scheduled to take action on whether or not to move forward with the necessary steps to place a bond measure on the November 2012 ballot at its regular meeting on August 1, 2012, at the Malibu City Council Chambers. (School districts/city municipalities wishing to place a measure on the November 2012 ballot must submit an adopted resolution with full ballot language to the Los Angeles County Registrar/Recorder's Office no later than August 10, 2012.)

BACKGROUND:

On May 15, 2011, the Board of Education reconvened the citizens' committee to examine the feasibility of an emergency funding measure (now known as the Economic Feasibility Committee) for the November 2011 ballot to offset all or a portion of the district's deficit due to the continuing state budget crisis. The board also recommended that the committee study the feasibility of a future bond measure in order to complete all or a portion of the district's capital improvement plan.

On September 22, 2011, the committee recommended that the board wait to take any action regarding a local funding measure until early 2012 after the Governor's mid-year financial report. Meanwhile, the committee used the time between September 2011 and the Governor's mid-year report to examine a capital improvement needs bond.

Over the next several months, the committee and its subcommittees met to examine polling data and draft a recommendation to the Board of Education regarding placing a general obligation bond for facilities improvements on the November 2012 ballot. This information will be presented for the Board of Education to consider at this meeting.

Members of the Economic Feasibility Committee:

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

Public Comments:

- Gleam Davis, Craig Hamilton, Madeline Moore, Debbie Mulvaney, Elizabeth Stearns, Jon Kean, Frank Gruber, Judith Meister, Lisa Balfus, Shari Davis, and Tom Larmore expressed their support for putting a bond on the November 2012 ballot.
- Joan Krenik, Lori Whitesell, Sally Miller, Harry Keiley, Sarah Braff, Patti Braun, and Rochelle Fanali did not support putting a bond on the November 2012 ballot.
- Karen Farrer read an email from Craig Foster, which said Malibu would be more likely to support a bond if Malibu families could be assured that the funds would benefit Malibu school facilities.

The committee's proposed recommendation and the parcel tax and bond polling results can be found under Attachments at the end of these minutes. Mr. Carrey summarized the committee's charges and recommendations. Ms. Lyon commented that the board will need to make a difficult decision whether or not to place a bond on the November 2012 ballot. She said the facility needs exist and polling numbers are favorable for a bond, but the board must also keep in mind that the district might need to go out for a parcel tax in the spring if Prop 30 and/or Prop 38 should fail. Mr. Goodwin answered questions on polling data regarding the responses of renters versus property owners, how voters would respond to multiple issues regarding school funding on the same ballot, voter responses to open-ended questions why they would vote yes on a parcel tax, and voter knowledge of state budget cuts to school funding. Mr. Mechur requested more information on bond rates. Ms. Maez said she was collecting data on what taxpayers already pay in Santa Monica and Malibu and the varying rates. Ms. Leon-Vazquez asked if CTA had taken a position on Props 30 and 38. Mr. Keiley said CTA supported Prop 30, but had not taken a stand on Prop 38; it was also focused on Prop 32. Ms. Leon-Vazquez said she supported placing a bond on the November 2012 ballot. Ms. Lieberman expressed her dismay at two seemingly competing school funding measures on the statewide ballot. She said that even if a parcel tax measure passed, it would generate approximately \$3M a year, while the district's operating deficit is projected to be \$10M if neither Props 30 nor 38 pass. Given the uncertainty of future economic years, she supported placing a bond measure on the November 2012 ballot, rather than waiting until 2014. Dr. Escarce said he was currently leaning against placing a bond on the November 2012 ballot to minimize the risk that passing a bond might have on a future parcel tax, should one be necessary. Mr. Patel expressed his concern about voter confusion if a bond measure were placed on a November 2012 ballot alongside statewide initiatives. He supported Dr. Escarce's current position. Mr. Mechur suggested examining a smaller bond amount, but if the board did not agree with that idea, he did not support placing a bond on the November 2012 ballot. Mr. Allen expressed his concern that different stakeholder groups were in opposition regarding the statewide measures and a local measure. He understands the need for continuing facilities improvement projects and would support placing a bond on the November 2012 ballot if he felt the community would rally behind it. The board agreed to have staff bring forward a resolution with ballot language for consideration on August 1, 2012.

TO: BOARD OF EDUCATION

DISCUSSION

07/18/12

FROM: SANDRA LYON

RE: DISTRICT ADVISORY COMMITTEES: DISCUSS END-OF-YEAR REPORTS
FOR 2011-12 AND DIRECTION FOR 2012-13

DISCUSSION ITEM NO. D.02

Attached are the end-of-year reports for the Early Child Care DAC, English Learners DAC, Health & Safety DAC, Special Education DAC, and the Visual and Performing Arts DAC. Also attached are the charges for the Intercultural Equity & Excellence DAC for 2012-13, which were finalized on April 19, 2012. The board will have an opportunity to review these charges as well.

At the June 27, 2012, board meeting, each DAC had five minutes under Communications to summarize its report and answer clarifying questions from the Board of Education. Tonight, each DAC will have fifteen to twenty minutes to finish presenting its end-of-year report and have a discussion with the board regarding goal-setting for 2012-13. The DAC chairs will relay this feedback from the board to their DACs at the first committee meetings of the school year. As per AR 1220, the board will approve the district advisory committees' goals for 2012-13 no later than the board's first meeting in October.

Early Child Care

Due to the late hour, the rep from this committee had left the meeting. The board will email feedback/questions to the superintendent, who will forward them to the committee chair.

District English Learners

There was no rep present from this committee. The board will email feedback/questions to the superintendent, who will forward them to the committee chair.

Health and Safety

Ms. Leon-Vazquez asked about the number of office visits listed in Appendix A. Ms. Nolan said that Ms. Morn could answer that question. She commented that each elementary school campus now had dedicated staff in the nurse's office, and so have improved their record-keeping. Mr. Allen asked about food offerings and health education. Ms. Nolan said they committee has formed an ad hoc committee on nutrition, and a doctor on the committee is working with UCLA medical students and Ed Services regarding health curriculum units.

Intercultural Equity and Excellence

Due to the late hour, the rep from this committee had left the meeting. The board will email feedback/questions to the superintendent, who will forward them to the committee chair.

Special Education

Ms. Jones said that charge #4 from 2011-12 would not be carried over, but that SEDAC would continue to meet with fiscal staff. She said the committee would like to examine special ed curriculum and the achievement gap. She requested that the special ed achievement data report be scheduled for a Santa Monica meeting.

Visual and Performing Arts

Ms. Josephs provided information on VAPA participation that was requested at the last board meeting. Dr. Escarce requested a future agenda item examining best practices for bringing more students of color to VAPA courses.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2011-12**

EARLY CHILD CARE DISTRICT ADVISORY COMMITTEE

Chair: Jennifer Kennedy

Staff Liaison: Judy Abdo

Charges:

- Continue developing a transition plan to prepare 4 year olds for kindergarten and create a board policy on transition
- Continue to improve early identification of children who may benefit from assessment before they enter preschool or while they are attending preschool using the RTI model in partnership with the Special Education preschool program
- Provide a forum for ensuring a balanced budget for the CDS department

Accomplishments to date:

- We survived the year of change.
- The CDS DAC provided input and support to CDS as the Head Start program expanded, the State funding was threatened for most of the year, and welcomed new members to the DAC.

Highlight(s) to date of particular note:

- Two new Head Start sites were renovated and reopening during the fall.
- CDS participated in the development of the district transitional kindergarten program

Suggested direction for 2012-13:

- The CDS DAC will take part in the City of Santa Monica and School District early childhood and out of school time program assessment project. The city has hired RAND to evaluate preschool and before/after school programs throughout the City of Santa Monica, including district programs. The goal is to have this group use their expertise to look at the whole system of out of school programs and to determine what is working, the perceived need for additions or changes, and to make recommendations for the future. Their work will include identifying fiscal challenges and suggesting options for long term sustainability for early childhood programs and before/after school programs. RAND will do a demand analysis, look at best practices innovations, and analyze the challenges. The report will be completed in January. The Child Development DAC will participate as asked for historical reference and input for the future.
- Work closely with the Special Education Department in expanding opportunities for inclusion programs for preschool children.

Budgetary Implications:

While the State budget seems to have been resolved today, it is clear that there will be reduced funding for state supported preschool and after school programs this year.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2011-12**

ENGLISH LEARNERS ADVISORY COMMITTEE

Chair: Margarita Cruz

Staff Liaison: Aida Diaz

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

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

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

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

DELAC Meetings:

Month	DELAC Requirements	Presentations
October 13, 2011	<ul style="list-style-type: none">• Purpose of DELAC• Goals and Objectives of the District programs and services for English Learners• Survey of presentation topics	<ul style="list-style-type: none">• Superintendent Sandra Lyons: 90 Day Entrance Plan• State Exams Results and their significance
November 9, 2011	Initial Notification	"Effective Teacher/ Parent Conferences"
November 30, 2011 (DELAC Rep Mtg.)	DELAC/ELAC Training	
January 25, 2012	<ul style="list-style-type: none">Report Cards• CELDT Student Reports	"How to Support Your Child's Literacy at Home" Liz Cochran, District Literacy Coordinator

February 17, 2012	<ul style="list-style-type: none"> • Reclassification Criteria/Data 	"College Preparation Begins in Pre-K", Aida Diaz, EL Coordinator
March 21, 2012	<ul style="list-style-type: none"> • Title III Improvement Plan • CALPADS/Language Census Report (R-30) 	"How to Develop Self-Esteem in Our Children". Dr. Molina Salinas
April 26, 2012 (DELAC Rep Mtg.)	<ul style="list-style-type: none"> • Input and Recommendations for the End-of-Year Board Report 	

DELAC respectfully recommends:

1) That English Learners be grouped for scheduling in mainstream core classes in lieu of the Secondary Sheltered English (SE) classes.

- a) We realize that Sheltered English classes will not be offered to English Learners at the secondary level. Without the SE classes, English Learners will be in mainstream classes where access to the curriculum would be greatly affected by their low English proficiency levels and will have an adverse effect on closing the achievement gap. Sheltered content classes provide grade level academic instruction that gives English Learners access to the core curriculum while teaching English vocabulary and English grammatical structures. Even though SE classes are not being offered, secondary sites must respond to the need to provide English Learners to access to content areas by placing ELs in groups that enable the teacher to better address their instructional needs. Also, cluster grouping will make it feasible for the instructional aide to work in supporting ELs in the mainstream classrooms.
- b) We also recommend that the mainstream classes with the group of ELs that need accommodations have a lower number of total students on their roster in order for the teacher to best meet the instructional needs of all the students in the class.
- c) Furthermore, advisors need to prioritize the scheduling of English Learners 1) to ensure that ELs who need Sheltered English core classes be grouped together in order and 2) to alleviate scheduling conflict once classes begin.

2) Follow the District's English Learners Master Plan

The district's existing English Learner Master Plan should serve as a guide for the instructional programs and services for English Learners. The district needs to make sure that sites are implementing these programs and services to ensure that English Learners meet their goals of attaining English proficiency and accessing the core curriculum. This is one way to address the achievement gap for English Learners.

3) Implement the Recommendations from the Title III and WASC reports:

There are many accountability reports that have been approved by the Board and presented to staff that focus on English Learners. It seems that once they are written and presented they are forgotten. We need your support to make sure that the district and sites implement the many recommendations that are found in these reports that focus on improving student learning- specifically that of English Learners. One of these reports is the Title III Improvement Plan that outlines the areas of need and how to address them to improve academic achievement for English Learners. The WASC report is another report that includes recommendations specifically regarding the achievement of English Learners and minority students. We need your support in making sure that the recommendations are implemented.

4) Better Communication between the elementary ELD teacher and parents.

Parents would like to know more about the support services that elementary ELD teachers provide. Also more specific information about what parents can do with their individual child to help them improve their verbal and written English skills.

5) Continue with parent education workshop

The DELAC and ELAC meetings provide us with information that helps us to better support our children's learning. We would like to continue offering parent workshops especially those that focus on curriculum, mathematics, reading, and English Language Development. We would also like to have English classes to be offered to parents.

Additionally, we strongly recommend that the Saturday Spanish Parent computer classes continue to be offered during the school year. As the communication through emails and site websites increases it is crucial that parents are given the technological support they need to access information.

6) Continue supporting the Bilingual Community Liaisons

The Community Liaisons are instrumental in engaging parents and building their capacity to support their children throughout their schooling. They also provide the translation support that is invaluable, without them our parents would be at a greater disadvantage. Parents often hesitate or do not go to school/district because they feel intimidated and do not feel welcome. Having personnel like the community liaisons will help with communication and increase parent involvement.

7) Provide additional time for elementary classroom aides

Classroom aides are essential in working with teachers to provide instructional support that students need to be academically successful. Their role and providing additional aide time must be considered especially as classroom size increases. The number of English Learners in a class should determine the time allocation of instructional aides. Classrooms with large number of ELs should get more time.

8) Support and Continue Summer School and Intervention Programs

Intervention programs are critical. Summer programs and intervention programs during or after school are an important component in the education of English Learners. These programs give ELs the opportunity to receive the additional support they need to acquire English and access to core curriculum, which leads to academic achievement. We strongly recommend that in elementary schools, free homework help starting with the beginning of the school year (August) is provided at least 4 times per week after school. This will allow EL students to practice skills taught in class and keep up with the work load. Many children do not have parents that are able to help complete even basic homework assignments. These parents often can't help because they lack the necessary basic academic skill needed to do this.

In addition to IISS intervention, English /Math intervention programs should be offered at least 2x week after school for students who are below grade level. Often a school may have funds to do this but teachers don't want/or can't stay after the school day ends. Sites should be able to bring in outside teachers if the teachers at the school are not available for the interventions.

Summary of Recommendations

DELAC is aware that the District faces many difficult financial decisions as a result of the continuing budget crisis. However, DELAC would like to make certain that the District continues to implement the strategies, interventions, and programs needed to accelerate the achievement of our English Learners.

English Learners is subgroup whose progress is the focus of many of the accountability targets set by the State. These targets are documented in the Title III English Language Proficiency Annual Measurable Achievement Objectives (AMAOs). Many of our English Learners meet the percentage target of achievement required by the State in the AMAOs. However, there remains a significant number of English Learners who are not meeting these targets. Therefore, there

continues to be a need to refine our ability to provide effective services to each English Learner, particularly those who have yet to meet the State target levels of achievement. Additionally, there are state mandates regarding services to English Learners to which the District is required to adhere and are included in the Master Plan for English Learners. Consequently, English Learners form a critical group that is central to the district efforts of reducing the achievement gap, and their unique academic needs should be taken into account when making program cuts due to budget reductions.

IMPLICATIONS / RECOMMENDATIONS BUDGET:

The district receives state and federal funds, based on the Spring number count of English Learners, to provide supplemental support for students who are learning English i.e ELD teachers, classroom aides, literature support classes, materials, parent training etc. The recommendations do not require additional money from the district's general fund. The only exception are the secondary ELD and Sheltered English core classes that due to the guidelines and restrictions categorical funding cannot be used to offer them. Since there are no Sheltered English core classes we urge the district to provide financial support to secondary schools to offer reduced class size for classes with English Learners requiring specialized instructional support in mainstream classrooms.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2011-12**

HEALTH AND SAFETY DISTRICT ADVISORY COMMITTEE

Chair: Pat Nolan

Staff Liaison: Marolyn Freedman / Lora Morn

Many thanks to Marolyn Freedman for her service to this DAC as Staff Liaison!

Charges:

- Monitor contemporary issues in health that have a direct impact on school age children
- Monitor issues that impact safety in SMMUSD schools
- Encourage developmentally appropriate best practices in health, nutrition and physical education
- Assist in the development of a master SMMUSD Calendar of Health & Safety to include all related topics offered in Santa Monica-Malibu region by various organizations
- Assist in the development and implementation of a long-term Master Plan for Student Health
- Assist in the review and modification of SMMUSD policies impacting student health and safety
- Review student health and safety data and analyze trends

Accomplishments to date:

- Environmental Safety
 - SMMUSD Campus Designs and Improvements
 - DAC hosted the Director of the SMMUSD BB Facility Improvement Project and reviewed project plans for each campus
 - DAC member has volunteered to coordinate a committee at JAMS to resolve the issue of heavy backpacks resulting partly from removal of lockers on campus
- Traffic Safety
 - DAC continues to direct parent/student concerns about campus environs' traffic safety to SMPD through SMMUSD staff
- Bicycle Safety
 - The City of Santa Monica has obtained two grants to pilot a bicycle training program will include pedestrian safety and bicycle safety and is working with SMMUD to pilot a training program in two elementary schools and two middle schools. A DAC member is the SMMUSD Staff liaison for these School-Based Bicycle & Pedestrian Training Programs
- Bathroom Safety
 - DAC members continue to advocate SMMUSD staff for clean, well-lit and non-threatening bathrooms, which remain a concern on campuses, particularly for younger MS female students
- Fire and Disaster Safety
 - DAC receives monthly updates from our SMFD member on:
 - DART (Disaster Awareness/Response Training) for SMMUSD staff, soon to be transitioned to a more comprehensive CERT (Community Emergency Response Training)
 - Student fire safety education in SMFD 'fire safety' trailer
 - SMFD 'Adopt a School' program in place on 3 SMMUSD campuses (8 classrooms visits took place this school year)
 - Fire Department hosted two youths from SPARK program (from JAMS) who worked with fire dept. as mentors

- Societal Safety
 - Drug & Violence Prevention Programs
 - “Bullying” in its many manifestations continues as an emergent and hi-profile issue: the DAC has established *ad hoc* committee to more thoroughly investigate all aspects of ‘bullying’, composed of DAC members who are community mental health professionals and members with interest in this issue
 - The Jackson Katz Male Violence Prevention Project will be given at SaMoHi at the beginning of the next school year; SMMUSD and the City of Santa Monica are partners on the project
 - DAC member advised SMMUSD staff on revision of the Hate Motivated Behavior Policy
 - A website to promote education to stop to choking game can be found by searching for “Erik’s Cause”
 - DAC heard reports on SMMUSD staff training on:
 - Harassment and peer intimidation
 - Threat assessment
 - Cyber ethics
 - “Olweus’ Bullying Prevention Program: an evidence based, long-term, system-wide program to change behavior
- Physical Health
 - All SMMUSD elementary schools are now staffed with ‘Health Service Specialists’ daily (10 AM – 1:30 PM)
 - Tdap inoculation program required for Sep 2011 school entry successful
 - New concussion laws that requires schools to remove kid from play who are showing concussion symptoms
 - SMMUSD Policy changed from ‘no nit’ to ‘no live lice’ in accordance with CDE and Calif. School Nurses Association & AAP policies
 - See Also **APPENDIX A** (Nurses’ Annual Report 2010-2012)
- Health Education
 - State standards (<http://www.cde.ca.gov>) adopted in 2008; SMMUSD 9th grade curricula revised and implemented in 2009/2010 to accommodate but curriculum optimization still needed
 - One DAC member who is an MD had held discussions with SMMUSD staff on collaborations between SMMUSD and UCLA to develop lectures and videos on health-related topics pertinent to students/standards; project in progress
 - There is also consensus that members of the DAC’s nutrition *ad hoc* committee should review the health standards developed by the State and meet with SMMUSD staff to discuss the possibility of integrating nutrition into the curriculum in all grades; this effort is in progress.
- Fitness
 - California FitnessGram 2010-2011 (**APPENDIX B**)
 - SPARK program (grant program) is ideal for JAMS and Lincoln and should be expanded to other campuses
 - DAC hosted presentation by ‘100 Mile Club’ to encourage students to ‘walk 100 miles’
 - Fitness Gram versus PE: Students required to take two years of PE Regardless of whether they pass fitness gram or not. SMMUSD offers 4 years of PE but students only required to take two
- Nutrition
 - Wellness Policy Report *by Dona Richwine, RD SMMUSD F&NS* (**APPENDIX C**)
 - SMMUSD has had a Wellness Policy (#5030) since 2006 because the Federal Government required that all public school districts have a wellness policy by that date.

- Ms. Richwine noted that there are federal and state regulations and that the State of California regulates what may be served at school sites during the time period commencing ½ hour before school and ending ½ hour after school.
- The State audits the food service department in the District every three years and part of the audit includes Wellness Policy compliance.
- Pursuant to the Wellness Policy, Ms. Richwine created a short survey (using Survey Monkey; see Appendix B) that was distributed by the Superintendent to the school principals. Ms. Richwine was pleased with the response rate and timeliness of the responses. In brief, based on the survey results and her other observations, Ms. Richwine concluded that although there are some holes in the implementation of, and compliance with, the Wellness Policy, the District has made marked improvement in complying with the Policy and new positive developments show that the District is continuing to move in the right direction. (Ms. Richwine's written report relating to that survey is attached to these minutes as Appendix C in addition to the abstract above.)
- A DAC member suggested that the committee look at best practices before making any recommendations; was there not a stipulation in the Board's vote last summer to keep chocolate milk but generally charge SMMUSD Food & Nutritional Services with investigating best practices in school nutrition programs?
- Ms. Richwine would like to train the teachers to integrate nutrition in the mainstream curriculum by using nutrition as the backdrop for math and science.
- It is also noted that parent education regarding nutrition is important because parents do the shopping.
- SMMUSD needs to assure that personnel are appropriately and adequately trained to address issues which affect a child's self-esteem as well as their health.
- The discussion ended with a consensus that members of the DAC nutrition *ad hoc* committee should review the health standards developed by the State (<http://www.cde.ca.gov>) and meet with SMMUSD staff to discuss the possibility of integrating nutrition into the curriculum in all grades; in progress.
- Emotional Health
 - DAC has established an *ad hoc* committee to more thoroughly investigate all aspects of 'bullying', composed of DAC members who are community mental health professionals and members with interest in this issue
 - HomeWork Survey Monkey Results (**Appendix D**)
 - Excessive homework has long been a topic of interest to this DAC as it relates to stress and insufficient sleep time; Board Policy 6154 was revised in 2009
 - This revised SMMUSD Homework Policy requires that such surveys be done collected and published quarterly, and our DAC additionally requests that these Survey results be compiled and presented in a more detailed manner to facilitate assessment
 - Because these Survey results were not de-constructed by grade, it's difficult to make a firm assessment, but 43% of respondents thought the amount of homework to be appropriate.
 - The DAC would also encourage more student responses (in addition to parent/guardians) to this Homework Survey at MS/HS level.

Highlight(s) to date of particular note:

- Established *ad hoc* committee to more thoroughly discuss/investigate school nutrition; composed of DAC members who are health care professionals and members with interest/expertise in nutrition /fitness

- Established *ad hoc* committee to more thoroughly investigate all aspects of 'bullying', composed of DAC members who are community mental health professionals and members with interest in this issue

Suggested direction for 2012-13:

- Continue to investigate and advise on both emergent and long-standing issues concerning SMMUSD student/staff/community health and safety
- Continuing effort to incorporate assessment and evidence-based practice in SMMUSD programs
- Continuing effort to implement a SMMUSD Community Master Calendar of H&S events
- Advocate/facilitate development of a comprehensive future Master plan for SMMUSD student health care

Budgetary Implications:

None at this time

Health & Safety DAC MEMBERS 2011-2012:

Bernstein, Debbie (Secretary)	Parent
Butchko, Leslie	Parent
Forster, Robert	Parent
Getoff, Peter, MA LCSW	Community
Gress, Clarinda Ross	Parent
Herman, Leesl	Parent
Kachru, Rita, MD	Parent
Keever, Kristine (Vice-Chair)	Parent
Morn, Lora, RN SMMUSD CN	Staff Liaison
Nolan, Patricia, RN (Chair)	Community
Post, Suzanne, SMFD	Community
Rodriguez, Idalia	Community
Roy, Sion, MD	Community
Rudra-Ganguly, Nandini, PhD	Parent
Board Liaisons	
De la Torre, Oscar	Board of Education
Escarce, Jose, MD PhD	Board of Education

Thanks again to Marolyn Freedman for her service to this DAC as Staff Liaison!

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
STUDENT AND FAMILY SUPPORT SERVICES
DIVISION OF HEALTH SERVICES**

NURSES' ANNUAL REPORT 2010-2011 by Lora Morn, RN SMMUSD CN

HEALTH OFFICE

STUDENT VISITS	56,869
STUDENTS WITH HEALTH CODES	5,831
STUDENTS WITH ASTHMA	956
STUDENTS WITH EPIPENS (ANAPHYLAXIS)	170
SEIZURE DISORDERS	70
STUDENTS WITH DIABETES	28

HEALTH SCREENING

HEIGHT/WEIGHT	770
DENTAL INSPECTIONS	204
VISION AND HEARING	5,200
SCOLIOSIS	860

ACCIDENT REPORTS	245
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CHILD ABUSE REPORTS	91
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SPECIAL EDUCATION

HEALTH ASSESSMENTS	643
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SST/504/IEP MEETINGS	245
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COMMUNICABLE DISEASE CONTROL

IMMUNIZATION REVIEW AND FOLLOW UP	2,757
FLU SHOTS-STAFF	300
H1N1	
TB TESTS – STAFF AND VOLUNTEERS	1,335

MEDICATION

PRESCRIBED IN SCHOOL	406
DOSES GIVEN	12,147

INTERAGENCY REFERRALS

- Department of Mental Health
- St John's Child and Family Development Center and Youth Development Project
- Jules Stein- comprehensive vision exam for 1st graders
- City of Hope
- Children's Hospital
- Malibu Urgent Care
- Assistance League- (The Children's Dental Center and Optometric Options)
- Westside Family Health Center- Olympic (and Malibu for Tdap)
- Venice Family Clinic- SAMO
- UCLA Hospital
- Santa Monica Bay Physicians Urgent Care Clinic
- UCLA-Venice Dental Clinic

- Maxim and Premier Home Health Agencies
- Santa Monica Police Department
- DCFS
- Les Kelly Health Center
- Santa Monica Family Services
- House Ear Clinic
- Remote Area Medical (RAM)
- Access Team (Psychiatric Emergency Team- PET)
- Public Health Department
- Mount St Mary's College
- CA State University Channel Islands
- Planned Parenthood of Santa Monica- middle and high schools
- Common Ground
- UCLA Rape Treatment Center and Stewart House
- Our House (grief counseling)
- St. Joseph's Homeless services
- OPCC- homeless services
- Epilepsy Foundation
- Edelman Mental Health
- Didi Hirsch Mental Health
- John Tracy Clinic
- Malibu Sheriff
- Westside Regional Center
- Upward Bound
- Love Your Liver- Liver Foundation

HEALTH CONCERNS

- Communicable Diseases:
 - Chicken pox-15
 - Conjunctivitis (pink eye)-95
 - Impetigo-11
 - Strep-87
 - Pediculosis (lice)-345
 - Ringworm-11
 - Scabies-5
 - Mononucleosis-1
 - Pertussis (health dept involvement)-5
 - MRSA (resistant Staph skin infection)-1
 - Pneumonia-13
 - Shingles-1
 - Pinworms-1
 - Fifth's disease-6
 - Hand, foot and mouth disease-2
- Health Conditions:
 - Asthma- some require nebulizer breathing treatments
 - ADHD- some require medication at school
 - Allergies- mild requiring an antihistamine (Benadryl)
 - Anaphylaxis- EpiPen
 - Amputee/prosthesis
 - Anorexia
 - Anxiety/Panic attacks
 - Autistic Spectrum Disorder- some require medication at school
 - Bipolar
 - Blindness

- Cancer-many types
- Cardiomyopathy- 2 are waiting for a heart transplant
- CP- many in a wheelchair
- Crohn's disease
- Deafness
- Degenerative muscle atrophy
- Depression
- Diabetes
- Drug overdose/alcohol intoxication
- Severe Eczema
- Erythromelalgia
- Fractures/dislocations
- Fetal Alcohol Syndrome
- Gastric reflux
- Hemiplegia
- Hemophilia
- Hereditary hemorrhagic telangiectasia
- Hydrocephalus/shunt
- Hypertension
- Hypothyroid
- Irritable bowel syndrome
- Juvenile rheumatoid arthritis
- Lupus
- Metabolic disease
- Migraines
- Nephritic syndrome
- Neurofibromatosis
- Obesity
- Osteogenesis imperfect
- Obsessive compulsive disorder
- Paraplegia
- Paroxysmal supraventricular tachycardia
- Retinal detachment
- Schizophrenia
- Seizures
- Self-mutilation
- STD

HEALTH EDUCATION PROJECTS

- Implemented "Olympic Teen Clinic"- a monthly reproductive health clinic by Westside Family Health Clinic staff with my support and follow-up. Approximately 60 students receive care.
- Ongoing substance abuse, reproductive health counseling education and crisis management.
- Bloodborne Pathogen staff education (Ed Code mandate)
- Family Life Education for students in special education classes.
- Assist Freshman Seminar in finding outside agencies to assist in teaching health classes to comply with the new health standards.
- CPR/First Aid to staff, coaches, PE dept, sp ed staff, preschool teachers, bus drivers. Open to all staff to take.
- Transition workshop for students/parents of students in special education classes.
- Seizure first aid training for security guards and special ed staff.
- CPR to all 9th graders at MHS.

- Fitness program with PE dept with blood pressure monitoring, BMI calculation and hip/waist ratio calculations.
- Dental health presentation to first graders
- Hand washing presentation
- Growth and development to all 5th graders.
- Development of flyers educating staff, students and parents in communicable disease preventions (prevent spread of H1N1).
- Jules Stein vision exam organization and follow up.
- Distribute eye glass and dental vouchers provided by Assistance League.
- Seizure recognition and diabetes awareness to staff.
- Lice prevention education to students in K-5.
- Nutrition education to students in K-5.
- Epipen training
- Diastat training
- Training staff on all specialized health care procedures- Urinary catheterizations, GT feeding, trach care and suctioning, IM injection
- Child abuse recognition and reporting procedure training.
- Articles in school paper regarding health topics.
- Diabetes staff training.
- Sunwise Program to prevent skin cancer in an assembly.
- Hygiene and Health Eating for all 6th graders.
- Growth and development for all 6th and 7th graders.
- Love Your Liver- Olympic High School

Annual Nurses Report



2010-2011

Cabrillo- 254 students

- Health office visits-2746
(16 per day)
- Health Codes-100
 - Asthma-10
 - Seizures-1
 - Diabetes-4
 - Epipen-6
- Medication at school-19
(1220 doses given)
- TB tests-42
- Height/weight-73
- Dental exams/vouchers-8
- Vision/hearing-169
- Accident reports-8
- Child abuse reports-0
- Special Ed assessments-20
- 504/SST/IEP meetings-20

Edison-449 students



- Health office visits-3000 (17 per day)
- Health Codes-114
 - Asthma-27
 - Diabetes-1
 - Epipens-5
 - Seizures-2
- Medication at school-25 (481 doses given)
- TB tests-92
- Height/weight-30
- Dental inspections/vouchers-5
- Vision/hearing-218
- Jules Stein-84
- Child abuse reports-1
- Special Ed assessments-29
- Accident reports-0
- 504/SST/IEP meetings-31

Grant-631 students



- Health office visits-2850 (17 visits/day) + 894 in classroom visits
- Health codes-201
 - Asthma-47
 - Diabetes-1
 - Epipens-16
 - Seizures-5
- Medication at school-28 (827 doses)
- TB tests-37
- Height/weight-57
- Dental inspections/vouchers-5
- Vision/hearing-337
- Jules Stein-91
- Child abuse reports-5
- Special Ed assessments-50
- Accident reports-11
- 504/SST/IEP meetings-17

Franklin-772



- Health office visitis-4225
(24 visits/day)
- Health codes-171
 - Asthma-46
 - Diabetes-2
 - Epipens-12
 - Seizures-1
- Medication at school-32
(271 doses)
- TB tests-15
- Height/weight-25
- Dental
inspections/vouchers-3
- Vision/hearing-531
- Child abuse reports-6
- Special Ed assessments-
55
- Accident reports-9
- 504/SST/IEP-9

McKinley-426 students



- Health office visitis-2423 (14 visits/day)
- Health codes-101 (25% of students)
 - Asthma-39
 - Diabetes-0
 - Epipens-9
 - Seizures-6 (1 with Diastat)
 - IM injection-1
 - GT feeding-2
 - Trach suction-1
 - Epipens-11
- Medications at school-41
- Medication doses-1240
- TB tests-42
- Height/weight-35
- Dental inspections/vouchers-8
- Vision/hearing-369
- Accident reports-7
- Child abuse reports-2
- Special Ed assessments-32
- 504/SST/IEP-5

SMASH/Muir-539



- Health office visits-3960
(23 visits/day)
- Health codes-91
 - Asthma-31
 - Diabetes-1
 - Epipens-8
 - Seizures-1
- Medication at school-24
- Medication doses-330
- TB tests-65
- Height/weight-169
- Dental
inspections/vouchers-51
- Vision/hearing-301
- Scoliosis exam-23
- Accident reports-28
- Child abuse-4
- Special Ed assessments-
56
- 504/SST/IEP meetings-
17

Will Rogers-508



- Health office visits-3066
(18 visits/day)
- Health codes-283
 - Asthma-34
 - Diabetes-0
 - Epipens-2
 - Seizures-1
- Medication at school-25
- Medication doses-373
- TB tests-25
- Height/weight-24
- Dental
inspections/vouchers-29
- Vision/hearing-289
- Accident reports-3
- Child abuse reports-2
- Special Ed assessments-
25
- 504/SST/IEP meetings-6

Roosevelt-781



- Health office visits-4317
(25 visits/day)
- Health codes-234
 - Asthma-40
 - Diabetes-1
 - Epipens-14
 - Seizures-3 (2 with Diastat)
- Medication at school-47
- Medication doses-623
- Tb tests-124
- Height/weight-34
- Dental
inspections/vouchers-4
- Vision/hearing-436
- Accident reports-10
- Child abuse reports-3
- Special Ed assessments-57
- 504/SST/IEP meetings-12

Webster-356



- Health office visits-2775
(16 visits/day)
- Health codes-54
 - Asthma-10
 - Diabetes-0
 - Epipens-14
 - Seizures-2
- Medication at school-14
- Medication doses-185
- TB tests-50
- Height/weight-16
- Dental
inspections/vouchers-2
- Vision/hearing-220
- Accident reports-6
- Child abuse reports-0
- Special Ed assessments-16
- 504/SST/IEP meetings-0

Pt. Dume-275



- Health office visits-2200
(13 visits/day)
- Health codes- 83
 - Asthma-6
 - Diabetes-0
 - Epipens-4
 - Seizures-0
- Medication at school-12
- Medication doses-6
- TB tests-0
- Height/weight-0
- Dental
inspections/vouchers-0
- Vision/hearing-148
- Accident reports-0
- Child abuse reports-0
- Special Ed assessments-
22
- 504/SST/IEP meetings-1

Lincoln-1129



- Health office visits-5859
(34 visits/day)
- Health codes-727
 - Asthma-106
 - Diabetes-1
 - Epipens-7
 - Seizures-11 (2 with Diastat)
- Medication at school-52
- Medication doses-1768
- TB tests-41
- Height/weight-60
- Dental inspections/vouchers-10
- Vision/hearing-500
- Scoliosis-417
- Accident reports-28
- Child abuse reports-26
- Special Ed assessments-43
- 504/SST/IEP meetings-38

John Adams-1036



- Health office visits-3846
(22 visits/day)
- Health codes-448
 - Asthma-110
 - Diabetes-2
 - Epipens-14
 - Seizures-2
- Medication at school-50
- Medication doses-1005
- TB tests-70
- Height/weight-75
- Dental
inspections/vouchers-20
- Vision/hearing-454
- Scoliosis-259
- Accident reports-47
- Child abuse reports-12
- Special Ed assessments-
76
- 504/SST/IEP-40

Malibu Middle and High School-1097

- Health office visits-6300
(36 visits/day)
- Health codes-325
 - Asthma-85
 - Diabetes-1
 - Epipen-33
 - Seizures-10 (1 with Diastat)
- Medication at school-70
- Medication doses-1486
- TB tests-67
- Height/weight-54
- Dental inspections/vouchers-4
- Vision/hearing-364
- Scoliosis-161
- Accident reports-18
- Child abuse reports-4
- Special Ed assessments-46
- 504/SST/IEP meetings-45

Olympic-136



- Health office visits-305
- Health codes-75
 - Asthma-12
 - Diabetes-1
 - Epipen-0
 - Seizures-3
- TB tests-5
- Height/weight-14
- Dental inspection/vouchers-5
- Vision/hearing-39
- Accident reports-1
- Child abuse-4
- Special Ed assessments-12
- 504/SST/IEP meetings-2

SAMOH-3103



- Health office visits-8997
(52 visits/day)
- Health codes-2824
 - Asthma-340
 - Diabetes-12
 - Epipens-18
 - Seizures-20 (1 with Diastat)
- Medications at school-25
- Medication doses-3432
- TB tests-164
- Height/weight-104
- Dental inspections/vouchers-50
- Vision/hearing-828
- Accident reports-69
- Child abuse-22
- Special Ed assessments-104
- 504/SST/IEP meetings-118

Preschools- CDS and Special Education

- Pine St preschool-
 - Asthma-5
 - Diabetes-1
 - Seizures-2 (1 with diastat)
 - Epipen-1
 - Lincoln preschool-
 - Epipen-1
 - Adams preschool-
 - Asthma-3
 - Edison preschool-
 - Asthma-1
 - Pt Dume preschool-
 - Epilepsy-2
 - Asthma-1
- 
- McKinley preschool-
 - Diabetes Insipidus- injections
 - Epipen-1
 - Seizures-2
 - Washington West-
 - Asthma-1
 - Epipen-5
 - Rogers preschool-
 - Asthma-3
 - Grant preschool-
 - Asthma-3
 - Epilepsy-1

Communicable Diseases



- Chicken pox-15
- Conjunctivitis -(pink eye)-95
- Impetigo-11
- Strep-87
- Lice-345
- Ringworm-11
- Scabies-5
- Mono-1
- MRSA-1
- Pneumonia-13
- Shingles-1
- Pinworms-1
- Fifth's disease-6
- Hand, foot and mouth disease-2
- Health Dept involvement
 - Pertussis-5

Health Conditions- Case Management



- Asthma-many require nebulizer
- ADHD
- Allergies-require antihistamine
- Anaphylaxis-EpiPen- required 5 times at SAMO
- Amputee/prosthesis
- Anxiety/Panic attacks
- Autistic Spectrum Disorder
- Bipolar
- Blindness
- Brain tumor
- Cancer- many types
- Cardiomyopathy-1 waiting for heart transplanconcussions
- CP
- Crohn's disease
- Deafness
- Degenerative muscle atrophy
- Depression

- Diabetes- type 1
- Diabetes- type 2
- Diabetes Insipidus
- Drug overdose/alcohol intoxication
- Eating disorders
- Eczema
- Erythromelalgia
- Fractures/dislocations
- Fetal alcohol syndrome
- Gastric reflux
- Galactosemia
- Hemiplegia

Health Conditions- Case Management



- Hemophilia
- Hereditary hemorrhagic telangiectasia
- HIV
- Hydrocephalus/shunt
- Hypertension
- Hypothyroid
- Irritable bowel syndrome
- Juvenile rheumatoid arthritis
- Lupus
- Metabolic disease
- Microcephaly
- Migraines
- Neurofibromatosis
- Obesity
- Osteogenesis imperfecta
- Obsessive compulsive disorder

- Paraplegia
- Paroxysmal supraventricular tachycardia
- Retinal detachment x-linked
- Rett Syndrome
- Schizophrenia
- Seizures
- Self-mutilation
- Septo-Optic dysplasia
- Sickle Cell Anemia
- Spina Bifida- 2 require catheterization
- STD

Health Education Projects



- Substance abuse prevention and reproductive health education
- Mental Health topics such as depression, anxiety and suicide ideation
- Bloodborne Pathogen staff education-mandated by Ed code
- Family Life Ed for students in special education classes (Ed code mandated)
- Freshman Seminar health education support
- American Heart Assoc CPR/First Aid- 109 staff
- Seizure first aid training
- CPR training for all 9th graders (MHS) and teen parenting class
- Fitness program-BP, BMI
- Love Your Liver

Health Education Projects



- Dental health- 1st graders
- Hand washing and bathroom rules
- Growth and Development-all 5th graders (6th and 7th in schools without Planned Parenthood)
- HIV education (mandated by Ed code)
- Educating staff, parents, students in communicable disease prevention including flu prevention
- Diabetes supervision and training
- Personal space and appropriate touching- KN and 1st grade
- Epipen, Diastat, GT feeding, IM injection and Trach suctioning trainings
- Tdap information given to all high school students and articles in the newspaper

Health Education Projects



- Child abuse recognition and reporting procedure training for staff (ed code mandated)
- Articles in school papers
- Sunwise skin cancer prevention
- Hygiene and Nutrition- 6th grade
- Pertussis education to parenting class at SAMO
- Teen parents taught pediatric first aid and reproductive health
- Presentation on health related topics at PTA meetings
- Educating staff regarding students with specific medical issues and providing emergency care plans and classroom care plans
- Cross train sp ed staff in specialized health care procedures such as suctioning, GT feeding and catheterization

Agencies on Campus



- Jules Stein- 1st grade comprehensive vision tests
- Assistance League- provide vouchers for free eye glasses and low cost dental care (\$5)
- Venice Family Clinic- SAMO
- Westside Family Clinic-Olympic
- Mount Saint Mary's College- preceptor for nursing students
- CA State Channel Island-nursing students
- Planned Parenthood- health education program
- Common Ground-HIV testing
- Rape Treatment Center
- Our House- grief counseling

Mandated Health Screenings



- **Hearing and Vision:**
 - KN, 2nd, 5th, 8th, 10th grade and new students
- **Scoliosis:**
 - Once in middle school
- **Special Education health assessments:**
 - All initial and triennial health assessment for students receiving special education services
- **Specialized health care procedures-**
 - GT feedings, Trach suctioning, Diastat training (rectal suppository), Diabetes training (blood sugar testing, glucagon injection), urinary catheterization, IM injection

School Nursing Services



- Medication
- Administer Insulin- 25 diabetics (6 who need insulin administered by a licensed nurse)
- Distribute Tylenol and Ibuprofen to secondary students
- Communicable disease tracking
- Immunizations
- Flu shots for staff
- TB tests for staff and volunteers
- First Aid/Medical emergencies and follow up
- Psychiatric emergency evaluations, referrals, hospitalizations and follow up- (26 at 1 school, and 23 at another which hospitalized 9 students)
- Crisis intervention
- Child abuse reporting and staff support
- SARB team

School Nurse Services



- Coordinate Venice Family Clinic and Westside Family Health Clinic
- Coordinate Jules Stein exams
- Coordinate with Public Health Dept- Pertussis outbreaks
- Follow up for students who fail vision and/or hearing screening
- Oversee AED's and Epipens in our schools
- School safety committee- disaster preparedness
- Athletic dept training and coordination for students with medical conditions
- Concussion prevention training
- Type 2 diabetes and obesity prevention
- Precept nursing students
- Coordinate Salvation Army shopping spree
- Health Fair- BMI and nutrition counseling, BP checks and flu shots

School Nursing Services



- Reproductive health counseling, education and referrals
- Substance abuse counseling, education and referrals
- Assessment of mental and medical health and referral
- Assist with medical care for students with no insurance
- Refer families to homeless services
- Provide vision and dental vouchers from Assistance League
- Teen pregnancies, referrals and education
- Provide nursing services to all summer school programs and coordinate care at all summer program sites
- Coordinate Jules Stein study that provided a 2nd pair of glasses for the classroom
- Provide camp scholarships for students with special needs from Assistance League

School Nursing Services



- Special Education assessment
 - Specialized health care procedures and training (catheterizations, GT feedings, suctioning, injections etc)
 - Attend IEP/504/SST
 - Prepare health code list and inform teachers/staff
 - Develop classroom health care plan
- 56,869 students visit the health office district wide

2009-10 verses 2010-11

Staffing Levels



2010-2011

- 6 full time nurses
- 6 part time nurses
- 9 FTE + 2days
- Full time nurses at MHS, SAMO, Lincoln and JAMS (leave sites to care for diabetic students)
- Elementary schools staffed based on diabetics. Schools without diabetic students have .5-1 day a week regardless of enrollment.

2011-2012

- 8 full time nurses
- 1 part time nurse
- 8.5 FTE
- 4 days- nurse to assist in training and supervision of HOS and new RN
- Full time nurse at all secondary schools (SAMO 1 RN and 1 LVN)
- HOS at all elementary schools
- 1 nurse per pathway (JAMS pathway 1.5 nurse)

2011-2012



- 10 new HOS- elementary schools- 5 hired before school started, 2 hired in Dec, and 3 hired end of Jan.
- 1 LVN SAMO
- 3 nurses left the district- total of 2.2 FTE
- 1 nurse hired for CDS and Malibu pathway
- All nurses trained to be CPR/First Aid instructors
- Training and supervision HOS
- Went from no nit to no live lice board policy

2010-11 California Physical Fitness Report Overall - Summary of Results Santa Monica-Malibu Unified District

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

Physical Fitness Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested ¹ in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested ¹ in Grade 9	Number Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	844	648	76.8	18.7	4.5	889	660	74.2	19.3	6.5	881	658	74.7	18.5	6.8
Body Composition	844	560	66.4	13.7	19.9	889	582	65.5	14.1	20.4	881	600	68.1	15.6	16.3
Abdominal Strength	844	773	91.6	8.4	N/A	889	778	87.5	12.5	N/A	881	720	81.7	18.3	N/A
Trunk Extension Strength	844	739	87.6	12.4	N/A	889	817	91.9	8.1	N/A	881	821	93.2	6.8	N/A
Upper Body Strength	844	679	80.5	19.5	N/A	889	682	76.7	23.3	N/A	881	657	74.6	25.4	N/A
Flexibility	844	588	69.7	30.3	N/A	889	697	78.4	21.6	N/A	881	773	87.7	12.3	N/A

¹ Includes partially tested students

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

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

N/A Not applicable

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

The PFT performance standards are available on the [CDE FITNESSGRAM: Healthy Fitness Zone Charts Web page](#).

Information about the FITNESSGRAM is available on the [Human Kinetics Web site](#) (Outside Source).

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

Additional FitnessGram results demonstrate that even SMMUSD, which scores relatively well, demonstrates the same trend as national statistics: a disproportionate number of economically disadvantaged students appear in 'needs improvement' and/or 'high risk' categories:

SMMUSD Fitnessgram 2010-2011 results summary for Body Composition:

<http://data1.cde.ca.gov/dataquest/PhysFitness/PFTDN/Summary2011.aspx?r=0&t=2&y=2010-11&c=19649800000000&n=0000>

5th Grade: n=236

66.4 % Body composition in "Healthy Fitness Zone" [49.2% for Economically Disadvantaged]

13.7% Body composition in "Needs Improvement" [18.6% for Economically Disadvantaged]

19.9% Body composition in "Needs Improvement High Risk" [32.2% for Economically Disadvantaged]

7th Grade: n=272

66.5% Body composition in "Healthy Fitness Zone" [49.6% for Economically Disadvantaged]

14.1% Body composition in "Needs Improvement" [13.2% for Economically Disadvantaged]

20.4% Body composition in "Needs Improvement High Risk" [37.2% for Economically Disadvantaged]

9th Grade: n=247

68.1% Body composition in "Healthy Fitness Zone" [53.4% for Economically Disadvantaged]

15.6% Body composition in "Needs Improvement" [19% for Economically Disadvantaged]

16.3% Body composition in "Needs Improvement High Risk" [27.6% for Economically Disadvantaged]

**Report on results of Annual Survey required by SMMUSD Wellness Policy
(Dona Richwine RD SMMUSD)**

WELLNESS POLICY SURVEY RESULTS 2011- 2012

SUMMARY

Online Survey of 10 questions sent to 16 Principals by Office of the Superintendent, Sandra Lyon. 21 Responses. Actual Survey attached.

Principals are aware of the Wellness Policy. Responses suggested at least 70% or more compliance in topics addressed. Significant improvement over past year with regard to compliance in food served in the classroom aka classroom party guidelines.

Responses suggest annual reminders to principals and then to parents helpful. Providing Bullet Points to the Principals annually would also be helpful. Further clarification needed on the guidelines for foods served on campus during the school day as well as policy guidelines for nutrition education.

Minimal significant change in annual survey results since Policy inception in 2007.

Topic/Responses	Change
Wellness Policy is displayed in one form or another such as website, handbook in all but 5 schools. All but 1 stated they review the policy with parents.	<i>NO significant change from last year.</i>
90% of schools at least 75% compliant with food related guidelines. HOWEVER, 57% stated that they allowed food trucks on campus during the school day.	<i>NO significant change from last year in response, but food trucks are a new occurrence</i>
81% have classroom party guidelines in place.	<i>UP from 69% last year.</i>
90% state they do not use candy as a reward. (2 responses said that they did)	<i>UP from 85% from last year.</i>
Health Education taught K-9.	<i>NO significant change from last year.</i>
Cool Tools included K-12	<i>NO significant change from last year.</i>
Nutrition Education included K-12 EXCEPT FOR 8 th grade. ONLY 8 OUT OF 21 RESPONSES TO THIS QUESTION	<i>Last year 100% of respondents stated Nutrition Education taught</i>
Further Clarification of Wellness Policy needed on: <ul style="list-style-type: none"> • #1 Nutrition Education • #2 Foods Served on Campus • #3 Emotional Well Being 	<i>New Question this year.</i>

SMMUSD STUDENT WELLNESS POLICY SURVEY

Exit this survey

1.

*** 1. Is the SMMUSD Student Wellness Policy Number 5030, approved by the Board of Education July 27, 2006, visibly displayed in your school?**

☐ Yes ☐ No

Other (please specify)

*** 2. Is the SMMUSD Student Wellness Policy reviewed with parents, teachers, staff and students at your school annually?**

☐ Yes

☐ No

Other (please specify)

*** 3. Wellness Policy Section B/Item(h) states: "All food and beverages served or sold anywhere on campus during 1/2 hour before and or 1/2 hour after school hours will meet or exceed Sendate Bill 12 and Senate Bill 965 Guidelines. Addendum to Wellness Policy."**

Do foods served at your school during the school day meet this criteria? This includes birthday parties, fundraisers, PTA or Club sales.

- ☐ 100% of the time
- ☐ 75% of the time
- ☐ 50% of the time
- ☐ 25% of the time
- ☐ Less than 25% of the time

Other (please specify)

*** 4. Does your school have Class Party Nutrition Guidelines that reflect the above SMMUSD Student Wellness Policy Nutrition Guidelines referred to in Question No.3?**

☐ Yes

☐ No

Other (please specify)

*** 5. Is candy used as reward or incentive in classrooms at your school?**

☐ Yes

☐ No

Other (please specify)

*** 6. Are students at your school given at least 20 minutes to eat after sitting down for lunch?**

☐ Yes

☐ No

Other (please specify)

*** 7. Is nutrition education integrated into the curriculum at your school?**

☐ Yes

☐ No

Other (please specify)

*** 8. In which of the following grades is Health Education taught at your school?
Please check all that apply.**

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

Other (please specify)

*** 9. In which of the following grades does your school have programs like Cool Tools or Character Counts that optimize students' emotional well-being and social functioning?**

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

Other (please specify)

*** 10. The SMMUSD School Wellness Policy was approved by the Board of Education July, 2006. Is it your opinion that the policy should be reviewed and updated to improve/increase awareness and compliance at schools? If yes, which areas do you think need to be clarified. Please feel free to comment.**

☐ Yes

☐ No

Other (please specify)

Done

Powered by **SurveyMonkey**
Create your own [free online survey](#) now!

SMMUSD SCHOOL WELLNESS POLICY
(Board of Education Approved July, 2006)

IMPLEMENTATION REPORT MAY, 2012

Superintendent sent reminder Email to Principals at beginning of school year. Reports from various teachers and parents suggest that this had a positive impact on implementation.

1. **FOODS SERVED ON SCHOOL CAMPUS ½ HOUR BEFORE UNTIL ½ HOUR AFTER SCHOOL HOURS.** This is an area that is still not well understood and per the survey needs further clarification.



Possible Reasons:

Guidelines may be too complicated for some. New parents may not be aware. Do's and Don'ts provided annually.

Insufficient guidance from school administration. Not considered important enough.

Parents act independently.

What is happening:

HEALTHIER CHOICES FOR CLASSROOM PARTIES

Webster, McKinley are two schools that report policy enforcement

HEALTHIER CHOICES FOR SCHOOL FUNDRAISING SALES

Reports/observations of schools still having non compliant food sales or food served on campus during school day by parent groups

**NO SODA, SWEETENED BEVERAGES OTHER THAN GATORADE
TYPE DRINKS SOLD DURING SCHOOL DAY**

- Food Trucks on SAMOHI campus immediately after school sell soda and non compliant foods
- Food Trucks selling Shaved Ice (HFCS), Dippin Dots and Jamba Juice at lunchtime at Malibu High

CLUB DAYS

- Grey area

FOOD AND NUTRITION SERVICES:

- More fruits and vegetables
- Less fat and sugar
- More whole grains/less sodium
- Full compliance

WELLNESS POLICY SURVEY RESULTS 2011- 2012

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<p>Further Clarification of Wellness Policy needed on:</p> <ul style="list-style-type: none">• #1 Nutrition Education• #2 Foods Served on Campus• #3 Emotional Well Being	<p><i>New Question this year.</i></p>
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Supporting Student Success

Health & Wellness Update 2012

WELLNESS POLICY

- 😊 CLASSROOMS
CELEBRATING WITH
HEALTHIER FOOD
- 😊 TEACHERS PROMOTING
HEALTH AND NUTRITION
EDUCATION
- 😊 VENDING MACHINES
OFFER HEALTHY
CHOICES
- 😊 CANDY NOT USED AS A
REWARD
- 😊 DAC HEALTH AND
SAFETY REPORTS
SUCCESSES TO BOARD
OF EDUCATION

Best Practices

Teacher, Jill Chemel @
Grant uses food models &
pictures to teach sorting
to Kindergarten

Roosevelt Garden Club
sells bags of their garden
grown lettuce as a fund
rasier

Classroom Party
Guidelines at Webster

Bike It Walk It to SMMUSD
Schools

Muir/SMASH expands
school garden

Edison Cool Tools
Players act out Cool
Tools concepts at school
assemblies

Jog A Thon Fundraisers

Will Rogers students

consume high amounts
of farm fresh fruits and
vegetables at lunch

Cabrillo has Nutrition
Week: understanding
food labels; making
healthy snack choices. .

Franklin 2nd Grade
Teachers emphasize
nutrition education

Grant Elementary Mom,
Dorie Meeks says school
lunch has never been
better!

McKinley has weekly
"Farmers' Market" using
produce from school
garden

JAMS student store
revamps offerings



Student Wellness Policy

Foods Served or Sold on Campus: **Elementary Schools**

½ hour before, during and ½ hour after school

Fund Raisers, Classrooms, Parties, Birthdays, Student Stores

DO

- Water, *NO SUGAR ADDED*
- Fruits and Vegetables
- 100% Juice, Juice Bars
- Low fat or Non fat Milk, Yogurt, Frozen Yogurt (meets sugar requirements also)
- Lowfat/low sugar muffins etc.
- Cheese
- Nuts, Seeds, Trail Mix
- Baked crackers
- Lowfat Popcorn

DON'T

- Soda, Fruit Punch, Capri Sun, Sunny Delight, etc.
(with added sugar or high fructose corn syrup)
- Candy
- Nachos, Chips, Cheetos
- Full Fat Popcorn
- Donuts, Cakes, Cookies, **Cupcakes**
- Fried vegetables
- Fruit cups with added sugar
- Ice Cream, Frozen Desserts

For more details contact Dona Richwine, SMMUSD Nutrition Specialist
(310) 450-8338 ext. 70259 or drichwine@smmusd.org

SMMUSD Student Wellness Policy No. 5030 available at
<http://www.smmusd.org>



Student Wellness Policy

Foods Served or Sold on Campus: **Secondary Schools**

½ hour before, during and ½ hour after school

Fund Raisers, Classrooms, Parties, Student Stores, Vending
Machines

DO

- Fruits and Vegetables
- Water, NO SUGAR ADDED
- 20 ounces or less Electrolyte Replacement Drinks
- 100% Juice, Juice Bars
- Lowfat or Nonfat Milk, Yogurt
- Cheese
- Nuts, Seeds, Trail Mix
- Baked Chips
- Lowfat Popcorn

DON'T

- Soda, Fruit Punch, Capri Sun, Sunny Delight, etc.
(with added sugar or high fructose corn syrup)
- Candy
- Nachos, Chips, Cheetos etc.
- Full Fat Popcorn
- Donuts, Cakes, Cookies, Cupcakes
- Pizza
- Fried vegetables
- Fruit cups with added sugar

For more details contact Dona Richwine, SMMUSD Nutrition Specialist
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SMMUSD Student Wellness Policy No. 5030 available at
<http://www.smmusd.org>



STUDENT WELLNESS POLICY

Classroom Party/Snack Ideas

- Fresh Fruit
 - Fall Fruits: Apples, Fuyu Persimmons, Pears, Grapes
 - Winter Fruits: Navel Oranges, Tangerines, Blood Oranges, Dates
 - Spring Fruits: Strawberries (great for Valentine's Day!)
- 100% Fruit Smoothies
- Lowfat yogurt parfaits layered with cold cereal and fresh fruit
- Fresh vegetables either by themselves or with a dip
- Vegetable Quesadillas on whole wheat tortillas
- Broccoli and cauliflower "trees" with lowfat ranch dressing
- Granola Bars
- Baked tortilla chips and fresh salsa
- Whole grain crackers
- Pasta salad with apples and carrots
- Whole grain mini muffins
- Whole wheat tortillas wraps
- Whole wheat toaster waffles with applesauce or fruit purees
- Cracker Stacks (whole grain crackers, slice of cheese, slice of turkey, slice of tomato and cucumber)
- Whole Grain Fig Newtons
- Nonfat Chocolate Milk
- Grilled cheese sandwiches on whole wheat bread (2% milk cheese slices)
- Canned fruit sweetened in it's own juice
- 100% juice

Senate Bill 12
Signed into Law September 15, 2005
Commences July 1, 2007

Definitions:

“Full Meal” – any combination of food items that meet USDA-approved School Breakfast Program (SBP) or National School Lunch Program (NSLP) meal pattern requirements

“Added Sweetener” – Any additive other than 100% fruit juice that enhances the sweetness of a beverage.

“Entrée” – A food that is generally regarded as being the primary food in a meal, and shall include, but not be limited to, sandwiches, burritos, pasta and pizza.

“Snack” – A food that is generally regarded as supplementing a meal, including, but not limited to, chips, crackers, onion rings, nachos, French fries, donuts, cookies, pastries, cinnamon rolls, and candy.

Elementary Schools:

Only full meals and individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes. Individually sold dairy items and whole grain food items may be sold to pupils at an elementary school, except food sold as part of a USDA meal program, if it meets all of the following standards:

- Not more than 35% of its total calories shall be from fat.
- Not more than 10% of its total calories shall be from saturated fat.
- Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar
- Not more than 175 calories per individual food item

An elementary school may permit the sale of food items that do not comply with the above regulations as part of a school fundraising event in any of the following circumstances:

- The items are sold by pupils of the school and the sale of those items takes place off of and away from school premises.
- The items are sold by pupils of the school and the sale of those items takes place at least one-half hour after the end of the school day.

Middle, Junior or High School:

Snacks sold to a pupil in middle, junior or high school, except food served as part of the USDA meal program, shall meet all of the following standards:

- Not more than 35% of its total calories shall be from fat.
- Not more than 10% of its total calories shall be from saturated fat.
- Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar
- Not more than 250 calories per individual food item

Entrée items sold to a pupil in middle, junior or high school, except food served as part of a USDA meal shall:

- Contain no more than 400 calories per entrée
- Contain no more than 4 grams of fat per 100 calories contained in each entrée and shall be categorized as entrée items in the SBP or NSLP

A middle, junior or high school may permit the sale of food items that do not comply with the above regulations in any of the following circumstances:

- The sale of those items takes place off of and away from school premises.
- The sale of those items takes on school premises at least one-half hour after the end of the school day.
- The sale of those items occurs during a school-sponsored pupil activity after the end of the school day.

It is the intent of the Legislature that the governing board of a school district annually review its compliance with the nutrition standards described.

Senate Bill 965
Signed into Law September 15, 2005
Commences July 1, 2007 (50%)
Commences July 1, 2009 (100%)

Definitions:

“Added Sweetener” – Any additive that enhances the sweetness of the beverage, including added sugar but does not include the natural sugar of sugars that are contained within the fruit juice which is a component of the beverage.

Elementary School:

Regardless of the time of day, only the following beverages may be sold to a pupil at an elementary school:

- Fruit-based drinks that are composed of no less than 50% fruit juice and have no added sweetener
- Vegetable-based drinks that are composed of no less than 50% vegetable juice and have no added sweetener
- Drinking water with no added sweetener
- Two percent-fat, one-percent-fat milk, nonfat milk, soy milk, rice milk, and other similar nondairy milk.

An elementary school may permit the sale of beverages that do not comply with the above regulations as part of a school fundraising event in any of the following circumstances:

- The items are sold by pupils of the school and the sale of those items takes place off of and away from school premises.
- The items are sold by pupils of the school and the sale of those items takes place at least one half hour after the end of the school day.

Middle or Junior High School:

From one-half hour before the start of the school day to one-half hour after the end of the school day, only the following beverages may be sold to a pupil at a middle or junior high school:

- Fruit-based drinks that are composed of no less than 50% fruit juice and have no added sweetener
- Vegetable-based drinks that are composed of no less than 50% vegetable juice and have no added sweetener
- Drinking water with no added sweetener
- Two percent-fat, one-percent-fat milk, nonfat milk, soy milk, rice milk, and other similar nondairy milk.
- An electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20-ounce serving.

A middle or junior high school may permit the sale of beverages that do not comply with the above regulations as part of a school event if the sale of those items meets all of the following criteria:

- The sale occurs during a school sponsored event and takes place at the location of that event at least one half hour after the end of the school day.
- Vending machines, student stores, and cafeterias are used later than one-half hour after the end of the school day.

Above items may be made available in vending machines at any time during the school day. Beverages that do not comply, may be made available in middle and junior high schools if the beverage only is available not later than one-half hour before the start of the school day and not sooner than one-half hour after the end of the school day.

Commencing July 1, 2007, no less than 50 percent of all beverages sold to pupils from one-half hour before the start of the school day until one-half hour after the end of the school day shall be those meeting the above criteria.

Commencing July 1, 2009, all beverages sold to pupils from one-half hour before the start of the school day until one-half hour after the end of the school day shall be those meeting the above criteria

















Homework Survey 2011-12















1. Please indicate the grade level of your child for whom you are completing this survey.

		Response Percent	Response Count
Kindergarten		7.7%	109
1st Grade		7.5%	105
2nd Grade		7.7%	108
3rd Grade		7.7%	109
4th Grade		6.7%	94
5th Grade		5.9%	83
6th Grade		9.2%	129
7th Grade		8.8%	124
8th Grade		9.5%	133
9th Grade		7.4%	104
10th Grade		9.0%	126
11th Grade		7.7%	108
12th Grade		5.3%	75
answered question			1,407
skipped question			0









2. Please indicate which school this child attends.

		Response Percent	Response Count
Cabrillo		6.8%	95
Edison		2.3%	33
Franklin		10.7%	150
Grant		2.6%	36
McKinley		3.5%	49
Muir		2.0%	28
Point Dume		0.4%	5
Rogers		1.4%	19
Roosevelt		8.5%	119
SMASH		6.5%	92
Webster		0.6%	9
JAMS		7.5%	105
Lincoln		6.3%	89
Malibu		22.0%	309
Olympic		0.2%	3
Samohi		18.9%	266
answered question			1,407
skipped question			0

3. How do you get information about your child's homework? (Check all that apply.)

		Response Percent	Response Count
Back to School Night/Parent Information Night		45.2%	630
Conferences with teacher		19.9%	277
Phone calls with teacher		2.2%	31
School/principal newsletter or bulletin		9.4%	131
Class syllabus		15.0%	209
Daily/weekly assignment sheets		33.8%	471
Child's notebook/homework folder/binder reminder		53.4%	745
Classroom website		25.9%	361
Emails		20.9%	291
My child tells me		67.1%	936
I don't receive information about homework assignments		7.0%	97
Not sure		0.5%	7
		3. Comments	202
		answered question	1,394
		skipped question	13

4. About how much time does your child typically spend doing homework on a daily basis?

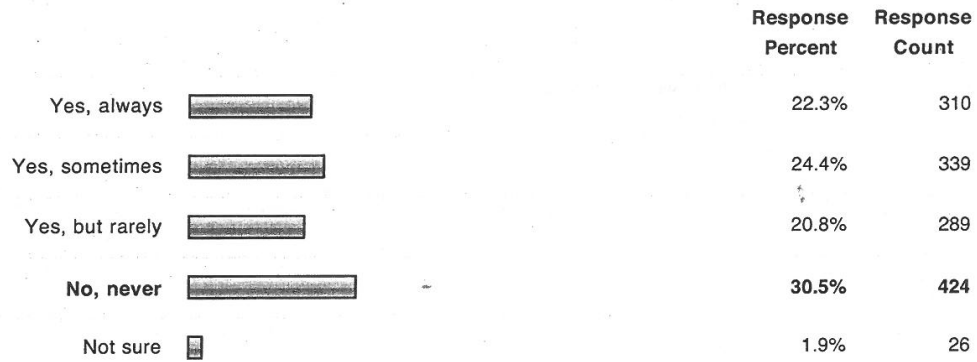
		Response Percent	Response Count
Less than 15 minutes		8.2%	114
About 15 - 30 minutes		17.0%	236
About 30 - 45 minutes		16.2%	225
About 45 - 60 minutes		14.1%	196
About 60 - 90 minutes		15.3%	213
About 90 - 120 minutes		12.2%	170
More than 120 minutes		15.8%	219
Not sure		1.2%	17

4. Comments 294

answered question 1,390

skipped question 17

5. Does your child have homework assigned on weekends?

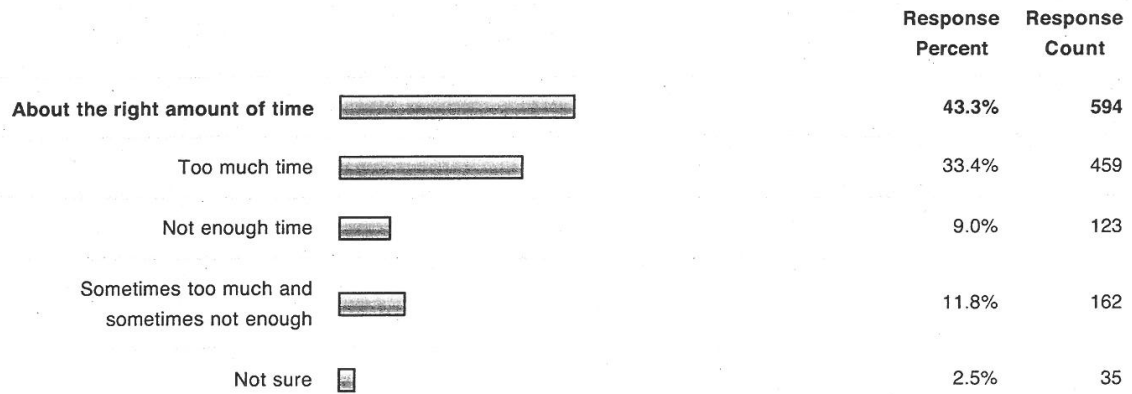


5. Comments 223

answered question 1,388

skipped question 19

6. The amount of time my child spends doing homework is:








6. Comments 223











answered question 1,373

skipped question 34












7. How much assistance does your child need with homework assignments?

		Response Percent	Response Count
None, he/she completes homework independently		16.8%	233
He/she occasionally asks for assistance with homework		51.4%	713
He/she usually asks for assistance with homework		18.3%	253
He/she always needs assistance with homework		12.6%	175
Not sure		0.9%	12
	7. Comments		211
	answered question		1,386
	skipped question		21

8. If your child requires help with homework, who provides that assistance? (Mark all that apply)

		Response Percent	Response Count
Doesn't require any assistance		6.0%	82
Parent		85.0%	1,158
Other adult in the home		9.0%	122
Brother or sister		14.8%	202
Classmate or friend		15.3%	209
Teacher		17.3%	236
After school program staff		11.2%	152
Private tutor		15.8%	215
Other		2.9%	40
Not sure		1.0%	14
8. Comments			118
answered question			1,363
skipped question			44

9. What type of homework assignment does your child typically receive? (Check all that apply.)

		Response Percent	Response Count
Assigned reading assignments		63.1%	872
Student selected reading assignments		45.4%	627
Writing assignments		83.6%	1,154
Math assignments		92.7%	1,280
Textbook exercises		51.9%	717
Extensive projects		30.4%	420
Research reports		34.5%	477
Classwork completion		28.1%	388
Studying for tests/quizzes		61.5%	849
Group projects		25.8%	356
Not sure		1.5%	21

9. Comments 137

answered question 1,381

skipped question 26

10. If you could change one thing about your child's homework assignments, what would it be?

Response Count
929
answered question 929
skipped question 478

**District Advisory Committee
Charges for 2012-13**

**INTERCULTURAL EQUITY AND EXCELLENCE
DISTRICT ADVISORY COMMITTEE**

Chairs: Rebecca Chu and Elias Serna

Staff Liaison: Aida Diaz and Kim 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:

- 1) Review current academic, disciplinary, attendance, and other relevant data relating to academic achievement of student subgroups
- 2) 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
- 3) Create and disseminate a climate survey to be used with students and parents to identify areas of success and areas for improvement
- 4) 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.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2011-12**

SPECIAL EDUCATION DISTRICT ADVISORY COMMITTEE

Chair: Lee Jones

Staff Liaison: Sara Woolverton

Charges:

1. Advise the Board of Education about attitudes, opinions, and issues significant to the Special Education community.
 - a. Hold monthly meetings open to the public, and provide Spanish translation when needed.
 - b. Act as a conduit for flow of information between the Special Education community at large and the Board of Education.
 - c. Provide a forum for District staff and other speakers to share information relevant to the Special Education community.
 - d. To enhance district-wide outreach to Special Education staff and parents, continue the practice of rotating meeting locations to include school sites.
 - e. To intensively address specific concerns, retain the practice of utilizing subcommittees, either Ad Hoc and/or Standing Committees, as defined by the Brown Act.
2. Advise the Board of Education of relevant and unrealized goals of The Working Group Report on Special Education (March, 2009), An Independent Evaluation of Special Education Program by Lou Barber (March, 2008), and Special Education Strategic Plan (June, 2004).
3. Produce revisions to the Special Education Parent Handbook (2009) based on changes in relevant law, District updates and feedback from community members.
 - a. For publication as an updated Handbook hardcopy, create new sections in the following areas:
 - i. Preschool Program
 - ii. Post-Secondary Transition Program
 - iii. Preschool/Elementary/Middle School/High School/Post-Secondary transition process including IEP Individual Transition Plans (ITPs).
 - b. For updates to the website Handbook publication, collaborate quarterly with District staff to identify changes in law and other relevant information.
1. To advise the Board of Education on the Special Education budget, collaborate with District's Chief Financial Officer (CFO) and Financial Oversight Committee (FOC) utilizing the newly created Special Education specific reporting format.
 - a. To refine the internal system such that the financial reporting system relates back to the instructional needs of Special Education students.
 - b. Internal financing reporting instrument that serves as a management tool to ensure cost effective education of each and every Special Education student.
5. To advise the Board of Education in the District's Special Education instructional technology needs, working in collaboration with the District, CFO, Director of Purchasing, Warehouse from Business and Fiscal Services, and Department of Special Education, including analysis of educational, financial and equity impact.

6. Review, analyze, and report to Board of Education upon the needs of Special Education instructional programs in Reading and Mathematics, and analyze strategies appropriate to the effective education of students with autism.

Accomplishments to date:

- Held monthly meetings on first Tuesday of the month (unless under special circumstances).
- Maureen Bradford presented the 2010-2011 AYP Test Scores of Students with Disabilities. SEDAC requested specific information to be added to the report that was included in the annual SE Report to the Board in May 2012.
- Ben Conway, children's rights attorney with the Public Defense Council at March 6, 2012 meeting to discuss lapse of AB3632 and how California school districts are now responsible for funding and services provided to students with mental health disabilities.
- The April meeting was held at Point Dume elementary school. This was our site visit for the 2011-2012 school year.
- The Financial Committee has been changed from an ad hoc to a standing committee to continue to address annual budget issues as well as budget coding to provide transparency and ease of understanding in regards to budget reporting of special education student expenditures. The committee has met with Jan Maez twice this year. Our work over the past two years has led to increased categories in the budget allowing for more transparency in reporting and a budget component being added to the annual Special Education report to the Board for the first time.
- SEDAC has formed a new ad hoc committee to review SE within the district that will produce a report to the Board. This function is part of the Master Facilities Agreement between the SMMUSD and the City and is part of an annual report to the City about the state of special education in the SMMUSD. (See suggested direction for 2012-2013 report below).
- Transition ad hoc has completed a 55 page first draft on post-secondary transition plans for all students (16-22) with IEPs. This can be added to the Parent Handbook and exist as a stand-alone piece for parents and students in our school district, as well as the SELPA. Parents will be given this pamphlet when the student is in high school. Information covers the various pathways students can take once they leave the district and the resources that exist for them. The areas covered are independent living, vocational training, and/or two-four year college. Once approved the first step is to add the plan to the SEDAC website, followed by printing a stand-alone piece and addition to the Parent Handbook. The final edit should be completed in the early Fall 2012.

Highlight(s) to date of particular note:

- Research into parent surveys and recommendation to administration on questions that will provide important information to District.
- Increased transparency of Special Education costs in the SMMUSD budget.
- Increased data reporting in AYP for students in Special Education.

Suggested direction for 2012-13:

- SEDAC formed ad hoc that will review the data in the AYR for special education students in our district to discern how students with disabilities are progressing from year to year.
- Continue the Parent Survey Review in order to complete a form that provides meaningful information that will be useful in determining how services are helping students improve in their area of disability and how the IEP process is viewed by parents/students (See attached).
- Determine what new programs (curriculum) the District is most interested in: math, reading, and autism. and review and analyze possible programs.

- Review SELPA and/or District funding as well as other options to cover printing costs for the newly created post-secondary Transition Plan. Also consider adding this piece to the Parent Handbook.
- Produce grade-level transition plans for lower grade transitions to elementary, middle and high school to be included in the Parent Handbook.

Budgetary Implications:

- Print costs to produce a stand-alone piece for distribution to parents/students of a post-secondary Transition Plan and add this section to the Parent Handbook, which does not yet have a comprehensive piece on this important transition.

SEDAC Ad Hoc Report on Parent Review Survey
June 18, 2012

The committee was convened to address concerns about the content, the implementation, and the data reporting of the Special Education department's survey of parent satisfaction with the IEP process. The Board had requested that staff discontinue using the Parent Review Survey until the concerns with it had been addressed.

Among SEDAC's concerns were, the lack of anonymity for respondents, inconsistent implementation including that most SEDAC members had never been given the survey, and the general and ambiguous nature of the survey questions. SEDAC felt the work of this Ad Hoc was important because the data from the survey that is currently in use, which SEDAC found unreliable and incomplete, was presented to the Board of Education and to the City of Santa Monica to answer questions about on-going monitoring that were originally raised in the Lou Barber report. SEDAC also felt that a well-designed and well-implemented survey could both render valuable data and bolster parent and community confidence in the District's special education programs.

The committee examined the survey and the data. We consulted with research experts and studied several alternatives that would improve the quality and reliability of data about special education, parents' participation in and satisfaction with the way IEPs are developed and implemented in the District. The committee met with administration and made several recommendations, including: discontinue use of the current survey; discontinue presenting data from the current survey to any oversight body, and work with the committee to develop a new survey.

There was a significant amount of time given to developing these questionnaires-- a sample of valid questions given to take from and it should not be on the members of SEDAC to continue to come up with more questions. The Ad-hoc also provided a list of guiding principles and samples of questions to address parent satisfaction that would be administered to all parents without fear of reprisal and questions that would address IEP legal guidelines.

After months of waiting for a response, administrations only "concern" was that what we provided was too long. One of our Board liaisons, Ralph Mechur stated at a SEDAC meeting that he would request that administration meet with us again in order to continue working on the survey, as it was now in limbo. It still is.

We request that the Board provide direction on how we can proceed to complete this task with the participation of the administration.

Sincerely,

Heather Zakson
Nancy Geske
Chris Chandler
SEDAC Parent Survey Review Ad Hoc

SEDAC Ad-hoc Meeting with SMMUSD staff, May 25, 2011.

Your feedback is important to us. State what the form is used for, also state how privacy is kept, any other pertinent data. The committee strongly feels like an outside party like Rand, UCLA School of Education, etc. would bring credibility so they could administer and develop the process and the form. Depending on how it is administered, ID, etc may be too sensitive; however, improvement measures need to address scopes of problems if they exist; however, parents do not need to feel that any reprisals are coming if they share negative information. The following is a sample of the kinds of questions that are important and have been used in other similar surveys including LAUSD, Idea survey.org, etc. The survey should include some basic instructions, and be provided in Spanish and English.

Introductory Information

1. ID??? This needs to be discussed - may not want to have this.
2. Name of School :
3. Grade of Child:
4. Is your child eligible for Free and Reduced Lunch? **Y/N**
5. Primary Language Spoken at Home :
6. Please mark your child/children's disabilities for which he/she receives services? (Check all that apply) - List should reflect how the IEP reads.
 - ☐ Autism (includes Asperger's Syndrome)
 - ☐ Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder (ADD/ADHD)
 - ☐ Deaf or Hearing Impaired
 - ☐ Blind or Visually-Impaired
 - ☐ Developmental Delay
 - ☐ Emotional Disturbance
 - ☐ Epilepsy or Seizure Disorder
 - ☐ Intellectual Disability (previously called Mental Retardation)
 - ☐ Specific Learning Disability
 - ☐ Other

About the Meeting

7. Date of IEP meeting:
8. Please check the IEP team members who attended the meeting (Check all that apply)
- ☐ General Education Teacher
 - ☐ Special Education Teacher
 - ☐ All of Child's Service Providers - (may want to list all the possibilities here)
 - ☐ Administrator who has full information about range of services and placement options
 - ☐ Parent
 - ☐ Parents Chosen Representatives
 - ☐ Student
9. Did the IEP team have authority to offer whatever services are appropriate for the student? **Y/N/Unsure**
10. Were you given the option for your child to attend the meeting? **Y/N/Unsure**
11. Were you given a copy of your rights? **Y/N/Unsure**
12. During the IEP meeting, I was fully informed about the special education process? **Y/N/Unsure**
13. The school has provided all of the information and materials I need in order to fully participate in the IEP meeting. **Y/N/Unsure - may want to use a Likert scale**
14. The school has provided all of the information and materials I need, and given me enough time with them to be prepared for the IEP meeting. **Y/N/Unsure - may want to use a Likert scale**
15. At the IEP meeting, the District informed me of the range of services, accommodations, and placements for my child. **Y/N/Unsure - may want to use a Likert scale**
16. At this IEP meeting, school staff paid as much attention to the views as the views of other school district staff. **Y/N/Unsure - may want to use a Likert scale**
17. During the IEP meeting, the information and views I share about my child's disability and educational needs are taken seriously and used to write my child's goals, services, accommodations, or placement. **Y/N/Unsure - may want to use a Likert scale**
18. During the IEP meeting, did you bring an expert, evaluation, or letter from an expert to your IEP meeting? **Y/N/Unsure**
19. Was the staff willing to include his/her recommendations in the goals, services, accommodations, or placement. **Y/N/ Not Applicable**
20. At the IEP meeting, was inclusion in a general education classroom considered first before more restrictive placements were discussed. **Y/N/Unsure - may want to use a Likert scale**

21. I was notified with sufficient time before the IEP meeting, and it was scheduled at mutually convenient times and locations. **Y/N/Unsure - may want to use a Likert scale**
22. Did the IEP team discuss all possibilities and accommodations for my child so he/she can spend time as appropriate in a regular classroom with non-disabled peers? **Y/N/Unsure - may want to use a Likert scale**
23. When the IEP process is complete, my child has the goals, services, accommodations, therapies, and placement he/she needs to succeed in school. **Y/N/Unsure - may want to use a Likert scale**
24. Was the IEP team's discussion collaborative? **Y/N/Unsure - may want to use a Likert scale**
25. Were you offered the opportunity to observe your child during the school day?
26. Did the IEP team decide the services, supports, and accommodations for my child before placement (what school or type of classroom) was offered? **Y/N/Unsure - may want to use a Likert scale**
27. Did the IEP team develop new goals before services, supports and accommodations were put in place? **Y/N/Unsure - may want to use a Likert scale**
28. Did the IEP team review progress toward current goals and present levels of performance before developing new goals? **Y/N/Unsure - may want to use a Likert scale**
29. Did the district staff or service provider adequately explain the evaluations, assessment and data related to my child? **Y/N/Unsure - may want to use a Likert scale**
30. Did you feel that your child's IEP team meeting was productive? **Y/N/Unsure - may want to use a Likert scale**
31. Did the IEP team discuss which State assessment is on your child's current IEP? **Y/N/Unsure/ Not Applicable**
32. Were you in agreement with the District's offer of placement/services?
 - If yes? — Did you sign your IEP today?
 - If no? — Did you explain to the team your disagreements?
 - If you did not explain your disagreements, Why Not?
33. For parents of high school students only: Did the IEP team discuss transition planning? **Y/N/Unsure/ Not Applicable**
34. For parents of high school students only: Did the IEP team discuss whether your child will graduate with a diploma or a certificate of completion? **Y/N/Unsure/ Not Applicable**
35. Have you ever filed for due process on behalf of this child? **Y/N/Unsure/ Not Applicable**
36. Have you ever filed for due process on behalf of another child? **Y/N/Unsure/ Not Applicable**
37. Do you have any further concerns about how this meeting went, or about your child's program?

Procedural Issues

1. Talk about how this is administered. Who is responsible, name and contact person who is collecting the data; name and contact information of supervisor.
2. For evaluation to be impartial, it must be free from bias in findings, analysis and conclusions. In turn, this means independence from line staff.
3. Credibility and usefulness of the data will also depend on the transparency of the evaluation- the ready availability of all stakeholders.
4. Consistent use of the data. Explain the purpose and use of the survey. All study data should be recorded, handled and stored in a way that allows its accurate reporting, interpretation and verification. The current form does not reflect that it is confidential or how it is handled.
5. The confidentiality of participant records should be protected, respecting the privacy and confidentiality rules of the applicable regulatory authority. May need a more formal consent form.

6. Example of Likert Scale:

1	2	3	4	5
disagree strongly	disagree somewhat	neutral	agree somewhat	agree strongly
----- ----- ----- ----- -----				

7. Could be offered online through an instrument like survey monkey but must be available for those without computer access.

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2011-12**

VISUAL AND PERFORMING ARTS DISTRICT ADVISORY COMMITTEE

Chair: Janis Gabbert

Staff Liaison: Tom Whaley

I. Charge:

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

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

Activities to meet this goal:

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

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

Activities to meet this goal:

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

3. To assess progress in the District's implementation of the Board-adopted *Arts for All* 9-year strategic plan.

Activities to meet this goal:

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

II. Accomplishments to Date:

1. The VAPA DAC has held monthly meetings and has served as a vehicle for parents, teachers, students and community members to communicate with the Board of Education on matters related to equitable access to, and successful participation in, comprehensive, sequential, standards-based PreK-12 Arts Education.
2. The VAPA DAC and the SMMUSD *Arts for All* Committee began meeting back-to-back on the same evening each month in 2011-12 in order to improve communication between VAPA DAC members and the *Arts for All* Teacher Arts Liaisons.
3. The VAPA DAC has reviewed the District's VAPA curriculum, class offerings, enrollment, and scheduling.
4. The VAPA DAC has reviewed the SMMUSD *Arts for All* 9-year strategic plan and will continue to monitor progress, in cooperation with the *Arts for All* Committee, in implementing the plan to provide equitable access for all students at all grade levels to high quality instruction in dance, music, theatre, and visual arts.

5. The VAPA DAC and *Arts for All* Committee updated the SMMUSD Visual and Performing Arts Glossary, posted at http://www.smmusd.org/vapa/pdf/DAC_VAPAGlossary.pdf
6. VAPA DAC member D'Lynn Waldron has set up and maintained a web site, as of December 2011, in order to improve communication with parents and the community about district VAPA events and accomplishments – <http://smmarts.info>

III. **Highlights to Date of particular note:**

A. **Access to Arts Education – Fall 2011**

Total SMMUSD enrollment for Fall 2011:	11,344 K-12 students
Total enrolled in “for credit” or district-funded VAPA classes:	6,945 students (61%)

<i>Elementary Schools</i>		
Total enrollment:		4,859 grade K-5 students
Total enrolled in district-funded VAPA classes:		2,444 students (50%)
Dance	3 rd grade dance (Music ‘n’ Motion)	827 students (17% of K-5 students)
Music	3 rd , 4 th , and 5 th grade music	2,444 students (50% of K-5 students)

<i>Middle Schools</i>					
Total enrollment:		2,648 grade 6-8 students			
Total enrolled in district-funded “for credit” VAPA classes:		2,022 students (76%)			
	Dance	Music	Theatre	Visual Arts	
JAMS	22	600	0	191	813 of 1,053 students (77%)
Lincoln MS	0	532	0	285 (trimester)	817 of 1,053 students (77%)
Malibu MS	0	154	53	124	331 of 464 students (71%)
SMASH	0	61	0	0	61 of 78 students (78%)

<i>High Schools</i>					
Total Enrollment:		3,837 grade 9-12 Students			
Total enrolled in district-funded or “for credit” VAPA classes:		2,479 students (65%)			
	Dance	Music	Theatre	Visual Arts	
Malibu HS	0	110	158	219	487 of 693 students (70%)
Olympic HS	0	17	27	38	82 of 99 students (82%)
Samohi	139	863	87	821	1,910 of 3,045 students (63%)

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

1. **Elementary Schools**

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

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

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

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

2. Secondary Schools

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

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

Middle school VAPA classes offered in 2011-12 included: dance, boys chorus, girls chorus, concert choir, intro to winds, band, wind ensemble, intro to strings, music conversion, orchestra, exploratory art, art foundation, art, and theatre arts.

High School VAPA classes offered in 2011-12 included: dance, men’s chorus, women’s chorus, chorale, chamber singers, madrigal ensemble, concert band, jazz band, marching band, color guard, string orchestra, orchestra, chamber orchestra, music theory, guitar, piano, world drumming, acting, technical theater, film studies, film production, art foundation, ceramics/sculpture, drawing, painting, digital design, photography, Studio Art 2D AP, and Studio Art 3D AP.

B. District funding for VAPA programs was maintained from 2010-2011 through 2011-2012.

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

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

1. 2011-2012 classes funded by ROP:

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

2. 2011-2012 dual enrollment classes funded by Santa Monica College

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

D. Partnerships with Non-District Benefactors:

P.S. ARTS is contributing \$220,000 to fund various Theatre and Visual Arts programs in the Title I elementary schools for 2011-12. The following is a partial list of other organizational partners that supplement or enhance the VAPA programs at one or more schools:

- ASCAP (American Society of Composers, Authors, and Publishers)
- Center Theatre Group Ahmanson Middle School Program
- City of Santa Monica Cultural Affairs Division
- Edgemar Theatre Center
- Ella Fitzgerald Foundation
- Flourish Foundation
- Gail Dorin Music Foundation

- SONY Pictures Entertainment (Janice Pober, Senior Vice President Corporate Social Responsibility)
- Los Angeles County Arts Commission
- Los Angeles County Music Center
- Los Angeles Philharmonic
- Malibu Arts Angels
- Margaret Cavigga Trust
- Morgan-Wixson Theatre Y.E.S. program
- Mr. Holland's Opus Foundation
- New West Symphony
- Santa Monica-Malibu PTAs
- Santa Monica Arts Parents Association
- Santa Monica Boys and Girls Club
- Santa Monica City Council
- Santa Monica College: The Broad Stage and the Dual Enrollment Program
- Santa Monica Kiwanis
- Santa Monica/Malibu Education Foundation *For The Arts* Endowment
- Santa Monica Museum of Art
- Santa Monica Playhouse
- Santa Monica Rep (Santa Monica Repertory Theater)
- Santa Monica Symphony
- UCLA Semel Institute
- VeniceArts
- VH-1 Save the Music Foundation

E. Arts for All

In 2011-12, the Los Angeles County Arts Commission *Arts for All* program granted \$10,000 to SMMUSD to help fund the CONTRA-TIEMPO dance program for all 4th graders at the Title I elementary schools.

F. Current VAPA programs

1. Elementary Dance

- 1,727 grade 3, 4, and 5 students (35% of total K-5 students) received dance instruction in 2011-12, funded by the school district, by grants, or by PTAs.
- All 3rd graders received district-funded dance instruction from Music 'N Motion in 2011-12.
- 4th graders at the four Title I schools received dance instruction from CONTRA-TIEMPO in 2011-12, funded by *Arts for All* and SMMEF grants. Teams from the schools performed at Barnum Hall in Spring 2012.
- 5th graders at Edison, Franklin, McKinley, Muir, Pt. Dume, Rogers, Roosevelt, and Webster received dance instruction from Ballroom Madness in 2011-12 (an increase from only 3 schools in 2009-10), funded by grants and PTAs. The culmination Team Match took place at Barnum Hall in January 2012.

2. Secondary Dance

- John Adams Middle School continued to provide one district-funded "for credit" Dance class in 2011-12, culminating in performances for parents and fellow students in May 2012. There were no "for credit" Dance classes at Lincoln Middle School, Malibu Middle School, or SMASH.
- The Santa Monica/Malibu Education Foundation continued to fund the Robert Gilliam dance program, which provided once-a-week instruction as part of the

Physical Education program at John Adams and Lincoln Middle Schools, Malibu High School, Olympic High School, and SMASH.

- ROP funded four “for credit” Dance classes at Santa Monica High School for 2011-12. The third Samohi Winter Dance Showcase was presented in Barnum Hall in January 2012, and the Spring Dance Showcase was presented in May 2012. There were no “for credit” Dance classes at Malibu High School or Olympic High School.

3. Elementary Music

- All 3rd, 4th, and 5th graders continued to receive district-funded music instruction from credentialed music teachers. All district elementary schools scheduled music “informances” or concerts for parents in December, January, or February and Spring concerts in May and June. The district-wide Honor Band, Choir, and Orchestra performed in the Stairway of the Stars concerts in March 2012.
- The Gail Dorin Music Foundation, the Ella Fitzgerald Foundation, and the Santa Monica/Malibu Education Foundation funded the Dream Strings and Dream Winds programs to provide coaches for instrumental music students at the Title I elementary schools and the middle schools.

4. Middle School Music

- All middle schools presented high quality Winter band, choir, and orchestra concerts in December 2011 and Spring concerts in May and June 2012.
- The Malibu Middle School choruses also performed in an outdoor concert in the Malibu High School Amphitheater at the *Serenade Picnic 2011* in October.

Statewide honors

- ★ California Band Directors Association (CBDA) 2012 All-State Junior High Concert and Symphonic Bands – 11 John Adams Middle School students and 7 Lincoln Middle Schools students were selected from 1600+ students who auditioned. They performed at the California All-State Music Education Conference in February 2012.

Southern California honors:

- ★ Southern California Band and Orchestra Association (SCSBOA) All-Southern Junior High Honor Band, Orchestra, and String Orchestra -- 5 John Adams Middle School students, 14 Lincoln Middle School students, and one Malibu Middle School student were selected from 800+ students who auditioned.
- ★ Southern California Vocal Association (SCVA) Junior High Honor Treble Choir – 9 John Adams Middle Schools students were selected from 200+ students who auditioned. Due to particularly high scores, Lilyana Fabian and Gabriela Hernandez were specially selected to be part of the SATB Junior High Honor Choir. They performed in April 2012.

5. High School Music

- Malibu High School and Santa Monica High School presented high quality Winter and Spring band, choir, and orchestra concerts in 2011-2012.
- At Olympic High School, 17 students studied guitar or world drumming as of Fall 2011. Some of the guitarists performed with Venice in the “For The Arts” concert in April 2012.
- The Malibu High School choirs also performed in an outdoor concert in the high school amphitheater in October 2011. In March 2012, the MHS Choral and

Instrumental Departments presented a Masterworks concert, with guest soloist, which included the Poulenc *Gloria*.

- The Samohi Bands also presented *The Darker Side of Music* in October 2011, with music from *Sweeney Todd* and *Carmina Burana*, and a Pops concert in June 2012.
- The Samohi Viking Marching Band participated in the city's Main Street 4th of July 2011 and the Disneyland Main Street Parade in January 2012, won five 1st place awards during Fall 2011, and won the bronze medal, the highest music score, and the Music Sweepstakes Award at the Southern California Marching Band Championships in December 2011.
- The Samohi Jazz Bands presented a concert in January 2012 with guest artist Andy Martin. In February 2012, a Samohi sophomore was selected as lead trombone for the California All-State Jazz Band. In April 2012, Jazz Band I and II and the Jazz Combo competed in the 50th Annual Reno Jazz Festival. Out of over 300 middle school, high school, and college bands, and 9,000 performers, a Samohi student was awarded "outstanding high school performer" on trumpet.
- The Samohi Choirs presented a Masterworks concert with guest soloists and organist in March 2012 which included the Durufle *Requiem*. The annual Cathedral Classics concert was performed in the Barnum Hall foyer in May 2012.
- The Samohi Orchestras performed in Washington, DC, over spring break, performing music by Brahms, Copland, Holst, and Rimsky-Korsakov. They also presented a Pops concert in May 2012, as well as the annual Senior Gala concert in June 2012.
- Students from Malibu, Olympic, and Samohi performed with Venice, Jackson Browne, and Glen Phillips in the "For The Arts" Benefit Concert in April 2012.

Nationwide honors:

- ★ ASTA National Honors Orchestra (120 students selected nationwide) – one Malibu High School and five Samohi students – March 2012

Western states honors:

- ★ Western Division American Choral Directors Association (ACDA) Honor Choirs for 2011-12 – one Malibu High School and two Samohi students

Statewide honors:

- ★ California ACDA All-State Honor Choirs – one Malibu High School and 12 Samohi students – March 2012
- ★ California Association for Jazz (CAJ) All-State High School Honor Jazz Band, which will perform at the All-State Conference – one Samohi student – February 2012
- ★ California Band Directors Association (CBDA) All-State High School Wind Symphony, Concert Band, and Symphonic Band, which will perform at the All-State Conference. – 15 Samohi students
- ★ California Orchestra Directors Association (CODA) All-State High School Orchestra, which will perform at the All-State Conference – 12 Samohi students – February 2012
- ★ CODA Honor String Orchestra – 20 Samohi students
- ★ CODA Honor Symphony Orchestra – 27 Samohi students

Southern California honors:

- ★ Southern California Band and orchestra Association (SCSBOA) All-Southern High School Honor Orchestra – 5 Samohi students
- ★ Southern California Vocal Association (SCVA) High School Honor Choir – one Malibu High School student and 20 Samohi students

- ★ A Samohi trumpet player was a semi-finalist in both the classical and jazz instrumentalist categories of the Los Angeles Music Center “Spotlight” Awards, an educational program for Southern California high school students. http://www.musiccenter.org/education/spot_nowwhat.html

Honors for district music teachers this year included Santa Monica High School choir teacher Jeffe Huls being named, in a ceremony at Disney Hall in March 2012, a winner of the Music Center’s prestigious 30th Annual BRAVO Awards.

At the California All-State Music Education Conference (CASMEC) in February 2012, John Adams Middle School teacher Angela Woo was inducted into the John Philip Sousa Foundation “Legion of Honor” and was also elected to conduct the CBDA California All-State Junior High Honor Band in 2014. Steven Ravaliogli received the Elementary Music Specialist Award at the CASMEC conference. Jason Aiello served as president of the California Orchestra Directors Association (CODA) in 2011-12.

6. Elementary Theatre

- P.S. ARTS provided K-5 theatre instruction at Edison for 2011-12.
- The Morgan-Wixson Theatre Y.E.S. program for the elementary schools continued in 2011-12.
- There was no district-funded or district-wide Theatre program at the elementary level.

7. Secondary Theatre

- The district-funded “for credit” drama programs at Malibu Middle School, Malibu High School and Samohi continued. There was no district-funded “for credit” drama programs at John Adams Middle Schools or Lincoln Middle School.
- Since 2010-11, the Santa Monica/Malibu Education Foundation has been co-funding an after-school “non-credit” drama program for John Adams and Lincoln Middle Schools. Both schools presented musicals in May 2012: *Grease* at John Adams Middle School, and Gilbert and Sullivan’s *The Pirates of Penzance* at Lincoln Middle School.
- The John Adams Middle School partnership with the Center Theatre Group’s Annenberg Middle School Program continued. The 3-year play-writing program, which began in 2009-10, is working with one English class from 6th through 8th grade.
- Malibu High School presented the musical *Charlotte’s Web* in December 2011. Malibu Middle School presented *Back to the 80’s* in February 2012. Malibu High School presented *9 to 5: The Musical* in May 2012.
- At Olympic High School, the “for credit” drama class included improvisation, stand-up comedy, and Shakespeare. Another “for credit” course was entitled “20th Century History through Film.” The UCLA Semel Institute taught the Imagination Workshop (scenes, poems, etc.)
- Santa Monica High School presented *A Night of Madness* (selected scenes from *Harvey* and *One Flew over the Cuckoo’s Nest*) in November 2011, Rodgers and Hammerstein’s *South Pacific* in March 2012, the Samohi Film Festival in May

2012, and “Public Domain Production” – student written, directed, and choreographed scenes, dances, and music – in June 2012.

8. Elementary and Secondary Visual Arts

- P.S. ARTS provided K-5 Visual Arts instruction at McKinley, Muir, and Will Rogers for 2011-12.
- Santa Monica Museum of Art “Wall Works” exhibit, *The Walls Have Eyes*, which opened in October 2011, included student artwork from Edison, Franklin, Grant, McKinley, Rogers, Roosevelt, Webster, Lincoln Middle School, Malibu High School, and Samohi. The exhibit featured drawings made on ceramic discs, a project presented by ceramicist Peter Shire of Echo Park Pottery.
<http://www.smmoa.org/index.php/programs/group/1>
- Artwork by John Adams Middle School Advanced Art class students was exhibited in the Santa Monica City Hall lobby in May 2012.
- Artwork by Malibu Middle School and High School students was on display in October 2011 during the *Serenade Picnic 2011*. Student artwork is posted at www.MalibuHigh.org/arts_gallery. Malibu High School photography students exhibited their work at Graphaid in Agoura in February 2012.
- 23 of 25 Malibu High School art students who took the AP Studio 2D exam in Spring 2011 passed.
- At Olympic High School, VeniceArts provided a digital photography class to supplement the district-funded art and photography classes.
- Samohi student artwork is displayed at <http://www.samohi.smmusd.org/art/index.htm>
- Roberts Art Gallery exhibits at Samohi included *Day of the Dead – Día de los Muertos* in October 2011, including student work from both Samohi and John Adams Middle School (posted at: <http://www.thesamohi.com/ae/shrines-and-skeletons-samo-alum-paints-the-way>), the *ROP First Annual Photography Show* in December 2011, the *2012 Homegrown Art Show and Sale* in January 2012, the *Senior Show* in April, and a second *ROP Photography* show in May 2012. The *Homegrown* show included work by Samohi alumni from CalArts, the California College of Art, UC Santa Cruz, and the University of Chicago.
- Top tier art schools such as Rhode Island School of Design, the School of the Art Institute of Chicago, the School of Visual Arts (NY), Maine College of Art, and the Art Center are recruiting Samohi students through personal visits to classrooms. And a longtime art angel, Judy Beck, visits the AP class weekly.
- Samohi art students participated in the pre-college program at the San Francisco Art Institute in Summer 2011, and several have been accepted to the Ryman program for Summer 2012 – www.ryman.org

G. Communication

1. Calendar of VAPA events

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

2. Media coverage

VAPA events and accomplishments in 2011-12 have been reported in various media, including *The Argonaut*, *The LookOut News*, *Malibu Patch*, *Malibu Surfside News*, *Malibu Times*, *Santa Monica Close-Up*, *Santa Monica Daily Press*, *Santa Monica Dispatch*, *Santa Monica Mirror*, *Santa Monica Patch*, and *The Palette*, a weekly e-blast from the City of Santa Monica Cultural Affairs Division.

IV. **Suggested direction for 2012-13**

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

1. **VAPA Coordinator** – Maintain the VAPA Coordinator position, one of the five critical components of a sustainable arts education program. For example, our district is eligible for certain grant funding because we have an administrative level coordinator in place.
2. **Music** – Maintain the district-wide Elementary Music program, currently serving grades 3, 4, and 5. It is the foundation of the entire district music program.
3. **Theatre** – Maintain the current secondary Theatre programs at Malibu High School, Olympic High School, and Santa Monica High School, as well as the programs at Lincoln and John Adams Middle Schools with partnership funding.
4. **Visual Arts** – Maintain the current secondary Visual Arts programs at John Adams and Lincoln Middle Schools, Malibu High School, Olympic High School, and Santa Monica High School.
5. **Dance** – Maintain the current district-wide 3rd grade Dance program and the dance classes at John Adams Middle School and Santa Monica High School. Identify funding partners to expand the 4th grade CONTRA-TIEMPO and 5th grade Ballroom Madness programs to all district elementary schools in 2012-13.
6. **Scheduling** – Maintain AM classes and summer school classes. This is important for 9th and 10th graders at Samohi, for students at Lincoln Middle School, and for students at John Adams Middle School who participate in the Spanish immersion and AVID programs. It serves students who might not otherwise be able to fit these classes into their schedules in addition to participating successfully in arts classes, foreign language classes, and sports.
7. **Facilities** – Ensure that any VAPA facilities built with Measure BB funds are constructed according to national *Opportunity-to-Learn Standards for Arts Education* and the district's own VAPA facilities guidelines, adopted in 2000. For example, in the *Opportunity-to-Learn Visual Arts Standards* for middle and high school, "In addition to the art room's display capabilities, a display area – wall cabinets, bulletin boards, or the like – central to the general flow of school traffic is provided. A porous material that accommodates hanging devices like pins, staples, and tracks is needed along with ceiling hooks for hanging three-dimensional artwork. These areas should be well lighted and equipped with multiple-lighting plug-in tracks with movable spotlights....If the display area is not secure, key locks should be installed on display doors."
8. **Budget Deliberations** – In discussing budget cuts, we urge the Board of Education to avoid eliminating entire curriculum areas, such as Elementary Music.

V. **Budgetary Implications:**

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

Also, VAPA DAC is concerned that any decrease in Regional Occupational Program (ROP) funding through LACOE could severely impact arts instruction at the high schools.

TO: BOARD OF EDUCATION

DISCUSSION

07/18/12

FROM: SANDRA LYON / JANECE L. MAEZ

RE: CONSIDER REVISING BP 3110 – TRANSFER OF FUNDS

DISCUSSION ITEM NO. D.03

It is recommended that the Board of Education consider revising BP 3110 – Transfer of Funds.

COMMENTS: CSBA recommends this policy update to reflect new law (SB 70), which extends the flexibility for districts to use funds received for 39 "Tier 3" categorical programs for any "educational purpose" through the 2014-15 fiscal year. The policy also reflects new law (AB 189), which (1) clarifies that the required public hearing must be held prior to and independently of the board's regular budget adoption meeting and (2) requires that, whenever the proposed use of the funding will result in the elimination of a program, the notice for the public hearing must identify the program proposed to be eliminated.

The revised policy is attached.

This item will return for action on August 1, 2012.

TRANSFER OF FUNDS

The Board of Education recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

The Board may transfer funds during or at the end of the fiscal year in accordance with law as necessary to meet district needs or to permit the payment of district obligations. (Education Code 16095, 17582-17592, 42600-42603, 42605, 42841-42843, 52616.4)

Tier 3 Categorical Flexibility

~~From the 2008-09 through 2012-13 fiscal years, the~~ The Board has determined that it is in the best interest of the district to utilize the categorical program flexibility authorized by Education Code 42605. Funds received for programs identified by law as Tier 3 categoricals may be expended for any educational purpose.

Before expending any Tier 3 categorical program funds for another educational purpose, the ~~the~~ Board shall hold a public hearing to take testimony from the public, discuss, and approve or disapprove the proposed use of the funding, and shall make explicit for each of the categorical budget items the purposes for which the funds will be used. (Education Code 42605)

Any such public hearing shall be held prior to and independent of the Board's regular budget-adoption meeting. Whenever the proposed use of the funding will result in the elimination of a program, the notice of the public hearing shall identify the program to be eliminated. (Education Code 42605)

During the hearing, the Board shall consider the district's goals for student learning and determine funding priorities and program focus. The Board may also discuss statutory constraints, available resources, and whether program modifications might improve educational outcomes.

The Superintendent or designee shall regularly report to the Board regarding how the district is exercising the flexibility and whether the desired results are being achieved. He/she shall also complete any necessary reports required by the California Department of Education.

Legal Reference:EDUCATION CODE

78 Definition governing board

5200 Districts governed by boards of education

16095 Transfer of district funds to district state school building fund

17582 Deferred maintenance fund; establishment; purpose

17583 Deferred maintenance fund; transfer

17584 Budgeting certification deferred maintenance fund; apportionment

17585 Applications for deferred maintenance funding

41301 Section A state school fund allocation schedule

[42125](#) *Designated and unappropriated fund balances*

[42600](#) *District budget limitation on expenditure*

[42601](#) *Transfers between funds to permit payment of obligations at close of year*

[42603](#) *Transfer of monies held in any fund or account to another fund; repayment*

[42605](#) *Tier 3 categorical flexibility*

[42840-42843](#) *Special reserve fund*

[52616.4](#) *Expenditures from adult education fund*

Management Resources:

CSBA PUBLICATIONS

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

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Fiscal Issues Relating to Budget Reductions and Flexibility Provisions, April 2009

WEB SITES

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

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

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: August 19, 2009 Santa Monica, California

TO: BOARD OF EDUCATION

DISCUSSION

07/18/12

FROM: SANDRA LYON / JANECE L. MAEZ

RE: CONSIDER REVISING BP 7214 – GENERAL OBLIGATION BONDS

DISCUSSION ITEM NO. D.04

It is recommended that the Board of Education consider revising BP 7214 – General Obligation Bonds.

COMMENTS: CSBA recommends this policy update to include material formerly in the AR regarding the appointment of a citizens' oversight committee for bonds approved under the 55 percent threshold, to reflect new law (SB 423), which establishes a date by which audits must be given to the committee, and to provide an option for districts to establish citizens' oversight committee for bonds approved under the 66.67 percent threshold. Sections on "Certificate of Results" and "Resolution Regarding Sale of Bonds" have been moved from the AR to the BP since board action is required.

The revised policy is attached. (Revisions to the AR can be found under Item No. I.05 in this agenda.)

This item will return for action on August 1, 2012.

GENERAL OBLIGATION BONDS

The Board of Education desires to provide adequate facilities in order to enhance student learning and to help the district achieve its vision for educating district students. To that end, the Board may order an election on the question of whether bonds shall be issued for school facilities when, in the Board's judgment, it is advisable and in the best interest of district students.

The Board shall determine the appropriate size of the bond in accordance with law.

Bonds Requiring 55 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agree to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code [15266](#))

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the school district are entitled to vote. (Education Code [15266](#))

~~Bonded indebtedness incurred by the district shall be used only for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities. (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))~~

Bonded indebtedness incurred by the district shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities
2. The acquisition or lease of real property for school facilities

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified above, as detailed in California Constitution Article 13A, Section 1(b)(3), and not for any other purposes including teacher and administrative salaries and other school operating expenses
2. A list of specific school facility projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list
3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed

4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

The Superintendent or designee shall ensure that the annual, independent performance and financial audits conducted pursuant to items #3 and #4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards. He/she shall submit the audits to the citizens' oversight committee by March 31 of each year. (Education Code 15286)

Bonds Requiring 66.67 Percent Approval by Local Voters

Bonds shall be sold to raise money for the following purposes: (Education Code [15100](#))

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code [17577](#)
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code [15100](#))

Certificate of Results

If the certificate of election results received by the Board shows that the appropriate majority of the voters are in favor of issuing the bonds, the Board shall record that fact in its minutes. The Board shall then certify to the county board of supervisors all.

Resolution Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution to issue the sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. (Education Code 15140)

Prior to the sale of bonds, the Board shall adopt, as an agenda item at a public meeting, another resolution, which includes all of the following items: (Education Code 15146)

1. Express approval of the method of sale
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected
4. Estimates of the costs associated with the bond issuance

After the sale, the Board shall be presented with the actual cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146)

Legal Reference:

EDUCATION CODE

[7054](#) Use of district property, campaign purposes

[15100-15254](#) Bonds for school districts and community college districts

[15264-15288](#) Strict Accountability in Local School Construction Bonds Act of 2000

[17577](#) Sewers and drains

[47614](#) Charter school facilities

ELECTIONS CODE

[324](#) General election

[328](#) Local election

[341](#) Primary election

[348](#) Regular election

[356](#) Special election

[357](#) Statewide election

[1302](#) School district election

[15372](#) Elections official certificate

GOVERNMENT CODE

[1090-1099](#) Prohibitions applicable to specified officers

[1125-1129](#) Incompatible activities

[8855](#) California Debt and Investment Advisory Commission

[53580-53595.5](#) Bonds

[54952](#) Definition of legislative body, Brown Act

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App.4th 1356

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 46 (2005)

87 Ops.Cal.Atty.Gen. 157 (2004)

Management Resources:

CSBA PUBLICATIONS

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

WEB SITES

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

CSBA, District and Financial Services, Proposition 39 Bond Performance Audit Program:

<http://www.csba.org/ds/prop39.cfm>"><http://www.csba.org>"><http://www.csba.org/ds/prop39.cfm>

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

California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

adopted: June 25, 2009 Santa Monica, California

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR

07/18/12

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

RE: ACCEPTANCE OF DONATION AND APPROVAL OF BUDGET ALLOCATION –
MALIBU HIGH SCHOOL – STADIUM LIGHTING PROJECT – CAPITAL
FACILITIES FUND

RECOMMENDATION NO. A.34

It is recommended that the Board of Education accept a donation for the Malibu High School Stadium Lighting Project from the Malibu High School Steering Committee and approve an additional construction hard cost allocation for the project in the amount of \$249,520. The total revised project budget is \$650,280. This additional allocation is for the construction hard costs which include construction, contingency, inspection, testing, and construction management costs.

Funding Information

Budgeted: No
Fund: 25
Source: Capital Facilities Fund
Account Number: 25-90124-0-00000-85000-XXXX-010-2600
Project: Stadium Lighting Project
Budget Category: Various
Friday Memo: Yes, 07/13/12

COMMENTS: On January 19, 2012, the Board of Education approved only a soft cost budget of \$225,760 from the proposed estimated project budget of \$650,280.

The Malibu High School Stadium Lighting Steering Committee has raised over \$400,000 for the project and their fundraising efforts continue. The lights are being purchased directly from Musco Sports Lighting by the Steering Committee and will be donated to the District. The steering committee will be presenting the District with the funds raised to date, less the lighting equipment and other project related expenses, at tonight's Board Meeting. (This donation will reimburse the District for the funds required for this budget approval.)

The project has completed the CEQA process and on June 25, 2012, the Coastal Development Permit and Conditional Use Permit were approved by the City of Malibu. The project is expected to complete the DSA approval process in July and move immediately into the bidding process.

The requested \$249,520 does not include the Musco Lights purchased by the Steering Committee. The District project budget including this increased hard cost allocation will be \$475,280. The total project costs, including the lights donated by the Steering Committee is estimated at \$650,280.

We are requesting acceptance of the donation from the Malibu High School Steering Committee and approval of the increased hard costs for the project in the amount of \$249,520.

Project Cost Summary

Lights purchased by the Steering Committee..... \$175,000

Project Soft Costs (approved on 1/19/2012) \$225,760

Request Budget allocation (hard costs) \$249,520

Total District Budget \$475,280 \$475,280

Donation from the Steering Committee (\$250,000)

Balance \$225,280

Total Project Costs\$650,280

A Friday Memo accompanies this item.

Ms. Maez introduced Pete Anthony and Marianne Riggins from the Steering Committee. Their presentation can be found under Attachments at the end of these minutes. They presented a check to the district as reimbursement for the seed money the district provided for this project.

MOTION MADE BY: Mr. Patel

SECONDED BY: Ms. Lieberman

STUDENT ADVISORY VOTE: N/A

AYES: All (6) (Mr. de la Torre was absent)

NOES: None (0)

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

07/18/12

FROM: SANDRA LYON

RE: QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS

INFORMATION ITEM NO. I.01

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



Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Williams Uniform Complaints

District Name: Santa Monica-Malibu Unified Date: June 30, 2012

Person Completing this Form: Debra Moore Washington Title: Asst. Superintendent

Quarter covered by this report (check one below):

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

Date for information to be reported publicly at governing board meeting: July 18, 2012

Please check the box that applies:

X No complaints were filed with any school in the district during the quarter indicated above.

 Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	0		
Facilities	0		
Teacher Vacancy and Misassignment	0		
CAHSEE Intensive Instruction and Services	0		
TOTAL	0		

Print name of District Superintendent: Sandra Lyon

Signature of District Superintendent: _____ Date: June 30, 2012

Return the Williams Uniform Complaint Quarterly Summary to:

Williams Legislation Implementation Project

Los Angeles County Office of Education

c/o Renee Jackson, Williams Central

9300 Imperial Highway, EC 236

Downey, CA 90242

Telephone: (562) 803-8227

Fax: (562) 401-5367

E-Mail: Jackson_Renee@lacoe.edu

TO: BOARD OF EDUCATION

INFORMATION

07/18/12

FROM: SANDRA LYON / JANECE L. MAEZ

RE: REVISION TO AR 3513.1 – CELLULAR PHONE REIMBURSEMENT

INFORMATION ITEM NO. I.02

This is to inform the Board of Education that AR 3513.1 – Cellular Phone Reimbursement has been revised.

COMMENTS: CSBA recommends this regulation update to delete the section on "Documentation of Records for Tax Purposes" due to new federal law (P.L. 111-240, 2010), which removes cell phones from the U.S. Internal Revenue Service's definition of listed property, thereby eliminating the extensive documentation and substantiation requirements placed on employers that provide cell phones for their employees' business use.

The revised regulation is attached.

CELLULAR PHONE REIMBURSEMENT

~~The district may provide an allowance to an employee for the use of his/her personally owned cell phone or mobile communications device for district-related business. The allowance shall be based on the business requirements of the employee. The allowance shall be given to the employee, who shall be responsible for payments to the service provider.~~

~~The Superintendent or designee shall determine if an employee requires a cell phone or other mobile communications device for the efficient performance of his/her job responsibilities. Factors that will be considered include, but are not limited to, whether the employee's job responsibilities require:~~

When a district employee's position requires frequent use of a cell phone, the Superintendent or designee shall provide either a cell phone for the employee's use or an allowance to the employee for the business use of his/her personally owned cell phone, whichever is the most cost-effective. In determining whether an employee's position requires frequent use of a cell phone, the factors to be considered shall include, but not be limited to, whether the job responsibilities require:

1. An ability to communicate frequently and access to a district telephone is not readily available
2. An ability to communicate immediately to ensure the safety of district staff and students, or the security of district property
3. An ability to be accessible due to frequent travel or work outside of the office

The Superintendent or designee shall develop a uniform system for identifying employee cell phone or mobile communications device needs and the most cost effective method of providing necessary equipment to employees. He/she shall also develop a system for monitoring employee use.

Documentation of Records for Tax Purposes

~~When an employee receives a monthly allowance for the use of his/her personally owned cell phone or mobile communications device, the amount of the allowance shall be reported as taxable income by the district and the employee. (26 CFR 1.132-5)~~

When an employee is paid an allowance for the use of his/her personally owned cell phone for district business, the Superintendent or designee shall, from time to time, verify that the employee's cell phone contract is active.

The Superintendent or designee shall develop a system for reviewing employees' use of district-owned cell phones and the reimbursement of costs for employees' business-related use of their personal cell phones. Employees shall be responsible for fees and charges associated with any misuse or overuse not attributable to district business.

If the Superintendent or designee determines that an employee no longer needs a cell phone or other mobile communications device to perform his/her job responsibilities, any fees or charges associated with cancellation of the service contract shall be the responsibility of the district.

Any employee who is not provided an allowance or a district-owned cell phone may be reimbursed for the actual expenses of business-related calls made on his/her personally owned cell phone, in accordance with the district's expense reimbursement procedures.

Legal Reference:

EDUCATION CODE

35213 *Reimbursement for loss or damage of personal property*

44032 *Travel expense payment*

48901.5 *Electronic signaling devices*

VEHICLE CODE

23123 *Wireless telephones in vehicles*

23125 *Wireless telephones in school buses*

UNITED STATES CODE, TITLE 26

280F *Limitation on depreciation for luxury automobiles, etc.*

CODE OF FEDERAL REGULATIONS, TITLE 26

1.132-5 *Working conditions fringe benefit*

Management Resources:

WEB SITES

Internal Revenue Service: <http://www.irs.gov>

**Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: August 19, 2009 Santa Monica, California**

TO: BOARD OF EDUCATION

INFORMATION

07/18/12

FROM: SANDRA LYON / JANECE L. MAEZ

RE: REVISION TO AR 3515.2 – DISRUPTIONS

INFORMATION ITEM NO. I.03

This is to inform the Board of Education that AR 3515.2 – Disruptions has been revised.

COMMENTS: CSBA recommends this regulation update to reflect new law (AB 123), which makes it a misdemeanor for a person to willfully or knowingly create a disruption with the intent to threaten the immediate physical safety of any student in grades K-8.

The revised regulation is attached.

DISRUPTIONS

The principal or designee may direct any person, except a student, school employee, or other person required by his/her employment to be on school grounds, to leave school grounds if: (Education Code 44810, 44811; Penal Code 415.5, 626.7, 626.8, 626.81, 626.85)

1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property.
2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction.
3. The person loiters around a school without lawful business for being present or reenters a school within 72 hours after he/she was asked to leave.
4. The person is required to register as a sex offender pursuant to Penal Code 290.

However, a registered sex offender may be on school grounds if he/she has a lawful purpose and written permission from the principal or designee.

5. The person is a specified drug offender as defined in Penal Code 626.85.

However, a specified drug offender may be on school grounds with written permission from the principal or designee or, if he/she is a parent/guardian of a child enrolled in that school, to attend a school activity.

6. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of any student in grades K-8 while attending, arriving at, or leaving school. (Penal Code 626.8)

- 6 7. The person has otherwise established a continued pattern of unauthorized entry on school grounds.

The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code 626.7, 626.85)

When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she:

1. Fails to leave or remains after being directed to leave (Penal Code 626.7, 626.8, 626.85)
2. Returns to the campus without following the school's posted registration requirements (Penal Code 626.7)
3. Returns within seven days after being directed to leave (Penal Code 626.8, 626.85)

Appeal Procedure

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)

The decision of the Superintendent or designee may be appealed to the Board of Education. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)

Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: August 19, 2009 Santa Monica, California
revised: August 10, 2011

TO: BOARD OF EDUCATION

INFORMATION

07/18/12

FROM: SANDRA LYON / JANECE L. MAEZ

RE: REVISION TO AR 3541.1 – TRANSPORTATION FOR SCHOOL-RELATED TRIPS

INFORMATION ITEM NO. I.04

This is to inform the Board of Education that AR 3541.1 – Transportation for Schools-Related Trips has been revised.

COMMENTS: CSBA recommends this regulation update to (1) reflect new law (SB 929), which changes the age and weight criteria for children to be required to ride in the rear seat with a child passenger restraint system and (2) list circumstances under which children may be exempted from the requirement to properly secure children in the rear seat in a passenger restraint system. The regulation also clarifies legal requirements pertaining to liability insurance.

The revised regulation is attached.

TRANSPORTATION FOR SCHOOL-RELATED TRIPS

The district may provide transportation for students, employees, and other individuals for field trips and other school-related trips approved according to Board policy and administrative regulation.

The Superintendent or designee shall determine the most appropriate and cost-effective mode of transportation for each approved trip. He/she may authorize the use of district vehicles, contract to provide transportation, or arrange transportation by the use of other vehicles.

~~All students participating in district field trips or athletic events shall be transported on school district buses.~~

~~In the event district transportation is not available, district-approved charter buses shall provide transportation. The Superintendent or designee will make charter transportation approval.~~

When district transportation is provided, students may be released from using district transportation only with the advance written permission of their parents/guardians. School-related organizations requesting transportation shall be fully responsible for the costs of their trips unless funding has been approved by the Board of Education.

~~The Superintendent or designee shall ensure that the district has sufficient liability insurance when field trips or excursions involve either transportation by district vehicles or travel to and from a foreign country. When a trip to a foreign country is authorized, liability insurance shall be secured from a carrier licensed to transact insurance business in that country. (Education Code 35330)~~

The Superintendent or designee shall ensure that the district or contractor has sufficient liability insurance for transportation on school-related trips.

Transportation by Private Vehicle

The principal or designee may authorize the transportation of students by private vehicle for approved field trips or school-related activities when the student-group participating in the activity does not exceed 20 students. Groups of 20 or more students are required to use school district-approved transportation.

~~The Superintendent or designee may authorize the transportation of students by private vehicle when the vehicle is driven by an adult age 21 or older who possesses a valid California driver's license or, if he/she is a nonresident on active military duty in California, possesses a valid license from his/her state of residence. To be approved, a driver shall have a good driving record and possess at least \$300,000 per occurrence, combined single limit, property damage of \$10,000 and passenger medical of \$5,000 per passenger. Any person providing transportation to district students in a private vehicle shall register with the district for such purposes.~~

The Superintendent or designee may authorize the transportation of students by private vehicle when the vehicle is driven by an adult age 21 or older who possesses a valid California driver's license or, if he/she is a nonresident on active military duty in California, possesses a valid license from his/her state of residence. To be approved, a driver shall have a good driving

record and possess at least the minimum insurance required by law. Any person providing transportation to district students in a private vehicle shall register with the district for such purposes.

Drivers shall receive safety and emergency instructions which shall be kept in their vehicle.

All student passengers shall submit permission slips signed by their parents/guardians. Teachers shall ensure that each driver has a copy of the permission slip for each student riding in his/her vehicle.

The number of passengers, including the driver, shall not exceed the capacity for which the vehicle was designed. Motor trucks may not transport more persons than can safely sit in the passenger compartment. The driver shall ensure that the manufacturer's recommendations for his/her vehicle are followed regarding the seating of children in seats equipped with airbags. The driver or any other person shall not smoke or have in his/her immediate possession a lighted pipe, cigar, or cigarette containing tobacco or any other plant when there is a minor in the motor vehicle, whether the motor vehicle is in motion or at rest. (Health and Safety Code 118948)

Passenger Restraint Systems

All drivers shall wear safety belts and shall ensure that all passengers are properly secured in seat belts or child passenger restraint systems in accordance with law. (Vehicle Code 27315, 27360, 27360.5, 27363)

A child who is under age 8 years shall be properly secured in a rear seat in an appropriate child passenger restraint system meeting federal safety standards, except under any of the following circumstances: (Vehicle Code 27360, 27363)

1. The child is four feet nine inches or taller, in which case a safety belt may be used.
2. Use of a child passenger restraint system would be impractical by reason of physical unfitness, medical condition, or size and an appropriate special needs child passenger restraint system is not available.
3. There is no rear seat, the rear seats are side-facing jump seats or rear-facing seats, the child passenger restraint system cannot be installed properly in the rear seat, all rear seats are already occupied by children under age 8 years, or medical reasons necessitate that the child not ride in the rear seat.
4. The child is otherwise exempted by law.

~~All drivers shall wear safety belts in accordance with law. In addition, drivers shall ensure that: (Vehicle Code 27315, 27360, 27360.5, 27363)~~

- ~~1. A child who is under age 6 or under 60 pounds, unless exempted in accordance with Vehicle Code 27360 or 27363, is properly secured in a rear seat in an appropriate child passenger restraint system meeting federal safety standards.~~
- ~~2. All other children are properly secured in either a child passenger restraint system or safety belt.~~
- ~~3. All other passengers wear seat belts.~~

Legal Reference:

EDUCATION CODE

35330 Excursions and field trips

35332 Transportation by air

39830 School bus

39830.1 School pupil activity bus

39860 Transportation to special activities by district

44808 Liability when students not on school property

HEALTH AND SAFETY CODE

118947-118949 Prohibition against smoking in motor vehicle with minor

VEHICLE CODE

12814.6 Limitations of provisional driver's license

27315 Mandatory use of seat belts in private passenger vehicles

27360-27360.5 Child passenger restraint systems

27363 Child passenger restraint systems, exemptions

Management Resources:

WEB SITES

California Department of Motor Vehicles: <http://www.dmv.ca.gov>

California Highway Patrol: <http://www.chp.ca.gov>

California Office of Traffic Safety: <http://www.ots.ca.gov>

National Highway Traffic Safety Administration: <http://www.nhtsa.dot.gov>

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

TO: BOARD OF EDUCATION

INFORMATION

07/18/12

FROM: SANDRA LYON / JANECE L. MAEZ

RE: REVISION TO AR 7214 – GENERAL OBLIGATION BONDS

INFORMATION ITEM NO. I.05

This is to inform the Board of Education that AR 7214 – General Obligation Bonds has been revised.

COMMENTS: CSBA recommends this regulation update to (1) clarify that the legal requirements apply only to bonds approved under 55 percent threshold and (2) more directly reflect law regarding the committee's duties by deleting the duty to ensure audits are conducted in accordance with Government Auditing Standards.

The revised regulation is attached. (Revisions to the BP can be found under Item No. D.04 in this agenda.)

GENERAL OBLIGATION BONDS**Election Notice**

The Superintendent or designee shall ensure that election notice and ballot requirements are satisfied in accordance with Education Code 15120-15126 and 15272.

~~Certificate of Results~~

~~If it appears from the certificate of election results that the appropriate majority of the voters are in favor of issuing the bonds, the Board of Education shall cause an entry of that fact to be made in its minutes. The Board shall then certify to the board of supervisors of the county whose superintendent of schools has jurisdiction over the district all proceedings had in connection with the election results. (Education Code 15124, 15274)~~

~~Resolution Regarding Sale of Bonds~~

~~Following passage of the bond measure, the Board shall pass a resolution to issue the sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. (Education Code 15140)~~

~~Prior to the sale of bonds, the Board shall adopt, as an agenda item at a public meeting, another resolution, which includes all of the following items: (Education Code 15146)~~

- ~~1. Express approval of the method of sale~~
- ~~2. Statement of the reasons for the method of sale selected~~
- ~~3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected~~
- ~~4. Estimates of the costs associated with the bond issuance~~

~~After the sale, the Board shall be presented with the actual cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146)~~

Citizens' Oversight Committee

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

The citizens' oversight committee shall consist of at least seven members including, but not limited to: (Education Code 15282)

1. One member active in a business organization representing the business community located within the district
2. One member active in a senior citizens organization
3. One member active in a bona fide taxpayers' organization
4. One member who is a parent/guardian of a child enrolled in the district
5. One member who is a parent/guardian of a child enrolled in the district and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council

Members of the citizens' oversight committee shall be subject to prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1099. (Education Code 15282)

No employee, official, vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. (Education Code 15282)

Members of the citizens' oversight committee shall serve for a term of two years without compensation and for no more than two consecutive terms. (Education Code 15282)

The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The committee shall actively review and report on the proper expenditure of taxpayers' money for school construction and shall convene to provide oversight for, but not limited to, the following: (Education Code 15278)

1. Ensuring that bond revenues are expended only for the purposes described in Article 13A, Section 1(b)(3) of the California Constitution including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities
2. Ensuring that, as prohibited by Article 13A, Section 1(b)(3)(A) of the California Constitution, no funds are used for any teacher and administrative salaries or other school operating expenses
3. Ensuring that the annual, independent performance and financial audits required by Article 13A, Section 1(b)(3)(C) and (D) of the California Constitution are issued in accordance with the U.S. Comptroller General's Government Auditing Standards for performance and financial audits (Education Code 15286)

In furtherance of its purpose, the committee may engage in any of the following activities: (Education Code 15278)

1. Receiving and reviewing copies of the annual, independent performance audit required by Article 13A, Section 1(b)(3)(C) of the California Constitution
2. Receiving and reviewing copies of the annual, independent financial audit required by Article 13A, Section 1(b)(3)(D) of the California Constitution
3. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article 13(A), Section 1(b)(3) of the California Constitution

4. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district, including any reports required by Education Code 17584.1
5. Reviewing efforts by the district to maximize bond revenues by implementing cost-saving measures including, but not limited to, the following:
 - a. Mechanisms designed to reduce the costs of professional fees
 - b. Mechanisms designed to reduce the costs of site preparation
 - c. Recommendations regarding the joint use of core facilities
 - d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design
 - e. Recommendations regarding the use of cost-effective and efficient reusable facility plans

The Board shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions. (Education Code 15280)

All oversight committee proceedings shall be open to the public and noticed in the same manner as proceedings of the Board. Committee meetings shall be subject to the provisions of the Ralph M. Brown Act. (Education Code 15280; Government Code 54952)

The oversight committee shall issue regular reports, at least once a year, on the results of its activities. Minutes of the proceedings and all documents received and reports issued shall be a matter of public record and shall be made available on the district's web site. (Education Code 15280)

Members of the oversight committee shall be subject to prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1098. (Education Code 15282)

The citizens' oversight committee may be disbanded following its review of the final performance and financial audits.

Reports

Within 30 days after the end of each fiscal year, the Board shall submit to the County Superintendent of Schools a report concerning any bond election(s) containing the following information: (Education Code 15111)

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved
2. The percentage of registered electors who voted at the election
3. The results of the election, with the percentage of votes cast for and against the proposition

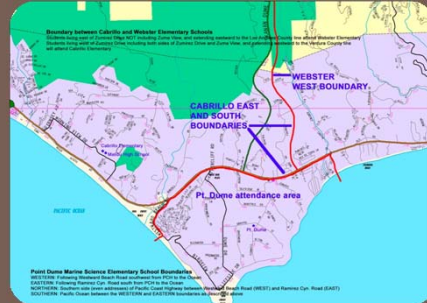
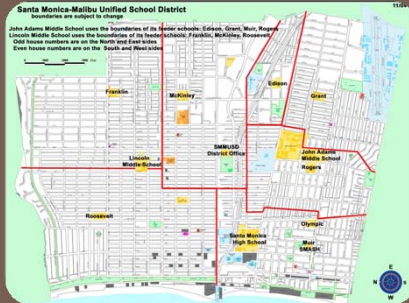
Regulation SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
approved: June 25, 2009 Santa Monica, California
revised: August 24, 2011

ATTACHMENTS

ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Presentation: “Board of Education Study Session” (*associated with Item No. S.01*)
- Documents: “Economic Feasibility Committee Proposed Recommendations,” “Key Findings from 2012 Voter Survey for Possible Parcel Tax,” and “Key Findings from 2012 Voter Survey for Possible School Bond Measure” (*associated with Item No. D.01*)
- Presentation: “District Advisory Committee on Health and Safety” (*associated with Item NO. D.02*)
- Presentation: “In Support of Malibu High School Athletic Field Lights” (*associated with Item No. A.34*)

BOARD OF EDUCATION STUDY SESSION



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION STUDY SESSION
JULY 18, 2012

Agenda

- Overview of Project Success
 - ▣ Completed Projects
- Project Management Structure Update
 - ▣ Staffing
 - ▣ Processes
 - Project Management
 - Controls
 - Communication
 - Events
- Overview of Measure BB Program
 - ▣ Budgets
 - Program Reserves & Construction Contingencies
 - Funding
 - Program Reserves & Construction Contingencies Forecast
 - ▣ Change Orders
 - ▣ Upcoming Projects
- Lincoln Middle School Replacement of Building C
 - ▣ Budget Modification Request
 - ▣ Award of Contract

7.18.12

Overview of Project Success – Completed Projects

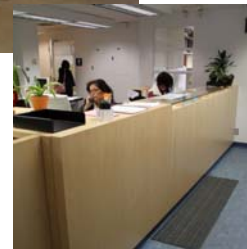
School Name	Project Name	Status	Start Date	End Date
Olympic High School	Demo Relocatables	Complete	2-Feb-2009	27-Mar-2009
Olympic High School	Landscape Improvement	Complete	1-Apr-2010	31-Jul-2010
Edison Language Academy	Will Rogers Learning Community – Relocatables	Complete	2-Aug-2010	15-Nov-2010
Will Rogers LC	Main Entry Reconfiguration	Complete	21-Jun-2010	1-Sept-2010
Grant Elementary School	Main Entry Reconfiguration	Complete	21-June-2010	17-Sept-2010
Webster Elementary School	Fire Alarm Replacement Project	Complete	29-Apr-2010	15-Nov-2010
Edison Language Academy	Relocatables	Complete	20-Dec-2010	4-Feb-2011
John Adams Middle School	Site Improvements at Perimeter of Athletic Fields (Green Fringe)	Complete	21-June-2010	23-Feb-2011
John Adams Middle School	Relocatables	Complete	21-June-2010	23-Feb-2011
Lincoln Middle School	Relocatables	Complete	17-June-2010	15-Mar-2011
Cabrillo ES	Fencing & Gate Project	Complete	15-Nov-2010	31-May-2011
Malibu High School	Soil Abatement	Complete	30-May-2011	19-Aug-2011
Muir / SMASH	Gate Replacement Project	Complete	1-Feb-2011	30-Aug-2011
McKinley Elementary School	Entry & Main Office Configuration Project	Complete	23-June-2011	11-Oct-2011
Pt. Dume	Gas Line & Furnace Replacement Project	Complete	8-Apr-2011	19-Dec-2011
Lincoln Middle School	Modernization Building E	Complete	23-Apr-2011	11-Jan-2012
Malibu High School	Water District 29	Complete	21-Nov-2011	31-May-2012

7.18.12

Grant ES & Will Rogers LC – Complete!



Grant ES New Entry Gate

Will Rogers LC
New Entry GateWill Rogers LC
New Entry Gate

7.18.12

Cabrillo ES – Complete!



Cabrillo ES New Entry Gate
And Perimeter Fencing

7.18.12

McKinley ES – Complete!



McKinley ES Newly Renovated Main Office

7.18.12

Lincoln MS & Olympic HS – Complete!



Lincoln MS Science Lab and Classroom Modernization



Olympic HS Landscaping

7.18.12

Network Infrastructure Upgrades – Complete!

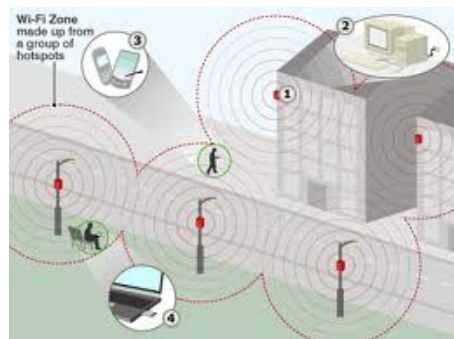
- Local Area Networks at each Site have moved to 1Gbs
- Wide Area Network to Malibu from 1.5Mbps to 1Gbs
- Over 34 miles of Category 6 cabling installed
 - ▣ That's enough cable to stretch from Webster Elementary School to Grant Elementary school and back again!



7.18.12

Wireless Campuses – Complete!

- 802.11n Wireless coverage throughout all schools and district office
 - ▣ 416 Wireless Access Points (antennas)
- 84 acres of wireless coverage
 - ▣ That's almost three times the size of the Samohi campus!
- Secure staff and “guest” wireless access
- Filtered Internet access



7.18.12

Voice Telephony (VoIP) – Complete!

- Replaced old phone systems
- Voice-over IP newest technology for telephony and voice-mail on the data network
- 1,616 new IP telephones



7.18.12

Technology in the Classrooms – Complete!

- Hi-tech devices including:
 - ▣ Projector/Screen
 - ▣ Voice and Audio Amplification
 - ▣ Document Camera (Elmo)
 - ▣ Integrated Lectern
 - ▣ 1093 teacher and student laptops
- 105 Classrooms
 - ▣ 5 pilot classrooms
 - One each at JAMS, Lincoln MS, Malibu HS, Olympic HS, Samohi
 - ▣ 23 Elementary classrooms
 - ▣ 77 Secondary Math & Science classrooms



JAMS: Ms. Goldberg's 7th grade science class with upgraded technology

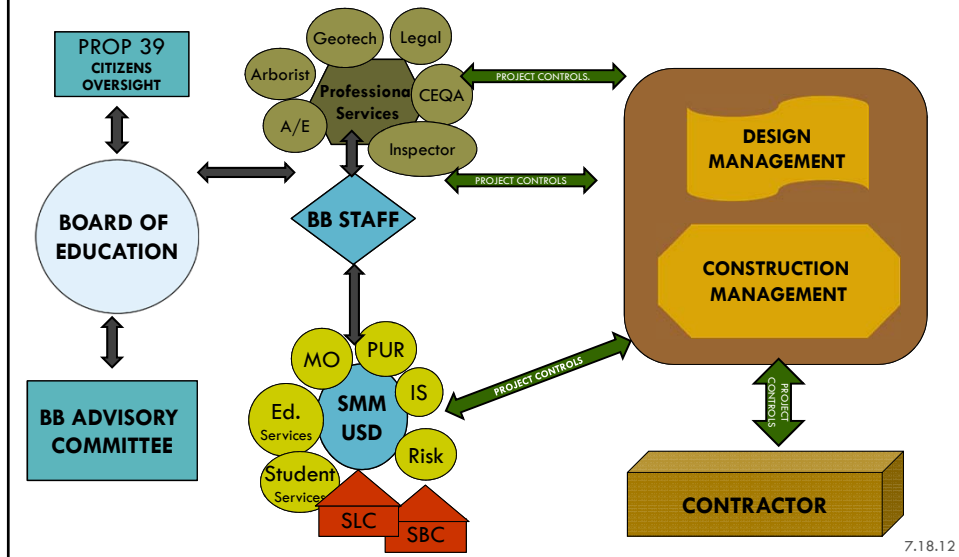
7.18.12

Project Management Structure Update

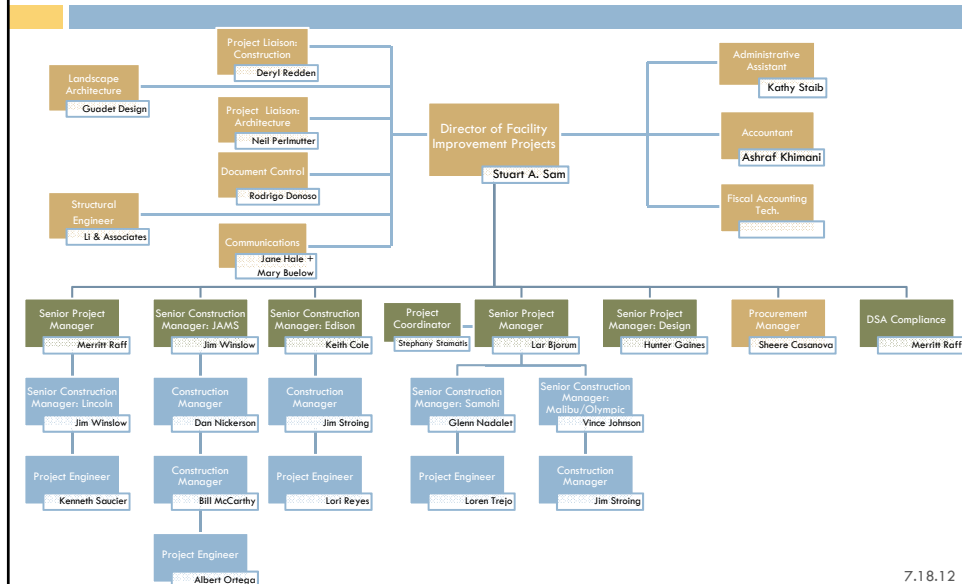
- Staffing
- Processes
 - ▣ Project Management
 - ▣ Controls
 - ▣ Communication
 - ▣ Events

7.18.12

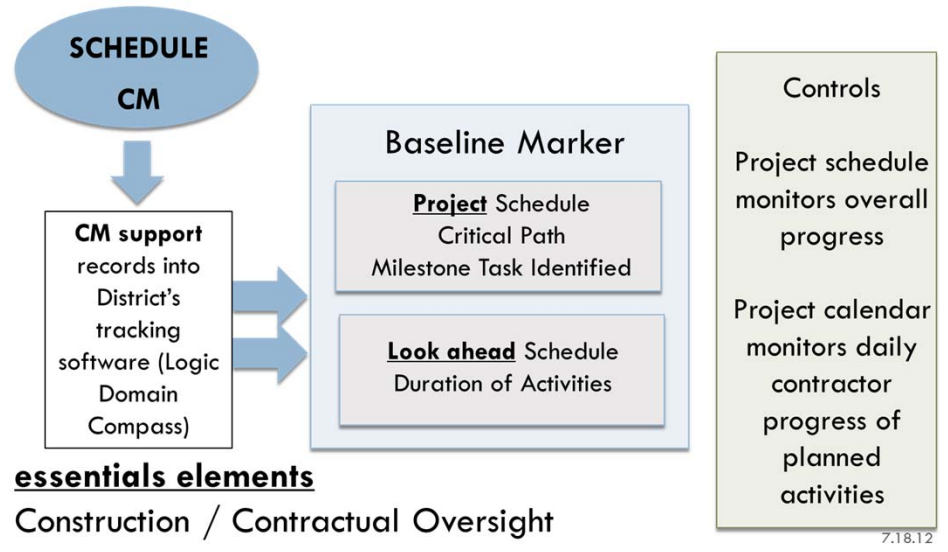
Processes – How is BB governed?



Staffing – Our Team



Project Management



Controls – Resource Allocation

The screenshot shows a web-based form titled "Facilities Improvement Projects" with a tabbed interface (PROJECT, SCHEDULE, etc.). The "PROJECT" tab is active, displaying various fields for project information. The form is divided into sections: "School Information" (District, School Name, County, School Type, OFSC Project Type, Building, Department), "Project Information" (Project Number, Project Title, Project Manager, Construction Manager, Project Engineer, Project Inspector, Prepared By, Job Number, DSA #, Budget, CCSI, Description, CBI Project Number), and "Project Fund Scheduler" (Funding, Recurred prior to, State, Nonstate). The form includes dropdown menus, text input fields, and checkboxes. A small thumbnail image of a school building is visible on the right side of the form.

**** Handout to be provided ****

7.18.12

Resource Allocation

The screenshot displays the 'Project Schedule' window for 'Facilities Improvement Projects'. It shows a Gantt chart with activities from 01/02/2009 to 05/20/2014. Below the chart is a summary table with columns: Activity, Current Date Range, Days, Budget Hours, Budget Amount, Allocated Hours, Allocated Amount, Spent Hours, Spent Amount, and Balance Amount.

Activity	Current Date Range	Days	Budget Hours	Budget Amount	Allocated Hours	Allocated Amount	Spent Hours	Spent Amount	Balance Amount
1. Programming / Schematic Design	01/02/2009-06/30/2009	180	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2. Design Development	06/01/2009-11/30/2009	111	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3. Design HND	07/01/2009-08/31/2009	306	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Construction Docs incl. DSA Review	11/02/2009-12/17/2010	768	39.00	5,200.00	39.00	5,200.00	45.00	6,803.62	-1,603.62
5. Subcontract (Pkg. 5.454.28 Pk. 1)	12/18/2010-07/20/2011	214	237.00	32,804.52	237.00	32,804.52	238.00	32,966.15	-161.63
6. Pre-construction	07/01/2011-08/31/2011	61	109.00	11,717.00	109.00	11,717.00	116.76	11,676.77	40.23
7. Construction	08/22/2011-05/20/2014	1,002	16,060.00	1,458,249.20	16,060.00	1,458,249.20	4,822.25	517,595.69	940,653.51
8. Occupancy	05/21/2014-07/20/2014	60	696.00	82,000.00	696.00	82,000.00	0.00	0.00	82,000.00
Totals			17,511.00	1,600,051.00	17,511.00	1,600,051.00	5,883.76	588,465.21	1,011,585.79

**** Handout to be provided ****

7.18.12

Resource Allocation

The screenshot displays the 'Activity Detail' window for 'Facilities Improvement Projects'. It shows project information (Location: Edison Elementary (K-E), Project Number: 060001120) and activity details for 'Construction (C)'. The activity number is 1089, and the activity code is 1089. The original start is 08/22/2011, original end is 05/20/2014, current start is 08/22/2011, and current end is 05/20/2014. The activity is marked as a milestone and added to the calendar. The activity budget table is shown below.

	Budget	Allocated	Spent	Balance
Dollars	\$ 1,458,249.20	\$ 1,458,249.20	\$ 517,595.69	\$ 940,653.51
Hours	16,060.00	16,060.00	4,822.25	11,237.75

**** Handout to be provided ****

7.18.12

Resource Allocation

190001120 - Allocated Resources - Windows Internet Explorer

Item	Quantity	Unit	Rate	Amount	Encumbrance	Forecast	Enc-Exp	Allocation
600 Job-Site Construction Management Services	264	Hour	\$68,767.66	\$18,164.76	264	\$18,164.76	264	\$18,164.76
600 Math Care Construction Management Services	3762	Hour	\$176,232.32	\$662,232.32	3762	\$662,232.32	3762	\$662,232.32
600 Lat Rains Construction Management Services	3762	Hour	\$176,767.66	\$664,767.66	3762	\$664,767.66	3762	\$664,767.66
600 Hermit Ranch Construction Management Services	10	Hour	\$1,617.66	\$16,176.66	10	\$16,176.66	10	\$16,176.66
Unallocated TS Charges	1334	Hour	\$162,627.66	\$216,267.66	1334	\$216,267.66	1334	\$216,267.66
600 Sub-Totals	14258			\$1,214,606.76	14258	\$1,214,606.76	14258	\$1,214,606.76
610 City Planner - District Consultants	60	Hour	\$7,666.66	\$459.99	60	\$459.99	60	\$459.99
610 Sub-Totals	60			\$459.99	60	\$459.99	60	\$459.99
610 District Planner - Project/Program Management	240	Hour	\$4,224.44	\$1,013.86	240	\$1,013.86	240	\$1,013.86
610 Sub-Totals	240			\$1,013.86	240	\$1,013.86	240	\$1,013.86
610 District Planner - Project/Program Management	2	Hour	\$254.90	\$509.80	2	\$509.80	2	\$509.80
610 Sub-Totals	2			\$509.80	2	\$509.80	2	\$509.80
610 District Planner - Project/Program Management	360	Hour	\$46,489.38	\$16,736.38	360	\$16,736.38	360	\$16,736.38
610 Sub-Totals	360			\$16,736.38	360	\$16,736.38	360	\$16,736.38
Totals	14918			\$1,231,842.76	14918	\$1,231,842.76	14918	\$1,231,842.76

DISTRICT BUDGET ITEMS - For Reference Only

Item Description	(A) Baseline Budget	(B) Project Allocation	(C) Encumbrance/Expenses	(D) Forecasted Expenses	(E) Enc-Exp Forecast	(F) Allocation Balance
1.1.B.02-Change Order Review & Mitigation	\$5,359.00	\$5,359.00	\$5,359.38	0.00	\$5,359.38	\$7,559.62
1.1.C.01-Construction Management	2,416,169.00	2,416,169.00	2,416,169.00	0.00	2,416,169.00	0.00
1.2.B.01-Advertise	23,850.00	23,850.00	2,754.24	0.00	2,754.24	\$21,095.76
1.2.C.01-Inspector Of Record (IOR)	1,179,538.00	1,179,538.00	667,731.00	0.00	667,731.00	\$511,807.00
1.2.A.03-District Consultants	279,742.00	279,742.00	13,551.98	0.00	13,551.98	\$266,190.02
2.1.A.11-General Civil Services	84,532.00	84,532.00	84,532.40	0.00	84,532.40	-0.40
2.1.B.05-Design Commissioning	45,120.00	45,120.00	45,120.00	0.00	45,120.00	0.00
2.1.C.01-Outreach-Newsletters	74,173.00	74,173.00	11,899.38	0.00	11,899.38	\$62,273.62

Resource Allocation - New Entry

Choose a Department Group: [v]

Choose a Ledger Sub: [v]

Est. Percent of Project Time: [0%] [v]

Baseline Budgeted Hours: [0] Baseline Budgeted Cost: [0.00]

Allocated Hours: [0] Allocated Cost: [0.00]

Total Hours Spent: [0] Total Allocation Spent: [0.00]

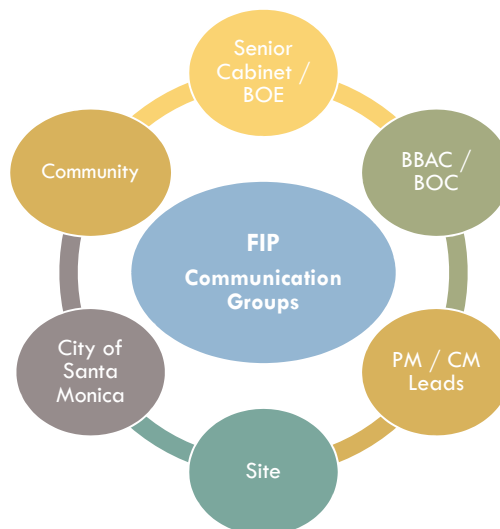
Start Date: [] End Date: []

Description: []

**** Handout to be provided ****

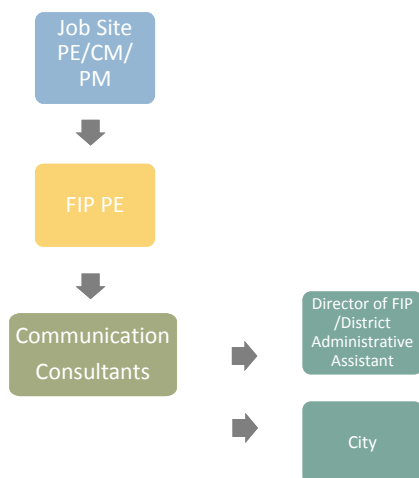
7.18.12

Communication Flow – FIP



7.18.12

City Agencies

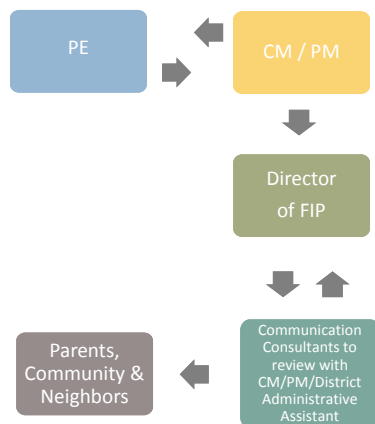


Information to be communicated:

- ▣ Upcoming construction status
- ▣ Mitigation measures
- ▣ Traffic impacts
- ▣ Road closures
- ▣ Entrance relocations
- ▣ Deliveries
- ▣ Utility shut downs

7.18.12

Parents / Neighbors / Community / Joint-Use Activities

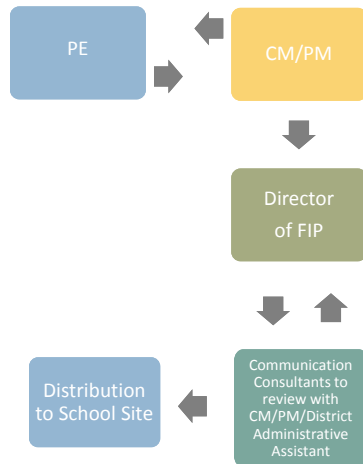


Information to be communicated:

- ▣ Governmental Relations:
 - ▣ Sustainability
 - ▣ Press related material
 - ▣ Promotional and milestone events
- ▣ Impacts:
 - ▣ Current and upcoming construction status
 - ▣ Mitigation measures
 - ▣ Traffic impacts
 - ▣ Road closures
 - ▣ Entrance relocations
 - ▣ Scheduling impacts

7.18.12

School Sites / Inner Departments



Information to be communicated:

- Current and upcoming construction status
- Mitigation measures
- Sustainability
- Traffic impacts
- Promotional and milestone events
- Road closures
- Entrance relocations
- Scheduling impacts
- Utility shut downs
- On-site emergency

7.18.12

Measure BB Community Events



7.18.12

Measure BB School Events – Site Visits



Lincoln MS Modernization Site Visit by Mr. Johnston's 7th grade Science class



Lincoln MS Modernization Site Visit by Mr. Johnston's 7th grade Science class



Site Visit by Lincoln MS Newspaper and Yearbook Students

7.18.12

Measure BB School Events – Open Houses



Lincoln MS Open House: Construction team shows students and parents renderings of the new building



Lincoln MS Open House: Construction team shows students and parents the drawings of the new building



JAMS Open House : Construction team educated students and parents on the project with materials such as, a reach lift, ridged steel electrical conduit, steel stud mock up, and historical timeline of JAMS

7.18.12

Live Camera View - Edison

- On District Property: <http://10.234.200.25>
- Off of District Property: <http://205.154.183.146/>

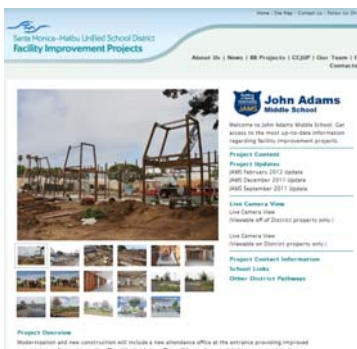


Live
Camera View

7.18.12

Live Camera View - JAMS

- On District Property: <http://10.228.200.201>
- Off of District Property: <http://205.154.183.141/>

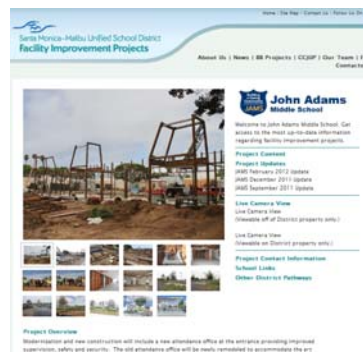


Live
Camera View

7.18.12

Live Camera View - Samohi

- On District Property: <http://10.202.200.138>
- Off of District Property: <http://205.154.183.169/>



Live
Camera View

7.18.12

Overview of Measure BB Program

- Budgets
 - ▣ Program Breakdown Summary
 - ▣ Program Reserves and Construction Contingencies
 - ▣ Funding
 - ▣ Program Reserves and Construction Contingencies Forecast
- Change Orders
- Upcoming Projects

7.18.12

Program Breakdown Summary

- \$220,824,768: Hard Costs
- \$45,044,016: Direct Soft Costs
- \$23,985,914: Program Soft Costs
- \$9,216,939: Program Reserves
- \$299,071,638: Total

7.18.12

Program Breakdown Summary

MEASURE BB GENERAL PROGRAM BUDGET

PROGRAM BUDGET	Budget Allocation	Committed	Expended	Committed + Expended / Budget Allocation
1.0 DIRECT COSTS				
A. Construction	\$185,320,560.00	\$81,245,133.00	\$40,945,613.00	65.93%
B. Construction Contingency	\$16,372,889.00	\$138,804.00	\$108,870.00	1.51%
C. Management	\$12,877,865.00	\$7,037,883.00	\$5,839,981.00	100.00%
D. Land Acquisition, Off-Site Parking & Other Support	\$6,153,458.00	\$150,704.00	\$3,620,820.00	61.29%
E. Claims	\$100,000.00	\$0.00	\$0.00	0.00%
1.1 Hard Cost Total	\$220,824,772.00	\$88,572,524.00	\$50,515,284.00	62.99%
A. Design	\$26,842,164.00	\$5,035,133.00	\$20,493,764.00	95.11%
B. Entitlements	\$3,670,812.00	\$533,273.00	\$2,193,264.00	74.28%
C. Environmental Tests	\$1,416,476.00	\$165,139.00	\$874,936.00	73.43%
D. Permit & Agency Fees	\$1,667,242.00	\$17,013.00	\$1,151,331.00	70.08%
E. Test & Inspection	\$7,048,873.00	\$1,809,759.00	\$1,146,578.00	41.94%
F. Surveys & Investigation	\$4,101,185.00	\$292,715.00	\$3,155,370.00	84.08%
G. Pre-Construction	\$297,263.00	\$0.00	\$297,263.00	100.00%
1.2 Direct Soft Cost Total	\$45,044,015.00	\$7,853,032.00	\$29,312,506.00	82.51%
2.0 PROGRAM COSTS				
A. Management	\$19,654,268.00	\$1,144,864.00	\$15,363,993.00	84.00%
B. Consultants	\$2,623,079.00	\$325,828.00	\$1,518,748.00	70.32%
C. Communication	\$494,537.00	\$120,552.00	\$198,190.00	64.45%
D. Printing	\$447,828.00	\$116,185.00	\$228,374.00	76.94%
E. Technology	\$766,200.00	\$26,878.00	\$656,803.00	89.23%
2.1 Soft Cost Total	\$23,985,912.00	\$1,734,307.00	\$17,966,108.00	82.13%
B.0 PROGRAM RESERVE	\$9,216,939.00	\$0.00	\$0.00	0%
TOTAL	\$299,071,638.00	\$98,159,863.00	\$97,793,898.00	65.52%

Data Date: 7.5.12

** Handout to be provided **

* Data date: 7.5.12

7.18.12

Program Reserves and Construction Contingencies

- Program General Reserves: \$25.2M
 - Reserves: \$9.2M
 - Construction Contingency: \$16M

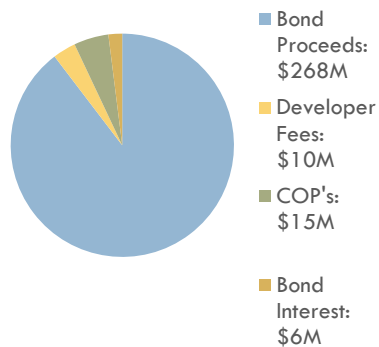
* Data date: 7.5.12

7.18.12

Funding

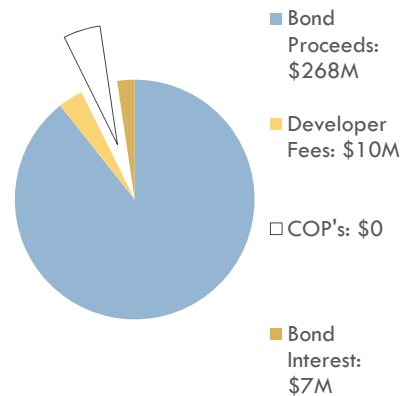
Capital Fund: \$299M

Million (\$)



Capital Funds Revised: \$285M

Million (\$)



* Data date: 6.1.12, these numbers are approximate

7.18.12

Proposed Program Reserves and Construction Contingencies Forecast

- Proposed Program Reserves: \$25.2M less \$14M = \$11.2M
- Unallocated Project Fund
 - Edison Land Acquisition: \$900,000
 - Samohi Unallocated Project: \$4,000,000
 - Unallocated Inspection and Testing: \$500,000
 - Miscellaneous Soft Cost: \$600,000
 - Total Reallocated: \$6,000,000
- New Proposed General Reserves: \$11.2M + \$6M = \$17.2M

7.18.12

Change Orders

- Completed Change Order Rate: 1.05%
- Progress Change Order Rate: 3.32%
- Change Order Rate Range: -16.37% to 36.23%

* Data date: 6.1.12

7.18.12

Change Orders

Project	Contractor	Budget	Contract Amount	Contracts Included	CO Amount	Forecasted CO Amount	CO Rate	Completed
LMC Modernization of Building E (Pkg 1B)	CONWEST	\$3,002,304	\$1,775,000	\$1,775,000	\$601,403	\$41,652	36.23%	
McWay Entry and Main Office Reconfiguration Project	FAST-TRACK CONSTRUCTION CORP.	\$648,840	\$461,500	\$461,500	\$26,841	\$54,201	17.56%	
LMC Modernization of Building E (Pkg 1B)	SIMPLEX GRINNELL, LLP	\$3,002,304	\$14,805	\$14,805	\$15,022	\$0	15.85%	X
W.R. Rogers Entry and Main Office Reconfiguration Project	FAST-TRACK CONSTRUCTION CORP.	\$202,792	\$153,500	\$153,500	\$22,311	\$0	14.52%	X
LMC Relocatables & Site Office (Classroom & Library) (Pkg 1A)	Y&M CONSTRUCTION INC.	\$246,172	\$385,300	\$385,300	\$56,228	\$0	14.48%	X
Grant ES Main Entry Reconfiguration Project	ALFA 26 CONSTRUCTION COMPANY	\$273,066	\$244,000	\$244,000	\$27,735	\$0	11.27%	X
P/Dome Gas Line & Furnace Replacement Project	BONAIR	\$480,000	\$392,000	\$392,000	\$19,497	(\$1,677)	4.59%	
Cabrillo Safety Project (Fence & Gate)	CAW CONSTRUCTION SPECIALTIES INC.	\$145,224	\$139,632	\$139,632	\$5,592	\$0	4.00%	X
JAMS New Construction & Mod (PkgA)	SHWERTON BUILDERS	\$12,845,501	\$11,728,854	\$11,728,854	\$108,339	\$41,157	1.26%	
CCJLP - Summer '10 Field at Santa Monica High School	WELLS CONSTRUCTION INC.	\$1,295,752	\$1,198,319	\$1,198,319	\$0	\$0	0.00%	X
Edison - DSA Compliance (Close Out) Project	SIMPLEX GRINNELL, LLP	\$155,001	\$69,738	\$69,738	\$0	\$0	0.00%	X
SLA - New Construction Project	SIMPLEX GRINNELL, LLP	\$34,839,870	\$536,710	\$536,710	\$0	\$0	0.00%	X
SLA - New Construction Project	SHWERTON BUILDERS	\$34,839,870	\$32,846,119	\$32,846,119	\$0	\$0	0.00%	
JAMS New Construction & Mod (PkgA)	SIMPLEX GRINNELL, LLP	\$12,845,501	\$426,908	\$426,908	\$0	\$0	0.00%	
MMR: Upgrade Fire Alarm System	THYSENKRUPP ELEVATOR CORP.	\$1,800,000	\$103,428	\$103,428	\$0	\$0	0.00%	
MMR: Upgrade Fire Alarm System	MOMENT CONSTRUCTION	\$1,800,000	\$1,456,700	\$1,456,700	\$0	\$0	0.00%	
MMR: Water District 29 - Water Service Upgrade (Offsite Pkg)	BLOS CONSTRUCTION	\$550,000	\$431,425	\$431,425	\$0	\$0	0.00%	
P/Dome Gas Line & Furnace Replacement Project	JOHANNETT INC.	\$480,000	\$48,434	\$48,434	\$0	\$0	0.00%	X
Simon Science & Technology Bldg & Site Improvements Project	SUNDY CONSTRUCTION	\$62,350,000	\$52,000,000	\$52,000,000	\$0	\$0	0.00%	
Webster ES Fire Alarm Replacement Project	REYES & BONE	\$411,801	\$414,100	\$414,100	(\$3,916)	\$0	-0.73%	X
JAMS Relocatables (PkgB) - Over the counter	RAH INDUSTRIES DBA BEST ELECTRIC	\$694,615	\$390,200	\$390,200	(\$4,970)	\$0	-1.28%	X
Olympic HS Landscape Improvement	SOUTH BAY LANDSCAPING	\$100,000	\$98,160	\$98,160	(\$2,290)	\$0	-2.33%	X
LMC Modernization of Building E (Pkg 1B)	BLOS CONSTRUCTION	\$3,002,304	\$93,000	\$93,000	(\$3,840)	\$0	-3.36%	X
MMR: Sol Remediation	INNOVATIVE CONSTRUCTION SOLUTIONS	\$500,000	\$360,997	\$360,997	(\$23,240)	\$0	-4.64%	X
Samah Technology	DIGITAL NETWORKS GROUP INC.	\$1,337,222	\$272,372	\$272,372	(\$19,114)	\$0	-7.02%	X
JAMS Site Improvements at Perimeter of Athletic Fields (Green Fields)	RAH INDUSTRIES DBA BEST ELECTRIC	\$633,713	\$636,050	\$636,050	(\$47,812)	\$0	-7.48%	X
MMR: Technology	DIGITAL NETWORKS GROUP INC.	\$9,793,762	\$199,234	\$199,234	(\$11,186)	\$0	-7.02%	X
Lincoln Technology	DIGITAL NETWORKS GROUP INC.	\$1,048,894	\$222,117	\$222,117	(\$23,229)	\$0	-10.48%	X
Edison - DSA Compliance (Close Out) Project	FAST-TRACK CONSTRUCTION CORP.	\$155,001	\$147,980	\$147,980	(\$17,758)	\$0	-12.00%	X
JAMS Technology	DIGITAL NETWORKS GROUP INC.	\$969,623	\$238,902	\$238,902	(\$32,676)	\$0	-13.68%	X
Edison - DSA Compliance (Close Out) Project	MC OLSEN CONSTRUCTION CO., INC.	\$155,001	\$371,643	\$371,643	(\$69,676)	\$0	-16.37%	X
\$23,059,732 #####								
Completed Change Order Rate						1.05%		
Progress Change Order Rate						3.32%		
Change Order Rate Range						-16.37% to 36.23%		

**** Handout to be provided ****

* Data date: 6.1.12

7.18.12

Measure BB Project Schedule

School Name	Project Name	Status	Start Date	End Date
Malibu High School	Replacement of Fire Alarm	Construction	17-Jun-2011	28-Oct-2012
Edison Language Academy	New Construction	Construction	22-Aug-2011	30-Jun-2014
John Adams Middle School	Modernization	Construction	21-Aug-2011	1-April-2013
Santa Monica High School	Science & Technology Building	Construction	21-Dec-2011	3-Sep-2014
Lincoln Middle School	New Construction of Building C *	Procurement	1-Sept-2012	10-Apr-2014
Malibu High School	Parking Lot	DSA	15-Nov-2012	01-Aug-2013
Malibu High School	New Construction & Modernization	DSA	15-Nov-2012	01-Oct-2015
Olympic High School	Modernization	DSA	15-Nov-2012	11-Sept-2013
Washington CDS	Modernization	Design	20-May-2013	6-Dec-2013
Webster Elementary School	Parking Lot	Design	21-Jun-2013	31-Dec-2013

* Preconstruction activities have begun

7.18.12

Measure BB Projects – Upcoming

- Malibu HS: New library, classroom, and administrative office modernization
- Lincoln MS: New library and classrooms
- Olympic HS: Library and classroom renovation
- Webster ES: New perimeter fencing and parking lot
- Washington West: Parking lot and building upgrades



7.18.12

Lincoln MS Replacement of Building C

- Procurement Process
- Budget Modification Request
- Award of Contract



7.18.12

Lincoln MS Replacement of Building C Procurement Process

- 3/29/12 Request For Qualifications (RFQ) sent to ten (10) DC's on
- 4/12/12 Ten (10) DC's submitted RFQ's
- 4/26/12 Conducted job walk with five (5) DC's
- 6/5/12 Proposals due
- 6/21/12 Interviewed top three (3) firms
 - Erickson-Hall
 - McCarthy
 - Suffolk-Roel
- Week of July 7th: Additional information was requested from Suffolk-Roel and Erickson-Hall for review Value Engineering and Scope Reduction requirements
- All proposals received were over the construction budget

7.18.12

Lincoln MS Replacement of Building C

Type of Cost	Amount (\$)
Original Site Budget	\$17,597,169
Escalation	\$2,000,000
Proposed Revised Site Budget	\$19,597,169
Shortfall	\$2,000,000
Proposed Lincoln MS Budget	\$21,597,169

7.18.12

Lincoln MS Replacement of Building C

Type of Cost	Amount (\$)
Revised Site Budget	\$21,597,169
Completed Measure BB Work	(\$4,082,415)
Fire Alarm (Pending District Site Projects)	(\$995,557)
FF&E (Pending District Site Projects)	(\$429,359)
Carpet (Pending District Site Projects)	(\$89,838)
Available Remaining Construction Budget	\$16,000,000

- It is recommended that the Board of Education increase the construction budget by \$4M to allow the entire Lincoln Middle School - Replacement of Building C and Site Improvements Project to be complete
- This increase will allow the district to award a construction contract in an amount not to exceed \$16M

7.18.12

Lincoln MS Replacement of Building C: Value Engineering

- Value Engineering
 - Allows integrity to be preserved and not be reduced as a consequence of pursuing value improvements or minor scope adjustments
 - Value Engineering Examples:
 - Landscaping: use concrete instead of brick pavers at main courtyard area
 - Architecture: decrease the gauge of the aluminum soffits
 - Mechanical and plumbing: eliminate automatic flush valves in restrooms
 - Electrical: swap out electrical fixtures (i.e. chandeliers)
 - Pull planning: reduce the duration of the project from 21 months to 18 months

7.18.12

Lincoln MS Replacement of Building C: Award of Contract

- It is recommended that the Board of Education award the Lincoln Middle School Package Replacement of Building C to one of the three Developer – Contractors (DC) in an amount not to exceed \$16M
 - ▣ McCarthy
 - ▣ Suffolk-Roel
 - ▣ Erickson-Hall

7.18.12

Proposed Program Reserves and Construction Contingencies

- ▣ Proposed Lincoln Budget Modification: \$4M
- ▣ Total Proposed General Reserves: \$17.2M - \$4M = \$13.2

7.18.12

MEASURE BB GENERAL PROGRAM BUDGET

PROGRAM BUDGET	Budget Allocation	Committed	Expended	Committed + Expended / Budget Allocation
1.0 DIRECT COSTS				
A. Construction	\$185,320,560.00	\$81,245,133.00	\$40,945,613.00	65.93%
B. Construction Contingency	\$16,372,889.00	\$138,804.00	\$108,870.00	1.51%
C. Management	\$12,877,865.00	\$7,037,883.00	\$5,839,981.00	100.00%
D. Land Acquisition, Off-Site Parking & Other Support	\$6,153,458.00	\$150,704.00	\$3,620,820.00	61.29%
E. Claims	\$100,000.00	\$0.00	\$0.00	0.00%
1.1 Hard Cost Total	\$220,824,772.00	\$88,572,524.00	\$50,515,284.00	62.99%
A. Design	\$26,842,164.00	\$5,035,133.00	\$20,493,764.00	95.11%
B. Entitlements	\$3,670,812.00	\$533,273.00	\$2,193,264.00	74.28%
C. Environmental Tests	\$1,416,476.00	\$165,139.00	\$874,936.00	73.43%
D. Permit & Agency Fees	\$1,667,242.00	\$17,013.00	\$1,151,331.00	70.08%
E. Test & Inspection	\$7,048,873.00	\$1,809,759.00	\$1,146,578.00	41.94%
F. Surveys & Investigation	\$4,101,185.00	\$292,715.00	\$3,155,370.00	84.08%
G. Pre-Construction	\$297,263.00	\$0.00	\$297,263.00	100.00%
1.2 Direct Soft Cost Total	\$45,044,015.00	\$7,853,032.00	\$29,312,506.00	82.51%
2.0 PROGRAM COSTS				
A. Management	\$19,654,268.00	\$1,144,864.00	\$15,363,993.00	84.00%
B. Consultants	\$2,623,079.00	\$325,828.00	\$1,518,748.00	70.32%
C. Communication	\$494,537.00	\$120,552.00	\$198,190.00	64.45%
D. Printing	\$447,828.00	\$116,185.00	\$228,374.00	76.94%
E. Technology	\$766,200.00	\$26,878.00	\$656,803.00	89.23%
2.1 Soft Cost Total	\$23,985,912.00	\$1,734,307.00	\$17,966,108.00	82.13%
3.0 PROGRAM RESERVE	\$9,216,939.00	\$0.00	\$0.00	0%
TOTAL	\$299,071,638.00	\$98,159,863.00	\$97,793,898.00	65.52%

Data Date: 7.5.12

Project	Contractor	Budget	Contract Amount	Contracts Included	CO Amount	Forecasted CO Amount	CO Rate	Completed
LMS: Modernization of Building E (Pkg 1B)	ICON WEST	\$3,002,304	\$1,775,000	\$1,775,000	\$601,493	\$41,652	36.23%	
McKinley Entry and Main Office Reconfiguration Project	FAST-TRACK CONSTRUCTION CORP.	\$648,840	\$461,500	\$461,500	\$26,841	\$54,201	17.56%	
LMS: Modernization of Building E (Pkg 1B)	SIMPLEX GRINNELL, LLP	\$3,002,304	\$94,805	\$94,805	\$15,022	\$0	15.85%	X
Will Rogers: Entry and Main Office Reconfiguration Project	FAST-TRACK CONSTRUCTION CORP.	\$202,792	\$153,500	\$153,500	\$22,311	\$0	14.53%	X
LMS: Relocatables & Site Utilities (Classroom & Library) (Pkg 1A)	Y&M CONSTRUCTION INC.	\$748,172	\$388,300	\$388,300	\$56,229	\$0	14.48%	X
Grant ES: Main Entry Reconfiguration Project	ALFA 26 CONSTRUCTION COMPANY	\$273,066	\$244,000	\$244,000	\$27,735	\$0	11.37%	X
Pt Dume: Gas Line & Furnace Replacement Project	BON-AIR	\$460,000	\$392,000	\$392,000	\$19,497	(\$1,677)	4.55%	
Cabrillo: Safety Project (Fence & Gate)	C&W CONSTRUCTION SPECIALTIES INC.	\$145,224	\$139,632	\$139,632	\$5,592	\$0	4.00%	X
JAMS New Construction & Mod (PkgA)	SWINERTON BUILDERS	\$12,945,501	\$11,728,854	\$11,728,854	\$106,339	\$41,157	1.26%	
CCJUP - Synthetic Turf Field at Santa Monica High School	HELLAS CONSTRUCTION INC	\$1,256,782	\$1,198,316	\$1,198,316	\$0	\$0	0.00%	X
Edison - DSA Compliance (Close Out) Project	SIMPLEX GRINNELL, LLP	\$155,001	\$69,738	\$69,738	\$0	\$0	0.00%	X
ELA: New Construction Project	SIMPLEX GRINNELL, LLP	\$34,839,870	\$536,710	\$536,710	\$0	\$0	0.00%	X
ELA: New Construction Project	SWINERTON BUILDERS	\$34,839,870	\$32,848,118					
JAMS New Construction & Mod (PkgA)	SIMPLEX GRINNELL, LLP	\$12,945,501	\$428,635	\$428,635	\$0	\$0	0.00%	
MMHS: Upgrade Fire Alarm System	THYSSENKRUPP ELEVATOR CORP.	\$1,800,000	\$103,428	\$103,428	\$0	\$0	0.00%	
MMHS: Upgrade Fire Alarm System	MOMENT CONSTRUCTION	\$1,800,000	\$1,456,700	\$1,456,700	\$0	\$0	0.00%	
MMHS: Water District 29 - Water Service Upgrade (Offsite Pkg)	BLOIS CONSTRUCTION	\$550,000	\$431,425	\$431,425	\$0	\$0	0.00%	
Pt Dume: Gas Line & Furnace Replacement Project	JENN/MATT INC	\$460,000	\$49,434	\$49,434	\$0	\$0	0.00%	X
Samohi: Science & Technology Bldg & Site Improvements Project	SUNDT CONSTRUCTION	\$62,350,000	\$55,000,000					
Webster ES: Fire Alarm Replacement Project	REYES & SONS	\$411,601	\$414,100	\$414,100	(\$3,016)	\$0	-0.73%	X
JAMS Relocatables (PkgB) - Over the counter	R&H INDUSTRIES DBA BEST ELECTRIC	\$664,615	\$390,200	\$390,200	(\$4,976)	\$0	-1.28%	X
Olympic HS: Landscape Improvement	SOUTH BAY LANDSCAPING	\$100,000	\$98,160	\$98,160	(\$2,290)	\$0	-2.33%	X
LMS: Modernization of Building E (Pkg 1B)	BLOIS CONSTRUCTION	\$3,002,304	\$93,000	\$93,000	(\$3,680)	\$0	-3.96%	X
MMHS: Soil Remediation	INNOVATIVE CONSTRUCTION SOLUTIONS	\$500,000	\$360,997	\$360,997	(\$23,240)	\$0	-6.44%	X
Samohi Technology	DIGITAL NETWORKS GROUP INC.	\$1,337,222	\$272,372	\$272,372	(\$19,114)	\$0	-7.02%	X
JAMS Site Improvements at Perimeter of Athletic Fields (Green Fringe)	R&H INDUSTRIES DBA BEST ELECTRIC	\$633,713	\$639,050	\$639,050	(\$47,812)	\$0	-7.48%	X
MMHS: Technology	DIGITAL NETWORKS GROUP INC.	\$679,782	\$159,234	\$159,234	(\$11,986)	\$0	-7.53%	X
Lincoln Technology	DIGITAL NETWORKS GROUP INC.	\$1,048,894	\$222,117	\$222,117	(\$23,229)	\$0	-10.46%	X
Edison - DSA Compliance (Close Out) Project	FAST-TRACK CONSTRUCTION CORP.	\$155,001	\$147,980	\$147,980	(\$17,758)	\$0	-12.00%	X
JAMS Technology	DIGITAL NETWORKS GROUP INC.	\$969,623	\$238,902	\$238,902	(\$32,676)	\$0	-13.68%	X
Edison - DSA Compliance (Close Out) Project	H.C. OLSEN CONSTRUCTION CO., INC.	\$155,001	\$371,643	\$371,643	(\$60,826)	\$0	-16.37%	X

\$23,059,732 \$630,456 \$135,332

Completed Change Order Rate

1.05%

Progress Change Order Rate

3.32%

Change Order Rate Range

-16.37% to 36.23%

**Santa Monica-Malibu Unified School District
Economic Feasibility Committee Proposed Recommendations**

BOND MESAURE

To increase educational opportunities to raise student achievement, the Committee recommends to the Board of Education placing a measure on the November 6, 2012, ballot to authorize issuing, at interest rates within legal limits, \$385 million in bonds with citizens' oversight and annual financial audits. All funds will be used locally and none of the funds can be taken away by the state.

Funding from the bond will:

- Improve academics and quality of learning
- Increase earthquake safety of school buildings
- Improve fire safety
- Bring 21st century learning to local schools
- Upgrade and repair aging, deteriorating school buildings

The bond amount will fund a program that will:

- Repair or replace aging buildings at elementary schools
- Advance the safety and modernization program at Santa Monica High School
- Provide for District-wide technology improvements

The committee recommends that \$77 million of bond proceeds (20 percent) be restricted for educational improvements in the City of Malibu, approximately proportionate to the student enrollment from Malibu. This would be consistent with how operational funds are distributed.

The recommended bond amounts keeps within a cap of \$100,000 of assessed valuation.

The committee recommends is consistent with the results of a poll of likely Santa Monica and Malibu voters conducted in June 2012. 64 percent of the respondents would likely support the proposed bond measure when presented with information about the bond.

STATE MEASURE

Passage of either Prop 30 (the Governor's initiative) or Prop 38 (the Munger initiative) is critical to improving state funding for the District (and indeed for every school district in California). The committee notes that nine out of ten voters who would support a parcel tax for the District also support Prop 30 or Prop 38. Voters feel a strong local connection to the schools. The committee strongly endorses both initiatives.

PARCEL TAX

The committee does not recommend a parcel tax for the November ballot, but unanimously endorses the placement of a parcel tax before the voters at the earliest possible moment should neither of the state measures pass.



MEMORANDUM

June 22, 2012

TO: SANTA MONICA MALIBU UNIFIED SCHOOL DISTRICT

FROM: PAUL GOODWIN
Goodwin Simon Strategic Research

RE: Key Findings from 2012 Voter Survey for Possible Parcel Tax

INTRODUCTION AND METHODOLOGY

The Santa Monica Malibu Unified School District asked Goodwin Simon Strategic Research to conduct a telephone survey of 601 voters exploring potential support for a possible parcel tax measure that may be put on the ballot this fall or in a future special election. Note that this survey will be followed by a bond survey and the district will have the opportunity to compare voter attitudes about the two options.

The survey was conducted between June 11 and June 15, 2012. The margin of error for this study is plus or minus 4% at a 95% confidence level. That is, if this survey were to be repeated exactly as it was originally conducted, then 95 out of 100 times the responses from the sample (expressed as proportions) would be within 4% of the actual population proportions.

To qualify for the sample, a voter had to have participated in the November, 2008 election, or to have registered after November 2008 and have voted in the November, 2010 election, or have registered to vote after the November 2010 election. About 83% of all registered voters in the district qualified for this sample. Twenty-one percent of all interviews were completed with respondents using wireless telephone numbers.

This report presents results broken out by subgroups of voters (e.g., by men versus women or by location) only if the differences are both statistically significant using standard significance testing, and are of relevance.

Where appropriate, we compare findings from this survey with those from previous voter surveys we have conducted for the district.

OVERVIEW

The survey results show initial support for a \$99 parcel tax at 62%, a figure that was the same across both sides of a split sample (when half the voters were read ballot language that included by a \$99 residential parcel tax and a \$177 commercial parcel tax).

It is true that late in the survey, we get support up to about the required two-thirds threshold – after voters were read a great deal of information about why they should support the tax. I thought it might be of interest to compare previous baseline polling results with the actual outcome.

As shown below, we see no successful tax in which support started as low as 62% -- although it should be noted that the 64% in the Measure S survey is really very close to the 62% in the current survey. We also see that the actual vote was equal to or lower than last vote total in all of three of these examples, reinforcing that the 67% yes vote we get in the last vote in this poll is no guarantee of success.

<i>z</i>	<i>Initial Yes %</i>	<i>Last Vote Yes %</i>	<i>Actual Yes %</i>
<i>3/03 Measure S parcel</i>	64%	69%	67%
<i>10/07 Measure R parcel renewal</i>	76%	75%	73%
<i>10/09 Measure A parcel tax</i>	60%	64%	64%
<i>6/12 New parcel tax</i>	62%	67%	??

There are other questions in the survey that suggest that voter attitudes now are similar to what we found in 2009 leading up to the unsuccessful Measure A campaign. This makes moving forward with a parcel tax a decision that would have to be made carefully, with the understanding that it is an uphill battle.

The poll does suggest that the Brown and Munger tax measures, which we briefly described to voters, are inhibiting support for the parcel tax. That is, we found about one in six voters who support the statewide taxes were not supporting the parcel tax (and this was especially the case among Latinos). In contrast, nearly all the parcel tax supporters were also in favor of the statewide taxes.

While the baseline level of support for new taxes among the District's electorate seems to have declined by six or seven points from what we found a decade ago, it's not clear if this is due to an ideological change in the electorate caused by the

economy or demographic change, or if voters in the District have simply had enough of new taxes for schools. Or both.

We do not have data on ideological (e.g. liberal v. conservative) changes in the likely voter pool in the District. But we do see a marked decrease in the proportion of Democrats and a big growth in the proportion of nonpartisans (with the GOP share staying about the same). Perhaps this is an indication of a moderating trend in the political ideology.

On the question of tax fatigue, we note that 40% of the respondents in this survey did not know about the 2010 sales tax. That does not rule out tax fatigue as a factor, of course, but it is interesting.

But more telling is that when we compare results in the 2009 Measure A survey with this survey, we find similar results in a matchup comparing a pro-tax statement with a “too many taxes” statement. Perhaps the voter fatigue, if any, occurred after Measure R or was triggered by the recession, and has persisted since then.

Moving on, the survey does help us understand steps that could be taken to boost support for a tax.

First, the presence of a higher tax level for commercial property did not affect overall support for a tax. So if the residential tax can be reduced below \$99 by raising the commercial tax a bit, that would probably help (assuming there is no coordinated negative response by business interests).

Second, the survey does find that 47% of undecided voters said having a sunset clause would make them more likely to support a tax. Perhaps an extended (7 years or 10 years) sunset clause would buy a point or two of support.

Third, looking at messaging, we see very clearly in the survey that support for a tax is closely linked to awareness of state cuts: to the sense that the state cuts have had a real impact on educational quality, and that to the sense that the cuts are having a direct and personal impact on the voter.

So job number one is to help voters understand in a very real and tangible way how the cuts are hurting teachers, hurting students, hurting parents, and hurting the community.

At the same time, we continue to see in this poll and in earlier ones that a doom and gloom message is not complete: voters feel a strong and positive connection to the

District and need to be reminded why the cuts matter: that the great schools that are such a key part of the Santa Monica and Malibu way of life can continue if the measure passes. That is, our messaging should not be all negative nor all positive, but rather a mix.

Further, we must make front and center the fact that this would be local money for local schools – money Sacramento can't touch.

Fourth, we do not find much impact by telling apartment dwellers that the total amount they will pay is just \$11 per year. However, when we look back at the Measure A poll, we learn a potentially valuable lesson: in that poll, we found a substantial boost in support for the tax when we explained how much they would pay per month – a much lower figure.

The structural problem facing this measure is that solid support from Democrats is outweighed by solid opposition from Republicans and weak support from Independent voters. There is a huge and unusual gender gap that is seen even among Democrats, and Latino support is exceptionally low. We also see that support among parents, while strong, is not strong enough to outweigh the low support from nonparents, and that Santa Monica support in general does not overcome the greater opposition in Malibu. Finally, seniors and in fact 50+ voters in general fall far short of the support needed to pass a measure.

But, the survey shows that a campaign can make progress among several of these groups in boosting support, and especially among:

- Democratic men under 50
- Latinos
- Condo dwellers
- Women over 50
- Democratic homeowners.

ISSUES AND ATTITUDES AFFECTING SUPPORT FOR A TAX

Other Tax Measures

We tested support for both the Brown and Munger tax measures. The Brown measure starts at 64%, the Munger measure at 59%, and the numbers for the Brown tax at least are reasonably consistent with what we've seen statewide (about 58%

statewide in recent Los Angeles Times and Field Poll surveys) given the more liberal tilt of Santa Monica and Malibu voters.

About one in six of those voting Yes on the Brown or Munger measures are NOT voting yes on the school measure. In contrast, about nine of ten yes voters on the parcel tax are also voting yes on the Brown or Munger measure. This certainly suggests that the presence of the statewide taxes do have some negative effect on the local parcel tax outcome.

The one group where we see a really large decline in support for the parcel tax compared to the Brown measure is among Latinos: 69% support the Brown tax compared to just 48% of Latinos in favor of the parcel tax measure.

Attitudes About the SMMUSD

We have asked the same question about the perceived direction of the quality of SMMUSD schools in four parcel tax polls over the past decade. Obviously there are a lot of factors that call for caution in comparing these results, especially where the question came in the poll and differences in sampling models (e.g. the current poll looks at a very broad universe of voters, while several of the earlier polls looked at very narrow, special election universes). But the numbers below at least suggest a growing sense among voters that the quality is moving in the wrong direction - and there is a strong suggestion in the data that this attitude is accompanied by a sense that state budget cuts are to blame.

<i>Quality of District Schools</i>	<i>Improved</i>	<i>Same</i>	<i>Worse</i>
<i>3/03 Measure S parcel</i>	21	34	13
<i>10/07 Measure R parcel renewal</i>	25	36	12
<i>10/09 Measure A parcel tax</i>	18	33	16
<i>6/12 New parcel tax</i>	13	36	24

Specifically, we see that voters most aware of the cuts in state funding for schools are also most likely to say that the quality is getting worse. In fact, those most aware of the cuts are more than twice as likely as those least aware of the cuts to say the quality is getting worse. And as we discuss below, those most likely to say that they are aware of the cuts are also most likely to support the tax.

However, there is no obvious correlation in the data between a sense that the quality of the schools are improving or getting worse, and a willingness to support or reject a parcel tax. That is, Yes voters and No voters respond roughly the same to this question about the direction of school quality.

Those most likely to say that the quality is getting worse include: single family home dwellers compared to apartment dwellers; Malibu residents compared to Santa Monica residents; permanent absentee (PAV) voters compared to others, and May 2010 voters compared to others.

Those most likely to say the quality is improving include parents compared to nonparents, and, interestingly, those who say they are most affected by the recession compared to those who are less concerned about it.

Awareness Of Cuts In State Funding

We do see that 35% say they have heard a “great” deal about cuts in state funding for SMMUSD schools, with another 28% who have heard “some.” But that leaves 35% who have heard little (18%) or nothing (17%). Comparing these results to those found in our 2009 parcel tax survey, we see an increase in awareness of cuts.

<i>Heard About State Cuts</i>	<i>Great Deal</i>	<i>Some</i>	<i>Little/Nothing</i>
<i>10/09 Measure A parcel tax</i>	28	26	44
<i>6/12 New parcel tax</i>	35	28	35

As noted above, Yes voters were considerably more likely to say they have heard a great deal about state cuts compared to No voters, at 40% of Yes voters compared to 27% of No voters. Twenty-nine percent of Yes voters compared to 43% of No voters have heard little or nothing about the cuts.

Women are far more aware of the cuts than men, and Democrats far more aware than either GOP or DTS voters. Raising awareness among DTS voters is likely to yield Yes votes in a substantial way.

We also find parents far more aware of the cuts than nonparents, and May 2010 voters as well as the most frequent voters more aware of the cuts than less frequent voters. Seniors are far less aware of the cuts than others, and in fact 45% of seniors knew little or nothing about recent cuts in state funding for schools.

Impact of Cuts in State Funding

We then asked voters whether it is there sense that the cuts in state funding for public schools “have hurt the quality of Santa Monica Malibu district schools a great deal, some, only a little, or not really at all.” As shown below, about two in three (64%) say state cuts have hurt the quality of district schools a great deal or some, with about one third who think the cuts have had little impact or are not sure.

Note however that only about one in four think the cuts have hurt school a great deal – the intensity of concern is limited.

<i>Impact of State Cuts</i>	<i>Great Deal</i>	<i>Some</i>	<i>Little/Not at all</i>	<i>Not Sure</i>
<i>6/12 New parcel tax</i>	28	38	19	15

The sense that state cuts have hurt the quality of schools a great deal divides by gender and party, with women and Democrats more concerned about this than men and non-Democrats.

We also see that apartment dwellers (and to a lesser extent condo dwellers) are more than twice as likely to be uninformed about this, and the same is true looking at nonparents compared to parents, seniors compared to younger voters, and most importantly, among No voters compared to Yes voters.

Does Loss of \$24 Million/21% of Budget Hurt Quality of Schools?

We designed a follow-up question to look at a specific rhetorical question of concern: do voters react more when they hear about possible cuts in district funding this fall of \$24 million, or more when they hear about a possible cut this fall of 21% in district funding. We tested this with a split sample (half the sample heard about the cut in dollars, and the other half heard about the cut in percentage terms). The answer: it made no difference at all. In both cases, about 50% said a cut of this magnitude would hurt the quality of schools “a great deal,” with about 30% saying it would hurt quality “some.”

It is interesting, however, that there was a huge gender gap when we described the cut in terms of dollars, and none at all when we used a percent. We also note that even among district parents, about 40% do not think that recent cuts have had a great deal of impact on the quality of learning.

Would School Cuts Affect You Personally?

At the end of the survey, we asked voters how they would be affected by a possible \$10 million cut in school funding if the parcel tax fails. The results were surprisingly mixed, with 51% who said that they would be personally affected a great deal or some by school cuts of this size. But 43% said such cuts would affect them only a little or not at all.

It is among voters age 35-49 where we find the largest proportion of voters who expect such cuts to affect them a great deal or some. Under 35 and 50+ voters were less likely to take cuts personally. Similarly, single voters and nonparents were more detached from this issue than married voters, or at least married women, and parents.

We also see that among Yes voters, 61% say they would be personally affected by cuts, with just 36% who would not be. But among No voters, those figures are 29% affected and 58% not affected. Among undecided voters, we find 56% affected and 40% not affected, so they seem more like Yes than like No voters in this regard.

Awareness of City Sales Tax

Interestingly, only 6 in 10 voters recalled that there had been a sales tax approved in Santa Monica in 2010. This figure was higher among single family home dwellers compared to apartment dwellers, perhaps reflecting higher turnover in apartments. We also saw higher awareness among parents than nonparents, and among May 2010 voters compared to others. Awareness in fact drops substantially with voting history; that is, those who vote regularly were much more informed than more occasional voters.

Impact of the Recession

In the October, 2009 and the June, 2012 surveys, we asked voters an identical question to gauge the impact of the “economic recession of the last few years” on their “lifestyle.” As shown below, there has been little change in response, with perhaps a slight lessening of concern but not a major sense of relief.

<i>Impact of Recession on lifestyle</i>	<i>Minor</i>	<i>Neutral</i>	<i>Major</i>
<i>10/09 Measure A parcel tax</i>	27	29	45
<i>6/12 New parcel tax</i>	28	31	39

There is no obvious correlation between a sense of major concern about the recession and opposition to the tax. In fact, we find that groups that are most concerned about the economy tend to be most supportive of the tax, namely women and Democrats.

REASONS TO SUPPORT THE TAX MEASURE

Individual Positive Statements

We tested eight statements about the measure and asked voters to rate each one as very important to them in deciding how they will vote, somewhat important, not that important, or not important at all. Below we show the proportion of Yes, No, and Undecided voters rating each statement as very important to them.

What we see very clearly below is that the top argument, and especially for undecided voters, is that this measure raises local funds for local schools and cannot be taken away by the state. The second most influential argument is about the impact of future cuts if this measure does not pass.

A third top message is that the measure will help strengthen academics, and a fourth is a statement about how good schools benefit all of us by ensuring safer streets.

<i>Very Important</i>	<i>All</i>	<i>Yes</i>	<i>No</i>	<i>Undec.</i>
Local Money: Every penny from this tax will be spent to maintain the quality of education in our local schools. By law, none of it can be taken away by the state government	58	74	27	58
Prevent big cuts: The state is making even larger cuts this year in school funding. If this parcel tax fails, the district will have to cut its budget by another 10 million dollars this fall – a really big decline in school funding that will mean teacher layoffs, even bigger class sizes, and a loss of academic quality	55	65	20	50
Helps Academics: Local funding from this measure is needed for the math, science, and language instruction that allows our students to succeed in college and careers	52	61	21	45
Safe Streets: Good schools keep kids off the streets and out of gangs, making neighborhoods safer	52	61	27	47
Impact of Past Cuts: As a result of continued state funding cuts, the Santa Monica-Malibu school district has already made cuts that amount to 11 million dollars from its budget. They have cut many administrators, shortened the school year, raised class sizes, and laid off teachers and nurses. This parcel tax would help make up for those state cuts	51	58	20	48
Senior Exemption: Senior citizen property owners are exempt from the tax	44	51	32	43

<i>Very Important</i>	<i>All</i>	<i>Yes</i>	<i>No</i>	<i>Undec.</i>
and do not have to pay				
Property Values: One of the key reasons that property values are so high in Santa Monica and Malibu are the great schools. This measure will help maintain our strong property values	41	54	18	36
Renters Pay Less: Renters pay much less than homeowners, and in fact on average renters will pay only about 11 dollars a year	33	41	19	32

The takeaway from this, and it matches what we saw in the responses to general awareness questions, is that our goals in messaging are to do the following:

- **Demonstrate a real, urgent, and immediate set of consequences if the measure fails.**
- **Demonstrate that this money would be locally generated and spent – it's OUR money and not Sacramento's.** This is also valuable in countering concern about whether the Governor's tax measure would lessen the need for our tax.
- **Demonstrate ways that everyone in the two cities benefit,** not just parents.
- **Remind voters how special and how excellent District schools still are,** and how this money will preserve what is good about them.

Among seniors, 53% said the exemption was a very important reason to vote for the tax, compared to about 44% of younger voters. But even among seniors, the exemption rates as less important than most of the other statements we tested.

Among parents, the statement about coming cuts if the tax fails rates 10 points higher than any other item we tested – clearly the fear of major cuts is going to be a motivator for parents.

For those coded on the voter file as renters, as well as those who told us they live in apartments, the positive statement about renters paying only \$11 per year was still the lowest rated statement we tested. It simply does not seem to move renters.

Match-up of Positive Themes

We also matched up two alternative messaging statements, as shown below. A negative statement about cuts outweighs the impact of positive statement about continuing strong academics, and especially with both Yes and undecided voters.

<i>Which is the better reason to vote for tax?</i>	<i>All</i>	<i>Yes</i>	<i>No</i>	<i>Undec.</i>
To make up for the cuts in state funding for our schools, and help prevent teacher layoffs, a shorter school year, and an increase in class size	39	47	25	46
To allow the district to continue the outstanding academics, art, and music that make local schools so good and keep Santa Monica and Malibu such great places to live	29	30	24	28
Net	+10	+17	+1	+18

The only group where we see the positive statement outweighing the negative is among seniors, where 33% said the positive was a better reason to support the tax, and 30% picked the negative one. Since seniors tend to be far less informed about budget cuts, this makes intuitive sense.

It's likely that the best messaging strategy is not to exclude positive statements, but rather to make warnings about budget cuts the first thing voters hear, and to reinforce the importance of restoring school funds by reminding them about why they value District schools so much: their high academic quality, the close ties between the community and its schools, and the contribution that schools make to the economy, to safe streets, and to protecting the unique and highly desirable character of the two cities.

BALLOT MEASURE VOTE QUESTIONS

First Vote: Split Sample by Type of Tax

The first set of questions about the parcel tax was a split sample pair, with half the voters hearing about a straight \$99 parcel tax, and the other half hearing about a \$99 residential parcel tax and a \$177 commercial parcel tax. The exact language we used in the questions is seen below:

To help restore the 20 million dollars a year our schools are losing from state funding cuts, and to provide local school funding that cannot be taken away by the state, shall the Santa Monica Malibu Unified School District be authorized to levy a school tax of 99 dollars per parcel for residential property (and 177 dollars per year for commercial property), with exemptions available for seniors, annual fiscal audits, and with every dollar used for arts, music, math, science, English, and other academic instruction?

Response to the two options is detailed below, showing almost no difference in reaction to the two version. In both cases we find 62% in favor, about five points short of the two-thirds support needed to pass a parcel tax.

	<i>\$99 residential/ \$177 commercial</i>	<i>\$99 residential</i>
<i>Definitely yes</i>	36	39
<i>Probably yes</i>	17	16
<i>Not sure lean yes</i>	9	7
<i>ALL YES</i>	62	62
<i>ALL NO</i>	31	30
<i>Not sure lean no</i>	5	3
<i>Probably no</i>	6	6
<i>Definitely no</i>	20	21
<i>Not sure not leaning</i>	6	7

If we combine the result of the two split sampled question, we have enough cases to analyze in some depth how the vote divides across voter groups.

The response to the tax divides generally along familiar groups: by gender, party, age, parental status, city, and homeowner/renter status. That is, we see support higher among women than men, Democrats more than Republicans (with Decline to State voters in the middle), parents more than nonparents, Santa Monica residents more than Malibu residents, and apartment dwellers more than single family home dwellers.

But there are some surprises in these numbers:

- First, the sheer size of the gender gap is really unusual: the tax earns 71% support among women and just 54% among men, and this divide is seen even among Democrats (77% Yes among Democratic women and just 63% Yes among Democratic men).
- Second, we find among Democratic women that support for the tax is much lower among those who are over age 50. Thus 50+ Democratic women present a clear target for more outreach (and represent about 17% of the likely electorate).
- Third, support for the tax is unusually low among Latinos at just 48%. Latino voters are typically very likely to support a school revenue measure so this low figure is quite unexpected.

- Fourth, support for the tax among apartment dwellers is only slightly higher than among single family home dwellers, but much higher than among condo dwellers. With about 13% of likely voters who say they live in a condo, this is a large group that support the tax at only about 56%.
- Fifth, support is exceptionally high among voters under age 35, even though they are (as we saw above) less likely than those slightly older to feel any personal impact if there are large cuts in school funding.

The table below shows how the vote divides in detail by voter group. The bottom line however is that the solid support for the measure among Democrats (71%) is not enough because of solid opposition among Republicans (54% opposed) and tepid (just 60%) support from Decline to State voters. Similarly, the 71% support among parents is not high enough to counter the 59% support among nonparents. And the 65% support among renters does not make up for the 59% support among homeowners.

<i>First Vote (Combined Splits)</i>	<i>ALL YES</i>	<i>ALL NO</i>	<i>DIFF</i>	<i>DK</i>
<i>MALE</i>	54%	39%	14%	19%
<i>FEMALE</i>	71%	23%	47%	19%
<i>DEMOCRAT</i>	71%	22%	49%	17%
<i>REPUBLICAN</i>	41%	54%	-12%	17%
<i>DTS</i>	60%	33%	27%	22%
<i>DEM MEN</i>	63%	31%	33%	20%
<i>DEM WOMEN</i>	77%	16%	61%	15%
<i>DEM MEN 18-49</i>	65%	30%	35%	21%
<i>DEM MEN 50+</i>	64%	30%	34%	20%
<i>DEM WOMEN 18-49</i>	88%	9%	79%	15%
<i>DEM WOMEN 50+</i>	69%	22%	47%	16%
<i>SANTA MONICA</i>	63%	29%	34%	20%
<i>MALIBU</i>	58%	40%	18%	13%
<i>VOTE ON ALL MEASURES</i>	61%	35%	26%	18%
<i>VOTE ON SOME MEASURES</i>	66%	24%	43%	22%
<i>SINGLE FAMILY</i>	63%	34%	28%	15%
<i>APARTMENT</i>	67%	23%	44%	24%

<i>First Vote (Combined Splits)</i>	<i>ALL YES</i>	<i>ALL NO</i>	<i>DIFF</i>	<i>DK</i>
CONDO	56%	32%	24%	21%
QUALITY IMPROVING	72%	26%	46%	9%
QUALITY SAME	63%	31%	32%	21%
QUALITY GETTING WORSE	64%	31%	33%	16%
HEARD GREAT DEAL RE CUTS	71%	24%	47%	15%
HEARD SOME RE CUTS	65%	30%	35%	18%
HEARD LIT/NOTHING RE CUTS	53%	38%	14%	23%
CUTS HURT GREAT DEAL	80%	15%	65%	16%
CUTS HURT SOME	71%	23%	48%	19%
CUTS HURT LITTLE/NOTHING	33%	60%	-27%	20%
RECESSION: MAJOR IMP	64%	29%	35%	21%
RECESSION: NEUTRAL IMP	61%	32%	28%	18%
RECESSION: MINOR IMP	64%	31%	32%	17%
PARENT	71%	27%	44%	16%
NOT PARENT	59%	33%	26%	20%
PUBLIC SCHOOL PARENT	78%	19%	59%	17%
SINGLE WOMEN	67%	22%	45%	25%
SINGLE MEN	51%	43%	8%	21%
MARRIED WOMEN	74%	25%	48%	15%
MARRIED MEN	56%	38%	18%	18%
VOTED IN A PRIMARY	62%	32%	30%	17%
6/6 STATEWIDES	56%	37%	18%	12%
4-5/6 STATEWIDES	65%	30%	35%	19%
1-3/6 STATEWIDES	60%	32%	28%	22%
LATINO	48%	39%	9%	28%
PAV	63%	31%	32%	19%
NOT PAV	62%	31%	31%	19%
OWN	59%	36%	23%	19%
RENT	65%	26%	39%	19%
OWN DEM	71%	25%	47%	17%
OWN REP	40%	57%	-17%	17%

<i>First Vote (Combined Splits)</i>	<i>ALL YES</i>	<i>ALL NO</i>	<i>DIFF</i>	<i>DK</i>
<i>OWN IND</i>	57%	35%	21%	23%
<i>RENT DEM</i>	72%	20%	51%	17%
<i>RENT REP</i>	43%	48%	-5%	17%
<i>RENT IND</i>	62%	30%	32%	21%
<i>VOTED 5/10</i>	64%	30%	34%	16%
<i>DID NOT VOTE 5/10</i>	61%	32%	29%	21%
<i>18-49</i>	68%	26%	42%	18%
<i>50+</i>	58%	35%	23%	21%
<i>18-34</i>	76%	18%	58%	23%
<i>35-49</i>	62%	32%	30%	13%
<i>50-64</i>	56%	39%	17%	20%
<i>65+</i>	60%	30%	31%	21%
<i>MEN 18-49</i>	59%	35%	24%	17%
<i>MEN 50+</i>	50%	43%	7%	21%
<i>WOMEN 18-49</i>	78%	17%	61%	18%
<i>WOMEN 50+</i>	60%	33%	27%	19%

Note also the age/ gender split shown at the end of the table: support is much higher among women under 50 than among older women, and among men under 50 compared to older men. In fact, among 50+ men, only 50% would vote yes.

It's also of interest to note how the vote divides by attitudinal question results. So, we find that:

- Support is much higher among those who have heard the most about cuts in state funding for local schools, and much lower among those who are not familiar with the cuts.
- Support is much higher among those who think that state cuts have hurt the quality of local schools, and is low among those who believe that the cuts have had little or no effect on the schools.
- Support is much higher among those who think that cuts in local school funding will affect them personally, and is very low among those who believe that such cuts will have no personal impact on them.

This implies that in messaging, a campaign must not only make voters aware of the big state cuts, but to be very specific about what they cuts mean to the quality of learning, but also what they mean to every resident of the district.

Why Vote Yes?

We asked Yes voters to explain in their own words why they would support a tax, and then the responses were grouped into several codes. Three codes account for about two-thirds of the Yes responses:

- 27% said they voted Yes because they feel the schools need the money as a result of state budget cuts.
- 20% said they voted Yes because they want to improve the quality of schools
- 17% voted Yes because they have a personal commitment to public education.

What few if any voters said to explain there yes vote was: to enhance property values, to help kids directly, or a reference to how good schools help the entire community. That is, most voters explain their support for the measure as a function of either concern about budget cuts, or some strong personal belief in the value of public education.

Why Vote No?

Four reasons account for the decisions of about three in four No voters:

- 30% simply oppose all new taxes
- 17% say that the schools waste or misuse the money they have
- 15% say they need more information
- 11% say there are simply too many taxes on the ballot.

What we did not hear many No voters say is that the schools don't need the money or that the voter cannot afford the cost. No voters seem more concerned about the principle of the thing rather than any actual need for more money.

Higher Tax Amounts

We tested voter support for higher parcel tax levels, and not surprisingly, the results suggested that it would hurt the prospects of passing a measure to go above \$99.

Specifically, we found that just 57% would vote Yes at a tax of \$118 per year, and only 45% would vote Yes at \$141 per year.

Apartment Dwellers

A surprising finding from the survey is that we did not boost support among apartment dwellers when we told them that the tax implication from this measure for the average renter would be only \$11 per year. Support was at 67% in the initial vote question combination, and stays at 67% when we tell them about the \$11 figure. We did increase the proportion who would “definitely” vote yes from 35% to 42% (with a decrease in the “probably” yes and “lean” yes proportion from 31% to 25%) but otherwise there was little obvious impact from telling apartment dwellers about the low amount they would have to pay.

There is an interesting lesson here when comparing these results with a comparable question we asked in the October, 2009 survey in anticipation of Measure A: in that survey, we did see a four or five point boost in support among apartment dwellers after we shared the lower dollar amount they would have to pay – but we gave an amount per month, rather than per year. The higher annual figure we used this year perhaps explains the lack of movement among apartment dwellers.

In fact, 10% of those apartment dwellers initially voting Yes switched to No or not sure after hearing the \$11 per year figure – perhaps these were renters who assumed they would not have to pay at all when they first heard about the tax. There were, however, 16% of the No voters who switched to Yes when they heard the \$11 figure, and half the undecided apartment dwellers switched to Yes.

Sunset Clause

The ballot language we read voters (see page 11) did not make reference to a sunset clause for the tax. Later in the survey we asked voters if they would be more inclined to support the tax, or more inclined to oppose it, if it was “temporary and expired after five years.” Overall, a sunset clause made 54% more likely to support the tax, 19% less likely, and the rest said it would have no effect on them or were not sure.

The table below shows the impact of a sunset clause broken out by initial Yes, No, and undecided voters. As shown, the key finding here is that among initially undecided voters, 47% said a sunset clause would make them more likely to support a tax measure. That is a fairly sizable block of potential supporters.

	<i>More likely</i>	<i>Less likely</i>	<i>No impact/DK</i>
<i>Yes voters</i>	75	5	20
<i>No voters</i>	15	50	35
<i>Undecided voters</i>	47	16	37

Does the District Need More Funding or Not?

We matched up two statements and asked voters to choose the one that comes closest to their point of view on the issue of whether the proposed parcel tax is needed, or not. This level of 60% who agree with the positive statement versus 31% who say no to more tax increases is quite similar to what we found in a comparable statement in the baseline poll for Measure A. In contrast, a similar match-up in the Measure R baseline poll found a positive/negative split of 70% to 21%.

<i>Which comes closer to your POV?</i>	<i>All</i>	<i>Yes</i>	<i>No</i>	<i>Undec.</i>
With the sales tax and all the earlier bond and tax measures, our school district should have enough money. We should vote no on this new measure and stop yet another tax increase	31	8	78	45
This new tax measure is the only way to protect our schools from more state budget cuts and provide kids with the high-quality schools they deserve. We should vote yes for our schools and our kids	60	86	12	30
Net				

The point is that this pairing of questions reinforces the sense that a small but important shift has taken place in the District electorate when it comes to extra taxes for schools. While a strong majority still favors them, that majority has ebbed from above or equal to the two-thirds required for passage to a foundation of about 60% when confronted with the reality of the many previous measures approved by voters.

Potential Support Still Close to 80%

As an exercise to get a better sense of which types of voters are most open to the idea of voting Yes on the tax (and not to be thought of as an attempt to predict potential support), we asked voters if they agree or disagree with the following statement:

I would support this parcel tax if I knew that it was really needed, and that without it we would end up with a really serious decline in the quality of our schools.

Seventy eight percent agreed, including 52% who strongly agreed, with just 17% who disagreed. A comparable question on the Measure A poll yielded a similar 75% who agreed, with 23% who disagreed.

What is most interesting about the response to this question is that we find the gender gap closes – men, and especially Democratic men, are nearly likely as women to agree with it. The city gap closes as well, with Malibu and Santa Monica residents about equally likely to agree. The parent/non-parent gap closes, as does the distance between Latino and non-Latino support. We also find that 81% of initially undecided voters agree with the statement. Even the age gap disappears, with 74% of seniors agreeing with the statement.

Where we do not see a big boost in potential support for a tax is among the one in five voters who think that state cuts have not had much of an impact on the quality of schools. These voters clearly do not accept the premise of the agree/disagree statement – that the parcel tax is needed to prevent a serious decline in the quality of our schools.

2nd Vote After Positives

After we read voters mostly positive information about the bond, we asked a second and final vote question, using a split sample. The results were again similar across the splits: 65% in favor and 30% opposed with the \$99 residential/\$177 commercial parcel version, and 67% in favor and 31% opposed with the residential parcel only.

	\$99/\$177				\$99 only		
	1 st Vote	2 nd Vote	Change		1 st Vote	2 nd Vote	Change
<i>Definitely yes</i>	36	45	+9		39	43	+4
<i>Probably yes</i>	17	16	-1		16	16	0
<i>Not sure lean yes</i>	9	4	-5		7	8	+1
ALL YES WITH LEANS	62	65	+3		62	67	+5
ALL YES WITHOUT LEANS	53	61	+8		55	59	+4
ALL NO	31	30	-1		30	31	+1
<i>Not sure lean no</i>	5	4	-1		3	4	+1
<i>Probably no</i>	6	6	0		6	5	-1
<i>Definitely no</i>	20	20	0		21	22	+1
<i>Not sure not leaning</i>	6	4	-2		7	3	-4

So the growth in support from 62% in the combined versions of the first vote question to about 66% in the combined second voter question still leaves the measure a bit shy of the two-thirds needed for passage. This four point gain is identical to what we found in the baseline survey for Measure A, in both cases short of the two-thirds level needed for passage.

There are 5 key groups where we observed fairly significant increases in support:

- Latinos, where net support (Yes minus No) increased by 19 points resulting in 63% in favor.
- Women age 50, where net support increased by 13 points, resulting in 69% in favor.
- Democratic men under 50, where net support increased by 11 points, resulting in 70% in favor.
- Democratic homeowners, where net support increased by 11 points, resulting in 78% in favor.

- Condo dwellers, where net support increased by 10 points, resulting in 65% in favor.

The main point of these findings is to suggest that a strong campaign effort can boost support for a school tax substantially among groups that were initially less enthusiastic than we would have expected, given past voting behavior as revealed in earlier polls. That is, a campaign can bring about expected levels of support from older women, from at least younger Democratic men, and Democratic homeowners, while at least raising support levels among Latinos and condo dwellers to moderate levels.



MEMORANDUM

July 3, 2012

TO: SANTA MONICA MALIBU UNIFIED SCHOOL DISTRICT

FROM: PAUL GOODWIN
Goodwin Simon Strategic Research

RE: Key Findings from 2012 Voter Survey for Possible School Bond Measure

INTRODUCTION AND METHODOLOGY

The Santa Monica Malibu Unified School District asked Goodwin Simon Strategic Research to conduct a telephone survey of 505 voters exploring potential support for a possible bond measure that may be put on the ballot this fall or in a future election. Note that this survey follows a survey we recently completed for a possible parcel tax, and where appropriate we compare results from the two surveys.

The survey was conducted between June 22 and June 24, 2012. The margin of error for this study is plus or minus 4.3% at a 95% confidence level. That is, if this survey were to be repeated exactly as it was originally conducted, then 95 out of 100 times the responses from the sample (expressed as proportions) would be within 4.3% of the actual population proportions.

To qualify for the sample, a voter had to have participated in the November, 2008 election, or to have registered after November 2008 and have voted in the November, 2010 election, or have registered to vote after the November 2010 election. About 83% of all registered voters in the district qualified for this sample. Twenty-six percent of all interviews were completed with respondents using wireless telephone numbers.

This report presents results broken out by subgroups of voters (e.g., by men versus women or by location) only if the differences are both statistically significant using standard significance testing, and are of relevance.

OVERVIEW

Support for a \$385 million school bond for the SMMUSD starts at 58%, within the margin of error for the 55% level required for passage.

It is possible that minor tweaking in the ballot language we tested might boost support by a crucial point or two. For example, we recommend not mentioning the endowment in the ballot language and instead making reference to improving computers and learning technology. Following is our recommended language based on the poll results (and meeting the 75 word limit, with the name of the district counting as one word).

To improve academic instruction, increase college and career readiness for students, and ensure every school meets current earthquake and fire safety standards, shall the Santa Monica – Malibu Unified School District modernize the 100-year-old Santa Monica High and aging elementary schools, including needed earthquake and fire safety upgrades, repairing classrooms, computers and learning technology, and athletic and arts facilities, by issuing \$385,000,000 in bonds at legal rates, with independent oversight, mandatory audits, and all funds for Santa Monica and Malibu schools?

There are several concerns that are limiting support for the bond to levels below where one might feel more certain of its passage. These include:

- The lingering impact of the recession, the Bell scandal, the state budget crisis, and other policy events that undermine willingness of voters to raise taxes even for schools and confidence that the money will be spent appropriately by voters.
- The uses of the bond funds for several purposes that are physically removed from the classroom, such as athletic facilities. Voters typically respond more enthusiastically to academic uses of a bond, or to uses that directly affect what is happening in the classroom, and also to uses that improve the safety of children in schools.
- The presence of two statewide tax measures on the ballot, which at a minimum will result in at least some voters choosing to support the Brown and/or Munger measure over the local measure, and at a maximum may result in a dampening of the voter appetite for taxes if there is a multimillion dollar television ad campaign dedicated to defeating these measures.

- The potential concern that at a time when local schools are threatened with major cuts in operation funding, this bond addresses a lower priority: that is, buildings over teachers. This could be seen as an excuse to vote No at a time when voters are making hard choices in their own budgeting as well as their ballot choices.

In this environment, it is feasible to pass a bond measure, but it will be a clear challenge and the outcome is by no means secure. To gain support from voters, a campaign will need to make the following points:

- First, that there is a true need for the bond, demonstrated by its potential to keep kids safe and to improve learning in the classroom. Given the current fiscal environment, my sense is that there will be a need to help demonstrate the urgency of the need for a bond by making clear that present conditions are not just uncomfortable or sub-par, but potentially threatening to the safety of children and the success of their academics.
- Second, this bond has to be about students and teachers and not about buildings or facilities. Every description of the bond purposes should focus on teachers and students, and images should be of classrooms and students.
- Third, we need to make clear that the bond funds are locally generated and for local uses, and that it is money that Sacramento cannot take away.
- Fourth, voters in Malibu must be confident that the money will be used there to benefit Malibu students and families.

To summarize, the main message that we need to transmit is that passing the bond is about the quality of learning, not the quality of buildings. This is crucial.

As is the case with previous bond and tax measures in Santa Monica, support for the measure will vary by party, age, parental status, and homeowner/rent status. Key groups will be Decline to State voters and Latinos, who are Undecided in high proportions and show lower initial support for a bond than we might expect based on previous district measures. Democratic homeowners and 50+ Democrats will also require extra attention, as they begin with lower levels of support than is needed to ensure success on election night.

OTHER TAX MEASURES

As we did in the tax measure survey, we tested support for both the Brown and Munger tax measures to help gauge the effect of other measures on the bond. The Brown measure starts at 63% in this poll, the Munger measure is at 56%, and those results are nearly identical to what we found in the tax poll.

About three of four (74%) of those voting Yes on the Brown measure would vote Yes on the school bond. A slightly higher 80% of those voting Yes on the bond measure would vote Yes on the Brown measure.

Support for the Brown measure is far higher than support for the bond among Democrats, but far lower among Republicans. Decline to State voters are more supportive of the Brown measure compared to the bond measure as well.

PREFERENCES FOR THE USE OF BOND FUNDS

We used this poll to test language that might be used in a ballot title and summary and to compare voter priorities for the use of the money.

Action Verbs

The 75 word ballot title and summary are often the main source of information for voters on the use of bond funds. To help shape the language used in the title and summary, we asked voters to compare four phrases and tell us which they felt was the most important use of bond funds: upgrading, modernizing, repairing, or rehabilitating schools.

There was not a clear preference, but there was a clear choice for the term that is least appealing: rehabilitating schools. Only 9% said that rehabilitating schools was the most important use of bond funds, compared to 18% to 23% who chose the other terms.

<i>Most important use of bond funds</i>	<i>All</i>	<i>Yes voters</i>	<i>No voters</i>	<i>Undecided voters</i>
<i>Upgrading</i>	18	23	12	13
<i>Repairing</i>	19	15	23	28
<i>Modernizing</i>	23	27	13	21
<i>Rehabilitating</i>	9	9	11	8

We note that upgrading and modernizing were most important to Yes voters, while repairing and modernizing were most important to Undecided voters. This certainly suggests the value of including repairing and modernizing in the ballot title and summary should the District decide to place a bond measure on the ballot.

Uses of the Bond Funds

We tested voter reaction to fourteen specific uses of the bond funds. In the table below, we show the proportion for all voters, and for Yes, No, and Undecided voters, who say that each item listed is a “very” important use of bond funds. Some conclusions from these results:

- First, we see the importance of seismic and earthquake safety for voters and especially for Undecided voters. Further, we see that “earthquake safety of school buildings” outstrips “seismic safety of classrooms” for voters, most likely reflecting the greater urgency of the term “earthquake safety” over “seismic safety.”
- Second, we see a similar very strong response to the use of bond funds for fire safety.
- Third, items focusing on academics seem to be next most urgent to voters, including computers and learning technology and electrical systems for computers.
- Fourth, it’s not shown in the table below but response to the use of bond funds for Santa Monica High was much stronger in Santa Monica than in Malibu (51% in SM who said this is a very important use of bond funds compared to 36% in Malibu). Still, even in Santa Monica, rebuilding the high school is ranked slightly lower by voters than seismic and fire safety, computers, and electrical systems. Similarly, none of the items in which Malibu was specifically mentioned was among the top rated items there.
- Fifth, relatively few voters consider the use of bond funds for athletic facilities to be very important.
- Finally, we see the very strong response to using bond funds for computers and learning technology, while using it for an endowment for computers yields a much weaker response. If the district decides to use the bond funds

to capitalize an endowment for technology, it should not highlight this use with voters.

<i>Very important use of bond funds</i>	<i>All</i>	<i>Yes voters</i>	<i>No voters</i>	<i>Undecided voters</i>
<i>Increase earthquake safety of school buildings</i>	60	68	43	61
<i>Improve fire safety</i>	59	69	41	57
<i>Improve seismic safety of classrooms</i>	53	64	34	49
<i>Computers and learning technology</i>	52	65	33	44
<i>School electrical systems for computer labs and learning technology</i>	52	66	31	41
<i>Deteriorating school walls, floors, windows, and roofs</i>	50	59	32	47
<i>Santa Monica High, which is 100 years old</i>	49	59	30	45
<i>Improve working conditions for teachers so they can improve learning in the classroom</i>	48	57	29	46
<i>Aging school plumbing</i>	48	57	31	42
<i>Aging elementary schools in SM and Malibu</i>	47	58	24	41
<i>Student restrooms</i>	46	54	30	43
<i>Replace temporary classrooms with permanent, modern classrooms in SM and Malibu classrooms</i>	42	50	27	38
<i>Endowment to fund computers and learning technology</i>	40	53	17	30
<i>New athletic fields and gym for school and community use</i>	26	32	16	19
<i>New swimming pool at SM High</i>	19	24	12	11

Priority for the Use of Bond Funds

A follow-up question asked voters to rate how high a priority they felt each of four general uses of bond funds should be: improving safety, improving academics, “bringing 21st century learning technology” to classrooms, and upgrading older classrooms. As shown below, academics and safety were the top priorities for voters, with academics the highest priority by far for Undecided voters. This was also true for parents; that is, they were most inclined to consider academics a priority over improving safety.

<i>Extremely high priority for bond funds</i>	<i>All</i>	<i>Yes voters</i>	<i>No voters</i>	<i>Undecided voters</i>
<i>Improve academics and the quality of learning</i>	48	56	30	46
<i>Improve earthquake and fire safety</i>	42	46	30	38
<i>Bring 21st century learning technology to local schools</i>	36	43	25	29
<i>Upgrade and repair aging, deteriorating school buildings</i>	32	37	21	25

REASONS TO SUPPORT THE BOND MEASURE

Individual Positive Statements

We tested five statements about the measure and asked voters to rate each one as very important to them in deciding how they will vote, somewhat important, not that important, or not important at all. Below we show the proportion of Yes, No, and Undecided voters rating each statement as very important to them.

We see that the most persuasive thing we can tell voters about this bond is that the money it raises is for local schools only, and cannot be taken away by Sacramento nor diverted by politicians. This is local money for local schools – politicians cannot touch it.

Voters also like hearing about the oversight committee, and this is especially true among 50+ women, and among apartment dwellers and parents.

<i>Very Important</i>	<i>All</i>	<i>Yes</i>	<i>No</i>	<i>Undec.</i>
<i>Every dollar raised by this bond will be used for local schools, and none of it can be taken away by the state</i>	74	85	52	77
<i>The money from this bond can only be used for the purposes specified in the measure, and cannot be diverted by politicians for other uses</i>	72	79	60	70
<i>An independent citizens' committee will oversee the use of this money and perform annual audits to ensure it is being spent as promised</i>	58	66	42	57
<i>If passing the bond helped build the facilities for academic and arts classes students need to qualify for the University of California</i>	43	55	20	35
<i>About twenty percent of all students in the District go to schools in Malibu, and twenty percent of the bond money will be spent on improving Malibu schools</i>	38	41	27	42

I want to note at this point in this memo that in the tax survey, we asked additional questions about messaging and framing. I will repeat below what I wrote in the tax survey memo:

Our goals in messaging [and this relates to a bond as well as a tax] are to do the following:

- **Demonstrate a real, urgent, and immediate set of consequences if the measure fails** (e.g. safety, academic issues)
- **Demonstrate that this money would be locally generated and spent – it’s OUR money and not Sacramento’s.** This is also valuable in countering concern about whether the Governor’s tax measure would lessen the need for our bond.
- **Demonstrate ways that everyone in the two cities benefit,** not just parents.
- **Remind voters how special and how excellent District schools still are,** and how this money will preserve what is good about them. That is, we need to demonstrate how passing the bond will improve the quality of our schools and help teachers and students in the classroom.

So note, there is both a positive and negative component to the messaging: the negative being the potential concerns that a lack of action raises for the safety of students and the quality of learning in the classroom; the positive being the many benefits to the safety and academic achievement of local students if the bond passes.

Potential Endorsers

We tested the possible impact of twelve potential groups that might endorse this measure. The proportion of voters who would be more likely to support the bond if it were endorsed by each group is seen in the table below.

<i>More Likely to Support Bond if Endorsed by</i>	<i>All</i>	<i>Yes</i>	<i>No</i>	<i>Undec.</i>
<i>Teachers at schools in your neighborhood</i>	63	74	38	70
<i>PTA</i>	55	65	34	57
<i>SMMUSD Classroom Teacher Assoc.</i>	54	68	29	56
<i>Local neighborhood associations</i>	52	59	37	57

<i>More Likely to Support Bond if Endorsed by</i>	<i>All</i>	<i>Yes</i>	<i>No</i>	<i>Undec.</i>
<i>Malibu Times (Malibu only)</i>	47	58	30	56
<i>Malibu Council (Malibu only)</i>	46	62	30	32
<i>Communities for Excellent Public Schools</i>	44	53	29	49
<i>SM police officers (SM only)</i>	44	52	26	50
<i>SM City Council (SM only)</i>	42	48	31	42
<i>SMRR (SM only)</i>	42	45	33	48
<i>Malibu Chamber (Malibu only)</i>	42	43	23	32
<i>SM Chamber (SM only)</i>	34	54	22	31

Clearly the most important endorsement for a bond, and indeed for any school-related question, is from local teachers. This is true especially for Undecided voters and (not shown in the table) voters who eventually shift their views from not supporting a bond to supporting it after hearing more about it.

Note that an endorsement from the teacher's union is highly valued, but rates as slightly less influential than a rating from individual teachers "at the schools in your neighborhood."

Another important endorsement, and especially for voters who shift their views to Yes, would come from local neighborhood associations. This endorsement also seems especially important to voters under 35.

SMRR, Santa Monica's for Renters Rights, is quite influential among apartment dwellers, with 55% who say they would be more likely to support a bond if it was backed by SMRR. This is especially true for 50+ renters.

Other endorsements we tested rate as slightly less important to voters. The explanation is probably that either voters are less familiar with these groups or see them focused on issues that are not education-related. Still, even though they are not nearly as influential as the teachers and PTA, we do see that police officers and firefighters, and the Malibu Times and Malibu Chamber do appear to be important to a sizable proportion of the electorate.

BALLOT MEASURE VOTE QUESTIONS

First Vote: Unaided

The initial question about the bond was asked early in the survey, before voters were told any information about it except what they heard in the draft ballot language:

To protect high-quality academic instruction, enhance college and career readiness for students, fund an endowment for computers and technology, and ensure every school meets current earthquake and fire safety standards, shall the Santa Monica – Malibu Unified School District modernize the 100-year-old Santa Monica High and repair aging elementary schools, including upgrades to deteriorating classrooms and improving athletic and arts facilities, by issuing 385 million dollars in bonds at legal rates, with independent oversight, mandatory audits, and all funds for Santa Monica and Malibu schools?

Responses are detailed below, showing differences by party and city. Some key things to note:

First, the bond itself requires a 55% majority for passage. The overall support level of 58% is within the margin of error for that amount, meaning that the true support level among likely voters could be under the minimum proportion needed. Passing this bond will require a serious campaign effort, and especially so given the potential for strong paid opposition to the two statewide tax measures and the possibility of the so-called “paycheck protection” proposition campaign boosting public antagonism towards public employees.

<i>First Vote</i>	<i>ALL</i>	<i>Dems</i>	<i>GOP</i>	<i>DTS</i>	<i>SM</i>	<i>Malibu</i>
<i>Definitely yes</i>	33	40	18	32	35	24
<i>Probably yes</i>	19	22	19	13	19	20
<i>Not sure lean yes</i>	6	4	7	9	6	4
ALL YES WITH LEANS	58	66	44	54	60	48
ALL YES WITHOUT LEANS	52	62	37	45	54	44
ALL NO	31	22	45	35	29	39
<i>Not sure lean no</i>	4	4	7	3	3	10
<i>Probably no</i>	7	5	11	6	6	10
<i>Definitely no</i>	20	13	27	27	20	19
<i>Not sure not leaning</i>	11	11	12	11	12	13

Second, as shown above, if we remove voters who are Undecided but are “leaning” towards voting Yes on the bond, we end up with just 52% in favor of it, short of the 55% majority required. The point of a ballot measure campaign is to encourage these “soft” voters to stay with the Yes side, and it will have to be an effective effort.

Third, note the really major partisan differences in support of the bond, with Decline to State voters in this case looking more like Republicans than like Democrats. This is not what we found in the parcel tax poll; in those results, we found Decline to State voters below the required two-thirds majority, but closer to Democrats than to Republicans.

Fourth, we see in the table above the substantial difference in support comparing Santa Monica with Malibu: a 12 point gap. In fact, support in Malibu does not break 50%, even including the “leaners.”

To continue the analysis, let’s look at other strong breaks by major voter groups.

So in addition to the partisan and city gap, we also see:

- A very small gender gap overall, which is in some contrast to the much larger gender gap we saw in the parcel tax poll. Perhaps the more ambiguous fiscal impact of a multimillion bond has a different kind of effect on the male ego than the clear cost of a \$99 parcel tax.
- But we do see a more substantial gender gap when comparing Democratic men and women: net support (Yes minus No) among Democratic women reaches 51 points (69% Yes/18% No) compared to a lower 36 points among Democratic men (63% Yes/27% no).
- Support varies substantially by age, with net support at 40 points among voters under 50, and 21 points for those over 50.
- Age and gender combined also seem to have a strong effect on attitudes about the measure, with men under 50 most supportive (net support of +44 points) and men 50+ least supportive (+14 points). We also see stronger support among younger women (+ 35 points) than among older women (+14 points), although the difference is smaller than among men.

- We see this effect even among Democrats, with Democratic men over 50 showing net support at just +27 points compared to +58 points for 50+ Democratic women and +49 points for younger Democratic men.
- As we saw in the tax poll, support is sharply different comparing apartment dwellers (+41 points) with single family home dwellers (+23 points) and especially condo dwellers (+18 points). We get a similar result when we compared coded renters (i.e. those whose address listed in the voter file suggests they are renters rather than self-identified own/rent status) against coded homeowners (+ 36 points compared to +20 points). Homeowners age 50+ are much more likely to oppose a bond (40% voting No) compared to younger homeowners (22% voting No).
- Democratic renters support the bond at very high levels (net support of +57 points), with GOP and Decline to State renters much more divided (+ 5 and +20 points net support). There is a similar but smaller effect among homeowners, with net support among Democratic homeowners at +33 points, -6 points among Republican homeowners, and + 16 points among Decline to State homeowners.
- Parents support a bond at reasonably higher levels (67% for all parents, and 68% for public school parents), compared to just 56% support for non-parents.
- We see a major difference in support when comparing those we contacted on cell phones (+43 points) and those on land line phones (+23 points), which most likely reflects differences in age and own/rent status.

So to summarize, support for the bond is strongest with younger Democrats and Democratic renters, and with parents, wireless voters, and with homeowners under age 50.

There are especially sizable proportions of Undecided voters found among women under age 50 (a key group as a result), and among Latinos (who are underperforming expected support levels based on findings in other districts, which we also saw in the tax poll). About one in three in both of these voters groups are Undecided.

Following is a table that details the breakout of result of the first vote question by voter group:

<i>FIRST VOTE RESULTS</i>	<i>ALL YES</i>	<i>ALL NO</i>	<i>NET YES</i>	<i>DK</i>
<i>MEN</i>	58%	32%	26%	20%
<i>WOMEN</i>	59%	29%	30%	23%
<i>DEM</i>	67%	22%	44%	20%
<i>REP</i>	44%	45%	-1%	25%
<i>DTS</i>	54%	35%	18%	23%
<i>DEM MEN</i>	63%	27%	37%	19%
<i>DEM WOMEN</i>	69%	18%	51%	20%
<i>DEM MEN 18-49</i>	70%	21%	49%	19%
<i>DEM MEN 50+</i>	58%	31%	27%	19%
<i>DEM WOMEN 18-49</i>	64%	21%	42%	28%
<i>DEM WOMEN 50+</i>	74%	16%	58%	15%
<i>SANTA MONICA</i>	60%	29%	31%	21%
<i>MALIBU</i>	48%	39%	9%	27%
<i>VOTE IN ALL MEASURES</i>	58%	31%	27%	20%
<i>VOTE ON SOME ONLY</i>	60%	29%	31%	25%
<i>18-49</i>	63%	24%	40%	25%
<i>50+</i>	56%	35%	21%	19%
<i>18-34</i>	64%	22%	42%	28%
<i>35-49</i>	63%	25%	38%	23%
<i>50-64</i>	55%	35%	20%	21%
<i>65+</i>	56%	33%	23%	17%
<i>MEN 18-49</i>	67%	23%	44%	20%
<i>MEN 50+</i>	51%	38%	14%	18%
<i>WOMEN 18-49</i>	59%	24%	35%	31%
<i>WOMEN 50+</i>	59%	32%	27%	20%
<i>SINGL FAMLY</i>	56%	34%	23%	20%
<i>APART</i>	64%	23%	41%	24%
<i>CONDO</i>	53%	35%	18%	22%
<i>KIDS</i>	67%	20%	47%	21%
<i>NO KIDS</i>	56%	34%	22%	22%
<i>PUBLCL SCHL</i>	68%	20%	48%	19%

<i>FIRST VOTE RESULTS</i>	<i>ALL YES</i>	<i>ALL NO</i>	<i>NET YES</i>	<i>DK</i>
<i>VOTED IN PRIMARY</i>	58%	32%	26%	19%
<i>DIDN'T VOTE PRMRY</i>	59%	29%	30%	26%
<i>6/6</i>	52%	38%	14%	18%
<i>4-5/6</i>	62%	28%	35%	22%
<i>1-3/6</i>	57%	30%	27%	24%
<i>VOTED 5-10</i>	55%	34%	21%	20%
<i>DID NOT VOTE 5-10</i>	61%	27%	34%	22%
<i>SPAN</i>	58%	26%	32%	35%
<i>PAV</i>	62%	26%	36%	22%
<i>NOT PAVE</i>	56%	33%	24%	21%
<i>WIRELESS</i>	67%	24%	43%	18%
<i>LAND</i>	55%	33%	23%	23%
<i>OWN</i>	55%	35%	20%	21%
<i>RENT</i>	62%	26%	36%	22%
<i>MEN RENT</i>	60%	30%	31%	17%
<i>WOMEN RENT</i>	63%	22%	41%	26%
<i>MEN OWN</i>	55%	34%	21%	22%
<i>WOMEN OWN</i>	55%	36%	19%	20%
<i>RENT 18-49</i>	61%	25%	36%	24%
<i>RENT 50+</i>	63%	27%	36%	20%
<i>OWN 18-49</i>	68%	22%	46%	28%
<i>OWN 50+</i>	49%	40%	9%	19%
<i>OWN DEM</i>	61%	29%	33%	21%
<i>OWN REP</i>	40%	46%	-6%	25%
<i>OWN DTS</i>	53%	37%	16%	16%
<i>RENT DEM</i>	72%	15%	57%	18%
<i>RENT REP</i>	48%	42%	5%	25%
<i>RENT DTS</i>	54%	34%	20%	28%

Tax Amount

We explored what happens to voter support for a bond once we tell voters that on average it will cost homeowners about \$185 per year. Not surprisingly, support for a bond drops, from 58% to 49%, with 44% opposed. The decline is especially sharp among Democratic women, homeowners under age 35, and even among Democratic homeowners. The focus of any campaign clearly should be on the bond amount and not the tax levels.

Apartment Dwellers

Support for a bond starts at 64% among apartment dwellers in the first vote question, and declines to just 57% when we tell them about the \$185 cost per year for homeowners.

But when we tell apartment dwellers that their cost will be just \$16 per year (on average) support among apartment dwellers rises back to 63%. So it does not boost support above starting levels to tell apartment dwellers what their cost for the bond will be, but this information does result in returning them to initial level.

Does the District Need Funding for a Bond or Not?

We matched up two statements and asked voters to choose the one that comes closest to their point of view on the issue of whether the proposed bond is needed, or not. We found about 53% who agree it is needed, and 38% who disagree, as shown below.

<i>Which comes closer to your POV?</i>	<i>All</i>	<i>Yes</i>	<i>No</i>	<i>Undec.</i>
With all the previous bond and tax measures voters have approved, our school district should have enough money. We should vote no on this new measure and stop yet another tax increase	38	14	83	40
This bond measure will improve academics and computer technology in our schools, upgrade many very old school buildings, and make them safer for kids. We should vote yes for our schools and our kids	53	77	12	44
Net	+15	+63	-71	-4

Note that even among Yes voters, about one in six (14%) agree that the bond is not needed and that we should stop “yet another tax increase.” However, 12% of initial No voters do agree that a Yes vote will help our schools and kids. But a small

plurality of those we initially Undecided come down on the No side after hearing these statements.

This is more evidence that a campaign will be challenging and will require a substantial community effort for success.

Potential Support Still Very Strong

As an exercise to get a better sense of which types of voters are most open to the idea of voting Yes on the bond (and not to be thought of as an attempt to predict potential support), we asked voters if they agree or disagree with the following statement:

I would support this bond if I knew that it was really needed, and that without it we would end up with a really serious decline in the quality of our schools.

Eighty-three percent agreed, including 63% who strongly agreed, with just 15% who disagreed. Among initial No voters, 59% agree with this statement.

The usual patterns still prevail, with strong agreement highest among Democrats, renters, and younger voters. But we also see Decline to State voters moving in high proportions to agree with this statement, and also 50+ men, condo owners, and Latinos.

Perhaps the most important lesson from the results of this question is that it remind a bond campaign that it is essential to explain 1) why a bond is needed, 2) what the positive impact on the quality of education will result from its passage, and 3) what the negative consequences are of its failure.

2nd Vote After Positives

After we read voters mostly positive information about the bond, we asked a second and final vote question. Support does increase from the initial 58% (with leans) to 63%, with opposition increasing by one point from 31% to 32%.

	1 st Vote	2 nd Vote	Change
<i>Definitely yes</i>	33	37	+4
<i>Probably yes</i>	19	19	0
<i>Not sure lean yes</i>	6	8	+2

<i>ALL YES WITH LEANS</i>	58	64	+6
<i>ALL YES WITHOUT LEANS</i>	52	56	+4
<i>ALL NO</i>	31	32	+1
<i>Not sure lean no</i>	4	4	0
<i>Probably no</i>	7	8	+1
<i>Definitely no</i>	20	20	0
<i>Not sure not leaning</i>	11	4	-7

There are several key groups where we observed fairly significant increases in support:

- Under age 35, where net support (Yes minus No) increased by 24 points resulting in 82% in favor.
- Democratic men under age 50, where net support increased by 15 points, resulting in 82% in favor.
- Apartment dwellers, where net support increased by 12 points, resulting in 75% in favor.

Net support actually declines substantially among seniors, perfect voters (voted in all six of the last six statewide elections, and homeowners under age 50.



District Advisory Committee on Health & Safety

2011-2012

**Annual Report to
Board of Education**

18Jul10

Chair: Pat Nolan

Staff Liaisons:

Marolyn Freedman & Lora Morn, RN



DAC on Health & Safety 2011-2012 Charges

Charges:

- Monitor contemporary issues in health that have a direct impact on school age children
- Monitor issues that impact safety in SMMUSD schools
- Encourage developmentally appropriate best practices in health, nutrition and physical education
- Assist in the development of a master SMMUSD Calendar of Health & Safety to include all related topics offered in Santa Monica-Malibu region by various organizations
- Assist in the development and implementation of a long-term Master Plan for Student Health
- Assist in the review and modification of SMMUSD policies impacting student health and safety
- Review student health and safety data and analyze trends



DAC on Health & Safety 2011-2012 Accomplishments

- Formation of *ad hoc* committees on Nutrition & on 'Bullying'
- Review of Wellness Policy Annual Survey 2011-2012 results
- Focus on Physical Health (see Nurses' Annual Report)
- Focus on Health Education
- Focus on Physical Fitness (see FitnessGram)
- Focus on Homework Policy implementation (see Survey)
- Focus on diverse areas of SMMUSD safety
 - Environmental
 - Traffic & Bicycle
 - Campus' Bathrooms
 - Fire & Disaster
 - Societal (Violence & Drug Prevention & 'Bullying')



Focus on Physical Health

- All SMMUSD elementary schools are now staffed with 'Health Service Specialists' daily (10 AM – 1:30 PM)
- Tdap inoculation program required for Sep 2011 school entry successful
- New concussion laws that requires schools to remove kid from play who are showing concussion symptoms
- SMMUSD Policy changed from 'no nit' to 'no live lice' in accordance with CDE and Calif. School Nurses Association & AAP policies
- See Also **APPENDIX A**
 - **(Nurses' Annual Report 2010-2012)**



Focus on Health Education

- State standards (<http://www.cde.ca.gov>) adopted in 2008; SMMUSD 9th grade curricula revised and implemented in 2009/2010 to accommodate but curriculum optimization still needed
- There is also consensus that members of the DAC's nutrition *ad hoc committee* should review the health standards developed by the State and meet with SMMUSD staff to discuss the possibility of integrating nutrition into the curriculum in all grades; this effort is in progress.
- One DAC member who is an MD had held discussions with SMMUSD staff on collaborations between SMMUSD and UCLA to develop lectures and videos on health-related topics pertinent to students/standards; project in progress (16Jul12 update in next slide)



Focus on Health Education

- 'A group of medical students from UCLA put together some power point presentations to be taught in health class this upcoming year, and they will "teach the teachers" in an upcoming session how to use the power points.'
- 'So we were successful in making some progress! Hopefully, next year we can continue to collaborate and grow the project'.

- DAC member Sion Roy, MD 16Jul12



Focus on Physical Fitness

- California FitnessGram 2010-2011 **(Next Slide)**
- SPARK program (grant program) is ideal for JAMS and Lincoln and should be expanded to other campuses
- DAC hosted presentation by '100 Mile Club' to encourage students to 'walk 100 miles' in a/every year
- Fitness Gram versus PE: Students required to take two years of PE regardless of whether they pass FitnessGram or not. SMMUSD offers 4 years of PE but students only required to take two



Focus on Physical Fitness

2010-11 California Physical Fitness Report

Overall - Summary of Results

Santa Monica-Malibu Unified District

Physical Fitness Area	Total Tested in Grade 5	Number of 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 in Grade 7	Number of 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 in Grade 9	Number of Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	844	648	76.8	18.7	4.5	889	660	74.2	19.3	6.5	881	658	74.7	18.5	6.8
Body Composition	844	560	66.4	13.7	19.9	889	582	65.5	14.1	20.4	881	600	68.1	15.6	16.3
Abdominal Strength	844	773	91.6	8.4	N/A	889	778	87.5	12.5	N/A	881	720	81.7	18.3	N/A
Trunk Extension Strength	844	739	87.6	12.4	N/A	889	817	91.9	8.1	N/A	881	821	93.2	6.8	N/A
Upper Body Strength	844	679	80.5	19.5	N/A	889	682	76.7	23.3	N/A	881	657	74.6	25.4	N/A
Flexibility	844	588	69.7	30.3	N/A	889	697	78.4	21.6	N/A	881	773	87.7	12.3	N/A



Focus on Physical Fitness

- Additional FitnessGram results demonstrate that even SMMUSD, which scores relatively well, demonstrates the same trend as national statistics: a disproportionate number of economically disadvantaged students appear in 'needs improvement' and/or 'high risk' categories.



Focus on Homework Policy Implementation

- Excessive homework has long been a topic of interest to this DAC as it relates to stress and insufficient sleep time; Board Policy 6154 was revised in 2009
- This revised SMMUSD Homework Policy requires that assessment surveys be done, collected and published quarterly, and our DAC additionally requests that these Survey results be compiled and presented in a more detailed manner to facilitate assessment (reference Survey, Appendix D)
- Because these Survey results were not de-constructed by grade, it's difficult to make a firm assessment, but 43% of respondents thought the amount of homework to be appropriate.
- The DAC would also encourage more student responses (in addition to parent/guardians) to this Homework Survey at MS/HS level.



SMMUSD Wellness Policy

- SMMUSD has had a Wellness Policy (BP 5030) since 2006 because the Federal Government required that all public school districts have a wellness policy by that date.
- Ms. Richwine, RD noted that there are federal and state regulations and that the State of California regulates what may be served at school sites during the time period commencing ½ hour before school and ending ½ hour after school.
- The State audits the food service department in the District every three years and part of the audit includes Wellness Policy compliance.

Wellness Policy Annual Survey 2011-2012



WELLNESS POLICY SURVEY RESULTS 2011- 2012

SUMMARY

Online Survey of 10 questions sent to 16 Principals by Office of the Superintendent, Sandra Lyon. 21 Responses. Actual Survey attached.

Principals are aware of the Wellness Policy. Responses suggested at least 70% or more compliance in topics addressed. Significant improvement over past year with regard to compliance in food served in the classroom aka classroom party guidelines. Responses suggest annual reminders to principals and then to parents helpful. Providing Bullet Points to the Principals annually would also be helpful. Further clarification needed on the guidelines for foods served on campus during the school day as well as policy guidelines for nutrition education.

Minimal significant change in annual survey results since Policy inception in 2007.

Topic/Responses	Change
Wellness Policy is displayed in one form or another such as website, handbook in all but 5 schools. All but 1 stated they review the policy with parents.	NO significant change from last year.
90% of schools at least 75% compliant with food related guidelines. HOWEVER, 57% stated that they allowed food trucks on campus during the school day.	NO significant change from last year in response, but food trucks are a new occurrence
81% have classroom party guidelines in place.	UP from 69% last year.
90% state they do not use candy as a reward. (2 responses said that they did)	UP from 85% from last year.
Health Education taught K-9.	NO significant change from last year.
Cool Tools included K-12	NO significant change from last year.
Nutrition Education included K-12 EXCEPT FOR 8 th grade. ONLY 8 OUT OF 21 RESPONSES TO THIS QUESTION	Last year 100% of respondents stated Nutrition Education taught
Further Clarification of Wellness Policy needed on: <ul style="list-style-type: none">• #1 Nutrition Education• #2 Foods Served on Campus• #3 Emotional Well Being	New Question this year.



Focus on Wellness

- A DAC member suggested that the committee look at best practices before making any recommendations; was there not a stipulation in the Board's vote last summer to keep chocolate milk but generally charge SMMUSD Food & Nutritional Services with investigating best practices in school nutrition programs?
- Ms. Richwine would like to train the teachers to integrate nutrition in the mainstream curriculum by using nutrition as the backdrop for math and science.
- It is also noted that parent education regarding nutrition is important because parents do the shopping.
- SMMUSD needs to assure that personnel are appropriately and adequately trained to address issues which affect a child's self-esteem as well as their health.
- The discussion ended with a consensus that members of the DAC nutrition *ad hoc committee should review the health standards developed by the State* (<http://www.cde.ca.gov>) and meet with SMMUSD staff to discuss the possibility of integrating nutrition into the curriculum in all grades; in progress.



Focus on Emotional Health

- 'Bullying' in its many manifestations continues as an emergent and hi profile issue: the DAC has established *ad hoc committee* to more thoroughly investigate all aspects of 'bullying', composed of DAC members who are community mental health professionals and members with interest in this issue
- The Jackson Katz Male Violence Prevention Project will be given at SaMoHi at the beginning of the next school year; SMMUSD and the City of Santa Monica are partners on the project
- A DAC member advised SMMUSD staff on revision of the Hate Motivated Behavior Policy
- A website to promote education to stop to choking game can be found by searching for "Erik's Cause"
- DAC heard reports on SMMUSD staff training on:
 - Harassment and peer intimidation
 - Threat assessment
 - Cyber ethics
 - "Olweus' Bullying Prevention Program: an evidence based, long-term, system-wide program to change behavior"



Focus on diverse areas of SMMUSD safety

- **Environmental Safety**
 - SMMUSD Campus Designs and Improvements : DAC hosted the Director of the SMMUSD BB Facility Improvement Project and reviewed project plans for each campus
 - DAC member has volunteered to coordinate a committee at JAMS to resolve the issue of heavy backpacks resulting partly from removal of lockers on campus
- **Traffic Safety**
 - DAC continues to direct parent/student concerns about campus environs' traffic safety to SMPD through SMMUSD staff
- **Bicycle Safety**
 - The City of Santa Monica has obtained two grants to pilot a bicycle training program will include pedestrian safety and bicycle safety and is working with SMMUD to pilot a training program in two elementary schools and two middle schools. A DAC member is the SMMUSD Staff liaison for these School-Based Bicycle & Pedestrian Training Programs
- **Bathroom Safety**
 - DAC members continue to advocate SMMUSD staff for clean, well-lit and nonthreatening bathrooms, which remain a concern on campuses, particularly for younger MS female students
- **Fire and Disaster Safety**
 - DAC receives monthly updates from our SMFD member on:
 - DART (Disaster Awareness/Response Training) for SMMUSD staff, soon to be transitioned to a more comprehensive CERT (Community Emergency Response Training)
 - Student fire safety education in SMFD 'fire safety' trailer
 - SMFD 'Adopt a School' program in place on 3 SMMUSD campuses classrooms visits took place this school year)
 - Fire Department hosted two youths from SPARK program (from JAMS)who worked with fire dept. as mentors



DAC on Health & Safety Suggested direction for 2012-2013

- Continue to investigate and advise on both emergent and long-standing issues concerning SMMUSD student/staff/community health and safety as our primary focus
- Continuing effort to incorporate assessment and evidence-based practice in SMMUSD programs
- Continuing effort to implement a SMMUSD Community Master Calendar of H&S events
- Advocate/facilitate development of a comprehensive future Master plan for SMMUSD student health care



DAC on Health & Safety 2011-2012 Budgetary Implications

- None at this time



DAC on Health & Safety Members 2011-2012

- Thanks to Marolyn Freedman for her service as liaison to the Health & Safety DAC!!

Bernstein, Debbie (Secretary)	parent
Butchko, Leslie	parent
Forster, Robert	parent
Getoff, Peter	parent
Gress, Clarinda Ross	parent
Herman, Leesl	parent
Kachru, Rita	parent
Keever, Kristine (Vice-Chair)	parent
Morn, Lora, SMMUSD	staff liaison
Nolan, Patricia (Chair)	community
Post, Suzanne, SMFD	community
Rodriguez, Idalia	community
Roy, Sion	community
Rudra-Ganguly, Nandini	parent
De la Torre, Oscar, BOE	Board of Education
Escarce, Jose, BOE	Board of Education

In Support of Malibu High School Athletic Field Lights

It's about KIDS

The MHS Lights Steering Committee

It's NOT just about Football. It's about the *whole* School!

Events at the main athletic field involve multiple sports and activities:

- Girls Varsity & JV Soccer
- Boys Varsity & JV Soccer
- Boys Varsity & JV Lacrosse
- High School & Middle School Cheer Squads
- Singers, Musicians, Drum Line
- Girls Dance Squad
- Student Trainers, Journalists & Photographers
- ASB Students selling food and Shark Wear for fundraising
- AND... Varsity & JV Football

Ask the experts! – Students, Parents, Administrators & Staff



It's NOT just about the school. It's about the community.

At a night football game,
the community gathers together...



A safe and healthy gathering place for Malibu
children, teens and families.



Football Day Games at Malibu High School

Nearly empty stands... more cheerleaders than fans.



Day Games at Malibu High School

- Football, soccer and lacrosse home games are sparsely attended due to family, school, & work obligations during the daylight hours
 - Students must miss 5th & 6th period classes for “early-outs” to attend games – *even home games* - during the day
 - “Early-outs disrupt academic programs and impact both students who leave AND those that stay in class
 - Many parents **NEVER** get to watch their kids play a home soccer or lacrosse game.
- *The cumulative effect negatively impacts programs at MHS, and discourages participation and enrollment.*

Athletics are Linked to Academic Performance

Yet another study confirms what parents & educators already know:

*That teens engaged in school sports perform **better** in school overall.*

From a June 6, 2012 LA Times Article reported on a recent study by LAUSD:

"L.A. Unified statistics link athletics, higher academic performance:"

"What was proven is that students in our schools who participate in athletics attend school significantly more often, have higher GPA's and score higher on the [California Standards Tests] in both English and math, when compared to the rest of the student body," according to a memo sent to L.A. Unified schools by Barbara Fiege, the commissioner of athletics.

The "Malibu 6" – multi-sport athletes
Class of 2012 on their way to:
UCLA, Tufts, Nevada, McGill,
Oregon, and Macalaster

Ask the experts! – Parents,
MHS Administrators & Staff.



Leaders of Youth Support the Lights

- Ray Humphrey, Head Coach of Football - Malibu High School
- John Johnstone, Head Coach of Girls Soccer - Malibu High School
- Lloyd Kinnear, Head Coach of Boys Soccer - Malibu High School
- Steven O'Neill, Head Coach of Boys Lacrosse - Malibu High School
- Chris Neier, Athletic Director/P.E. Teacher - Malibu High School
- Ari Jacobs, Classroom Teacher/Head Coach of Baseball - Malibu High School
- Marianne Riggins - Malibu Athletic Boosters Club President
- Seth Jacobsen, President - The Shark Fund (MHS Primary Fundraising Organization)
- Pete Anthony, Former Planning Commissioner, VP Malibu ASA Softball, MHS Booster Club
- Tony Perez, President - former Malibu Athletic Boosters Club President
- Frank Thomas, President - Malibu Pony Baseball & Malibu ASA Softball
- John Paola, President - Malibu Kiwanis Club
- Bill Bixler, Instrumental Music Teacher - Malibu High School
- Eddie Marz, Drum Line Director - Malibu High School
- Kim Stefanko, President - Malibu High School Arts Angels
- Rick Erickson, Regional Commissioner - Malibu AYSO
- Laureen Sills, President - Malibu Special Education Foundation
- Maria-Flora Smoller, Co Founder - A Safer PCH
- Kasey Earnest, Chief Professional Officer - Boys & Girls Club of Malibu Teen Center
- Steve Ciniglio, President - Malibu Little League
- Craig Foster, Laureen Sills, Patricia Manney - AMPS Executive Leaders, Advocates for Malibu Public Schools
- Paula Erickson, Former President - The Shark Fund (MHS Primary Fundraising Organization)
- Ignacio Garcia, President - Malibu English Learner Advisory Committee (ELAC)
- Amy Young, Incoming PTSA President, Malibu High School
- PTSA Presidents and Board Members from all four Malibu public schools

**EVERY youth and sports organization leader in Malibu
SUPPORTS lights at the MHS Athletic Field**

Grassroots Support: Project supported & *funded* by COMMUNITY

It's about Malibu

Who Wants Lights?

- As of early-July, there have been over 320 unique donations to The Shark Fund raising over \$440,000 specifically for lights
- Most donations represent a family or organization with multiple adults and children
- Donations continue to arrive every day...

Who Wants Lights? These donors do...

- Janice & Jeff Nikora
- The Clarfield Family
- Gabrielle Morgerman & Kevin Morris
- Anonymous (\$25,000)
- Anonymous (\$10,000)
- Colleen & Michael Baum
- Cindy Crawford & Rande Gerber
- Lori & Henry Holmes
- Malibu Bay Company
- Patti & Scott Schwartz
- Malibu High School PTSA
- Charlie Sheen
- Anonymous (\$5,000)
- Hollywood Storage & The Sundher Family
- MHS Class of 2011
- Whole Foods in the Park
- Lori & John Tartol
- Anonymous (\$2500)
- The Anthony Family
- The Astani Family
- Gigi & Lawrence Awbrey
- The Baldwin Family,
- Yvonne Esquerro-Bard & Steven Bard
- The Blackwood Family
- Bonny & Bruce Bolander
- The Eli & Edythe Broad Foundation
- Susan & Mark Burger
- The Ceruto Family
- Stephanie & Skip Chaisson
- The Clarke Family
- The Crescentini Family
- Karen & Cameron Farrer
- The Gorelick Family
- Deborah La Gorce Kramer & Steven P. Grahek
- Patricia Manney & Eric Gruendemann
- The DJ Johnson Family
- Lisa & Gabe Kapler
- The Klarenbeck Family
- Amanda & Steven Kofsky
- The Le Family
- Carol Levy,
- Kym Gold Lubell
- Jill & Jonathan Manhan
- The Masterson Family
- The McPartlin Family
- DNA & Mike Moore
- Maria & Nicholas Moss
- The Radcliff, Riggins & Murray Families
- Inga & Jeff Murrell
- The Nanula Family
- The Neven Family
- Pacific Rim Companies
- Casey Reardon & Tony Perez
- Mindy & Paul Peterson
- The Rafeedie Family
- Robyn & Rick Ross
- Kathryn Ibarra & Eric Savitsky
- Ema & Shen Schulz
- The Schwimer Family
- The Sidley Family
- Laureen & Greg Sills
- The Sittig Family
- Dana & Tony Walczuk
- The Leon-Liu-Wang Family
- The Wirht Family
- The Wisnicki Family
- Amy & Trip Young
- The Zweig Family
- Shannon & Michael Rotenberg
- The Gooden Family
- Lisa & Brian Holmes
- Michelle & Andy Jackson
- The Kaplan Family
- Bobbie & Roy Schlobohm
- The Weinberg Family
- Danielle & William White
- Anonymous (\$500)
- Deborah & Jud Allen
- The Anderson Family
- The Annis Family
- Marietta & Bud Anthony
- The Appel Family
- Donna & Niel Armstrong

We Want Lights - Donors Page 2

- Jeff Baugh – For A Safer PCH
- Elizabeth & Tobin Bell
- Jana & Guy Blake
- The Bogie Family
- The Canup Family
- Nicolo Carlson & Family
- Catherine Cassone & Parents
- The Churchill Family
- Linda & Trevor Colby
- The Cole Family
- The Corrigan Family
- Wendy & Mark Davis
- The Detweiler Family
- The Diemer Family
- The FauntLeRoy Family
- The Goodman Family
- Dana Gruskin
- The Haft Family
- Maureen Weston & Brian Halloran
- The Hannley Family
- The Hinds Family
- The Houge Family
- Melissa & Jeff Hunter
- The Janov Family
- Jack, Grace & Charlie Johnson
- Dr. Mark Kelly
- The Kessenich Family
- The Kinyon Family
- The Kohn Family
- The Krase Family
- LA Chiro Spa & Holistic Center
- The La Masney Family
- The Lapidus Family
- The Levin Family
- The Levin Group
- MHS Boys JV Soccer Team, 2011 – 12
- MHS Boys Varsity Soccer Team, 2011 – 2012
- MHS Girls Varsity Soccer Team '11 – 12
- MHS Drumline/Percussion Ensemble 2011 - 12
- The Mandel Family
- Katherine & Ron Marinaro
- Jordan Michaelson & Family
- Catherine Serros & David Myers
- The Nokes Family
- The O'Neill Family
- OTZSHOES, Inc.
- Ovation Medical
- The Perlmutter Family
- The Petretti Family
- Maggie & Mikke Pierson
- The Pumpelly Family
- Cathy Purewal
- The Quartz Family
- Tracey Bregman Recht & Ron Recht
- The Zahn & Rosenthal Families
- The Roth Family
- Amy Guills & Jim Savas
- The Schaar Family
- The Schoenberger Family
- Gail & Sam Seelig
- Tami Semler
- The Sheridan Family
- The Sinding Family
- Alice & Joe Skorcz
- Roohi & Brian Stack
- The Thonson Family
- The Tosdevin Family
- Lori & Keith Webster
- The Dianne Wells Family

We Want Lights - Donors Page 3

- Marie & Alan Wexler
- Keri & Scott Wilder
- Kelli & Bill Young
- The Zappala Family
- Zuma Inspections
- Nicole & David Bassett
- Betty Bernard
- The Rich-Evers Family
- The Ferbas Family
- The Frost Family
- Dorothy & David Goldstein
- Maria Hungerland
- David Krintzman
- The Leib Family
- Heather & Rich Little
- MHS JV & Varsity Football, 2011 – 2012
- MHS JV Lacrosse Team, 2011 – 12
- MHS Varsity Lacrosse Team, 2011 – 12
- The McConnell Family
- The McMillin Family
- Catherine Serros & David Myers
- The Rocco Family
- Todd Rubenstein
- Noriko & Stuart Smith
- The Strange Family
- Stephanie & Nick Wechsler
- The Weinberg Family
- Andrea & Paul Zuckerman
- Anonymous
- The Adli Family
- Lori & Johnny Armstrong
- The Baer Family
- The Boland Family
- Everest Brady
- Kim Brown
- Katherine & Richard Buckton
- The Cadarette Family
- The Comfortes Family
- The Corrodi Family
- The Cranson Family
- The Crowder Family
- The Cunningham Family
- Jan Currey
- The D'Estries-Honkawa Family
- The Day Family
- The Dijker Family
- Lorelei Woerner Eisner
- The Ellrod Family
- Janet & Roy Ettenger
- The Finck Family
- Linda Fleiderman
- The Flor Family
- The Fote Family
- The Gareri Family
- Mary-Beth & Brian Gibson
- The Gilleran Family
- The Gilliams Family
- The Goldberg Family
- The Grant Family
- Nina & Mia Green
- Gary Green
- Barbara Grushow
- Hayley Haag
- Leigh Ann & Jack Haas
- The Hughes Family
- The Hurst Family
- Keely & Austin Jensen
- Dana & Ken Johnson
- The Kiefer Family

We Want Lights - Donors Page 4

- The Kitay Family
- The Lashgari Family
- Jasmine & George Laubender
- The Bloom/Leffe Family
- The Leonardo Family
- The Levin Family
- Nancy & Braxton Little
- Malibu Stage Company
- The Malmoux Family
- Daphne Spanier & Niki Mandel
- The Massett Family
- The Mathur Family
- The McDonnell Family
- The McKeown Family
- Pollyanna Justice-Miller
- Carolyn & Gary Morrison
- Michelle & Stephen Murphy
- The Ney Family
- Mary Taft & Bruce Ochmanek
- The Odian Family
- The Paige Family
- Sam George & Nia Peeples
- The Pertofsky Family
- Beth Lucas & Christian Pierce
- The Platner Family
- The Rapoport Family
- Allison & Neil Ray
- Andrew Shaner & Dorothy Reinhold
- The Rochin Family
- The Russum Family
- Jeri & Alan Samuel
- The Sarantinos Family,
- The Shanley Family
- The Shaw Family
- The Silbar Family
- Larry Felix & Kelly Silverberg
- The Smoller Family
- The Stipanowich Family
- The Stoker Family
- The Stutz Family
- The Tade Family
- Martha Quinn & Jordan Tarlow
- The Thomsen Family
- The Thorne Family
- Rick Wallace
- The Walley Family
- The Watkin Family
- The Wetton Family
- The Wilson Family
- Brooke Bohm
- The Fagan Family
- Agnes & Rick Gibson
- The Hamilton Family
- The Handal Family
- Lucy Stutz & Jared Levine
- The Liner Family
- The Loomis Family
- The Merback Family
- Kim Terranova,
- Lindsay Wineberg & Assoc.
- The Brand Family
- Joanne Carpentier
- The Cohen-Suelter Family
- Gregg Gellman
- The Lourd Family
- The McKenzie Family
- The Morales Family
- The Mosser Family
- Robin & Gary Peterson
- William Morris Endeavor
- Cathy & Michael Plen

Where do donors live?



Malibu High School is the blue pin – lower left quadrant of the map

Malibu Park Neighbors Support Lights

From [Malibu Park homeowners](#):

"I live ... directly above Malibu High School and I am in no way disturbed by lights on the football field. I do not have kids attending the school but **I do believe Friday night football is a great thing for the teenagers and entire community...** It keeps them off the streets, in a safe environment and it does not disturb me at all, as a neighbor. Actually I love hearing the games announcers and the sense of community it brings!" *-Pam Van Ierland*

"My home looks directly down on Malibu High School and the football/soccer field. I will be directly impacted by the lights and I am **IN FAVOR** of limited lighting at MHS. I really enjoy hearing the kid's yells and the cheers from the crowd. I choose to live in Malibu because of the small town feel and **what is more "small town American" than Friday night football?"** *-Dr. Mark Brown*

More from Malibu Park Neighbors...

From *Malibu Park homeowners*:

“Our community and our kids need a wholesome, traditional activity on Friday nights. I live steps from the high school and support lights and evening football for our charming, small town.” - *Gabe Kapler*

“As a Malibu parent I am thrilled that we will finally have permanent lights on the field. Good for the kids, our families and the community. **Being in such a rural area we are lucky to have a place to convene, see friends and neighbors and root for the ol' home team.** (Go Sharks!) As a Malibu Park home owner within earshot, and a view of the school I couldn't be more thrilled to be so close. Thank you to the residents of Malibu and the supporters of the Bring on the Lights Campaign. The field lights are an added benefit to the community.” - *Veda Kaplan*

And more from Malibu Park Neighbors...

From *Malibu Park homeowners*:

“My home is on Morning View Drive and looks up to Malibu High School and the football/soccer field. I will be directly impacted by the lights and I am IN FAVOR of limited lighting at MHS. I really enjoy hearing the kid's yells and the cheers from the crowd. I choose to live in Malibu because of the small town feel and **what is more “small town American” than Friday night football?**” - *Steven Bard*

“We have one of the four most affected houses in Malibu Park with our backyard facing the school. When we had the temporary lighting it was so much fun to hear the cheers of the games! Now that my kids are old enough to go to the games it's sad that we don't have lights. **I am all for FRIDAY NIGHT FOOTBALL! Please bring back the lights so we as a family can enjoy.** We need it for our kids and our community!” - *Katharine Marinaro*



Thank you, SMMUSD Board Members

We're proud of our school and want to
make it even better.

-The MHS Lights Steering Committee