



Proposition S Communications Tools/Activities
January 15, 2010 – February 11, 2010

ICOC Committee
February 18, 2010; Exhibit 8

Print Media Coverage

- Voice of San Diego*, Feb. 10, 2010, "Bids Higher on First Labor Pact Project"
- KPBS*, Feb. 1, 2010, "San Diego Schools Get High-Tech Tools"
- Education Week*, Jan. 29, 2010, "Digital Tools Expand Options for Personalized Learning"
- San Diego Union-Tribune*, Jan. 25, 2010, "Labor's deals stir dust-up in construction"
- San Diego Union-Tribune*, Jan. 23, 2010, "School Board Members Can't Spin Away Their Original Sin"
- Peninsula Beacon*, Jan. 13, 2010, "PLHS muscles in on grant for weight room"

Broadcast Media Coverage

- Univision, NBC, and KPBS Radio--i21 demonstration/media event, January 29

Stakeholder Communications

- Friday Notes (web/e-newsletter)
 - Propositions S Update: i21 Technology Upgrades, Jan. 15
 - Proposition S Work Under Way at San Diego High School
- Letters/Notices
 - Construction letters to Madison, Muirlands and San Diego High School

Upcoming Media Events

- Morning show segments, TBD
- Ace Mentoring Program at Hoover High School, Proposition S construction project, TBD

Upcoming Meetings/Events

- Morse High School groundbreaking ceremony, 10 a.m., Thursday, Feb. 18
- Point Loma Site Master Planning meeting, Feb. 22, 6 p.m.
- San Diego HS Site Master Planning meeting, TBD



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Posted: Wednesday, February 10, 2010 3:35 pm | Updated: 3:39 pm, Wed Feb 10, 2010.

Builders' bids for the first project to fall under the [controversial labor agreement](#) on school renovations and construction in San Diego Unified have come in far above the estimated cost.

School district officials say it is far too early to link the higher cost to the labor pact, which requires that employers provide health insurance largely through union plans and do most of their hiring through union halls. Advocates said it would ensure better working conditions; critics contended it would drive up costs and actually undercut local hiring goals.

While San Diego Unified has already been renovating schools with money from its \$2.1 billion school facilities bond, the labor agreement didn't go into effect until recently, leaving many earlier projects [outside the umbrella](#) of the agreement. Critics and advocates alike will be closely tracking whether the labor agreement seems to affect the cost of school construction.

That's why opponents were eager to point out the higher-than-expected costs for the first project that fell under the pact, a new facility at Hoover High School. It had initial bids that were roughly 35 percent over the estimated project cost, though the bids were still within budget. Eric Christen, an activist who opposes the labor agreements, sent out a press release calling it a "debacle" that showed that the promise of local hiring was false. The winning bid has not yet been approved, but if it goes through, the work would be awarded to a Los Angeles County firm.

In an e-mail to the school board, Stuart Markey, who oversees the school renovation bond, cautioned that several factors could chip in to the higher cost: The Hoover building is the first building that falls under special criteria for environmental sensitivity, and includes photovoltaic panels and other features that aren't usually installed in school buildings.

Xavier Leonard, a spokesman for the Center on Policy Initiatives, a left-leaning think tank that supports the labor pact, argued that the bid actually showed that non-union companies were still willing to vie for jobs under the agreements. Using a Los Angeles contractor doesn't contradict the idea of local hiring, he said -- what matters is where the workers themselves are from.

The school board can choose to reject bids that are more than 10 percent higher than estimated and could potentially re-bid the project outside the labor pact. Markey said he would provide a more detailed analysis of the project costs to the school board later this week.

-- EMILY ALPERT

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Posted in [Schooled](#), [This just in](#) on Wednesday, February 10, 2010 3:35 pm Updated: 3:39 pm. | Tags: [San Diego Unified](#), [Stuart Markey](#)

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San Diego Schools Get High-Tech Tools

BY ANA TINTOCALIS
February 1, 2010

AUDIO



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SAN DIEGO — Pencils, textbooks and chalkboards are becoming things of the past in San Diego public schools. Today, students are using a whole host of digital tools as part of the district's technology plan.

Third and sixth grade classes, as well as high school math classes, now use what's called i21 technology. That's a bundle of high-tech tools designed to increase student performance.

Students type on small computers called Netbooks to do their assignments and research. Teachers use touch-screen whiteboards instead of chalkboards for class exercises.

Amy Morgan and John Cristini are sixth graders at Pershing Middle School in San Carlos. They say students really like the Netbooks.

"They get more involved because they like doing it on a computer instead of writing notes down in their notebook," Morgan said.

"It's easier to type something than it is to keep writing and writing," Cristini said. "It keeps you interested. You don't get bored."

All schools will get the technology over the next few years. The high-tech plan is costing the district about \$350 million. That money comes from the \$2.1 billion Proposition S school bond measure.



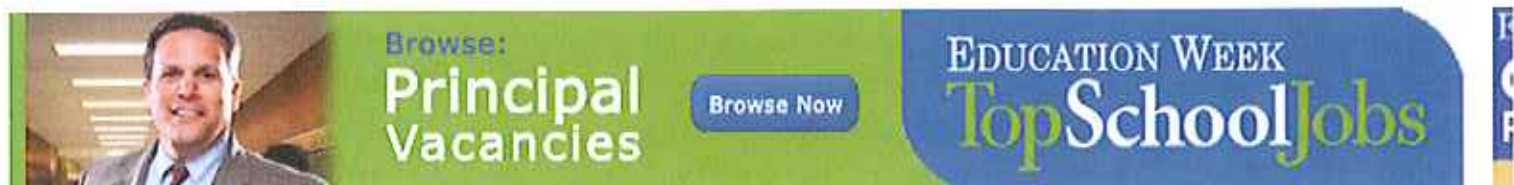
Photo by Ana Tintocalis

Above: Every student in class is assigned their own Netbook to do assignments and classwork.



Photo by Ana Tintocalis

Above: Students use a touch-screen whiteboard instead of the traditional chalkboard at Pershing Middle School in San Carlos.



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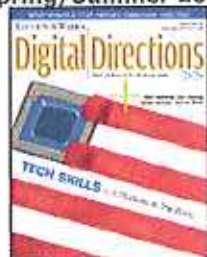
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FEATURES

Digital Tools Expand Options for Personalized Learning



Cover Photo Illustration
—Christopher Powers/Vanessa Solis/Ginà Tomkó, *Digital Directions*

Digital tools for defining and targeting students' strengths and weaknesses could help build a kind of individualized education plan for every student.

By [Kathleen Kennedy Manzo](#)

Teachers have always known that a typical class of two dozen or more students can include vastly different skill levels and learning styles. But meeting those varied academic needs with a defined curriculum, time limitations, and traditional instructional tools can be

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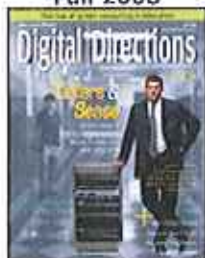
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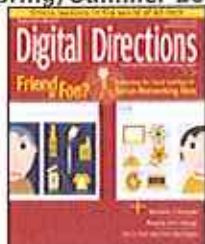
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daunting for even the most skilled instructor.



Some of the latest technology tools for the classroom, however, promise to ease the challenges of differentiating instruction more creatively and effectively, ed-tech experts say, even in an era of high-stakes federal and state testing mandates. New applications for defining and targeting students' academic strengths and weaknesses can help teachers create a personal playlist of lessons, tools, and activities that deliver content in ways that align with individual needs and optimal learning methods.

For educators who struggle to integrate technology into their daily routines and strategies, the notion of a kind of individualized education plan for every student is more pipe dream than prospect. Yet the most optimistic promoters of digital learning say the vision of a tech-immersed classroom for today's students—one that offers a flexible and dynamic working environment with a range of computer-based and face-to-face learning options customized for each student—is not far off.

Several examples of such customization have recently emerged across the country, and are garnering widespread interest and some encouraging results.

"Those examples are a crude picture of a future scenario, where there's a student playlist of learning experiences, some of which happen in something that looks like a classroom, some with a computer, and some at a community resource, like a library, museum, college, or workplace," says Tom Vander Ark, a former executive director of education for the Seattle-based **Bill & Melinda Gates**

Foundation who has advocated

for years that schools should take a more individualized approach to learning. He is now a partner in **Vander Ark/Ratcliff**, an education venture-capital firm. "Their day could look like an interesting variety of activities, driven by their learning needs, not by the school's limitations."

'Feedback to Children'

Vander Ark says that supplemental-service providers, like private tutoring companies or after-school programs, have taken the lead in offering tailored instruction. The ways those providers use assessment tools to gather and process data and then suggest a roster of activities for each student could pave the way for similar approaches within the school day, he says.

He points to one widely



Teacher Jillian Ryan helps Abigail Klein with classwork on a laptop computer during a 6th grade English/language arts class at Pershing Middle School in San Diego. The district is emphasizing the use of digital tools to individualize learning.

—Sandy Huffaker for Digital Directions

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publicized model: New York City's **School of One**.

The pilot program at Dr. Sun Yat Sen Middle School in Chinatown provided math lessons that were customized every day to meet the individual needs, and progress, of the 80 incoming 7th graders who volunteered to attend the five-week session this past summer. The School of One combined face-to-face instruction, software-based activities, and online lessons designed to move each new 7th grader through a defined set of math benchmarks at his or her own pace.

As students entered school each morning, they could view their schedules for the day on a computer monitor—similar to the arrival-and-departure monitors at airports—and proceed to the assigned locations. A student's schedule could include traditional lessons from a certified teacher, small-group work, virtual learning, or specific computer-based activities, most of them offered in converted space in the school library.

After each half-day of instruction, teachers entered data on students' progress and instructional needs into a computer program that recommended the next day's tasks.

Preliminary data showed significant student progress toward mastering the skills targeted in the program, officials say. The district is continuing to track participants' progress.

The school—named one of the 50 best inventions of 2009 by *Time*

Learning

Technology experts recommend teachers utilize a variety of tools and activities to address individual student learning needs:

Class lessons:

Traditional lessons for the whole class help introduce a lesson or reteach material as needed.

Assessments:

Teachers conduct regular formative assessments, using some quick digital applications and analytic tools, to determine students' skills and academic needs.

Skill-building games:

Computer-based games that focus on developing specific skills like vocabulary or multiplication facts.

Group projects:

Students collaborate on assignments using technology and traditional research and presentation tools.

Online courses:

Virtual learning could give students access to credit-recovery or accelerated courses, as well as enrichment and intervention activities.

Tutoring:

One-on-one or small-group tutoring sessions, on-site or virtually, aid students who are struggling academically.

Museum Site Visit:

Students can tap into outside educational resources, such as museums, libraries, and local historical sites.

Blogs:

Students can write blog entries to demonstrate what they've learned, outline their research, and communicate with their teachers.

Independent Research:

Assignments outside of class using online and traditional resources give students the chance to guide their own learning.

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magazine—expanded in the fall to three middle schools in the city as an after-school program, and is set to guide the school-day math course at one of them this spring.

"When we ask ourselves how much instruction during the course of a typical school day does each student get exactly on the skill they're working on, and in the amount that is right for them, the answer is very little," says Joel Rose, a former teacher who has been instrumental in the development and expansion of the School of One.

"By leveraging technology to play a role in the delivery of instruction," he says, "we can help to complement what live teachers do."

The San Diego Unified School District is betting that the bulk of a recent \$2 billion bond measure for technologies designed to transform teaching and learning through a more personalized approach will yield academic improvements.

The five-year plan for the 135,000-student district started this school year in 1,300 math classrooms. The students, in grades 3 and 6

and in high school, were issued netbook computers, and teachers were required to complete 39 hours of training on instructional strategies using technology. Classrooms



throughout the district were also equipped with a variety of interactive technology tools.

After introducing content, teachers can immediately test students using remote devices attached to their netbooks. Students are then assigned to appropriate practice activities or more in-depth lessons.

"The wait time for getting feedback to children is sliced significantly. This is about the speed of learning and the depth of learning," says Sarah Sullivan, the principal of San Diego's Pershing Middle School. "This is the first time I've seen the promise of technology appearing to be paying the dividends we want."

San Diego plans to expand the program next year to other grades and into other subject areas.

Making the Transition

Experts caution, however, that instituting such large-scale change is not simply a matter of putting new tools in place. As in San Diego, most teachers will need extensive professional development to use digital tools and learn the best ways of teaching with technology.

"In many ways, the challenge we face with technology is similar to the challenge we face with data," says Stephanie Hirsch, the executive director of the Dallas-based **National Staff Development Council**. "We have more and more of both with little support to help educators know how to use it ... to advance their effectiveness and student success."



A 6th grader in a math class at Pershing Middle School in San Diego takes a laptop to her desk. The school district uses digital tools such as laptops to customize learning.

—Sandy Huffaker for Digital Directions

A number of teachers have found their own ways to harness some of technology's potential to get a closer gauge of their students' work, and to provide a range of options for them to consume required content and demonstrate knowledge.

For several years, Shelly Blake-Plock has asked students in his Latin, English, and art history classes to summarize what they've learned from class and document their progress on assignments in daily blog entries. The students at The John Carroll School, a Roman Catholic secondary school in Bel Air, Md., can post Web links they used in their research, photos and drawings, or short videos that show their work.

Blake-Plock, who writes the popular **Teach Paperless** blog and has a large following among educators on social-networking sites, says the entries are a continuous source of formative data that he can use to evaluate how students are doing.

If he observes a lack of basic understanding or language skill in some students' work, he says, he can suggest online resources and activities to get them on track. When students reveal their personal interests—such as one student's passion for painting and another's talent for music—he can craft assignments that allow them to explore the content through those areas.

"Before I went paperless and used the blogs to get information from them, I would only see students' work if they wrote an essay or turned in a quiz or test," Blake-Plock says. "Now I'm seeing what they're working on all the time, ... and I'm finding it's a lot easier for me to tell if a student is having problems early on."

'Lack of Innovation'

The advantages for students are potentially more compelling, given the widespread enthusiasm among young people for using technology to create and consume media, ed-tech experts say.

"We have this generation of students that yearns to customize everything they come into contact with," says Steve Johnson, a technology facilitator at J.N. Fries Middle School in Concord, N.C. His book *Engaging All Learners With*

21st Century Tools is due out from Maupin House Publishing this coming summer.

The educational technology market is slowly responding with the kinds of products that can help teachers track and target their students' learning needs.

Wireless Generation Inc., a New York City-based technology company, created its **Burst Reading** program in response to teachers' comments about the need to vary basic literacy lessons for the many students who did not fit the developmental patterns assumed by lockstep reading lessons.

The company, which helped build the technology applications for the School of One, designed an assessment schedule for K-3 reading schedules that gives feedback and recommends lessons for small groups of similarly skilled students every 10 days. Although the Burst program suggests only face-to-face lessons for students, its underlying assessment relies on sophisticated digital tools for gathering and analyzing data from individual students.

"It's this model of deeply analyzing the data in a way that no human teacher would have time to do, and mapping lessons to kids' abilities, that's fundamental to what education is going to look like in the future," predicts Wireless Generation's chief executive officer, Larry Berger. (Berger serves on the board of Editorial Projects in Education, the nonprofit corporation that publishes *Education Week Digital Directions*.)

The company is working on similar products for middle school reading and elementary math.

At the same time, traditional textbook publishers are starting to adapt their products for greater personalization as well. **McGraw-Hill Education**, for example, has developed the K-6 CINCH math program for use on interactive whiteboards that includes differentiation options.

The slow pace of development of customizable content and tools is frustrating, though, to some in the field, particularly in light of the widespread adoption of such strategies for training in the U.S. military, or their entrance into the mainstream in public schooling in other developed countries, Vander Ark says.

"This is not science fiction," he says. "None of the technology we're talking about is really advanced, ... but the fact that it doesn't exist yet on a large scale in education is just a reflection of a lack of innovation in that sector."

Vol. 03, Issue 02, Pages 16-17, 19-20

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POWERED BY  Pluck**Elaine Abernathy** wrote:

Most of the software programs I use, I learned at work. It's so ingrained in my knowledge base, that I use the same program at home (i.e. MS Office). If schools can integrate educational software in their curriculum, children will get used to using educational apps, and use them at home instead of logging onto websites they find on cereal boxes or hear on commercials. Schools don't stay "competitive" with businesses that vie for the child (and parent) consumers. I think it's a great idea to integrate technology and learning applications in the classroom. Day in and day out, children will be so used to these applications that they will begin using them outside of the classroom, just like parents are used to using Office applications. Right now, we have a disparity between schools that use almost no technology and a literal bombardment of commercially motivated businesses with hundreds of trendy apps., websites, games, entertainment, etc.

2/4/2010 11:44 AM EST on EdWeek

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Labor's deals stir dust-up in construction



By [Helen Gao](#), UNION-TRIBUNE STAFF WRITER

Monday, January 25, 2010 at 12:04 a.m.



John Gibbins / Union-Tribune

Rigger John Franks and laborer Carlos Callejas of the ironworkers union were on the job at San Vincente Dam, where work for the San Diego County Water Authority is being completed under a project labor agreement.



Photo by John Gibbins - Union-Tribune

Ironworkers prepared to bolt together two sections of a cofferdam last week before taking it to San Vicente Dam, which is being built under the San Diego County Water Authority's project labor agreement.

Organized labor's success in getting the San Diego Unified School District to grant union hiring preferences on \$2.1 billion in construction projects last year has sparked a major counteroffensive from business interests that say it's bad for taxpayers.

Contractors groups have pushed measures onto the June ballot in Oceanside and Chula Vista banning project labor agreements, or PLAs. Signatures are being gathered in San Diego as well. Both sides expect skirmishes will follow battle lines drawn nationally over the agreements.

"I am basically going to put my foot on the throat of the people pushing PLAs, and we are not going to let up until they finally cry 'uncle' or they are basically out of commission," said Eric Christen, executive director of the Coalition for Fair Employment in Construction. The Poway-based nonprofit, formed by contractors, aims to ban the deals in 20 municipalities statewide by the end of the year.

Tom Lemmon, business manager of the San Diego County Building and Construction Trades Council, an umbrella group for 22 unions representing 35,000 workers, plans to keep pushing for more such deals. Lemmon was the lead negotiator on the San Diego Unified deal.

"What you might see is, as the ball starts moving, that things become easier for people to say, 'Well, OK, it was difficult for San Diego Unified to get there; it won't be so difficult for us,' " Lemmon said.

Whether unions or contractors gain the upper hand will have major implications in San Diego.

The city has several major projects on the horizon — the expansion of the San Diego Convention Center, a new downtown library, a new City Hall and a new football stadium — which would mean billions of dollars in construction work and thousands of jobs.

These types of agreements, which have been used since at least the 1930s, received a big boost last year when President Barack Obama signed an executive order to lift a ban on the agreements for federal projects.

Project labor agreements typically require contractors to hire workers through union halls. Nonunion workers may be required to pay a fee to unions to be processed for job referrals and may be forced to sign up for union health care and retirement plans.

Organized labor calls the agreements a way to ensure that projects are done on time and on budget by qualified local workers who are compensated fairly.

Opponents say the pacts are anti-competitive and discriminatory, adding that union preferences make it all but impossible for nonunion companies, who make up the bulk of the local construction industry, to do business. They argue that the deals lead to fewer bids and can increase project costs.

Under the agreements, contractors are generally required to commit to hiring a certain percentage of local residents. In San Diego Unified's case, the target is 100 percent county workers, including 35 percent from high-poverty ZIP codes within the district.

The agreement covers all projects exceeding \$1 million under Proposition S, the \$2.1 billion bond measure.

Lemmon said that without the labor pacts, contractors are more likely to employ low-cost, low-skilled workers and not pay prevailing wages.

"I saw the problem," he said. "That's why, at the end of the day, project labor agreements are so valuable. It's because

you don't get that sort of — I will just call that what it is — it's cheating.”

Christen said that such contractors won't survive in the free market.

“In the union view of things, the worker is the victim, the employer is an abuser and the product is crap,” Christen said. “I look around, and I go, ‘Where are these problems?’ ”

The use of project labor agreements in the public sector is widespread in Los Angeles County, the San Francisco Bay Area and some places on the East Coast, where unions have a stronghold.

In San Diego County, they have had limited reach. Besides San Diego Unified, the only other public agency with one is the San Diego County Water Authority, which adopted the deal in 1999. The agreement covers emergency water-storage projects, including the San Vicente Dam, now under construction in Lakeside.

Robert Homer, an administrator for the water authority, said the agreement provides assurances that there will be no strikes, lockouts or slowdowns.

Because dam construction requires concrete to be poured continuously, Homer said a work stoppage could mean the concrete won't set right and the work would have to be re-done. Homer said the pact has worked out well but no study has been done to gauge its cost-effectiveness.

“We haven't had any strikes, any lockouts. The unions have been able to supply a steady workforce to us. It's really been without an issue,” he said.

How the San Diego Unified deal will work out is unclear; it has not put out any projects to bid under the agreement.

Some contractors have said they will pass on the district's projects. Ken Bertalan, senior vice president of construction with Bergelectric Corp., which employs 600 electricians in the region, is one of those contractors.

The main reason, Bertalan said, is the requirement to hire most workers through union halls. Under San Diego Unified rules, contractors are allowed to retain only a certain number of core employees.

Bertalan is worried that his employees may be required to pay into union trust funds for health and retirement benefits, even though his company provides both. Contractors only can be exempted from paying into union trust funds if the district deems their benefits to be equivalent to what unions provide.

“They have made it so difficult to operate as a business, you would be nuts to sign it,” he said.

George Harris III, contracts compliance manager for San Diego Unified, said many contractors have shown an interest in bidding. The district has held workshops on the agreement, and more than 200 prospective bidders have attended.

Helen Gao: (619) 718-5181; helen.gao@uniontrib.com

Find this article at:

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America's Finest Blog: 1-23-2010



By [Chris Reed](#),

Saturday, January 23, 2010 at 12:04 a.m.

These are edited excerpts from editorial writer Chris Reed's Opinion blog. Readers are encouraged to respond to him at chris.reed@uniontrib.com

SCHOOL BOARD MEMBERS CAN'T SPIN AWAY THEIR ORIGINAL SIN

In a recent interview with the Union-Tribune editorial board and in a recent U-T op-ed, school board members Richard Barrera and John Lee Evans, respectively, sharply challenged depictions of the school board majority as being in thrall to unions and as bullying San Diego Unified officials.

But Barrera and Evans can spin from now until the end of time and never erase the stain of what happened a year ago this month. That's when they and Shelia Jackson – in their first decisive action as a board majority – made plain their intention to force the use of costly union labor on construction work to be funded by the \$2.1 billion Proposition S measure approved by voters in November 2008.

This was a payoff, plain and simple. Construction unions' support had been crucial to the election of Barrera, Evans and Jackson. But what made the payoff particularly odious was how it was executed.

It was a flat-out assault on voters, who were never told that less expensive nonunion firms would be largely excluded from projects paid for with the massive bond.

It was a flat-out assault on the bond oversight committee, which was not consulted before the board majority committed to the pro-union policy.

It was a flat-out assault on the intent of the state law mandating and governing bond oversight committees.

Barrera is now trying to rewrite history by insisting there was a drawn-out "process" in which the "project stabilization agreement" was carefully evaluated before a decision was made. Bunk. Every single San Diego Unified insider knew a year ago what was going down. Why else would Barrera, Jackson and Evans not bring the bond oversight committee in the loop before beginning the "process"?

But Barrera seeks to rewrite history in much more profound ways than this. Thanks to President Barack Obama, there is more than ever a national consensus on the importance of improving teacher quality, and that teachers unions need to stop blocking merit pay and stop demanding that all teachers, no matter how mediocre, have jobs for life.

Barrera's contrary view: "I think teachers have way too little influence over our education system."

The mind reels. Thanks to the power of the California Teachers Association, a teacher can taunt a ninth-grader over the boy's failed suicide attempt and not be fired.

This is apparently just fine with Richard Barrera. Given the CTA's clout, he'll go far in California politics.

THE IGNORED MEGASCANDAL: STIMULUS \$ BEING STEERED TO DEMOCRATIC DISTRICTS

Three years ago, it was my pleasure to write a scathing editorial about a Bush administration official who was using her role as boss of a government agency that has 13,000 employees and manages nearly \$500 billion in federal assets to help Republican congressional candidates.

In a Jan. 26, 2007, videoconference, General Services Administration boss Lurita Alexis Doan urged dozens of regional GSA administrators to brainstorm on how to help "our candidates" in coming elections. Everyone knew what Doan meant. When Doan's comments were revealed, they prompted a firestorm of media criticism.

Now we are seeing a staggeringly supersized version of this scandal play out – and no one gives a rip!

Last month, George Mason University economists Jerry Brito and Veronique de Rugy released a heavily documented analysis of how the \$787 billion economic "stimulus" bill was being spent. They found Democratic congressional districts received 1.89 times the stimulus funding provided to Republican districts. The Dem per-district average was \$439 million; the GOP average was \$232 million.

Anticipating the argument that this disparity was because Democratic districts tended to be more disadvantaged, Brito and Rugy did further number-crunching and found no correlation "between economic indicators and stimulus funding. Preliminary results find no effect of unemployment, median income or mean income on stimulus funds allocation."

This sure looks like a massive violation of the Hatch Act, the 1939 law meant to ensure federal employees handle their duties in nonpartisan fashion. Somehow, the folks doling out surplus funds think Democratic districts are nearly twice as deserving of help.

Isn't this, yunno, a pretty big story? Well, of course it is.

Research suggests the biggest tank in the world is the 8-million-gallon vat holding 100,000 aquatic life-forms at the Georgia Aquarium in Atlanta. The media who look the other way on this outrageous story would fit quite nicely in this tank.

Find this article at:

<http://www.signonsandiego.com/news/2010/jan/23/americas-finest-blog-1-23-2010>

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[print](#)

PLHS muscles in on grant for weight room

by SCOTT HOPKINS

01.13.10 - 04:12 pm

Students at Point Loma High School (PLHS) have, for decades, built body strength by “pumping iron” in the school weight room. Recently, though, that activity has become more like “pumping rust.”

In a community that prides itself on excellent school programs and facilities for its children, the school’s demolished weight facilities and rusting outdoor weight equipment appear to be a glaring exception.

But hope is being rejuvenated. Those facilities will now be replaced, in part, with the help of a \$90,000 grant from the Jimmy Johnson Foundation and commitment of some dedicated Point Loma High parents and students.

Once housed in two portable classrooms just west of the campus stadium, the weight room was a regular component of every PLHS student’s physical education activity. Classes rotated through the two structures, learning proper techniques while increasing muscle tone in their growing bodies.

For the school’s athletes, the facility became a second home, a place to gather and push themselves beyond previous limits. Often bathed in perspiration and straining to summon every ounce of their strength, these teens prepared themselves to compete for team positions and battle their opponents on turf, hardwood, in the ocean or a pool.

Problems began when the two portable classrooms were condemned by inspectors and demolition was ordered. PLHS staff members saw only one place available to house the shiny chrome machines and iron plates, but they knew it was a terrible alternative.

The weight equipment has been moved to a chain-link-fenced batting cage near the site of the condemned portables.

And so, the expensive equipment sits, being slowly exposed to the sun’s destructive rays, the night’s dew, salty air and occasional rains. Rust covers much of the metal and padded seats have now been completely destroyed by the elements.

When San Diego Unified School District (SDUSD) officials polled each of its school sites to find what was needed at individual campuses, the weight room dilemma at Point Loma High was brought up. But so were other pressing issues at PLHS, such as aging plumbing and electrical systems, the need for increased technology in classrooms and other issues.

SDUSD has allotted funding from the \$2.1 billion voter-approved Proposition S, in part, to replace the PLHS weight room — but not for another five years.

PLHS parent Lisa Tumbiolo decided to take matters into her own hands.

Tumbiolo learned of grant money made available to local schools from wildly

popular NASCAR champion Jimmy Johnson, who attended schools in El Cajon. He founded the Jimmy Johnson Foundation in 2006, partnering with Lowe's Toolbox for Education to help cash-strapped schools.

Learning of the deteriorating weight room, Tumbiolo worked with fellow parent Ron Gemmill, who works in construction, to assess the situation. A cost of about \$185,000 was estimated to put the weights back into a permanent, secure facility for student use.

Supporting the grant prepared by Tumbiolo and Gemmill, PLHS senior class president Josh Morse created a video documenting the deterioration of the machinery and loss of student use.

When the winning grants were announced by Johnson in a ceremony recently at El Cajon's Crest Elementary School, the PLHS project had clearly grabbed his attention. Johnson, who personally reviews all requests, award-ed PLHS \$90,000 toward the project cost.

Johnson's racing cars carry the logo of Lowe's home improvement stores, and during a "Homecoming Rally" held at the company's Santee location, the PLHS grant was the only one featured before local news media.

It is anticipated that Lowe's will take an active role in the design and construction phases of the project.

"This is yet another example of the outstanding parents we have at PLHS," said athletic director John Murphy. "Both Lisa Tumbiolo and Ron Gemmill deserve recognition for their excellent work on this much-needed project."

Next up for PLHS staff and administrators is asking that funds that have been allocated for the weight room five years in the future be released now, allowing the project to move forward and minimizing further rust damage in the near term.

"We have scheduled meetings with the Prop. S people," said PLHS Principal Bobbie Samilson. "We're very optimistic that the needed funding can be obtained."

Murphy expressed hope that construction of the weight room can begin before the end of this school year in June.

This year's Johnson Foundation grants totaled \$500,000 to 11 local schools.

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MISSION STATEMENT

All San Diego students will **Graduate** with the **Skills, Motivation, Curiosity** and **Resilience to Succeed** in their choice of **College and Career** in order to **Lead** and **Participate** in the society of **Tomorrow**.

PTA Safari to Sacramento

PTA members from San Diego Unified, San Diego County and across the state will converge on Sacramento for the annual [Legislative Conference](#), Feb. 21-22. This year's theme, *Connecting the Dots: From Issues to Advocacy*, includes meetings with legislators on Feb. 23 to discuss how budget cuts affect California's children. Board member Katherine Nakamura will also be joining the "safari" on behalf of San Diego students. Any interested PTA members are encouraged to attend the conference on their school's behalf. Assistance with conference fees and costs may be available from the PTA. For more information, please contact your school site PTA or email Laura Schumacher, president, San Diego Unified Council of PTAs, at sducpta@yahoo.com.



JROTC Canned Food Drive Rousing Success

All 13 district JROTC programs participated in a canned food drive just before winter break, collecting more than 12,800 pounds of canned food for the San Diego Food Bank and various other charities. Congratulations to the [San Diego High School](#) JROTC in particular, which brought in more than 5,000 pounds of canned food. On Dec. 18, the district's JROTC programs were featured on KUSI "Good Morning San Diego." For more information, please contact Shawn Loescher, director, CCTE, at (858) 503-1754 or sloescher@sandi.net.



Proposition S Update: i21 Technology Upgrades



In an unprecedented effort, more than 1,300 interactive white boards have been installed throughout the district in third- and sixth-grade classrooms, as well as high school math classrooms. The white boards (left) are a major component of the district's new [Prop S](#)-funded 21st century (i21) classroom initiative.

The initiative delivers a suite of new digital tools designed to create an engaging and personalized learning environment. The main components include the interactive whiteboard, audio/visual cabinet, a teacher's presentation station, a wireless voice amplification system, an advanced model document camera and DVD player.

As part of a five-year plan, approximately 20 percent of district classrooms will have the new technology installed each year, with training provided to teachers. The first installations took place during summer/fall 2009. The second-year installations will take place in summer 2010. For more information, visit

www.sandi.net/i21 .



Students Collect Food in Honor of Dr. King

Students at five San Diego high schools will hold food drives in the next two weeks in honor of Dr. Martin Luther King. Clairemont, Crawford, Morse, SCPA and Serra high schools will participate in the Ninth District PTA's [MLK Freedom from Hunger Food Drive](#) for the San Diego Food Bank. The school that collects the most food will be awarded a \$1,500 grant to its ASB from the PTA. Community members who want to contribute can drop food items off at the schools. For more information, please email sducpta@yahoo.com .



State Business Group Honors 29 San Diego Unified Schools



[California Business for Education Excellence](#) has recognized 29 San Diego Unified schools in its annual Scholar and Star school programs. The [2009 Honor Roll](#) includes public elementary, middle and high schools that have been recognized by California's business community for demonstrating consistent academic achievement and have made significant progress toward closing achievement gaps among all students. The Honor Roll is made up of two different awards -- the Star Schools Award and Scholar Schools Award.

Star Schools Award winners at San Diego Unified include: Cadman, Ericson, Field, Florence, Hickman, Juarez, Lindbergh/Schweitzer, Mason, Ocean Beach, Penn and Vista Grade elementary schools, Preuss School UCSD (charter) and the School of International Business at Kearny High School. Star Schools are those with significant populations of socio-economically disadvantaged students that have show a significant increase in grade-level proficiency and achievement-gap reduction over four years.

Scholar Schools Award winners are: Benchley/Weinberger, Bird Rock, Curie, Dingeman, Einstein Academy, Explorer (charter), Green, Holmes, Jerabek, Kumeyaay, La Jolla, Miramar Ranch, Sandburg, E. B. Scripps, Silver Gate, Sunset View and Torrey Pines elementary schools. Scholar Schools are schools that are showing significant academic achievement levels, but do not have a significant socio-economically disadvantaged student population. For more information, please contact Kristi Dean, interim chief elementary school improvement officer, at (619) 725-7170 or kdean@sandi.net .



SCHOOL NEWS

- [Studying Lady Bugs and Butterflies at Palomar](#)



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MISSION STATEMENT

All San Diego students
will **Graduate** with the
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College and Career in
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society of **Tomorrow**.

Proposition S Work Under Way at San Diego High

Thanks to nearly \$1.5 million from the State School Facility Program via two Career, Technical Education Modernization Grants and matching Prop. S funds, the [San Diego High Educational Complex](#) will be getting some much-needed upgrades. Improvements to the School of Business include the remodel of two current classrooms to provide a professional office environment and a lecture area/conference room; a facelift and improved access to "The Rock" student store; and enhancements to the laboratory component of the School of Business. For the Culinary Arts Program, the existing food preparation lab (currently being shared with the district's Food Services Department) will be converted to a commercial kitchen and culinary arts training facility along with a remodel so the program can offer more catering activities and enhance its focus on the culinary business. For more information, please e-mail propsinfo@sandi.net, visit <http://www.sandi.net/PropS> or call (619) 725-7252.



Free H1N1 Vaccine Clinics

The County Health Department has made available more H1N1 vaccine and as a result, San Diego Unified has scheduled several free H1N1 vaccine clinics for all district staff and families in the community. Clinic dates, times and locations include:

- Feb. 17, 3-6 p.m. [Mira Mesa High School](#), 10510 Reagan Rd. (92126)
- Feb. 18, 2-6 p.m. [Mission Bay High School](#), 2475 Grand Ave. (92109)
- Feb. 24, 1-5 p.m. [Adams Elementary](#), 4672 35th St. (92116)

Students under 18 years of age must be accompanied by an adult to receive the vaccine. Look for additional clinic dates and locations in upcoming *Friday Notes*. For more information, please contact Eileen Griffiths at (858) 636-4380 or egriffiths@sandi.net.



VAPA Presents the Second Annual Honor Theatre Production

The VAPA Department presents its Second Annual Honor Theatre Production of "Stefanie Hero" by Mark Medoff. This play will feature 36 top theatre students from eight district high schools. Directed by professional theatre artist, Lori Petermann, the performance provides an opportunity for students and the community to come together to celebrate theatre arts and its importance in education. The [La Jolla High School](#) Theatre Department is hosting the event under the direction of theatre teacher Ann Lyon-Boutelle. "Stefanie Hero" is an adventure play about a princess left in charge of a kingdom. This heroic tale is full of music and appropriate for all ages. Public performances



January 11, 2010

Dear Neighbors, Parents, Students, and School Staff:

Subject: Construction Underway on Proposition S Project—Madison High School Automotive Repair Facility

On November 4, 2008, nearly 69 percent of the voters in San Diego passed the general obligation bond measure, Proposition S, so that San Diego Unified School District (SDUSD) could repair, renovate and revitalize 181 schools including Madison High School.

SDUSD has begun construction on Madison High School. The following information describes the project and outlines the construction activities.

Project: Funded by Proposition S and a College, Career & Technical Education grant, this project will provide a new, one-story masonry building with a perimeter 12-foot-high screen-wall around the auto yard. This building will house an updated career-technical learning environment for students in the Automotive Technology Program.

What to expect: Our contractors will do their best to limit noise, dust, and disruptions associated with this project. The new building will be constructed in the student parking lot located at the northeast corner of the Madison site bordered by Kesling Street and Mt. Abernathy Avenue. It is expected that the work will have little impact on most of the surrounding neighborhood because the work area is located in the middle of the large campus and/or inside buildings. Students will be separated from areas of work, and construction workers by screened fences and plywood barriers.

Completion: Construction is expected to be complete by summer of 2010.

We apologize in advance for any inconveniences that this project may cause. However, when this project is finished, Madison High School will have a career technical education facility that will benefit the students and the community for years to come.

For more information on the construction project, please contact Bob Higdon, project manager, at (858) 573-5737 or by e-mail at bhigdon@sandi.net.

Sincerely,

Lee Dulgeroff
Director, Project Management Department

LD:CRP:mf

- c: Gil Johnson, chair pro tem, Independent Citizens Oversight Committee – Prop. S
John Lee Evans, vice president, Board of Education
Donna Frye, city councilmember, City Council District 6
Ron Roberts, county supervisor, County Supervisor District 4
Brooke Peterson, chairperson, Clairemont Community Planning Group
Shawn Loescher, director, College, Career & Technical Education
Brian Schoenfisch, city planner
Scott Thomas, project architect, Zagrodnik + Thomas Architects
Richard Nash, principal, Madison High School



11 de enero de 2010

Estimados Vecinos, Padres, Alumnos, y Personal Escolar:

Asunto: Construcción del Proyecto de la Proposición S en proceso —Escuela Preparatoria Madison, Instalación de Reparación de Automóviles

El 4 de noviembre de 2008, casi el 69 por ciento de los electores de San Diego aprobaron la medida del impuesto de obligación general de la Proposición S, para que el Distrito Escolar Unificado de San Diego (SDUSD) pudiera reparar, renovar y revitalizar 181 escuelas incluyendo la Escuela Preparatoria Madison.

SDUSD ha empezado la construcción en la Escuela Preparatoria Madison. La siguiente información describe el proyecto y delinea las actividades de la construcción.

Proyecto: Financiado por la Proposición S y una subvención de Collogo, Career & Technical Education, este proyecto brindará un nuevo edificio de mampostería de un piso con un muro de malla de 12 pies de alto alrededor del perímetro del patio para automóviles. Este edificio alojará un nuevo entorno de aprendizaje mejorado para los alumnos de carreras técnicas del Programa de Tecnología Automotriz.

Qué se puede esperar: Nuestros contratistas harán todo lo posible por limitar el ruido, el polvo, y las interrupciones asociadas con este proyecto. El nuevo edificio se construirá en el estacionamiento de los alumnos ubicado en la esquina noroeste del plantel de Madison bordeado por la Calle Kesling y la Avenida Mt. Abernathy. Se espera que el trabajo no afecte la mayor parte de los alrededores del vecindario ya que la zona de trabajo está situada en medio del plantel grande y/o de los edificios interiores. Se separará a los alumnos de las zonas de trabajo, y de los trabajadores por medio de bardas de malla y barreras de madera comprimida.

Conclusión del Proyecto: Se espera que la construcción esté terminada para el verano de 2010.

Les damos una disculpa por adelantado por cualquier inconveniencia que este proyecto pudiera ocasionarles. No obstante, cuando este proyecto esté terminado, la Escuela Preparatoria Madison tendrá una instalación para la educación de carreras técnicas que beneficiará a los alumnos y a la comunidad en años venideros.

Para mayores informes sobre el proyecto de construcción, por favor comuníquense con Bob Higdón, director del proyecto, a (858) 573-5737 o por correo electrónico a bhigd@sandd.net.

Atentamente


Lee Dulgeroff

Director, Departamento de Dirección de Proyecto

LD:CRP:cg

- c: Gil Johnson, presidente Interino, Independent Citizens Oversight Committee – Prop. S
- John Lee Evans, vice presidente de la Mesa Directiva de Educación
- Shawn Loescher, director, Collogo, Career & Technical Education
- Donna Fryc, concejal de la ciudad, City Council District 6
- Ron Roberts, supervisor del condado, County Supervisor District 4
- Brooke Potorson, presidenta, Clairemont Community Planning Group
- Brian Schoenfisch, planificador urbano
- Scott Thomas, arquitecto del proyecto, Zagrodnik + Thomas Architects
- Richard Nash, director, Preparatoria Madison



January 11, 2010

Dear Neighbors, Parents, Students, and School Staff:

**Subject: Construction Begins on Proposition S Project—Muirlands Middle School
synthetic turf installation for the athletic field and a ramp to the field**

On November 4, 2008, nearly 69 percent of the voters in San Diego passed the general obligation bond measure, Proposition S, so that San Diego Unified School District (SDUSD) could repair, renovate and revitalize 181 schools including Muirlands Middle School.

SDUSD has begun construction at Muirlands Middle School. The following information describes the project, and outlines the construction activities associated with it.

Project: This project will add synthetic turf to the existing athletic field and improve accessibility to the field that complies with the Americans with Disabilities Act (ADA).

What to expect: Our contractors will do their best to limit noise, dust, and disruptions associated with this project. Construction vehicles will be entering the site from West Muirlands Drive to access the athletic field. It is expected that the activities will have little impact on most of the surrounding neighborhood because the work area is primarily located in the middle of the campus. Students will be separated from areas of work, and construction workers by screened fences and plywood barriers.

Completion: Construction is expected to be complete by spring 2010.

When this project is finished, Muirlands Middle School will have a new field surface and an ADA accessible ramp to the ball field that will benefit the students and the community for years to come.

For more information on the project, please contact Julie Katsapis, project manager, at (858) 573-5720 or by e-mail at jkatsapis@sandi.net.

Sincerely,

Lee Dulgeroff
Director, Project Management Department

LD:CRP:mf

- c: Gil Johnson, chair pro tem, Independent Citizens Oversight Committee – Prop. S
- John de Beck, member, Board of Education
- Sherri Lightner, city councilmember, City Council District 1
- Pam Slater-Price, county supervisor, County Supervisor District 3
- Joe Lacava, chairperson, La Jolla Community Planning Association
- Lesley Henegar, city planner, City Planning and Community Investment Office
- R.J. Maus, project architect, R.J. Maus Architects
- Christine Hargrave, principal, Muirlands Middle School



11 de enero de 2010

Estimados Vecinos, Padres, Alumnos y Miembros del Personal Escolar:

Asunto: Empezará la Construcción del Proyecto de la Proposición S—Escuela Intermedia Muirlands, instalación de césped sintético para el campo atlético y una rampa para el campo

El 4 de noviembre de 2008, casi el 69 por ciento de los electores de San Diego aprobaron la medida del impuesto de obligación general de la Proposición S, para que el Distrito Escolar Unificado de San Diego (SDUSD) pudiera reparar, renovar y revitalizar 181 escuelas incluyendo la Escuela Intermedia Muirlands.

SDUSD ha empezado la construcción en la Escuela Intermedia Muirlands. La siguiente información describe el proyecto y delinea las actividades de la construcción.

Proyecto: Este proyecto agregará césped sintético al campo atlético existente y mejorará la accesibilidad al campo que cumple con el Decreto de Americanos con Discapacidades (ADA).

Qué se puede esperar: Nuestros contratistas harán todo lo posible por limitar el ruido, el polvo, y las interrupciones asociadas con este proyecto. Los vehículos de la construcción entrarán en el plantel por West Muirlands Drive para llegar al campo atlético. Se espera que el trabajo no afecte la mayor parte de los alrededores del vecindario ya que la zona de trabajo está situada en medio del plantel. Se separará a los alumnos de las zonas de trabajo, y de los trabajadores por medio de bardas de malla y barreras de madera comprimida.

Conclusión del Proyecto: Se espera que la construcción esté terminada para el verano de 2010.

Cuando este proyecto esté terminado, la Escuela Intermedia Muirlands tendrá una nueva superficie en el campo y una rampa accesible del decreto ADA al campo de pelota que beneficiará a los alumnos y a la comunidad en años venideros.

Para mayores informes sobre el proyecto, comuníquese con Julie Katsapis, directora del proyecto, al (858) 573-5720 o por correo electrónico a jkatsapis@sandi.net.

Atentamente



Lee Dulgeroff

Director, Departamento de Dirección de Proyecto

LD:CRP:cg

- c: Gil Johnson, presidente interino, Independent Citizens Oversight Committee – Prop. S
- John de Beck, miembro de la Mesa Directiva de Educación
- Sherril Lightner, concejal de la ciudad, City Council District 1
- Pam Slater-Price, supervisor del condado, County Supervisor District 3
- Joe Lacava, presidente, La Jolla Community Planning Association
- Leslie Henegar, planificadora urbana, City Planning and Community Investment Office
- R.J. Maus, project architect, R.J. Maus Architects
- Christine Hargrave, Directora de la Escuela Intermedia Muirlands



January 11, 2010

Dear Neighbors, Parents, Students, and School Staff:

Subject: Construction to Begin on Proposition S Projects—San Diego High School Culinary Arts Program, Business Management Facilities and New Classroom Building

On November 4, 2008, nearly 69 percent of the voters in San Diego passed the general obligation bond measure, Proposition S, so that San Diego Unified School District (SDUSD) could repair, renovate and revitalize 181 schools including San Diego High School.

SDUSD has begun construction on the Proposition S projects at San Diego High School. The following information describes the projects and outlines the construction activities.

Project: Using Proposition S funds and matching funds from a College, Career & Technical Education grant, the district will remodel and build new career technical learning environments for students in the Culinary Arts Program and the School of Business Management. Using Proposition S funds and state matching funds, a new 16-classroom, two-story classroom building will replace all of the old portable classrooms currently located at the site.

What to expect: Our contractors will do their best to limit noise, dust, and disruptions associated with these projects. Much of the work will have little impact on the surrounding neighborhood because the work areas are primarily located in the middle of the large campus and/or inside buildings. Students will be separated from areas of work, and construction workers by screened fences and plywood barriers.

Completion: The business and the culinary arts facilities projects are expected to be completed in summer 2010. The two-story classroom building is scheduled to be completed in spring 2011.

We apologize in advance for any inconveniences that these construction projects may cause. When they are finished, San Diego High School will have program facilities that will benefit the students and the community for years to come.

Letter to Neighbors, Parents, Students, and School Staff
Page 2
January 11, 2010

For more information on the facility improvements for the Culinary Arts Program and the School of Business Management, contact Julie Katsapis, project manager, at (858) 573-5720 or by e-mail at jkatsapis@sandi.net. For more information on the new classroom building, contact Francisco Campuzano, project manager, at (858) 637-3510, or by e-mail at fcampuzano@sandi.net.

Sincerely,



Leo Dulgeroff
Director, Project Management Department

L.D:CRP:mf

- c: Gil Johnson, chair pro tem, Independent Citizens Oversight Committee – Prop. S
- Richard Barrera, president, Board of Education
- Kevin Faulconer, city councilmember, City Council District 2
- Ron Roberts, county supervisor, County Supervisor District 4
- Bill Keller, chairperson, Centre City Advisory Committee
- Dave Umstot, vice chancellor, San Diego Community College District
- Lance Lareau, district architect, San Diego Community College District
- Richard Burkhart, construction manager, San Diego Community College District
- Brad Richter, CCDC planner
- Shawn Loescher, director, College, Career & Technical Education
- Joseph Cristilli, project architect, Galvin Cristilli Parshalle Architects
- Guillermo Aguilar, project architect, gkkworks
- Joseph Austin, principal, San Diego High School of Business
- Kirk Ankeney, principal, San Diego High School of International Studies
- Dianne Cordero, principal, San Diego High School of SciTECH
- Anisha Dalal, principal, San Diego High School of CIMA
- Consuelo Manriquez, principal, San Diego High School of MVPA
- Rocio Weiss, principal, San Diego High School of LEADS



11 de enero de 2010

Estimados Vecinos, Padres, Alumnos, y Personal Escolar:

Asunto: Empezará la Construcción de los Proyectos de la Proposición S—Instalaciones del Programa de Artes Culinarias, Dirección de Empresas y Nuevo Edificio de Aulas en la Escuela Preparatoria San Diego

El 4 de noviembre de 2008, casi el 69 por ciento de los electores de San Diego aprobaron la medida del impuesto de obligación general de la Proposición S, para que el Distrito Escolar Unificado de San Diego (SDUSD) pudiera reparar, renovar y revitalizar 181 escuelas incluyendo la Escuela Preparatoria San Diego.

SDUSD ha empezado la construcción de los proyectos de la Proposición S en la Escuela Preparatoria San Diego. La siguiente información describe el proyecto y delinea las actividades de la construcción.

Proyecto: Se usarán los fondos de la Proposición S y las aportaciones paralelas de una subvención de Collego, Career & Technical Education, el distrito remodelará y construirá un nuevo entorno de aprendizaje para carreras técnicas para los alumnos en el Programa de Artes Culinarias y la Escuela de Dirección de Empresas. Usando los fondos de la Proposición S y las aportaciones paralelas del estado, un nuevo edificio de dos pisos con 16 aulas reemplazará a las viejas aulas transportables que actualmente se ubican en el plantel.

Qué se puede esperar: Nuestros contratistas harán todo lo posible por limitar el ruido, el polvo, y las interrupciones asociadas con estos proyectos. Se espera que el trabajo no afecte la mayor parte de los alrededores del vecindario ya que la zona de trabajo está situada en medio del plantel grande y/o de los edificios interiores. Se separará a los alumnos de las zonas de trabajo, y de los trabajadores por medio de bardas de malla y barreras de madera comprimida.

Conclusión del Proyecto: Se espera que los proyectos de las instalaciones de empresas y artes culinarias estén terminadas en el verano de 2010. Se ha programado que el edificio de dos pisos para aulas estará completo en la primavera de 2011.

Les pedimos una disculpa por adelantado por cualquier inconveniencia que estos proyectos pudieran ocasionarles. Cuando estén terminados, la Escuela Preparatoria San Diego tendrá instalaciones de programas que beneficiarán a los alumnos y a la comunidad en años venideros.

Carta a Vecinos, Padres, Alumnos y Personal Escolar

Page 2

11 de enero de 2010

Para mayores informes sobre las mejoras a las instalaciones del Programa de Artes Culinarias y la Escuela de Dirección de Empresas, llame a Julie Katsapis, directora de proyectos, al (858) 573-5720 o por correo electrónico a jkatsapis@sandi.net. Si desea más información sobre el nuevo edificio de aulas, comuníquese con Francisco Campuzano, director del proyecto, al (858) 637-3510, o por correo electrónico a fcampuzano@sandi.net.

Aceptamiento



Loe Dulgeroff

Director, Departamento de Dirección de Proyecto

LD:CRP:mf

- c: Gil Johnson, presidente interino, Independent Citizens Oversight Committee – Prop. S
- Richard Barrera, presidente de la Mesa Directiva de Educación
- Kevin Faulconer, concejal de la ciudad, City Council District 2
- Ron Roberts, supervisor del condado, County Supervisor District 4
- Bill Keller, presidente, Centro City Advisory Committee
- Dave Umstot, vice rector, San Diego Community College District
- Lance Lareau, arquitecto del distrito, San Diego Community College District
- Richard Burkhart, administrador de construcción, San Diego Community College District
- Brad Richter, planificador CCDC
- Shawn Loescher, director, College, Career & Technical Education
- Joseph Cristilli, arquitecto del proyecto, Galvin Cristilli Parshallo Architects
- Gullermo Aguilar, arquitecto del proyecto, gkkworks
- Joseph Austin, director, San Diego High School of Business
- Kirk Ankeney, director, San Diego High School of International Studies
- Dianne Cordero, directora, San Diego High School of SciTECH
- Anisha Dalal, directora, San Diego High School of CIMA
- Consuelo Manriquez, directora, San Diego High School of MVPA
- Rocio Weiss, directora, San Diego High School of LEADS