

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY
RE: APPROVAL OF MINUTES

ACTION
05/05/05

RECOMMENDATION NO. A.01

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

April 07, 2005
April 21, 2005

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

TO: BOARD OF EDUCATION
 FROM: SUPERINTENDENT/LINDA KAMINSKI
 RE: APPROVAL OF INDEPENDENT CONTRACTORS

ACTION/CONSENT
 05/05/05

RECOMMENDATION NO. A.02

It is recommended that Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2004/2005 budget.

Contractor/Contract Dates	Description	Site	Funding
Jewish Family Services Sept 8, 2004 - June 24, 2005 Cost: not to exceed \$5,000	To provide counseling to individual students and families along with classroom & PTSA presentations; referrals; crisis intervention	ADAMS	PTA 01-90150-0-11100-10000-5802-011-4110
You Should Be Dancing March 18, 2005 Cost: not to exceed \$200	To provide DJ music services for the "Jump Rope for Heart" activity	Rogers	PTA 01-90120-0-11100-10000-5802-006-4060
Reptiles for Parties May 8 - June 30, 2005 Cost: not to exceed \$690	To provide three 2 hour presentations to the Preschool. They will bring different kinds of reptiles for the children to learn about reptiles in a fun and informative way	CDS	State Preschool (50%) 12-60550-0-85000-10000-5802-070-2700 Head Start (50%) 12-52101-0-85000-10000-5802-070-2700
School Wise Press May 5 - June 30, 2005 Cost: not to exceed \$1,950	To provide Spanish translation for the 2003-2004 SMMUSD sites' School Accountability Report Cards (SARC)	Ed Services	Physical Ed 01-91221-0-19480-21000-5802-030-1300

Contractor/Contract Dates	Description	Site	Funding
STAR, Inc. May 3 - June 2, 2005 Cost: not to exceed: \$3,600	STAR consultants will be conducting 5 sessions of various enrichment classes for the student	Roosevelt	GATE 01-71400-0-11100-10000-5802-007-4070
P.S. Arts Sept 4, 2004 - June 24, 2005 Cost: not to exceed \$2,500	To provide art and music classes	Muir	Gift 01-90120-0-11100-10000-5802-005-4050
Allison Kendall & Designs May 5-June 30, 2005 Cost: Not to exceed \$12,000	For preparation of a Request for Proposal (RFP) for a District Facilities Strategic Master Plan, per Ms. Kendall's proposal dated April 19, 2005.	Prop X	State School Building Fund 21-000000-0-92000-85000-5820-098-2605

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/05/05

FROM: SUPERINTENDENT

RE: OVERNIGHT FIELD TRIP(S) 2004-2005

RECOMMENDATION NO. A.03

It is recommended that the Board of Education approve/ratify the special field trip(s) listed below for students for the 2004-2005 school year. No child will be denied due to financial hardship.

<u>School Grade # students</u>	<u>Destination Dates</u>	<u>Principal Teacher</u>	<u>Cost Funding Source</u>	<u>Subject</u>	<u>Purpose of Trip</u>
Smash Grade 8 25	Lake Arrowhead 6/8/05 to 6/10/05	Carrie Ferguson Kurt Holland	\$189 Fund raising ASB Account	Social Studies	The purpose of this trip it to for students to learn leadership and team work skills
Pt Dume Grade 4 56	Catalina 10/24/05 to 10/26/05	Margo Dunn Chi Kim	\$250 Parents and fundraising	Science	Students will study the marine environment at Catalina.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION
FROM: SUPERINTENDENT
RE: BASIC/SUPPLEMENTAL TEXTBOOK ADOPTION

ACTION
05/05/05

RECOMMENDATION NO. A.04

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

THE PACT, written by Drs. Sampson Davis, George Jenkins, and Rameck Hunt with Lilsa Frazier Page. Adoption requested by Carol Jago and Terry Anderson of Samohi for grade 12.

OUR GUYS, written by Bernard Lefkowitz. Adoption requested by Carol Jago and Terry Anderson of Samohi for grade 12.

FRIDAY NIGHT LIGHTS, written by H.G. Bissinger. Adoption requested by Carol Jago and Terry Anderson of Samohi for grade 12.

A HOPE IN THE UNSEEN, written by Ron Suskind. Adoption requested by Carol Jago and Terry Anderson of Samohi for grade 12.

THE CULTURE OF FEAR, written by Barry Glassner. Adoption requested by Carol Jago and Terry Anderson of Samohi for grade 12.

SAVAGE INEQUALITIES, written by Jonathan Kozof. Adoption requested by Carol Jago and Terry Anderson of Samohi for grade 12.

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

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/05/05

FROM: JOHN E. DEASY/WINSTON A. BRAHAM

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.05

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>GUTIERREZ, Yoly</u> English Language Development 01-91230-0-19200-24950-5220-032-2560 General Fund - Resource: City of Santa Monica/ Multicultural	Parent Expectations Support Achievement Downey, CA May 19 - 20, 2005	\$285
<u>HARRIS, Hank</u> State & Federal Projects 01-41100-0-11100-10000-5220-035- 1300 General Fund - Resource: Title V	Spring 2005 County & District Evaluators' Meeting Anaheim, CA May 19, 2005	\$100
<u>HARRIS, Jerry</u> Roosevelt Elementary 01-90120-0-11100-10000-5220-007-4070 General Fund - Resource: Gifts	Best Practices - Fifth Grade Programs Anaheim, CA April 22, 2005	\$175

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>HARRIS, Stacy</u> Webster Elementary 01-72600-0-11100-10000-5220-008-4080 General Fund - Resource: SIP K-6	Read! Read! Read! Anaheim, CA April 27, 2005	\$175 + SUB
<u>HO, Pat</u> Fiscal Services 01-00000-0-00000-72000-5220-051-2510 General Fund - Function: Other Genl. Administration	Calif. Assn. of School Business Officials - Year-End Closing Ontario, CA May 13, 2005	\$205
<u>HO, Pat</u> Fiscal Services 01-00000-0-00000-72000-5220-051-2510 General Fund - Function: Other Genl. Administration	School Services of California - May Revise Workshop Ontario, CA May 19, 2005	\$140
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>BASKINA, Galina</u> +28 Additional Staff Educational Services 01-90120-0-17100-10000-5220-030-1300 General Fund - Resource: Gifts	Celebration for the Arts at the Pier Santa Monica, CA April 8 - 10, 2005	\$300 Total (Reimburse Parking)
<u>BLOOMFIELD, Emily</u> <u>DE LA TORRE, Oscar</u> <u>ESCARCE, Jose</u> Superintendent's Office 01-00000-0-00000-71500-5220-020-1200 General Fund - Function: Superintendent	L.A. Business Council: Education Works Los Angeles, CA April 29, 2005	\$450 Total

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
DUNN, Margo JENNINGS, Kris Pt. Dume Elementary No Cost to District	World Strides Sacramento, CA May 24 - 26, 2005	0
GATES, Janie SIEMER, Deborah Olympic High 01-90120-0-11100-10000-5220- 014-4140 General Fund - Resource: Gifts	Gold Rush to Student Success Sacramento, CA April 22 - 24, 2005	\$600 Total + 1 SUB
RISHE, Jessica SAMARGE, Susan State & Federal Projects 01-72800-0-11100-10000-5220- 035-1300 General Fund - Resource: Beginning Teacher Support	Beginning Teacher Support Assessment Spring Cluster Meeting Long Beach, CA April 19, 2005	\$200 Total
Out-of-State Conferences: Individual		
NONE		
Out-of-State Conferences: Group		
NONE		

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

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/WINSTON A. BRAHAM
RE: ACCEPTANCE OF GIFTS - 2004-05

ACTION/CONSENT
05/05/05

RECOMMENDATION NO. A.06

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$40,751.72 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 2004-2005 income and appropriations by \$40,051.72, as described on the attached listing.

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

AGENDA

NOTE: The list of gifts is available on the District's website, www.smmusd.org, as a pdf file; to view the gift report:

- 1) go to www.smmusd.org
- 2) click on "Board Meetings"
- 3) scroll to the date for this meeting
- 4) click on CurrGift0050505.pdf

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

TO: BOARD OF EDUCATION ACTION/CONSENT
05/05/05
FROM: JOHN E. DEASY/WINSTON BRAHAM/VIRGINIA I. HYATT
RE: APPROVAL OF PURCHASE ORDERS

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Order from April 14, 2005 through April 28, 2005 for fiscal year 2004/05.

AGENDA

NOTE: The Purchase Order list is not available in the electronic agenda. It is printed in the published agenda. It is available for public review in the Office of the Superintendent and as part of the public copies of the agenda, which are available at the meeting.

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/05/05

FROM: JOHN E. DEASY/WINSTON A. BRAHAM

RE: ACCOUNTING AND CONSULTING SERVICES/MANDATED COST
REIMBURSEMENT CLAIMS - CENTRATION, INC.

RECOMMENDATION NO. A.08

It is recommended that the Board of Education enter into an agreement with Centration, Inc. to provide accounting and consulting services related to the preparation of Mandated Cost reimbursement claims and other related services, in an amount not to exceed \$23,000 per year. The term of this agreement is July 1, 2005 through June 30, 2006. The agreement covers work necessary to file claims for Fiscal Year 2005-06, due on January 15, 2006 and all claims which become necessary between July 1, 2005 and June 30, 2006. The cost will be reimbursed to the District through the Mandated Costs claims process.

Funding Information

Source: General Fund - Mandated Cost Income
Currently Budgeted: Yes
SACS Account #: 01-00000-0-00000-72000-5890-051-2510
Description: Other Genl. Admin./Other Oper.Expenses/
Fiscal Services

COMMENTS: The District has utilized this service from Centration, Inc. over the past seven years. The mandated costs reimbursement claims processing services will assist the District with:

1. Maximizing State Mandated Costs reimbursement revenue
2. Monthly data collection
3. Staff training and consultation
4. Preparation of State Mandated Claim Reports
5. Semi-annual status reports to management
6. Preparation and presentation of revised claims

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION ACTION/CONSENT
05/05/05

FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS

RE: CERTIFICATED PERSONNEL - Elections, Separations

RECOMMENDATION NO. A.09

Unless otherwise noted, all items are included in the 2004/2005 approved budget.

ELECTIONS

ADDITIONAL ASSIGNMENTS

GRANT ELEMENTARY

Chen, Lillian	12 units @\$36.32	3/1/05-5/13/05	Est Hrly/\$436
Grafton, Kimberly	12 units @\$36.32	3/1/05-5/13/05	Est Hrly/\$436
Hopkins, Miriam	12 units @\$36.32	3/1/05-5/13/05	Est Hrly/\$436
Martinez, Lorena	11 units @\$36.32	3/1/05-5/13/05	Est Hrly/\$400
Petrilyak, David	12 units @\$36.32	3/1/05-5/13/05	<u>Est Hrly/\$436</u>
TOTAL ESTABLISHED HOURLY			\$2,144

Comment: Intensive Intervention Teacher
01-School Improvement Prog, K-6

Adams, Judith	12 units @\$36.32	3/1/05-5/31/05	Est Hrly/\$436
Croft, Susan	12 units @\$36.32	3/1/05-5/31/05	Est Hrly/\$436
Donovan, Michael	18 units @\$36.32	3/1/05-5/31/05	Est Hrly/\$654
Friedman, Susan	9 units @\$36.32	3/1/05-5/31/05	Est Hrly/\$327
Freimund, Paula	11 units @\$36.32	3/1/05-5/31/05	Est Hrly/\$400
Hoffman, Heidi	12 units @\$36.32	3/1/05-5/31/05	Est Hrly/\$436
Johnson, Lisa	13 units @\$36.32	3/1/05-5/31/05	Est Hrly/\$508
Miller, Sheri	12 units @\$36.32	3/1/05-5/31/05	Est Hrly/\$436
Takashima, Iris	18 units @\$36.32	3/1/05-5/31/05	<u>Est Hrly/\$654</u>
TOTAL ESTABLISHED HOURLY			\$4,287

Comment: Intensive Intervention Teacher
01-School Improvement Prog, K-6/55%
01-Unrestricted Resource/45%

LINCOLN MIDDLE SCHOOL

Monastero, Jon	30 hrs @\$36.32	4/25/05-5/17/05	<u>Est Hrly/\$1,090</u>
TOTAL ESTABLISHED HOURLY			\$1,090

Comment: 8th Grade History Civil War Presentations
01-Gifted/Talented Educ (GATE)

MCKINLEY ELEMENTARY

Bishop, Shannon	15 hrs @\$36.32	4/4/05-5/3/05	Est Hrly/\$545
Brock, Miriam	15 hrs @\$36.32	4/4/05-5/3/05	Est Hrly/\$545
Mizel, Julia	15 hrs @\$36.32	4/4/05-5/3/05	Est Hrly/\$545
Treuenfels, Therese	15 hrs @\$36.32	4/4/05-5/3/05	<u>Est Hrly/\$545</u>
TOTAL ESTABLISHED HOURLY			\$2,180

Comment: After School Intervention
01-IASA:Title I Basic

WILL ROGERS ELEMENTARY

Klein, Joan	8.25 hrs @\$36.32	2/7/05-2/8/05	<u>Est Hrly/\$300</u>
TOTAL ESTABLISHED HOURLY			\$300

Comment: Attend workshop for Training Frontloading
01-School Improvement Prog, K-6

SPECIAL EDUCATION

Heyler, Sue 88 hrs @\$49.44 1/31/05-6/24/05 Own Hrly/\$4,351
TOTAL ESTABLISHED HOURLY \$4,351

Comment: Special Assignment/TPP & Workability
01-Special Ed: Workability - 10%
01-Dept Rehab: Transitn Partnrship - 90%

EXTENDED DUTY UNITS

<u>LOCATION</u>	<u>RATE</u>	<u>ACTIVITY</u>	<u>EFFECTIVE</u>	<u>TOTAL</u>
<u>JOHN ADAMS MIDDLE SCHOOL</u>				
Austin, Heather	1 unit @\$227	Core Leader	9/04-1/05	\$227
Blanchard, Cecile	4.5 units @\$227	Music	9/04-1/05	\$1022
Brehm, Kristy	1 unit @\$227	Core Leader	9/04-1/05	\$227
Brown, Dan	1 unit @\$227	Nat'l Jr Honor Soc	9/04-1/05	\$227
Compton-Sugars, Shirley	.5 unit @\$227	Black Stdt Union	9/04-1/05	\$114
Compton-Sugars, Shirley	1 unit @\$227	Avid	9/04-1/05	\$227
Daws, Tracy	1 unit @\$227	Avid	9/04-1/05	\$227
Dipley, Tracy	2 units @\$227	Spirit Activities	9/04-1/05	\$454
Doloso, Tess	.5 unit @\$227	Character Counts	9/04-1/05	\$114
Goldberg, Cori	2 units @\$227	Spirit Activities	9/04-1/05	\$454
Hardisty, Apryl	4.5 units @\$227	Music	9/04-1/05	\$1022
Hart, Matt	.5 unit @\$227	Surf Club	9/04-1/05	\$114
Lang, Justine	1 unit @\$227	Core Leader	9/04-1/05	\$227
Lang, Justine	1 unit @\$227	Avid	9/04-1/05	\$227
Levin, Tracy	1 unit @\$227	Core Leader	9/04-1/05	\$227
Moore, Jon	1 unit @\$227	Chess Club	9/04-1/05	\$227
Nonhof, Sandy	4.5 units @\$227	Yearbook	9/04-1/05	\$1022
O'Brien, Lourdes	1 unit @\$227	Avid	9/04-1/05	\$227
O'Meara, Peggy	1 unit @\$227	Drama/Animation	9/04-1/05	\$227
Pastrana, Victor	.5 unit @\$227	Character Counts	9/04-1/05	\$114
Shockley, Walter	1 unit @\$227	Intramurals	9/04-1/05	\$227
Silvers, Larry	1 unit @\$227	Nat'l Jr Hon Soc	9/04-1/05	\$227
Steinmetz, Brigitte	1 unit @\$227	Surf Club	9/04-1/05	\$227
Tio, Caroline	1 unit @\$227	Core Leader	9/04-1/05	\$227
Whitaker, Cathie	1 unit @\$227	Core Leader	9/04-1/05	\$227
Woo, Angela	4.5 units @\$227	Music	9/04-1/05	\$1022
TOTAL EXTENDED DUTY UNITS				\$9,084
01-Unrestricted Resource				

OLYMPIC HIGH SCHOOL

Casey, John	1 unit @\$229	Newspaper	04/05 SY	\$229
Gecht, Marcia	1 unit @\$229	Meeting Rep	04/05 SY	\$229
Siemer, Deborah	1 unit @\$229	Site Plan	04/05 SY	\$229
Tarbell, Harlan	1 unit @\$229	Student Council	04/05 SY	\$229
Alexander, Laura	1 unit @\$229	Mural Painting	04/05 SY	\$229
TOTAL EXTENDED DUTY UNITS				\$1,145
01-Unrestricted Resource				

TOTAL ESTABLISHED HOURLY, OWN HOURLY and EXTENDED DUTY UNITS = \$24,581

TEMPORARY CONTRACTS

<u>Name/Assignment</u>	<u>Not to Exceed</u>	<u>Effective</u>
Scott, Ayanna SAMOHI/Chemistry	100% [L. Ferre]	01/28/05-6/30/05

LEAVES OF ABSENCE (with pay)

<u>Name/Assignment</u> <u>Location</u>	<u>Effective</u>
Abdo, Judy CDS	03/29/05-04/18/05 [medical]
Chaheme, Yesenia CDS/Edison	02/01/05-05/02/05 [medical]
Ferre, Liwanag Santa Monica High School	01/24/05-05/17/05 [maternity]
Garcia, Veronica Santa Monica High School	01/05/05-06/30/05 [maternity]
Hecht, James Santa Monica High School	03/03/05-03/18/05 [family care]
Marsh, Catherine Santa Monica High School	02/01/05-05/16/05 [maternity]
Whitley, Ann Roosevelt Elementary	03/01/05-04/15/05 [medical]

LEAVES OF ABSENCE (without pay)

<u>Name/Assignment</u> <u>Location</u>	<u>Effective</u>
Ferre, Liwanag Santa Monica High School	05/18/05-06/24/05 [child care]
Bush, Gary Special Education	03/21/05-05/24/05 [medical]
Rodionoff, Carolyn Santa Monica High School	04/11/05-05/23/05 [medical]

RETURNING FROM LEAVE OF ABSENCE

<u>Name/Assignment</u> <u>Location</u>	<u>Effective</u>
Meade, Margaret Edison Elementary School	03/07/05-06/24/05 [replacing L. Orum]

RESIGNATIONS

<u>Name/Location</u>	<u>Effective</u>
Garcia, Francisco McKinley Elementary	06/30/05
Gruber, Meghann Pt Dume Elementary	06/24/05
Jay, Jessica Pt Dume Elementary	04/04/05
McNulty, Mary Beth Lincoln Middle School	06/24/05

RETIREMENTS

<u>Name/Location</u>	<u>Effective</u>
D'Agostino, Joan Malibu High	06/24/05
McKechnie, Ann Santa Monica High School	06/24/05
Schlegel, Gretchen CDS/McKinley Elementary	06/24/05

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

TO: BOARD OF EDUCATION

ACTION
05/05/05

FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS

RE: CERTIFICATED ADMINISTRATIVE APPOINTMENT -
INTERIM ELEMENTARY PRINCIPAL/EDISON ELEMENTARY SCHOOL

RECOMMENDATION NO. A.10

It is recommended that the Board of Education ratify and approve the following interim certificated administrative appointment through the end of the 2004-2005 school year:

Lori Orum

Interim Elementary Principal
Edison Elementary School

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

05/05/05

FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS

RE: SPECIAL SERVICES EMPLOYEES

RECOMMENDATION NO. A.11

It is recommended that the following Special Services Employee contracts be approved in accordance with District policies and salary schedules and be assigned pursuant to BP 4213.5. Funding for the positions listed are included in the 2004/05 budget.

ELECTIONS

<u>Name/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>	<u>Rate</u>
Baxter, Peter Pt Dume Marine Science Elementary School, teach science classes to GATE students after school on Fridays for a five-week session, two hours per session FUNDING: 01-71400-0-11101-10000-2917-019-1501-100% Gifted/Talented Educ (GATE)	\$400	04/08/05-05/06/05	\$25/hr
Poretz, Doraine Grant Elementary School, poetry instructor FUNDING: 01-71400-0-11101-10000-2917-003-1501-100% Gifted/Talented Educ (GATE)	\$2,500	02/01/05-04/11/05	\$50/hr

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION ACTION/CONSENT
05/05/05
 FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS/RICHARD R. IDE
 RE: CLASSIFIED PERSONNEL - MERIT

RECOMMENDATION NO. A.12

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 schedule.

ELECTIONS

BRITO, SALVADOR	BUS DRIVER 7.0 HRS/10 MO RANGE: 28	TRANSPORTATION STEP: 01	04/04/05
CHAVEZ, DENNIS	GLAZIER 8.0 HRS/12 MO RANGE: 35	FACILITIES-MAINTENANCE STEP: 05	04/06/05
O'BRIEN, PATRICIA	INST ASST 2.4 HRS/SY RANGE: 20	SPECIAL ED PT DUME PRESCHOOL STEP: 04	03/04/05

TEMP/ADDITIONAL ASSIGNMENT

MARRUJO, LEONARDO	CUSTODIAN LINCOLN MIDDLE SCHOOL		03/29/05 03/31/05
MARTIN, KEVIN	CAMPUS SECURITY OLYMPIC HIGH SCHOOL		02/12/05 06/30/05
O'CAMPO IRMA	TRANSLATOR EDUCATIONAL SERVICES		01/04/05 06/30/05

SUBSTITUTES

DEAN, ERIN	INST ASST SPECIAL EDUCATION		04/04/05 06/24/05
FRANCO, FRANCISCO	INST ASST SPECIAL EDUCATION		04/04/09 06/24/05
GIBSON, JOSEPH	CUSTODIAN OPERATIONS		03/27/05 06/30/05
HEART, ELIZABETH	CHILDREN CENTER ASST CABRILLO		04/06/05 06/24/05

LEIFER, DEBRA	INST ASST SPECIAL EDUCATION	04/18/05 06/24/05
MECHAM, ABIGAIL	INST ASST PHYSICAL EDUCATION	04/04/05 06/24/05
ZIV, DANNA	OFFICE SPECIALIST MALIBU HIGH	04/18/05 06/24/05
<u>INCREASE IN ASSIGNMENT</u>		
LE, ANH	ACCOUNTING ASST II 8.0 HRS/12 MO SAMOHI FR: 8.0 HRS/11 MO	07/01/05
NORWOOD, LAKEISHA	OFFICE SPECIALIST I 1.2 HRS/SY ROOSEVELT ELEMENTARY 3.2 HRS/SY ROOSEVELT ELEMENTARY	04/04/05
<u>WORKING OUT OF CLASS</u>		
CARPENTER, JEAN	SITE COORDINATOR/ADAMS 7.0 HRS/SY FOOD/NUTRITION SVCS FR: CAFETERIA WORKER I	03/28/05 04/15/05
CHAVEZ, DENNIS	GLAZIER 8.0 HRS/12 MO FACILITIES MAINT FR: SKILLED MAINT WORKER	03/25/05 04/05/05
FRANCO, ALICIA	CAFETERIA WORKER II 5.0 HRS/SY FOOD/NUTRITION SVCS FR: CAFETERIA WORKER I	03/10/05 03/18/05
FRANCO, ALICIA	CAFETERIA WORKER II 7.0 HRS/SY FOOD/NUTRITION SVCS FR: CAFETERIA WORKER I	04/18/05 03/18/05
QUIROZ, TIMOTHY	SITE COORDINATOR/ADAMS 7.0 HRS/SY FOOD/NUTRITION SVCS FR: CAFETERIA WORKER II	04/18/05 04/15/05
SPRINGER, CAROLINE	SR ADMINISTRATIVE ASST 8.0 HRS/12 MO SAMOHI FR: SR OFFICE SPECIALIST	03/07/05 04/30/05
<u>RESIGNATIONS</u>		
DE CORDOVA, ANGEL	GARDENER GROUNDS MAINTENANCE	03/15/05
DORRIS, SHANNON	SPECIAL SERVICES SPECIAL EDUCATION	04/22/05

HARRIS, IV, WESLEY	CAFETERIA WORKER I MALIBU HIGH	04/15/05
LOPEZ, ALEX	CAFETERIA WORKER I JOHN ADAMS MIDDLE SCHOOL	04/13/05
MALDONADO, ALEJANDRA	INST ASST CLASSROOM MCKINLEY ELEMENTARY	02/06/05
REED, MERRIDY	CHILDREN CENTER ASSISTANT ROOSEVELT ELEMENTARY	05/15/05
<u>RETIREMENTS</u>		
GEFFNER, ANNE	INST ASST - SPECIAL EDUCATION MCKINLEY ELEMENTARY	06/24/05
HARRIS, PATRICIA	SR ADMINISTRATIVE ASST - CONFIDENTIAL SUPERINTENDENT'S OFFICE	03/01/05

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

TO: BOARD OF EDUCATION ACTION/CONSENT
05/05/05
FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS/RICHARD R. IDE
RE: CLASSIFIED PERSONNEL - NON-MERIT

RECOMMENDATION NO. A.13

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

NOON AIDE

CHAVEZ, LUIS	WILL ROGERS ELEMENTARY	04/15/05-06/24/05
COAKER, RAQUEL	MCKINLEY ELEMENTARY	04/04/05-06/24/05

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

TO: BOARD OF EDUCATION

ACTION/MAJOR

05/05/05

FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS

RE: CERTIFICATED ADMINISTRATIVE APPOINTMENTS FOR THE
2005/2006 SCHOOL YEAR - JOHN ADAMS MIDDLE SCHOOL

RECOMMENDATION NO. A.14

It is recommended that the Board of Education approve the following certificated administrative appointments for the 2005/2006 school year:

Irene Ramos

Middle School Principal

Luis Ramirez

Middle School Assistant Principal

Amy Fowler

Middle School Assistant Principal

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION
FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS
RE: CLASSIFIED ADMINISTRATIVE APPOINTMENT -
DIRECTOR, FISCAL AND BUSINESS SERVICES

ACTION
05/05/05

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve the following certificated administrative appointment for the 2005/2006 school year:

Pat Ho
Director, Fiscal and Business Services

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

TO: BOARD OF EDUCATION

ACTION/MAJOR

05/05/05

FROM: JOHN E. DEASY/MICHALE D. MATTHEWS

RE: SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT BOARD OF
EDUCATION INITIAL PROPOSAL FOR NEGOTIATIONS WITH THE
SANTA MONICA-MALIBU CLASSROOM TEACHERS' ASSOCIATION FOR
2005-2006 SCHOOL YEAR

RECOMMENDATION NO. A.16

It is recommended that the Board of Education present its initial proposal for negotiations with the Santa Monica Malibu Classroom Teachers' Association for the 2005-2006 school year.

COMMENT: The Board of Education will discuss this item in
Closed Session

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

**SANTA MONICA- MALIBU UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION INITIAL PROPOSAL**

FOR NEGOTIATIONS WITH THE

**SANTA MONICA- MALIBU CLASSROOM TEACHERS' ASSOCIATION
2005-2006 SCHOOL YEAR**

The Santa Monica–Malibu Unified School District Board of Education hereby submits its initial negotiations proposal for the 2005-06 school year, pursuant to Government Code Section 3547. The proposal presented by the District is conceptual in nature. Specific modifications to contract language will be developed during the negotiations proceedings. The District reserves the right to add to, or subtract from, or otherwise modify this initial proposal.

- Article VI Assigned Days and Hours of Work
- The District will propose modification to the current contract language for the length of the Kindergarten day. (VI.B.6)
- Article VII Summer School
- The District will propose modifications to the current language pertaining to the application and appointment of summer school positions. (VII.A)
 - The District will propose modifications to the current language regarding the use of sick leave in summer school. (VII.D.1)
- Article XI Evaluation
- In a continuation of collaborative work between SMMCTA and SMMUSD, the District will propose adding a section to the Evaluation Procedures that has been developed and piloted by the SMMCTA-SMMUSD Joint Evaluation Subcommittee. The District seeks to implement this new evaluation system in the 2005-06 school year for all temporary and probationary teachers and any permanent teacher desiring to use it. In addition, the District seeks a date by which all teachers will be utilizing the standards-based evaluation system.
- Article XV Safety and Working Conditions
- As part of our effort to reduce Workers' Compensation costs to the district and to the public, the District seeks to add contract language detailing a "Return to Work" policy for those employees unable to perform their current jobs due to injury, but able to perform other jobs with different physical requirements.
 - The District will propose modifications of contract language regarding support for mainstreamed students (XV.F)

- Article XX
 - Child Development Teachers
 - The District will propose language regarding the filling of positions in summer school, winter and spring intersessions • (XX.B)

- Article XXII
 - Substitute Teachers
 - The District will propose modifications to current contract language.

- Article XXIII
 - Salary
 - The District seeks to propose a total compensation package that is competitive and responsible, according to the guidelines set by AB1200.

- Article XXIV
 - Additional Compensation
 - The District seeks to modify and clarify contract language for the group of National Board Certified teachers who completed their application for National Board Candidacy in the Spring of 2004. (XXIV.B)

- Article XXV
 - Health and Welfare Benefits
 - The District will follow closely the findings of the joint committee of Health Insurance and propose language based on findings. (XXV.E.6)
 - The District, if we do not leave the PERS Health Insurance system, will propose modifications to contract language regarding unit members with single coverage (XXV.E.1.a).
 - The District seeks to clarify language regarding paying a supplement to retirees under the age of 65 who do not have health insurance through the District. (XXV.E.4.a)

- Article XXVII
 - Part Time Assignments and Reduced Workload
 - The District will propose contract language that describes practices for part time assignments and “job shares” to make that language consistent with California Education Code. (XXVII.A)

- Appendix
 - The District will propose contract language in the following appendices:
 - o Appendix A: School Calendars
 - o Appendix E: Emergency Road Closure Procedure

TO: BOARD OF EDUCATION

ACTION/MAJOR

05/05/2005

FROM: JOHN E. DEASY/LINDA KAMINSKI

RE: CALIFORNIA HIGH SCHOOL EXIT EXAM WAIVER POLICY

RECOMMENDATION NO. A.17

It is recommended that the Board of Education adopt Board Policy 6162.52 High School Exit Examination to authorize the Board to waive the requirement to pass the California High School Exit Exam (CAHSEE) without the use of a modification for students with a disability and an Individualized Education Program (IEP) or a 504 Plan who meet specific criteria.

COMMENT: Education Code permits local Boards of Education to waive the CAHSEE requirement for students with a disability who take the CAHSEE with a modification and receive the equivalent of a passing score on one or both parts of the exam. Board Policy 6162.52 with associated exhibits and administrative regulations establishes the procedure and requirements to waive the requirement to pass the CAHSEE for students with a disability and IEP or Section 504 Plan.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

Santa Monica-Malibu District Policy Detail

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>	
6162.52	Instruction	High School Exit Examination	
<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
High School Exit Examination		x	

DETAIL

The Board of Education desires to ensure that District students who graduate from high school can demonstrate grade-level competency in reading, writing and mathematics and are given the opportunity to learn the subjects covered in the high school exit examination.

The Superintendent or designee shall ensure that district programs and services, including but not limited to instructional materials, staff development and remediation programs, are aligned with the exit exam.

The Superintendent or designee shall administer the high school exit exam in accordance with law. (Education Code 60850)

Students may be allowed to take the exam with variations, accommodations and modifications in accordance with law and administrative regulation.

Students who do not demonstrate sufficient progress toward passing the exit exam shall be provided supplemental instruction necessary to assist the students to succeed on the exam. (Education Code 60851)

The Superintendent or designee shall ensure that English language learners are evaluated to determine if they possess sufficient English language skills at the time of the exam to be assessed with the test. If the student does not possess sufficient English language skills to be assessed on the exam, the Superintendent or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing, and comprehension in the English language.

Waiver of California High School Exit Examination (CAHSEE) for Students with a Disability

At the request of a parent or guardian of a student with a disability - who has taken the high school exit examination with modifications that alter what the test measures and has received the equivalent of a passing score on one or both subject matter parts of the examination - the school principal shall submit a request for a waiver of the requirement to successfully pass the high school exit examination to the Assistant Superintendent of Special Education. Upon review and concurrence, the Assistant Superintendent of Special shall recommend to the Board of Education that the waiver request be granted. The Board may waive the requirement to successfully pass one or both subject matter parts of the high school exit examination for a student with a disability if the principal certifies to the Board that the student has all of the following:

- (1) An Individualized Education Program (IEP) or Section 504 plan in place that requires the accommodations or modifications to be provided to the pupil when taking the high school exit examination.
- (2) Sufficient high school level course work either satisfactorily completed or in progress in a high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the high school exit examination.
- (3) An individual score report for the student showing that the student has received the equivalent of a passing score on the high school exit examination while using a modification that fundamentally alters what the high school exit examination measures as determined by the State Board of Education.

A "modification" is defined as any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores.

REFERENCE

Legal Reference:

EDUCATION CODE

35146 Closed sessions

37252 Summer school

51041 Evaluation of educational program

56101 Waiver of code or regulation

60810 Assessment of language development

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

1200-1225 High School Exit Examination

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

COURT DECISIONS

Smiley v. California Department of Education (2002, 9th Cir.) 45 Fed.Appx. 780

Chapman v. California Department of Education, (2002, Northern. Dist. of CA) 229 F.Supp.2d 981

MANAGEMENT RESOURCES

CDE PUBLICATIONS

Independent Evaluation of the California High School Exit Examination (CAHSEE), Annual Report, Human Resources Research Organization

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2001

WEB SITES

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

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

Educational Testing Service: <http://www.ets.org/cahsee>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

ADOPTED

REVISED

CSBA DATE

July 2004

DISTRICT GOAL

HIGH SCHOOL EXIT EXAMINATION

**Parent/Guardian Request for
Waiver of the High School Exit Examination Requirement
for a Student with Disabilities**

Please return the completed form to the principal of your child's high school.

My child, _____ is a student with disabilities attending _____. He/she has taken the high school exit examination with modifications that alter what the test measures and has received the equivalent of a passing score on one or more parts of the exam.

I hereby request that the principal submit a request to the Governing Board for a waiver of the requirement that my child successfully pass the exit examination in order to receive a high school diploma. I understand that, in order to receive such a waiver, state law requires that my child have all of the following:

1. An individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or a plan adopted pursuant to Section 504 of the Rehabilitation Act of 1973 that specifies the use of the modification(s) on the exit exam, standardized testing, or classroom instruction and assessments
2. Sufficient high school level coursework either satisfactorily completed or in progress in the district's high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that my child has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education

I hereby certify that, to the best of my knowledge, my child satisfies the conditions listed above.

Parent/Guardian Signature: _____ Date: _____

CSBA: 7/04

HIGH SCHOOL EXIT EXAMINATION

**Principal's Certification and Request for
Governing Board to Waive the High School Exit Examination Requirement
for a Student with Disabilities**

Student's Name: _____

Student's Number (for use on open session agenda): _____

Pursuant to Education Code 60851, the parent/guardian of _____, a child with disabilities, has requested that the Governing Board waive the requirement that his/her child successfully pass the high school exit examination in order to receive a diploma from _____ High School. His/her child has taken the high school exit exam with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score on one or both parts of the exam.

I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 plan that specifies the use of the modification(s) on the exit exam, standardized testing or classroom instruction and assessments. (Attach the IEP or Section 504 plan that indicates the modification needed to participate and access the high school exit exam.)
 - a. Describe the nature of the student's disability as identified on the IEP or Section 504 plan.
 - b. Describe any modification(s) used on the English/language arts section of the exam.
 - c. Describe any modification(s) used on the mathematics section of the exam.
 - d. List the rationale as to why the modification used was necessary to allow the student to access the test.
 - e. Describe the accommodations/modifications that the student regularly uses for English/language arts in the classroom and on other assessments.

- f. Describe the accommodations/modifications that the student regularly uses for mathematics in the classroom and on other assessments.
- 2. Has sufficient high school level course work either satisfactorily completed or in progress in the high school curriculum sufficient to have attained the skill and knowledge otherwise needed to pass the high school exit examination. (Attach transcript showing coursework completed.)

Summarize the student's academic preparation and performance in the subject areas of English/language arts and/or mathematics (depending on the subject of the waiver request) that demonstrate high school level achievement.

- 3. Has an individual score report showing that he/she has achieved the equivalent of a passing score on the exit exam (350 or more points) using a modification that fundamentally alters what the exam measures. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in either the English/language arts/and/or math portion of the exam.)

Principal Signature: _____ Date: _____

Concurred and recommended to the Board for approval:

Assistant Superintendent,
Special Education _____ Date: _____

Board Meeting date: _____ Item Number: _____

CSBA 7/04

Santa Monica-Malibu District Policy Detail

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>			
6162.52	Instruction	High School Exit Examination			
<u>SUBTOPIC</u>			<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
High School Exit Examination				x	

DETAIL

District and Test Site Coordinators

On or before July 1 of each school year, the Superintendent shall designate a high school exit examination coordinator from among district employees and shall notify the test publisher of the identity and contact information of the coordinator. The district coordinator or Superintendent or designee shall be available throughout the year, shall serve as the liaison between the district and the test publisher and the district and the California Department of Education for all matters related to the exit exam, and shall perform additional duties specified in 5 CCR 1209. (5 CCR 1209)

Annually, the district coordinator or Superintendent or designee shall designate a test site coordinator for each test site to fulfill the responsibilities specified in 5 CCR 1210. (5 CCR 1210)

All district and test site coordinators shall sign a test security affidavit pursuant to 5 CCR 1211.5.

Access to exam materials shall be limited to students taking the exam and employees of the district directly responsible for test administration who sign a test security affidavit. All district and test site coordinators shall be responsible for inventory control. (5 CCR 1211)

Administration

The high school exit exam shall be administered as follows: (Education Code 60851; 5 CCR 1204, 1204.5)

1. Students shall take the exam once per school year while in grade 10.
2. Students in grades 11-12 who have not yet passed one or both sections of the exam shall have up to two opportunities per year to take the section(s) of the exam not yet passed, but shall not be tested in successive administrations within a school year. Students in grades 11-12 shall be offered appropriate remediation or supplemental instruction before being retested.

3. Students shall be provided one additional opportunity to pass the exit exam after completion of other grade 12 requirements prior to the end of the year for which the diploma would have been issued.

The Superintendent or designee shall administer the exit exam in each district high school on the dates designated by the Superintendent of Public Instruction as exam days or make-up days. (Education Code 60851)

If a student does not possess sufficient English language skills to be assessed on the exit exam, the Superintendent or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing and comprehension in the English language. (Education Code 60852)

Test administrators at the test site shall be responsible for the accurate identification of eligible students to whom the exit exam is to be administered. This identification shall be made through the use of photo identification or positive recognition by an employee of the district. (5 CCR 1203)

Any student found to have cheated, assisted others in cheating, or compromised the security of the exam shall have the test marked as "invalid" and shall not receive a score from that test administration. (5 CCR 1220)

Testing Variations for All Students

Variations are a change in the manner in which the exit exam is presented or administered to any student, or in how a student is allowed to respond, and include, but are not limited to, accommodations and modifications as defined in Education Code 60850. (5 CCR 1200)

The Superintendent or designee may provide any student with extra time within a testing day and/or simplified or clarified test directions. (5 CCR 1215)

A student may also be provided the following testing variations if they are regularly used in the classroom: (5 CCR 1215)

1. Special or adaptive furniture
2. Special lighting or acoustics
3. An individual carrel or study enclosure
4. Individual testing in a separate room provided the student is directly supervised by an employee who has signed the test security affidavit
5. Markers, masks or other means to maintain visual attention to the exam or test items

At least 30 working days before the proposed administration of the exam, the Superintendent or designee may submit a request to the California Department of Education for a case-by-case review of a proposed variation that is not specified in law. (5 CCR 1218)

Testing Variations for English Language Learners

In addition to testing variations allowed for all students, English language learners may be allowed the following testing variations if regularly used for assessment in the classroom: (5 CCR 1217)

1. Testing in a separate room with other English language learners provided the students are directly supervised by an employee who has signed the test security affidavit and the students have been provided such a flexible setting as part of their regular instruction or assessment
2. Additional supervised breaks within a testing day
3. Extra time on the exam within a testing day
4. Translated directions and the opportunity to ask clarifying questions about the test directions in their primary language
5. Access to translation glossaries (English to primary language or primary language to English)

Accommodations/Modifications for Students with Disabilities

A student with a disability shall be permitted to take the exit exam with accommodations or modifications when his/her individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 plan specifies their use on the exam, standardized testing or classroom instruction and assessments. (Education Code 60850; 5 CCR 1215.5, 1216)

Accommodations are variations in the assessment environment or process that do not fundamentally alter what the test measures or affect the comparability of scores. Modifications are variations that do fundamentally alter what the test measures or affect the comparability of scores. (Education Code 60850; 5 CCR 1200)

Accommodations may include: (5 CCR 1215.5)

1. Presentation accommodations, including large-print versions, test items enlarged through electronic means, Braille transcriptions provided by the test publisher or designee, use of Manually Coded English or American Sign Language to present test directions or to present test questions on the mathematics section of the exam, and audio or oral presentation of the mathematics section of the exam

2. Response accommodations, including responses marked in the test booklet and transferred by an employee who has signed the test security affidavit, or responses made using a scribe, audio recorder, speech-to-text converter, word processing software or assistive device, within the limitations described in 5 CCR 1215.5
3. Scheduling/timing accommodations, including testing over more than one day after consultation with the test publisher, supervised breaks within a section of the exam, and administration of the exam at the most beneficial time of day to the student after consultation with the test publisher
4. Setting accommodations, including tests administered by certificated teacher to a student at home or in the hospital

Modifications may include: (5 CCR 1216)

1. Calculators on the mathematics section of the exam.
2. Audio or oral presentation of the English/language arts section of the exam.
3. Use of Manually Coded or American Sign Language to present test questions on the English/language arts section of the exam.
4. Spellcheckers, grammar checkers or word processing software programs that check or correct spelling and/or grammar on the writing portion of the exam.
5. Mechanical or electronic devices or other assistive devices that are not used solely to record the student's responses, including but not limited to transcribers, scribes, voice recognition or voice-to-text software, and that identify a potential error in the student's response or that correct spelling, grammar or conventions on the writing portion of the exam.
6. Use of American Sign Language to provide a response to the written portion of the exam.
7. English dictionary on the English/language arts section of the exam.
8. Mathematics dictionary on the mathematics section of the exam.

The parent/guardian of a student who has taken any section of the exam with a modification and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request (see Exhibit), the principal shall submit it to the Assistant Superintendent of Special Education. Upon review and concurrence, the Assistant Superintendent of Special shall recommend to the Board of Education that the waiver request be granted. The principal shall certify that the student has all of the following: (Education Code 60851; 5 CCR 1216)

1. An IEP or Section 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam
2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that the student has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education

In order to protect the student's privacy rights, the waiver shall be considered in closed session. Final Board action on the waiver shall be taken in open session and shall be a matter of public record. The student's name shall not be disclosed in open session.

Records

The Superintendent or designee shall maintain a summary data file of all students who participate in each test administration. This summary data file shall include the following information for the English/language arts section and the mathematics section for each test administration: (5 CCR 1205)

1. The date on which each section of the exam was taken.
2. The full name of each student who took each section of the exam.
3. The grade level of each student at the time each section of the exam was taken.
4. Whether each student has satisfied the requirement to successfully pass each section of the exam.

The above information, as well as demographic information for students enrolled in grade 10 at the time of the grade 10 administration, shall be provided to the test publisher. (5 CCR 1207)

Within 60 days of receiving electronic data files from the test publisher, the Superintendent or designee shall enter the following information in each student's permanent record: (5 CCR 1206)

1. The date on which the student took each section of the exam.
2. Whether the student has satisfied the requirement to successfully pass each section of the exam.

Notifications

At the beginning of each school year, the Superintendent or designee shall provide written notification of the exit exam requirement to all students in grades 9-12 and to their parents/guardians. Such notification shall also be provided to any student who transfers into the district after the beginning of the school year at the time of the student's transfer. The notification shall include, at a minimum, the date of the exam, the requirements for passing the exam, and the consequences of not passing the exam. The Superintendent or designee shall maintain documentation that the parent/guardian of each student has been sent this written notification. (Education Code 48980, 60850; 5 CCR 1208)

Prior to each administration of the exam, the Superintendent or designee shall notify students of the provisions of 5 CCR 1220 related to the consequences of cheating. (5 CCR 1220)

The principal or designee shall notify parents/guardians of students with disabilities about the criteria and process for applying for a waiver of the requirement to successfully pass the exit exam.

CSBA DATE:

July 2004

TO: BOARD OF EDUCATION
 FROM: SUPERINTENDENT/TIMOTHY R. WALKER
 RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS

ACTION/MAJOR
 05/05/05

RECOMMENDATION NO. A.18

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2004-2005 as follows:

NPS/NPA

2004-2005 Budget 01-65000-0-57500-11800-5825-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Baby & Baby, Inc.	02-04-02	NPA - PT	#171	\$ 800
Step by Step	07-12-98	NPA - Behavior Therapy	#172	\$ 18,120
Step by Step	10-30-97	NPA - Behavior Therapy	#173	\$ 6,480
Smart Start Contract Increase	10-03-91	NPA - Behavior Therapy	#168 UC05503	\$ 12,000
Step by Step Contract Increase	07-12-98	NPA - OT, Behavior Therapy, Speech	#147- UC05443	\$ 3,630

Amount Budgeted NPS/NPA 04/05 \$ 3,600,000
Prior Board Authorization as of 04/21/05 \$ 3,727,481
Balance - \$ 127,481

Positive Adjustment \$ 73,864
(See attachment) \$ 53,617

Total Amount of these Contracts \$ 41,030

Balance - \$ 94,647

***Prior Year Authorization (05-06-04) \$3,244,254**

Adjustment

NPS/NPA Budget 01-65000-0-57500-11800-5825-043-1400

There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2004-05 in the amount of \$ **73,864** as of May 5, 2005.

Nonpublic School/ Agency	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Summitview Westside	NPS	#29 UC05055	E	\$ 20,332	Attended ESY only.
Vista	NPS	#53 UC05080	E	\$ 25,812	Student moved out of district.
Augmentative Communication s Therapies	NPA	#155 UC05479	E	\$ 8,550	ISA not needed.
Bruce Gale	NPA	#136 UC05405	E	\$ 5,250	ISA not needed.
Step by Step	NPA	#43 UC05134	R	\$ 13,920	Adjustment to current ISA.

Instructional Consultants

2004-2005 Budget 01-65000-0-57500-11800-5802-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Adrian Whitchelo-Scott	10-20-92	Instr.Consultant - Assistive Technology Assesment	#118	\$ 600
Deborah Bohn	03-07-02	Instr.Consultant - Physical Therapy Evaluation	#119	\$ 300
Education Spectrum, Inc.	Various	Instr.Consultant - Inclusion Support	#120	\$ 2,550
Adrian Whitchelo-Scott	02-09-91	Instr.Consultant - Assistive Technology	#52	\$ 250
Contract Increase				

TO: BOARD OF EDUCATION

ACTION/MAJOR

05/05/05

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: RESOLUTION NO. 04-19 IN SUPPORT OF SENATE CONSTITUTIONAL
AMENDMENT (SCA) 8

RECOMMENDATION NO. A.19

It is recommended that the Board of Education adopt the attached resolution in support of Senate Constitutional Amendment (SCA)8.

COMMENT: California State Senator S. Joseph Simitian, author of the amendment, has indicated that SCA 8 reduces the vote threshold for adopting a local parcel tax used to support education from a two-thirds majority to 55 percent. The 55% requirement in SCA 8 is still a supermajority and mirrors the 55% requirement currently applied to local bond measures. Senator Simitian states that his goal is to give local districts a tool they can choose to use, or not, to help them make local choices about local needs and local priorities.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 04-19
IN SUPPORT OF SENATE CONSTITUTIONAL AMENDMENT 8 (SIMITIAN)**

WHEREAS, Senate Constitutional Amendment 8 (Simitian), which reduces the two-thirds vote requirement on parcel taxes, will be acted on by the California State Legislature; and

WHEREAS, reductions in the state General Fund revenue have led to reduced school funding; and

WHEREAS, state General Fund revenue is unstable and erratic, which results in unpredictable funding levels for school districts and county offices of education; and

WHEREAS, parcel tax revenue can provide a stable, predictable source of school revenue; and

WHEREAS, passage of SCA 8 will empower local voters to invest in their schools based on the needs of their communities by requiring a tough, but fair 55 percent vote to pass local parcel taxes, while protecting taxpayers and homeowners with accountability provisions that will ensure that funds generated from parcel taxes are not wasted or mismanaged; and

WHEREAS, revenue from parcel taxes can be spent according to local priorities and are not subject to state control; and

WHEREAS, passage of SCA 8 will allow local voters to decide to make investments in their neighborhood schools in addition to state funding;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Santa Monica-Malibu Unified School District strongly urges the California State Legislature to support and adopt Senate Constitutional Amendment 8. Passed and adopted this 5th day of May, 2005.

Emily Bloomfield, President

Julia Brownley, Vice-President

Oscar de la Torre, Member

José J. Escarce, Member

Maria Leon-Vazquez, Member

Shane McLoud, Member

Kathy Wisnicki, Member

John E. Deasy, Superintendent

TO: BOARD OF EDUCATION

ACTION/MAJOR

05/05/04

FROM: JOHN E. DEASY, SUPERINTENDENT

RE: ADOPT RESOLUTION NO.04-20, DAY OF THE TEACHER,
MAY 12, 2005

RECOMMENDATION NO. A.20

It is recommended that the Board of Education adopt Resolution No. 04-20 in recognition of May 12, 2005 as Day of the Teacher. The resolution accompanies this recommendation.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
RESOLUTION NO. 04-20 DAY OF THE TEACHER
MAY 12, 2005**

WHEREAS, an educated citizenry serves as the foundation of our democracy; and

WHEREAS, today's teachers mold the minds and train the workforce of the future; and

WHEREAS, teachers strive to make every classroom an exciting environment where productive and useful learning can take place and each student is encouraged to grow and develop; and

WHEREAS, teachers reach out to foster the well-being of each student, regardless of ability, social or economic background, race, ethnic origin or religion; and

WHEREAS, teachers motivate individual students to find new directions in life and reach high levels of achievement; and

WHEREAS, no other profession touches as many people with such a lasting effect; and

WHEREAS, good teaching grows in value and pays dividends far beyond the classroom; and

WHEREAS, the theme for this year's California Day of the Teacher is "Reclaim, Reconstruct and Rebuild" as chosen by the event's sponsor, the Association of Mexican-American Educators, Inc.;

NOW, THEREFORE, BE IT RESOLVED that the Santa Monica-Malibu Unified School District Board of Education does hereby urge the community to recognize Thursday, May 12, 2005, as ***California Day of the Teacher*** in Los Angeles County, by taking time to remember and honor those who give the gift of knowledge through teaching.

PASSED AND ADOPTED by the Santa Monica-Malibu Unified School District Board of Education, County of Los Angeles, California on this 5th day of May, 2005.

Emily Bloomfield, President

Julia Brownley, Vice-President

Oscar de la Torre, Member

José J. Escarce, Member

Maria Leon-Vazquez, Member

Shane McLoud, Member

Kathy Wisnicki, Member

John E. Deasy, Superintendent

TO: BOARD OF EDUCATION

ACTION/MAJOR

05/05/05

FROM: JOHN E. DEASY/MICHAEL D. MATTHEWS/RICARD R. IDE

RE: ADOPT RESOLUTION NO. 04-21 CLASSIFIED SCHOOL EMPLOYEES
WEEK, May 16-22, 2005

RECOMMENDATION NO. A.21

It is recommended that the Board of Education adopt Resolution No. 03-21 in recognition of Classified School Employees Week, May 16-22, 2005.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION AND PERSONNEL COMMISSION
RESOLUTION NUMBER 04-21
CLASSIFIED SCHOOL EMPLOYEES WEEK 2005**

WHEREAS, Classified school employees provide valuable services to schools and students of the Santa Monica-Malibu Unified School District; and

WHEREAS, Classified school employees contribute to the establishment and promotion of a positive instructional environment in our classrooms for the students and teachers; and

WHEREAS, Classified school employees play a vital role in providing for the welfare and safety of the Santa Monica-Malibu Unified School District's students; and

WHEREAS, Classified school employees strive for excellence in all areas relative to the life long learning educational communities of Santa Monica and Malibu;

THEREFORE, BE IT HEREBY RESOLVED that the Santa Monica-Malibu Unified School District's Board of Education and Personnel Commission hereby recognize and wish to honor the contributions of all Classified school employees to quality education in the State of California and in the Santa Monica-Malibu Unified School District, and declare the week of May 16-22, 2004, Classified School Employees' Week in the Santa Monica-Malibu Unified School District.

PASSED AND ADOPTED THIS 5th day of May, 2005, by the Santa Monica-Malibu Unified School District's Board of Education and the 17th day of May, 2005, by the Santa Monica-Malibu Unified School District's Personnel Commission.

Emily Bloomfield, President

Julia Brownley, Vice-President

Oscar de la Torre, Member

José J. Escarce, Member

Maria Leon-Vazquez, Member

Shane McLoud, Member

Kathy Wisnicki, Member

John E. Deasy, Superintendent

Celia Carroll, Commissioner

Pam Brady, Commissioner

Russell Barnard, Commissioner

TO: BOARD OF EDUCATION

DISCUSSION

05/05/05

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: REPORT ON RECENT INCIDENT AND SUBSEQUENT PLAN
OF ACTION AT SANTA MONICA HIGH SCHOOL

DISCUSSION ITEM NO. D.1

This report will be presented at the meeting regarding the incident that took place on Friday, April 15, 2005 on the SAMOHI Campus. A subsequent plan of action is being constructed and will be presented at the meeting.

Attached is a series of staff reports to respond to the series of questions and concerns the Board expressed at its last meeting. This item is composed of an executive summary of the incident and the actions of the administrative team and the Central Office leadership team during the day of the incident and during the immediate days following the incident. This report was composed by Dr. Straus and will be reviewed by her at the meeting. The next section of the report deals with security issues at SAMOHI as was composed by Ms. Baxter. The intermediate and long range plans to improve our very highly regarded high school are attached. They speak to the following areas: mediation and staff training, gathering student voice and crafting plans for improvement directly influenced by the ideas of our students, hiring, retention, and recruitment of staff/faculty/administration, and curricular improvements.

This report will be supported by presentations by myself, Dr. Straus, Ms. Baxter, Mr. Runyon, Ms. Harris, and other members of our support team. We acknowledge the very helpful input of students, and other members of the community and look forward to acting on these directions to improve our high school.

I. INCIDENT REPORT

SAMOHI incident report, April 15, 2005

On Friday, April 15 2005, tension on campus escalated between some students, resulting in several fights. Some of these occurred during morning break, and several happened during lunch. After the morning break, administration contacted the police department at 11:30, requesting the presence of police during the lunch period. This is common practice, intended to be proactive so that problems do not increase and student safety is ensured.

Lunch began at 12:35, and at 12:40, police were again contacted to provide support during lunch, which had already started. A few fights occurred on the main quad with spectators moving to watch. Then some fighting occurred on the science quad. The crowd moved toward that area to watch, with the energy of the crowd rising. As this grew with the crowd growing and moving to watch the fights, there was a worry among administrators that the activity might escalate and students could be hurt. Dr. Matthews, Asst. Superintendent/Chief of Staff was alerted that there were problems during lunch and the police had been called. Dr. Straus made a P.A. announcement at 12:50 that lunch was being ended early and a bell rang. Students were directed to go to their period 5 classes. When very few students followed the directive, the police assisted with an announcement to students in the science quad that they were return to class, that they declared the area an unlawful assembly. A second P.A. announcement was made and students began to move to their fifth period classes. It took approximately 30 minutes to get all students to their classes, including those returning to campus from off-campus lunch, which returned at the normal ending time.

The SMPD called for additional backup for off campus concerns, and more officers arrived. Several came from Culver City and Beverly Hills. Once students were in class, there was a concern that when the fifth period bell rang and students moved to sixth period, students would again be out of class as they had been during lunch, and the problem might occur again. Dr. Straus, along with the police department, in an abundance of caution, made the decision to go into a lockdown mode, so students would not be dismissed at the end of fifth period. The police officers were briefed, and a plan was made to do a gradual and orderly dismissal of students. During the lockdown, District staff assisted with communication. House principals visited classes in their houses, allowing students to go to the restroom in small groups. PA announcements were

made periodically indicating that students were safe, that no one was hurt and that there would be a progressive orderly dismissal.

Many students used their cell phones. Teachers discussed campus activities. Dismissal began at 2:30 and took 2 hours. Classes were dismissed to the closest exit with staff and police support. The school perimeters were supervised by police as well to ensure that once students exited there would be no problems.

Immediate Follow up

There were 12 students suspended for unacceptable actions during this incident. Six were suspended for fighting, and one of those was intoxicated. Six were suspended for defiance, including defiance toward staff, police, leaving a class during the lockdown and climbing out of a classroom window. Parents of these students were contacted. No weapons were found on Friday nor were any weapons present during the lunch activities. There were no student arrests made. No outside students were involved on Friday, April 15th. Mediations were held with the students who had individual conflicts once they returned from suspension. A larger group mediation was held with the students involved in the fighting.

At 6:30 Friday evening, a dialer message was recorded by Dr. Straus in both English and by Peggy Harris in Spanish and sent to parents of SAMOHI students summarizing what had happened on Friday afternoon. Parents never received that message sent from Data Processing. At this point we are unable to determine why this message did not trigger the system. A message was also posted on the SAMOHI website regarding the incident. Dr. Straus sent an email message on Friday evening to all SAMOHI parents. On Saturday evening Dr. Straus sent a longer email message, and invited parents to a meeting on Monday evening to share accurate information and plans to address campus issues.

The administrative team met on Saturday morning with Dr. Deasy and cabinet members to debrief the incident and plan for next steps. On Sunday the SAMOHI administrative team met again to plan for Monday and the coming week. Police were called to be present at the gate entrances and to have a presence on campus. House principals called their house staff and asked them to attend meetings on Monday morning before school. Dr. Straus as well as leaders from the three parent groups contacted the Community Liaisons and outreach workers. These Parent

representatives met with Dr. Straus on Monday morning and provided communication to parents and additional supervision on Monday.

On Monday, two staff meetings were held at 6:45 and 7:30 AM. Teachers were given written information about the facts of Friday, April 15th to share with all students in periods 1 and 2. A lesson to be used by all English teachers was developed on Sunday at SAMOHI and included a writing activity, discussion of the actual facts, norms and strategies for a successful discussion, talking points and follow up for students. Talking points included incongruence between home and school culture, roles of parents and educators, cultural clues, rules of conflict, equity in institutional practice and the relationship between spectatorship and the process of escalation.

On Monday, Dr. Straus met with student leaders of all groups, along with Mr. Runyon, Mrs. Harris, Outreach works Tiffany Tyler and Roberto Morales, and Oscar de la Torre, Board member. They met again on Friday. Leaders of BSU and MEChA met twice to prepare a proposal to address campus issues and work together with administration. They presented the proposal to Dr. Straus on Friday, April 29th. Four working groups were established to move forward: Freshman Seminar, Peace Rally, Teacher/staff hiring and Mediation.

A parent meeting was held on Monday evening, April 18th at 7:30 PM in Barnum Hall. Dr. Straus presented the facts and the plans to address the concerns. Dr. Deasy also made comments and then both answered questions. On Tuesday Dr. Straus met with Governance and parent, student and staff representatives, and discussed the incident, and plans to address the concerns, both short and long term. On Tuesday evening Dr. Straus and Mr. Runyon met with the African American Parent Student Staff Support Group. On Thursday morning April 21st, Dr. Straus met with interested parents during the regularly scheduled monthly Coffee with the Principal. On Monday, April 23rd, two advisors, two house principals, Dr. Straus and representatives from SMPD met with the SOL BAC and discussed school discipline policies and steps/interventions that are used with students.

Wednesday, April 20th, the English department reviewed a lesson developed by Peggy Harris to be taught to all students in their English classes, which followed the lessons from Monday the 18th. The History department met with Dr. Straus, Dr. Matthews and Mrs. Harris to discuss current and future lessons this spring that would connect content study to the issues with students and cultural issues in today's society. Plans to address cultural studies and curriculum development were also discussed.

On Wednesday, April 20th, a strict student ID requirement was implemented, requiring all students to present a SAMOHI ID when entering or leaving campus. IDs were printed and issued for students who did not have one. Students are required to have one at all times while on campus. Security personnel assignments were modified to ensure that all student entrances have a security staff member present, beginning at 7 AM, so that all student IDs can be verified. There is a request for two additional security personnel from both site and District administration.

Thursday, April 21st, District, site administration and police department staff debriefed the lockdown and discussed procedures and strategies that need to be considered should there be future needs for this procedure.

On Monday, April 25th, Dr. Straus briefed the District principals on the incident and follow up activities. Dr. Deasy and some district cabinet members then met with SAMOHI administrators to address intermediate and long-term plans with students, staff, parents, and faculty.

On Wednesday, April 27th, Dr. Straus and Mr. Runyon met with District cabinet during their retreat to review the incident and discuss the District staff support.

On Tuesday, April 28th, Dr. Straus met with Lincoln 8th grade parents about transition issues and discussed the incident and follow up.

II. SECURITY AT SAMOHI

Over the past month several steps have been enacted to enhance the security of both the SAMOHI plant and its community. Video Cameras have been installed, the number of entrances students and guests may access to get onto campus has been reduced, faculty have been asked to curtail hall passes, administrators and security officers have been asked to more tightly monitor students out of class, and procedures for students and guests to enter the campus have been tightened.

During Spring Break several (9 to 11) video cameras were installed at strategic locations around the campus. There is no plan for live monitoring of these cameras during the day or night, as the primary function of these cameras is to prevent property loss and vandalism, not to serve as witness to any illegal or otherwise inappropriate (e.g., fighting) behavior. At this point, cameras have not yet been turned on as we are awaiting policy approval by the Board of Education. Despite the fact that they have not yet been used, two cameras have

already been destroyed. Both these cameras were installed within easy reach of every member of our student population. These cameras have been removed so as not to precipitate further destructive behavior.

Beginning Monday, April 18, 2005 entrances onto campus are limited to:

6th and Pico
7th and Michigan
North Parking Lot

In the days following the incident, police cars and officers, as well as administrators and advisors, were stationed at each of these gates as students entered in the morning and left at the end of the school day. Off campus privileges during lunch remained unaffected, with students required to have an off campus lunch or short-day (no period 5 or 6) sticker affixed to their current SAMOHI IDs in order to leave campus.

The Olympic gate is closed for student entrance in the morning, but open for student exit at the end of the day. Staff access to parking via the Olympic gate is unaltered due to the fact that the gate is manned by either an administrator or security officer from 7:00 a.m. to 8:15 a.m. After that time this gate is closed and locked, necessitating radio dispatch of security should a school bus or delivery truck require access. Beginning April 27, 2005 the Olympic gate was open to allow morning access onto campus to students with IDs.

The P.E. gate off 4th Street has been a source of concern as teachers parking in this lot frequently leave the gate open and there are insufficient security officers or administrators to monitor this gate. This situation brings to light the difficulty of having only six security officers to cover 33 acres of real estate, while working to maintain the safety of 3700 students and staff. In order to cut overtime costs, last year the school implemented a staggered schedule to cover the need to have a security presence from 7:00 a.m. to 6:00 p.m. The impact of this decision is that most of the day there are no security officers west of the administration building. This, of course, includes the Greek, Music and P.E. Area the western most extremity. Were the site to cover all gates, there would be no security officers available to patrol the campus, walk recalcitrant students to their respective House principals, respond to teacher calls, investigate situations, or coordinate with the police. When a security officer is out, the situation is even more critical. As it exists, our security staff is pulled too thin to effectively maintain the

security of our campus. Therefore, we will be adding two additional full time security officers to the SAMOHI staff.

Beginning April 20, 2005 all students are required to present ID to enter campus. On that day, students who did not have ID were lined up and were not allowed access to campus until administrators or advisors found their name and photo in our student picture notebooks. During period 2 of that same day teachers were asked to have all students show SAMOHI ID cards. Those students without ID cards were notated and each teacher submitted a list of those students without cards to the Activities Office. Over the course of the next several days, photos were taken of those students without a photo on record, and new ID cards were printed for all students without a card free of charge. Students were then instructed to pick up cards in their House offices.

Updated picture books will be printed for use at all entrance gates should a student forget their card. Security officers, administrators, and advisors were given verbal directives concerning both student and guest access to campus. Since then, the verbal directives have been supplanted by draft form written directives, which will subsequently be replaced by official written directives beginning during the week of May 2, 2005.

In the past, the protocol for guest access onto campus involved the guest signing a logbook and obtaining, and affixing, a guest tag to their upper torso clothing at either the North Lot or 6th and Pico entrance. Since April 20th, the policy has become more restrictive. Parents and all visitors to campus are now required to leave their ID at the gate while they are on campus. Security radios House offices/administrators if a guest or parent is here to meet with someone within the House office. Once given clearance, security gives them a visitors' pass. Once the visitor reaches the House office, either the administrative assistant or the administrator calls security to confirm the guests' arrival. Should the guest be for a teacher, security calls headquarters (HQ) switchboard and asks them to notify the teacher. HQ calls the teacher to confirm appointment/availability of the teacher. If cleared, HQ asks the teacher to notify her when the guest has arrived. Once this occurs, HQ notifies of the arrival. Non-parent visitors will not be allowed on campus unless specific administrative permission is given. All staff are now required to notify administration/HQ the morning of any day they are expecting a guest. These changes and improvements were also suggested in our recent WASC accreditation visit.

Since April 18th the police presence on campus has varied daily. At this time we will work with the Chief to reduce the number of police on campus to only the regular school resource officers and remove all other police persons. This process will be coupled with the transition of police out of the campus and the institution of a trained cadre of parents to be present during the school day and be highly visible during lunch. This use of trained parent volunteers is in keeping with enhancing parent engagement and student-home connections.

III. Intermediate Plans for this spring

We will be undertaking a concerted and organized program to hear and understand student voice from all segments of our student population. We will be training a cadre of teachers, parents, and administrators to host a series of round table sessions with as many students as possible. A series of questions are being developed to seek to understand how we can improve student engagement and student life at our school. There will also be a series of open-ended questions posed as well. The adults are to facilitate the questions and capture the responses. We will need to offer these at varying times in the month of May. In addition, student focus groups by house began meeting on Friday, April 29, 2005 and will continue to meet to gain insights into student experiences, perceptions and provide a venue for problem solving. Dr. Straus will continue to meet with a newly composed school-wide student leaders group.

After the groups meet, a team of staff and parents will distill from the answers the major themes that emerge from the student groups. We will then host a two-day conference with as many students as possible. The purpose will be to construct action plans and timelines for implementation of the ideas that emerge. We will use a trained facilitator to help with the event. We expect to host this event before the school year ends. Many great ideas are already emerging from the student groups. Some of these are already in action and others will require further planning.

Freshman Seminar, a required course for 9th graders, is currently being revised and is in continual development. Students and staff believe that a cultural studies component, along with human relations should be included. This is directly in support of the Superintendent's recommendation of a curricular revision of both freshman seminar and sophomore World History. Curriculum development is planned for May and July to implement an improved course in the fall of 2005.

Parent leaders from all parent groups will be working together to address student support and academic achievement issues. A meeting for 11th grade students and parents in danger of not graduating is planned for late May, to inform and plan for intervention in the summer and fall.

The Voices of Students

Ms. Peggy Harris has been instrumental in facilitating the initial work with students on campus. A brief summary of what has occurred to date is provided for your awareness.

Initial Actions

After the events of April 15th, a number of opportunities designed to promote and support the participation of students were immediately implemented. These opportunities included leadership group dialogues and mediations. Following is a brief summary of the activities to date:

School-wide Leadership Dialogues - During the weekend of April 16 and 17, SAMOHI staff selected twenty student leaders from across grade levels and houses to participate in a series of school-wide leadership dialogues. The students represented a wide range of experiences at SAMOHI, and were identified as either a formal or informal leader on campus. Peggy Harris facilitated the dialog sessions. Also present and supporting the process were a number of individuals who have strong relationships with students and included SAMOHI staff and staff from community agencies.

The group has met twice. The first meeting took place Monday morning, April 18th. The second meeting took place on Friday afternoon, April 22. The first meeting focused on hearing the students' perspectives on:

- C What happened on campus on Friday April 15
- C What were the underlying causes of the behaviors that students engaged in that afternoon

Friday's meeting focused on:

- C What has been happening since we last met
- C What are students saying and feeling at this point

The insights and observations shared by the students in the sessions provided staff with a useful barometer of student feelings on campus. But equally as important, the sessions reinforced with students the power they have to bring about

action in the SAMOHI community. Many of these students have already begun to take ownership of, and responsibility for a positive school community. As a result of this emerging sense of personal agency, Latino and African-American male student leaders from the group shared that they along with other males students had met during lunch on their own to commit to working together to make SAMOHI a peaceful non-violent space. Even though these students were not involved in the fighting, they understood that collectively they could limit the polarization and bad feelings between blacks and browns on campus.

House-based Student Dialogues - Facilitated conversations have been scheduled for each of the six SAMOHI houses. These sessions are patterned after the school-wide model of twenty student leaders from a wide variety of school experiences meeting for a two-period dialog, facilitated by a district staff person. One house-based session took place on Friday, April 28, with the remainder scheduled to occur within the next two weeks. While the pattern of the house-based dialogues is similar to the school-wide group, there is a bit of a variation in the focus. Conversations of the house-based groups still include inquiry around what really happened on April 15 and why, and how students are feeling, but they also include conversations about the students' sense of connection to staff from their house. This information will be used by house administration to work with house staff to deepen the sense of connection within the individual houses.

Black Student Union (BSU)/ Movimiento Estudiantil Chicano(a) de Atzlan (MEChA) - The SAMOHI BSU and MEChA have met together twice to craft their shared response to the events on campus. During two lengthy meetings Latino and African-American youths from all grade levels came together and developed a letter that was published in The SAMOHI Viking, and action plans for change that were presented to Dr. Straus by leaders from the two groups on Friday, April 28. The students view their unified work as a significant step of solidarity and change in the culture of SAMOHI.

Mediation

The students who had been suspended for fighting returned to school Monday morning April 23. As is common practice, they met for the regular suspension conference with their principal and/or advisor before they could be readmitted. After the morning re-admittance meeting, there was a scheduled mediation that a number of the returnees attended along with additional Latino and African-American males who tend to be some of the more involved youths. This dialog was facilitated by one of the

SAMOHI Youth Outreach workers, Tiffany, and Luis Ramirez, former SAMOHI teacher, and current JAMS Assistant Principal. In planning the session, staff considered having professional ethnic specific mediators from NCCJ or ADL help facilitate, but the students informed the SAMO Youth Outreach Workers that they would not be honest or authentic in front of outsiders. So the decision was made to use known staff who had the skills to mediate, but most importantly had the respect of the students in the mediation. The session lasted two periods, and a second session is planned for Monday, May 2.

Some Observations

Through the process of engaging students in dialog, staff has become keenly aware of the value and importance of student voice and participation in crafting a truly inclusive student-centered learning community. SAMOHI students have shared over the past two weeks significant insight, understanding, and wisdom that are extremely useful in formulating both short and long-term actions. There have been a number of themes that have been voiced repeatedly in the observations by students. It is important to note that many of these themes cross all groups-school-wide, house-based, and MECha/BSU. Some principal themes include:

- The need to have relationships with administrators. Students repeatedly stated that for most students, the only interactions that they have with some administrators are disciplinary. Students expressed a need to have strong relationships with all administrators and indicated a clear lack of relationships with administrators. This lack of relationship contributed to the students not following the PA announcements to disperse on April 15th.
- While there are racial tensions on campus, the fights on the 15th did not begin as racially based. Overtime that day the violence and posturing among students took on more racial overtones. So tensions do exist, but were not the source of the conflict that day. Students were all concerned that so many people outside of campus were defining the day's problem as stemming from racial issues.
- Students want opportunities to share their thinking. Students all welcomed the opportunity to voice their experiences in a school created forum.

IV. Summer/Fall 2005 Follow up

Professional Development

The SAMOHI administration has set priorities for professional development throughout the 2005-2006 school year. Culturally responsive instruction, bias free assessment, and developing a culturally welcoming classroom experience will be the focus. A full staff training on Friday, September 2, 2005, with ADL/Racial Harmony training to increase understanding of diversity issues as they work with students, and instructional strategies that are effective with a culturally diverse population has been planned. In addition, a full day of training with advisors and administrators is also planned for August, prior to the opening of school. District staff will assist with this training.

We return to a formal Peer Mediation program at SAMOHI, with an adult facilitator/trainer. Students, administration and District staff have requested this program. This will be in place before the start of the 2005/2006 school year.

Students, parents and site administration are requesting in-school suspension, as an alternative to out of school suspension when appropriate. This program had been cut when staffing was reduced during the budget crisis of the last two years. A return of this program will be implemented for next year and will include mediation, campus service, and academic work during the days of suspension, and would help students stay current with work, use their time productively and resolve conflicts more quickly.

V. Staff Recruitment, Hiring, and Retention

It is critical that our staff is the most highly qualified. We recruit the best and most capable staff for SAMOHI. Nothing should alter this practice. However, given this baseline, we must hire and retain a staff that has a similar balance with respect of race and ethnicity as our highly diverse student population. The literature is clear about the benefits of a diverse staff in a diverse school. Therefore, I have directed staff that all recruitment for SAMOHI (administrative, faculty, and classified) are to follow the same guidelines as current with respect to qualifications, except that we will hire within our highly qualified approved candidate pool by giving preference to staff that help us reach our goal of a diverse adult population that mirrors (at a minimum the percentage of) the diversity of our student population. This will necessitate an intensive recruitment program, already begun by our HR department and a new intensive staff support program being

planned by our HR department. We need to be able to retain faculty and staff of color. We are currently examining models used in other companies that are successful with this goal.

SAMOHI is one of California's most highly regarded high schools. Clearly this is evident by nearly all measures of student achievement, extracurricular accomplishment, art and music accomplishment, athletic accomplishments, and faculty/staff awards. This is a great source of pride and comfort in our community. We will allow nothing to interfere with this status. This does not mean that there is always room for improvement. There are areas of our school, including achievement, climate, and student success that need improvement. No organization as good as SAMOHI, or our District, would ever operate in a mode other than continuous improvement. The lessons learned from April 15 serve to focus on some of these areas. We welcome thoughtful community support and input, as well as assistance in making SAMOHI even better for every student and staff member.

It will be important, like we do in all other cases, to report back to the board and community on the progress being made at the targets outlined above for SAMOHI. I look forward to bring the Board these reports over the next several months and throughout the next year.

TO: BOARD OF EDUCATION

DISCUSSION

05/05/05

FROM: EMILY BLOOMFIELD

RE: REVIEW BOARD OF EDUCATION POLICIES
REGARDING ACTIVITIES AND/OR CONDUCT OF
MEMBERS OF THE BOARD OF EDUCATION

DISCUSSION ITEM NO. D.2

It is recommended that the Board of Education review all policies governing Board member behavior on school sites and activities by members, in their capacity as members of the Board of Education. A review of the policies indicates that no update or review has been conducted for a considerable period of time. In light of Board member de la Torre's visit to the Santa Monica High School campus on Wednesday, April 20, 2005, it is appropriate and timely to conduct a thorough review.

Attached are policies that directly or indirectly govern activities and conduct by members of the Board of Education.

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Board Policies

Number	Article / Title/ Subtopic	Policy	Regulation
1164	Community Relations, Responsibilities of the Board of Education, Subtopic: Communication with the Public	X	
1250	Community Relations, Visitors/ Outsiders; Subtopic: Participation by the Public	X	
1250	Community Relations, Visitors/Outsiders, Subtopic: Participation by the Public		X
1251	Community Relations, Loitering or Causing Disturbances, Subtopic: Participation by the Public	X	
1451	Community Relations, Local Agencies, Subtopic: Public Activities Involving Staff, Students or School Facilities	X	

Number	Article / Title/ Subtopic	Policy	Regulation
2112	Administration, Emergency Policy, Subtopic: Emergency Policy	X	
2220.3	Administration, Line of Responsibility	X	
5131.4	Students - Disruptive Demonstrations Subtopic: Activities	X	
5145.2	Students- Freedom of Speech/Expression: Publication Code, Subtopic: Welfare	X	
8110	Internal Board Operations, Subtopic: Authority	X	
8300	Internal Board Operations, Methods of Operation - General Statement	X	
9110	Bylaws of the Board - Constitutional and Statutory Provisions, Subtopic: Organization	X	
9271	Bylaws of the Board, Code of Ethics, Subtopic: Method of Operation	X	

April 29, 2005

NOTE: (Policies are available on the Web Site—look under “I want to know about” and click on Policies.)

TO: BOARD OF EDUCATION

DISCUSSION

05/05/05

FROM: JOHN E. DEASY

RE: PROGRAM IMPLEMENTATION TO ENHANCE STUDENT ENGAGEMENT

DISCUSSION ITEM NO. D. 3

This agenda item is designed to outline several new programs and policy proposals intended to improve and enhance student engagement. These have been in various stages of development over the last semester. Several have been refined as a result of the recent community forums held at John Adams Middle School (February 26 and April 9, 2005).

The primary purpose of each is to enhance student engagement. Student and family engagement in school have been directly linked in the research to improved academic achievement, attendance, persistence, and decreased disciplinary action (Ayers, W. 2000; Lear, 2001; Meier, 1988; Klonsky, 1999; and Fine, 1998). Furthermore, increased engagement is linked with a decrease in illicit activity by students outside of school and with an increase in persistence rates in college (Kacan, 2000; Gewertz, 2001; and Cocklin, 1999).

These programs are designed to build on programs and policies already in place. And they are informed by data collected in our schools (HiPlaces Community Profile Survey) over the past four years. It is my intent to have nearly all in place within one calendar year from this June.

The primary goals and outcomes for these proposals are:

- 1.) Increased engagement in school
- 2.) Opportunities to build self-esteem
- 3.) Improved school success
- 4.) Reduction in disciplinary referrals
- 5.) Increased school persistence

High School Curricular Improvement

This proposal is for a unified curricular experience for all 9th and 10th grade students. Simply stated, the goal will be to design and implement a Cultural Studies course that will span two years. The course will be developed by faculty and administration and be tailored to each school's particular freshman/sophomore structure. It will be designed to meet all state expectations and guidelines and be UC approved. The course will explore, among other things, the development of World History from a culturally composite perspective. Among

the outcomes to be designed will be a mastery of research skills, writing skills, career planning and high school purposing events, and a culminating activity at the end of 10th grade centered on a public project of mastery presented in front of a juried panel of experts. This project demonstrating mastery will center of a social policy issue of the student's choice, researched and explored, and offering a policy solution within the defense of the issue. A common set of readings and texts will be chosen to accompany relevant cultural group events and the curriculum.

Valued Youth Program (VYP)

This proposed program has been part of a number of school districts around the country for the last 15 years. In fact, Santa Monica-Malibu had a programmatic component of VYP approximately 10 years ago. This program seeks students who are disengaged or who are identified as most likely going to become disengaged. I will identify John Adams Middle School as the pilot site for initiation of this program. The program identifies Middle level youth and then trains them to be academic tutors for young children. They engage in a rigorous training program similar to what a classroom assistant would experience. Then these youth tutors spend 1 hour a day, three times a week, in a neighboring elementary school working as a classroom based tutor in grades K-3. Adult mentors from the business community are matched to every youth. The tutors are paid for this work experience and there are a number of celebrations and learning opportunities that go with the program. RAND has researched the program in a number of states and has been a support in helping us launch this program here in Santa Monica-Malibu Unified. We would use the help of the IDRA foundation who sponsors the implementation of VYP around the country.

Preliminary conversations with both City officials and Chamber officials have yielded support for such a program. This program can be a direct support to the aims of the recent city forums held at JAMS. Initial conversations with potential elementary schools have also proved to be positive and exciting. More about this program can be found at the IDRA foundation website: www.idra.org.

High School Policy on Four-Year College/University Application

I propose to bring to the Board a policy that stipulates that no student will graduate from our high schools without being counseled and assisted in applying to a four-year college or university. This is a critical issue. Even a cursory read of the research literature indicates that students of color and

students of lower socio-economic means attend two-year post secondary schools in far greater numbers than their white/Asian or wealthier counterparts. The far troubling picture to this trend is in their completion and transfer rates to four-year schools. It is significantly below that of other non-minority students and dramatically below that of four-year attendees. Simply put, we must take all means and efforts to help students realize the potential of a four-year post graduate experience.

All students are free, of course, to attend any school they want. Our job is to improve access and opportunity for all, especially those students who are underrepresented in four-year programs. This policy would make it mandatory for the schools to counsel all students in the process of application to a four-year college/university. It would make it mandatory to assist all students in completing at least one application to a four-year college/university. And in doing so, help students undertake the process of examining all college/universities that the student might consider and potentially attend. And finally, as part of the separation/graduation process from our high schools, students and their families would affirm that such a process did, in deed, take place.

Family and Student Support and Engagement Enhancement at SAMOHI

After consideration of the initial evaluation of the community liaison program by Dr. Muncey, I propose to respond to portions of the recommendations by setting forth a new and improved direction for the community liaison program at SAMOHI. It is clear that the program was designed in a time prior to the current work at redesign. All of the literature on high school improvement and smaller learning communities point to the delivery of support services, especially those at engaging family support, be delivered in a model aligned with the small school structure (Wasley, 2000; King, 2001; Powell, 2000; Stiefel, 2001; Raywid, 21999; and Oxley, 1996). In addition a comprehensive set of services designed to engage students, their families, and to provide increased access to the culture, operations, and opportunities of schooling is essential in any student and family support work. Therefore, I will be working with staff to redesign both the Alliance program and the Liaison programs at SAMOHI in a way that provides a far more intensive set of services, delivered within the house structure, through a representational group of employees, to our students and families. This redesigned program can easily be in place for the 2005-2006 academic year and will be studied as part of the ongoing set of research at SAMOHI in redesign.

This will necessitate a new job description, qualifications, and a restructuring of the current budget(s) for these programs that might require some additional support from the general fund. These newly described family and student engagement specialists must represent the youth in gender, race, ethnicity, and language proficiency. They will be house-based, and part of a team working with a small learning community of youth. However, their working conditions should be fluid enough to cross over a house structure when specialization is required.

The Santa-Monica Malibu Unified Community Day School

This proposal has been in front of the Board a number of times. It has obtained CDE approval and is ready for implementation. What is currently holding up the opening of this program is a site. I committed to the community at the recent forum at JAMS that I will take the point on opening this much called for and supported program, designed at enhancing and assuring successful re-entry into the community, for students who are currently not experiencing their education in our schools, or who are near the point of lack of success in our current programs.

Curriculum and job descriptions for this program are near completion and I will work with city officials and the business community in securing a site and support for the start-up of this much-needed program. There are also a host of community supports that can come to bear on the program. Many were discussed at the recent community forum. We will need to coordinate these services on behalf of the youth who will participate in this school program.

I would be glad to provide a detailed explanation of all these support items, if the Board so desires. This memo was developed in order to provide an executive summary of these items.

TO: BOARD OF EDUCATION

DISCUSSION
050505

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: BOYS AND GIRLS CLUB ANNEX AT JOHN ADAMS MIDDLE SCHOOL
UPDATE

DISCUSSION ITEM NO. D.4

The Board of Education is being provided with an updated set of drawings for the proposed Boys and Girls Club Annex at John Adams Middle School. Staff from the Boys and Girls Club and District will be present to review the drawings with the Board.

As was proposed earlier in the year, the Boys and Girls Club has amassed substantial financial support through the Boys and Girls Club Foundation and the Santa Monica Rotary Club. The project will require \$300,000 to complete.

NOTE: The drawings are included in the printed agenda only. Additional copies will be made available at the meeting.

TO: BOARD OF EDUCATION

DISCUSSION

05/05/05

FROM: JOHN E. DEASY/PAT HO/DONNA MUNCEY

RE: EQUITY FUND UPDATE -- PROPOSED POLICY FOR DISTRIBUTION
OF RESOURCES AND RECOMMENDATIONS FOR PROGRAM SUPPORT
FOR 2005-2006

DISCUSSION ITEM NO. D.5

The Board of Education has requested policy language to support the allocation of resources generated through the Equity Fund as well as a set of proposals and recommendations for the use of Equity Funding for the 2005-2006 academic year. The proposed policy language addresses the allocation of resources to sites, for district-wide use in support of academic support, intervention and remediation programming, and the accumulation of resources for redistribution in subsequent years. In addition, the proposed policy addresses how resource utilization will be evaluated to ascertain the impact of these funds on student learning and achievement.

For informational purposes, the current budget and projections to date are attached as well as communications from the Fiscal Office staff and both the policy (3290) and administrative regulations.

Distribution of Resources Acquired through the Equity Fund

Monies accumulated in the Equity Fund will be distributed annually in July. The specific amount from the Equity Fund that will be made available for distribution will be determined at the sole discretion of the Board of Education. There are three categories of distribution to be considered:

- (1) distribution to support districtwide initiatives to provide academic support, intervention and/or remediation in accordance with the mission of the school district;
- (2) distribution of resources to school sites using the weighted-student formula; and
- (3) resources to be reserved (conserved) within the fund.

Distribution to support districtwide initiatives to provide academic support, intervention and/or remediation in accordance with the mission of the school district

The Board of Education has established that it has the right to reserve a portion of the Equity Fund as a set aside investment for targeted purposes as investments in whole district intervention, remediation and academic support. The Board of Education will be given a list of proposed districtwide initiatives with rationales and budgets at or before the first meeting in June to provide time for discussion and followup about each initiative's needs. Districtwide initiatives must meet the following criteria to be eligible for consideration:

- (1) There must be ambitious, feasible and measurable goals for the proposed initiative.
- (2) The academic support, intervention or remediation initiative must serve a significant population (or subgroup) of students with identified academic need(s).
- (3) District staff must have a plan for evaluating the efficacy of the initiative and tracking student achievement during and after the initiative.
- (4) The overall budget must reflect the use of appropriate state and federal categorical, grant or other resources to support the initiative.
- (5) The uses to which the equity funding requested will be put must be clear in the proposed budget and the rationale for the initiative.
- (6) Equity funding will be used to support districtwide academic support, intervention and/or remediation programs that have recent evaluation or other data to support that staff responsible for the proposed initiative have engaged in a data-driven improvement planning process.
An example of such a program is the elementary summer school program.

Distribution of resources to school sites using the weighted-student formula

All funds to be distributed to school sites will follow the weighted-student formula without exception. The specific amount of money from the equity fund that will be made available for distribution through the student-weighted formula is determined at the sole discretion of the Board of Education. Once this amount is determined, the entire sum is distributed to school sites through the formula. School sites can expect their check before the opening of each academic year.

School sites will be expected to build a budget in compliance with the policy as adopted in September of 2004.

Resources to be reserved (conserved) within the fund

Each year as part of its deliberations about the most appropriate uses for the resources that have been accumulated within the Equity Fund, the Board of Education may decide to reserve (conserve) some funding within that fund for uses in future years. There may be several reasons for this decision, including, but not limited to the following:

- knowledge of anticipated impending State budget restrictions
- local revenue disruption
- a multi-year initiative with only year one funding identified.

Monitoring compliance and implementation of the Equity Fund and Policy

The policy requires both the Board and the Education Foundation to report to all stakeholders the activity surrounding this policy each year in the form of an annual report. This mechanism will serve to communicate information to the public. In addition, there will need to be monitoring of compliance and implementation of the policy in action to learn from, and report to, stakeholders about the impact of the policy on school improvement and student achievement.

Three levels of monitoring will occur. The data and information from these levels of monitoring can help to partially answer the important questions of how and what we are learning about the impact of a policy with social, fiscal, and educational implications. At one level, monitoring the application of the policy will help to answer questions such as: how have funds been collected, how have funds in the equity fund been distributed, how have local budgets (at schools and centrally) been impacted as a result of the policy, and how have exemptions been applied in the fundraising and collection mechanisms for the equity policy.

Monitoring to establish the degree of compliance and general tone of tolerance for the policy will also occur. This will require both fiscal and survey data to answer questions like: what do parents feel about the policy and its application, how does the Board of Education feel about the policy's implementation, and how does the public and do donors feel about the policy.

The final level of monitoring concerns the outcomes of implementing the policy. These data will help answer questions like: what effect did the "new" investments from the equity fund have at a site, has student achievement been impacted by any of the new investments, and is there support to continue or adjust the policy. Of course, monitoring will also reveal unintended consequences of this policy implementation as well.

NUMBER	ARTICLE	TITLE
BP3290	Business and Operations	Acceptance of Gifts

SUBTOPIC	POLICY	REGULATION	EXHIBIT
Acceptance of Gifts	x		

DETAIL

Philosophy

The Board of Education acknowledges that education is a fundamental right. Every child has a right to an education that will prepare him or her to be a skilled and productive member of our society. The goal of the Board of Education is to provide equitable and high quality educational opportunities for all students in Santa Monica-Malibu Unified School District.

The Board recognizes that the needs of students require various learning opportunities, and it is the responsibility of the board to identify and remove barriers that contribute to gaps in achievement for different groups of students. It is the intent of the Board that gifts accepted by the District provide equitable access to educational opportunities to meet the needs of all students. The board recognizes the community's desire to participate in promoting excellence in our schools through fundraising and gifts. While greatly appreciating acceptable donations, the Board discourages any gifts which may directly or indirectly impair its commitment to providing equal educational opportunities for all district students.

The Board recognizes that there are differences among various communities in their ability to contribute additional funds for programs and services at their local schools, and these differences perpetuate inequalities in educational opportunities from one district school to another. Therefore, the Board may not accept gifts by individuals, groups or organizations to specific schools intended to replace personnel, programs or services cut by the Board in the process of budget reduction, unless sufficient funds are received to restore those programs, services or personnel at all sites from which they were cut.

To achieve a greater level of equalization, the Board will establish an Equity Fund, which will be administered by an external organization of the Boards choosing. Contributions to this fund and distributions from this fund will be made in accordance with Administrative Regulations 3290. The purpose of the Equity Fund grants will be to improve the achievement of ALL students while simultaneously closing the achievement gap by mitigating the effects of the unequalized enrichment of schools.

Before accepting a gift, the Board shall consider whether the gift

1. Has a purpose consistent with the district's vision and philosophy
2. Begins a program which the Board would be unable to continue when the donated funds are exhausted
3. Entails undesirable or excessive costs
4. Implies endorsement of any business or product

The Board shall carefully evaluate any conditions or restrictions imposed by the donor in light of district philosophy and operations. If the Board feels the district will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.

Gift books and instructional materials shall be accepted only if they meet regular district criteria. All gifts, grants and bequests shall become district property. At the Superintendent or designee's discretion, a gift may be used at a particular school.

ADDITIONAL PDF DETAIL

REFERENCE

EDUCATION CODE

1834 Acquisition of materials and apparatus

35162 Power to sue, be sued, hold and convey property

41030 School district may invest surplus monies from bequest or gifts

41031 Special fund or account in county treasury

41032 Authority of school board to accept gift or bequest; investments; gift of land requirements

41035 Advisory committee

41036 Function of advisory committee

41307 Rules and regulations

MANAGEMENT RESOURCES

ADOPTED

January 23, 1984

REVISED

September 9, 2004, November 21, 2002

CSBA DATE

DISTRICT GOAL

NUMBER	ARTICLE	TITLE
AR 3290	Business and Operations	Acceptance of Gifts

SUBTOPIC	POLICY	REGULATION	EXHIBIT
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X

DETAIL

I. PROCEDURES

A. ACCEPTANCE PROCEDURES

1. Gifts will be donated to the school District but can be designated for a particular school.
2. A needs assessment will be conducted by a committee at each school composed of parents, teachers and the principal. This committee will develop a prioritized list of needs for each school.
3. The committee and the principal of the school must approve the disposition of all gifts, which should be in accordance with the school's identified needs, before a request for acceptance is submitted to the Board of Education.

B. CRITERIA FOR ACCEPTING GIFTS

All gifts and donations will be formally accepted by the Board of Education in accordance with administrative procedures subject to the following criteria:

1. Gifts are of direct or closely related instructional value and will not cause the instructional program of the school in which the gift is used to differ from established district curriculum. If a gift is offered that does not appear on the prioritized list of needs or is not of direct institutional value, the committee and the principal will evaluate the gift and make a commendation regarding acceptance.
2. Gifts of money for personnel will be used for instruction, consulting services, assemblies, aides to assist in the instructional program, for supervision of students (i.e., noon aides) or clerical help. Certificated personnel will be hourly only; however, classified personnel may be hourly, part time or full time. All personnel whose services are paid for with gift funds must be hired through the Personnel Office.
3. The Business Services Division must approve all gifts requiring installation and maintenance, and appropriate money must accompany requests for acceptance of these gifts. If gift items require an ongoing maintenance contract, the money for that contract must accompany the gift.
4. Gift funds allocated to a school shall be placed in a specifically designated program account. Any funds remaining in this program at the end of the fiscal year shall carry forward into the ensuing fiscal year.
5. The foregoing rules also apply to gifts from student body organizations or any on-campus improvement projects not financed or processed through normal requisitioning procedures.
6. With gifts of opportunity, the Superintendent/designee is authorized to accept gifts on behalf of the Board of Education where a delay until the next Board of Education meeting will cause the gift offer to be retracted.
7. Schools will be allowed to establish a revolving cash fund created by gift money. The fund shall not exceed \$100 per teacher per semester.
8. Gifts given by individuals not in conjunction with fund raising under a value of \$100 do not need Board approval.

C. THE EQUITY FUND

To provide equitable and high quality educational opportunities for all students in Santa Monica-Malibu Unified School District, the Board will establish an Equity Fund, which will be administered by the Santa Monica Malibu Education Foundation. The Equity Fund will, annually, distribute block grants to all schools to address district and local school goals and mitigate the effects of the unequalized enrichment of schools.

The Board of Education will also annually distribute funds from the Equity Fund to address district-wide goals and programs in order to mitigate the effects of unequalized enrichment and opportunity for students.

The District will establish two categories of contributions to the Equity Fund: mandatory contributions as described in this policy, and voluntary contributions.

1. Contributions and Collection Mechanisms: Contributions to the mandatory fund will be collected from the following sources:

- a. Fifteen percent of all cash gifts to either the District or any department or organization thereof, or individual schools, donated during a school year will be placed in the Equity Fund.
- b. Grants and Gifts

There are four (4) types of revenue sources to the district in the area of grants and gifts:

- 1.) Gifts to the district
- 2.) Grants to the district
- 3.) Gifts to a site/school
- 4.) Grants to a site/school

It is not the intent of this policy to discourage grants from private or public philanthropy.

All gifts given to either a site/school or district shall be required to make the 15% established donation to the Equity Fund.

Grants to the district shall be considered on a case-by-case basis. When the Board accepts each grant (as is normally required), it would also decide if the individual grant should be subjected to the guidelines of the policy or not. A test of how equitable the grant funds are to be distributed will be a guiding principle when making this type of decision.

Grants applied for and given to individual sites/schools shall be exempted from the policy.

However, no grant will be submitted or accepted unless it is reviewed by the Assistant Superintendent/ Chief Academic Officer.

2. Exemptions

The following items are exempt from mandatory contributions to the Equity Fund:

- a) ASB activities initiated and administered by students.
- b) Operational costs of any organization contributing to the fund.
- c) Any expenditure made by any organization covered by this policy that does not provide a donation explicitly to the Santa Monica-Malibu Unified Public Schools.
- d) Field trips for students.
- e) Scholarships (either academic or to ameliorate fiscal hardship for a student in order to participate in a school sponsored activity).
- f) District approved capital programs.

g) Grants as noted above.

h) Non-monetary gifts: The first \$5,000 of assessed value from any donor is exempt. Any amount of value over \$5,000 is subject to the 15% portion of the policy. If a donor gives multiple gifts in a fiscal year, when totaled, the amount above \$5,000 is subject to the policy.

i) Funds supporting copy machines, i.e. purchase, maintenance agreements, etc.

3. Distribution of Funds

Distributions from the Equity Fund will be made annually to District schools and to pre-determined district-wide programs. Prior to the purchase of any new service or material at school sites made by Equity Fund monies, a site must (to the extent fiscally possible) make whole the various organizations that contribute to the fund in the previous year.

The amount of money given to each school in block grants will be determined using a student weighted formula. See Appendix I. The formula contains equal and fractional weights.

This formula takes into account a number of impacting factors on a school. These are: socioeconomic status, language acquisition, number of severely handicapped students, population size, and the academic performance of the student body. This formula shall be monitored regularly.

Making decisions about expenditures requires both a very local and very broad perspective simultaneously. These should not be considered as competing forces in this decision. As much as possible the Board of Education believes that the decisions be made as close to the classroom as possible when dealing with school site expenditures. A portion of the equity fund will be used for district-wide programs designed to support activities to achieve our mission. Funds should only be expended by either schools or the district for the following activities:

a.) Enhance the degree of equity in our district within enrichment/advancement programs (this deals with the equity of advantage issues)

b.) Intervention and supplemental support programs (this deals with the equity of opportunity issues)

c.) District-wide intervention or acceleration programs (this deals with community-wide equity of acquisition issues)

It should be expected that over time, and on a yearly basis contributions to the voluntary side of the fund would fluctuate dramatically. In order to avoid a feast/famine cycle (like the State of California) the School Board will include the yearly decision on the amount of funds from the voluntary contributions that will be redistributed. Even growth will be the aim.

In the weighted student formula, the total number of school points is divided into the total amount of Equity Fund resources available. The quotient becomes the Equity Funding Point Value. The Equity Funding Point Value is multiplied by the total number of points at each site resulting in a budget weighted to provide resources differentiated for the needs of each site.

Before receiving block grant funds, each school will submit a detailed plan for expenditures, as part of their regular school site improvement plan, to the Chief Academic Officer. The plan must include: target population, number of students served, description of need, rationale for plan, detailed plan of interventions and support, budget, assessment and evaluation procedures.

The Site Governance Council will administer the funds provided to a school/site from the Equity Fund. In the absence of a governance council, a similar group should be designated.

The Board of Education will establish an annual priority list of district-wide programs to be funded by the Equity Fund. Recommendations shall be solicited from staff and approved by the Board as part of the annual budget adoption process.

D. ADDITIONAL CONSIDERATIONS FOR COLLECTION

A methodology to simplify the entire collection process will be to have schools/sites post a monthly update with the fiscal office on the amount of gift/donations made to or on behalf of the school during each month. The fiscal office will help schools track their ongoing gift amounts and contribution owed to the fund. Sites/schools would be responsible for 'holding aside' their required contribution. All contributions would be sent to the Equity Fund in June. The organization administering the Equity Fund would receive the donations and distribute the funds via the student-weighted formula in July. The district will provide an anticipated planning budget each year, so that sites/schools can plan accordingly for the expenditure of these funds. This would be made on the previous year's level of gift/fundraising.

E. VOLUNTARY CONTRIBUTIONS

No formula is applied to voluntary contributions to the Equity Fund. Any amount given is a 100 percent contribution.

F. EQUITY FUND ADMINISTRATION

The Board will designate the Santa Monica Malibu Education Foundation to administer the Equity Fund. The duties of this organization will include the collection and distribution of funds, and the public reporting through an annual audit. The Organization will also be responsible for the collection of all voluntary donations to the Equity Fund. A board of directors from the Education Foundation will be established to oversee the Equity Fund and its activities. The School Board should seek membership and outline responsibilities for this board. The responsibilities of the Equity Fund Board include:

- 1.) Actively fundraise for the Fund
- 2.) Assist sites/schools in fundraising through a cadre of experts in this area. These volunteers will be at the disposal of various schools to help with this important work
- 3.) Support a sister site program for those who wish to participate
- 4.) Post an annual audit of both the finances and activities of the Equity Fund.

This group of community volunteers should report to the School Board on a regular basis.

This policy will return to the Board of Education for review each year prior to October 1.

Approved by: John Deasy, Superintendent

Date: September 9, 2004

RELATED FORMS:

Request for Acceptance of Gift

Block Grant Planning Form

Student Weighted Formula

ADDITIONAL PDF DETAIL

REFERENCE

MANAGEMENT RESOURCES

ADOPTED

REVISED

CSBA DATE

September 9, 2004

DISTRICT GOAL: Quality Education for All Students

REQUEST TO ACCEPT GIFT
(Please reproduce on yellow paper)
Board Policy 3290 - Adopted on 9/9/04*

PLEASE NOTE: This request must be approved by the Board of Education **PRIOR** to accepting the gift. INSTRUCTIONS: Please fill in **ALL** information requested and send 1 copy to Fiscal Services.

School/Dept: _____ Date: _____

Donor (Name of Person/Organization donating the gift): _____

Donor's Address: _____

GIFT DATA - PLEASE FILL IN ALL REQUESTED INFORMATION					
CASH GIFT RECEIVED (TOTAL AMOUNT)					
Please check one:					
<input type="checkbox"/> Exempted from Equity Fund Contribution			If Exempt, See Other Side of Form for More Info & Example of Completed Form		
<input type="checkbox"/> Subject to 15% Equity Fund Contribution					
Account #: 01-90121-0-00000-00000-8699-_____ - 0000					\$ _____
Account #: _____ - 90120-0-00000-00000-8699-_____ -0000 [Fund - Resource - Year - Goal - Function - Object - Site - Manager]					\$ _____
GIFT FUNDS TO BE USED AS FOLLOWS:					
1. Account # _____ - _____ - _____ - _____ - _____ - _____ [Fund - Resource - Year - Goal - Function - Object - Site - Manager]					\$ _____
2. Account # _____ - _____ - _____ - _____ - _____ - _____ [Fund - Resource - Year - Goal - Function - Object - Site - Manager]					\$ _____
3. Account # _____ - _____ - _____ - _____ - _____ - _____ [Fund - Resource - Year - Goal - Function - Object - Site - Manager]					\$ _____
NON-CASH GIFTS					
Brief description of items donated: Where will item be used?					
Owners Estimate of Cash Value: \$	New	Used	Model #	Serial #	Make:

ACCEPTANCE REQUESTED BY: _____

Signature of Principal

Date Presented to Board of Education (Board Meeting Date): _____

***All gifts received by schools prior to the Board adoption date of 9/9/04 are exempt.**

Exemptions (from Administrative Regulation 3290, Section III.C.2)

The following items are exempt from mandatory contributions to the Equity Fund:

- a) ASB activities initiated and administered by students.
- b) Operational costs of any organization contributing to the Fund.
- c) Any expenditure made by any organization covered by this policy that does not provide a donation explicitly to the Santa Monica-Malibu Unified Public Schools.
- d) Field trips for students.
- e) Scholarships (either academic or to ameliorate fiscal hardship for a student in order to participate in a school sponsored activity).
- f) District approved capital programs.
- g) Grants as noted above.
- h) Non-monetary gifts: The first \$5,000 of assessed value from any donor is exempt. Any amount of value over \$5,000 is subject to the 15% portion of the policy. If a donor gives multiple gifts in a fiscal year, when totaled, the amount above \$5,000 is subject to the policy.
- i) Funds supporting copy machines, i.e., purchase, maintenance agreements, etc.

EXAMPLE:

If Edison Elementary receives a \$1,000 cash gift, which is subject to the Equity Fund contribution, and Edison wants to use the funds for general supplies & materials (object code #4310), it should be listed as follows:

CASH GIFT RECEIVED (TOTAL AMOUNT)	
<input type="checkbox"/> Exempted from Equity Fund Contribution	If Exempt, See Other Side of Form for More Info & Example of Completed Form
<input checked="" type="checkbox"/> Subject to 15% Equity Fund Contribution	<i>Equity Fund Resource 90121</i>
Account #: 01-90121-0-00000-00000-8699- 090 - 0000	\$ <u>150</u>
Account #: 01 - 90120-0-00000-00000-8699- 001 - 0000 [Fund - Resource - Year - Goal - Function - Object - Site - Manager]	\$ <u>850</u>
GIFT FUNDS TO BE USED AS FOLLOWS: These figures must match exactly 0	
1. Account # 01-90120-0-11100-10000-4310-001-4010 [Fund - Resource - Year - Goal - Function - Object - Site - Manager]	\$ <u>850</u>

Remember, please check that the Revenue and Expenditure amounts are equal.

TO: BOARD OF EDUCATION

DISCUSSION

05/05/05

FROM: JOHN E. DEASY/LINDA KAMINSKI/DONNA E. MUNCEY

RE: FORMATIVE ASSESSMENT IN SANTA MONICA-MALIBU UNIFIED SCHOOLS

DISCUSSION ITEM NO. D.6

For more than three years, staff members in Educational Services have been working with site administrators, teachers, and others to develop a formative assessment system that is aligned with the common textbook adoptions that have occurred throughout the district and/or the California State Standards. Formative assessment is considered a research-based practice (Johnson 2002; Rettig et al. 2003), and has been embraced as a quality indicator by such organizations as the Education Trust and the Broad Foundation. For the first time, the 2003-2004 School Accountability Report Cards (SARCs), which will be posted in June 2005, will report results from some of the district wide elementary school literacy formative assessments. Each year, another portion of our formative assessment system will be added to the reporting done on the annual SARCs in order to fully meet the intention of the reporting done through the SARC process.

This presentation will provide an overview of the growth of SMMUSD's formative assessment system, discuss its current shape, and outline plans for expansion for the 2005-2006 academic year.

TO: BOARD OF EDUCATION

DISCUSSION

05/05/05

FROM: JOHN E. DEASY/LINDA KAMINSKI/DONNA E. MUNCEY

RE: FINDINGS FROM THE LITERACY SUPPORT CLASS PILOT STUDY

DISCUSSION ITEM NO. D.7

Nationally, almost two-thirds of entering high school students read and write significantly below grade level. They may lack essential skills in decoding, reading comprehension, and process writing, which can limit their access to challenging content material. With increased pressure from federal and state legislation mandating incremental achievement gains, schools are urgently searching for ways to provide literacy intervention for struggling students. Compounding this problem is the fact that high school teachers who teach intervention classes have limited training in teaching reading and process writing. As a result, many intervention classes devolve into diluted versions of high school English classes with limited access to critical thinking opportunities and heavy emphasis on worksheet-based skill and drill. This remedial instruction leads to further disengagement and higher levels of frustration among already-struggling students.

This presentation summarizes a pilot study of a one-semester Literacy Support class for twelve struggling ninth grade students at Santa Monica High School. The presentation is based on a paper presented at the American Educational Research Association Annual Meeting in Montreal in April, 2005 by the paper's authors, Dr. Cindy Kratzer and Amy Teplin, who are also the district's literacy coaches. The paper is entitled, "Teaching Reading/Writing to Struggling High School Students: Applications from Balanced Literacy Instruction and Adolescent Motivation." The two district literacy coaches combined best practices in literacy instruction with strategies for motivating adolescent learners. By the end of the semester, students' reading comprehension scores rose between 1 and 5 grade levels. The phases toward metacognition through which students progressed, and the instructional strategies the coaches-as-teachers used to move students through these phases will be discussed.

TO: BOARD OF EDUCATION

INFORMATION

05/05/05

FROM: JOHN E. DEASY/WINSTON A. BRAHAM

RE: SENIOR EXEMPTION PROCESS - MEASURE "S" PARCEL TAX

INFORMATIONAL COMMUNICATION NO. I.1

Preparations have already begun for the Measure "S" Senior Exemption from Parcel Tax process, including:

- Public notice ads regarding the Measure "S" process will run on Thursday, April 28, 2005 in *The Santa Monica Daily Press* and *The Malibu Surfside News*.
- Press information has been sent to (5) area newspapers about the application/renewal process.
- The District's website under "Senior Exemption" has been updated, and the 2005-06 Application is available on-line in pdf format.
- Applications and details about the process have been forwarded to the Senior Centers, City Clerk's Offices and Libraries of both the Cities of Santa Monica and Malibu.
- In May, 2005-06 Renewal Forms will be mailed to those previous applicants.
- Also in May, 2005-06 Applications will be mailed those seniors who have requested them and who have not previously applied.
- The forms are due to be returned to the School District and/or postmarked by July 31, 2005 so that the list of Assessor I.D. numbers can be dispatched to the Los Angeles County Assessor's Office the first week in August.

TO: BOARD OF EDUCATION

INFORMATION

05/05/05

FROM: SUPERINTENDENT

RE: BASIC/SUPPLEMENTAL TEXTBOOK ADOPTION

INFORMATION COMMUNICATIO NO. I.2

It is recommended that the textbooks listed below be considered for adoption for the Santa Monica-Malibu Unified School District. The Board of Education will take action to adopt these books at the next Board of Education meeting.

THE SECRET LIFE OF BEES, written by Sue Monk Kid. Adoption requested by Carol Jago of Samohi for grade 10 AP English.

MACHO, written by Victor Villasenor. Adoption requested by Carol Jago of Samohi for grade 10 AP English.

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