

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 24, 2013

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Wednesday, July 24, 2013, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:30 p.m. in the Board Conference Room at the District Offices. At 4:31 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 5:54 p.m. in the Board Room.

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

Note:

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

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

CLOSED SESSION (3:30-5:42 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 (10)
- Conference with Real Property Negotiators pursuant to GC §54956.8 (902 Colorado Avenue, Santa Monica, CA: Santa Monica-Malibu Unified School District [SMMUSD], Southern California Edison [SCE], Exposition Metro Construction Authority [EXPO]) (10)
- Conference with Legal Counsel: Existing Litigation pursuant to GC §54956.9(a) [3 cases: 1) Malibu Community Preservation Alliance and Malibu Township Council, Inc. v. City of Malibu, City Council of Malibu, and SMMUSD, LA County Superior Court Case # BS138633; 2) Dionne Evans ad litem Endora Jones v. Santa Monica-Malibu Unified School, Jennifer Gonzalez, Mark Kelly, LA County Superior Court Case # SC 118413; 3) Noah Fagen ad litem Barry Fagan v. Santa Monica-Malibu Unified School District, OCR Docket # 09-13-1125]. (20)
- Conference with Labor Negotiators pursuant to GC §54957.6 (Superintendent, S.M.M.C.T.A.) (10)
- Conference with Labor Negotiators pursuant to GC §54957.6 (Superintendent, S.E.I.U.) (10)

OPEN SESSION (5:54 p.m.)

III. CALL TO ORDER

A. Roll Call

Board of Education Members

Laurie Lieberman – President

Jose Escarce

5:54 pm

Maria Leon-Vazquez – Vice President
Ben Allen – *absent*
Oscar de la Torre

Ralph Mechur – *left at 10:28p.m.*
Nimish Patel – *left at 9:13p.m.*

- 5:55 pm B. Pledge of Allegiance
Led by Mr. de la Torre
- 5:56 pm IV. **APPROVAL OF THE AGENDA**
It was moved by Ms. Leon-Vazquez, seconded by Mr. Mechur, and voted 6/0 to approve the agenda.
- 5:56 pm V. **APPROVAL OF MINUTES**
A.01 June 26, 2013 1
- 10:15 pm VI. **BOARD OF EDUCATION – COMMENDATIONS / RECOGNITIONS (0)**
The Board congratulated and recognized Peggy Harris, Director of Curriculum for 42 years of service. They wished her well in retirement.
- 5:57 pm VII. **STUDY SESSION (60)**
These items are staff presentations and/or updates to the Board of Education.
S.01 Plan to Create a New District Logo (60) 2
- VIII. **COMMUNICATIONS (15)**
The Communications section provides an opportunity for the Board of Education to hear reports from the individuals or committee representatives listed below. All reports are limited to 5 minutes or less. However, if more time is necessary, or if a report will not be presented, please notify the Board secretary eight workdays prior to the date of the meeting.
- A. **Student Board Member Reports (0)**
 - B. **SMMCTA Update – Harry Keiley (5) – no report**
 - C. **S.E.I.U. Update – Ms. Keryl Cartee-McNeely (5) – no report**
 - D. **PTA Council – Ms. Patti Braun (5) – no report**
- 6:42 pm IX. **SENIOR STAFF REPORTS (20)**
A. **Asst. Supt., Educational Services – Dr. Terry Deloria (5)**
Dr. Deloria reported that she spent 3 days as Malibu HS principal during the week of July 7. There was a large group of teacher training around capturing kids’ heart.
- 6:44 pm B. **Asst. Supt., Business & Fiscal Services/CFO – Ms. Janece Maez (5)**
Ms. Maez reported that the City of Santa Monica awarded the district with environmentally friendly gardening equipment. The electric commercial mower will most likely be seen on SAMOHI campus.
- 6:45 pm C. **Asst. Supt., Human Resources – Ms. Debra Moore Washington (5)**
Ms. Washington reported that the district is in negotiations with SEIU (4th meeting earlier in the day working on Safety article with Grievances as the next article) and CTA (will resume September 2013).
- 6:46 pm D. **Superintendent – Ms. Sandra Lyon (5) – no report**
- X. **CONSENT CALENDAR (30)**
As agreed by the President, Vice President, and Superintendent during agenda planning, consent agenda items are considered routine, require no discussion, and are normally approved all at once by the Board of Education. However, members of the Board of Education, staff, or the public may request an item be moved from the consent agenda to Section XI (Major Items) for clarification and/or discussion.

Curriculum and Instruction

| | | |
|------|--|--------|
| A.02 | Approval of Independent Contractors..... | 3-5 |
| A.03 | Conference and Travel Approval Ratification | 6-7 |
| A.04 | Overnight Field Trip(s) 2012-2013 | 8 |
| A.05 | Approval of Special Education Contracts 2013-2014 | 9-11 |
| A.06 | Agreement to Provide General Child Care and Development Services (CCTR) for Fiscal Year 2013 - 2014 | 12 |
| A.07 | Agreement to Provide California State Preschool (CSPP) For Fiscal Year 2013-2014..... | 13 |
| A.08 | Head Start Written Plan | 14-14q |

Business and Fiscal

| | | |
|------|---|--------|
| A.09 | Award of Purchase Orders – 2012-2013 | 15-15d |
| A.10 | Award of Purchase Orders – 2013-2014 | 16-16g |
| A.11 | Acceptance of Gifts – 2012-13..... | 17-17d |
| A.12 | Recommend Changes to Board Approved Bus Loading Standards..... | 18 |

Facilities Improvement Projects

| | | |
|------|---|-------|
| A.13 | Amendment to Contract – Lease Leaseback – Edison Language Academy – New Construction – Swinerton Builders – Measure BB | 19-20 |
| A.14 | Recommendation to Approve Contract Amendment #29 for Architectural/Engineering Design Services for Santa Monica High School Science and Technology Building and Site Improvement Project – R.L. Binder FAIA Architects, LLP – Measure BB | 21-22 |
| A.15 | Contract Amendment #04 for Additional Inspection Services – For Santa Monica High School Science and Technology Building and Site Improvements – California Testing and Inspections, Ind. – Measure BB | 23 |
| A.16 | Amendment to Contract – General Contractor – Malibu Middle/High School Campus Wide Fire Alarm Replacement Project – Modernization Project – Moment Construction Company, Inc. – Measure BB | 24-25 |
| A.17 | Recommendation to Approve Contract Amendment #36 for Additional Architectural Design Service for Malibu Middle and High School – Campus Improvement Project – HMC Architects – Measure BB | 26-27 |
| A.18 | Contract Amendment #16 for General Construction Management Services – Parsons/CCM – Measure BB..... | 28-29 |
| A.19 | Contract Amendment #04 for Additional Inspection Services – IT/MDG Room – Malibu Middle/High School Campus Improvement Projects – Stephen Payte DSA Inspections – Measure BB | 30 |

Personnel

| | | |
|------|--|-----------------------------|
| A.20 | Certificated Personnel – Elections, Separations..... | 31-43 |
| A.21 | Classified Personnel – Merit | 44- 57 58 |

General

XI. PUBLIC COMMENTS

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

exceeds the time limit, additional time will be provided in **Section XVI. CONTINUATION OF PUBLIC COMMENTS.**

- Scott Greco and Cami Winikoff addressed the board regarding spending/budget.
- Todd Kesselmen addressed the board regarding spending/budget/lights.
- Dhun May addressed the board regarding dangers of dairy products.

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 (135)

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.

| | | | |
|---------|------|--|--------------|
| 7:06 pm | D.01 | Secondary Math Improvement Plan for 2013-2014 (30) | 5859 |
| 8:08 pm | D.02 | Update: Equity and Access for Student Success Plan (30) | 5960 |
| | D.03 | District Advisory Committees: Discuss End-of-Year Reports for 2012-13 and Direction for 2013-14 (75) | 60-60y61-122 |
| | | Early Child Care DAC – <i>not present</i> | |
| 8:42 pm | | Health and Safety DAC | |
| 9:25 pm | | Visual and Performing Arts DAC | |
| | | District English Learners Advisory Committee – <i>not present</i> | |
| 9:50 pm | | Intercultural Equity and Excellence DAC | |

XIII. MAJOR ITEMS (10)

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.

| | | | |
|----------|------|--|--------------|
| 10:16 pm | A.04 | 22 High School Course Approval – Earth Science/Intro to AP Science (HP) (10) | 61-62123-124 |
|----------|------|--|--------------|

XIV. INFORMATIONAL ITEMS (10)

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

| | | | |
|----------|------|--|----------------|
| 10:29 pm | I.01 | Quarterly Report on Williams Uniform Complaints (10) | 63-63a125-125a |
|----------|------|--|----------------|

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 (5)

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."

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 Ms. Leon-Vazquez, seconded by Mr. de la Torre, and voted 4/0 to adjourn the meeting at 10:30 p.m. The next regular board meeting is scheduled for 5:30 p.m. **Wednesday, August 14, 2013**, in the **District Administrative Offices: 1651 16th Street, Santa Monica, CA.**

Approved: 8/28/13



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 2013-2014

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

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

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

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

ACTION
07/24/13

RECOMMENDATION NO. A.01

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

June 26, 2013

MOTION MADE BY: Mr. Patel
SECONDED BY: Mr. de la Torre
STUDENT ADVISORY VOTE: N/A
AYES: Five (5) (Mr. Allen was absent)
NOES: None (0)
ABSTAINED: Ms. Leon-Vazquez

STUDY SESSION

TO: BOARD OF EDUCATION

STUDY SESSION

7/24/2013

FROM: SANDRA LYON

RE: PLAN TO CREATE A NEW DISTRICT LOGO

STUDY SESSION ITEM NO. S.01

Robin Gee is working with staff to create an updated logo for the District by enlisting the support of the community. Tonight, Ms. Gee, the public information and cable TV manager for City Hall, will present her plan.

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

The Board was split into two groups for a brainstorm exercise on the District's key message as part of creative process of a new district logo. The general consensus of the Board is that the current logo is geographical and not reflective of what we value. Ms. Gee showed a handful of possible concepts and received the Board's feedback.

CONSENT ITEMS

TO: BOARD OF EDUCATION

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

RE: APPROVAL OF INDEPENDENT CONTRACTORS

ACTION/CONSENT
07/24/13

RECOMMENDATION NO. A.02

It is recommended that the Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2013-2014 budget.

| Contractor/ Contract Dates | Description | Site | Funding (Measure BB) |
|--|---|--------------------------------------|---|
| Neil Perlmutter and Associates Not to Exceed: \$75,000 (Original BOE approval 11/04/10) | Serve as Senior Architect heading Measure BB change order review unit | Measure BB/ Capital Improvements | 21,81,82,83-90500-0-00000-85000-5802-XXX-2600 |
| Rodrigo Donoso Not to Exceed: \$88,000 (Original BOE approval 05/06/10) | Project coordinator for development of documents associated to communications | Measure BB/ Capital Improvements | 21,81,82,83-90500-0-00000-85000-5802-XXX-2600 |
| Orbach, Huff and Suarez California, LLC Not to Exceed: \$100,000 (Original BOE approval 09/27/07) | Anticipated legal fees for Measure BB program | Measure BB/ Capital Improvements | 21,81,82,83-90500-0-00000-85000-5820-XXX-2600 |
| Gaudet Design Group Not to Exceed: \$50,000 (Original BOE approval 12/09/10) | Project Consultant for landscape architecture for Measure BB Program | Measure BB/ Capital Improvements | 21,81,82,83-90500-0-00000-85000-5802-XXX-2600 |
| Art Meets Technology Not to Exceed: \$5,000 (Original BOE approval 05/20/10) | Maintenance/Measure BB website | Measure BB/ Capital Improvements | 21,81,82,83-90500-0-00000-85000-5802-XXX-2600 |
| Lucy Fairweather Not to Exceed: \$60,000 (Original BOE approval 12/13/12) | Project Coordination Communications & Presentations | Measure BB / Capital Improvements | 21,81,82,83-90500-0-00000-85000-5802-XXX-2600 |
| Rob Lowe Not to Exceed: \$78,000 (Original BOE approval 09/06/12) | Project Coordination Site Logistics | Measure BB / Capital Improvements | 21,81,82,83-90500-0-00000-85000-5802-XXX-2600 |

| | | | |
|--|---|--|--|
| Simpson & Simpson Not to Exceed: \$384,000 (Original BOE approval 06/07/12) | Project Liaison Construction Activities & Operations | Measure BB / Capital Improvements | 21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600 |
| Elaine Rene Weissman 07/24/13 to 07-31-2014 Not to Exceed: \$25,000 | Project Consultant/Malibu | Measure BB / Capital Improvements | 21,81,82,83-90500-0- 00000-85000-5802-XXX- 2600 |

| Contractor/ Contract Dates | Description | Site | Funding |
|---|--|----------------------------------|--|
| DecisionInsite 7/1/13 to 6/30/14 Not to Exceed: \$19,161 | Provide enrollment projections | Human Resources | 01-00000-0-000000- 74000-5802-025-1250 |
| McKenna Education Consultants 7/1/13 to 6/30/14 Not to Exceed:\$12,000 | Facilitating IBB Negotiations for SMMUSD and SEIU. | Human Resources | 01-00000-0-000000- 74000-5802-025-1250 |
| Fulcrum Learning Systems, Inc. 5/16/13 to 5/30/13 Not to Exceed: \$5,000 | PD for self-discovery and team growth for staff at Rogers. | Rogers | 01-90120-0-11100- 10000-5802-006-1060 |
| City of Los Angeles 7/01/13 to 6/30/14 Not to Exceed: \$6,000 (<i>\$500 per month for 12 months</i>) | Ground lease agreement for the Child Development Services Department including Head Start/Woods Preschool | Child Development Services | 12-52101-0-85000- 82000-5600-070-2700 (Head Start) |
| Dona Rae Richwine 08/05/13 to 6/30/14 Not to Exceed: \$12,000 (<i>Hourly Rate \$50.00</i>) | To assess new students for nutritional deficiencies including overweight, underweight, iron and lead status and dental cavities within 90 day of enrollment. Meet and counsel parents of high risk children. Participate in interdisciplinary meetings and other meetings/events relevant to student success | Child Development Services | 12-52101-0-85000- 31400-5802-070-2700 (Head Start Basic) |
| Dana Jacobson | To conduct parent workshops, | Child | 12-52101-0-85000- |

| | | | |
|---|--|----------------------|---|
| 08/05/13 to 6/30/14 Not to Exceed: \$16,000 (Hourly Rate \$75.00) | in-service trainings for staff, teacher observations and consultation, mental health referrals and services for families and students, referrals for special education services, completion of paperwork including input of ChildPlus data. Ongoing communication and referrals to community agencies and maintaining and potentially creating new partnerships. | Development Services | 31400-5802-070-2700 (Head Start Basic) |
|---|--|----------------------|---|

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.03

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

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

| <u>NAME</u> <u>SITE</u> Account Number Fund – Resource Number | CONFERENCE NAME LOCATION DATE (S) | COST ESTIMATE |
|---|---|-----------------------|
| <u>BRADFORD, Maureen</u> Ed Services 01-00000-0-19600-21000-5210-050-1300 General Fund- Function: Supervision of Instruction | 2013-2014 Categorical Programs Director's Meetings Downey, CA 9/12/13, 11/21/13, 1/30/14, 2/27/14, 3/27/14 4/24/14, 5/22/14 | \$205 Mileage Only |
| <u>GRIEGO, Orlando</u> Food and Nutrition Services 13-53100-0-00000-37000-5220-057-2570 Cafeteria Fund- Resource: Child Nutrition | Advantage Waypoint School Caravan Food Show Downey, CA September 17, 2013 | \$31 Mileage Only |
| <u>KAMIBAYASHI, Terry</u> Maintenance 01-81500-0-00000-81100-5220-061-2602 General Fund- Resource: Ongoing/Major Maintenance | Planning for School Safety and Disaster Preparedness Ontario, CA June 28, 2013 | \$238 |
| <u>KELLY, Mark</u> Student Services 01-00000-0-11100-31300-5220-040-2400 General Fund- Function: Attendance and Social Work | Child Welfare and Attendance hot Topics Downey, CA August 16, 2013 | \$60 |
| <u>KREUZER, Karen</u> Muir Elementary 01-30100-0-11100-24950-5220-005-1501 General Fund- Resource: Title I | Responsive Classroom Los Angeles, CA July 29 – August 2, 2013 | \$729 |
| <u>Lyon, Sandra</u> Superintendent's Office 01-00000-0-00000-71500-5220-020-1200 General Fund- Function: Superintendent | Superintendent's Professional Collaborative Conference Pasadena, CA August 15 – August 16, 2013 | \$320 |

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>GRIEGO, Orlando</u> <u>LANCASTER, Kelly</u> Food and Nutrition Services 13-53100-0-00000-37000-5220-057-2570 Cafeteria Fund- Resource: Child Nutrition | Food Safety for Child Nutrition Programs Ontario, CA August 28, 2013 | \$65 Mileage Only |
| <u>HYATT, Virginia</u> <u>KAMIBAYASHI, Terry</u> Purchasing/Maintenance 01-00000-0-00000-75300-5220-055-2550 01-81500-0-00000-81100-5220-061-2602 General Fund- Function/Resource: Purchasing/Maint | CASH-The Budget, Energy and the Law Ontario, CA July 26, 2013 | \$580 |

| <u>Out-of-State Conferences: Individual</u> | | |
|---|--|-------|
| <u>Lyon, Sandra</u> Superintendent's Office 01-00000-0-00000-71500-5220-020-1200 General Fund- Function: Superintendent | Boys and Girls Club of America 2013 Pacific Leadership Conference Reno, NV October 15, 2013 | \$176 |

| <u>Out-of-State Conferences: Group</u> | | |
|---|--|--|
| NONE | | |

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

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / TERRY DELORIA

RE: OVERNIGHT FIELD TRIP(S) 2013-2014

ACTION/CONSENT
07/24/13

RECOMMENDATION NO. A.04

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2013-2014 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 |
|--|--|--|--|---------|--|
| SMASH 6 th 25 | Catalina, Toyon Bay 10/07/13 – 10/09/13 | J. Rishe/ G. Hwang | \$350/student Paid by parents and fundraising | Science | Students will have the opportunity to learn experimental science dealing with the natural land and sea environment |
| SMASH 7 th & 8 th 56 | Yosemite 01/12/14 – 01/17/14 | J. Rishe/ P. Drescher/ D. Mendinueto | \$650/student Paid by parents and fundraising | Science | Students will have firsthand experience with their environment, which they are learning about in class. This trip complements science curriculum. |
| SMASH 5 th 26 | AstroCamp Idyllwild, CA 02/19/14 – 02/21/14 | J. Rishe/ D. Mendinueto | \$350/student Paid by parents and fundraising | Science | Students will have an opportunity to participate in a series of hands-on, discovery oriented science seminars like geology, rocketry, and astronomy. |

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

FROM: SANDRA LYON / TERRY DELORIA / SARA WOOLVERTON

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS – 2013-2014

RECOMMENDATION NO. A.05

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2013-2014 as follows:

NPS

2013-2014 Budget 01-65000-0-57500-11800-5125-043-1400

2013-2014 Budget 01-65120-0-57500-31400-5890-043-1400

| Nonpublic School | SSID | Service Description | Contract Number | Cost Not to Exceed |
|------------------|------------|---------------------|-----------------|--------------------|
| North Hills Prep | 8103127678 | NPS | #4-SPED14011 | \$2,073 |

| | | |
|--|---------|--------------|
| Amount Budgeted NPS 13/14 | | \$ 1,700,000 |
| Amount Budgeted Mental Health Services 13/14 | | \$ 900,000 |
| Total Budgeted | | \$ 2,600,000 |
| Prior Board Authorization as of 7/24/13 | | \$ 0 |
| | Balance | \$ 2,600,000 |
| Positive Adjustment (See Below) | | \$ 0 |
| | | \$ 2,600,000 |
| Total Amount for these Contracts | | \$ 2,073 |
| | Balance | \$ 2,597,927 |

| 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 2013-2014 in the amount of \$0 as of 7/24/13 | | | | | |
| NPS | Service Description | Contract Number | Reduce (R) Eliminate (E) | Adjusted Amount | Comment |
| | | | | | |

NPA

2013-2014 Budget 01-65000-0-57500-11800-5126-043-1400

| Nonpublic Agency | SSID | Service Description | Contract Number | Cost Not to Exceed |
|----------------------------|---------|---------------------|-----------------|--------------------|
| Advantage On Call Staffing | various | Physical Therapy | 1-SPED14001 | \$2,070 |
| EBS Healthcare | Various | Assessments | 6-SPED14015 | \$1,248 |

| | | |
|---|---------|------------|
| Amount Budgeted NPA 13/14 | | \$ 647,000 |
| Prior Board Authorization as of 7/24/13 | | \$ 0 |
| | Balance | \$ 647,000 |
| Positive Adjustment (See Below) | | \$ 0 |
| | | \$ 647,000 |
| Total Amount for these Contracts | | \$ 2,070 |
| | Balance | \$ 643,682 |

| 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 2013-2014 in the amount of \$0 as of 7/24/13 | | | | | |
| NPA | Service Description | Contract Number | Reduce (R) Eliminate (E) | Adjusted Amount | Comment |
| | | | | | |

Instructional Consultants

2013-2014 Budget 01-65000-0-57500-11900-5802-043-1400

| Instructional Consultant | SSID | Service Description | Contract Number | Cost Not to Exceed |
|--------------------------|------------|------------------------------|-----------------|--------------------|
| Cogwheels | 8103148738 | Education, Instr. Consulting | 1-SPED14002 | \$24,000.00 |
| Craig Martin | 8103148738 | Behavior 1:1 | 2-SPED14003 | \$8,400.00 |
| Ryan Berman | 8103148738 | Behavior 1:1 | 3-SPED14004 | \$8,400.00 |
| Zack Wimpee | 8103148738 | Behavior 1:1 | 4-SPED14005 | \$24,500.00 |

| | | |
|---|---------|------------|
| Amount Budgeted Instructional Consultants 13/14 | | \$ 447,000 |
| Prior Board Authorization as of 7/24/13 | | \$ 0 |
| | Balance | \$ 447,000 |
| Positive Adjustment (See Below) | | \$ 0 |
| | | \$ 447,000 |
| Total Amount for these Contracts | | \$ 65,300 |
| | Balance | \$ 381,700 |

| 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 2013-2014 in the amount of \$0 as of 7/24/13 | | | | | |
| Instructional Consultant | Service Description | Contract Number | Reduce (R) Eliminate (E) | Adjusted Amount | Comment |
| | | | | | |

Non-Instructional Consultants

2013-2014 Budget 01-65000-0-57500-11900-5890-043-1400

| Non-Instructional Consultant | SSID | Service Description | Contract Number | Cost Not to Exceed |
|------------------------------|------------|-----------------------|-----------------|--------------------|
| Taxi! Taxi! | | Transportation | 5-SPED14007 | \$1,170.00 |
| West Shield Adolescent | 8103127678 | Escort Transportation | 9-SPED14014 | \$1,500.00 |
| Parent Reimbursement | 8103127678 | Travel Reimbursement | 8-SPED14013 | \$1,200.00 |

| | | |
|---|---------|------------|
| Amount Budgeted Non-Instructional Consultants 13/14 | | \$ 150,000 |
| Prior Board Authorization as of 7/24/13 | | \$ 0 |
| | Balance | \$ 150,000 |

| | | | |
|----------------------------------|---------|----|---------|
| Positive Adjustment (See Below) | | \$ | 0 |
| | | \$ | 150,000 |
| Total Amount for these Contracts | | \$ | 3,870 |
| | Balance | \$ | 146,130 |

| 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 2013-2014 in the amount of \$0 as of 7/24/13 | | | | | |
| Non- Instructional Consultant | Service Description | Contract Number | Reduce (R) Eliminate (E) | Adjusted Amount | Comment |
| | | | | | |

Legal

2013-2014 Budget 01-65000-0-57500-11900-5820-043-1400

| Legal Contractor | Service Description | Contract Number | Cost Not to Exceed |
|------------------|---------------------|-----------------|--------------------|
| | | | |

| | | | |
|---|---------|----|---------|
| Amount Budgeted Legal Services 13/14 | | \$ | 300,000 |
| Prior Board Authorization as of 7/24/13 | | | 0 |
| | Balance | \$ | 0 |
| Adjustments for this period | | \$ | 0 |
| | | \$ | 0 |
| Total Amount for these Contracts | | \$ | 0 |
| | 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 2013-2014 in the amount of \$ 0 as of 7/24/13 | | | | |
| Legal Contractor | Contract Number | Reduce (R) Eliminate (E) | Adjusted Amount | Comment |
| | | | | |

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

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

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

FROM: SANDY LYON / TERRY DELORIA / ALICE CHUNG

RE: AGREEMENT TO PROVIDE GENERAL CHILD CARE AND DEVELOPMENT SERVICES (CCTR) FOR FISCAL YEAR 2013-14

RECOMMENDATION NO. A.06

It is recommended that the Board of Education authorize execution of a resolution to renew the contract with the State Department of Education (CDE), Child Development Division effective July 1, 2013 through June 30, 2014. This agreement, CCTR-3121, 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 1,117,998. 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 \$547,879
12-50250-0-00000-00000-8290-090-0000 \$570,119

Description: CCTR Apportionment - CDS

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

MOTION MADE BY: Mr. Mechur

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Mr. Allen was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

FROM: SANDY LYON / TERRY DELORIA / ALICE CHUNG

RE: AGREEMENT TO PROVIDE CALIFORNIA STATE PRESCHOOL (CSPP) FOR
FISCAL YEAR 2013-14

RECOMMENDATION NO. A.07

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, 2013 through June 30, 2014. This agreement, CSPP-3235, 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 \$1,680,830. 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 \$1,435,070
12-50250-0-00000-00000-8290-090-0000 \$ 245,760

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: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: N/A

AYES: All (5) (Mr. Allen was absent)

NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

FROM: SANDRA LYON / TERRY DELORIA / ALICE CHUNG

RE: HEAD START WRITTEN PLAN

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the Head Start Written Plan for school year 2013-14.

COMMENT: The Head Start regulations require board approved Written Plan to operate a Head Start preschool program. This Written Plan addresses how the agency will implement services for children and families that meet the required Code of Federal Regulations.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: AWARD OF PURCHASE ORDERS – 2012-13

RECOMMENDATION NO. A.09

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

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

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 24, 2013

PAGE 1

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

| PO NO. | VENDOR | DESCRIPTION | LOCATION | AMOUNT | |
|------------------------------------|--------------------------------|---------------------------------|-----------------------------|------------|----|
| <u>*** NEW PURCHASE ORDERS ***</u> | | | | | |
| 135847 | A 1 LAWMOWER | OPERATIONS GROUNDS SUPPLIES | GROUNDS MAINTENANCE | 427.02 | R |
| 136006 | A 1 LAWMOWER | ORDER GROUNDS SUPPLIES | GROUNDS MAINTENANCE | 450.00 | R |
| 135950 | A Z BUS SALES INC | Bus Repairs - #3 - Reg. Ed. | TRANSPORTATION | 813.37 | R |
| 135952 | A Z BUS SALES INC | Open order for parts - Reg. Ed | TRANSPORTATION | 300.00 | R |
| 135953 | A Z BUS SALES INC | Open order for parts - Reg. Ed | TRANSPORTATION | 2,600.00 | R |
| 136011 | A Z BUS SALES INC | Order for parts | TRANSPORTATION | 565.00 | R |
| 135906 | ABF CHEMICAL EXTERMINATORS INC | OPERATIONS GROUNDS PEST CONT | GROUNDS MAINTENANCE | 585.00 | R |
| 135875 | ACHIEVE 3000 | ACHIEVE3000 ONLINE LITERACY | EDISON ELEMENTARY SCHOOL | 15,033.75 | R |
| 135864 | ACT INC | INVOICE: AVID EXPLORE | JOHN ADAMS MIDDLE SCHOOL | 1,247.00 | R |
| 135957 | ADR SECURITY SYSTEMS | FIRE PANEL SERVICE | FACILITY MAINTENANCE | 360.00 | R |
| 135886 | AKZO NOBEL PAINTS LLC | PAINT SUPPLIES | FACILITY MAINTENANCE | 300.00 | R |
| 135970 | AKZO NOBEL PAINTS LLC | PAINT | FACILITY MAINTENANCE | 200.00 | R |
| 135802 | AMPRO INC | PIZZA FOR MALIBU | FOOD SERVICES | 1,000.00 | F |
| 135776 | AMTECH ELEVATOR SERVICES | ELEVATOR DOOR CLUTCH SAMOHI | FACILITY MAINTENANCE | 2,517.68 | DF |
| 135812 | AMTECH ELEVATOR SERVICES | AMTECH AGREEMENT | FACILITY MAINTENANCE | 2,918.44 | R |
| 135839 | AMTECH ELEVATOR SERVICES | ELEVATOR REPAIR SAMONI LANGBL | FACILITY MAINTENANCE | 335.00 | R |
| 135768 | APPLE COMPUTER CORP | COMPUTERS | EDISON ELEMENTARY SCHOOL | 69,580.26 | BB |
| 135840 | APPLE COMPUTER CORP | COMPUTERS FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 470,578.62 | BB |
| 135871 | APPLE COMPUTER CORP | Apple Mini | INFORMATION SERVICES | 4,104.32 | U |
| 135881 | APPLE COMPUTER CORP | MACBOOK BATTERY | JOHN ADAMS MIDDLE SCHOOL | 127.02 | R |
| 135963 | APPLE COMPUTER CORP | Apple Mini | EDISON ELEMENTARY SCHOOL | 1,368.11 | R |
| 135907 | AT&T | CALNET-2 | INFORMATION SERVICES | 1,292.10 | U |
| 135914 | AVID CENTER | TEACHER RESOURCE | STATE AND FEDERAL PROJECTS | 14,155.00 | R |
| 135958 | BARNES & NOBLE/SANTA MONICA | CURRICULUM MAPS | STATE AND FEDERAL PROJECTS | 526.05 | R |
| 135921 | BON AIR INC | DELIVERY CHARGE | MALIBU HIGH SCHOOL | 468.00 | BB |
| 135810 | CALIFORNIA DEPT OF EDUCATION | GED PROCESSING FEES | ADULT EDUCATION CENTER | 80.00 | A |
| 135882 | CALIFORNIA MATH COUNCIL | MATH CREATIVE LEARNING | JOHN MUIR ELEMENTARY SCHOOL | 2,050.00 | R |
| 135790 | CALIFORNIA OFFICE SYSTEMS INC | ADMIN FURNITURE FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 19,186.47 | BB |
| 135791 | CALIFORNIA OFFICE SYSTEMS INC | BOOKCASES FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 1,826.46 | BB |
| 135792 | CALIFORNIA OFFICE SYSTEMS INC | CABINETS FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 53,504.60 | BB |
| 135793 | CALIFORNIA OFFICE SYSTEMS INC | TACKBOARDS FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 12,767.20 | BB |
| 135796 | CALIFORNIA OFFICE SYSTEMS INC | SHELVING FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 11,321.45 | BB |
| 135797 | CALIFORNIA OFFICE SYSTEMS INC | RACK, STOOLS, SAFE FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 5,787.57 | BB |
| 135874 | CALIFORNIA OFFICE SYSTEMS INC | CONFERENCE CABINET | BOE/SUPERINTENDENT | 569.40 | U |
| 136018 | CARRILLO, STEVEN | Reimbursement - CPR & First A. | TRANSPORTATION | 50.00 | R |
| 135843 | CDW-G COMPUTING SOLUTIONS | NETWORK EQUIPMENT FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 174,696.99 | BB |
| 135855 | CDW-G COMPUTING SOLUTIONS | Annual Renewal - Symantec | INFORMATION SERVICES | 10,608.42 | U |
| 135870 | CDW-G COMPUTING SOLUTIONS | Backup/Cloud SVC | INFORMATION SERVICES | 35,582.55 | U |
| 135872 | CDW-G COMPUTING SOLUTIONS | duplicator | INFORMATION SERVICES | 664.29 | U |
| 135901 | CDW-G COMPUTING SOLUTIONS | COPIER SUPPLIES | SANTA MONICA HIGH SCHOOL | 121.92 | U |
| 135975 | CDW-G COMPUTING SOLUTIONS | TONER CARTRIDGE FOR FAX | PURCHASING/WAREHOUSE | 161.37 | U |
| 135988 | CDW-G COMPUTING SOLUTIONS | Open Order YR End | INFORMATION SERVICES | 600.00 | U |
| 135869 | CERTICA SOLUTIONS INC | Calpads Software | INFORMATION SERVICES | 13,417.00 | U |
| 135757 | CHAMPION CHEMICAL | CUSTODIAL SUPPLIES | JOHN MUIR ELEMENTARY SCHOOL | 320.89 | R |
| 135867 | CHAMPION CHEMICAL | CUSTODIAL SUPPLIES - SUMMER | ROOSEVELT ELEMENTARY SCHOOL | 502.74 | R |
| 135996 | CHAMPION CHEMICAL | OPERATIONS CUSTODIAL SUPPLIES | GROUNDS MAINTENANCE | 1,486.60 | R |
| 136023 | CINTAS CORPORATION | Supplies - Cintas Transp. | TRANSPORTATION | 73.35 | R |
| 135884 | CLARK SECURITY PRODUCTS | LOCKSMITH SUPPLIES | FACILITY MAINTENANCE | 1,250.00 | R |

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 24, 2013

PAGE 2

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

| PO NO. | VENDOR | DESCRIPTION | LOCATION | AMOUNT | |
|--------|-------------------------------|--------------------------------|-------------------------------|-----------|----|
| 135977 | COLUMBIA CASCADE COMPANY | BENCHES | JOHN ADAMS MIDDLE SCHOOL | 7,445.55 | BB |
| 135985 | COMTRONICS | INSPECT BOARDROOM SOUND SYSTEM | BOE/SUPERINTENDENT | 300.00 | U |
| 135894 | CROWN DISPOSAL CO INC | OPEN ORDER DISTRICT TRASH HAUL | FACILITY MAINTENANCE | 850.00 | U |
| 136004 | CROWN DISPOSAL CO INC | ANNUAL CONTRACT | CHILD DEVELOPMENT CENTER | 581.00 | CD |
| 136009 | CROWN SHOES | ATHLETIC EQUIPMENT | SANTA MONICA HIGH SCHOOL | 7,758.25 | R |
| 135784 | DELTA FIRE PROTECTION & EQUIP | SPRINKLER SYSTEM TEST CABRILLO | FACILITY MAINTENANCE | 100.00 | R |
| 135834 | DIORIO, MAURA | TUITION REIMBURSEMENTS | ST.MONICA HIGH PRIVATE SCHOOL | 1,532.71 | R |
| 135849 | DOALL INDUSTRIAL SUPPLY | OPEN ORDER OPERATIONS SUPPLIES | GROUNDS MAINTENANCE | 250.00 | R |
| 136001 | DOUGLAS, JENNIFER | SUMMER REIMBURSEMENT | CHILD DEVELOPMENT CENTER | 101.83 | CD |
| 135879 | DURHAM TRANSPORTATION | FIELD TRIP TO CAMP HESS-KRAMER | SMASH SCHOOL | 850.00 | R |
| 135926 | DURHAM TRANSPORTATION | ATHLETIC TRANSPORTATION | MALIBU HIGH SCHOOL | 4,429.00 | R |
| 135786 | EAS BOBCAT WORKS INC | TENNIS COURT POSTS & FOOTINGS | JOHN ADAMS MIDDLE SCHOOL | 44,900.00 | BB |
| 135826 | EDUCATIONAL TESTING SERVICE | GED CORRECTION FEES | ADULT EDUCATION CENTER | 1,021.00 | A |
| 135772 | EWING IRRIGATION PRODUCTS | OPEN ORDER GROUNDS SUPPLIES | GROUNDS MAINTENANCE | 600.00 | R |
| 135848 | FEDERAL EXPRESS | Secure Shipping | INFORMATION SERVICES | 42.65 | U |
| 135835 | FIORI, VIVIAN | REGISTRATION REIMBURSEMENT | SAINT ANNE'S PRIVATE SCHOOL | 350.00 | R |
| 135923 | FISHER SCIENTIFIC | AIR SAMPLER | MALIBU HIGH SCHOOL | 492.33 | R |
| 135974 | FLEETPRIDE | Parts Purchase - Transp. Dept. | TRANSPORTATION | 990.49 | R |
| 135919 | FLOOR TECH AMERICA INC | RESHIPPIING & RESTOCKING FEE | LINCOLN MIDDLE SCHOOL | 3,184.00 | BB |
| 135798 | FOOTHILL SOILS | OPERATIONS GROUNDS SUPPLIES | GROUNDS MAINTENANCE | 1,736.45 | R |
| 135998 | FOOTHILL SOILS | OPERATIONS GROUNDS SUPPLIES | GROUNDS MAINTENANCE | 807.00 | R |
| 135749 | GALE SUPPLY CO | CUSTODIAL SUPPLIES | MALIBU HIGH SCHOOL | 1,000.00 | R |
| 135771 | GALE SUPPLY CO | CUSTODIAL SUPPLIES | JOHN MUIR ELEMENTARY SCHOOL | 846.60 | R |
| 135818 | GALE SUPPLY CO | OPEN ORDER OPERATIONS SUPPLIES | GROUNDS MAINTENANCE | 600.00 | R |
| 135877 | GALE SUPPLY CO | CUSTODIAL SUPPLY - SUMMER | PT DUME ELEMENTARY SCHOOL | 710.79 | U |
| 135888 | GALE SUPPLY CO | NON-SLIP MATS | ROOSEVELT ELEMENTARY SCHOOL | 361.35 | U |
| 135890 | GALE SUPPLY CO | STRIPPING PADS | ROOSEVELT ELEMENTARY SCHOOL | 57.16 | R |
| 135915 | GALE SUPPLY CO | CUSTODIAL SUPPLIES | WILL ROGERS ELEMENTARY SCHOOL | 651.25 | U |
| 135942 | GALE SUPPLY CO | OPEN ORDER CUSTODIAL SUPPLIES | GROUNDS MAINTENANCE | 2,000.00 | R |
| 135948 | GALE SUPPLY CO | CUSTODIAL/SUMMER | CHILD DEVELOPMENT CENTER | 2,660.69 | CD |
| 135951 | GALE SUPPLY CO | CUSTODIAL/SUMMER | CHILD DEVELOPMENT CENTER | 1,483.51 | CD |
| 135838 | GALLAGHER, LOCH | TUITION REIMBURSEMENT | CALTHORP | 2,786.00 | R |
| 135803 | GITTER, RANDALL | REIMBURSEMENT FOR RG | SAINT ANNE'S PRIVATE SCHOOL | 139.97 | R |
| 135913 | GOLDEN STAR TECHNOLOGY INC | LINCOLN CLASSROOM UPGRADE | LINCOLN MIDDLE SCHOOL | 58,781.32 | R |
| 136010 | HERFF JONES | PRINTING | SANTA MONICA HIGH SCHOOL | 214.29 | U |
| 135973 | HERITAGE FOOD SERVICES GROUP | HINGE KITS FOR CRESCOR CABINET | FOOD SERVICES | 187.35 | F |
| 135842 | HEWLETT-PACKARD COMPANY | SECURITY CARTS FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 14,088.27 | BB |
| 135964 | HILLYARD FLOOR CARE SUPPLY | CUSTODIAL SUPPLIES | SANTA MONICA HIGH SCHOOL | 3,837.11 | R |
| 135928 | HIRSCH PIPE & SUPPLY | PLUMBING PARTS | FACILITY MAINTENANCE | 500.00 | R |
| 135930 | HOME DEPOT- L.A. | GENERAL MAINTENANCE | FACILITY MAINTENANCE | 3,000.00 | R |
| 135830 | HUMANSIZE CORPORATION | KEYBOARDS FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 11,780.01 | BB |
| 135825 | INTELLI-TECH | COMPUTER REPLACEMENT | FACILITY MAINTENANCE | 847.92 | R |
| 135854 | INTELLI-TECH | COMPUTER FOR KELLY LANCASTER | FOOD SERVICES | 745.70 | F |
| 135860 | INTELLI-TECH | Server Warranty | INFORMATION SERVICES | 2,130.35 | U |
| 135972 | INTELLI-TECH | DESKTOP COMPUTER | JOHN ADAMS MIDDLE SCHOOL | 908.43 | R |
| 135916 | INTELLICEPT | SKATE DETERRENTS | JOHN ADAMS MIDDLE SCHOOL | 303.22 | BB |
| 135876 | IXL LEARNING INC | 1YEAR IXL MATH SITE LISENCE | WEBSTER ELEMENTARY SCHOOL | 1,770.00 | R |
| 135987 | JOHNSTON, CINDY | REIMBURSEMENT | MCKINLEY ELEMENTARY SCHOOL | 174.36 | R |
| 135777 | JONES-CAMPBELL CO. | BOOK BOXES FOR ADA - ELA FF&E | EDISON ELEMENTARY SCHOOL | 1,095.00 | BB |
| 135982 | JOSTENS/DIPLOMAS | YEAR BOOKS | JOHN ADAMS MIDDLE SCHOOL | 9,596.17 | R |
| 135924 | JW PEPPER OF LOS ANGELES | MUSIC SUPPLIES | MALIBU HIGH SCHOOL | 170.98 | R |

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 24, 2013

PAGE 3

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 | |
|--------|-------------------------------|--------------------------------|--------------------------------|-----------|----|
| 135960 | KORADE & ASSOCIATE BUILDERS | BLINDS | MCKINLEY ELEMENTARY SCHOOL | 1,494.00 | R |
| 135903 | LAKESHORE | OPEN ORDER/SUMMER | CHILD DEVELOPMENT CENTER | 300.00 | CD |
| 135827 | LAWSON, CHERYL | SCHOOL BOARD DINNER | BOE/SUPERINTENDENT | 180.00 | U |
| 135836 | LESLIE'S SWIMMING POOL SUPPLY | PART TO REPAIR MALIBU POOL | FACILITY MAINTENANCE | 294.70 | R |
| 135820 | LINCOLN EQUIPMENT | MALIBU POOL SERVICE | FACILITY MAINTENANCE | 100.33 | R |
| 136000 | MARTIN, CHRISTINE | PRESENTATION | CHILD DEVELOPMENT CENTER | 250.00 | CD |
| 136017 | MCKENNA EDUCATION CONSULTANTS | CONSULTANT | PERSONNEL SERVICES | 1,000.00 | U |
| 135837 | MENDEZ, CLAUDIA | REGISTRATION REIMBURSEMENT | SAINT ANNE'S PRIVATE SCHOOL | 350.00 | R |
| 136003 | MIRACLE RECREATION EQUIP CO | PLAYGROUND MATERIALS | CHILD DEVELOPMENT CENTER | 17,411.01 | CD |
| 135912 | MONTGOMERY HARDWARE COMPANY | WOOD DOOR LINCOLN GYM | FACILITY MAINTENANCE | 384.39 | R |
| 136016 | MOYA, KIMBERLY | Reimbursement - CPR & First A. | TRANSPORTATION | 50.00 | R |
| 135773 | NICHOLAS, HARRY | PRODUCE FOR FARMERS' MARKET SB | FOOD SERVICES | 200.00 | F |
| 135927 | NICK RAIL MUSIC | BAND MUSIC SUPPLIES | MALIBU HIGH SCHOOL | 269.41 | R |
| 135937 | NICK RAIL MUSIC | MUSIC SUPPLIES | CURRICULUM AND IMC | 1,127.30 | U |
| 135833 | NUNO, BRIDGET | TUITION REIMBURSEMENTS | ST. MONICA HIGH PRIVATE SCHOOL | 400.00 | R |
| 135909 | ORTCO INC. | PLAYGROUND EQUIP. INSTALL | CHILD DEVELOPMENT CENTER | 10,801.50 | CD |
| 136021 | PAPA JOHNS | PIZZA | FOOD SERVICES | 2,500.00 | F |
| 135918 | PARK A BIKE | BIKE HOOPS | JOHN ADAMS MIDDLE SCHOOL | 19,198.89 | BB |
| 135781 | PIONEER CHEMICAL CO | OPEN ORDER OPERATIONS SUPPLIES | GROUNDS MAINTENANCE | 650.00 | R |
| 135883 | PIONEER CHEMICAL CO | BACKPACK VACUUM PARTS | MCKINLEY ELEMENTARY SCHOOL | 100.22 | R |
| 135859 | PLIXER INTERNATIONAL INC | maintenace | INFORMATION SERVICES | 1,440.00 | U |
| 135851 | PLUMBMASTER INC | WATER FOUNTAIN | ROOSEVELT ELEMENTARY SCHOOL | 1,204.49 | R |
| 135814 | POSTMASTER-SANTA MONICA | POSTAGE STAMPS | SPECIAL EDUCATION REGULAR YEAR | 92.00 | R |
| 135709 | QUANTUM RESOURCES | UMBRELLA CANOPIES FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 1,585.76 | BB |
| 135775 | QUESTYS SOLUTIONS | QUESTYS ANNUAL SOFTWARE | STUDENT SERVICES | 1,924.30 | U |
| 135936 | REES ELECTRONICS OFFICE | COPIER REPAIR | SANTA MONICA HIGH SCHOOL | 266.40 | U |
| 135891 | REGENCY ENTERPRISES INC. | FLUORESCENT LAMPS | ROOSEVELT ELEMENTARY SCHOOL | 261.16 | R |
| 136012 | RESPOND SYSTEMS | Supplies - First Aid Cabinet | TRANSPORTATION | 126.74 | R |
| 135799 | RICOH BUSINESS SOLUTIONS | STAPLES FOR LD1110 | PRINTING SERVICES | 389.82 | U |
| 136005 | RICOH BUSINESS SOLUTIONS | STAPLE CARTRIDGES | EDISON ELEMENTARY SCHOOL | 83.04 | U |
| 135968 | ROBERT GILLIAM | DANCE WORKSHOP | OLYMPIC CONTINUATION SCHOOL | 2,250.00 | R |
| 135828 | ROTARY CLUB OF SANTA MONICA | ROTARY LUNCHEON MEALS | BOE/SUPERINTENDENT | 127.50 | U |
| 135809 | RS PLUMBING SOLUTIONS INC. | RE-PIPE AT WASHINGTON EAST | FACILITY MAINTENANCE | 11,800.00 | DF |
| 135852 | RS PLUMBING SOLUTIONS INC. | WATER FOUNTAIN INSTALL | ROOSEVELT ELEMENTARY SCHOOL | 1,400.00 | R |
| 135956 | RS PLUMBING SOLUTIONS INC. | NEW LINE AT WASHINGTON EAST | FACILITY MAINTENANCE | 2,450.00 | DF |
| 135966 | S C A Q M D | AIR QUALITY FEES | FACILITY MAINTENANCE | 121.34 | R |
| 135945 | SANTA MONICA FORD | Repair of Bus #21/Sp. Ed. | TRANSPORTATION | 2,626.78 | R |
| 135946 | SANTA MONICA FORD | Repair Parts -Special Ed. | TRANSPORTATION | 371.88 | R |
| 135866 | SCHOLASTIC | IISS WORK BOOKS | CURRICULUM AND IMC | 833.63 | R |
| 135902 | SCHOOL OUTFITTERS LLC | OUTSIDE BENCH FOR GRANT ELEM. | DISTRICT-WIDE | 947.03 | U |
| 135161 | SCHOOL SPECIALTY INC | TASK CHAIRS | ROOSEVELT ELEMENTARY SCHOOL | 1,004.62 | U |
| 135832 | SCHOOL SPECIALTY INC | SUPPLIES - SPECIAL ED | ROOSEVELT ELEMENTARY SCHOOL | 149.31 | R |
| 135816 | SEA CLEAR POOLS | MALIBU HI POOL SERVICE | FACILITY MAINTENANCE | 901.23 | R |
| 135841 | SEHI COMPUTER PRODUCTS | MONITORS FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 5,147.86 | BB |
| 135865 | SEHI COMPUTER PRODUCTS | Office Supplies | SPECIAL EDUCATION REGULAR YEAR | 400.00 | R |
| 135931 | SEHI COMPUTER PRODUCTS | PRINTER | PT DUME ELEMENTARY SCHOOL | 566.93 | U |
| 136002 | SIMON-CAIN, MONICA | SUMMER REIMBURSEMENT | CHILD DEVELOPMENT CENTER | 320.00 | CD |
| 135778 | SIMPLEXGRINNELL | PANEL REPAIR ADAMS | FACILITY MAINTENANCE | 1,471.53 | DF |
| 135829 | SIR SPEEDY PRINTING #0245 | PRINTING SERVICES | BOE/SUPERINTENDENT | 1,986.91 | U |
| 135805 | SO CAL SANITATION LLC | FENCING | JOHN ADAMS MIDDLE SCHOOL | 44,288.30 | BB |

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
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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 | |
|--------|--------------------------------|--------------------------------|--------------------------------|----------|-------------------------------------|
| 135862 | SOLARWINDS INC | Solare Winds Help | INFORMATION SERVICES | 8,220.00 | U |
| 135917 | SOUTH BAY LANDSCAPING | INSTALLATION OF BENCHES | JOHN ADAMS MIDDLE SCHOOL | 2,650.00 | BB |
| 135984 | SOUTHERN CALIFORNIA DISPOSAL | OPEN ORDER OPERATIONS CONTRACT | FACILITY MAINTENANCE | 850.00 | U |
| 135965 | SPARKY DATA & TELECOM | TEST&REPAIR FA/BURLAR ALARM | FACILITY MAINTENANCE | 300.00 | R |
| 135944 | SPEEDO ELECTRIC CO | Tach charts/Regular Ed. | TRANSPORTATION | 248.77 | R |
| 135846 | STAPLES BUSINESS ADVANTAGE | Supplies Year End | INFORMATION SERVICES | 1,300.00 | U |
| 135976 | STAPLES BUSINESS ADVANTAGE | OFFICE SUPPLIES | PURCHASING/WAREHOUSE | 50.00 | U |
| 135978 | STAPLES BUSINESS ADVANTAGE | OFFICE SUPPLIES | CHILD DEVELOPMENT CENTER | 1,000.00 | CD |
| 136025 | STAPLES BUSINESS ADVANTAGE | Open to Complete 12/13 | INFORMATION SERVICES | 500.00 | U |
| 135863 | STAPLES/P-U/WLA/CUST#240174490 | SUPPLIES | JOHN ADAMS MIDDLE SCHOOL | 186.00 | R |
| 135887 | STATE OF CALIFORNIA | ELEVATOR INSPECTIONS | FACILITY MAINTENANCE | 2,400.00 | R |
| 135999 | STOVER SEED CO | OPERATIONS GROUNDS SUPPLIES | GROUNDS MAINTENANCE | 8,064.68 | R |
| 135880 | STUDENT TRANSPORTATION OF | ATHLETIC TRANSPORTATION | MALIBU HIGH SCHOOL | 788.00 | R |
| 135959 | SUBWAY | FOOD FOR MEETINGS | STATE AND FEDERAL PROJECTS | 400.00 | R |
| 135892 | SWENSON, JONI | REIMBURSEMENT | THEATER OPERATIONS&FACILITY PR | 104.97 | R |
| 135774 | TAYLOR ENGINEERING INC | LEAK DETECTION CABRILLO | FACILITY MAINTENANCE | 475.00 | R |
| 135980 | THE ARTIST COLLECTIVE | DANCE WORKSHOP | OLYMPIC CONTINUATION SCHOOL | 2,250.00 | R |
| 135853 | THE SPARK PROGRAMS | PE SPARK PROGRAMS | PT DUME ELEMENTARY SCHOOL | 1,000.29 | R |
| 135932 | TIETZE, BRANDON | RATERS' SUPPLY | PERSONNEL COMMISSION | 340.00 | U |
| 135925 | TUMBLEWEED TRANSPORTATION | ATHLETIC TRANSPORTATION | MALIBU HIGH SCHOOL | 750.55 | R |
| 135961 | TUMBLEWEED TRANSPORTATION | BUS TRANSPORTATION | PT DUME ELEMENTARY SCHOOL | 1,800.00 | R |
| 136022 | TUMBLEWEED TRANSPORTATION | TRANSPORTATION: LA ZOO | LINCOLN MIDDLE SCHOOL | 329.00 | R |
| 136020 | U S BANK (GOVT CARD SERVICES) | Domains/Supplies | INFORMATION SERVICES | 196.83 | U |
| 135893 | UNITED CEREBRAL PALS | ARTS TRAINING | CABRILLO ELEMENTARY SCHOOL | 220.00 | R |
| 135821 | W.W. GRAINGER INC. | OPERATIONS SUPPLIES | GROUNDS MAINTENANCE | 346.44 | R |
| 135844 | W.W. GRAINGER INC. | OPERATIONS SUPPLIES | GROUNDS MAINTENANCE | 68.33 | R |
| 135969 | WARREN DISTRIBUTING INC. | REPAIRS MADE TO VEHICLE 36 | FOOD SERVICES | 164.00 | F |
| 135759 | WAXIE SANITARY SUPPLY | CUSTODIAL SUPPLY SUMMER SCHOOL | JOHN MUIR ELEMENTARY SCHOOL | 78.83 | R |
| 135868 | WAXIE SANITARY SUPPLY | CUSTODIAL - SUMMER | ROOSEVELT ELEMENTARY SCHOOL | 638.83 | R |
| 135947 | WAXIE SANITARY SUPPLY | CUSTODIAL/SUMMER | CHILD DEVELOPMENT CENTER | 157.65 | CD |
| 135949 | WAXIE SANITARY SUPPLY | CUSTODIAL/SUMMER | CHILD DEVELOPMENT CENTER | 289.03 | CD |
| 135979 | WAXIE SANITARY SUPPLY | OPEN ORDER OPERATIONS SUPPLIES | GROUNDS MAINTENANCE | 175.00 | R |
| 135900 | WENGER CORPORATION | OPERATIONS UTILITY CART | GROUNDS MAINTENANCE | 740.22 | R |
| 135938 | WILSON BROOKS TAYLOR | MUSICAL INSTRUMENT SERVICE | CURRICULUM AND IMC | 1,020.00 | U |
| 135962 | YALE/CHASE MATERIALS HANDLING | REPAIR CUSTODIAL CART | SANTA MONICA HIGH SCHOOL | 1,014.90 | R |
| | | | | | ** NEW PURCHASE ORDERS 1,352,139.72 |

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

| | | | | | |
|--------|--------------------------------|---------------------------|----------------------------|---|-----------|
| 135804 | CDW-G COMPUTING SOLUTIONS | SOFTWARE | BUSINESS SERVICES | 565.04 | BB |
| 135995 | ESPINOZA CONSTRUCTION | TILE CLEANING | CHILD DEVELOPMENT CENTER | 400.00 | BB |
| 135783 | MERIDIAN IT INC | SERVER | INFORMATION SERVICES | 39,768.21 | BB |
| 135819 | RAYCOM/MOBILE RELAY ASSOCIATES | SITE RADIOS | BUSINESS SERVICES | 7,922.48 | BB |
| 135807 | SOUTH BAY LANDSCAPING | RELOCATE IRRIGATION CLOCK | WEBSTER ELEMENTARY SCHOOL | 3,150.00 | BB |
| 135895 | STATE OF CALIFORNIA | DSA FEES | MCKINLEY ELEMENTARY SCHOOL | 2,408.06 | BB |
| | | | | ** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATION/NEW CONSTRUCTION/DEVELOPER FEES | 54,213.79 |

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: AWARD OF PURCHASE ORDERS – 2013-14

RECOMMENDATION NO. A.10

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from June 11, 2013, through July 11, 2013, for fiscal /14.

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

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

| PO NO. | VENDOR | DESCRIPTION | LOCATION | AMOUNT | |
|------------------------------------|-------------------------------|--------------------------------|--------------------------------|-----------|----|
| <u>*** NEW PURCHASE ORDERS ***</u> | | | | | |
| 140353 | A Z BUS SALES INC | Open order for repair parts | TRANSPORTATION | 3,000.00 | R |
| 140399 | A Z BUS SALES INC | Open order for repair parts | TRANSPORTATION | 4,000.00 | R |
| 140216 | A. G. LAYNE INC | MAINTENANCE VEHICLE OIL | FACILITY MAINTENANCE | 200.00 | R |
| 140293 | A. G. LAYNE INC | Open order for oil/coolant | TRANSPORTATION | 3,000.00 | R |
| 140388 | A. G. LAYNE INC | OIL | FOOD SERVICES | 200.00 | F |
| 140509 | A/C PROS INC | MISC. INSTALLATION & REPAIRS | JOHN ADAMS MIDDLE SCHOOL | 11,020.00 | BB |
| 140201 | AAA ELECTRIC MOTOR SALES | MOTOR SALES & SERVICE | FACILITY MAINTENANCE | 4,000.00 | R |
| 140314 | AAHS ENGRAVING | RETIREE GIFTS | EMPLOYEE RELATIONS | 400.00 | U |
| 140528 | ABLENET | BLUETOOTH SWITCH MBROCK | SPECIAL EDUCATION REGULAR YEAR | 181.16 | R |
| 140447 | ADMINISTRATIVE SOFTWARE | MAINTENANCE AGREEMENT | ADULT EDUCATION CENTER | 4,590.00 | A |
| 140291 | ADVANCE LANDAU TOPS | Open order for Seat Repairs | TRANSPORTATION | 500.00 | R |
| 140195 | ADVANCED BATTERY SYSTEMS | ELECTRICAL SUPPLIES | FACILITY MAINTENANCE | 1,000.00 | R |
| 140215 | ADVANCED BATTERY SYSTEMS | VEHICLE BATTERIES | FACILITY MAINTENANCE | 500.00 | R |
| 140351 | ADVANCED BATTERY SYSTEMS | Open order for parts | TRANSPORTATION | 1,000.00 | R |
| 140389 | ADVANCED BATTERY SYSTEMS | BATTERIES FOR FS VEHICLES | FOOD SERVICES | 200.00 | F |
| 140396 | ADVANCED BATTERY SYSTEMS | Open order for batteries | TRANSPORTATION | 500.00 | R |
| 140301 | ADVANCED ELECTRONICS | Open order for Mo. Site Rental | TRANSPORTATION | 10,794.00 | R |
| 140302 | ADVANCED ELECTRONICS | Open order for radio repairs | TRANSPORTATION | 1,000.00 | R |
| 140303 | ADVANCED ELECTRONICS | Maint. aggr. renewal-Repeater | TRANSPORTATION | 1,548.00 | R |
| 140296 | AGENCIES TOOL CENTER | Open order for tools/Tr. | TRANSPORTATION | 1,500.00 | R |
| 140208 | AIRGAS INC (SO CAL AIRGAS) | WELDING SUPPLIES | FACILITY MAINTENANCE | 2,000.00 | R |
| 140157 | AKZO NOBEL PAINTS LLC | PAINT SUPPLIES | FACILITY MAINTENANCE | 3,000.00 | R |
| 140219 | ALL STAR GLASS | MAINT. VEHICLES GLASS | FACILITY MAINTENANCE | 100.00 | R |
| 140292 | ALL STAR GLASS | Open order for glass replacem. | TRANSPORTATION | 1,000.00 | R |
| 140231 | ALTA ENVIRONMENTAL | HAZARDOUS WASTE PICKUP | FACILITY MAINTENANCE | 6,007.05 | R |
| 140235 | AMBER RESOURCES LLC | Open order for oil. Transp. | TRANSPORTATION | 2,000.00 | R |
| 140198 | AMERICAN TIME & SIGNAL CO. | REPLACEMENT CLOCKS | FACILITY MAINTENANCE | 4,000.00 | R |
| 140427 | APPLE COMPUTER CORP | COMPUTERS | EDISON ELEMENTARY SCHOOL | 3,992.06 | BB |
| 140298 | ARGO FLEET SERVICES | Open order for starters & alt. | TRANSPORTATION | 1,500.00 | R |
| 140312 | ASSOC OF SCH ADMINISTRATORS | ADVERTISING | PERSONNEL SERVICES | 4,000.00 | U |
| 140334 | AUDIOMETRICS | AUDIOMETER CALIBRATION | HEALTH SERVICES | 1,105.00 | U |
| 140132 | BLAINE HARDWARE COMPANY | WINDOW REPAIR HARDWARE | FACILITY MAINTENANCE | 300.00 | R |
| 140171 | BOURGET BROS | GENERAL MAINTENANCE SUPPLIES | FACILITY MAINTENANCE | 3,000.00 | R |
| 140114 | BUCKLE DOWN PUBLISHING CO | TEST PREP MATERIALS | PT DUME ELEMENTARY SCHOOL | 1,631.69 | R |
| 140440 | BULLSEYE SPECIALTY SHOPS | Canopy and Pole set | FRANKLIN ELEMENTARY SCHOOL | 410.23 | U |
| 140183 | BUSY BEE HARDWARE | GENERAL HARDWARE SUPPLIES | FACILITY MAINTENANCE | 500.00 | R |
| 140299 | BUSY BEE HARDWARE | Open order for misc. supplies | TRANSPORTATION | 300.00 | R |
| 140127 | C R LAURENCE CO | WINDOW REPAIR SUPPLIES | FACILITY MAINTENANCE | 500.00 | R |
| 140311 | CAL STATE DEPT OF JUSTICE | FINGERPRINTING | PERSONNEL SERVICES | 23,000.00 | U |
| 140105 | CALIFORNIA OFFICE SYSTEMS INC | Open PO for supplies | FRANKLIN ELEMENTARY SCHOOL | 2,000.00 | U |
| 140316 | CALIFORNIA OFFICE SYSTEMS INC | OFFICE SUPPLIES | PERSONNEL SERVICES | 3,500.00 | U |
| 140409 | CALIFORNIA OFFICE SYSTEMS INC | CABINETS FOR ELA FF&E | EDISON ELEMENTARY SCHOOL | 1,054.49 | BB |
| 140418 | CALIFORNIA OFFICE SYSTEMS INC | OPEN ORDER CUSTODIAL SUPPLIES | FACILITY OPERATIONS | 250.00 | U |
| 140436 | CALIFORNIA OFFICE SYSTEMS INC | OPEN ORDER/ADMIN SUPPLIES | JOHN ADAMS MIDDLE SCHOOL | 1,000.00 | U |
| 140475 | CALIFORNIA OFFICE SYSTEMS INC | OFFICE SUPPLIES | SANTA MONICA HIGH SCHOOL | 5,000.00 | U |
| 140526 | CALIFORNIA OFFICE SYSTEMS INC | OPEN ORDER | SPECIAL EDUCATION REGULAR YEAR | 4,000.00 | R |
| 140453 | CALIFORNIA STATE CONSORTIUM | ADVERTISING SERVICES | ADULT EDUCATION CENTER | 293.00 | A |
| 140035 | CANON SOLUTIONS AMERICA INC. | COPIER MNT AGREEMENT: MXD06503 | LINCOLN MIDDLE SCHOOL | 229.72 | R |

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DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

| PO NO. | VENDOR | DESCRIPTION | LOCATION | AMOUNT | |
|--------|-------------------------------|--------------------------------|--------------------------------|------------|----|
| 140159 | CANON SOLUTIONS AMERICA INC. | STAPLES FOR COPIER | MALIBU HIGH SCHOOL | 928.38 | U |
| 140439 | CANON SOLUTIONS AMERICA INC. | COPIER MAINTENANCE AGREEMENT | OLYMPIC CONTINUATION SCHOOL | 540.00 | U |
| 140490 | CANON SOLUTIONS AMERICA INC. | COPIER MAINTENANCE AGREEMENT | PURCHASING/WAREHOUSE | 2,160.00 | U |
| 140491 | CANON SOLUTIONS AMERICA INC. | COPIER OVERAGE | PURCHASING/WAREHOUSE | 500.00 | U |
| 140497 | CANON SOLUTIONS AMERICA INC. | MAINTENANCE AGRMT: MUY14096 | LINCOLN MIDDLE SCHOOL | 1,308.00 | U |
| 140498 | CANON SOLUTIONS AMERICA INC. | MAINTENANCE AGRMT: SLP03292 | LINCOLN MIDDLE SCHOOL | 3,976.47 | U |
| 140510 | CANON SOLUTIONS AMERICA INC. | MAINTENANCE AGRMT: SLP12954 | LINCOLN MIDDLE SCHOOL | 3,367.20 | U |
| 140222 | CARQUEST AUTO PARTS | PARTS FOR MAINT.VEHICLES | FACILITY MAINTENANCE | 1,500.00 | R |
| 140300 | CARQUEST AUTO PARTS | Open order for parts/Transp. | TRANSPORTATION | 1,500.00 | R |
| 140505 | CCP INDUSTRIES INC | CHAMP TOWELS | FOOD SERVICES | 990.00 | F |
| 140372 | CDW-G COMPUTING SOLUTIONS | NETWORKING EQUIPMENT | EDISON ELEMENTARY SCHOOL | 188,985.15 | BB |
| 140373 | CDW-G COMPUTING SOLUTIONS | PHONES | EDISON ELEMENTARY SCHOOL | 14,965.20 | BB |
| 140420 | CDW-G COMPUTING SOLUTIONS | UPS SYSTEM | EDISON ELEMENTARY SCHOOL | 11,784.12 | BB |
| 140463 | CDW-G COMPUTING SOLUTIONS | AV BULBS | SANTA MONICA HIGH SCHOOL | 621.65 | U |
| 140543 | CDW-G COMPUTING SOLUTIONS | REPLACEMENT LAMPS | SANTA MONICA HIGH SCHOOL | 615.54 | U |
| 140128 | CHAMPION CHEMICAL | FLOOR WAX - NEW/OLD GYM | MALIBU HIGH SCHOOL | 1,090.91 | U |
| 140020 | CHEVRON U.S.A. INC. | FUEL FOR VEHICLE #63 | PURCHASING/WAREHOUSE | 4,000.00 | U |
| 140481 | CHEVRON U.S.A. INC. | Open order for fuel costs | TRANSPORTATION | 15,000.00 | R |
| 140504 | CHEVRON U.S.A. INC. | FUEL FOR FOOD SERVICE VEHICLES | FOOD SERVICES | 15,000.00 | F |
| 140290 | CINTAS CORPORATION | Open order for shop towels/uni | TRANSPORTATION | 2,000.00 | R |
| 140162 | CINTAS DOCUMENT MANAGEMENT | document shredding for assessm | CURRICULUM AND IMC | 250.00 | U |
| 140251 | CINTAS DOCUMENT MANAGEMENT | DOCUMENT DESTRUCTION | FISCAL SERVICES | 1,500.00 | U |
| 140431 | CINTAS DOCUMENT MANAGEMENT | DOCUMENT SHREDDING | SANTA MONICA HIGH SCHOOL | 1,400.00 | U |
| 140310 | CITIZENS MEDICAL GROUP | EMPLOYEE PHYSICALS | PERSONNEL SERVICES | 14,500.00 | U |
| 140355 | CITIZENS MEDICAL GROUP | FIRST AID CLAIMS | INSURANCE SERVICES | 3,000.00 | U |
| 140479 | CITY OF SANTA MONICA | Open order for fuel | TRANSPORTATION | 12,000.00 | R |
| 140514 | CITY OF SANTA MONICA-PKS/REC | SUMMER/COASTAL KIDS & PTA | CHILD DEVELOPMENT CENTER | 1,968.75 | CD |
| 140168 | CLARK SECURITY PRODUCTS | LOCKSMITH HARDWARE | FACILITY MAINTENANCE | 5,000.00 | R |
| 140524 | COCA COLA BOTTLING COMPANY | NONCARBONATED DRINKS | FOOD SERVICES | 5,000.00 | F |
| 140426 | COMMERCIAL DOOR METAL SYSTEMS | DOOR ADJUSTMENTS | JOHN ADAMS MIDDLE SCHOOL | 3,239.00 | BB |
| 140192 | COMPLETE BUSINESS SYSTEMS | DUPLO U510 110854710 MNT. AGMT | LINCOLN MIDDLE SCHOOL | 950.00 | U |
| 140193 | COMPLETE BUSINESS SYSTEMS | DUPLO U510 110854723 MNT AGRMT | LINCOLN MIDDLE SCHOOL | 950.00 | U |
| 140477 | COMPLETE BUSINESS SYSTEMS | COPIER SERVICE CALLS | SANTA MONICA HIGH SCHOOL | 1,000.00 | U |
| 140137 | COX PAINT INC | PAINT SUPPLIES | FACILITY MAINTENANCE | 1,500.00 | R |
| 140357 | CUMMINS CAL PACIFIC INC | Open order for parts | TRANSPORTATION | 500.00 | R |
| 140110 | CURRICULUM ASSOC INC | TEST PREP | PT DUME ELEMENTARY SCHOOL | 683.36 | R |
| 140160 | DALTILE | TILE/FLOORING SUPPLIES | FACILITY MAINTENANCE | 500.00 | R |
| 140021 | DANIELS TIRE SERVICE | VEHICLE TIRES & REPAIR | PURCHASING/WAREHOUSE | 500.00 | U |
| 140228 | DANIELS TIRE SERVICE | MAINT.VEHICLE TIRE SERVICE | FACILITY MAINTENANCE | 2,000.00 | R |
| 140239 | DANIELS TIRE SERVICE | Open order for tire purchase | TRANSPORTATION | 4,000.00 | R |
| 140390 | DANIELS TIRE SERVICE | TIRES FOR FS VEHICLES | FOOD SERVICES | 1,000.00 | F |
| 140139 | DESIGN SCIENCE INC | MATH SOFTWARE FOR STUDENT | SPECIAL EDUCATION REGULAR YEAR | 57.00 | R |
| 140335 | DISCOUNT SCHOOL SUPPLY | SUMMER/INSTRUCTIONAL | CHILD DEVELOPMENT CENTER | 189.39 | CD |
| 140383 | DJ CO-OPS | COMMODITY PROCESSING RENEWAL | FOOD SERVICES | 415.00 | F |
| 140130 | DOWNEY GLASS CO | WINDOW REPAIR MATERIALS | FACILITY MAINTENANCE | 1,500.00 | R |
| 140495 | DRIFTWOOD DAIRY | DAIRY PRODUCTS | FOOD SERVICES | 190,000.00 | F |
| 140155 | DUNN EDWARDS CORP | PAINT SUPPLIES | FACILITY MAINTENANCE | 1,500.00 | R |
| 140199 | ELECTRIC SUPPLY CONNECTION | LIGHTING & ELECTRICAL SUPPLIES | FACILITY MAINTENANCE | 3,000.00 | R |
| 140164 | EMED CO. INC. | FOR SIGNAGE MATERIALS | FACILITY MAINTENANCE | 700.00 | R |
| 140240 | ENGLER BROS MOTOR PARTS | Open order for repair/TR. | TRANSPORTATION | 1,000.00 | R |

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

| PO NO. | VENDOR | DESCRIPTION | LOCATION | AMOUNT | |
|--------|------------------------------|--------------------------------|-----------------------------|------------|----|
| 140269 | FEDERAL EXPRESS | OPEN ORDER/DOCUMENT DELIVERY | FISCAL SERVICES | 600.00 | U |
| 140313 | FEDERAL EXPRESS | SHIPPING COSTS | PERSONNEL SERVICES | 300.00 | U |
| 140049 | FEDEX | fedex for assessment | CURRICULUM AND IMC | 750.00 | U |
| 140184 | FISHER HARDWARE INC | GENERAL MAINTENANCE SUPPLIES | FACILITY MAINTENANCE | 3,000.00 | R |
| 140360 | FLEETPRIDE | Open order for repair parts | TRANSPORTATION | 500.00 | R |
| 140056 | FOLLETT EDUCATIONAL SERVICES | Consumables and textbooks | FRANKLIN ELEMENTARY SCHOOL | 5,855.09 | R |
| 140309 | G2SOLUTIONS INC | PROCESS FINGERPRINTING | PERSONNEL SERVICES | 550.00 | U |
| 140129 | GALE SUPPLY CO | CUSTODIAL SUPPLIES | MALIBU HIGH SCHOOL | 4,500.00 | U |
| 140362 | GALE SUPPLY CO | Open order for cust. supplies | TRANSPORTATION | 1,000.00 | R |
| 140416 | GALE SUPPLY CO | CUSTODIAL SUPPLIES | OLYMPIC CONTINUATION SCHOOL | 495.54 | U |
| 140429 | GALE SUPPLY CO | CUSTODIAL SUPPLIES | JOHN ADAMS MIDDLE SCHOOL | 3,585.58 | U |
| 140037 | GBC/EDUCATION DEPARTMENT | MAINT.AGRMT: LAMINATOR-LJM6044 | LINCOLN MIDDLE SCHOOL | 614.60 | U |
| 140096 | GBC/EDUCATION DEPARTMENT | SUPPLIES | MCKINLEY ELEMENTARY SCHOOL | 250.00 | U |
| 140494 | GOLD STAR FOODS | FROZEN FOOD & BAKERY ITEMS | FOOD SERVICES | 585,000.00 | F |
| 140288 | GOLDEN STAR TECHNOLOGY INC | MOVE SMARTBOARD AT FRANKLIN | FRANKLIN ELEMENTARY SCHOOL | 802.13 | U |
| 140382 | GRAHAM COMPANY | EMERGENCY LIGHTING INVERTER | FACILITY MAINTENANCE | 1,480.00 | R |
| 140533 | GRIEGO, ORLANDO | REIMBURSE FOR FOOD & SUPPLIES | FOOD SERVICES | 1,000.00 | F |
| 140045 | HARLAND TECHNOLOGY SERVICES | MAINTENANCE AGREEMENT SCANTRON | MALIBU HIGH SCHOOL | 541.00 | U |
| 140449 | HARLAND TECHNOLOGY SERVICES | MAINTENANCE AGREEMENT | ADULT EDUCATION CENTER | 1,388.00 | A |
| 140136 | HILLYARD FLOOR CARE SUPPLY | CUSTODIAL SUPPLIES | MALIBU HIGH SCHOOL | 448.40 | U |
| 140206 | HIRSCH PIPE & SUPPLY | PLUMBING PARTS/SUPPLIES | FACILITY MAINTENANCE | 10,000.00 | R |
| 140076 | HISONIC | 2 classroom amplifier systems | FRANKLIN ELEMENTARY SCHOOL | 297.51 | U |
| 140167 | HOBSON'S INC | NAVIANCE SUCCEED WEB ACCESS | SANTA MONICA HIGH SCHOOL | 9,588.00 | U |
| 140190 | HOME DEPOT- L.A. | REPAIR EQUIPMENT AND TOOLS | FACILITY MAINTENANCE | 5,000.00 | R |
| 140203 | HOWARD INDUSTRIES | HVAC PARTS/PRODUCTS | FACILITY MAINTENANCE | 5,000.00 | R |
| 140022 | HYATT, VIRGINIA | MILEAGE REIMBURSEMENT | PURCHASING/WAREHOUSE | 500.00 | U |
| 140024 | INSTA-TUNE | VEHICLE REPAIR | PURCHASING/WAREHOUSE | 100.00 | U |
| 140229 | INSTA-TUNE | MAINT.VEHICLE SERVICE | FACILITY MAINTENANCE | 1,000.00 | R |
| 140402 | INSTA-TUNE | Open order for smog cert. | TRANSPORTATION | 300.00 | R |
| 140234 | INTELLI-TECH | LAPTOPS | MALIBU HIGH SCHOOL | 12,508.96 | R |
| 140454 | INTELLI-TECH | Monitor for Desktop | TRANSPORTATION | 227.38 | R |
| 140023 | INTERNATIONAL PAPER | PAPER | PURCHASING/WAREHOUSE | 3,000.00 | U |
| 140031 | INTERNATIONAL PAPER | PAPER | PRINTING SERVICES | 12,000.00 | U |
| 140272 | INTERNATIONAL PAPER | RECYCLED COPIER PAPER | FISCAL SERVICES | 2,500.00 | U |
| 140273 | INTERNATIONAL PAPER | COPY PAPER | WEBSTER ELEMENTARY SCHOOL | 4,000.00 | U |
| 140466 | INTERNATIONAL PAPER | PAPER ORDER | MALIBU HIGH SCHOOL | 385.44 | U |
| 140500 | INTERNATIONAL PAPER | COPY PAPER | FOOD SERVICES | 300.00 | F |
| 140411 | JSLBRA LLC | LEASE FOR TRANS.DEPT OFFICE | TRANSPORTATION | 196,968.00 | U |
| 140441 | K12 INSIGHT | WEB SURVEY COMM. SERVICE | BOE/SUPERINTENDENT | 46,000.00 | U |
| 140032 | KELLY PAPER/SANTA MONICA | PAPER | PRINTING SERVICES | 2,000.00 | U |
| 140496 | L & J AUTO BODY AND PAINT | Bus Repairs - Bus #2 Reg. Ed. | TRANSPORTATION | 2,031.20 | R |
| 140501 | L A FEDERAL ARMORED SERVICES | ARMORED CAR SERVICE | FOOD SERVICES | 825.00 | F |
| 140365 | L.A. FLEET MONITORING SYSTEM | Open order for repair parts | TRANSPORTATION | 500.00 | R |
| 140323 | LAHAV CONSTRUCTION AND | ELECTRIC WORK FOR GATE | SANTA MONICA HIGH SCHOOL | 6,900.00 | BB |
| 140089 | LAKESHORE | open po for classroom supplies | GRANT ELEMENTARY SCHOOL | 100.00 | U |
| 140339 | LAKESHORE | Open PO for Supplies | GRANT ELEMENTARY SCHOOL | 50.00 | U |
| 140340 | LAKESHORE | Open PO for Supplies | GRANT ELEMENTARY SCHOOL | 100.00 | U |
| 140345 | LAKESHORE | SUMMER/OPEN ORDER | CHILD DEVELOPMENT CENTER | 500.00 | CD |
| 140349 | LAKESHORE | SUMMER/OPEN ORDER | CHILD DEVELOPMENT CENTER | 300.00 | CD |

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 24, 2013

PAGE 4

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 | |
|--------|------------------------------|--------------------------------|--------------------------------|-----------|----|
| 140534 | LANCASTER, KELLY | REIMBRUSEMENT | FOOD SERVICES | 1,000.00 | F |
| 140522 | LAWSON, CHERYL | OTHER OPERATING EXPENSES | BOE/SUPERINTENDENT | 3,000.00 | U |
| 140331 | LOS ANGELES ZOO | SUMMER/FIELD TRIP | CHILD DEVELOPMENT CENTER | 3,150.00 | CD |
| 140242 | LYNTON'S UNIFORMS INC | Open order for driver shirts | TRANSPORTATION | 2,300.00 | R |
| 140422 | MAILROOM FINANCE INC. | POSTAGE | SANTA MONICA HIGH SCHOOL | 14,000.00 | U |
| 140544 | MARTIN AUTOMOTIVE GROUP | Open order for repair parts | TRANSPORTATION | 300.00 | R |
| 140513 | MARTIN, CHRISTINE | SUMMER/IISS | CHILD DEVELOPMENT CENTER | 250.00 | CD |
| 140484 | MAYER-JOHNSON INC. | STUDENT SPECIFIC REQUEST IEP | SPECIAL EDUCATION REGULAR YEAR | 213.51 | R |
| 140165 | MC MASTER CARR | GENERAL MAINTENANCE HARDWARE | FACILITY MAINTENANCE | 3,000.00 | R |
| 140025 | METRO TRUCK BODY INC | VEHICLE REPAIR | PURCHASING/WAREHOUSE | 100.00 | U |
| 140391 | METRO TRUCK BODY INC | PARTS TO REPAIR FS VEHICLES | FOOD SERVICES | 500.00 | F |
| 140036 | MICRO BIO-MEDICS/ORDERS | OPEN ORDER: HEALTH OFFICE | LINCOLN MIDDLE SCHOOL | 800.00 | U |
| 140158 | MITTEL'S ART SUPPLY | STENCILS FOR PAINTING | FACILITY MAINTENANCE | 300.00 | R |
| 140322 | MOBILE MODULAR | LEASE EXTENSION | EDISON ELEMENTARY SCHOOL | 3,224.00 | BB |
| 140385 | MONEY MACHINES INTERNATIONAL | MAINT. AGRMNT FOR MONEY MACH. | FOOD SERVICES | 440.00 | F |
| 140493 | MONTGOMERY HARDWARE COMPANY | OPEN ORDER MAINT SUPPLIES | FACILITY MAINTENANCE | 3,000.00 | R |
| 140244 | NAPA AUTO PARTS | Open order for parts/ab | TRANSPORTATION | 1,000.00 | R |
| 140315 | NELI'S INC | RECRUITMENT SUPPLIES | PERSONNEL SERVICES | 1,200.00 | U |
| 140317 | NELI'S INC | NEGOTIATIONS SUPPLIES | EMPLOYEE RELATIONS | 2,000.00 | U |
| 140067 | NEOPOST USA INC | POSTAL METER RENTAL | PURCHASING/WAREHOUSE | 896.81 | U |
| 140245 | NESS COUNSELING CENTER | Open order for breath/alcohol | TRANSPORTATION | 100.00 | R |
| 140307 | NORTON MEDICAL CLINICS | ALCOHOL/DRUG TESTING | PERSONNEL SERVICES | 1,600.00 | U |
| 140209 | PATTON STEEL SUPPLY | WELDING SUPPLIES | FACILITY MAINTENANCE | 500.00 | R |
| 140343 | PAVILLIONS STORE #2231 | SUMMER/OPEN ORDER | CHILD DEVELOPMENT CENTER | 480.00 | CD |
| 140213 | PLUMBMASTER INC | PLUMBING SUPPLIES | FACILITY MAINTENANCE | 10,000.00 | R |
| 140075 | POSTMASTER-SANTA MONICA | Stamps | FRANKLIN ELEMENTARY SCHOOL | 460.00 | U |
| 140276 | PRIORITY MAILING SYSTEMS INC | MAINTENANCE AGREEMENT/INSERTER | FISCAL SERVICES | 1,003.00 | U |
| 140135 | PRO-ED | TESTING MATERIALS FOR SLP | SPECIAL EDUCATION REGULAR YEAR | 229.44 | R |
| 140387 | REDWOOD PRESS INC | #10 ENVELOPES | FOOD SERVICES | 216.81 | F |
| 140205 | REFRIGERATION SUPPLIES | HVAC PARTS & EQUIPMENT | FACILITY MAINTENANCE | 5,000.00 | R |
| 140246 | REISS-WOZNAK MEDICAL CLINIC | Open order for driver physical | TRANSPORTATION | 400.00 | R |
| 140358 | REISS-WOZNAK MEDICAL CLINIC | OPEN ORDER/FIRST AID CLAIMS | INSURANCE SERVICES | 3,000.00 | U |
| 140434 | RICOH U.S. | COPIER MAINTENANCE CONTRACT | JOHN ADAMS MIDDLE SCHOOL | 2,772.00 | U |
| 140359 | SAFE-CARD ID SERVICES INC | BLANK BUS PASS CARDS | TRANSPORTATION | 61.63 | R |
| 140134 | SAINT-GOBAIN SOLAR GARD LLC | FILMS FOR WINDOWS | FACILITY MAINTENANCE | 300.00 | R |
| 140398 | SANTA MONICA CAR SOUNDS | Open order for bus radios | TRANSPORTATION | 500.00 | R |
| 140026 | SANTA MONICA FORD | VEHICLE REPAIR | PURCHASING/WAREHOUSE | 200.00 | U |
| 140230 | SANTA MONICA FORD | MAINT.VEHICLE SERVICE | FACILITY MAINTENANCE | 1,000.00 | R |
| 140392 | SANTA MONICA FORD | REPAIRS ON FS VEHICLES | FOOD SERVICES | 500.00 | F |
| 140403 | SANTA MONICA FORD | Open order for parts | TRANSPORTATION | 3,000.00 | R |
| 140377 | SANTA MONICA RADIATOR | MAINT.VEHICLE PARTS | FACILITY MAINTENANCE | 100.00 | R |
| 140393 | SANTA MONICA RADIATOR | RADIATOR REPAIR FOR FS VEHICLE | FOOD SERVICES | 100.00 | F |
| 140404 | SANTA MONICA RADIATOR | Open order for radiator rep | TRANSPORTATION | 500.00 | R |
| 140202 | SANTA MONICA WHOLESALE | LIGHTING & ELECTRIC SUPPLY | FACILITY MAINTENANCE | 3,000.00 | R |
| 140047 | SCHOLASTIC | RENEWAL OF NYTIME MAGAZNE SUB | MALIBU HIGH SCHOOL | 475.81 | R |
| 140048 | SCHOLASTIC INC | PERIODICALS | LINCOLN MIDDLE SCHOOL | 355.09 | R |
| 140428 | SCHOOL HEALTH CORPORATION | OPEN ORDER/HEALTH OFFICE SUP | JOHN ADAMS MIDDLE SCHOOL | 350.00 | U |
| 140224 | SCHOOL NURSE SUPPLY INC | HEALTH OFFICE SUPPLIES | WEBSTER ELEMENTARY SCHOOL | 324.36 | R |
| 140092 | SCHOOL SPECIALTY INC | Open PO for school/office supp | FRANKLIN ELEMENTARY SCHOOL | 2,000.00 | U |
| 140093 | SCHOOL SPECIALTY INC | SUPPLIES | MCKINLEY ELEMENTARY SCHOOL | 2,000.00 | U |
| 140435 | SCHOOL SPECIALTY INC | CLEAR CONTAINER | FISCAL SERVICES | 55.80 | U |

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

| PO NO. | VENDOR | DESCRIPTION | LOCATION | AMOUNT | |
|--------|--------------------------------|--------------------------------|--------------------------------|----------|----|
| 140485 | SCHOOL SPECIALTY INC | SENSORY ITEMS FOR JREIDMILLER | SPECIAL EDUCATION REGULAR YEAR | 59.10 | R |
| 140374 | SEHI COMPUTER PRODUCTS | PRINTERS | EDISON ELEMENTARY SCHOOL | 9,674.33 | BB |
| 140423 | SEHI COMPUTER PRODUCTS | PRINTER CARTRIDGE: P3015 | LINCOLN MIDDLE SCHOOL | 138.09 | U |
| 140478 | SEHI COMPUTER PRODUCTS | INK CARTRIDGES | SANTA MONICA HIGH SCHOOL | 3,000.00 | U |
| 140507 | SEHI COMPUTER PRODUCTS | TONER AND PRINTERS | FOOD SERVICES | 3,000.00 | F |
| 140488 | SETON IDENTIFICATION PRODUCTS | FIXED ASSET BAR CODE LABELS | PURCHASING/WAREHOUSE | 1,543.72 | U |
| 140480 | SHELL FLEET CARD SERVICES | Open order for fuel costs | TRANSPORTATION | 6,000.00 | R |
| 140444 | SID TOOL CO INC DBA, | INSTRUCTIONAL MATERIALS | ADULT EDUCATION CENTER | 133.07 | A |
| 140515 | SIMON-CAIN, MONICA | REIMBURSEMENT | CHILD DEVELOPMENT CENTER | 350.00 | CD |
| 140033 | SIR SPEEDY PRINTING #0245 | MISC PRINTING | PRINTING SERVICES | 500.00 | U |
| 140050 | SIR SPEEDY PRINTING #0245 | Sir Speedy for assessment | CURRICULUM AND IMC | 1,500.00 | U |
| 140320 | SIR SPEEDY PRINTING #0245 | PRINTING | PERSONNEL SERVICES | 650.00 | U |
| 140347 | SIR SPEEDY PRINTING #0245 | OPEN ORDER/COPIES & PRINTING | CHILD DEVELOPMENT CENTER | 2,000.00 | CD |
| 140370 | SIR SPEEDY PRINTING #0245 | OPEN ORDER: PRINTING SERVICES | LINCOLN MIDDLE SCHOOL | 200.00 | U |
| 140511 | SIR SPEEDY PRINTING #0245 | PRINTING | SANTA MONICA HIGH SCHOOL | 222.60 | U |
| 140520 | SIR SPEEDY PRINTING #0245 | BUSINESS CARDS | BUSINESS SERVICES | 44.62 | U |
| 140318 | SMART & FINAL | SUPPLIES | PERSONNEL SERVICES | 750.00 | U |
| 140354 | SMART & FINAL | SUMMER/OPEN ORDER | CHILD DEVELOPMENT CENTER | 720.00 | CD |
| 140371 | SMART & FINAL | OPEN ORDER/MILK SUBSTITUTES | CHILD DEVELOPMENT CENTER | 500.00 | CD |
| 140523 | SMART & FINAL - FOOD SVCS ONLY | GROCERIES | FOOD SERVICES | 3,000.00 | F |
| 140448 | SMITH, BRADFORD | INSTRUCTIONAL MATERIALS | ADULT EDUCATION CENTER | 500.00 | A |
| 140375 | SOUTH BAY LANDSCAPING | INSTALLATION OF BIKE HOOPS | JOHN ADAMS MIDDLE SCHOOL | 2,300.00 | BB |
| 140170 | SOUTHLAND LUMBER AND SUPPLY CO | WOOD BUILDING MATERIALS | FACILITY MAINTENANCE | 2,000.00 | R |
| 140039 | SOUTHWEST SCHOOL SUPPLY | OPEN ORDER: CLASSROOM SUPPLIES | LINCOLN MIDDLE SCHOOL | 2,800.00 | U |
| 140152 | SOUTHWEST SCHOOL SUPPLY | INSTRUCTIONAL SUPPLIES | JOHN MUIR ELEMENTARY SCHOOL | 547.50 | U |
| 140247 | SOUTHWEST SCHOOL SUPPLY | TEACHER SUPPLIES | WEBSTER ELEMENTARY SCHOOL | 1,000.00 | R |
| 140249 | SOUTHWEST SCHOOL SUPPLY | CLASSROOM SUPPLIES | WEBSTER ELEMENTARY SCHOOL | 2,000.00 | R |
| 140250 | SOUTHWEST SCHOOL SUPPLY | CLASSROOM SUPPLIES | WEBSTER ELEMENTARY SCHOOL | 2,000.00 | R |
| 140252 | SOUTHWEST SCHOOL SUPPLY | classroom supplies | WEBSTER ELEMENTARY SCHOOL | 500.00 | R |
| 140253 | SOUTHWEST SCHOOL SUPPLY | class room supplies | WEBSTER ELEMENTARY SCHOOL | 500.00 | R |
| 140254 | SOUTHWEST SCHOOL SUPPLY | Classroom Supplies | WEBSTER ELEMENTARY SCHOOL | 1,500.00 | R |
| 140257 | SOUTHWEST SCHOOL SUPPLY | classroom supplies | WEBSTER ELEMENTARY SCHOOL | 800.00 | R |
| 140260 | SOUTHWEST SCHOOL SUPPLY | CLASSROOM SUPPLIES | WEBSTER ELEMENTARY SCHOOL | 500.00 | R |
| 140261 | SOUTHWEST SCHOOL SUPPLY | CLASSROOM SUPPLIES | WEBSTER ELEMENTARY SCHOOL | 1,000.00 | R |
| 140262 | SOUTHWEST SCHOOL SUPPLY | CLASSROOM SUPPLIES | WEBSTER ELEMENTARY SCHOOL | 200.00 | R |
| 140263 | SOUTHWEST SCHOOL SUPPLY | CLASSROOM SUPPLIES | WEBSTER ELEMENTARY SCHOOL | 1,500.00 | R |
| 140264 | SOUTHWEST SCHOOL SUPPLY | CLASSROOM SUPPLIES | WEBSTER ELEMENTARY SCHOOL | 1,200.00 | R |
| 140265 | SOUTHWEST SCHOOL SUPPLY | CLASSROOM SUPPLIES | WEBSTER ELEMENTARY SCHOOL | 1,200.00 | R |
| 140266 | SOUTHWEST SCHOOL SUPPLY | CLASSROOM SUPPLIES | WEBSTER ELEMENTARY SCHOOL | 1,500.00 | R |
| 140038 | STAPLES BUSINESS ADVANTAGE | OPEN ORDER: OFFICE SUPPLIES | LINCOLN MIDDLE SCHOOL | 250.00 | U |
| 140051 | STAPLES BUSINESS ADVANTAGE | staples for assessment | CURRICULUM AND IMC | 1,500.00 | U |
| 140094 | STAPLES BUSINESS ADVANTAGE | SUPPLIES | MCKINLEY ELEMENTARY SCHOOL | 500.00 | U |
| 140150 | STAPLES BUSINESS ADVANTAGE | INSTRUCTIONAL SUPPLIES | JOHN MUIR ELEMENTARY SCHOOL | 547.50 | U |
| 140237 | STAPLES BUSINESS ADVANTAGE | Open order for office supp./TR | TRANSPORTATION | 1,500.00 | R |
| 140280 | STAPLES BUSINESS ADVANTAGE | OPEN ORDER FOR OFFICE SUPPLIES | FISCAL SERVICES | 5,000.00 | U |
| 140361 | STAPLES BUSINESS ADVANTAGE | OPEN ORDER FOR OFFICE SUPPLIES | INSURANCE SERVICES | 500.00 | U |
| 140487 | STAPLES BUSINESS ADVANTAGE | OFFICE SUPPLIES | PURCHASING/WAREHOUSE | 1,000.00 | U |
| 140502 | STAPLES BUSINESS ADVANTAGE | OFFICE SUPPLIES | FOOD SERVICES | 2,500.00 | F |
| 140151 | STAPLES/P-U/SANTA MONICA/WILSH | INSTRUCTIONAL SUPPLIES | JOHN MUIR ELEMENTARY SCHOOL | 200.00 | U |
| 140413 | STAPLES/P-U/VENICE/LINCOLN BL | OPEN ORDER | CHILD DEVELOPMENT CENTER | 200.00 | CD |

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DF-DEFERRED MAINTENANCE SM-STATE MODERNIZATION

| PO NO. | VENDOR | DESCRIPTION | LOCATION | AMOUNT | |
|--------|--------------------------------|--------------------------------|----------------------------|------------|----|
| 140088 | STAPLES/P-U/WLA/CUST#240174490 | open po for classroom supplies | GRANT ELEMENTARY SCHOOL | 200.00 | U |
| 140090 | STAPLES/P-U/WLA/CUST#240174490 | open po for classroom supplies | GRANT ELEMENTARY SCHOOL | 100.00 | U |
| 140341 | STAPLES/P-U/WLA/CUST#240174490 | Open PO for Supplies | GRANT ELEMENTARY SCHOOL | 50.00 | U |
| 140499 | STEVEN ORI JR | BROCHURE / FALL 2013 | ADULT EDUCATION CENTER | 1,070.85 | A |
| 140188 | STG ASSET MGMT INC. | LEASE OF 1634 17ST | CURRICULUM AND IMC | 91,626.00 | U |
| 140189 | STG ASSET MGMT INC. | LEASE OF 1638 17ST | CURRICULUM AND IMC | 100,853.28 | U |
| 140232 | STG ASSET MGMT INC. | LEASE OF 1645 16TH | BUSINESS SERVICES | 73,323.84 | U |
| 140378 | STRESS LESS ENVIRONMENTAL LLC | HAZARDOUS WASTE | FACILITY MAINTENANCE | 500.00 | U |
| 140241 | TANDUS US INC | FLOORING - LIBRARY AT WEBSTER | WEBSTER ELEMENTARY SCHOOL | 16,461.85 | R |
| 140350 | TARGET STORES | SUMMER/OPEN ORDER | CHILD DEVELOPMENT CENTER | 100.00 | CD |
| 140238 | TCI - BERLIN TIRE CENTERS LLC | Open order for tire purch. TR | TRANSPORTATION | 1,000.00 | R |
| 140217 | THE BELL GROUP | INSTRUCTIONAL MATERIALS | ADULT EDUCATION CENTER | 431.19 | A |
| 140119 | THE PROPHET CORP | PE EQUIPMENT | SMASH SCHOOL | 1,577.02 | R |
| 140443 | TIME WARNER CABLE INC | FRELO FORCED RELOCATION | EDISON ELEMENTARY SCHOOL | 4,032.00 | BB |
| 140001 | TOMARK SPORTS INC | SPORTS BLEACHERS | SANTA MONICA HIGH SCHOOL | 2,875.80 | R |
| 140433 | TOMARK SPORTS INC | SPORTS BENCHES | SANTA MONICA HIGH SCHOOL | 741.06 | R |
| 140194 | TOOL POWER | REPAIR TOOLS | FACILITY MAINTENANCE | 1,000.00 | R |
| 140046 | TOUCHLINE SOFTWARE | RENEWAL WORK PERMIT SOFTWARE | MALIBU HIGH SCHOOL | 295.00 | U |
| 140344 | TOYS R US | SUMMER/OPEN ORDER | CHILD DEVELOPMENT CENTER | 300.00 | CD |
| 140366 | TRACTION HEAVY DUTY PARTS | Open order for parts | TRANSPORTATION | 500.00 | R |
| 140379 | TRACTION HEAVY DUTY PARTS | MAINT.VEHICLE PARTS | FACILITY MAINTENANCE | 500.00 | R |
| 140394 | TRACTION HEAVY DUTY PARTS | PARTS TO REPAIR FS VEHICLES | FOOD SERVICES | 100.00 | F |
| 140407 | TRACTION HEAVY DUTY PARTS | Open order for parts | TRANSPORTATION | 500.00 | R |
| 140328 | TULLY-WIHR COMPANY | MAILBAGS | PURCHASING/WAREHOUSE | 506.44 | U |
| 140319 | U S BANK (GOVT CARD SERVICES) | DISTRICT BUSINESS EXPENSES | PERSONNEL SERVICES | 1,400.00 | U |
| 140465 | U S BANK (GOVT CARD SERVICES) | OTHER OPERATING EXPENSES | BOE/SUPERINTENDENT | 5,000.00 | U |
| 140028 | U.S. POSTAL SERVICE | POSTAGE | PURCHASING/WAREHOUSE | 10,000.00 | U |
| 140368 | UNITED TRANSMISSION EXCHANGE | Open order for parts | TRANSPORTATION | 3,000.00 | R |
| 140286 | VIRCO MFG CORP | 7 new student desks | FRANKLIN ELEMENTARY SCHOOL | 1,142.09 | U |
| 140187 | W.W. GRAINGER INC. | GENERAL MAINTENANCE SUPPLIES | FACILITY MAINTENANCE | 5,000.00 | R |
| 140221 | WALKER MOTOR CO. | MAINT.VEHICLE REPAIR | FACILITY MAINTENANCE | 1,000.00 | R |
| 140400 | WALKER MOTOR CO. | Open order for bus repairs | TRANSPORTATION | 2,000.00 | R |
| 140200 | WALTERS WHOLESALE ELECTRIC CO | LIGHTING SUPPLIES | FACILITY MAINTENANCE | 3,000.00 | R |
| 140029 | WARREN DISTRIBUTING INC. | VEHICLE REPAIR | PURCHASING/WAREHOUSE | 200.00 | U |
| 140369 | WARREN DISTRIBUTING INC. | Open order for repair parts | TRANSPORTATION | 1,500.00 | R |
| 140380 | WARREN DISTRIBUTING INC. | MAINT.VEHICLE SERVICE | FACILITY MAINTENANCE | 2,000.00 | R |
| 140395 | WARREN DISTRIBUTING INC. | PARTS TO REPAIR FS VEHICLES | FOOD SERVICES | 250.00 | F |
| 140406 | WARREN DISTRIBUTING INC. | Open order for repair parts | TRANSPORTATION | 4,000.00 | R |
| 140207 | WATERLINE TECHNOLOGIES INC | POOL CHEMICAL SUPPLY | FACILITY MAINTENANCE | 10,000.00 | R |
| 140131 | WAXIE SANITARY SUPPLY | CUSTODIAL SUPPLIES | MALIBU HIGH SCHOOL | 949.48 | U |
| 140414 | WEATHERPROOFING TECHNOLOGIES | ROOFING SERVICE REPAIR | FACILITY MAINTENANCE | 134,946.00 | R |
| 140172 | WENGER CORPORATION | UNIVERSAL CART | GROUPS MAINTENANCE | 730.82 | R |
| 140363 | WESTED | CA Healthy Kids Survey | CURRICULUM AND IMC | 250.00 | U |
| 140210 | WESTERN FENCE & SUPPLY CO | FENCING | FACILITY MAINTENANCE | 2,000.00 | R |
| 140506 | WRIGHT EXPRESS FINANCIAL | PROPANE | FOOD SERVICES | 2,000.00 | F |
| 140044 | iPARADIGMS LLC | RENEWAL OF PLAGIARISM | MALIBU HIGH SCHOOL | 2,162.20 | U |

** NEW PURCHASE ORDERS 2,509,031.89

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JULY 24, 2013

PAGE 7

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 | |
|--|----------------------------|--------------------|----------------------------|---|------------------|
| ** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES ** | | | | | |
| 140417 | NETWORLD SOLUTIONS INC | CONSULTING | SANTA MONICA HIGH SCHOOL | 28,529.59 | BB |
| 140324 | PADILLA PLUMBING INC | PLUMBING WORK | CHILD DEVELOPMENT CENTER | 2,870.00 | BB |
| 140419 | PRESTIGE STRIPING SERVICE | TEMPORARY STRIPING | WEBSTER ELEMENTARY SCHOOL | 2,130.00 | BB |
| 140376 | SO CAL SANITATION LLC | RELOCATE TEMP GATE | SANTA MONICA HIGH SCHOOL | 13,489.99 | BB |
| 140421 | SO CAL SANITATION LLC | TEMPORARY FENCING | SANTA MONICA HIGH SCHOOL | 4,374.30 | BB |
| 140425 | SOUTH BAY LANDSCAPING | ASPHALT DEMO | SANTA MONICA HIGH SCHOOL | 18,900.00 | BB |
| 140415 | STAPLES BUSINESS ADVANTAGE | OFFICE SUPPLIES | BUSINESS SERVICES | 10,000.00 | BB |
| 140321 | STATE OF CALIFORNIA | DSA RE-OPENING FEE | MCKINLEY ELEMENTARY SCHOOL | 500.00 | BB |
| | | | | ** FACILITY IMPROVEMENTS: BONDS/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES | 80,793.88 |

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: ACCEPTANCE OF GIFTS – 2012/2013

RECOMMENDATION NO. A.11

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling **\$11,933.54** presented to the Santa Monica-Malibu Unified School District.

It is further recommended that the Fiscal/Business Services Office, in accordance with Educational Code §42602, be authorized to increase the 2012-2013 income and appropriations by **\$11,933.54** as described on the attached listing.

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

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

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

MOTION MADE BY: Mr. Mechur
SECONDED BY: Ms. Leon-Vazquez
STUDENT ADVISORY VOTE: N/A
AYES: All (5) (Mr. Allen 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 | | | | |
| | | | | |
| Adult Education | | | | |
| 11-90120-0-00000-00000-8699-090-0000 | | | | |
| | | | | |
| Alternative (SMASH) | | | | |
| 01-90120-0-00000-00000-8699-009-0000 | | | | |
| | | | | |
| Cabrillo | \$ 219.00 | \$ - | Various Parents | Field Trip |
| 01-90120-0-00000-00000-8699-017-0000 | | | | |
| | | | | |
| CDS | \$ 30.00 | \$ - | Yuriy & Ekaterina Koroleu | General Supplies and Materials |
| 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 | \$ 350.00 | \$ - | Sherry Bilsing and Mark Graham | General Supplies and Materials |
| 01-90120-0-00000-00000-8699-012-0000 | \$ 178.90 | \$ - | Various Music Parents | General Supplies and Materials |
| | | | | |
| | | | | |
| Malibu High School | \$ 5,375.00 | \$ - | Various Students | General Supplies and Materials |
| 01-90120-0-00000-00000-8699-010-0000 | \$ 1,500.00 | \$ - | Malibu High School Athletic Booster Club | Salary, Coaches |
| | \$ 70.00 | \$ - | Lisa Semler | General Supplies and Materials |
| | | | | |
| McKinley | \$ 2,046.64 | \$ - | McKinley PTA | General Supplies and Materials |
| 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 | \$ 385.00 | \$ - | Will Rogers Courtesy Committee | General Supplies and Materials |
| 01-90120-0-00000-00000-8699-006-0000 | | | | |

| School/Site Account Number | Gift Amount | Equity Fund 15% Contrib. | In-kind Value | Donor | |
|---|---------------------|-----------------------------|---------------|---------|--------------------------------|
| Roosevelt | | | | | |
| 01-90120-0-00000-00000-8699-007-0000 | | | | | |
| | | | | | |
| Samohi | \$ 1,274.00 | \$ - | | Various | General Supplies and Materials |
| 01-90120-0-00000-00000-8699-015-0000 | \$ 144.00 | \$ - | | 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 | | | | | |
| <u>Others:</u> | | | | | |
| <u>Superintendent's Office</u> | | | | | |
| 01-90120-0-00000-00000-8699-020-0000 | | | | | |
| | | | | | |
| <u>Educational Services</u> | \$ 192.00 | \$ - | | Various | General Supplies and Materials |
| 01-90120-0-00000-00000-8699-030-0000 | \$ 169.00 | \$ - | | Various | General Supplies and Materials |
| | | | | | |
| <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 | \$ 11,933.54 | \$ - | \$ - | | |

| 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 | \$ 64,516.84 | | | \$ 64,516.84 | | | \$ - |
| 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 | \$ 34,015.12 | \$ 219.00 | \$ - | \$ 34,234.12 | | | \$ - |
| CDS 12-90120-0-00000-00000-8699-070-0000 | \$ 1,333.37 | \$ 30.00 | \$ - | \$ 1,363.37 | \$ 40.00 | | \$ 40.00 |
| Edison 01-90120-0-00000-00000-8699-001-0000 | \$ 1,638.38 | | | \$ 1,638.38 | | | \$ - |
| Franklin 01-90120-0-00000-00000-8699-002-0000 | \$ 3,325.54 | | | \$ 3,325.54 | | | \$ - |
| Grant 01-90120-0-00000-00000-8699-003-0000 | | | | \$ - | | | \$ - |
| Lincoln 01-90120-0-00000-00000-8699-012-0000 | \$ 79,446.91 | \$ 528.90 | \$ - | \$ 79,975.81 | | | \$ - |
| Malibu High School 01-90120-0-00000-00000-8699-010-0000 <i>Malibu Shark Fund - Resource #90141</i> | \$ 40,846.40 | \$ 6,945.00 | \$ - | \$ 47,791.40 | | | \$ - |
| McKinley 01-90120-0-00000-00000-8699-004-0000 | \$ 30,968.49 | \$ 2,046.64 | \$ - | \$ 33,015.13 | | | \$ - |
| Muir 01-90120-0-00000-00000-8699-005-0000 | \$ 50.00 | | | \$ 50.00 | | | \$ - |
| Olympic HS 01-90120-0-00000-00000-8699-014-0000 | \$ 10,800.00 | | | \$ 10,800.00 | | | \$ - |
| Rogers 01-90120-0-00000-00000-8699-006-0000 | \$ 46,256.58 | \$ 385.00 | \$ - | \$ 46,641.58 | | | \$ - |
| Roosevelt 01-90120-0-00000-00000-8699-007-0000 | \$ 7,784.03 | | | \$ 7,784.03 | | | \$ - |
| Samohi 01-90120-0-00000-00000-8699-015-0000 | \$ 21,359.04 | \$ 1,418.00 | \$ - | \$ 22,777.04 | | | \$ - |
| Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000 | | | | \$ - | | | \$ - |
| Webster 01-90120-0-00000-00000-8699-008-0000 | | | | \$ - | \$ 3,241.00 | | \$ 3,241.00 |

| 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: | | | | | | | |
| Superintendent's Office | | | | \$ - | | | \$ - |
| 01-90120-0-00000-00000-8699-020-0000 | | | | | | | |
| Educational Services | \$ 96,554.90 | \$ 361.00 | | \$ 96,915.90 | | | \$ - |
| 01-90120-0-00000-00000-8699-030-0000 | | | | | | | |
| 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 | | | | \$ - | \$ 1,300.00 | | \$ 1,300.00 |
| 01-90120-00000-0-00000-8699-090-0000 | | | | | | | |
| Food & Nutrition Services | | | | \$ - | | | \$ - |
| 01-90120-0-00000-00000-8699-070-0000 | | | | | | | |
| TOTAL GIFTS | \$ 438,895.60 | \$ 11,933.54 | \$ - | \$ 450,829.14 | \$ 4,581.00 | \$ - | \$ 4,581.00 |
| | | | | | | | |
| | | | | | | | |
| | | | Total Equity Fund 15% Contribs. | | | | |
| | | | | | | | |
| Total Cash Gifts for District: | | \$ 11,933.54 | \$ - | | Total In-Kind Gifts: | \$ - | |

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

FROM: SANDRA LYON / JANECE L. MAEZ

RE: RECOMMENDED CHANGES TO BOARD APPROVED BUS LOADING
STANDARDS

RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve a change to Board approved bus loading standards that will allow the District to increase bus capacity. The Board thoroughly discussed this item at the June 26, 2013 Board meeting. The general consensus was that the capacity could be increased based on ridership statistics.

COMMENTS: The staff is recommending that we be allowed to sell bus passes up the capacity of the back-up bus of sixty-five (65) or the existing Board approved capacity plus the difference between that capacity and the average ridership. If approved, the new Board authorized bus capacities would be:

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

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

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

RECOMMENDATION NO. A.13

It is recommended that the Board of Education authorize contract Change Order number 10 (CO-10) for the Lease Leaseback – Edison Elementary Building – ELA: New Building Project to Swinerton Builders, in the amount of \$153,438.00 for a total contract amount of \$33,589,052.00, and no change in the contract time.

Funding Information

Budgeted: No
Fund: 81
Source: Measure BB
Account Number: 81-90500-0-00000-85000-6200-001-2600
Budget Category: Hard Costs/Construction Contract
DSA #: 03-112999
Friday Memo: 7/19/13

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

On November 15, 2012 the Santa Monica-Malibu Unified School District Board of Education approved Change Order No 1 and Change Order No 2 on the Lease Leaseback contract for the Edison Language Academy – New Construction Project. Change Order No 1 was in the amount of \$93,232. Change Order No 2 was in the amount of \$74,000. Change Order No 3 was in the amount of \$76,746 and a 3 day increase in the contract time. Change Order No 4 was in the amount of \$86,815. Change Order No 5 was in the amount of \$68,372. Change Order 6 was in the amount of \$38,766. Change Order 7 was in the amount of \$72,552. Change Order 8 was in the amount of \$3,599.00. Change Order 09 was in the amount of \$73,414.00.

Change Order 10 includes thirteen (13) distinct Proposed Change Order (PCO) items are additional required scope not provided in the contract documents. The District has reviewed each of the ten PCOs in detail for scope and costs.

The scope of work included in Change Order No. 10 (CO-10) includes all labor, materials, equipment and related overhead costs for the work described for each PCO.

(continued on the next page)

| | |
|---------------------------|--------------|
| ORIGINAL CONTRACT AMOUNT: | \$32,848,118 |
| CHANGE ORDER NO. 1: | 93,232 |
| CHANGE ORDER NO. 2: | 74,000 |
| CHANGE ORDER NO. 3: | 76,746 |
| CHANGE ORDER NO. 4: | 86,815 |
| CHANGE ORDER NO. 5: | 68,372 |
| CHANGE ORDER NO. 6: | 38,766 |
| CHANGE ORDER NO. 7: | 72,552 |
| CHANGE ORDER NO. 8: | 3,599 |
| CHANGE ORDER NO. 9: | 73,414 |
| CHANGE ORDER NO. 10: | 153,438 |
| TOTAL CONTRACT AMOUNT: | \$33,589,052 |

Change Order No. 10 (CO-10) does not include any change to the contract time.

| | |
|-------------------------|------------|
| ORIGINAL CONTRACT TIME: | 1,054 Days |
| CHANGE ORDER NO. 1: | 0 Days |
| CHANGE ORDER NO. 2: | 0 Days |
| CHANGE ORDER NO. 3: | 3 Days |
| CHANGE ORDER NO. 4: | 0 Days |
| CHANGE ORDER NO. 5: | 0 Days |
| CHANGE ORDER NO. 6: | 0 Days |
| CHANGE ORDER NO. 7: | 0 Days |
| CHANGE ORDER NO. 8: | 0 Days |
| CHANGE ORDER NO. 9: | 0 Days |
| CHANGE ORDER NO. 10: | 0 Days |

| | |
|------------------------|------------|
| TOTAL CONTRACT AMOUNT: | 1,057 Days |
|------------------------|------------|

The above changes will be funded from Program Reserves: Allocation – Edison Change Orders.

A Friday Memo accompanies this item.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: RECOMMENDATION TO APPROVE CONTRACT AMENDMENT #29 FOR ARCHITECTURAL/ENGINEERING DESIGN SERVICES FOR SANTA MONICA HIGH SCHOOL SCIENCE AND TECHNOLOGY BUILDING AND SITE IMPROVEMENT PROJECT – R. L. BINDER FAIA ARCHITECTS, LLP – MEASURE BB

RECOMMENDATION NO. A.14

It is recommended that the Board of Education approve CA#29 in the amount of \$191,960 to RL Binder FAIA Architects, LLP (RL Binder) for Architectural/Engineering services for the Santa Monica High School Science & Technology Building and Site Improvements Phase II Project for a total contract amount of \$7,715,989.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-5802-015-2600
Budget Category: Soft Costs/Design/Architects
DSA#: 03-113443
Friday Memo: 07/19/2013

COMMENTS: Contract Amendment #29 is for extended construction administration services for the Santa Monica High School Science & Technology Building and Site Improvements Phase II Project. Included in the additional services are revisions to reduce the construction cost and save the district approximately \$320,000.

This Contract Amendment will be funded through service credits and is a reallocation of previously awarded services in the amount of \$124,531. This savings comes from the Original Contract amount of \$1,209,688. The new Original Contract amount will be \$1,085,157. The remaining funding for Contract Amendment #29 of \$67,429 will be allocated from within the project budget.

The revised contract total to the RL Binder FAIA Architects LLP contract will be \$7,715,989.

(Continued on next page)

| | | |
|--|------------------------|-------------|
| ORIGINAL CONTRACT AMOUNT | \$1,209,688 | \$1,085,157 |
| CONTRACT AMENDMENT #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 (Revision to siting study) | | \$11,000 |
| CONTRACT AMENDMENT #8 (Mechanical cooling design) | | \$25,300 |
| CONTRACT AMENDMENT #9 (Geotech revisions impact) | \$54,720 | \$38,708 |
| CONTRACT AMENDMENT #10 (50% CD review comments) Study #1 | | \$3,120 |
| CONTRACT AMENDMENT #11 (50% CD review comments) Study #2 | | \$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 #17 (1500kW Transformer) | | \$73,299 |
| CONTRACT AMENDMENT #20 (Unforeseen utility & fence re-design) | | \$31,742 |
| CONTRACT AMENDMENT #21 (Substitution) | | \$6,036 |
| CONTRACT AMENDMENT #22 (Phase 2 Area design) | | \$231,900 |
| CONTRACT AMENDMENT #23 (Re-Orientation & Electrical Transformer) | | \$339,422 |
| CONTRACT AMENDMENT #24 (Additional Arch./Eng. design services) | | \$71,978 |
| CONTRACT AMENDMENT #25 (Arch./Eng. Services) | | \$10,824 |
| CONTRACT AMENDMENT #26 (Arch./Eng. Services) | | \$22,138 |
| CONTRACT AMENDMENT #27 (Arch./Eng. Services) | | \$20,863 |
| CONTRACT AMENDMENT #28 (Arch./Eng. Services, Auto Shop Design Serv.) | | \$26,516 |
| CONTRACT AMENDMENT #29 (Arch./Eng. Services) | | \$191,960 |
| TOTAL CONTRACT | | \$7,715,989 |

R. L. BINDER FAIA ARCHITECTS, LLP AMENDMENTS UNDER SEPARATE FUNDING SOURCE

| | |
|---|-----------|
| 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 #18 (CCJUP MOU#2 Storm Drain) | \$8,750 |
| CONTRACT AMENDMENT #19 (CCJUP MOU#2 Storm Drain) | \$3,910 |
| TOTAL CONTRACT | \$230,096 |

A Friday Memo accompanies this board item.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: CONTRACT AMENDMENT #04 FOR TESTING AND SPECIAL INSPECTION SERVICES FOR SANTA MONICA HIGH SCHOOL SCIENCE AND TECHNOLOGY BUILDING AND SITE IMPROVEMENTS - CALIFORNIA TESTING AND INSPECTIONS, INC. – MEASURE BB

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve Contract Amendment #04 to California Testing and Inspection, Inc., for additional Testing and Special Inspection Services for the Santa Monica High School Science and Technology Building and Site Improvement Project for an amount not to exceed \$350,000, for a total contract amount of \$1,325,501.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-5802-015-2600
Budget Category: Soft Costs/Tests & Inspection/Materials Lab
DSA#: 03-113443
Friday Memo: 7/19/13

COMMENTS: California Testing and Inspection, Inc. is providing Testing and Special Inspection Services for the Santa Monica High School Science and Technology Building and Site Improvement Project. A contract was approved on December 15, 2011 for an amount of \$461,072 for this scope. Contract Amendment #01 was approved on June 27, 2012. Contract Amendment #02 was approved on April 18, 2013. Contract Amendment #03 was approved on May 16, 2013.

Contract Amendment #04 is for the final testing and inspection related to completion of Phase 1 (Science & Technology Building) and Phase 2 (Site Improvements Including Parking Softball field and utilities). The complexity and construction sequence was not fully anticipated by the inspection company.

The funding for the additional testing/inspection will be a reallocation from the current approved Hard Costs allocation "Other Services." The reallocation does not reduce any construction scope.

| | |
|--|-------------|
| ORIGINAL CONTRACT – Samohi Testing & Special Inspections | \$461,072 |
| CONTRACT AMENDMENT #01 (Additional Testing Services) | \$44,155 |
| CONTRACT AMENDMENT #02 (Additional Testing Services) | \$335,000 |
| CONTRACT AMENDMENT #03 (Additional Testing Services) | \$135,274 |
| CONTRACT AMENDMENT #04 (Additional Testing Services) | \$324,385 |
| TOTAL: | \$1,325,501 |

A Friday Memo accompanies this item.

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

TO: BOARD OF EDUCATION

ACTION/ CONSENT

07/24/13

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

RE: AMENDMENT TO CONTRACT – GENERAL CONTRACTOR – MALIBU
MIDDLE/HIGH SCHOOL CAMPUS WIDE FIRE ALARM REPLACEMENT
PROJECT - MODERNIZATION PROJECT– MOMENT CONSTRUCTION
COMPANY INC. - MEASURE BB

RECOMMENDATION NO. A.16

It is recommended that the Board of Education authorize contract Change Order No. 1 (CO# 01) for the General Contractor – Malibu Middle/High School – Campus Wide Fire Alarm Replacement Project to Moment Construction Company Inc., in the amount of \$63,562.00 for a total contract amount of \$1,520,262.00 and no change in the contract time.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-6200-010-2600
Budget Category: Construction Contracts
DSA #: 03-113284
Friday Memo: 07/19/13

COMMENTS: On July 16, 2011, the Santa Monica-Malibu Unified School District Board of Education awarded Moment Construction Company Inc. the General Construction contract for the Malibu Middle/High School Campus Wide Fire Alarm Replacement Project - Modernization Project in the amount of \$1,456,700.

Change Order 01 includes seventeen (17) distinct Proposed Change Order (PCO) items associated with unforeseen conditions, additional required scope and site directed accommodations. The District has reviewed each of the seventeen PCOs in detail for scope and costs.

The scope of work included in Change Order No 01 (CO-01) includes all labor, materials, equipment and related overhead costs for the work described for each PCO. This contract increase does not include changes to the contract documents that must be submitted to DSA for approval.

(continued on next page)

ORIGINAL CONTRACT AMOUNT:\$1,456,700
CHANGE ORDER NO.1:63,562
TOTAL CONTRACT AMOUNT:\$1,520,262

Change Order No. 10 (CO-10) does not include any change to the contract time.

ORIGINAL CONTRACT TIME: 530 Days
CHANGE ORDER NO. 1: 0 Days
TOTAL CONTRACT AMOUNT: 530 Days

The above changes will be funded through Construction Budget for Malibu.

A Friday Memo accompanies this item.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: RECOMMENDATION TO APPROVE CONTRACT AMENDMENT #36 FOR
ADDITIONAL ARCHITECTURAL DESIGN SERVICES FOR MALIBU MIDDLE
AND HIGH SCHOOL – CAMPUS IMPROVEMENT PROJECT – HMC
ARCHITECTS – MEASURE BB

RECOMMENDATION NO. A.17

It is recommended that the Board of Education approve CA#36 to HMC Architects for additional architectural services related to revisions, preparations, design, and governmental submittals for the Malibu Middle and High School Campus Improvement Project in the amount of \$350,000 for a total contract amount of \$6,936,857.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-5802-010-2600
Budget Category: Soft Costs/Design/Architects
DSA#: 03-113456
Friday Memo: 07/19/2013

COMMENTS: Contract Amendment #36 is for additional architectural for additional architectural/engineering services related to revisions, preparations, design, and governmental submittals for the Malibu Middle and High School Campus Improvement Project

The DSA approved require the Malibu City Planning Commission to review and approve under a Costal Development Permit (CDP) per the requirements of the California Coastal Commission. The District prepared two submissions and revisions which were finally accepted by the Planning Commission. However, the CDP was appealed at the Coastal Commission. The appeal is under review by the Coastal Commission.

The request for additional architectural design services is required as the scopes, schedules, and budges have been modified as a result of the Planning Commission and Coastal Commission requirements. The services have included presentations, design/redesign at parking lots, right hand turn lanes and other street improvements, on site wastewater treatment planning, estimation and scheduling support and DSA resubmittals.

The District is currently under negotiations with the Architect and the total impacts will be further evaluated. Additional services fees will be expected and brought forth after all impacts are known and quantified.

This Contract Amendment will be funded through the project budget. The revised contract total to HMC Architects will be \$6,936,857.

(Continued on next page)

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|---|-------------|
| ORIGINAL CONTRACT AMOUNT (Programming/Schematic Design) | \$961,327 |
| CONTRACT AMENDMENT #1 (Cabrillo SDC-IS) | \$87,995 |
| CONTRACT AMENDMENT #2 (FF&E Standards) | \$92,400 |
| CONTRACT AMENDMENT #3 (DD/CD/CA Malibu Project) | \$3,562,894 |
| CONTRACT AMENDMENT #4 (Pt. Dume/Webster Safety) | \$157,588 |
| CONTRACT AMENDMENT #5 (Malibu Project Public Meetings/EIR) | \$25,144 |
| CONTRACT AMENDMENT #6 (Cabrillo Safety Project) | \$10,304 |
| CONTRACT AMENDMENT #7 (Webster Parking Safety Project) | \$62,344 |
| CONTRACT AMENDMENT #8 (Cabrillo Septic Study) | \$21,647 |
| CONTRACT AMENDMENT #9 (Malibu Right Turn Lane Study) | \$68,256 |
| CONTRACT AMENDMENT #10 (Malibu Fire Protection) | \$25,991 |
| CONTRACT AMENDMENT #11 (Malibu Field Renderings) | \$8,046 |
| CONTRACT AMENDMENT #12 (Malibu Wastewater Study) | \$62,037 |
| CONTRACT AMENDMENT #13 (Malibu Electrical) | \$34,428 |
| CONTRACT AMENDMENT #14 (Malibu EIR, Traffic, Parking) | \$372,321 |
| CONTRACT AMENDMENT #15 (Webster Fire Alarm) | \$9,090 |
| CONTRACT AMENDMENT #16 (Malibu, Additional Scope) | \$228,405 |
| CONTRACT AMENDMENT #17 (Malibu, Parking Lot "A") | \$57,340 |
| CONTRACT AMENDMENT #18 (Cabrillo, Additional Scope) | \$9,690 |
| CONTRACT AMENDMENT #19 (OWTS, Webster) | \$57,330 |
| CONTRACT AMENDMENT #20 (OWTS, Pt. Dume) | \$57,330 |
| CONTRACT AMENDMENT #21 (Malibu HS, OWTS Const. Docs & CA) | \$245,375 |
| CONTRACT AMENDMENT #22 (Structural Investigation & Design, Pt. Dume) | \$19,840 |
| CONTRACT AMENDMENT #23 (CDP Exemption & Waviers, Malibu HS) | \$12,520 |
| CONTRACT AMENDMENT #24 (DSA Submittal for Access Review, Cabrillo Fencing) | \$3,700 |
| CONTRACT AMENDMENT #25 (Separate Malibu FA into separate DSA & Bid Package) | \$69,210 |
| CONTRACT AMENDMENT #26 (Additional Security Fencing, Gates, Erosion Control at Malibu HS) | \$83,090 |
| CONTRACT AMENDMENT #27 (Cabrillo Fencing and Gate Revisions) | \$7,065 |
| CONTRACT AMENDMENT #28 (Webster, Parking and Drop-Off) | \$73,280 |
| CONTRACT AMENDMENT #29 (Malibu, Campus Improvement) | \$8,000 |
| CONTRACT AMENDMENT #30 (Malibu, Campus Improvement, EIR lighting study) | \$4,500 |
| CONTRACT AMENDMENT #32 (Malibu HS, RWQCB, WDRs) | \$6,200 |
| CONTRACT AMENDMENT #33 (Malibu HS, Fire Alarm, FCD) | \$7,315 |
| CONTRACT AMENDMENT #34 (Malibu HS, SWPPP) | \$5,800 |
| CONTRACT AMENDMENT #36 (Malibu HS, Planning & Coastal Commission Requirements) | \$350,000 |
| TOTAL CONTRACT | \$6,867,802 |

HMC ARCHITECTS AMENDMENTS UNDER SEPARATE FUNDING SOURCE

| | |
|---|----------|
| CONTRACT AMENDMENT #31 (Malibu, Stadium Lighting, Architectural Services) | \$56,260 |
| CONTRACT AMENDMENT #35 (Malibu HS, Malibu Stadium Lighting) | \$12,795 |
| TOTAL CONTRACT | \$69,055 |

A Friday Memo accompanies this board item.

MOTION MADE BY: Mr. Mechur
 SECONDED BY: Dr. Escarce
 STUDENT ADVISORY VOTE: N/A
 AYES: All (5) (Mr. Allen was absent)
 NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

FROM: SANDRA LYON / JANECE L. MAEZ / STUART A. SAM
RE: CONTRACT AMENDMENT #16 FOR GENERAL CONSTRUCTION
MANAGEMENT SERVICES - PARSONS/CCM – MEASURE BB

RECOMMENDATION NO. A.18

It is recommended that the Board of Education approve Contract Amendment #16 for the general Construction Management & related Services for \$412,000 for a total Measure BB contract amount of \$28,891,531

Funding Information

Budgeted: No
Fund: 21
Source: Measure BB
Account Number: 21-90500-0-00000-85000-5802-050-2600
Category: Consultant Services

COMMENTS: Construction Management services were expected to be extended as a result of extended construction durations, unforeseen conditions and complexity of the site impacts. In April 2013 the staff presented to the BBAC 2nd quarter projections for allocation requirements from the program reserves. The construction/project management projections included forecast for projects, reimbursables and general support. Contract Amendment CA#14, CM reimburseables for \$900,000.00, CA#15, JAMS construction management extension for \$325,000 and current request for CA#16 is \$412,000 for general CM support which includes general administration efforts for contraction outreach, contractor responses and contract/bid inquires/protests; procurement/FF&E coordination and closeout.

Remaining forecasted allocations for CM cost will be brought forth for projects at Edison, Lincoln & Malibu which have been previously allocated.

| | |
|--|---------------------------------|
| ORIGINAL CONTRACT AMOUNT (Revised in CA#8) | \$14,700,000.00 |
| Revised Contract Amendment #1 (General CM) | \$1,839,561.00 |
| Contract Amendment #2 (Safety/Security projects) | \$1,191,662.00 |
| Contract Amendment #3 (Edison New construction) | \$2,416,159.00 |
| Contract Amendment #4 (JAMS Modernization) DSA #03-112808 | \$1,580,390.00 |
| Contract Amendment #5 (Lincoln MS) | |
| New Building - DSA #03-112865 | |
| Modular Classroom & Library - DSA #03-112987 | |
| Modernization of Main Building - DSA #03-113031 | \$2,230,321.00 |
| Contract Amendment #6 (Samohi Science &Tech, Fields) DSA #03-113433 | \$2,366,741.00 |
| Contract Amendment #7 (Malibu Campus Improvement) DSA #03-113456 | \$2,068,097.00 |
| Contract Amendment #8 (Original Contract Amount Reduced to \$11,500,000) | (\$3,200,000.00) |
| Contract Amendment #10 (Design & Project Commissioning) | \$1,325,000.00 |
| Contract Amendment #11 (DSA Closeout) | \$736,600.00 |
| | <i>(continued on next page)</i> |
| Contract Amendment #12 #13(Reallocation of commissioning) | \$0 |
| Contract Amendment #13 #14(CM Reimbursables) | \$900,000.00 |
| Contract Amendment #14 #15(JAMS CM) | \$325,000.00 |
| Contract Amendment #16 | \$412,000.00 |

| | |
|---|-----------------------|
| TOTAL CONTRACT AMOUNT | \$28,891,531.00 |
| Parsons amendment for CCJUP under separate funding | |
| Original Contract Amount-CCJUP (MOU 1) | \$167,500.00 |
| Contract Amendment-CCJUP #1 (CCJUP MOU 2 Synthetic Field) | \$129,257.00 |
| Contract Amendment #9 (CCJUP) | |
| CCJUP Project Management Services | \$1,450,000.00 |
| <u>CCJUP Construction Management Services</u> | <u>\$1,250,000.00</u> |
| | \$2,996,757.00 |
| Parsons Amendment for Stadium Lighting under separate funding | |
| <u>Contract Amendment #12</u> | <u>\$77,280.00</u> |
| | \$77,280.00 |

A Friday Memo to include Measure Q2, May 13, 2013 accompanies this item

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

07/24/13

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

RE: CONTRACT AMENDMENT # 4 FOR ADDITIONAL INSPECTION SERVICES –
IT/MDF ROOM – MALIBU MIDDLE/HIGH SCHOOL CAMPUS IMPROVEMENT
PROJECTS – STEPHEN PAYTE DSA INSPECTIONS – MEASURE BB

RECOMMENDATION NO. A.19

It is recommended that the Board of Education approve Contract Amendment # 4 with Stephen Payte DSA Inspections, Inc. for extended inspection services for the new IT Room at the Malibu Middle/High School Campus Improvement Projects in an amount not to exceed \$84,030.00 for a total contract amount of \$305,710.00.

Funding Information

Budgeted: Yes
Fund: 83
Source: Measure BB
Account Number: 83-90500-0-00000-85000-5802-010-2600
DSA Application #: 03-113456
Budget Category: Soft Costs\Test & Inspection\Inspector of Record (IOR)
Friday Memo Date: 7/19/13

COMMENTS: Division of the State Architect (DSA) Inspection Services are required by code to ensure that school facilities are built to the DSA approved plans and specifications. District staff requested a proposal from Stephen Payte DSA Inspections, Inc. to provide inspection services for the new IT Room at the Malibu Middle/High School Campus Improvement Projects.

This Contract Amendment #4, for \$84,030.00 is for inspection services for the Malibu Middle/High School IT Room. The revised total contract amount will be \$305,710.00. This cost was anticipated in the budget.

| | |
|--|------------------|
| ORIGINAL CONTRACT (Malibu Fire Alarm Replacement DSA #03-113284) | \$182,240 |
| CONTRACT AMENDMENT #1 (McKinley Entry & Office DSA #03-113674) | \$23,120 |
| CONTRACT AMENDMENT #2 (Contract Extension) | \$0 |
| CONTRACT AMENDMENT #3 (MHS Stadium Lighting) | \$16,320 |
| CONTRACT AMENDMENT #4 (MMHS IT Room) | \$84,030 |
| TOTAL CONTRACT AMOUNT | \$305,710 |

A Friday memo accompanies this item.

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

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / DEBRA MOORE WASHINGTON

RE: CERTIFICATED PERSONNEL – Elections, Separations

ACTION/CONSENT
07/24/13

RECOMMENDATION NO. A.20

Unless otherwise noted, all items are included in the 2013/2014 approved budget.

ADDITIONAL ASSIGNMENTS

ADAMS MIDDLE SCHOOL

| | | | |
|--------------------------|----------------|---------|-----------------------|
| Bon, Nancy | 6 hrs @\$40.46 | 6/17/13 | Est Hrly/\$243 |
| Hart, Matthew | 6 hrs @\$40.46 | 6/17/13 | Est Hrly/\$243 |
| Jung, Parisa | 6 hrs @\$40.46 | 6/17/13 | Est Hrly/\$243 |
| Perez, Lourdes | 6 hrs @\$40.46 | 6/17/13 | Est Hrly/\$243 |
| Ransom, Barbara | 6 hrs @\$40.46 | 6/17/13 | Est Hrly/\$243 |
| Sato, Glenn | 6 hrs @\$40.46 | 6/17/13 | Est Hrly/\$243 |
| Thomas, Kate | 6 hrs @\$40.46 | 6/17/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$1,701 |

Comment: Math Department Professional Development
01-Tier III Programs Cat Flex

| | | | |
|--------------------------|----------------|---------|-----------------------|
| Beeman-Solano, Amy | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Meils, Jennifer | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Saling, David | 6 hrs @\$40.46 | 6/13/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$729 |

Comment: Language Arts Department Professional Development
01-Tier III Programs Cat Flex

| | | | |
|--------------------------|----------------|---------|-----------------------|
| Sever, Pamela | 6 hrs @\$40.46 | 6/17/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$243 |

Comment: Upgrading Science Technology
01-Tier III Programs Cat Flex

ADULT EDUCATION

| | | | |
|--------------------------|-----------------|----------------|-----------------------|
| Siemer, Deborah | 16 hrs @\$40.46 | 7/1/13-7/31/13 | <u>Est Hrly/\$647</u> |
| TOTAL ESTABLISHED HOURLY | | | \$647 |

Comment: GED Test Administration Support
11-Unrestricted Resource

CHILD DEVELOPMENT SERVICES

| | | | |
|------------------|------------------|-----------------|--------------------------|
| Lindemann, Maya | 392 hrs @\$40.38 | 6/12/13-8/20/13 | <u>Own Hrly/\$15,829</u> |
| TOTAL OWN HOURLY | | | \$15,829 |

Comment: Summer Assignment – CDS Nurse
12-Head Start – Basic

| | | | |
|--------------------|------------------|-----------------|-------------------------|
| Hentschell, Denise | 192 hrs @\$25.78 | 6/17/13-7/19/13 | Own Hrly/\$4,950 |
| McGowan, Joanne | 192 hrs @\$25.78 | 6/17/13-7/19/13 | <u>Own Hrly/\$4,950</u> |
| TOTAL OWN HOURLY | | | \$9,900 |

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

| | | | |
|------------------|------------------|-----------------|--------------------------|
| Cruse, Patricia | 392 hrs @\$35.52 | 6/12/13-8/20/13 | <u>Own Hrly/\$13,924</u> |
| TOTAL OWN HOURLY | | | \$13,924 |

Comment: Summer Assignment – TOSA

| | | | | |
|---------------|----------------------------|------|------------------|-------------------------|
| | 12-Head Start – Basic | -56% | | |
| | 12-CA State Preschool Prog | -44% | | |
| Brisky, Perla | 56 hrs @\$29.48 | | 8/12/13-8/20/13 | <u>Own Hrly/\$1,651</u> |
| | | | TOTAL OWN HOURLY | \$1,651 |

Comment: Summer Assignment – TOSA
12-Unrestricted Resource -50%
12-CA State Preschool Prog -50%

| | | | |
|----------------------|------------------|------------------|--------------------------|
| Alidina, Jamila | 376 hrs @\$31.18 | 6/12/13-8/16/13 | Own Hrly/\$11,724 |
| Barba, Yesenia | 376 hrs @\$27.33 | 6/12/13-8/16/13 | Own Hrly/\$10,276 |
| Cruse, Patricia | 376 hrs @\$35.52 | 6/12/13-8/16/13 | Own Hrly/\$13,356 |
| Enriquez, Maria | 376 hrs @\$31.18 | 6/12/13-8/16/13 | Own Hrly/\$10,276 |
| Gluck, Heidi | 376 hrs @\$34.40 | 6/12/13-8/16/13 | Own Hrly/\$12,934 |
| Gutierrez, Sofia | 376 hrs @\$26.61 | 6/12/13-8/16/13 | Own Hrly/\$10,005 |
| Henry, Cassy | 392 hrs @\$30.96 | 6/12/13-8/16/13 | Own Hrly/\$12,136 |
| Meek, Dorie | 376 hrs @\$30.96 | 6/12/13-8/16/13 | Own Hrly/\$11,641 |
| Norodom, Pachapor | 376 hrs @\$29.88 | 6/12/13-8/16/13 | Own Hrly/\$11,235 |
| Oloff, Elizabeth | 188 hrs @\$31.18 | 6/12/13-8/16/13 | Own Hrly/\$ 5,862 |
| Proctor, Valerii | 376 hrs @\$28.77 | 6/12/13-8/16/13 | Own Hrly/\$10,818 |
| Redding-Knott, Yael | 376 hrs @\$25.78 | 6/12/13-8/16/13 | Own Hrly/\$ 9,693 |
| Reed, Flavia | 376 hrs @\$32.40 | 6/12/13-8/16/13 | Own Hrly/\$12,182 |
| Rodriguez, Claudia | 376 hrs @\$31.18 | 6/12/13-8/16/13 | Own Hrly/\$11,724 |
| Rodriguez, Melinda | 376 hrs @\$29.49 | 6/12/13-8/16/13 | Own Hrly/\$11,088 |
| Romo, Patricia | 392 hrs @\$33.33 | 6/12/13-8/16/13 | Own Hrly/\$13,065 |
| Rosas-Lopez, Cecelia | 376 hrs @\$25.78 | 6/12/13-8/16/13 | Own Hrly/\$ 9,693 |
| Smith, Courtnee | 376 hrs @\$26.96 | 6/12/13-8/16/13 | Own Hrly/\$10,137 |
| Sugasawara, Patricia | 376 hrs @\$29.49 | 6/12/13-8/16/13 | <u>Own Hrly/\$11,088</u> |
| | | TOTAL OWN HOURLY | \$20,893 |

Comment: Summer Assignment – Preschool
12-Head Start – Basic -50%
12-CA State Preschool Prog -50%

| | | | |
|----------------------------|------------------|------------------|--------------------------|
| Arteta de Jacome, Gabriela | 376 hrs @\$30.25 | 6/12/13-8/20/13 | Own Hrly/\$11,374 |
| Castellon, Emma | 376 hrs @\$25.78 | 6/12/13-8/20/13 | Own Hrly/\$ 9,693 |
| Cerrato, Wendy | 376 hrs @\$29.48 | 6/12/13-8/20/13 | Own Hrly/\$11,084 |
| Chaheme, Yessenia | 376 hrs @\$33.84 | 6/12/13-8/20/13 | Own Hrly/\$12,724 |
| Conway, Kenyatta | 376 hrs @\$23.87 | 6/12/13-8/20/13 | Own Hrly/\$ 8,975 |
| Cueva, Leonardo | 376 hrs @\$23.03 | 6/12/13-8/20/13 | Own Hrly/\$ 8,656 |
| Douglas, Jennifer | 376 hrs @\$33.33 | 6/12/13-8/20/13 | Own Hrly/\$12,532 |
| Gonzalez, Yolanda | 376 hrs @\$29.49 | 6/12/13-8/20/13 | Own Hrly/\$11,088 |
| Herberg, Joan | 376 hrs @\$33.12 | 6/12/13-8/20/13 | Own Hrly/\$12,453 |
| Jaye, Susan | 376 hrs @31.18 | 6/12/13-8/20/13 | Own Hrly/\$11,724 |
| Justis, Vicki | 376 hrs @\$33.33 | 6/12/13-8/20/13 | Own Hrly/\$12,532 |
| Langley, Zoe | 376 hrs @\$23.63 | 6/12/13-8/20/13 | Own Hrly/\$ 8,885 |
| Lockwood, Silvia | 376 hrs @\$28.05 | 6/12/13-8/20/13 | Own Hrly/\$10,547 |
| McGowan, Joanne | 184 hrs @\$25.78 | 6/12/13-8/20/13 | Own Hrly/\$ 4,744 |
| Mercier, Alisha | 376 hrs @\$32.72 | 6/12/13-8/20/13 | Own Hrly/\$12,303 |
| Patton, Roxanna | 376 hrs @\$31.18 | 6/12/13-8/20/13 | Own Hrly/\$11,724 |
| Ramirez, Laura | 376 hrs @\$26.97 | 6/12/13-8/20/13 | Own Hrly/\$10,141 |
| Yadegari, Sholeh | 376 hrs @\$25.78 | 6/12/13-8/20/13 | <u>Own Hrly/\$ 9,693</u> |
| | | TOTAL OWN HOURLY | \$190,872 |

Comment: Summer Assignment – CREST
12-Unrestricted Resource -50%
12-CA State Preschool Prog -50%

| | | | |
|---------------|--------------------|-----------------|------------------------|
| Vega, Dolores | \$24.71, as needed | 6/12/13-8/16/13 | <u>Own Hrly/\$----</u> |
|---------------|--------------------|-----------------|------------------------|

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|---|--------------------|--------------------------|------------------|
| Comment: Summer Substitute Teacher 12-Unrestricted Resource | | TOTAL OWN HOURLY | \$---- |
| <u>EDISON ELEMENTARY SCHOOL</u> | | | |
| Ipina, Elizabeth | 6 hrs @\$40.46 | 6/12/13-6/21/13 | Est Hrly/\$243 |
| Comment: Book Room – Prep for Move 01-IASA: Title I Basic-LW Inc/Neg | | TOTAL ESTABLISHED HOURLY | \$243 |
| Morales, Carlos | 4 hrs @\$40.46 | 6/18/13 | Est Hrly/\$162 |
| Salmaggi, Aileen | 4 hrs @\$40.46 | 6/18/13 | Est Hrly/\$162 |
| Comment: Professional Development 01-IASA: Title I Basic-LW Inc/Neg | | TOTAL ESTABLISHED HOURLY | \$324 |
| <u>EDUCATIONAL SERVICES</u> | | | |
| Ipina, Elizabeth | 60 hrs @\$40.46 | 6/17/13-7/19/13 | Est Hrly/\$2,428 |
| Karyadi, Adrienne | 20 hrs @\$40.46 | 6/17/13-7/19/13 | Est Hrly/\$ 809 |
| Comment: CELDT Testing 01-Unrestricted Resource | | TOTAL ESTABLISHED HOURLY | \$3,237 |
| Banks, Jamilla | 37.08 hrs @\$40.46 | 8/21/12-6/11/13 | Est Hrly/\$1,500 |
| Boxer, Lorissa | 37.08 hrs @\$40.46 | 8/21/12-6/11/13 | Est Hrly/\$1,500 |
| Brumer, Sandra | 37.08 hrs @\$40.46 | 8/21/12-6/11/13 | Est Hrly/\$1,500 |
| Contreras, Luis | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Cueva, Martha | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Jimenez, Sylvia | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Kusion, Alex | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Large-Fullerton, Annabella | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Maiztegui, Laura | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Martinez, Elizabeth | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Meade, Mary Margaret | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Melendez, Brisa | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Morales, Carlos | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Murcia, Constanza | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Naranjo, Rocio | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Rankin, Nancy | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Rodriguez, Judith | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Salmaggi, Aileen | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Tejeda, Karina | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Valentiner, Katharina | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Williams, Alma | 37.08 hrs @\$40.46 | 8/21/13-6/11/13 | Est Hrly/\$1,500 |
| Comment: Bilingual Stipend 01-Unrestricted Resource | | TOTAL ESTABLISHED HOURLY | \$3,150 |
| Alvarez, Judith | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Cedillo, Sofia | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Cullen, Christine | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Estrada, Tiffany | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Gusmao-Garcia Williams, R. | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Hovest, Christine | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Ipina, Elizabeth | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Naphy, Katherine | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Naranjo, Rocio | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Nitti, Anna | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |

| | | | |
|--------------------------|----------------|-----------------|-----------------------|
| Ostrom, Michael | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Scheer, Susan | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Siegel, Julie | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Ware, Andrea | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Zagor, Maura | 6 hrs @\$40.46 | 6/24/13-6/25/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$3,645 |

Comment: Elementary Common Core Curriculum Training
01-IASA: Title II Teacher Quality

| | | | |
|--------------------------|----------------|-----------------|-----------------------|
| Beeman-Solano, Amy | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Catanzano, Linda | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Daws, Tracy | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Loopesko, Lorna | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| McLaughlin, Gretchen | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Moazzez, Rozita | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Saling, David | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Stivers, Susan | 6 hrs @\$40.46 | 6/26/13-6/27/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$1,944 |

Comment: Middle School Common Core Curriculum Training
01-IASA: Title II Teacher Quality

| | | | |
|--------------------------|----------------|-----------------|-----------------------|
| De la Cruz, Gilda | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Fairchild, Lauren | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Mayle, Alex | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Pust, Jennifer | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Reichle, Tisha | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Stevens, Maria | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Wintner, Lisa | 6 hrs @\$40.46 | 6/26/13-6/27/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$1,701 |

Comment: High School Common Core Curriculum Training
01-IASA: Title II Teacher Quality

| | | | |
|--------------------------|----------------|-----------------|-----------------------|
| Alexander, Lori | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Borden, Ashely | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Caamal-Murcia, Gabriella | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Calek, Laura | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est hrly/\$243 |
| Contreras, Sitara | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Daruty, Lila | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Hamilton, LaDawna | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Hynding, Sheri | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Jauregui, Marissa | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Kreuzer, Karen | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Macon, Tristen | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Matthews, Jill | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Meade, Mary Margaret | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Murcia, Constanza | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Stark, Amy | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Weinstock, Cyndie | 6 hrs @\$40.46 | 6/24/13-6/25/13 | Est Hrly/\$243 |
| Witt, Carl | 6 hrs @\$40.46 | 6/24/13-6/25/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$4,131 |

Comment: Elementary Math Teacher Professional Development
01-IASA: Title II Teacher Quality

| | | | |
|----------------------|----------------|-----------------|-----------------------|
| Jung, Parissa | 6 hrs @\$40.46 | 6/20/13-6/21/13 | Est Hrly/\$243 |
| Meyer-Quin, Kimberly | 6 hrs @\$40.46 | 6/20/13-6/21/13 | Est Hrly/\$243 |
| Perez, Lourdes | 6 hrs @\$40.46 | 6/20/13-6/21/13 | Est Hrly/\$243 |
| Pham, Vy | 6 hrs @\$40.46 | 6/20/13-6/21/13 | Est Hrly/\$243 |
| Thomas, Kate | 6 hrs @\$40.46 | 6/20/13-6/21/13 | Est Hrly/\$243 |
| Uttinger, Sara | 6 hrs @\$40.46 | 6/20/13-6/21/13 | <u>Est Hrly/\$243</u> |

| | | | |
|----------------------------|--|--------------------------|-------------------|
| | | TOTAL ESTABLISHED HOURLY | \$1,458 |
| Comment: | Middle School Math Teacher Professional Development 01-IASA: Title II Teacher Quality | | |
| Andino, Melisa | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Bon, Nancy | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Cruce, Marae | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Diamond, Renee | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Parker, Trevor | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Siemer, Deborah | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Wadsworth, Henry | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| Yumori, Nicole | 6 hrs @\$40.46 | 6/26/13-6/27/13 | Est Hrly/\$243 |
| | | TOTAL ESTABLISHED HOURLY | \$1,944 |
| Comment: | High School Math Teacher Professional Development 01-IASA: Title II Teacher Quality | | |
| Duran-Contreras, Martha | 20 days @\$496.54 | 6/14/13-7/15/13 | Own Daily/\$9,931 |
| | | TOTAL OWN DAILY | \$9,931 |
| Comment: | Summer School Principal | | |
| Alvarez, Judith | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Benitez, Lourdes | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Cervantes, Hayde | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Chen, Lillian | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Daruty, Lila | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Duran, Concepcion | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Duran-Contreras, Martha | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Gusmao-Garcia Williams, R. | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Hamilton, LaDawna | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Hopkins, Miriam | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Macon, Tristen | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Naranjo, Rocio | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Ostrom, Michael | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Plasencia, Raquel | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Rose, Lori | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Sanschagrin, Marc | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Scheer, Susan | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Treuenfels, Therese | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| Vallejo, Norma | 12 hrs @\$40.46 | 6/12/13-6/13/13 | Est Hrly/\$486 |
| | | TOTAL ESTABLISHED HOURLY | \$9,234 |
| Comment: | Elementary Intensive Intervention Summer School Professional Development 01-Gifts – Equity Fund | | |
| Acker, Nathaniel | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Alvarado, Robert | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Bart-Bell, Dana | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Black, Mark | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Clark, Jason | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Cox, Shannon | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| DeVeincentis-Waul, Ermina | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Duron, Robert | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Ervin, Jordan | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Escalera, Daniel | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Fulcher, Nathan | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Gleason, Beverly | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Gomez, Candelario | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Gutierrez, Laurie | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Hafft, Ianna | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Hammill, Debra | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |

| | | | |
|--------------------------|----------------|---------|-----------------------|
| Hobkirk, Carl | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Hoffman, Ryan | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Jimenez, Jaime | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Kertesz, Charles | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Kim, Douglas | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Lipetz, Sarah | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Magnuson, Ruth | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Mayle, Alexander | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Sadeghpour, Mojdeh | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Skaggs, Debbie | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Stowell, Rachel | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Toppel, Diane | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Veral, Ramon | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Wadsworth, Henry | 6 hrs @\$40.46 | 6/12/13 | Est Hrly/\$243 |
| Wintner, Lisa | 6 hrs @\$40.46 | 6/12/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$7,533 |

Comment: High School Intensive Intervention Summer School Professional Development
01-Gifts – Equity Fund

| | | | |
|--------------------------|----------------|---------|-----------------------|
| Bronstein, Susan | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Bressler, Rachel | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Morn, Lora | 6 hrs @\$40.46 | 6/13/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$729 |

Comment: Summer School Nurses Professional Development
01-Gifts – Equity Fund

MEASURE BB

| | | | |
|---------------------------|----------------|-----------------|-----------------------|
| Alvarez, Judith | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Banks, Jamila | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Boxer, Lorissa | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Brumer, Sandra | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Cano, Sandy | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Cueva, Martha | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Drosdick, Danielle | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Ellis, John | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Ipina, Elizabeth | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Jimenez, Sylvia | 6 hrs @\$40.46 | 6/12/13-8/21/31 | Est Hrly/\$243 |
| Large-Fullerton, Anabella | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Maiztegui, Laura | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Martinez, Elizabeth | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Meade, Mary Margaret | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Melendez, Brisa | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Morales, Carlos | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Murcia, Constanza | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Naranjo, Rocio | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Oyman, Deniz | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Rankin, Nancy | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Salmaggi, Aileen | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Tejeda, Karina | 6 hrs @\$40.46 | 6/12/13-8/21/13 | Est Hrly/\$243 |
| Williams, Alma | 6 hrs @\$40.46 | 6/12/13-8/21/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$5,589 |

Comment: Moving Classrooms - Edison
01-Unrestricted Resource

| | | | |
|--------------------------|----------------|-----------------|-----------------------|
| Ipina, Elizabeth | 6 hrs @\$40.46 | 6/21/13-6/28/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$243 |

Comment: Preparing Library for Move
01-Unrestricted Resource

OLYMPIC HIGH SCHOOL

| | | | |
|--------------------------|----------------|---------|-----------------------|
| Carrier, Eric | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Cierra, Jorge | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| McGregory, Cynthia | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Nieves, Melissa | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Parker, Trevor | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Pitts, Gregory | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Siemer, Deborah | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Thobe, Christie | 6 hrs @\$40.46 | 6/13/13 | <u>Est Hrly/\$243</u> |
| TOTAL ESTABLISHED HOURLY | | | \$1,944 |

Comment: Summer School Professional Development
01-Unrestricted Resource

ROOSEVELT ELEMENTARY SCHOOL

| | | | |
|--------------------------|-----------------|-----------------|-------------------------|
| Chenik, Mara | 60 hrs @\$40.46 | 6/17/13-7/12/13 | Est Hrly/\$2,428 |
| Handelman, Catherine | 60 hrs @\$40.46 | 6/17/13-7/12/13 | <u>Est Hrly/\$2,428</u> |
| TOTAL ESTABLISHED HOURLY | | | \$4,856 |

Comment: Reading Intervention Summer Classes
01-Reimbursed by PTA

SANTA MONICA HIGH SCHOOL

| | | | |
|--------------------------|-------------------|-----------------|-----------------------|
| Swift, Jessica | 18.5 hrs @\$40.46 | 9/13/12-6/11/13 | <u>Est Hrly/\$749</u> |
| TOTAL ESTABLISHED HOURLY | | | \$749 |

Comment: After School Jazz Band
01-Gifts

SPECIAL EDUCATION

| | | | |
|--------------------------|----------------|-----------------|-----------------------|
| Berezowsky, Lisa | 4 hrs @\$40.46 | 6/17/13-7/12/13 | <u>Est Hrly/\$162</u> |
| TOTAL ESTABLISHED HOURLY | | | \$162 |

Comment: Attend Summer IEP
01-Spec Ed: IDEA Presch Prog Spec

| | | | |
|--------------------------|-----------------|-----------------|-------------------------|
| Elledge, Rachel | 34 hrs @\$40.46 | 6/17/13-7/12/13 | <u>Est Hrly/\$1,376</u> |
| TOTAL ESTABLISHED HOURLY | | | \$1,376 |

Comment: Summer Evaluations/Attend IEPs
01-Spec Ed: IDEA Presch Prog Spec

| | | | |
|--------------------------|----------------|-----------------|-----------------------|
| Brock, Miriam | 3 hrs @\$40.46 | 6/14/13 | Est Hrly/\$121 |
| Calek, Laura | 3 hrs @\$40.46 | 6/14/13 | Est Hrly/\$121 |
| Crane, Lakin | 5 hrs @\$40.46 | 6/14/13-7/14/13 | Est Hrly/\$202 |
| Kleis, Heidi | 2 hrs @\$40.46 | 6/17/13-7/12/13 | <u>Est Hrly/\$ 81</u> |
| TOTAL ESTABLISHED HOURLY | | | \$525 |

Comment: Attend Summer IEP
01-Special Education

| | | | |
|------------------|-----------------|-----------------|-------------------------|
| Blair, Susy | 32 hrs @\$40.46 | 7/1/13-8/22/13 | Est Hrly/\$1,295 |
| Collin, Laura | 12 hrs @\$40.46 | 6/17/13-7/12/13 | Est Hrly/\$ 486 |
| Gonzalves, Diane | 8 hrs @\$40.46 | 6/17/13-7/12/13 | Est Hrly/\$ 324 |
| Hylind, Amy | 8 hrs @\$40.46 | 6/17/13-7/12/13 | Est Hrly/\$ 324 |
| Langus, Jocelyn | 83 hrs @\$40.46 | 6/17/13-7/12/13 | Est Hrly/\$3,358 |
| Mansour, Carolyn | 8 hrs @\$40.46 | 6/17/13-7/12/13 | Est Hrly/\$ 324 |
| Marshall, Susan | 30 hrs @\$40.46 | 6/17/13-7/12/13 | <u>Est Hrly/\$1,214</u> |

| | | | |
|--------------------------|---|--------------------------|--------------------------|
| Comment: | Summer Evaluations/Testing 01-Special Education | TOTAL ESTABLISHED HOURLY | \$7,325 |
| Von der Lieth, Jadeane | 15 days @\$533.80 | 6/24/13-7/12/13 | <u>Own Daily/\$8,007</u> |
| Comment: | ESY School Psychologist 01-Special Education | TOTAL OWN DAILY | \$8,007 |
| Berezowsky, Lisa | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Elledge, Rachel | 6 hrs @\$40.46 | 6/13/13 | <u>Est Hrly/\$243</u> |
| Comment: | ESY Professional Development 01-Spec Ed: IDEA Presch Prog Spec | TOTAL ESTABLISHED HOURLY | \$486 |
| Badt, Jonathan | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Bishop, Shannon | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Brock, Miriam | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Center-Brooks, Cheryl | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Chavez, Craig | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Cogan, Lisa | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Cohn, Jeff | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Collin, Laura | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Crane, Lakin | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Davies, Michael | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| DeGregorio, Dana | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Deshautelle, Anna | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Flowers, Lynne | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Garden, Sarah | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Gonsalves, Diane | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Hurst, Erin | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Hyland, Amy | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Keith, Kelly | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Kilpatrick, Genevieve | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Kittel, Gina | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Kleis, Heidi | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Langus, Jocelyn | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Levy, Amanda | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Manwour-Collins, Carolyn | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Marek, Mallory | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Marshall, Susan | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Montanez, Joe | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Reilly, Maureen | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Schneider, Rhonda | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Serapiglia, Anne | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Ustation, Tina | 6 hrs @\$40.46 | 6/13/13 | Est Hrly/\$243 |
| Van Cott, James | 6 hrs @\$40.46 | 6/13/13 | <u>Est Hrly/\$243</u> |
| Comment: | ESY Professional Development 01-Special Education | TOTAL ESTABLISHED HOURLY | \$7,776 |

SUMMER SCHOOL

(80% own daily rate unless otherwise noted)

EDUCATIONAL SERVICES

| | | | |
|------------------|--------------------|-----------------|--------------------------|
| Bronstein, Susan | 19 days @\$397.23 | 6/17/13-7/12/13 | Own Daily/\$7,547 |
| Morn, Lora | 24 days @\$3337.52 | 6/17/13-7/19/13 | <u>Own Daily/\$8,100</u> |
| | | TOTAL OWN DAILY | \$17,752 |

Comment: Summer School Nursing Services
01-Gifts – Equity Fund

| | | | |
|----------------------------|-------------------|-----------------|--------------------------|
| Alvarez, Judith | 19 days @\$293.74 | 6/17/13-7/12/13 | Own Daily/\$5,581 |
| Benitez, Lourdes | 19 days @\$317.62 | 6/17/13-7/12/13 | Own Daily/\$6,035 |
| Cervantes, Hayde | 19 days @\$232.25 | 6/17/13-7/12/13 | Own Daily/\$4,413 |
| Chen, Lillian | 19 days @\$325.58 | 6/17/13-7/12/13 | Own Daily/\$6,186 |
| Daruty, Lila | 19 days @\$337.52 | 6/17/13-7/12/13 | Own Daily/\$6,413 |
| Duran, Concepcion | 19 days @\$397.23 | 6/17/13-7/12/13 | Own Daily/\$7,547 |
| Gusmao-Garcia Williams, R. | 19 days @\$337.52 | 6/17/13-7/12/13 | Own Daily/\$6,413 |
| Hamilton, LaDawna | 19 days @\$279.99 | 6/17/13-7/12/13 | Own Daily/\$5,320 |
| Hopkins, Miriam | 19 days @\$397.23 | 6/17/13-7/12/13 | Own Daily/\$7,547 |
| Macon, Tristen | 10 days @\$337.52 | 6/17/13-6/28/13 | Own Daily/\$3,375 |
| Naranjo, Rocio | 19 days @\$289.03 | 6/17/13-7/12/13 | Own Daily/\$5,492 |
| Ostrom, Michael | 19 days @\$325.58 | 6/17/13-7/12/13 | Own Daily/\$6,186 |
| Plasencia, Raquel | 19 days @\$397.23 | 6/17/13-7/12/13 | Own Daily/\$7,547 |
| Rose, Lori | 19 days @\$397.23 | 6/17/13-7/12/13 | Own Daily/\$7,547 |
| Sanschagrin, Marc | 9 days @\$397.23 | 7/1/13--7/12/13 | Own Daily/\$3,575 |
| Scheer, Susan | 19 days @\$337.52 | 6/17/13-7/12/13 | Own Daily/\$6,413 |
| Treuenfels, Therese | 19 days @\$292.66 | 6/17/13-7/12/13 | Own Daily/\$5,561 |
| Vallejo, Norma | 19 days @\$318.00 | 6/17/13-7/12/13 | <u>Own Daily/\$6,042</u> |
| | | TOTAL OWN DAILY | \$107,193 |

Comment: Elementary Intensive Intervention Summer School Assignment
01-Unrestricted Resource

| | | | |
|------------------|-------------------|-----------------|--------------------------|
| Ervin, Jordan | 24 days @\$267.47 | 6/17/13-7/19/13 | Own Daily/\$6,429 |
| Hammill, Debra | 24 days @\$285.78 | 6/17/13-7/19/13 | Own Daily/\$6,859 |
| Kertesz, Charles | 24 days @\$305.34 | 6/17/13-7/19/13 | Own Daily/\$7,328 |
| Wadsworth, Henry | 24 days @\$224.29 | 6/17/13-7/19/13 | <u>Own Daily/\$5,383</u> |
| | | TOTAL OWN DAILY | \$25,999 |

Comment: Malibu High Summer School Assignment
01-Unrestricted Resource

| | | | |
|--------------------------|-------------------|-----------------|-------------------|
| Acker, Nathaniel | 24 days @\$337.52 | 6/17/13-7/19/13 | Own Daily/\$8,100 |
| Alvarado, Robert | 24 days @\$285.78 | 6/17/13-7/19/13 | Own Daily/\$6,859 |
| Bart-Bell, Dana | 24 days @\$305.34 | 6/17/13-7/19/13 | Own Daily/\$7,328 |
| Black, Mark | 24 days @\$389.66 | 6/17/13-7/19/13 | Own Daily/\$6,859 |
| Clark, Jason | 24 days @\$325.58 | 6/17/13-7/19/13 | Own Daily/\$7,814 |
| Cox, Shannon | 24 days @\$265.54 | 6/17/13-7/19/13 | Own Daily/\$6,373 |
| DeVincentis-Waul, Ermina | 24 days @\$317.62 | 6/17/13-7/19/13 | Own Daily/\$7,623 |
| Duron, Robert (40%) | 24 days @\$198.62 | 6/17/13-7/19/13 | Own Daily/\$4,767 |
| Escalera, Daniel | 24 days @\$389.66 | 6/17/13-7/19/13 | Own Daily/\$9,352 |
| Fulcher, Nathan | 24 days @\$251.40 | 6/17/13-7/19/13 | Own Daily/\$6,034 |
| Gleason, Beverly (40%) | 24 days @\$198.62 | 6/17/13-7/19/13 | Own Daily/\$4,767 |
| Gomez, Candelario | 24 days @\$286.18 | 6/17/13-7/19/13 | Own Daily/\$6,868 |
| Gutierrez, Laurie | 24 days @\$260.83 | 6/17/13-7/19/13 | Own Daily/\$6,260 |
| Hafft, Ianna | 24 days @\$286.18 | 6/17/13-7/19/13 | Own Daily/\$6,868 |
| Hobkirk, Carl | 24 days @\$397.23 | 6/17/13-7/19/13 | Own Daily/\$9,534 |
| Hoffman, Ryan | 24 days @\$203.66 | 6/17/13-7/19/13 | Own Daily/\$4,888 |
| Jimenez, Jaime | 24 days @\$397.23 | 6/17/13-7/19/13 | Own Daily/\$9,534 |
| Kim, Douglas | 24 days @\$287.56 | 6/17/13-7/19/13 | Own Daily/\$6,901 |
| Lipetz, Sarah | 24 days @\$301.70 | 6/17/13-7/19/13 | Own Daily/\$7,241 |
| Magnuson, Ruth | 24 days @\$325.58 | 6/17/13-7/19/13 | Own Daily/\$7,814 |
| Mayle, Alexander | 24 days @\$302.10 | 6/17/13-7/19/13 | Own Daily/\$7,250 |
| Sadeghpour, Mojdeh | 24 days @\$148.78 | 6/17/13-7/19/13 | Own Daily/\$3,571 |

| | | | |
|-----------------|-------------------|------------------------|--------------------------|
| Skaggs, Debbie | 24 days @\$329.95 | 6/17/13-7/19/13 | Own Daily/\$7,919 |
| Stowell, Rachel | 24 days @\$277.83 | 6/17/13-7/19/13 | Own Daily/\$6,668 |
| Topple, Diane | 24 days @\$312.90 | 6/17/13-7/19/13 | Own Daily/\$6,529 |
| Veral, Ramon | 24 days @\$272.03 | 6/17/13-7/19/13 | Own Daily/\$6,529 |
| Wintner, Lisa | 24 days @\$318.01 | 6/17/13-7/19/13 | <u>Own Daily/\$7,632</u> |
| | | TOTAL OWN DAILY | \$187,882 |

Comment: Santa Monica High School Summer Assignment
01-Unrestricted Resource

OLYMPIC HIGH SCHOOL/OCLC

| | | | |
|--------------------|-------------------|------------------------|--------------------------|
| Carrier, Eric | 24 days @\$317.62 | 6/17/13-7/19/13 | Own Daily/\$7,623 |
| Cierra, Jorge | 24 days @\$278.22 | 6/17/13-7/19/13 | Own Daily/\$6,677 |
| McGregory, Cynthia | 24 days @\$337.52 | 6/17/13-7/19/13 | Own Daily/\$8,100 |
| Nieves, Melissa | 24 days @\$269.87 | 6/17/13-7/19/13 | Own Daily/\$6,477 |
| Parker, Trevor | 12 days @\$294.14 | 7/3/13-7/19/13 | Own Daily/\$3,530 |
| Pitts, Gregory | 24 days @\$317.62 | 6/17/13-7/19/13 | Own Daily/\$7,623 |
| Thobe, Christie | 24 days @\$329.95 | 6/17/13-7/19/13 | <u>Own Daily/\$7,919</u> |
| | | TOTAL OWN DAILY | \$47,949 |

Comment: Summer School Assignment
01-Unrestricted Resource

SPECIAL EDUCATION

| | | | |
|------------------|-------------------|------------------------|--------------------------|
| Bressler, Rachel | 19 days @\$397.23 | 6/17/13-7/12/13 | <u>Own Daily/\$7,547</u> |
| | | TOTAL OWN DAILY | \$7,547 |

Comment: ESY Nurse
01-Special Education

| | | | |
|------------------|-------------------|------------------------|--------------------------|
| Berezowsky, Lisa | 19 days @\$397.23 | 6/17/13-7/12/13 | Own Daily/\$7,547 |
| Cogan, Lisa | 19 days @\$325.58 | 6/17/13-7/12/13 | Own Daily/\$6,186 |
| Elledge, Rachel | 19 days @\$233.33 | 6/17/13-7/12/13 | <u>Own Daily/\$4,433</u> |
| | | TOTAL OWN DAILY | \$18,166 |

Comment: ESY
01-Spec Ed: IDEA Presch Local Ent

| | | | |
|--------------------------|-------------------|-----------------|-------------------|
| Badt, Jonathan | 19 days @\$273.50 | 6/17/13-7/12/13 | Own Daily/\$5,197 |
| Bishop, Shannon | 19 days @\$337.52 | 6/17/13-7/12/13 | Own Daily/\$6,413 |
| Brock, Miriam | 19 days @\$397.23 | 6/17/13-7/12/13 | Own Daily/\$7,547 |
| Center-Brooks, Cheryl | 19 days @\$263.17 | 6/17/13-7/12/13 | Own Daily/\$5,000 |
| Chavez, Craig | 19 days @\$221.04 | 6/17/13-7/12/13 | Own Daily/\$4,200 |
| Cohn, Jeffrey | 19 days @\$215.69 | 6/17/13-7/12/13 | Own Daily/\$4,098 |
| Collin, Laura | 19 days @\$310.05 | 6/17/13-7/12/13 | Own Daily/\$5,891 |
| Crane, Lakin | 19 days @\$325.58 | 6/17/13-7/12/13 | Own Daily/\$6,186 |
| Davies, Michael | 19 days @\$309.66 | 6/17/13-7/12/13 | Own Daily/\$5,884 |
| DeGregorio, Dana | 19 days @\$337.52 | 6/17/13-7/12/13 | Own Daily/\$6,413 |
| Deshautell, Anna | 19 days @\$397.23 | 6/17/13-7/12/13 | Own Daily/\$7,547 |
| Flowers, Lynne | 19 days @\$312.90 | 6/17/13-7/12/13 | Own Daily/\$5,945 |
| Garden, Sarah | 19 days @\$317.62 | 6/17/13-7/12/13 | Own Daily/\$6,035 |
| Gonsalves, Diane | 19 days @\$325.58 | 6/17/13-7/12/13 | Own Daily/\$6,186 |
| Hurst, Erin | 19 days @\$285.78 | 6/17/13-7/12/13 | Own Daily/\$5,430 |
| Hylind, Amy | 19 days @\$300.23 | 6/17/13-7/12/13 | Own Daily/\$5,704 |
| Keith, Kelly | 19 days @\$302.10 | 6/17/13-7/12/13 | Own Daily/\$5,740 |
| Kilpatrick, Genevieve | 19 days @\$389.66 | 6/17/13-7/12/13 | Own Daily/\$7,404 |
| Kittel, Gina | 19 days @\$397.23 | 6/17/13-7/12/13 | Own Daily/\$7,547 |
| Kleis, Heidi | 19 days @\$397.23 | 6/17/13-7/12/13 | Own Daily/\$7,547 |
| Langus, Jocelyn | 19 days @\$293.74 | 6/17/13-7/12/13 | Own Daily/\$5,581 |
| Levy, Amanda | 19 days @\$248.16 | 6/17/13-7/12/13 | Own Daily/\$4,715 |
| Mansour-Collins, Carolyn | 19 days @\$337.52 | 6/17/13-7/12/13 | Own Daily/\$6,413 |
| Marek, Mallory | 19 days @\$208.37 | 6/17/13-7/12/13 | Own Daily/\$3,959 |
| Marshall, Susan | 19 days @\$302.10 | 6/17/13-7/12/13 | Own Daily/\$5,740 |

| | | | |
|-------------------|-------------------|------------------------|--------------------------|
| Montanez, Joe | 19 days @\$256.12 | 6/17/13-7/12/13 | Own Daily/\$4,866 |
| Reilly, Maureen | 19 days @\$289.03 | 6/17/13-7/12/13 | Own Daily/\$5,492 |
| Schneider, Rhonda | 19 days @\$389.66 | 6/17/13-7/12/13 | Own Daily/\$7,404 |
| Serapiglia, Anne | 19 days @\$397.23 | 6/17/13-7/12/13 | Own Daily/\$7,547 |
| Ustation, Tina | 19 days @\$337.52 | 6/17/13-7/12/13 | Own Daily/\$6,413 |
| Van Cott, James | 19 days @\$318.00 | 6/17/13-7/12/13 | <u>Own Daily/\$6,042</u> |
| | | TOTAL OWN DAILY | \$186,086 |

Comment: ESY
01-Special Education

HOURLY TEACHERS

STUDENT SERVICES

| | | | |
|---------------------|--------------------|---------------------------------|------------------------|
| Cogan, Lisa | \$40.46, as needed | 6/17/13-7/12/13 | Est Hrly/\$---- |
| Fisher Lerer, Vicki | \$40.46, as needed | 6/17/13-7/12/13 | Est Hrly/\$---- |
| McGregory, Cynthia | \$40.46, as needed | 6/17/13-7/12/13 | Est Hrly/\$---- |
| Tangum, Cathy | \$40.46, as needed | 6/17/13-7/12/13 | <u>Est Hrly/\$----</u> |
| | | TOTAL ESTABLISHED HOURLY | \$---- |

Comment: Home Instructor
01-Unrestricted Resource

TOTAL ESTABLISHED HOURLY, OWN HOURLY, AND OWN DAILY = \$ 943,205

NEW HIRES

SUBSTITUTE TEACHERS

Effective

LONG-TERM SUBSTITUTES

(@\$210.00 Daily Rate)

| | |
|--------------------|-----------------|
| Kuipers, Catherine | 5/28/13-6/11/13 |
|--------------------|-----------------|

PREFERRED SUBSTITUTES

(@\$162.00 Daily Rate)

| | |
|----------------------|-----------------|
| Andino, Melisa | 6/17/13-7/19/13 |
| Battung, Jason | 6/17/13-7/19/13 |
| Blagojevic, Milos | 6/17/13-7/19/13 |
| Blair, Susy | 6/17/13-7/19/13 |
| Duncan, Yeato | 6/17/13-7/19/13 |
| Fliegel, Lois | 6/17/13-7/19/13 |
| Haendel, Erin | 6/17/13-7/19/13 |
| Higginson, James | 6/17/13-7/19/13 |
| King, Keri | 6/17/13-7/19/13 |
| Lynch, Jennifer | 6/17/13-7/19/13 |
| Meade, Mary Margaret | 6/17/13-7/19/13 |
| Sato, Liane | 6/17/13-7/19/13 |
| Sinfield, Paul | 6/17/13-7/19/13 |
| Thomas, Kate | 6/17/13-7/19/13 |
| Vasquez, Martha | 6/17/13-7/19/13 |
| Walker, Megan | 6/17/13-7/19/13 |
| Walsh, Maura | 6/17/13-7/19/13 |
| Ware, Andrea | 6/17/13-7/19/13 |

CHILD DEVELOPMENT SERVICES

(@\$16.19 Hourly Rate)

| | |
|--------------------------|-----------------|
| Barnes, Andrea | 6/12/13-8/16/13 |
| Barreras-Graciano, Laura | 6/12/13-8/16/13 |
| Garrett, Chakesha | 6/12/13-8/16/13 |
| Gheewala, Nasreen | 6/12/13-8/16/13 |
| Gutierrez, Louis | 6/12/13-8/16/13 |

| | |
|-----------------------|-----------------|
| Levenson, Paola | 6/12/13-8/20/13 |
| Otero-Rivera, Tasha | 6/12/13-8/16/13 |
| Rodgers, Rodney | 6/12/13-8/16/13 |
| Rossman, Tracy | 6/12/13-8/16/13 |
| Smith, LaTonya | 6/12/13-8/16/13 |
| Vega-Johnson, Leticia | 6/12/13-8/16/13 |

CHANGE IN ASSIGNMENT

Blitz, Sarah
Lincoln MS/English
From: Returning from Leave
To: Lincoln Middle School

Effective
8/20/13

Prevett, Amy
Muir Elementary/2nd Grade
From: Returning from Leave
To: Muir Elementary

8/20/13

Vegas, Kristopher
Special Education/Coordinator
From: 80% Coordinator/20% School Psychologist
To: 100% Coordinator

7/1/13

LEAVE OF ABSENCE (with pay)

Name/Location
Dabash, Reham
Child Develop Svcs

Effective
6/10/13-6/21/13
[FMLA]

Dahm, Katie
Malibu High School

8/20/13-9/10/13
[maternity]

LEAVE OF ABSENCE (without pay)

Name/Location
Alexopoulos, Ashley
John Adams MS

Effective
8/20/13-6/10/14
[child care]

Boyle, Laura
Olympic HS

8/20/13-6/10/14
[40% - personal]

Garcia, Apryl
John Adams MS

8/20/13-6/10/14
[child care]

Jacobs, Edward
John Adams MS

8/20/13-6/10/14
[20%-personal]

Martin, Laurie
Special Education

8/20/13-6/10/14
[60% - personal]

Simon, Laura
Rogers Elementary

8/20/13-6/10/14
[40% - personal]
(change from 6/6/13 Board Agenda)

Valentiner, Katharina
John Adams MS

8/20/13-11/15/13
[CFRA]

Valentiner, Katharina
John Adams MS

11/18/13-12/20/13
[child care]

RESIGNATION

Name/Location

Effective

Dreier, Holly
Santa Monica High School

6/11/13

Emhardt, Emily
Student Services

6/11/13

Huff, Brianne
Special Education

7/31/13

Rubin, Matthew
John Adams Middle School

6/11/13

Suomu, Susan
McKinley Elementary

6/11/13

Taslimi, Laila
McKinley Elementary

6/11/13

RETIREMENT

Name/Location

Effective

Harris, Peggy
Educational Services

7/31/13

Rankin, Nancy
Edison Elementary

6/11/13

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

TO: BOARD OF EDUCATION

FROM: SANDRA LYON / BRANDON TIETZE

RE: CLASSIFIED PERSONNEL - MERIT

ACTION/CONSENT
07/24/13

RECOMMENDATION NO. A.21

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.

NEW HIRES

| | | <u>EFFECTIVE DATE</u> |
|--------------------------------------|---|------------------------------|
| Davis, Jonathan Special Education | Inst Asst – Specialized 4.5 Hrs/SY/Range:26 Step:A | 8/21/13 |
| Mederos, Eden Special Education | Inst Asst – Specialized 6 Hrs/SY/Range:26 Step:A | 8/21/13 |

SUMMER ASSIGNMENTS

| | | <u>EFFECTIVE DATE</u> |
|---|--------------------------|------------------------------|
| Abdulkareem, Nehal Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Aceves, Cindy Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Alaniz, Federico Food and Nutrition Svcs | Stock and Delivery Clerk | 6/12/13-8/16/13 |
| Allotey, Ingrid Operations | Custodian | 6/17/13-8/16/13 |
| Alvarez, Jennifer Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Arangoa, Isabel Operations | Custodian | 6/17/13-8/16/13 |
| Arriaga, Jennifer Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Barrera, Amanda Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Benjamin, Jacquita Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Bonilla, LeRoy Operations | Custodian | 6/17/13-8/16/13 |
| Boston, Kimberly Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Brackett, Kimberly Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Brigham, Dolores | Children's Center Asst | 6/12/13-8/20/13 |

| | | |
|--|------------------------------|-----------------|
| Child Develop Svcs | | |
| Briseno, Elias Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Brito, Maria Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Brito, Salvador Transportation | Bus Driver | 6/17/13-7/12/13 |
| Brown, Lincoln Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Brown, Steve Transportation | Bus Driver | 7/15/13-8/14/13 |
| Buendia, Carolina Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Cabrera, Jennifer Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Campos, Mercedes Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Capra, Lucas Facility Permits | Technical Theater Technician | 6/12/13-7/31/13 |
| Carbajal, Patricia Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Carrillo, Steven Transportation | Bus Driver | 6/17/13-7/12/13 |
| Casey, Brittany Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Castaneda, Laura Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Castillo, Wendy Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Chulack, Sarah Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Ciccarello, Nicole Olympic HS | Inst Asst – Classroom | 6/17/13-7/19/13 |
| Cisneros, Yolanda Operations | Custodian | 6/17/13-8/16/13 |
| Cooper, Raymond Santa Monica HS | Campus Security Officer | 6/17/13-7/19/13 |
| Cornejo, Natalie Facility Permits | Sports Facility Attendant | 6/17/13-8/9/13 |

| | | |
|--|-------------------------|------------------------------------|
| Cortez, Alicia FNS-Santa Monica HS | Cafeteria Worker I | 6/17/13-8/16/13 |
| Cortez, Griselda Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Crawford, Cynthia Operations | Custodian | 6/17/13-8/16/13 |
| Crockett, Della Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Cruz, Carmen Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Cueva, Sandra Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Davis, Anthony Transportation | Bus Driver | 6/17/13-7/12/13 7/15/13-8/14/13 |
| Davis, Jonathan Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Davis, Kenrick Transportation | Bus Driver | 6/17/13-7/12/13 |
| Davis, Lenora Transportation | Bus Driver | 6/17/13-7/12/13 |
| De Noya, Michael Special Education | Speech Lang Path Asst | 6/13/13 6/17/13-7/12/13 |
| Do, Thu Hong Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Doty, Joel Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Drayton, Brandon Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Elie, Latrice Transportation | Bus Driver | 6/17/13-7/12/13 |
| Elie-Turner, Banita Transportation | Bus Driver | 6/17/13-7/12/13 |
| Elliot, Gene Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Escobar, Lillian Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Everage, Askia Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |

| | | |
|---|----------------------------------|------------------------------------|
| Fernandez, Angelica Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Fisher, Caroline Special Education | Occupational Therapist | 6/13/13 6/17/13-7/12/13 |
| Franks, Shanelle Special Education | Inst Asst – Developmental Health | 6/17/13-7/12/13 |
| Friedenberg, Mindy Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Fuller, Charesse Operations | Custodian | 6/17/13-8/16/13 |
| Garcia, Sara Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Garrett, Christine Human Resources | Senior Office Specialist | 6/17/13-8/9/13 |
| Gauntt, Deborah Transportation | Bus Driver | 6/17/13-7/12/13 |
| Gergis, Sohair Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Gershuni, Katherine Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Gheewala, Nasreen Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Godinez, Lorena Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 6/17/13-7/19/13 |
| Gomez, Leonor Operations | Custodian | 6/17/13-8/16/13 |
| Gonzalez, Jessica Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Gonzalez, Monica Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Goudeau, Tajanieace Facility Permits | Sports Facility Attendant | 6/17/13-8/16/13 |
| Granadino, Frank Transportation | Bus Driver | 6/17/13-7/12/13 |
| Green, Shanna Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Griego, Nicholas Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Griffis, Denise Operations | Custodian | 6/17/13-8/16/13 |

| | | |
|---|----------------------------------|----------------------------|
| Hall, Ana Special Education | Inst Asst – Developmental Health | 6/17/13-7/12/13 |
| Haro, Irma Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Harper, Erin Special Education | Occupational Therapist | 6/13/13 6/17/13-7/12/13 |
| Hernandez, Maira Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Hernandez, Rita Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Hernandez, Steven Operations | Custodian | 6/17/13-8/16/13 |
| Hess, Katya Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Higgins, Shaun Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Hills, Kevin Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Holsome, Dorothy FNS-Santa Monica HS | Cafeteria Worker I | 6/17/13-8/16/13 |
| Howard, Leslie Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Hunter, Dominique Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Hurtado, Renee Special Education | Inst Asst – Developmental Health | 6/17/13-7/12/13 |
| Islas, Haydee Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Ivey, Teresa Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Jackson, Latasha Special Education | Inst Asst – Developmental Health | 6/17/13-7/12/13 |
| Jackson, Sheralynn Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Jimenez, Maria Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Jimenez, Osvaldo Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |

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| Johnson, Kerri Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Johnson, Lore Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Jones, Chancy Facility Permits | Sports Facility Attendant | 6/17/13-8/9/13 |
| Karels, Kloie Child Develop Svcs | Children’s Center Asst | 6/12/13-8/16/13 |
| Lawrence, Adrianna Transportation | Bus Driver | 6/17/13-7/12/13 |
| Levy, Robin Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Lewis, Jessie Transportation | Bus Driver | 6/17/13-7/12/13 |
| Lo Greco, Vincent Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Lo Greco, Vincent Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Lopez, Maribel Special Education | Inst Asst – Developmental Health | 6/17/13-7/12/13 |
| Lopez, Sarah Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Loza, Adelsa Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Lucas, Ralph Operations | Custodian | 6/17/13-8/16/13 |
| Luis, Noemi Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Manabe, Michelle Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Mangum, Don Santa Monica HS | Campus Security Officer | 6/17/13-7/19/13 |
| Martin, Linda Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Martinez, Daniel Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Martinez, Isabel Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Martino, Jessica | Occupational Therapist | 6/13/13 |

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|--|---------------------------|------------------------------------|
| Special Education Mashkovich, Jane Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 6/17/13-7/12/13 |
| Mayer, Katherine Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| McCabe, Pete Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| McCarthy, Kimiko Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| McClendon, Latecia Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| McKeever, Marissa Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| McKinley, Tyrone Child Develop Svcs-Lincoln MS | Swimming Inst - Lifeguard | 6/19/13-7/24/13 |
| Mederos, Eden Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Mercado, Maria Operations | Custodian | 6/17/13-8/16/13 |
| Miller, Jeanne Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Miller, Karen Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Miller, Patrina Special Education | Data Entry Specialist | 6/17/13-8/9/13 |
| Miller, Ronald Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Miranda, Karla Operations | Custodian | 6/17/13-8/16/13 |
| Mock, Christopher Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Monjaraz, Gabriela Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Moore, Sandra Operations | Custodian | 6/17/13-8/16/13 |
| Moore, Terence Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Morales, Ismael Child Develop Svcs | Children’s Center Asst | 6/12/13-8/16/13 |
| Morales, Stephanie Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |

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|--|---------------------------|------------------------------------|
| Morgan, Jennifer Special Education | Occupational Therapist | 6/13/13 6/17/13-7/12/13 |
| Morich, Karin Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Moya, Kimberly Transportation | Bus Driver | 6/17/13-7/12/13 |
| Murray, April Child Develop Svcs-Lincoln MS | Swimming Inst - Lifeguard | 6/19/13-7/24/13 |
| Naranjo, Debbie FNS-Santa Monica HS | Cafeteria Worker II | 6/17/13-8/16/13 |
| Navia, Janene Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Newman, Pasley Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Nunez, Sherry Facility Permits | Sports Facility Attendant | 6/17/13-8/9/13 |
| Ockner, Sari Special Education | Occupational Therapist | 6/13/13 6/17/13-7/12/13 |
| Olmos, Maria Rogers ES | Senior Office Specialist | 6/24/13-7/12/13 |
| O’Rourke, Thomas Operations | Plant Supervisor | 6/12/13-8/16/13 |
| Oyenoki, Elizabeth McKinley ES | Senior Office Specialist | 6/14/13-7/15/13 |
| Padilla, Elizabeth Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 6/17/13-7/19/13 |
| Padilla, Elva Child Develop Svcs | Children’s Center Asst | 6/17/13-7/19/13 |
| Palmore, Renata Operations | Custodian | 6/17/13-8/16/13 |
| Payton, Tawny Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Pegue, Forrest Transportation | Bus Driver | 6/17/13-7/12/13 |
| Perez, Grace Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Perez-Madera, Salomon Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Pernell, Barbara Child Develop Svcs | Children’s Center Asst | 6/12/13-8/20/13 |
| Peterson, Ingrid | Inst Asst – Special Ed | 6/17/13-7/12/13 |

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| Special Education | | |
| Phillips, LeDoree Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Pineda, Blanca Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Pongas, Dorothea Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Preciado, Daniel Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Preciado, Edwin Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Purser, Jessica Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Quiroz, Timothy FNS-Santa Monica HS | Site Food Coordinator | 6/12/13-8/16/13 |
| Rabbani, Susan Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Ralph, Linda Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Razon-McMillan, Monica Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Richardson, Melvin Facility Permits | Sports Facility Attendant | 6/17/13-8/16/13 |
| Ridley, Tischa FNS-McKinley ES | Cafeteria Worker II | 6/17/13-7/12/13 |
| Riley, Martelle Transportation | Bus Driver | 6/17/13-7/12/13 |
| Rodriguez, Cecilia Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Rodriguez, Frances Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Rodriguez, Sara Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Rosa, Lucy Special Education | Inst Asst – Developmental Health | 6/17/13-7/12/13 |
| Rosas, Rosemarie FNS-McKinley ES | Cafeteria Worker I | 6/17/13-7/12/13 |
| Rosenbaum, Joyce Special Education | Physical Therapist | 6/17/13-7/12/13 |
| Rubio, Ana Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |

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|---|----------------------------------|----------------------------|
| Sammann, Kevin Transportation | Bus Driver | 7/15/13-8/14/13 |
| Sampson, Claudia Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Sanchez, Lucas Operations | Custodian | 6/17/13-8/16/13 |
| Sandoval, Vanessa Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Schlierman, Cherie Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Schmidt, Phillip Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Shih, Jennifer Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Silvestre, Ernestina Transportation | Bus Driver | 7/15/13-8/14/13 |
| Silvestre, Ernestina Operations | Custodian | 6/17/13-8/16/13 |
| Simmons, Michael Transportation | Bus Driver | 7/15/13-8/14/13 |
| Simmons, Michael Operations | Custodian | 6/17/13-8/16/13 |
| Simonian, Patricia Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Smith, Angelique Special Education | Occupational Therapist | 6/13/13 6/17/13-7/12/13 |
| Smith, Brian Transportation | Bus Driver | 6/17/13-7/12/13 |
| Smith, Darlene Operations | Custodian | 6/17/13-8/16/13 |
| Smith, Dunell Santa Monica HS | Campus Security Officer | 6/17/13-7/19/13 |
| Souza, Gladys Special Education | Inst Asst – Developmental Health | 6/17/13-7/12/13 |
| Sturgis, Lynn Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Tanamas, Ayda Special Education | Inst Asst – Developmental Health | 6/17/13-7/12/13 |
| Tangum, Cathy Olympic HS | Campus Security Officer | 6/17/13-7/19/13 |

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|---|----------------------------------|-----------------|
| Tate, John Operations | Custodian | 6/17/13-8/16/13 |
| Taylor, Christian Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Thomas, William Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Trujillo, Sandy Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Vargas, Cynthia Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Vasquez, Angel Operations | Custodian | 6/17/13-8/16/13 |
| Vasquez, Graciela Facility Permits | Sports Facility Attendant | 6/17/13-8/2/13 |
| Vasquez, Melvin Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Villegas, Lorena Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Wade, Byron Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Walker, Christine Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Walsh, Leslie Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Watts, Anne Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Wilkinson, Gregory Facility Permits | Sports Facility Attendant | 6/12/13-8/16/13 |
| Williams, Paris Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Williams, Steven Food and Nutrition Svcs | Stock and Delivery Clerk | 6/17/13-8/16/13 |
| Williams, Steven Purchasing | Stock and Delivery Clerk | 7/2/13-8/6/13 |
| Wilson, Stanley Facility Permits | Sports Facility Attendant | 6/17/13-8/2/13 |
| Wingfield, Janet Special Education | Inst Asst – Developmental Health | 6/17/13-7/12/13 |
| Winzey, Fidel Food and Nutrition Svcs | Stock and Delivery Clerk | 6/17/13-8/16/13 |

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| Winzey, Fidel Purchasing | Stock and Delivery Clerk | 6/17/13-6/28/13 7/2/13-8/6/13 8/12/13-8/14/13 |
| Wirt, James Transportation | Bus Driver | 6/17/13-7/12/13 |
| Womack, Raven Child Develop Svcs | Children's Center Asst | 6/12/13-8/20/13 |
| Yamamoto, Mikiko Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Yates-Lomax, Kathy Transportation | Bus Driver | 6/17/13-7/12/13 |
| Yeh, Wendy Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Yi, Renee Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |
| Zaitoon, Raed Special Education | Inst Asst – Specialized | 6/17/13-7/12/13 |
| Zheng, Jin Special Education | Inst Asst – Special Ed | 6/17/13-7/12/13 |

TEMP/ADDITIONAL ASSIGNMENTS

EFFECTIVE DATE

| | | |
|--------------------------------------|---|-----------------|
| Aguilar, Mark Facility Permits | Custodian [additional hours, Permit events] | 4/1/13-6/30/13 |
| Bracamonte, Jorge Santa Monica HS | Custodian [overtime, graduation preparation] | 5/31/13 |
| Burnham, Rexanne Grant ES | Inst Asst – Special Ed [additional hours, 5 th grade promotion] | 6/6/13 |
| Burris, Sarah Facility Permits | Swimming Inst - Lifeguard [additional hours, Permit events] | 6/1/13-6/30/13 |
| Frazier, Ashley Facility Permits | Custodian [additional hours, Permits events] | 5/17/13-6/30/13 |
| Gold, Kathy Measure BB | Technology Support Assistant [overtime, technical support] | 5/1/13-6/30/13 |
| Hartley, Dana Grant ES | Inst Asst – Special Ed [additional hours, 5 th grade promotion] | 6/6/13 |
| Hendler, Nanette Muir ES | Inst Asst – Special Ed [additional hours, school field trip] | 5/24/13 |
| Jaramillo, Guido Santa Monica HS | Campus Security Officer [overtime, graduation night preparation] | 5/26/13-6/6/13 |
| Manzur, Juan Measure BB | Technology Support Assistant [overtime, technical support] | 5/1/13-6/30/13 |

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| Martinez, Santiago Measure BB | Technology Support Assistant [overtime, technical support] | 5/1/13-6/30/13 |
| Monroy, Rose Santa Monica HS | Office Specialist [additional hours, Project Echo] | 3/1/13-5/31/13 |
| Oyenoki, Elizabeth McKinley ES | Senior Office Specialist [additional hours, enrollment] | 5/13/13-6/14/13 |
| Patterson, Pete Measure BB | Technology Support Assistant [overtime, technical support] | 5/1/13-6/30/13 |
| Peoples, Jeff Santa Monica HS | Custodian [overtime, graduation preparation] | 5/31/13 |
| Preciado, Edwin Special Ed-Franklin ES | Inst Asst – Specialized [additional hours, bus ride supervision] | 5/21/13-5/31/13 |
| Smith, Dunell Santa Monica HS | Campus Security Officer [overtime, graduation night preparation] | 5/26/13-6/6/13 |
| Worthington, Jaimee Muir ES | Inst Asst – Special Ed [additional hours, school field trip] | 5/24/13 |
| <u>SUBSTITUTES</u> | | <u>EFFECTIVE DATE</u> |
| McKinley, Tyrone Lincoln MS | Swimming Inst - Lifeguard | 5/21/13-6/11/13 |
| Ausman, Devon Facility Permits | Technical Theater Technician | 5/23/13-6/30/13 |
| Capra, Lucas Facility Permits | Technical Theater Technician | 4/1/13-6/30/13 |
| Chavez, Raymond Facility Permits | Technical Theater Technician | 5/23/13-6/30/13 |
| Schenker, Allison Facility Permits | Technical Theater Technician | 5/23/13-6/30/13 |
| Toebe, Samuel Facility Permits | Technical Theater Technician | 5/23/13-6/30/13 |
| <u>LEAVE OF ABSENCE (PAID)</u> | | <u>EFFECTIVE DATE</u> |
| Hernandez, Diane Fiscal Svcs | Accounting Technician Medical | 6/25/13-8/1/13 |
| Part, Brian Facility Permits | Sports Facility Coordinator FMLA | 6/13/13-7/5/13 |
| <u>LEAVE OF ABSENCE (UNPAID)</u> | | <u>EFFECTIVE DATE</u> |
| Richardson, Melvin Adams MS | Inst Asst – Physical Ed Personal | 9/1/13-10/7/13 |
| <u>PROFESSIONAL GROWTH</u> | | <u>EFFECTIVE DATE</u> |

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|---|-----------------------------|--------|
| Boothby, Devon Transportation | Administrative Assistant | 7/1/13 |
| Brooks, Latricia Roosevelt Elementary | Inst Asst – Special Ed | 7/1/13 |
| Cortez, Griselda Child Develop Svcs | Children’s Center Assistant | 7/1/13 |
| Flores, Ana Maintenance and Operations | Administrative Assistant | 7/1/13 |
| Kubicz-Preis, Anna Educational Svcs | Administrative Assistant | 7/1/13 |

WORKING OUT OF CLASS

| | | |
|---|--|--|
| Campos, Oscar Grounds | Equipment Operator/Tree Trimmer Fr: Gardener | <u>EFFECTIVE DATE</u> 6/3/13-6/28/13 |
| Lopez, Jose Grounds | Equipment Operator/Tree Trimmer Fr: Gardener | 5/13/13-5/31/13 |
| Williams, Steven Food and Nutrition Svcs | Stock and Delivery Clerk Fr: Cafeteria Worker I | 5/29/13-6/11/13 |

EXERCISE DISPLACEMENT RIGHTS IN LIEU OF LAYOFF

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|--|-------------------------------------|------------------------------|
| Higgins, Shaun Special Education/Lincoln MS | Inst Asst – Specialized 7 Hrs/SY | <u>EFFECTIVE DATE</u> |
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REDUCTION IN HOURS IN LIEU OF LAYOFF

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| Zaitoon, Reed Special Education | Inst Asst – Specialized, 6 Hrs/SY Fr: 7 Hrs/SY | <u>EFFECTIVE DATE</u> 8/12/13 |
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VOLUNTARY DEMOTION/TRANSFER IN LIEU OF LAYOFF

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| Lockett, Tyrone Operations | Custodian, 4 Hrs/12 Mo Fr: Gardner; 3 Hrs/12 Mo | <u>EFFECTIVE DATE</u> 8/12/13 |
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CHANGE IN ASSIGNMENT – TO BILINGUAL

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|-------------------------------------|-------------------------|---|
| Cornejo, Natalie Santa Monica HS | Campus Security Officer | <u>EFFECTIVE DATE</u> 6/15/13 |
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ABOLISHMENT OF POSITION

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| Senior Office Specialist 8 Hrs/12 Mo; Child Develop Svcs | <u>EFFECTIVE DATE</u> 4/17/13 |
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RESIGNATION

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|------------------------------------|------------------------|---|
| Funderburk, Rosemary Webster ES | Inst Asst – Special Ed | <u>EFFECTIVE DATE</u> 6/11/13 |
| Lang, John Pt Dume ES | Inst Asst – Classroom | 6/11/13 |

Phan, Huy
CDS

Accountant

6/7/13

RESCIND LAYOFF

DR9257761

Educational Svcs-St. Anne's ES

Inst Asst – Classroom
0.4125 FTE/3.3Hrs/SY

EFFECTIVE DATE

7/1/13

RETIREMENT

Dahlem, Karen

Muir Elementary

Administrative Asst
(change of date from 6/6/13 Agenda)

EFFECTIVE DATE

8/15/13

Gary, Barbara

Educational Svcs-St. Anne's ES

Inst Asst – Classroom

6/11/13

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

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

07/24/13

FROM: SANDRA LYON / TERRY DELORIA

RE: SECONDARY MATH IMPROVEMENT PLAN FOR 2013-14

DISCUSSION ITEM NO. D.01

District achievement levels in secondary math have plateaued, and, in some cases, declined. Educational Services staff will outline its improvement plan to be implemented over the 2013-14 school year.

Dr. Deloria's presentation can be found under Attachments at the end of these minutes.

EAP stands for early assessment program. There are subset questions above and beyond the CST tests taken in 11th grade. EAP measures content knowledge of specific skills whereas the SAT requires a minimum score. The primary focus is secondary that includes middle and high schools. Professional development and cognitive guided instruction (CGI) will be continued at the elementary level. Dr. Deloria will look into whether the adoption and usage of CGI is effective. Classroom walk-throughs will be conducted nine (9) different times.

Ms. Leon-Vazquez asked how help is provided to students who are behind. Immediate assessment is needed so that it can be responded to right away. Flexible intervention at school sites can provide temporary assistance or ongoing intervention. It is part of a learning cycle where there is a checking mechanism to see whether students are learning what is being taught. It is part of the students' success plan to work in small groups, stretching the students who understand it and help those who do not.

Mr. Mechur asked about data being parsed out by gender, ethnicity and its success/passage rate. Mr. de la Torre would like to see student focus groups in the lower grades that progressed to higher grades. He suggested that there be a board policy regarding evaluating new initiatives and its effectiveness. In response to all math lessons should start out with a practical use of the subject matter such as financial literacy, Dr. Deloria stated that common core starts out with concept rather than procedure such as an engaging video clip or photograph.

TO: BOARD OF EDUCATION

DISCUSSION

07/24/13

FROM: SANDRA LYON / TERRY DELORIA

RE: UPDATE: EQUITY AND ACCESS FOR STUDENT SUCCESS PLAN

DISCUSSION ITEM NO. D.02

At the January 17 BOE meeting, staff presented a long-term, multi-pronged plan to increase access to district programs and services and to significantly close achievement gaps. Tonight, staff will provide an update for the Equity and Access for Student Success Plan.

Dr. Deloria's presentation can be found under Attachments at the end of these minutes.

Mr. de la Torres requested that parent training include teaching advocacy.

TO: BOARD OF EDUCATION

DISCUSSION

07/24/13

FROM: SANDRA LYON

RE: DISTRICT ADVISORY COMMITTEES: DISCUSS END-OF-YEAR REPORTS
FOR 2012-13 AND DIRECTION FOR 2013-14

DISCUSSION ITEM NO. D.03

Attached are the end-of-year reports for the Early Child Care DAC, English Learners DAC, Health & Safety DAC, Intercultural Equity and Excellence DAC, Special Education DAC, and the Visual and Performing Arts DAC.

At the June 26, 2013, 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 2013-14 no later than the board's first meeting in October.

The Intercultural Equity and Excellence DAC handout provided to the Board can be found under Attachments at the end of these minutes.

Health and Safety, Visual and Performing Arts, and Intercultural Equity and Excellence DAC addressed the Board discussing their respective end-of-year reports for 2012-13 and direction for 2013-14.

The Board Liaison, DAC Chair and District Staff will meet in a small group to discuss the committee's formal charge(s) and report back to the full Board prior to October 2013.

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

Child Development Services District Advisory Committee

Chair: Jennifer Kennedy

Staff Liaison: Alice Chung

Charges:

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

Accomplishments to date:

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

Highlight(s) to date of particular note:

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

Suggested direction for 2013-14:

- See charges

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

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

HEALTH & SAFETY DISTRICT ADVISORY COMMITTEE

Chair: Patricia Nolan

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

Charges:

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

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

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

Accomplishments to date:

- **Hosted presentations:**

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

- **Bicycle & Traffic Safety**

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

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

- This group is actively putting on events at four schools re: bike safety/education, e.g., Safe Routes to School “Family Bike Fest” – 08Dec12 event

- **Fire and Disaster Safety**

- DAC receives monthly updates from our SFPD member on:
 - Comprehensive CERT (Community Emergency Response Team) training for SMMUSD staff
 - Issues concerning SMMUSD campuses
 - SMMUSD Student outreach

- **Societal Safety**

Drug & Violence Prevention Programs:

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

Community Service for Students as a Positive Societal Influence

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

- In response to these concerns, one member proposed that the DAC create a list of local health care organizations that seek volunteers and provide that list to the community service organizations at the schools. This idea was supported by numerous members on the committee as a good way for students to do community service, as well as get exposed to various healthcare professions. We are developing a letter and brochure with pertinent contact information to invite students to volunteer at hospitals, as well as to help facilitate the process.
- **Physical Health**
 - SMMUSD Nurse's Annual Report – Lora Morn, CN presented to Board of Education in Autumn 2012. Better data are now available because Health Office Specialists have been logging/recording information.
 - Health issues:
 - The impact of rampant flu and, particularly, norovirus was mitigated by proactive education and preventive measures.
 - An additional facet which the DAC discussed is the problem that students come to school sick because *ad hoc* sick-child care is problematic for many working parents, requiring creative or political solutions.
 - UCLA contacted the Coordinating Nurse about community needs assessment: 'What are community's top three needs': obesity, mental health and asthma/allergies.
- **Health Education**
 - A physician-DAC member and UCLA Medical School students collaborated with SMMUSD staff to develop lectures and videos on health-related topics pertinent to students in accordance with State standards (<http://www.cde.ca.gov>) adopted in 2008; SMMUSD 9th grade curricula previously revised and implemented in 2009/2010

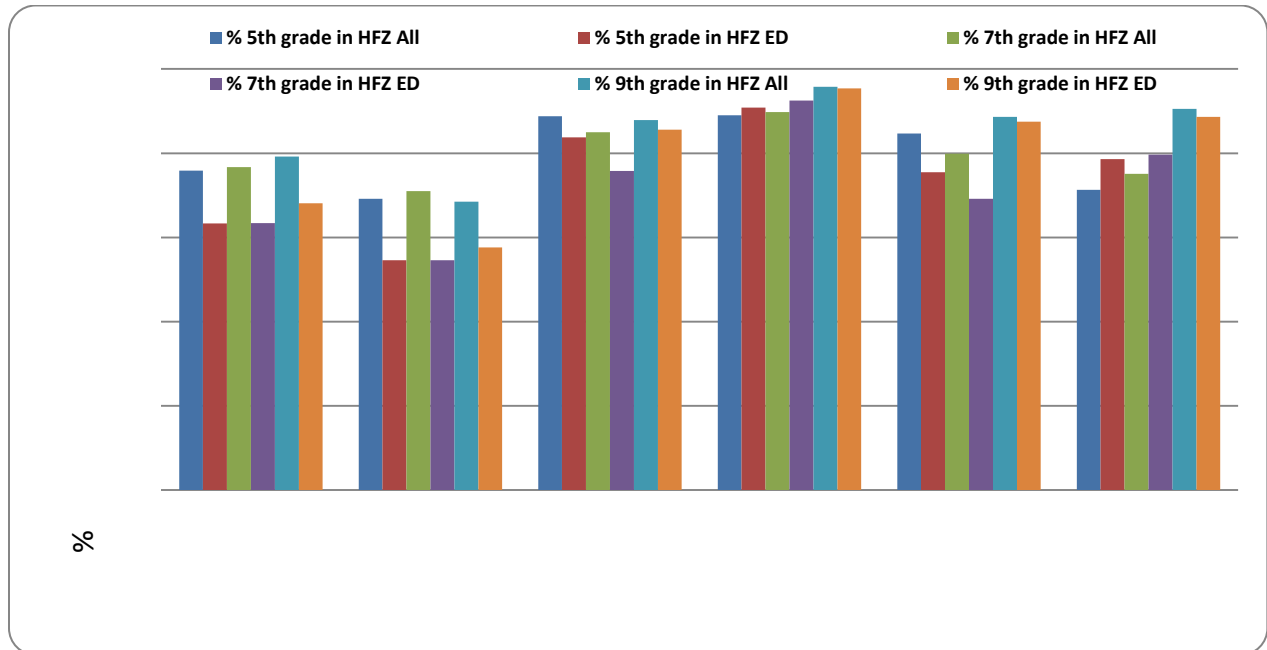
Report on Health Ed Curriculum Enhancement

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

- **Fitness**

State of California FitnessGram 2011-2012 results (see **Appendices A**) demonstrate that even SMMUSD, which scores relatively well, demonstrates the same trend as national statistics: a disproportionate number of economically disadvantaged ('ED')

students appear in 'needs improvement' and/or 'high risk' categories in 'aerobic capacity' & 'body composition' rather than the desired HFZ ('HFZ' = 'Healthy Fitness Zone'):



Nutrition

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

Wellness Policy: Goals

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

Wellness Policy: Conclusions

- Improvement continues all over the district
- Some schools have “buy-in” more than others
- Difficult to obtain accurate information from each school (PTA, fundraisers, each classroom)
- ‘California Healthy Kids Survey’ happening June 2013 –Grades 5/7/9.
- Nutrition Ad Hoc Committee Report (Health and Nutrition)
 - The main concern of our committee has been the national increase in childhood obesity.

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

Report of Ad Hoc Committee on 'Bullying'

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

- **HomeWork**

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

Homework Survey Results highlighted by Dr. Bradford:

- Underlying rationale for the survey were health concerns raised about the effect of excessive amount of time spent on homework.
- Previous district policy was 10 minutes per grade level allotted for homework and parents were asked on a quarterly basis to provide input on the impact of the policy.
- Dr. Bradford shared that every principal receives the result particular to the students and parents at their school. (The report includes verbatim comments from parents who participated in the survey.)
- Dr. Bradford agreed that the number of parents who participated was “small” compared to the total number of students enrolled in the district.
- She also pointed out that the number of parents who agreed that the amount of homework was “about right” was an improvement compared to previous surveys.
- The survey received 1800 comments (qualitative responses) from parents. The parents expressed their appreciation on the questionnaire for the opportunity to make comments.
- Dr. Bradford concluded her presentation with her comment that she, speaking for the district administration, would like to “keep and age-appropriate balance “(regarding homework)...and we are headed in that direction.”

Homework *Ad Hoc* Committee Report

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

Highlight(s) to date of particular note:

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

Suggested direction for 2013-14:

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

Budgetary Implications:

None at this time

Health & Safety DAC MEMBERS 2012-2013

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

APPENDICES or Web Links

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

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

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

D City of Santa Monica Youth Resource Team

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

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

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

Appendix A1

2011-12 California Physical Fitness Report

Overall - Summary of Results

Santa Monica-Malibu Unified District

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

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

Appendix A2

**2011-12 California Physical Fitness Report
Economically Disadvantaged - Summary of Results
Santa Monica-Malibu Unified District**

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

| Physical Fitness Area | Total Tested ¹ in Grade 5 | Number Grade 5 Students in HFZ ² | % Grade 5 Students in HFZ | % Grade 5 Students in Needs Improvement | % Grade 5 Students in Needs Improvement - High Risk | Total Tested ¹ in Grade 7 | Number Grade 7 Students in HFZ ² | % Grade 7 Students in HFZ | % Grade 7 Students in Needs Improvement | % Grade 7 Students in Needs Improvement - High Risk | Total Tested ¹ in Grade 9 | Number Grade 9 Students in HFZ ² | % Grade 9 Students in HFZ | % Grade 9 Students in Needs Improvement | % Grade 9 Students in Needs Improvement - High Risk |
|---------------------------------------|--------------------------------------|---|---------------------------|---|---|--------------------------------------|---|---------------------------|---|---|--------------------------------------|---|---------------------------|---|---|
| Aerobic Capacity | 229 | 145 | 63.3 | 30.6 | 6.1 | 227 | 144 | 63.4 | 27.3 | 9.3 | 263 | 179 | 68.1 | 17.1 | 14.8 |
| Body Composition | 229 | 125 | 54.6 | 14.0 | 31.4 | 227 | 124 | 54.6 | 11.9 | 33.5 | 263 | 152 | 57.8 | 13.3 | 28.9 |
| Abdominal Strength | 229 | 192 | 83.8 | 16.2 | N/A | 227 | 172 | 75.8 | 24.2 | N/A | 263 | 225 | 85.6 | 14.4 | N/A |
| Trunk Extension Strength | 229 | 208 | 90.8 | 9.2 | N/A | 227 | 210 | 92.5 | 7.5 | N/A | 263 | 251 | 95.4 | 4.6 | N/A |
| Upper Body Strength | 229 | 173 | 75.5 | 24.5 | N/A | 227 | 157 | 69.2 | 30.8 | N/A | 263 | 230 | 87.5 | 12.5 | N/A |
| Flexibility | 229 | 180 | 78.6 | 21.4 | N/A | 227 | 181 | 79.7 | 20.3 | N/A | 263 | 233 | 88.6 | 11.4 | N/A |

¹ Includes partially tested students

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

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

N/A Not applicable

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

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

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

Appendix B

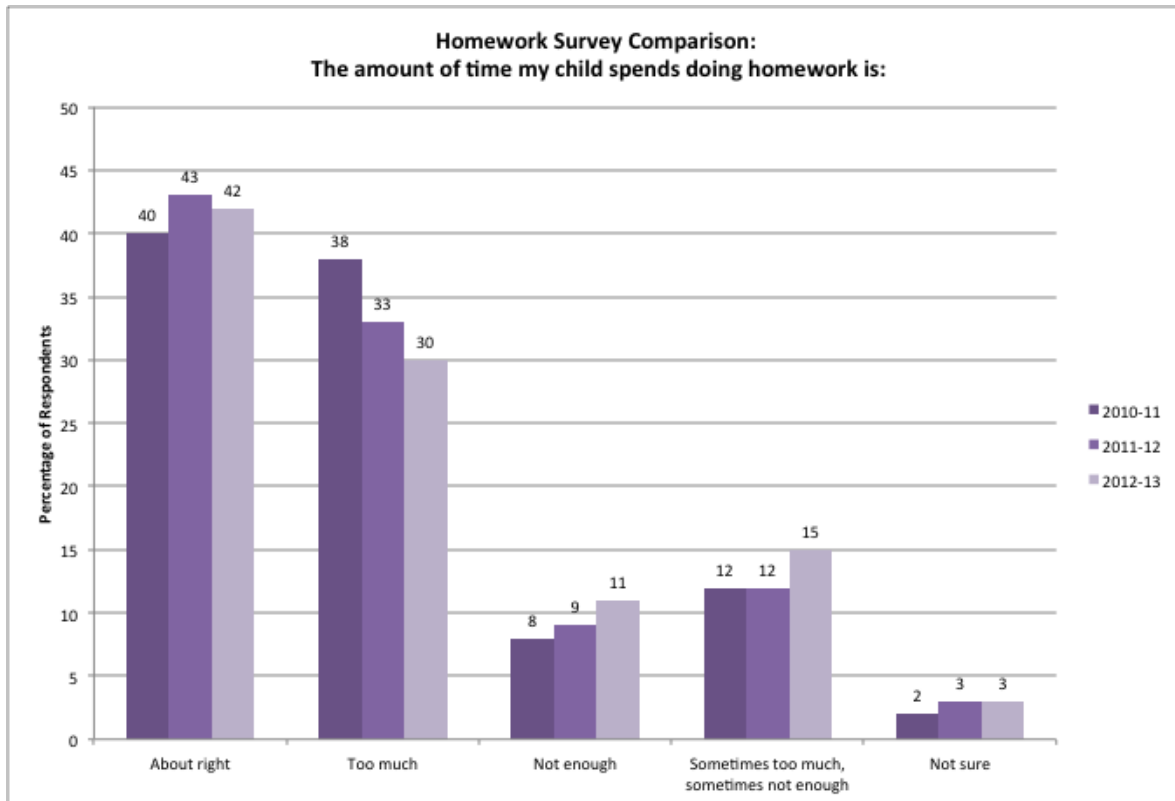
SMMUSD Homework Survey Results Fall 2012 - Maureen Bradford, PhD, SMMUSD

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

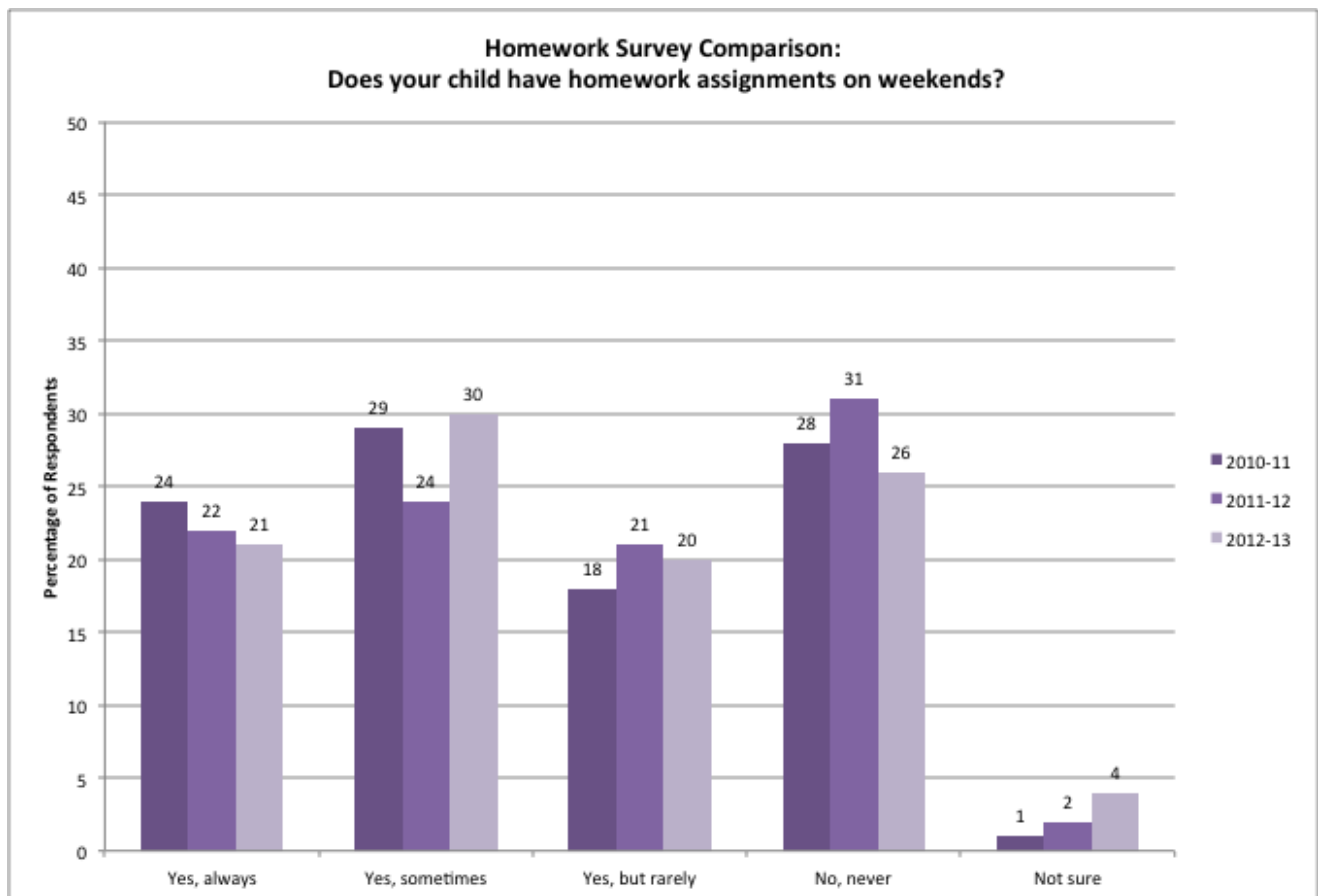
This report discusses the survey results for the first semester of the 2012 – 2013 school year. With just 1,222 respondents, the findings must be considered with caution since they represent only a small percentage of SMMUSD families. Though the survey is offered in both English and Spanish in on-line as

well as paper-pencil formats, the numbers of participating parents has declined each year since the inception of the survey. Educational Services will continue to work with school site principals to encourage greater parent participation in future surveys.

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



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



Survey Data by School Level

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

Time spend typically on daily homework assignments:

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

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

Frequency of homework assigned on weekends:

| | Elementary | Middle School | High School |
|-----------------|------------|---------------|-------------|
| Yes, always | 6% | 8% | 36% |
| Yes, sometimes | 10% | 37% | 40% |
| Yes, but rarely | 19% | 37% | 13% |

| | | | |
|-----------|------------|-----|----|
| No, never | 63% | 17% | 5% |
| Not sure | 2% | 3% | 4% |

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

The amount of time my child spends doing homework is:

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

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

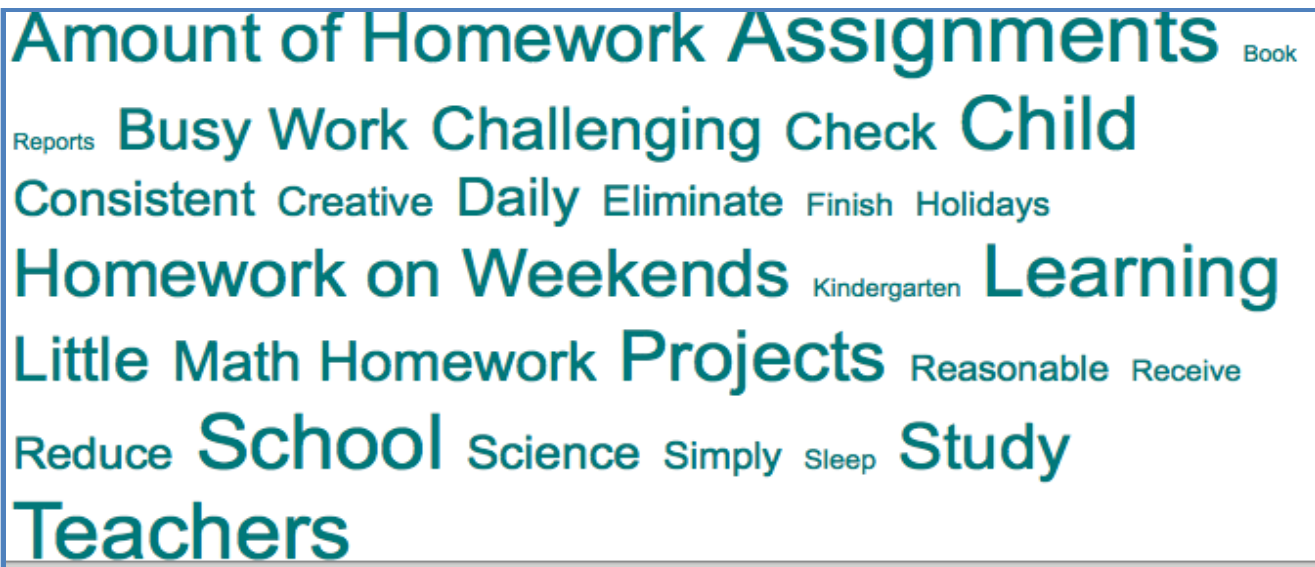
High school students time spent on daily homework by Honors/AP course enrollments.

| | No Honors/AP Courses | 1-2 Honors/AP Courses | 3-4 Honors AP Courses | More than 4 Honors/AP |
|------------------|-----------------------------|------------------------------|------------------------------|------------------------------|
| < 15 minutes | 6% | 0 | 1% | 3% |
| 15 – 30 minutes | 13% | 3% | 3% | 6% |
| 30 – 45 minutes | 15% | 9% | 3% | 3% |
| 45 – 60 minutes | 16% | 20% | 11% | 6% |
| 60 – 90 minutes | 22% | 22% | 22% | 17% |
| 90 – 120 minutes | 14% | 18% | 14% | 20% |
| > 120 minutes | 7% | 27% | 47% | 46% |
| Not sure | 7% | 2% | 1% | 0 |

Qualitative Data: Analysis of Open-Ended Comments

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

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



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

Theme 1: Quantity/Time Spent on Homework

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

Philosophical Stances

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

- At this level, I just don't see the need for homework. Studies just don't back up the idea that spending time at night doing homework is more important than down time, playing, interacting with friends and family, and recreation. I would like to see no homework for my child.
- I don't believe in homework until the 3rd grade. That's my input!
- I would get rid of all homework except for reading and project completion. Experts who have conducted or synthesized research on the links between homework, learning and test performance agree that the relationship between homework and school achievement is limited...
- No homework at all. They are there for 7 hrs per day which is more than enough and if the teacher is doing their job adequately, they should be able to get the point across during school hrs.
- That absolutely no homework be assigned! As adults it is horrible to bring work home from the work place, because it interferes with family activities, and neither should the kids.
- No homework!! They have enough to deal with everyday at school.
- I would eliminate all homework- it is a rote, repetitive chore that sucks all the joy out of learning and steals time away from the family and from the personal development of the student. I would only assign project- oriented homework that extended the lessons of the classroom into the larger world in a way that could not be addressed in class. Homework as it exists now is an utter waste of time: simply a regurgitation of the day's work. This time could be better spent simply reading.

Less Homework

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

- Reduce it to a reasonable level.

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

No Homework on Weekends/Holidays

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

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

Requests for More Homework

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

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

Theme 2: Content of Homework

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

Busywork

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

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

Relevance/Creativity/Learning

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

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

Reading

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

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

Writing

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

- More opportunities for writing and doing several drafts of ONE assignment before it's turned in for a final grade... It is valuable for students to see that their work improves via this sort of rigor and discipline, and that results don't come without struggle, persistence, and the ability to go deeper into the learning experience.
- he should be given far more practice in developing his essay-writing skills and the essays he produces should be carefully read and graded by his teacher. That this is not done is the most glaring shortcoming in the education provided to him.
- The writing and research assignments need to be harder and more needs to be expected to compete in college.
- ...opportunity to re-write a piece not just new writing assignments
- MORE WRITING! It's really weak, and all the parents know it and discuss what to do with the fact that they don't teach writing...The school needs to beef up writing across its curriculum, and have writing assignments across all subjects.
- I know that given the outlandishly large classes this is nearly impossible to achieve, but I would like to see our students given more research papers of 5 to 15 pages...
- My child never has writing assignments. I would like to see her write paragraphs more.
- I would like to see more feedback on written assignments, such as essays and reviews...

Theme 3: Coordination/Logistics of Homework

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

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

Theme 4: Communication Regarding Homework Assignments

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

- *Un sistema On Line donde padres y alumnos pudieran ver cuales son las tareas y proyectos del día, la semana o el mes. Con los días de examen incluidos.*
- more clarification and better communication between the teacher and parent. Illuminate and teacher's sites with posted assignments are genius tools but rarely utilized...very frustrating
- Having all assignments emailed to parents for the week the week before so that I can be sure of exactly what is due and when and can follow up with my child, who is not dependable for this information.
- Improved communication so I understood better what is due when, and also help her understand what she is really supposed to be doing. (i.e., is it a draft or a final....
- More communication with the teacher on what is expected.
- I constantly check the website... and it never is properly updated. The assignments say they are not turned in when in fact they have been turned in...
- For teachers to be more current/up-to-date with postings on Illuminate.
- For long term assignments - such as essays - a list of dates from the teacher as to when the various drafts and sections are due.

- CONSOLIDATE the online postings. ONE system, one place to look, a standard way of reporting it. We can't go chasing down different classes in different locations, especially if the teacher says "look online" instead of having the kids just learn to write it down in a notebook. I want to help make sure she has it all done (and she doesn't, she got 3 Ds this semester) but I am hindered by the some-here-some-there system.
- Knowing when things weren't turned in.

Theme 5: "Generic," Positive Comments

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

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

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

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

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

Appendix D: Youth Resource Team

Overview

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

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

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

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

Mission

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

Population Served

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

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

Program Group

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

Direct Practice Group

- Case managers, therapists and those who work directly with youth meet to discuss the specific needs of individual youth. For the youth discussed, specific action plans are created and members take responsibility for following up with youth. Updates are presented at subsequent meetings.

Confidentiality declaration and consent forms are collected for youth to cover all agency HIPAA requirements.

Long Term Goals

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

Impact

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

Youth Resource Team—Program & Direct Practice Groups

Fact Sheet

Current Projects

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

Current Members

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

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

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

Appendix E1

Nutrition: Site observations from John Adams Middle School

General Points

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

CAFETERIA

Hot choices

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

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

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

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

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

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

NB hot pocket: 36g carbs

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

OTHER OPTIONS IN CAFETERIAS

1: Salads/Wraps/Sandwiches-none labelled.

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

TACO/BAKED POTATO BAR

These were not seen on any day.

SUB DAY

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

BARBECUE

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

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

There was lettuce and tomato offered.

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

CARTS

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

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

General Recommendations

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

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

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

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

Apparently there is no requirement for two hot options.

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

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

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

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

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

Appendix E2

Nutrition: Site observations from Grant Elementary School

General Points

Salad bar available but not to all children every day.

Hot choices generally heavily processed and preponderance of 'party food'.

Items including High Fructose Corn Syrup (HFCS) available on some days (with brunch for lunch).

Fresh vegetable portions available to hot lunch children but not always consistent.

No water available inside cafeteria.

CAFETERIA

Hot lunch options all processed and heated up on premises. Options include corn dogs, hot dogs, pizza, chicken nuggets, burgers.

More encouraging were days where ravioli, or orange chicken with steamed rice/broccoli was offered.

'Brunch for lunch' day included a sachet of HFCS.

'Cool lunch' (meaning children who chose hot lunch could also visit the salad bar) was served generally on Tues/Wed and Thurs -in the month of May 2013 it was offered on 11 days out of a total of 21.

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

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

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

General Recommendations

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

Cool lunch every day would be ideal.

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

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

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

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

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

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

Background

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

Crumb rubber is often used in artificial turf fields as "infill" between turf fibers to provide stability, uniformity and resiliency to artificial turf fields. Artificial turf was developed in the mid-1960s and has since gained widespread popularity around the country. Synthetic turf was originally used in stadiums and on athletic fields for college and professional sports teams, but now is also used in municipal parks, golf courses, playgrounds, cruise ships, and airports. There is also a growing residential market. According to the Synthetic Turf Council, artificial turf has been installed in approximately 4,500 U.S. fields, tracks and playgrounds.

Public Concerns

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

EPA Research

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

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

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

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

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

Substances and Disease Registry; states including New Jersey, Connecticut, California, and New York; and New York City, will be considered by EPA to identify possible next steps to address questions from the public regarding the safety of tire crumb infill in ball fields and playgrounds.

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

Key Technical Findings from EPA's Study

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

□

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional information on the use of recycled tire materials

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

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

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

In June 2008, the Centers for Disease Control and Prevention issued a low-level public health advisory, due to the extensive publicity surrounding artificial turf. The Consumer Product Safety Commission

investigated reports of lead contamination from artificial turf and, in July 2008, concluded that “young children are not at risk from exposure to lead in these fields.” After a review of the literature, EPA identified a number of compounds or materials that may be found in tires, although not all are contained in every tire:
Acetone, aniline, arsenic, barium, benzene, benzothiazole, cadmium, chloroethane, chromium, cobalt, copper, halogenated flame retardants, isoprene, latex, lead, manganese, mercury, methyl ethyl ketone, methyl isobutyl ketone, naphthalene, nickel, nylon, phenol, pigments, polycyclic aromatic hydrocarbons, polyester, rayon, styrene, butadiene, toluene, trichloroethylene, zinc

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

VISUAL AND PERFORMING ARTS DISTRICT ADVISORY COMMITTEE

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Chair: JANIS GABBERT

Staff Liaison: TOM WHALEY

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

**VISUAL AND PERFORMING ARTS DISTRICT ADVISORY
COMMITTEE**

Chair: JANIS GABBERT

Staff Liaison: TOM WHALEY

VI. Charge:

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

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

Activities to meet this goal:

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

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

Activities to meet this goal:

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

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

Activities to meet this goal:

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

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

Activities to meet this goal:

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

VII. Accomplishments to date in meeting the charges:

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

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

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

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

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

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

| High Schools | | | | | |
|---|-------|-------|---------|---------------------------|--|
| Total Enrollment: | | | | 3,816 grade 9-12 Students | |
| Total enrolled in district-funded or “for credit” VAPA classes: | | | | 2,513 students (66%) | |
| | Dance | Music | Theatre | Visual Arts | |

| | | | | | |
|------------|-----|-----|-----|-----|-------------------------------|
| Malibu HS | 0 | 118 | 156 | 244 | 518 of 683 students (76%) |
| Olympic HS | 10 | 9 | 28 | 35 | 82 of 92 students (89%) |
| Samohi | 156 | 864 | 99 | 794 | 1,913 of 3,041 students (63%) |

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

•Elementary Schools

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

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

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

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

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

•Secondary Schools

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

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

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

Middle school VAPA classes offered in 2012-13 include:

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

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

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

High School VAPA classes offered in 2012-13 include:

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

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

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

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

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

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

• 2012-2013 classes funded by ROP:

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

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

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

I. Partnerships with Non-District Benefactors

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

J. Arts for All

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

K. Current VAPA programs

1. Elementary Dance

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

2. Secondary Dance

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

3. Elementary Music

- All 3rd, 4th, and 5th graders received district-funded music instruction from credentialed music teachers. All district elementary schools scheduled music “informances” or concerts for parents in December, January, or February, **and spring concerts later in the year.**
- The district-wide Honor Band, Choir, and Orchestra performed in the Stairway of the Stars concerts at Barnum Hall in March 2013. Of 264 students in the three ensembles, 100 were from Title I schools: Edison – 45, Muir – 8, McKinley – 24, and Rogers – 23.
- **After Stairway, the Honor Band, Choir, and Orchestra traveled to Disneyland where they participated in a recording session, performing the background score to a Disney movie.**

- The Gail Dorin Music Foundation, the Ella Fitzgerald Foundation, and the Santa Monica/Malibu Education Foundation funded the Dream Strings, Dream Winds, and Dream Voice programs to provide coaches for music students at the Title I elementary schools and the middle schools.

4. Middle School Music

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

Nationwide honors:

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

Statewide honors:

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

Southern California honors:

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

5. High School Music

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

Nationwide honors:

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

Statewide honors:

- ★ California ACDA 2013 All-State Honor Choirs – 2 Malibu High School students
- ★ California Association for Jazz (CAJ) 2013 All-State High School Honor Jazz Band – 2 Samohi students: lead trumpet and lead trombone -- out of 17 students in the ensemble.

- ★ California Band Directors Association (CBDA) 2013 All-State High School Wind Symphony, Concert Band, and Symphonic Band -- 7 Samohi students out of 313 students in the three ensembles.
- ★ California Orchestra Directors Association (CODA) 2013 All-State High School Orchestra – 13 Samohi students out of 117 in the ensemble.
- ★ CODA 2012 Honors String Orchestra – 18 Samohi students performed at San Francisco State University in December 2012.
- ★ CODA 2012 Honors Symphony Orchestra – 36 Samohi students performed in December 2012.

Southern California honors:

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

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

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

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

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

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

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

6. Elementary Theatre

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

7. Secondary Theatre

- The district-funded “for credit” drama programs at Malibu Middle School, Malibu High School and Samohi continued. Malibu Middle School presented the musical, *You’re a Good Man, Charlie Brown* in February 2013.
- There were no district-funded “for credit” drama programs at John Adams Middle Schools or Lincoln Middle School.
- Since 2010-11, the Santa Monica/Malibu Education Foundation has co-funded with the JAMS and Lincoln PTSA an after-school “non-credit” drama program. **Lincoln Middle School presented *The Wizard of Oz* in February 2013, and John Adams Middle School presented *Seussical the Musical!* in May 2013.**
- Malibu High School presented *Xanadu, the Musical* and Samohi presented *Little Women* in fall 2012.
- At Olympic High School in fall 2012, staff from the Writers Guild Foundation instructed students in writing a screenplay. Teen Education in Liberal Arts (TELA) taught “theater of the oppressed” techniques.
- **In spring 2013, Malibu High presented *His Dark Materials*, an adaptation of Philip Pullman’s Trilogy of the Golden Compass books.**
- **In spring 2013, Samohi presented Stephen Sondheim’s Tony Award-winning musical, *Into the Woods*, as well as *Public Domain* (an evening of theater, music, poetry, dance, and video).**
- **In 2012-13, Samohi students participated in the Drama Teachers Association of Southern California (DTASC) Fall Festival -- http://www.cetoweb.org/dtasc_pages/fall_fest.html -- and the spring Shakespeare Festival -- http://www.cetoweb.org/dtasc_pdf/E4ShakespeareFestivalRulesrev1-5-13.pdf. Two groups placed (one group in the second round and one group in the third round): one monologue went to finals.**

8. Elementary and Secondary Visual Arts

- P.S. ARTS provided K-5 Visual Arts instruction at McKinley, John Muir, and Will Rogers for 2012-13.
- Santa Monica Museum of Art's 20th "Wall Works" exhibit, which opened in October 2012, includes student artwork from SMMUSD schools.
- **In 2013, John Adams Middle School was part of an international mural exchange project with Kizuminami Middle School in Kyoto, Japan. All of the JAMS visual arts students participated in the completion of the USA portion of the mural, which will join other international murals in a tour around the world.**
- **As part of MOCA's Contemporary Art Start Program, the two Advanced Art Classes at Lincoln Middle School participated in mastering Visual Thinking Strategies while "making sense of" Contemporary Art. Both classes took field trips to MOCA Grand Avenue and MOCA Geffen to work with museum educators, tour the museums, and learn about downtown's outdoor artworks.**
- Artwork by Malibu Middle School and High School students is posted at www.MalibuHigh.org/arts_gallery
- 21 of 23 Malibu High School art students who took the AP Studio 2D exam in spring 2012 passed. 19 of 25 Samohi students who took the AP Drawing or 2D Design exam in spring 2012 passed.
- At Olympic High School, VeniceArts provides a digital photography class to supplement the district-funded art classes. Students were transported to Virginia Avenue Park for Digital Arts classes in fall 2012.
- Samohi student artwork is displayed at <http://www.samohi.smmusd.org/art/index.htm>
- Roberts Art Gallery exhibits at Samohi included *Day of the Dead – Día de los Muertos* in November 2012, with student work from Samohi, John Adams MS, and Grant Elementary. The 3rd Annual *Homegrown* Art Show & Sale was held in January 2013, **and at the Senior Art Show which was held in May, scholarships were awarded.**
- **In 2012-13, Samohi students participated in the MOCA (Museum of Contemporary Art) Teen Internship program, Ryman Arts (<http://www.ryman.org/>) and ArtTribe fundraiser.**
- Top tier art schools such as Rhode Island School of Design, the School of the Art Institute of Chicago, the School of Visual Arts (NY), Maine College of Art, and the Art Center recruit Samohi students through personal visits to classrooms. **Samohi art students receive scholarships for art summer pre-college programs at OTIS, California College of Art and other well-respected art schools. 2013 college acceptances included 4 students at UCLA Art, 2 students at Rhode Island School of Design, and 4 students at California College of Art (with scholarships).**
- **The 1st Districtwide Visual Arts Show took place on March 15, 2013 at the Roberts Art Gallery and featured student artwork from JAMS, Lincoln, SMASH, Malibu, Olympic, and Samohi.**

- International Honors:

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

L. Communication

- **Calendar of VAPA events**

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

- **Media Coverage**

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

IX. Suggested direction for 2013-14:

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

- A. **VAPA Coordinator** – Maintain the VAPA Coordinator position, one of the five critical components of a sustainable arts education program. For example, our district is eligible for certain grant funding because we have an administrative level coordinator in place.
- B. **Music** – Maintain the district-wide Elementary Music program, currently serving grades 3, 4, and 5. It is the foundation of the entire district music program.
- C. **Theatre** – Maintain the current “for credit” secondary Theatre programs at Malibu Middle, Malibu High School, Olympic High School, and Santa Monica High School, as well as the after school programs at Lincoln and John Adams Middle Schools that are co-funded by SMMEF and the PTSA's.
- D. **Visual Arts** – Maintain the current secondary Visual Arts programs at John Adams and Lincoln Middle Schools, Malibu High School, Olympic High School, and Santa Monica High School. Identify funding to implement a district-wide standards-based Visual Arts program for grades K-5.

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

X. Budgetary Implications:

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

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

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

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

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

VAPA DAC Members for 2012-13

Deborah Berek

David Davidson

Allison Diftler

Alisa Facchini Stewart,
Vice Chair

Scott Ferguson

Janis Gabbert, Chair

Zina Josephs, Secretary

Kathryn Kert Green

Cristyne Lawson

Bambi Martins

Lori Nafshun

John Redfield

Paul G. Ryan

D'Lynn Waldron

Board Liaisons:

Maria Leon-Vazquez

Ralph Mechur

Staff Liaison:

Tom Whaley

Administrative Assistants:

Chandra Narain

Rosemary Quon

Karen Miller

Brenda Carrillo

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

District English Learners Advisory Committee (DELAC)

Chair: Margarita Cruz

Staff Liaison: Aida Diaz

Charges:

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

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

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

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

DELAC Meetings/Topics:

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

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

DELAC Requirements:

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

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

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

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

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

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

A) Bilingual Advisors at the middle and high school:

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

Recommendation: Hire Bilingual Advisors at the middle and high school

B) All sites to be welcoming of parents:

Comment: The first people we come in contact at a school site is the front office staff. At many sites they are not the most welcoming people. Many times we stand there for a long time hoping someone will ask us what we need. We are asked to volunteer feel unwelcomed and that we do not belong at school.

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

C) Community Liaisons:

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

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

D) Extra curricular activities:

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

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

E) Tutoring:

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

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

F) Parent workshops:

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

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

G) Summer School and Intervention Programs:

Comment: Intervention and Summer programs during or after school are an important component in the education of English Learners. These programs give ELs the

opportunity to receive the additional support they need to acquire English and access to core curriculum, which leads to academic achievement.

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

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

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

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

Recommendations:

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

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

Comment: We acknowledge that the district's past efforts to increase the number of teachers with the certification required to provide instruction to English Learners. The certification required is the Language and Academic Development Cross Cultural (CLAD) or its equivalent. Currently, 100% of elementary teachers have this certification and a high percentage of middle and high school teachers also have it. Having CLAD teachers ensures that English Learners will

be with teachers who have the skills and strategies to provide them with English Language Development and Specially Designed Academic Instruction Delivered in English (SDAIE). In addition to the certification teachers need to have *the desire to* work with English Learners.

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

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

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

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

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

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

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

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

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

Summary of Recommendations

DELAC is aware that the District faces many difficult financial decisions as a result of the continuing budget crisis. However, DELAC would like to make certain that the District keep in mind that English Learners are a subgroup whose progress is the focus of many of the accountability targets set by the State. These targets are documented in the Title III English Language Proficiency Annual Measurable Achievement Objectives (AMAOs). As mentioned above many of our English Learners meet the percentage target of achievement required by the State in the AMAOs. However, there remains a significant number of English Learners who are

not meeting these targets. Therefore, there continues to be a need to refine our ability to provide effective services to each English Learner, particularly those who have yet to meet the State target levels of achievement. Additionally, there are state mandates regarding services to English Learners to which the District is required to adhere. Consequently, English Learners form a critical group that is central to the district efforts of reducing the achievement gap, and their unique academic needs should be taken into account when making program cuts due to budget reductions.

IMPLICATIONS / RECOMMENDATIONS BUDGET:

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

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

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

Submitted on Tuesday, June 18, 2013

Co-Chairs: Gary Avrech & Marvin Lawton

Staff Liaisons: Aida Diaz & Kimberly Nao

Charges:

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

Focus Tasks:

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

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

Summary Statement

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

I. Professional Development Ad-Hoc Committee

Activities included:

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

The Committee Recommends that:

- **Developing district-wide high cultural proficiency be a major priority of the SMMUSD.**
- **The District's goal should be ending "unconscious biases" and nurturing a conscious appreciation for the uniqueness of every individual.**
- **A more comprehensive, district-wide approach to professional development around the issue of cultural proficiency, the impact of teacher expectations, and approaches to minimizing the performance gap.**
- **An increased district priority on hiring staff that reflects the various ethnicities of the students on its campuses, and developing strategies that accomplish this goal.**

- **Developing creative ways to reach out to, and engage the parents and families of students of color that may not be fulfilling their potential.**
- **That the SMMUSD Board, Principals, and Staff be given copies of the IEEDAC P.D. Ad-Hoc Committee's survey results, and convene a forum to discuss the findings.**

II. Curriculum Ad-Hoc Committee

Activities included:

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

The Committee Recommends that:

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

III. Climate Ad-Hoc Committee

Activities included:

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

The Committee Recommends that:

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

GOALS FOR THE YEAR AHEAD

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

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

- Closely monitor the implementation and effectiveness of the District's new Ethnic Studies program at Samohi, and, consider ways to expand it district-wide.
- Work with the SMMUSD Staff to develop surveys for staff, students and parents, that provide pertinent data that can be used to identify problems, trends and opportunities related to the charges and focus tasks of the IEEDAC.
- Recommend ways to increase parental involvement in the academic success of our children.

- Attachment 1 -

IEEDAC Professional Development Survey

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

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

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

Other patterns that became apparent are:

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

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

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

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

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

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

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

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

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

1. Cultural Proficiency - Developing district-wide high cultural proficiency should be a most important priority for SMMUSD. As one survey respondent said, “First, students need to believe in themselves and their own potential.” Teacher expectations play a very large role in how students see themselves, as does knowledge of diverse cultures and the troubled history of relationships among different racial groups in US history. The district’s goal should be ending “unconscious biases” and bringing more conscious appreciation of the uniqueness of every individual.

2. Professional Development - It was apparent that each school has its own approach for dealing with problems that lead to achievement gaps. A more cohesive, district-wide approach to professional development around the issue of cultural proficiency, the impact of teacher expectations, and approaches to minimizing the performance gap is needed. While individualized school based professional development opportunities are appropriate for some subjects, the aforementioned need strong leadership, specific and measureable goals and objectives, and site accountability. Programs should be tailored to the needs of elementary,

middle, and high school populations. Also, all staff, administrators, board members and IEE-DAC members could be encouraged to attend.

3. Teacher recruitment – As of June 2012, out of the 527 teachers in our district, 373 were White, 20 were Black, 85 were Latino, 43 were Asian/Pacific Islander, and 6 were Native American. This does not reflect the student diversity of our district. There needs to be a district priority to hire staff that ethnically reflects the student body and strategies to accomplish that.

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

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

- Attachment 2 -

Proposal for the Development of an Ethnic Studies Department

Prepared by the IEEDAC's Curriculum Ad-Hoc Committee

October 2012

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

Goal:

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

Outcomes:

1. Facilitates the development of positive self identity as a foundational tool in the formation of an academic identity
2. Increase student engagement in writing, research, and critical thinking
3. Improved campus climate

4. Increase A-G course completion
5. Increased participation in tutorial services
6. Increased engagement of digital media technologies
7. Increased engagement of service learning, project based learning, & Youth Participatory Action Research Methods
8. Promote more positive relations among racial/ethnic groups

Background/Rationale:

Definition of Ethnic Studies

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

Brief Overview of the Ethnic Studies Literature

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

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

In addition, Ethnic Studies promotes a positive racial identity in the form of increased self-esteem, a sense of ethnic pride, results in preventing school disengagement. Student of color school disengagement are associated with depression, low self-esteem, and self-destructive behaviors (i.e. substances, gang involvement,). The researchers (Mandara, 2009 etl.) studied more than 250 African American youths from urban, low-income families in an effort to assess

the unique effects of racial identity and self esteem on mental health. They found that when young people's feelings of ethnic pride rose between 7th and 8th grades, their mental health also improved over that period, regardless of their self-esteem. Even for those with low self-esteem, the investigators found, a sense of pride in their ethnic group served as a buffer to some mental health problems. Racial identity was a stronger buffer against symptoms of depression for boys than for girls. The findings also imply that ethnic pride may be as important as self-esteem to the mental health of African American adolescents. Parents, schools, and therapists should expose young people to material and environments that help foster a sense of ethnic pride. Thus, Ethnic Studies Department positively contributes to addressing potential mental health issues that are associated with the dropout rates of students of color, black youth in particular.

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

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

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

Pedagogy

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

The teaching approach of Culturally Responsive-Relevant pedagogies utilized in the proposed courses are to empower students to develop a positive self identity, academic identity,

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

Methodology

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

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

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

Students are holders and Creators of Knowledge: Youth Survey & Focus Group

Course development will be followed by a research agenda that insures that the courses are relevant, applicable, and supportive of the students enrolled in the courses (Solórzano and Delgado Bernal, 2001, Yosso, 2004).

Sample Courses

Ethnic Studies 9P Composition, Media & Identity Development

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

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

Ethnic Studies 10 P Compositions, Identity & Society

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

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

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

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

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

LGBT perspectives and contribution to US society (In progress)

Environmental Justice: Examining Public Health, Pollution, and Urban development (In Progress)

9th World History & Cultures: African Civilizations & Diasporas (In progress)

US History from and Ethnic Studies Perspective (In progress)

History of Social Movements (In progress)

Art as a tool for Storytelling and Social Justice (In progress)

US and Global Feminism(s): Comparative Study of Feminist thought

11th Grade US History Course From a People of Color perspective (In progress)

10th and/or 11th Xican@ Decolonizing Literature (In progress)

11th grade social science core: Stereotype threat, Racial Microgressions, Acculturation and Positive identity development in US society (In progress).

The goal will be to develop positive intergroup relations into core coursework and be expressed in YPAR projects.

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

Sociology of US Education (In progress)

Critical Film Studies: Historical Development of Modern Cinema (In Progress)

Developmental Vision

A vision for an inclusive curriculum that promotes social justice (SMMUSD vision statement) requires an actual program. Ideally, an Ethnic Studies Department at Santa Monica, Olympic and

Malibu High Schools could be housed under a larger Social Justice Department (SJD). The SJD should also house program/departments of Environmental Justice Studies, Gender and Sexuality (LGBT) Studies, and Hip Hop Media Studies. Currently in LAUSD, Social Justice Academies and schools (Small Learning Communities) are an established and emerging theme in student engagement and leadership development. We feel that the proposed courses are a path towards growth of a department (ex: Samohi House). Fundamentally, the establishment of an Ethnic Studies/Social Justice Studies Advisory Board - comprised of community, parents, educators, students – will be an integral step towards insuring the success and longevity of Ethnic Studies. Our vision is an educational pathway to align and insure that our practices meet our principals espoused in the SMMUSD vision statement.

Next Steps:

1. Discussion and Full Support of IDAC
2. Meeting of with Superintendent S. Lyons and Peggy Harris next month to move toward a 2013-2014 start date
3. Formation of an Ethnic Studies Ad Hoc Committee
(Community oversight, to monitor implementation of Ethnic Studies and teacher(s) hires)
4. Submit courses for approval by April 1, 2013.
5. Budgetary analysis of teacher hires

Resources

UCLA Black Male Institute (BMI), Dr. Tyrone Howard
UCLA UC Accord/ Race Ethnic Studies, Dr. Daniel Solórzano
UC Santa Barbara Chicana and Chicano Studies & Education Dr. Tara Yosso
UCLA IDEA/Urban Schooling, Dr. John Rogers
Teacher Education/Social Justice Educators CSUN Theresa Montano
Teacher Education/Asian America Studies CSUN Tracy Buena Vista
Teacher Education/Hip Hop Pedagogy, SFSU Dr. Jeffrey Duncan Andrade
Tucson Unified School District Ethnic Studies Department-Mexican American Studies, Prof. Sean Arce, co-Founder & Director (ABD)
Ron Espiritu, Animo South Los Angeles

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MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR
07/24/13

FROM: SANDRA LYON/ TERRY DELORIA/ PEGGY HARRIS

RE: HIGH SCHOOL COURSE APPROVAL – EARTH SCIENCE/INTRO TO AP SCIENCE (HP)

RECOMMENDATION NO. ~~04~~ **A.22**

It is recommended that the Board of Education approve the granting of credits for the following course to be offered at Malibu High School.

Comments: Staff is requesting approval of the proposed class to enhance current course offerings available to district high school students. This class will provide 9th grade students who would benefit from a more rigorous experience in science, access to a course that prepares them for Advanced Placement science courses earlier in their high school career. The course will count towards: 1) units needed for graduation; 2) fulfillment of district-adopted graduation requirements; and 3) admission to California's public universities ("a-g requirements".)

COURSE: *Earth Science/Intro to AP Science (HP)*

NUMBER OF CREDITS: 10 **Duration:** Year Long Course

DEPARTMENT: Science

COURSE OBJECTIVES/ GOALS: Students will become familiar with general scientific concepts and principles in the areas of:

- Scientific investigation
- Earth Science
- Astronomy
- Plate tectonics
- Geology
- Natural resources
- The atmosphere
- The Foundations of Chemistry

Topics and concepts developed in this course will provide students with the prerequisite knowledge needed to take AP Biology in 10th grade, and AP Chemistry in 11th grade.

COURSE DESCRIPTION/ OVERVIEW: This highly rigorous class combines the Earth Science P curriculum with the foundations of Chemistry. During the first semester, the Earth Science P concepts are presented at an accelerated pace. The second semester curriculum focuses on developing participating students' foundational knowledge and skills of Chemistry. Units of study to be taught in the class include:

I. EARTH SCIENCE

- Investigation and Experimentation
- Astronomy
- Plate Tectonics
- Geology
- Energy Resources
- Energy and the Atmosphere

II. CHEMISTRY

- Introduction to Chemistry
- Atoms, Molecules and Ions
- Chemical Formulas and Equations
- Organization of the Periodic Table

- Ionic Bonding
- Covalent Bonding
- Lewis Structures
- Solutions
- Acids and Bases

Each unit will be taught using a variety of instructional strategies including, but not limited to:

- Connecting to prior knowledge
- Reading assignments
- Labs
- Classroom lecture and discussion
- Worksheets

Evaluation of students' levels of mastery will be based on multiple measures. Each unit of study has a consistent series of formative and summative assessments. Students will be continually assessed each day through in-class questioning and warm-up review questions. Students will also be assessed through evaluating work products such as worksheets, in-class assignments, lab and projects. Major projects and labs will be evaluated using rubrics. At the end of each semester, student learning will be assessed through cumulative final exams. Students will be required to maintain an organized portfolio of notes, work samples and assignments.

Prerequisites for enrollment in this course include a grade of B or higher in Algebra I or Geometry and 8th Grade Science.

Ms. Harris stated that upon Board's approval, it would be submitted as an HP science course to the College Board for UC approval. The Board had a number of questions regarding this proposal that needed further evaluation. No action was taken.

INFORMATION ITEMS

TO: BOARD OF EDUCATION

INFORMATION

07/24/13

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, 2013

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
☒ 4th QTR April 1 to June 30 Due 15-Jul

Date for information to be reported publicly at governing board meeting: July 24, 2013

Please check the box that applies:

☒ 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, 2013

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

ATTACHMENTS

ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Presentation: “Plan to Create New District Logo” (associated with Item No. S.01)
- Presentation: “Secondary Math Improvement Plan for 2013-2014” (associated with Item No. D.01)
- Presentation: “Update: Equity and Access for Student Success Plan” (associated with Item No. D.02)
- Handout: “IEE DAC Professional Development Survey” (associated with Item No. D.03)



SANTA MONICA – MALIBU UNIFIED SCHOOL DISTRICT

LOGO AND BRANDING PROJECT

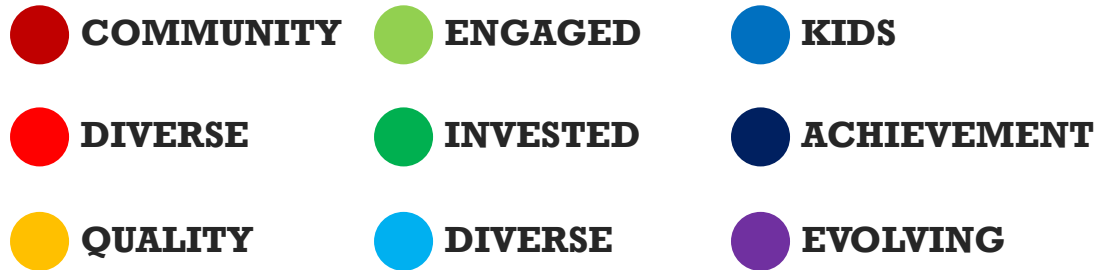


WHAT IS OUR ONE KEY MESSAGE AS A SCHOOL DISTRICT?

If there was only one key message that people would get from the SMMUSD's logo and branding, what would that message be? What does the School District stand for? What is it all about?

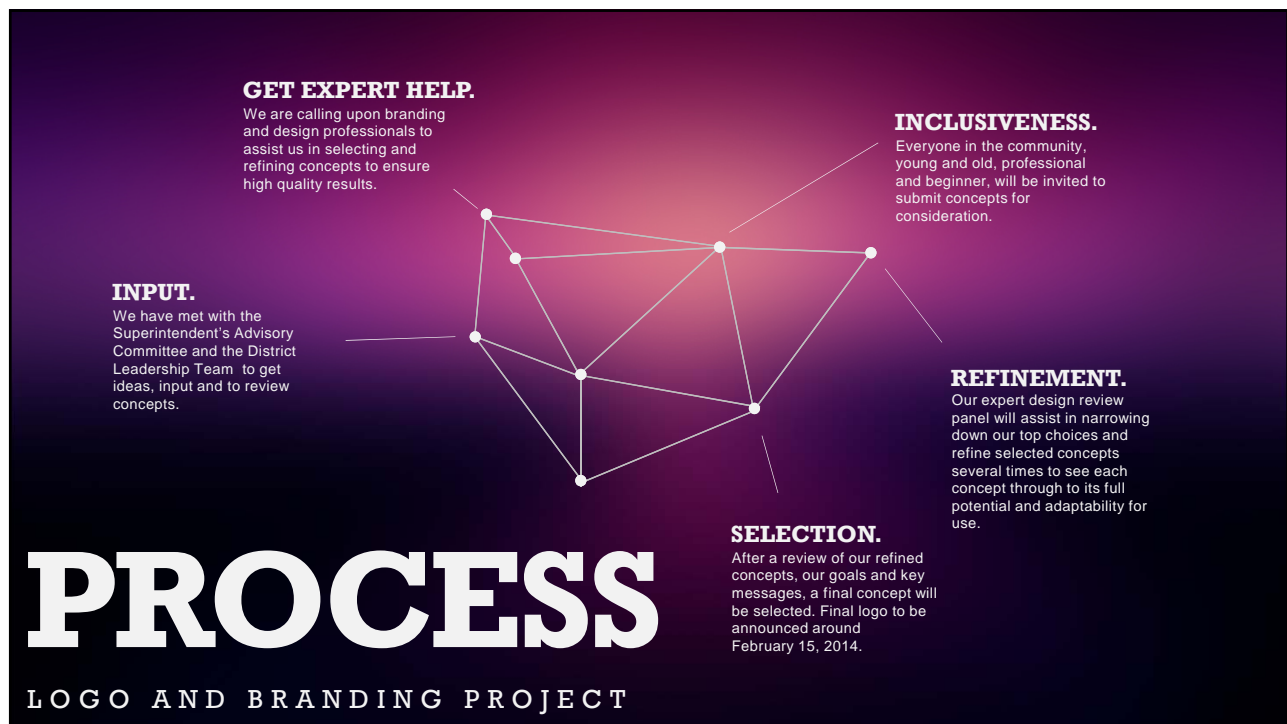
HEARING *from* OTHERS

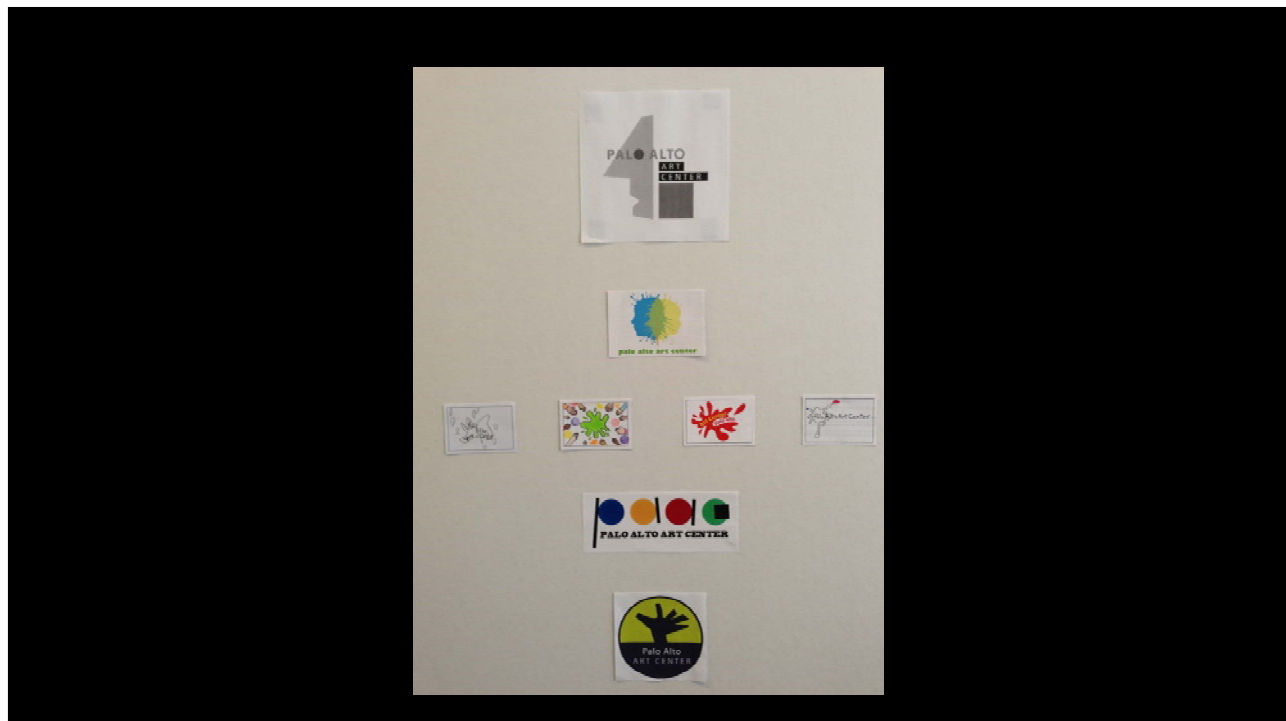
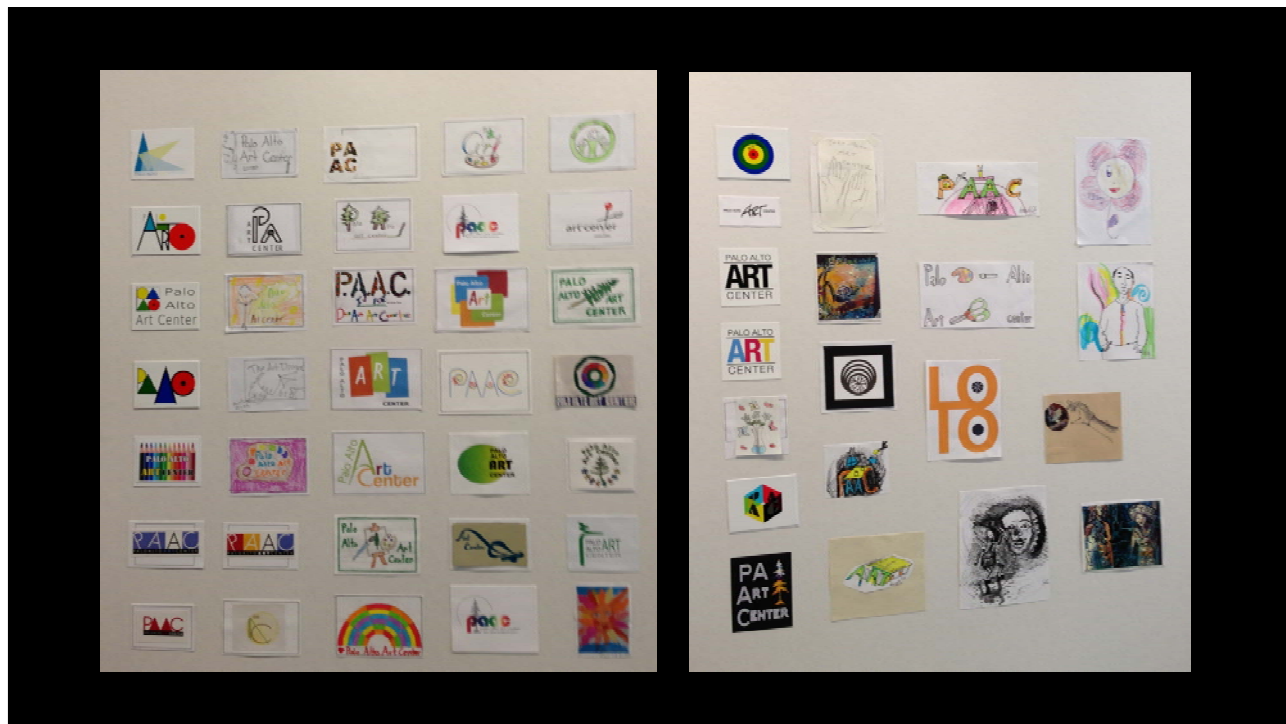
SMMUSD BRANDING AND LOGO PROJECT

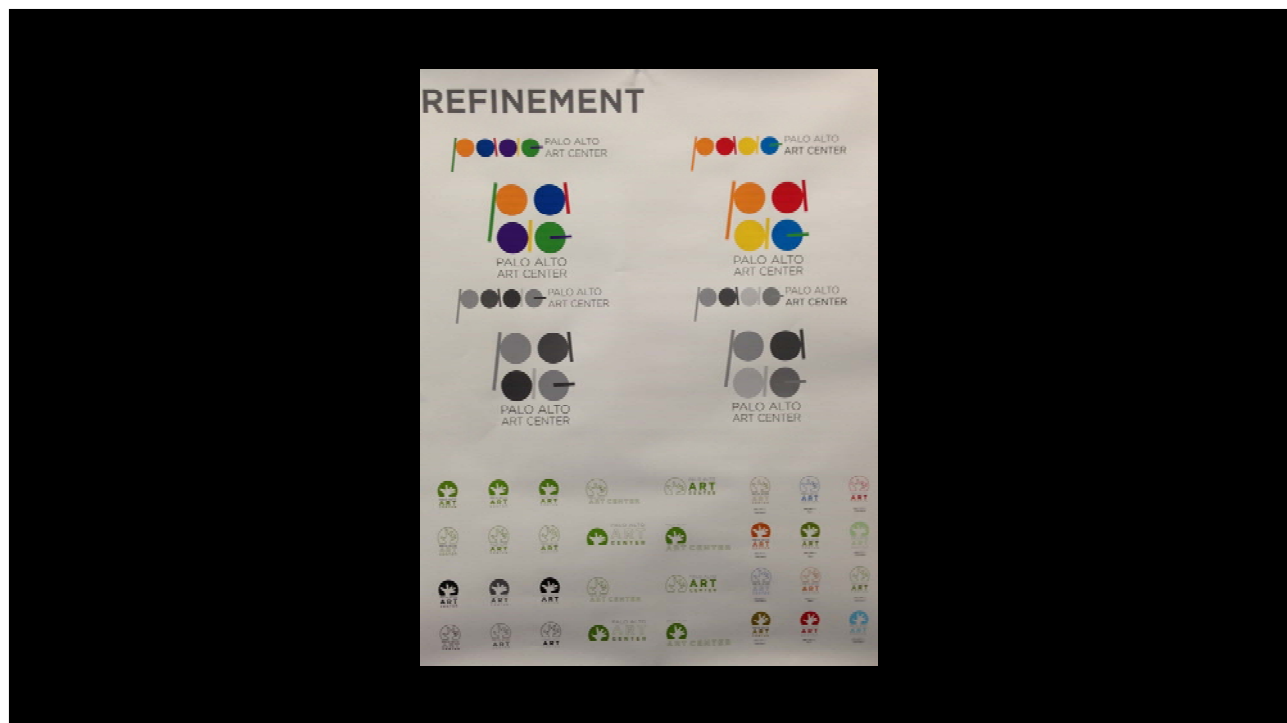
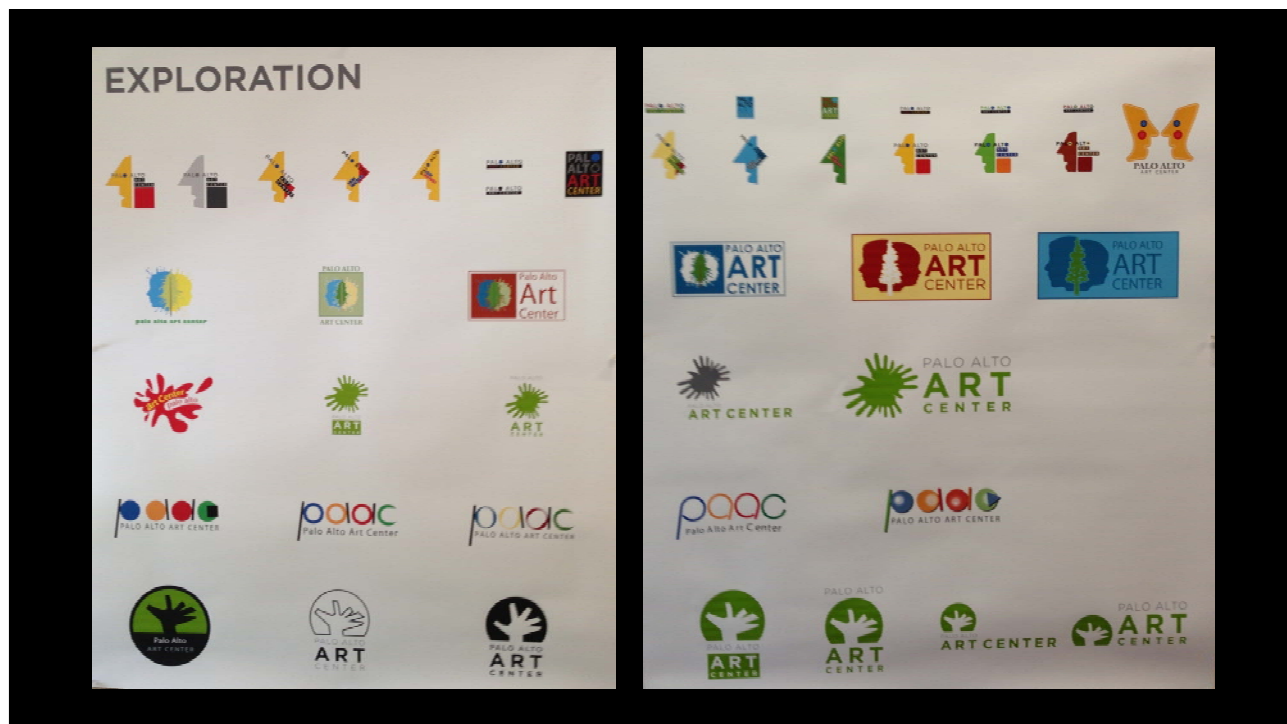


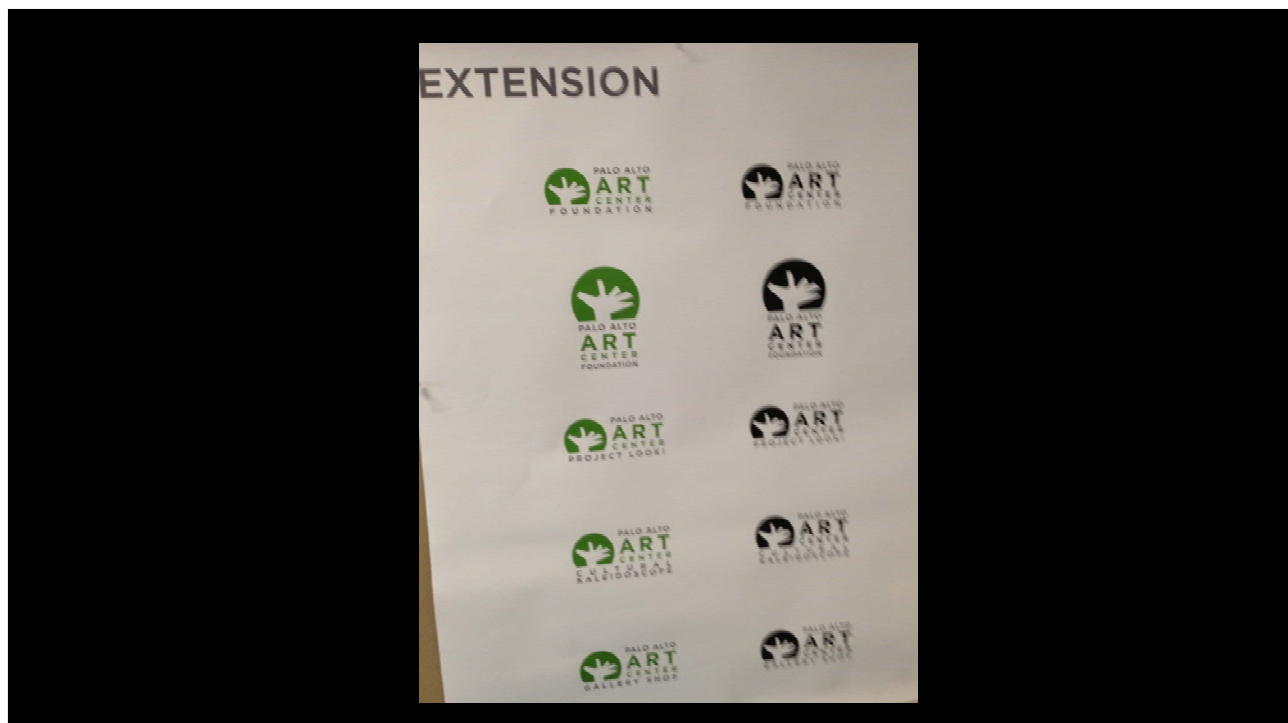
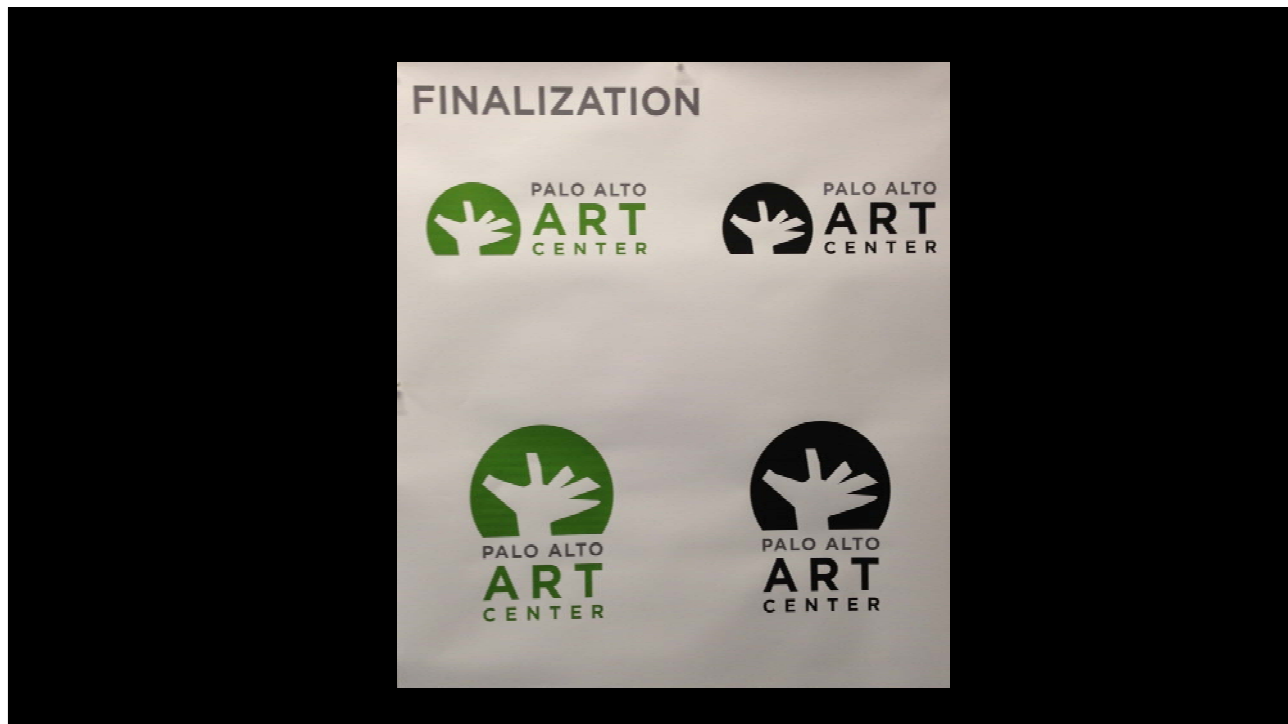
Current Logo

The Santa Monica-Malibu Unified School District logo is a combination of stylized elements representing the unique geographical setting and artistic and thoughtful nature of one of California's highest achieving school districts. The elements comprise the ocean waves, sea birds, and mountains which also are the S-M-M-S of the Santa Monica-Malibu Schools. The single M linking Santa Monica to Malibu represents the local Santa Monica Mountains which join Santa Monica and Malibu along the Pacific Coast. Colorful and simple, it expresses the defining elements of where we live and who we are.









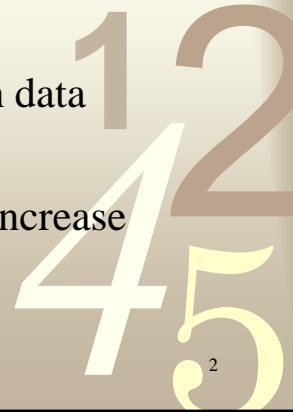
Increasing Achievement in Secondary Math

Board of Education
July 24, 2013



Outline

- Significance of math achievement
- Equity and Math
- Review of State math data
- Review of other secondary math data
- Equity and Access
- Description of 2013-14 plan to increase secondary math achievement



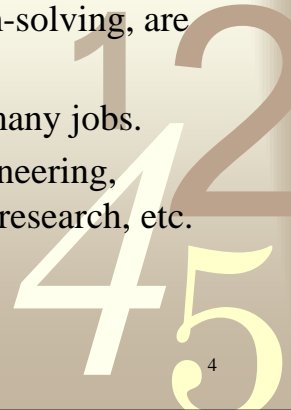
Why Study Math?

- Weak reasons to study math
 - “My counselor/parents/BOE is making me take math.”
 - “I need math for college.”
 - “I need math for chemistry.”
 - “Math will be on the SAT/ACT.”
 - “Math is on the state test.”
 - “Math builds character.”



Why Study Math?

- Math is useful:
 - Math problems exist in daily life.
 - Math procedures, such as problem-solving, are used in daily life.
 - Math proficiency is required for many jobs.
 - Math is essential for science, engineering, technology, business, economics, research, etc.



Why Study Math?

- Math is important because a mathematically-informed society will likely make better economic, political, and social decisions regarding:
 - Risk-taking
 - Policy
 - Resource allocation

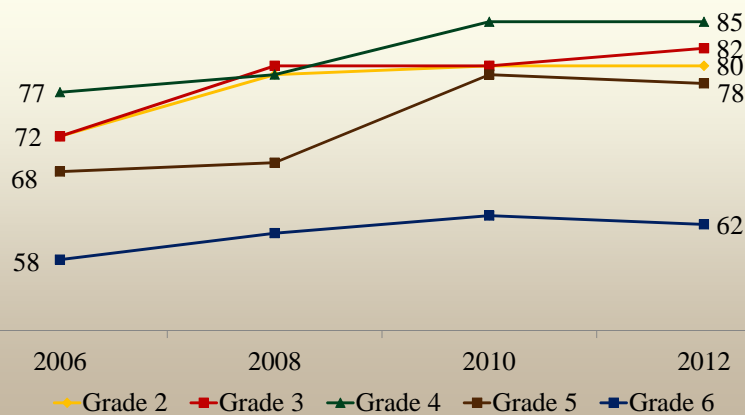
Why Study Math?

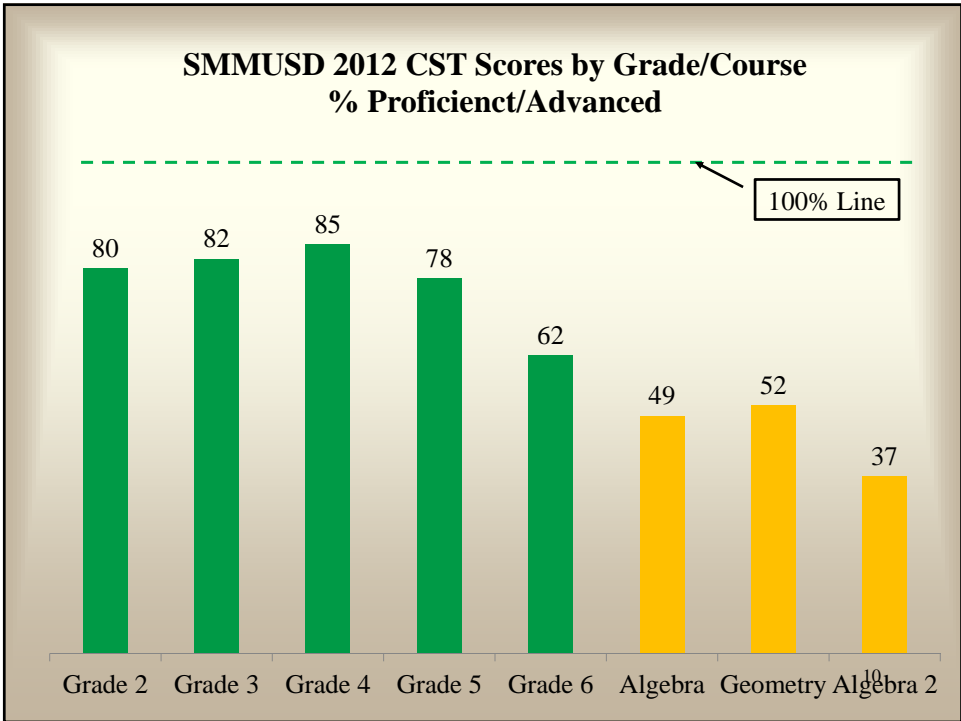
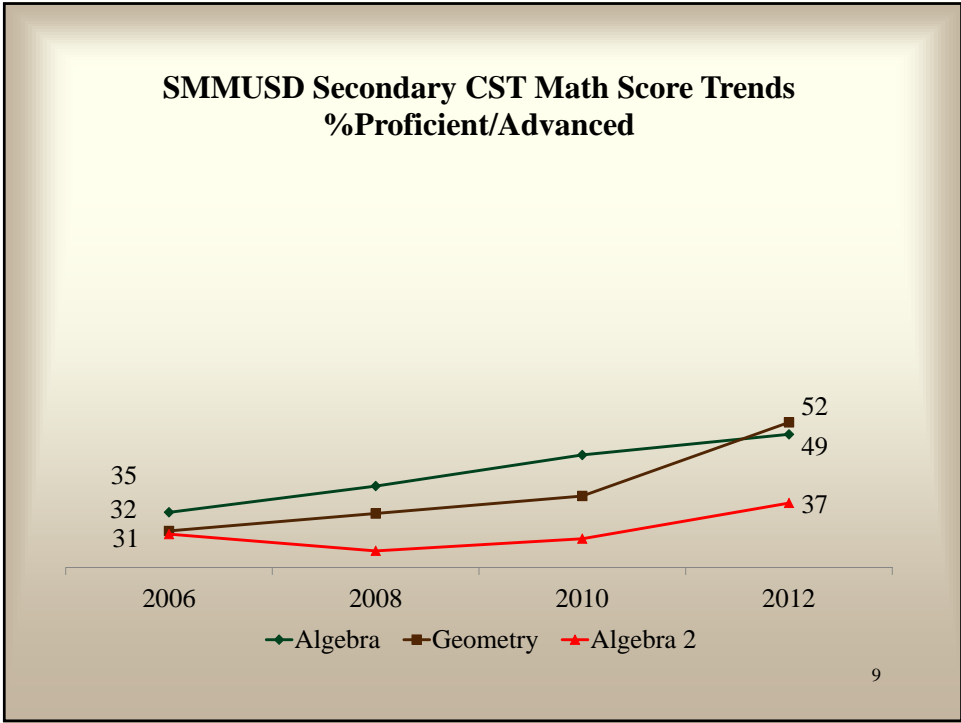
- Math is interesting and enjoyable:
 - “Mathematics...possesses not only truth, but supreme beauty” (Bertrand Russell) and is worthy of study.
 - Math accomplishments stand alongside those master works from art and music.
 - “Doing math” teaches patterns of problem-solving and insight that transfer to other domains.

Equity and Math

- Inequitable math practices contribute to achievement and opportunity gaps.
- Equity begins with high expectations and strong support for all students.
- Equity does not mean that every student receives identical instruction or resources. Instead, it demands that reasonable and appropriate accommodations be made as needed to promote access and success for all students.

**SMMUSD Elementary CST Math Score Trends
% Proficient/Advanced**





Other Math-Related Data

- 77% of SMMUSD seniors have completed all A-G requirements (including 3 years of college-prep math)
- 17% of SMMUSD juniors are college-ready in math (EAP data)
- 67% of SMMUSD SAT-takers are college-ready in math
- 32% of seniors take a college-prep math course

11

Plan to Increase Math Achievement: 2013-14 Components

- Curriculum
- Assessment
- Professional Development
- Equity and Access
- Homework
- Co-Administrators and Counselors
- Parent Involvement
- Supervision

12

Curriculum

- District Curriculum Guides
 - Agreement on content and rigor level
 - Aligned to CCSS-M
 - Six-week pacing (tight-loose)
 - Links to materials/resources
 - Recommended strategies to instruction and assessment
- Instructional materials alignment

13

Assessment

- District-wide Interim Assessments
- Focus on aligning assessment with curriculum guide
- Increase in *common* summative tests
- Increase in formative assessments
- Balance between online and offline (Pencil and paper) tests
- Focus on *using* the data to inform next steps

14

Professional Development

- 4 days by course title
 - Build content knowledge
 - Build capacity in instruction and assessment
 - The Case Against the Zero
 - Teach strategies to build non-cognitive skills and active engagement
 - Assist in designing lessons aligned to CCSS and/or other standards/objectives

15

Professional Development

- 4 days by course title
 - Model using data to inform next steps
 - Beginning RTI strategies
 - Strategies to differentiate instruction, assesment and homework
 - STEM strategies
 - Culturally-responsive strategies that support math

16

Equity and Access

- Ongoing development of cultural proficiency
- High expectations for all—accommodations and resources as needed
- Classroom culture
- Homework, grading and assessment practices
- Other classroom and department policies and practices

17

Homework

- Homework research
 - When is effective HW useful?
 - What is effective HW?
 - How much HW should be assigned?
 - How is HW “counted?”
- Equity issues
- Increasing HW completion rates
 - CAN'Ts v WON'Ts
 - Classroom/Department/School supports

18

Co-Administrators and Counselors

- Developing a common vision of math excellence
- Agreement on “who needs math.”
- Data
- Designing RTI/Pyramids of Intervention
- Homework
- Understand best practices in math
- Classroom visibility

19

Parent Involvement

- Developing a common vision of math excellence
- Understanding who needs math
- Data
- Support at home
- Family resources
- District partnerships
 - PTA
 - Ed-Collaborative

20

Supervision

- Classroom Walk-Throughs
 - Secondary principals, Rosa, Terry
 - Focus limited to recent PD
 - No more than 10 minutes in classroom
 - Use technology to capture data easily
 - Collaboratively discuss aggregate data
 - Discuss “next step’s” for principals at their sites
 - Share process and data with math teachers
 - Use data for goal-setting, progress-monitoring, and deciding next steps

21

Questions?

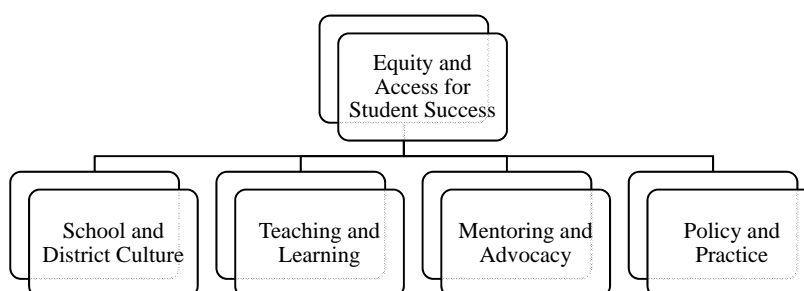
22

Equity and Access for Student Success

An Implementation Plan for 2013-14

July 24, 2013

Conceptual Framework



2

Evidence and Component Timeline

- 2013-14 Activities selected based on:
 - Time
 - Staff
 - Funding
 - Urgent v. Important
- Legend
 - B = Beginning
 - CE = Continue the existing program/activity
 - CX = Continue and expand existing program/activity
 - CI = Continue and improve the existing program/activity

3

School and District Culture

| <i>B = Begin CE = Continue Existing CX = Continue and Expand CI = Continue and Improve</i> | | |
|--|--|---------|
| Component | Evidence | 2013-14 |
| Cultural Proficiency Training | Agendas, Survey Data, Training Evaluations | CI |
| District and School Survey on Cultural Proficiency and Climate | Survey Instrument, Survey Data | B |
| Family-Friendly Schools | | |
| School, Family, and Community Partnerships | | |
| Bully-Free Schools | Agendas, Survey Data, SIS Discipline Data | CI |
| District Equity and Access Ad Hoc Committee | Agendas | B |

4

Teaching and Learning

| <i>B = Begin CE = Continue Existing CX = Continue and Expand CI = Continue and Improve</i> | | |
|---|---|-----------|
| Component | Evidence | 2013-14 |
| Professional Development | | (2014-15) |
| Achievement Gap: Five Year Plan to Monitor and Narrow Gaps | Agendas, SPSAs | B* |
| Pyramid of Interventions/RTI | Agendas, POI/RTI Plans and descriptions | CX |
| Building Background Knowledge | | |
| Access and Success in Advanced Placement Classes | | |
| Social and Emotional Learning | Agendas, Baseline Data | CI |
| *Spring 2014 is the last year of CSTs in ELA/Math, and Spring 2015 is the first year of summative Assessments through SBAC. | | |

5

Teaching and Learning

| <i>B = Begin CE = Continue Existing CX = Continue and Expand CI = Continue and Improve</i> | | |
|--|--|-------------------------------|
| Component | Evidence | 2013-14 |
| Ethnic Studies | SIS Enrollment Data | B: New Course CX: Existing |
| Culturally Relevant Fiction and Nonfiction Reading | Agenda, ELA Curriculum Guide | CI |
| Culturally-Responsive Instruction (Math Focus) | Agendas, Classroom Walk-Through Data | CI |
| Instructional Strategies for Targeted Subgroups | | |
| Technology and 1-1 Computing | Agendas, Survey Data, Planning Documents | B |
| Pre-School, Out-of-School Programs (Focus on Pre-School) | Agendas, Documents, Enrollment Data | B |

6

Mentoring and Advocacy

| <i>B = Begin CE = Continue Existing CX = Continue and Expand CI = Continue and Improve</i> | | |
|--|--------------------------------------|---------|
| Component | Evidence | 2013-14 |
| Mentoring Programs | Flyers, Participation Data | C |
| African American/Hispanic College Empowerment | Flyers, Participation | CX |
| AVID | SIS Demographic and Performance Data | CI |
| Young Collegians | SIS Demographic and Performance Data | C |

7

Policy and Practice

| <i>B = Begin CE = Continue Existing CX = Continue and Expand CI = Continue and Improve</i> | | |
|--|---|---------|
| Component | Evidence | 2013-14 |
| Focus | Superintendent Goals | CI |
| School Policy and Practice (Math Focus) | Agendas, Documents | CI |
| Advisory Committees and Community Partnerships | Board Charges, DAC Reports to BOE, Agendas, Presentations | CI |
| Assessment and Monitoring Plan | BOE Meeting Agenda and Presentations | B |

8

Reports to BOE

- October
- January
- April
- July

9

Questions

10

IEE DAC Professional Development survey

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

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

Other patterns that became apparent are:

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

Some of these patterns are disturbing and reflect a lack of priority given to issues around race and the achievement gap. To help clarify these results,

we feel it is important to preface the recommendations from our review of these survey results with some statements of our beliefs.

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

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

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

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

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

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

Upon review of the survey results the IEE DAC recommends the following actions:

1. Cultural Proficiency - Developing district-wide high cultural proficiency should be a most important priority for SMMUSD. As one survey respondent said, "First, students need to believe in themselves and their own potential." Teacher expectations play a very large role in how students see themselves, as does knowledge of diverse cultures and the troubled history of relationships among different racial groups in US history. The district's goal should be ending "unconscious biases" and bringing more conscious appreciation of the uniqueness of every individual.

2. Professional Development - It was apparent that each school has its own approach for dealing with problems that lead to achievement gaps. A more cohesive, district-wide approach to professional development around the issue of cultural proficiency, the impact of teacher expectations, and approaches to minimizing the performance gap is needed. While individualized school based professional development opportunities are appropriate for some subjects, the aforementioned need strong leadership, specific and measureable goals and objectives, and site accountability. Programs should be tailored to the needs of elementary, middle, and high school populations. Also, all staff, administrators, board members and IEE-DAC members could be encouraged to attend.

3. Teacher recruitment – As of June 2012, out of the 527 teachers in our district, 373 were White, 20 were Black, 85 were Latino, 43 were Asian/Pacific Islander, and 6 were Native American. This does not reflect the student diversity of our district. There needs to be a district priority to hire staff that ethnically reflects the student body and strategies to accomplish that.

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

In addition to the SMMUSD Board and district staff receiving copies of the survey results, we also suggest that they be made available to all the principals, as they may glean from the results the potential and/or need to do more at their respective schools. It may also help bring appreciation for the need to implement district-wide programming in this complex arena.