

approved 11/7/02

For a Listing of Upcoming Board Meetings see page viii of this Table of Contents

**Santa Monica-Malibu Unified School District
Board of Education**

MEETING AGENDA

October 17, 2002

The regular meeting of the Santa Monica-Malibu Unified School District's Board of Education was held at 7:05 PM on October 17, 2002, in the City of Santa Monica's Council Chambers, 1685 Main Street, Santa Monica, California.

Prior to the meeting, the public was cordially invited to join the
Board of Education

in celebrating the appointment of

Dr. Darline P. Robles

as the Superintendent of the

Los Angeles County Office of Education

Thursday, October 17, 2002

5:30 - 6:30 PM

District Administrative Offices

1651 16th Street

IMPORTANT NOTICE

This Board of Education meeting is the second in a series of year-long, regularly scheduled Board of Education meetings each of which will focus on a specific issue or challenge facing the learning communities served by the Santa Monica-Malibu Unified School District.

The topic of discussion for this meeting was:

Update on the Race and Discipline Task Force

A list of future discussion-oriented meeting dates, complete with topics, can be found on - page viii - of this Table of Contents.

The meeting began at 7:05 PM. If you wish to address the Board of Education regarding an item that is scheduled for this meeting, you must submit the "Request to Address" card **prior** to the discussion of that item. If you wish to address the Board of Education regarding an item that is not scheduled on this meeting's agenda, you may speak during the Public Comments section by submitting the "Request to Address" card at the beginning of the meeting. The same card is used for either option. Cards are located with meeting materials at the entrance of the room.

I CALL TO ORDER

- A. Roll Call - the meeting was called to order by President Julia Brownley at 7:05 PM. All Board Members were present with the exception of Dr. Escarce, who was excused.

Mrs. Brownley and the Superintendent took a moment to introduce Dr. Darline P. Robles, the new Superintendent of the Los Angeles County Office of Education, who had been the guest of honor at a small, public reception immediately prior to the Board Meeting. In introducing Dr. Robles, the Superintendent noted that she was (among other things) the head of the state's largest county intermediary educational agency, providing services to 81 public school systems and 13 community college districts. The Superintendent also made special mention of the terrific displays of art work from many Malibu and Santa Monica schools, the array of fine, fresh Farmer's Market fruits and vegetables furnished by Food and Nutrition Services and the stunning floral displays provided by Mark Byrd, ROP. Dr. Robles thanked the Board and Superintendent for their kindness and courtesy, stating that the reception and public welcoming had been the first time she had been recognized by a school district in her many years of educational service. Poignantly, Dr. Robles remarked that our Santa Monica High School Girls' Choir were the first students to sing for her since she'd assumed her new role. Thanks, Chris Rhodes and crew! She also remarked that, of all her accomplishments, her proudest was that of being a new grandmother.

B. Pledge of Allegiance - the Pledge of Allegiance was led by Mr. Jordan.

II PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY (None)

III CLOSED SESSION (None)

IV BOARD OF EDUCATION - COMMENDATIONS/RECOGNITIONS

School Presentation: Olympic High School and School Principal: Dr. Suzanne Toyryla
Four students from Olympic High School addressed the Board, Gladys Belloso, Elizabeth Buendia, Mario Munoz and Amelia Tomlin. Although there were multiple variations on this theme, the major idea expressed by each student was his or her increased feeling of self worth and value. Crediting principal, Dr. Suzanne Toyryla, with making a meaningful difference in their lives, the students also remarked on the wide array of programs now available for Olympic students including, counseling, California Jobs for Graduates, videography, Art, Project Echo, the UCLA Weather Station, the school paper (copies of which were distributed and are attached hereto and made a part hereof these original Minutes) as well as the full spectrum of academics. Each student cited a true sense of belonging as one of the reasons for their increased academic success, as well as being surrounded by a core of truly caring, nurturing, knowledgeable district staffers. Olympic graduated 50 students last year and is on target to surpass that number this year. Actual comments from Amy Tomlin and Elizabeth Buendia are attached hereto and made a part hereof of these original Minutes.

Dr. Toyryla briefly addressed the Board indicating that Olympic was on the march! She alerted everyone to watch Olympic for proof of educational reform in alternative education. She also thanked her staff for their steadfastness, courage and just plain hard work

V APPROVAL OF THE AGENDA

The agenda was approved, as presented, in a motion by Mrs. Brady, with a second by Mr. Pratt, as follows:

Motion Made By: Mrs. Brady
Seconded By: Mr. Pratt
Student Advisory Vote: Aye
Ayes: 6 (All: Dr. Escarce *in absentia*)
Noes: 0 (None)
Abstentions: 0 (None)

VI APPROVAL OF MINUTES

A.1 1
October 3, 2002
The Minutes were approved as written

VII CONSENT CALENDAR

Passed unanimously.

Consent agenda items are considered routine, as agreed by the President, Vice President and Superintendent, requiring no discussion, and are normally all approved at one time by the Board of Education. However, members of the Board of Education, staff, or the public may request an item be removed from the consent agenda for clarification and/or discussion. Consideration will occur during Section XI.

Curriculum and Instruction

A.2 Approval of Basic and Supplemental Textbooks 2
A.3 Approval of Overnight Field Trips 3
A.4 Approval of Independent Contractors (2002-03) 4
A.5 Approval of Special Education Contracts 5-7

General Functions

None.

Business and Finance

A.6 Award of Purchase Orders 8-8e
A.7 Approval of Gifts 9-9d
A.8 Approval of Conference and Travel 10-13
A.9 Adopt Resolution Number 02-05 - Assignment of Delinquent Tax
Receivables to Joint Powers Authority 14-17
NOTE: A.9 was Pulled by Board consensus and placed at the end of the Consent
Calendar; this occurred in response to the announcement that there was one
public speaker to the item.
A.10 Award of Musical Instruments and Declaration of Sole Source to
Tuba Exchange 18

Proposition X /State Modernization

A.11 Amendment to Contract: Change Order#1 - Flexi-Tech for Muir/SMASH
Planter Box Removal and Deck Repair 19
A.12 Acceptance of Work Completed by Flexi-Tech for Muir/SMASH
Planter Box Removal and Deck Repair 20

A.13	Acceptance of Substantial Completion for Budget Limitation Agreement Number 18 14, (BLA#18-14), Two-Story Panelized Classrooms at Malibu High School	21
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Personnel

A.14	Approval of Certificated Personnel - Elections, Separations	22-23
A.15	Approval of Special Services Employee Contracts	24-29
A.16	Approval of Classified Personnel - Merit	30-35
A.17	Approval of Classified Personnel - Non-Merit	36-37

VIII PUBLIC COMMENTS

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

CONTINUATION OF PUBLIC COMMENTS.

Brian Quincy Hutchings, Santa Monica - Mr. Hutchings addressed the board about reading in the classroom, specifically the influx of Harry Potter books.

IX COMMUNICATIONS

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

A. Student Board Reports -

Moises Castillo, Santa Monica High School - Mr. Castillo reported that Samohi would be holding mock elections during the first week of November. The City of Santa Monica is working with ASB to develop a effective clean campus program with overwhelming student body support. With the Language Building and Barnum Hall are still not open it appears that overcrowding is worse than ever. Mr. Castillo feels that the overcrowding may present security issues for students; it also seems to be more difficult to maintain a peaceful learning environment for the students. There is a 30+-member redesign committee that is working with a consultant to create a new, viable plan for school reorganization and success – turning Samohi into a personalized learning community and utilizing all the many community's resources.

Christine Hoff, Malibu High School - the students are having firsthand experience with the fundamental theorem of taxation – witness the advent of the

auditorium, the gym and the classroom building: all just at the edge of being finished ("punchlist" in some cases) and no money to finish them. Nevertheless, everyone is thrilled with the progress on the new construction and modernization projects. Homecoming will be a little different this year with a carnival, bands, etc., and not the more traditional Homecoming Dance. Various student clubs are hosting carnival booths, etc. And, there's still the big game!

B. SMMCTA Report

Harry Keiley, President - Mr. Keiley listed the dates the SMMCTA members would be phone banking for Measure EE (10/22,23,24,29,30, 21) from 5-8 to Coldwell-Banker, Wilshire and Chelsea. He also stated that the PAR (Peer Assistance Review) program was moving steadily forward with five teachers being paired currently; he thanked Dr. Quarles and Jarvis Pahl for the tremendous help and support. SMMCTA is working with Ed Services and the Superintendent on developing the Board-directed Math initiative. SMMCTA Executive Council met Monday discussing the Spec Ed Task Force and specialists, training for teachers with fully included classrooms and the district's fiscal needs. Mr. Keiley also referenced the work of the Race and Discipline Task force and concerns his constituency has relative to impact of new Board policies and practices on teachers, specifically, and generally the issues of maintaining safety in an urban setting. Finally, Mr. Keiley indicated that he was relieved to have the SMMCTA contract ratified by over 92% of the bargaining unit members.

C. SEIU Report - none.

D. Santa Monica-Malibu Education Foundation - none.

E. PTA Council President Report

Cheri Orgel, President - Mrs. Orgel reported on a recent PTA legislative conference facilitated by Rick Gates; PTA is busy phone banking, as well – anyone is welcome to join. To facilitate a smooth transition in local PTA leadership, there has been an intensive leadership training program which has included meeting and getting to know the new Ed Services directors, coordinators and staff. Finally, the Superintendent and Mrs. Orgel will attend the PTA 33rd District's Annual 34th President/Superintendent's Breakfast in Downey.

X Superintendent's Report

The Superintendent and/or Assistant Superintendents may report on items not requiring action by the board but are of interest to the Board and public.

None.

As a general rule, items under MAJOR and DISCUSSION will be listed in order of importance as determined by the President, Vice President and Superintendent. Individual Board members may move to request a change in the order prior to consideration of any Major item. The Board may also move any of these items out of order to be heard immediately following PUBLIC COMMENTS if it appears that there is special interest by the public or as a courtesy to staff members making presentations to the Board.

XI MAJOR ITEMS

These items are considered to be of major interest and/or importance and are presented for **ACTION (A)** or **INFORMATION (I)** at this time. Many have been reviewed by the Board at a previous meeting under the Discussion Items section of the agenda.

Action Items are submitted to the Board of Education with a recommendation from the Superintendent. They may be tabled or postponed by action of a quorum of the Board. Items pulled from Section VII, Consent Agenda, will be deliberated in Section XI following the scheduled Action Items.

When a member of the Staff presents an item, the Board may ask clarifying questions before the Public is heard on that item. Board discussion of the item will take place after hearing from the Public.

A.18	Ratification of Agreement Between the SMMCTA and SMMUSD	38-39
A.19	Represented Bargaining Unit Members, Unrepresented Management/ Confidential Salaries and Other Unrepresented Salaries for the 2002-03 School Year Indefinite Salaries	40
A.20	Approval of Non-represented Employees Compensation Agreement (Superintendent, Deputy Superintendent, Assistant Superintendents, Management/Supervisory/Confidential)	41
A.21	Approval of the Superintendent's 2002-2003 Performance Targets and Subsequent Performance Bonus	42-54

XII DISCUSSION ITEMS

These items are submitted for information and discussion. Action may be considered at the next regularly scheduled meeting of the Board.

D.1	Update on the Race and Discipline Task Force	55-75
D.2	Nutrition and Physical Activity Policy Grant	76-81

XIII INFORMATIONAL ITEMS

I.1	Basic/Supplemental Textbooks to be Adopted	82
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XIV BOARD MEMBER ITEMS

These items are submitted by individual Board members for information or discussion, as per Board Policy 8320(b).

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

These items are submitted by members of the public to address the Board of Education on a matter within the jurisdiction of the Board, as per Board Policy 8320(c). Requests must be submitted to the Superintendent in writing ten days before the Board meeting or prior to agenda planning, in accordance with the established agenda planning schedule, whichever is less.

The written request will not exceed 500 words and will include, as an attachment, brief

background information and the reason for the request.

XVI CONTINUATION OF PUBLIC COMMENTS

A continuation of Section VIII, as needed.

XVII BOARD MEMBER COMMENTS

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

XVIII FUTURE AGENDA ITEMS

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

XIX CLOSED SESSION

The Board of Education will adjourn to CLOSED SESSION to complete discussion on items listed for CLOSED SESSION following the regular business meeting.

XX ADJOURNMENT

In a motion by Mr. Jordan, seconded by Mrs. Brady, (6-0: All [Dr. Escarce *in absentia*]) the meeting was adjourned at 9:50PM, to the next regularly scheduled meeting of the Board of Education be held on **Thursday, November 7**, at 7 PM in the Board Room of the District's Administrative Offices, 1651 16th Street, Santa Monica, California, unless otherwise noticed.

Meetings held in Santa Monica are taped for rebroadcast
and played on Cable Channel 16 (City TV) at 11:00 AM
on the Sunday following the Board meeting.

Meetings are rebroadcast in Malibu on Government Access
Channel 15 every Thursday at 2 PM; every Saturday & Sunday at 8 PM

For a Listing of All Upcoming Board Meetings see Page 6 of this Table of Contents

Board Of Education Meeting Schedule

JULY THROUGH DECEMBER, 2002

Month	1 st	2 nd	3 rd	4 th	Special/Comment and NOTE: The second meetings of the month will generally be devoted to the discussion of critical issues facing the learning community. Topics are noted in boldface type.
July					No Meetings in July
August		8		22	23: Board Retreat (29)
September	5		19 *		19: Data and Its Relationship to Bridging the Achievement Gap
October	3 **		17 *		17: Race and Discipline Task Force
November	7		21 *		(28: Thanksgiving)
December		12	19		12: Organizational Meeting 19: Board Agenda Management; School Improvement Plans (SIPs)

JANUARY THROUGH JUNE, 2003

January		9		23	23: Charter Schools
February	6 **		20 *		20: Institute for Learning
March	6		19 (W)		19: Standards-based Instruction 20-21: Stairway
April	3 **		17 *		17: Preliminary Budget Planning 17: Passover (Spring Break: 4/16/03 thru 4/25/03)
May	1 **		15 *		15: Budget Planning (29)
June	5 **			26	W/O 6/16: Graduations

NOTE: ** 10/3/02: Malibu High School Auditorium - 30215 Morningview Drive, Malibu

All other Malibu Meetings - TBA

* Santa Monica City Council Chambers - 1685 Main Street, Santa Monica

Agenda Distribution:

A complete distribution list is available in the Office of the Superintendent upon request.

A copy of the Table of Contents is posted 72 hours in advance of regularly scheduled Board of Education meetings and is also accessible to the public 24 hours/day at the District Offices' entrance, 1651 16th Street in Santa Monica.

Complete Board of Education agendas are also available in *pdf* format, 24/7, on the District's website,
www.smmusd.org.

If you will require accommodation to participate in the Board meeting, please notify the Superintendent's Office at least one day prior to the meeting.

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
October 17, 2002

I CALL TO ORDER

A Roll Call

Julia Brownley - President
Maria Leon-Vazquez - Vice President
Pam Brady
Jose Escarce - *in absentia*
Brenda Gottfried
Mike Jordan
Tom Pratt

Christine Hoff - Malibu High School Student Board Representative (voting)
Moises Castillo - Santa Monica High School Student Board Representative

NOTE: Olympic High School representative has not yet been elected.

B Pledge of Allegiance - Mr. Jordan

II CLOSED SESSION
None.

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

ACTION
10/17/02

RECOMMENDATION NO. A.1

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

October 3, 2002

The Minutes were approved as written.

MOTION MADE BY: Mrs. Brady
SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: Aye
AYES: 6 (All: Dr. Escarce *in absentia*)
NOES: 0 (None)
ABSTENTIONS: 0 (None)

Consent Calendar

*** REVISED - THIS PAGE ONLY ***

TO: BOARD OF EDUCATION ACTION/CONSENT
10/17/02
FROM: JOHN E. DEASY
RE: BASIC/SUPPLEMENTAL TEXTBOOKS TO BE ADOPTED

RECOMMENDATION NO. A.2

It is recommended that the following textbook(s) be adopted for use in the Santa Monica-Malibu Unified School District. The Board will take action to adopt these books at the next Board of Education meeting.

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.

TO BE YOUNG, GIFTED AND BLACK, by Lorraine Hansberry, 12th grade African/American Literature, La Sonja Roberts requesting adoption from Samohi, SUPPLEMENTAL

ENCUENTROS CURSO DE INTRODUCCION, Holt, Rinehard and Winston, 7th grade Spanish Literature, Jeannie McNamara requesting adoption from John Adams, BASIC

ENCUENTROS PRIMER CURSO, Holt, Rinehard and Winston, 8th grade Spanish Literature, Jeannie McNamara requesting adoption from John Adams, BASIC

EL COLOR DE MIS PAPABRAS, by Lynn Joseph, 6th Grade Humanities, Alex Kusion requesting adoption from John Adams, SUPPLEMENTARY

MOTION MADE BY: Mrs. Brady
SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: Aye
AYES: 6 (All: Dr. Escarce *in absentia*)
NOES: 0 (None)
ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/03/02

FROM: JOHN E. DEASY

RE: OVERNIGHT FIELD TRIP (S) 2002-03

RECOMMENDATION NO. A.3

It is recommended that the Board of Education approve the special field trip (s) listed below for students for the 2000-01 school year. No child will be denied due to financial hardship.

CORRECTION ONLY

<u>School Grade # of Students</u>	<u>Destination Dates</u>	<u>Principal Teacher</u>	<u>Cost / Paid for</u>	<u>Subject</u>	<u>Purpose of Trip</u>
Point Dume 4th grade 60	Catalina Island 09/27/02 to 09/29/03 <u>10/21/02 to</u> <u>10/23/02</u>	Kris Jennings <u>Margo Dunn</u> Chi Kim	\$240.00 per student paid for by parents & fund raisers	Science	To study the marine environment and ecology with hands on experience.

MOTION MADE BY: Mrs. Brady

SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: Aye

AYES: 6 (All: Dr. Escarce *in absentia*)

NOES: 0 (None)

ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION

CONSENT/ACTION

10/17/02

FROM: JOHN E. DEASY

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO.A.4

It is recommended that Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2002/2003 budget.

Contractor/Contract Dates	Description	Site	Funding
Peter Alvet Aug. 19 - Aug. 30 ,2002 Cost: Not to exceed \$3,000	To provide a mural painting on wall surface around Administrative Office	Rogers	Gift 01-90120-0-11100-10000-5802-006-1501
Emergency Medical Consulting October 1, 2002 Cost: Not to exceed \$250	To provide Medica First Aid training to PE staff at Santa Monica High School	Ed Services	PE 01-00000-0-19480-10000-5802-030-1300
Venice Family Clinic Oct. 5, 2002-June 30, 2003 Cost: Not to exceed \$10,000	To provide medical services to Medi-Cal eligible students at SamoHi who have signed parental consent	Samo	General Fund - Health 01-00000-0-11100-31400-5890-030-1300
Peggy Fisher's Gymtastics Oct. 2, 2002 -June 20, 2003 Cost: Not to exceed \$1,800	To provide each Kindergarten Class (six) with 3 sessions each on expressing themselves through movement and a cultural experience with music, art and dance	Franklin	PTA-Gift 01-90150-0-11100-1000-5802-002-4020

MOTION MADE BY: Mrs. Brady

SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: Aye

AYES: 6 (All: Dr. Escarce *in absentia*)

NOES: 0 (None)

ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/17/02

FROM: JOHN E. DEASY/PEGGY HARRIS

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS

RECOMMENDATION NO. A.5

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2002-2003 as follows:

NPS/NPA

2002-2003 Budget 01-65000-0-57500-11800-5825-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Pacific Ridge	12-20-87	NPS	#59	\$ 32,200
Vista	06-09-88	NPS	#60	\$ 25,800
Westview	12-23-88	NPS	#61	\$ 32,400
Greg Kimberlin & Associates	02-08-91	NPA	#42	\$ 5,000
Smart Start	04-08-93	NPA	#43	\$ 9,500

Amount Budgeted NPS/NPA 02/03	\$ 2,820,000
Prior Board Authorization as of 10/03/02	<u>\$ 2,700,121</u>
Balance	119,879

Total Amount for these Contracts	<u>\$ 104,900</u>
Balance	<u>\$ 14,979</u>

Instructional Consultants

2002-2003 Budget 01-65000-0-50010-11800-5802-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Kimberly Hiddleston	02-16-96	Instr. Consultant-Auditory-Verbal Therapy	#7	\$ 8,800
Bill Takeshita	08-26-88	Instr. Consultant-Vision Therapy	#8	\$ 1,200
Bill Takeshita	02-28-92	Instr. Consultant-Vision Therapy	#9	\$ 250
Bill Takeshita (Board approved on 9/5) change vendor to Gary Etting (contract amount \$1080 previously approved)	04-17-85	Instr. Consultant-Vision Therapy	#3	

Amount Budgeted Instructional Consultants 02/03	\$ 120,000
Prior Board Authorization as of 09/19/02	\$ 76,903
Balance	\$ 43,097

Total Amount for these Contracts	\$ 10,250
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Balance	\$ 32,847
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Non-Instructional Consultants

2002-2003 Budget 01-65000-0-50010-11800-5890-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Parent Reimbursement	04-18-94	Reimbursement to Parent for Speech & Language Therapy per IEP.	#4	\$ 1,000

Amount Budgeted Instructional Consultants	\$ 50,000
Prior Board Authorization as of 09/19/02	\$ 21,955
Balance	\$ 28,045

Total Amount for these Contracts	\$ 1,000
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Balance	\$ 27,045
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COMMENT: According to the Education Code SEC.21 Section 56342, prior to recommending a new or continued placement in a non-public, non-sectarian school, the Individualized Education Program (IEP) Team must submit the proposed recommendation to the local governing board for its review and recommendation regarding the cost of such placement.

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

MOTION MADE BY: Mrs. Brady
SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: Aye
AYES: 6 (All: Dr. Escarce *in absentia*)
NOES: 0 (None)
ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/17/02

FROM: KENNETH R. BAILEY/ VIRGINIA I. HYATT

RE: APPROVAL OF PURCHASE ORDERS

RECOMMENDATION NO. A.6

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from September 26, 2002, through October 7, 2002, for fiscal year 2002/03.

AGENDA

NOTE: 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: Mrs. Brady
SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: Aye
AYES: 6 (All: Dr. Escarce *in absentia*)
NOES: 0 (None)
ABSTENTIONS: 0 (None)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF OCTOBER 17, 2002

U-GENERAL FUND, UNRESTRICTED R-GENERAL FUND, RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
SF-SPECIAL FINANCING (FLEX) EX-PROP ES and X D-DEVELOPER FEES EQ-EARTHQUAKE
SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
<u>*** CHANGED PURCHASE ORDERS ***</u>					
302488	BAY PRINTING CO	BUSINESS CARDS	PURCHASING/WAREHOUSE	10.83	U
302596	CUSTOM WINDOW DECOR	MINI BLIND CHANGE	DISTRICT-WIDE	386.69	EQ
302615	DEMCO LIBRARY SUPPLIES	LIBRARY SUP./INCREASE COSTS	JOHN MUIR ELEMENTARY SCHOOL	10.19	U
302374	PEARSON EDUCATION #1	JPRICE INCREASE	CABRILLO ELEMENTARY SCHOOL	117.30	R
** CHANGED PURCHASE ORDERS TOTAL:				525.01	
<u>*** NEW PURCHASE ORDERS ***</u>					
302326	ACCOMTEPS	TEMP ACCTNG PERSONNEL	FISCAL SERVICES	10,000.00	U
302375	ACSA REG XIV SUPERINTENDENTS	MEMBERSHIP	BOE/SUPERINTENDENT	125.00	U
302323	ACT CAREER PLANNING SERVICES	CAREER PLANNING MATERIALS	MALIBU HIGH SCHOOL	445.17	R
302569	ADDISON WESLEY PUBL	MATHEMATIC TEXTBOOKS	SANTA MONICA HIGH SCHOOL	1,534.29	R
302503	ADVANTIDGE ID SOLUTIONS	SUPPLIES/PRINTING BUS PASSES	TRANSPORTATION	220.83	R
302597	ALPINE CARPET	CARPET/MUIR MUSIC	STATE AND FEDERAL PROJECTS	523.00	R
302036	AMERICAN TIME & SIGNAL CO.	OUTDOOR CLOCKS	WILL ROGERS ELEMENTARY SCHOOL	775.88	
302404	ANAHEIM BAND	TUBA--JAMS	STATE AND FEDERAL PROJECTS	15,317.38	R
302064	APPLE COMPUTER CORP	APPLE COMPUTERS	SMASH SCHOOL	18,631.18	R
302241	APPLE COMPUTER CORP	Computers	ROOSEVELT ELEMENTARY SCHOOL	6,198.40	
302286	APPLE COMPUTER CORP	EMACS/ART TEACHERS	CURRICULUM AND IMC	13,873.32	
302331	APPLE COMPUTER CORP	COMPUTER OS UPGRADES	JOHN MUIR ELEMENTARY SCHOOL	2,803.13	R
302423	APPLE COMPUTER CORP	NON-CAPITAL EQUIP/TECHN LAPTOP	CURRICULUM AND IMC	25,590.30	R
302447	APPLE COMPUTER CORP	NON-CAPITALIZED EQUIP/TECHN	CURRICULUM AND IMC	2,693.26	
302448	APPLE COMPUTER CORP	NON-CAPITALIZED EQUIP/TECHN	CURRICULUM AND IMC	1,770.97	
302495	APPLE COMPUTER CORP	LAPTOPS	CURRICULUM AND IMC	25,590.30	R
302565	ARGO ENTERPRISES INC	FIRST-AID REPL./SUP.CAB/TRANSP	TRANSPORTATION	57.70	R
302507	ASCD	MATERIALS FOR STATE AND FED	STATE AND FEDERAL PROJECTS	79.37	R
302571	B-1 CLUTCH EXCHANGE	OPEN ORDER/REPAIR PTS.-TRANSP.	TRANSPORTATION	500.00	R
302361	BAKER & TAYLOR	Books	SANTA MONICA HIGH SCHOOL	3,247.50	
302398	BARON EMBROIDERY	SPIRIT HATS FOR RESALE	SAMOHY STUDENT STORE	1,260.00	U
302612	BAY CITIES APPLIANCE	REFRIGERATOR/SMASH	CHILD DEVELOPMENT CENTER	491.46	CD
302534	BAY PRINTING CO	BUSINESS CARDS/TEACHERS	JOHN ADAMS MIDDLE SCHOOL	63.09	U
302636	BEARD, CLARA	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	60.31	U
302302	BECKLEY CARDY/SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	130.62	CD
302401	BECKLEY CARDY/SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	135.07	CD
302602	BECKLEY CARDY/SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	201.81	CD
302632	BOLAN, ANETTE	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	60.24	U
302170	BSN SPORTS	GAME TABLE	CHILD DEVELOPMENT CENTER	442.74	CD
302572	BUD'S EQUIPMENT SERVICE	REPAIR BY VENDOR/TRANSP. DEPT.	TRANSPORTATION	127.50	R
301710	CANON BUSINESS SOLUTIONS	COPIER OVERCHARGES	PT DUME ELEMENTARY SCHOOL	229.99	
302252	CANON BUSINESS SOLUTIONS	CANON COPIER MAINTENANCE AGRMT	SMASH SCHOOL	2,016.00	
302485	CANON BUSINESS SOLUTIONS	HECON PRINTER	PRINTING SERVICES	507.95	U
302370	CAROLINA BIOLOGICAL SUPPLY CO	SCIENCE MATERIALS	GRANT ELEMENTARY SCHOOL	166.60	R
302394	CAROLINA BIOLOGICAL SUPPLY CO	SCIENCE MATERIALS-JOHN MUIR	STATE AND FEDERAL PROJECTS	144.01	R
302346	CHILDCRAFT EDUCATION CORP.	INSTRUCTIONAL SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	80.08	R
302441	CHILDCRAFT EDUCATION CORP.	CLASSROOM SUPPLIES/ROOM 11	WEBSTER ELEMENTARY SCHOOL	560.12	
302114	CHILDRENS BOOK WORLD	OPEN P.O. FOR SAINT ANNES	SAINT ANNE'S PRIVATE SCHOOL	4,500.00	R
302616	CLASSROOM READING SERVICE	SPANISH TEXTBOOKS	SANTA MONICA HIGH SCHOOL	248.33	R
302353	CLASSROOMDIRECT.COM	INSTRUCTIONAL SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	86.55	R

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
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SF-SPECIAL FINANCING (FLEX) EX-PROP ES and X D-DEVELOPER FEES EQ-EARTHQUAKE
SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
302529	CLASSROOMDIRECT.COM	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	216.74	CD
302586	COBBLESTONE PUBLISHING CO	CLASSROOM BOOKS/SUBSCRIP.	CABRILLO ELEMENTARY SCHOOL	142.72	U
302637	COLLEGIATE DIRECTORIES INC	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	137.02	U
302329	COMMERCIAL GRAPHICS	OPEN ORDER/PRINTING	CURRICULUM AND IMC	541.25	
302541	CPM EDUCATIONAL PROGRAM	MATHEMATICS TEXTBOOKS	SANTA MONICA HIGH SCHOOL	153.73	R
302556	CUMMINS CAL PACIFIC INC	OPEN ORDER-VEHICLE SUPPLIES	FACILITY MAINTENANCE	150.00	
302562	D & D SECURITY RESOURCES INC	Lockdowns-K. Ferres	SPECIAL EDUCATION REGULAR YEAR	68.84	R
302335	DALE SEYMOUR PUBLICATIONS	INSTRUCTIONAL SUPPLIES	LINCOLN MIDDLE SCHOOL	235.55	U
302317	DAVIS, JOHN	REIMB./MILEAGE	MALIBU HIGH SCHOOL	500.00	U
302390	DELTA EDUCATION	SCIENCE MATERIALS FOR MUIR	STATE AND FEDERAL PROJECTS	901.82	R
302601	DIRECT ADVANTAGE	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	62.24	R
302193	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	157.99	
302278	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	208.53	CD
302289	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	175.65	CD
302400	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	115.91	CD
302613	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	90.77	CD
302614	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	102.01	CD
302354	DUPLO/COMPLETE BUSINESS SYS	Duplo Maintenace Agreement	ROOSEVELT ELEMENTARY SCHOOL	525.00	
302555	ECONOMY GLASS CO INC	OPEN ORDER-VEHICLE GLASS SUP.	FACILITY MAINTENANCE	150.00	
302429	EDUCATIONAL PRODUCTIONS INC.	Preschool supplies	SPECIAL ED SPECIAL PROJECTS	809.00	R
302352	EDUCATORS OUTLET	INSTRUCTIONAL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	380.28	
302468	ERNST, ANNE	INK CARTRIDGES	HEALTH SERVICES	100.88	U
302459	FLINN SCIENTIFIC INC	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	1,000.00	U
302388	FREEDMAN, MAROLYN	REIMBURSEMENT - COOL TOOLS	HEALTH SERVICES	467.79	R
302216	GATEWAY 2000 MAJOR ACCOUNTS	COMPUTER	SANTA MONICA HIGH SCHOOL	1,293.59	
302281	GBC/EDUCATION DEPARTMENT	LAMINATING FILM	EDISON ELEMENTARY SCHOOL	57.89	U
302351	GENERAL BINDING CORP	LAMINATING FILM	ROOSEVELT ELEMENTARY SCHOOL	202.62	U
302589	GENERAL BINDING CORP	BINDING SUPPLIES	CABRILLO ELEMENTARY SCHOOL	112.21	U
302162	GESTETNER CORPORATION	COPIER LEASE	CABRILLO ELEMENTARY SCHOOL	1,807.99	R
302382	GITTER, RANDALL	REIMBURSE FOR MATERIALS	SAINT ANNE'S PRIVATE SCHOOL	60.83	R
302558	GLOBAL HEALTH & HYGIENE	MAINT. GLOVES	FACILITY MAINTENANCE	86.49	
302557	GOLDEN WEST INDUSTRIAL SUPPLY	MAINT SUPPLIES	FACILITY MAINTENANCE	117.13	
302575	GONZALEZ, IRENE	MILEAGE REIMBURSEMENT	STATE AND FEDERAL PROJECTS	500.00	R
302508	GREENHOUSE PUBLICATIONS	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	77.28	R
302605	HARRIS, REE	REIMBURSEMENT/CELL PHONE	CHILD DEVELOPMENT CENTER	81.20	CD
302635	HOME DEPOT- L.A.	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	800.00	U
302584	HOUGHTON MIFFLIN	SOCIAL STUDIES ROOM 3	WEBSTER ELEMENTARY SCHOOL	256.71	R
302627	HUMAN KINETICS	PHYSICAL BEST VIDEO	CURRICULUM AND IMC	107.17	U
302552	HUMMER CONSTRUCTION	REPAIRS TO RM 415-SMASH(MOLD)	FACILITY MAINTENANCE	11,495.00	
302308	INTELLI-TECH	PRINTER CARTRIDGES	SANTA MONICA HIGH SCHOOL	565.07	U
302594	INTERACT	GATE SUPPLIES FOR ROOM 17	WEBSTER ELEMENTARY SCHOOL	158.37	
302625	JOHNSTONE SUPPLY CO	MOTOR MILK COOLER	FOOD SERVICES	51.01	F
302225	JOSTENS/DIPLOMAS	DIPLOMAS	OLYMPIC CONTINUATION SCHOOL	182.76	U
302544	KINSINGER, JULIE	POSTER PROGRAM FOR TRANSP.	TRANSPORTATION	180.88	R
302577	KRUG, JESSICA	MILEAGE REIMBURSEMENT - J. KRUG	STATE AND FEDERAL PROJECTS	500.00	R
302368	L.A. FLEET MONITORING SYSTEM	REPAIRS ON BUS #11/REGULAR ED.	TRANSPORTATION	94.18	R
302638	LAGUNA CLAY COMPANY	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	436.85	U
302271	LAKE SHORE (PICK UP ONLY)	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	75.00	CD
302345	LAKE SHORE (PICK UP ONLY)	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	182.94	R
302519	LAKE SHORE (PICK UP ONLY)	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	100.00	CD
302525	LAKE SHORE (PICK UP ONLY)	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	200.00	CD

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
302527	LAKESHORE (PICK UP ONLY)	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	100.00	CD
302528	LAKESHORE (PICK UP ONLY)	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	200.00	CD
302600	LAKESHORE (PICK UP ONLY)	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	150.00	R
302435	LAKESHORE CURRICULUM	CLASSROOM SUPPLIES/RM 11	WEBSTER ELEMENTARY SCHOOL	245.42	
302633	LATHAM, PAMELA	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	99.48	U
302570	LOWE'S HOME IMPROVEMENT WHSE.	GROUNDS SUPPLIES	GROUNDS MAINTENANCE	364.12	U
302505	MAC SOLUTIONS	COMPUTER MEMORY	JOHN MUIR ELEMENTARY SCHOOL	462.18	
302486	MARIUCCIA IACONI BOOK IMPORTS	textbooks	JOHN ADAMS MIDDLE SCHOOL	643.83	R
302344	MARTINEZ, EMILIO	PO FOR PURCH. FOR REPAIRS/#18	TRANSPORTATION	341.15	R
302283	MARTINEZ, GLORIA	REIMBURSEMENT - GRANT	HEALTH SERVICES	206.89	R
302349	MATADOR BOOKSTORE	BOOKS	PERSONNEL SERVICES	3,099.47	
302402	MATHCOUNTS	REGISTRATION	LINCOLN MIDDLE SCHOOL	80.00	U
302433	MC MASTER CARR	HAND TRUCK/TEXTBOOK DEPT.	SANTA MONICA HIGH SCHOOL	142.45	U
302506	MC GEE, LESLEE	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	95.13	U
302511	MCGRAW-HILL CHILDRENS	INSTRUCTIONAL SUPPLIES	FRANKLIN ELEMENTARY SCHOOL	836.69	R
302646	MCKEOWN, KEVIN	September Reimbursement	INFORMATION SERVICES	269.51	U
302546	MERCURY OFFICE MACHINES	Typewriter Repair	ROOSEVELT ELEMENTARY SCHOOL	125.00	U
302542	MINDWARE	CLASSROOM SUPPLIES/ROOM 16	WEBSTER ELEMENTARY SCHOOL	63.57	
302418	MISSION NUTRITION	STICKERS FOR HAPPY MEALS	FOOD SERVICES	990.00	F
302580	MUSICRAFT INDUSTRIES	MIRAPHONE TUBA CASES/SAMOHI	STATE AND FEDERAL PROJECTS	2,437.17	R
302389	NASCO WEST - MODESTO	SCIENCE MATERIALS	STATE AND FEDERAL PROJECTS	1,855.48	R
302437	NASCO WEST - MODESTO	CLASSROOM SUPPLIES/ROOM 11	WEBSTER ELEMENTARY SCHOOL	118.92	
302512	NASCO WEST - MODESTO	SCIENCE ORDER	STATE AND FEDERAL PROJECTS	146.75	R
302287	NASCO**SEE VENDOR 2165 *****	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	153.40	CD
302399	NASCO**SEE VENDOR 2165 *****	INSTRUCTIONAL/PUZZLES & GAMES	CHILD DEVELOPMENT CENTER	168.02	CD
302410	NATIONAL MIDDLE SCHOOL ASSN.	MEMBERSHIP	LINCOLN MIDDLE SCHOOL	199.00	U
302533	NEXGEN	CUSTODIAL SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	301.29	U
302432	NMI PUBLISHERS	PO OVERAGE	SANTA MONICA HIGH SCHOOL	21.68	U
302643	NORTHERN LIGHTS OUTREACH	ASSEMBLY	WILL ROGERS ELEMENTARY SCHOOL	500.00	
302438	OAKSTONE LEGAL & BUSINESS	Book	SPECIAL EDUCATION REGULAR YEAR	104.95	R
302591	ORIENTAL TRADING CO INC	COOL TOOLS SUPPLIES	HEALTH SERVICES	642.68	R
302391	PATCH USA	spirit hats for resale	SAMOHI STUDENT STORE	120.00	U
302359	PCI EDUCATIONAL PUBLISHING	INSTRUCTIONAL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	171.80	
302236	PEARSON EDUCATION #1	WORKBOOKS	HEALTH SERVICES	1,720.75	
302243	PEARSON EDUCATION #1	WORKBOOKS	HEALTH SERVICES	775.71	
302247	PEARSON EDUCATION #1	WORKBOOKS	HEALTH SERVICES	497.49	
302248	PEARSON EDUCATION #1	WORKBOOKS	HEALTH SERVICES	827.34	
302415	PEPPER OF LOS ANGELES	TEXTBOOKS-MUSIC	JOHN ADAMS MIDDLE SCHOOL	345.96	R
302504	PHI DELTA KAPPA	SUBSCRIPTION	SANTA MONICA HIGH SCHOOL	55.21	U
302357	PRIMARY CONCEPTS	INSTRUCTIONAL SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	254.47	
302622	QSS	QSS TRAINING	HEALTH SERVICES	1,406.56	R
302537	RALPHS MARKET	INSERVICE SUPP	CURRICULUM AND IMC	200.00	
302384	RESEARCH GRANT GUIDES	order as per attached	CURRICULUM AND IMC	159.39	U
302547	RIGHT WAY COMPANY, THE	REFERENCE BOOKS	WILL ROGERS ELEMENTARY SCHOOL	261.21	R
302377	RIVERSIDE PUBLISHING	Language Training materials	SPECIAL EDUCATION REGULAR YEAR	172.02	R
302509	RUNYON, GREGORY	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	126.49	U
302475	S & R SPORT	CHAIN LINE EXT.SAMOHI POOL	FACILITY MAINTENANCE	209.85	
302592	SAMUEL FRENCH THEATRE & FILM	INSTRUCTIONAL SUPPLIES	LINCOLN MIDDLE SCHOOL	44.23	U
302430	SAMY'S CAMERA	REPAIR	SANTA MONICA HIGH SCHOOL	400.00	
302315	SAMY'S CAMERA SHOP	DIGITAL CAMCORDER	LINCOLN MIDDLE SCHOOL	1,017.55	

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
302294	SAVIN CORP (FORMER GESTETNER)	SERVICE CALL	SANTA MONICA HIGH SCHOOL	500.00	U
302367	SCHOLASTIC INC	PUBLICATIONS	ROOSEVELT ELEMENTARY SCHOOL	131.96	U
302545	SCHOLASTIC INC	INSTRUCTIONAL SUPPLIES	FRANKLIN ELEMENTARY SCHOOL	56.96	R
302249	SCHOOL HEALTH CORPORATION	OTOSCOPE	HEALTH SERVICES	282.58	R
302347	SCHOOL SPECIALTY INC	MOVING FURNITURE/PDLC	STATE AND FEDERAL PROJECTS	400.00	R
302387	SCHOOL SPECIALTY INC	SCIENCE MATERIALS FOR MUIR	STATE AND FEDERAL PROJECTS	1,665.16	R
302279	SCOTT, RUBEN	REIMBURSEMENT	HEALTH SERVICES	205.00	R
302460	SEHI COMPUTER PRODUCTS	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	196.16	
302517	SEHI COMPUTER PRODUCTS	TONER CARTRIDGES	FISCAL SERVICES	735.00	U
302574	SEIDEN, JESSICA	MILEAGE REIMBURSEMENT	STATE AND FEDERAL PROJECTS	500.00	R
302273	SMART & FINAL	OPEN ORDER/COOKING PROJECTS	CHILD DEVELOPMENT CENTER	100.00	CD
302416	SMART & FINAL	OPEN P.O.	OLYMPIC CONTINUATION SCHOOL	100.00	U
302610	SMART & FINAL	OPEN ORDER/COOKING PROJECTS	CHILD DEVELOPMENT CENTER	200.00	
302343	SMITH & HARTFORD CUSTOM COACH	OPEN ORDER-VEHICLE SUPPLY/REP.	FACILITY MAINTENANCE	3,000.00	
302446	SONUS/THE HEARING GROUP	Diagnostic test materials	SPECIAL EDUCATION REGULAR YEAR	94.60	R
302337	SOUTHWEST STRINGS	CELLOS/JAMS	STATE AND FEDERAL PROJECTS	3,448.85	R
302238	STAPLES/PICK UP/SANTA MONICA	OPEN ORDER/OFFICE SUPPLIES	CHILD DEVELOPMENT CENTER	50.00	CD
302267	STAPLES/PICK UP/SANTA MONICA	OPEN ORDER/OFFICE SUPPLIES	CHILD DEVELOPMENT CENTER	200.00	CD
302339	STAPLES/PICK UP/SANTA MONICA	OPEN ORDER/OFFICE SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	400.00	U
302392	STAPLES/PICK UP/SANTA MONICA	Supplies/ VH program	SPECIAL EDUCATION REGULAR YEAR	200.00	R
302598	STAPLES/PICK UP/SANTA MONICA	OPEN ORDER/OFFICE SUPPLIES	CHILD DEVELOPMENT CENTER	50.00	CD
302269	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	50.00	CD
302397	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	50.00	CD
302520	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	100.00	CD
302522	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	50.00	CD
302609	TARGET STORES	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	100.00	CD
302469	TEACHER'S DISCOVERY	INSTRUCTIONAL MATERIALS	LINCOLN MIDDLE SCHOOL	158.15	U
302327	TECHNOLOGY INTEGRATION GROUP	IBOOK CASES	CURRICULUM AND IMC	2,263.51	R
302619	TEXTBOOK WAREHOUSE INC.	MATHEMATIC TEXTBOOKS	SANTA MONICA HIGH SCHOOL	784.81	R
302641	THOMPSON PUBLISHING GROUP	Grant materials	STATE AND FEDERAL PROJECTS	89.02	R
302567	THOMSON LEARNING	SOCIAL STUDIES TEXTBOOKS	SANTA MONICA HIGH SCHOOL	59.54	R
302510	TIME FOR KIDS	SUBSCRIPTION	JOHN MUIR ELEMENTARY SCHOOL	242.33	
302611	TOYS-R-US (SANTA MONICA)	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	70.75	CD
302606	TREETOP PUBLICATIONS	CLASSROOM SUPPLIES/ROOM 19 & 20	WEBSTER ELEMENTARY SCHOOL	109.55	
302502	TRI-BEST CHALKBOARD CO	WHITE BOARD	SANTA MONICA HIGH SCHOOL	209.19	U
302403	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER/INST SUP/RESOURCE	JOHN ADAMS MIDDLE SCHOOL	95.00	R
302408	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER/INST SUP/7TH ALPHA	JOHN ADAMS MIDDLE SCHOOL	192.00	U
302532	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER/INST SUP/8TH & 7TH	JOHN ADAMS MIDDLE SCHOOL	100.00	U
302585	UNISOURCE/NATIONAL SANITARY	SOAP DISPENSERS FOR SCHOOL	WEBSTER ELEMENTARY SCHOOL	115.39	U
302573	VHPS ORDER DEPARTMENT	SOCIAL STUDIES TEXTBOOK	SANTA MONICA HIGH SCHOOL	792.28	R
302268	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	100.00	CD
302275	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING PROJECTS	CHILD DEVELOPMENT CENTER	200.00	CD
302395	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	100.00	CD
302396	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	100.00	CD
302518	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	100.00	CD
302521	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	100.00	CD
302608	VONS MARKET-SANTA MONICA	OPEN ORDER/COOKING PROJECTS	CHILD DEVELOPMENT CENTER	200.00	CD
302330	VONS STORE #2262	OPEN ORDER/IN SERVICE SUPPLIES	CURRICULUM AND IMC	300.00	
302412	VONS STORE #2262	INSERVICE SUPPLIES/PE	CURRICULUM AND IMC	378.88	U
301875	WAX, WENDY	REIMBURSEMENT	MCKINLEY ELEMENTARY SCHOOL	369.87	R
302599	WAX, WENDY	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	72.08	R

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
302581	WEBB, SUZANNE	MILEAGE REM. SUZANNE WEBB	STATE AND FEDERAL PROJECTS	500.00	R
302583	WENGER CORPORATION	STAGE SHELL-SAMOH	SANTA MONICA HIGH SCHOOL	139,925.00	SM
302582	WEST LA MUSIC	MATERIALS/FOR SPEAKER MOUNTING	STATE AND FEDERAL PROJECTS	351.70	R
302452	WESTERN GRAPHIX	SERVICE CALL FOR LAMINATOR	SMASH SCHOOL	120.00	U
302515	WESTSIDE DOMESTIC VIOLENCE NET	Membership -McTaggart	SPECIAL EDUCATION REGULAR YEAR	50.00	R
302321	XEROX CORPORATION	Xerox Lease Agreement	ROOSEVELT ELEMENTARY SCHOOL	10,896.00	
302414	XEROX CORPORATION	MAINTENANCE CONTRACT/COPIER	JOHN ADAMS MIDDLE SCHOOL	4,031.23	R
302498	XEROX CORPORATION	COPIER OVERAGES	ROOSEVELT ELEMENTARY SCHOOL	454.00	
302422	YELLOW CAB CO.	TAXI SERVICE - KOKOTAKIS	SPECIAL EDUCATION REGULAR YEAR	350.00	R
302385	ZRINZO, PETER P.	MILEAGE REIMBURSEMENT/TECHN	CURRICULUM AND IMC	400.00	
				** NEW PURCHASE ORDERS TOTAL:	370,047.39

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/17/02

FROM: JOHN E.DEASY/KENNETH R. BAILEY

RE: ACCEPTANCE OF GIFTS - 2002-03

RECOMMENDATION NO. A.7

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$112,850.71 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 2002-2003 income and appropriations by \$107,900.71, as described on the attached listing.

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

Also attached for informational purposes is a report itemizing Cumulative Totals of Gifts and Donations for Fiscal Year 2002-2003.

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 "10-17gif.pdf"

MOTION MADE BY: Mrs. Brady

SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: Aye

AYES: 6 (All: Dr. Escarce *in absentia*)

NOES: 0 (None)

ABSTENTIONS: 0 (None)

School/Site	Gift Amount	In-kind Value	Donor	Purpose
Account Number				
JAMS				
01-90120-0-00000-00000-8699-011-0000	\$ 9,390.00		Various Parents	Field Trips
	\$ 570.00		Volvo of Santa Monica	Supplies for AVID Program
	\$ 328.05		Target	Instructional Supplies
	\$ 200.00		Samohi Bands	Supplies for JAMS Jazz Band
	\$ 100.00		Susana Duarte	Supplies for Ms. Steinmetz' Class
	\$ 80.00		Kenneth G. LeBlanc	Supplies for JAMS Jazz Band
	\$ 50.00		Maria C. Harris Rouquette	Supplies for P.E. Dept.
	\$ 48.53		Coca-Cola Enterprises Bottling Co.	Supplies for P.E. Dept.
Adult Education				
11-90120-0-00000-00000-8699-090-0000				
Alternative (SMASH)				
01-90120-0-00000-00000-8699-009-0000	\$ 2,040.00		SMASH PTSA	Copier Maintenance Agmt.
Cabrillo				
01-90120-0-00000-00000-8699-017-0000				
PTA Reim. - Resource #90150				
CDS				
12-90120-0-00000-00000-8699-090-0000				
Edison				
01-90120-0-00000-00000-8699-001-0000				
PTA Reim. - Resource #90150				
Franklin	\$ 331.37		Target	Instructional Supplies
01-90120-0-00000-00000-8699-002-0000				
PTA Reim. - Resource #90150				
Grant				
01-90120-0-00000-00000-8699-003-0000		\$ 3,000.00	Blagman Media International	Various Office Supplies for Classrooms/Offices
		\$ 500.00	Raymond Poje	Seeds, Potting Soil, etc for Kindergarten & 1st Gr.
Lincoln	\$ 2,897.36		Lincoln PTA	Other Books
01-90120-0-00000-00000-8699-012-0000	\$ 138.32		Target	Instructional Supplies
Malibu High School				
01-90120-0-00000-00000-8699-010-0000	\$ 6,599.63		Various Parents	Other Books (foreign language workbooks)
	\$ 1,425.00		Various Parents	Marine Biology Field Trips
	\$ 192.57		Target	Instructional Supplies
	\$ 100.00		Anonymous	Textbooks
	\$ 80.00		Bill & Lenore Lambert	Scanner Software for Library
		\$ 1,150.00	Robert Perry	2 HP8760C computers for Library

School/Site	Gift Amount	In-kind Value	Donor	Purpose
Account Number				
McKinley				
01-90120-0-00000-00000-8699-004-0000				
Muir				
01-90120-0-00000-00000-8699-005-0000	\$ 2,000.00		Santa Monica Rotary Club	Instructional Supplies
	\$ 500.00		Bubba Gump Shrimp Co.	Field Trips
Olympic HS				
01-90120-0-00000-00000-8699-014-0000	\$ 500.00		Riviera Lodge No. 780 F & A.M.	Instructional Supplies
	\$ 300.00		Santa Monica Palisades Lodge	Instructional Supplies
Rogers				
01-90120-0-00000-00000-8699-006-0000	\$ 286.20		Various	Instructional Supplies
Roosevelt				
01-90120-0-00000-00000-8699-007-0000				
PTA Reim. - Resource #90150	\$ 6,500.00		Roosevelt PTA	Equipment (\$5,000+) - Computers
Samohi				
01-90120-0-00000-00000-8699-015-0000	\$ 82.35		Coca-Cola Enterprises Bottling Co.	Supplies for P.E. Dept.
		\$ 300.00	Bertha Chan	Video Editing Equipment for A-V Room
Barnum Hall				
01-91150-0-00000-00000-8699-015-0000				
Pt. Dume Marine Science				
01-90120-0-00000-00000-8699-019-0000	\$ 233.00		Various Parents	Field Trip on 9/11/02
PTA Reim. - Resource #90150	\$ 72,928.33		Pt. Dume PTA	Supp. Furn., Instructors, Art Stipend, Inst. Aides
Webster				
01-90120-0-00000-00000-8699-008-0000				
PTA Reim. - Resource #90150				
Others:				
Educational Services (CAL-SAFE)				
01-90120-0-00000-00000-8699-030-0000				
Educational Services				
01-90120-0-00000-00000-8699-030-0000				
TOTAL	\$ 107,900.71	\$ 4,950.00		

School/Site	Y-T-D Adjusted	Current	Cumulative	Y-T-D	Current	Cumulative
Account Number	Gift Total	Gift Amount	Gift Amount	In-Kind Value	In-Kind Value	In-Kind Value
JAMS	\$ 13,741.01	\$ 10,766.58	\$ 24,507.59	\$ -	\$ -	\$ -
01-90120-0-00000-00000-8699-011-0000						
Adult Education						
11-90120-0-00000-00000-8699-090-0000						
Alternative (SMASH)						
01-90120-0-00000-00000-8699-009-0000						
Cabrillo						
01-90120-0-00000-00000-8699-017-0000						
PTA Relm. - Resource #90150						
CDS						
12-90120-0-00000-00000-8699-090-0000						
Edison						
01-90120-0-00000-00000-8699-001-0000	\$ 140.56	\$ -	\$ 140.56	\$ 50.00	\$ -	\$ 50.00
PTA Relm. - Resource #90150						
Franklin						
01-90120-0-00000-00000-8699-002-0000	\$ 829.74	\$ 331.37	\$ 1,161.11	\$ -	\$ -	\$ -
PTA Relm. - Resource #90150						
Grant						
01-90120-0-00000-00000-8699-003-0000	\$ 320.15	\$ -	\$ 320.15	\$ -	\$ 3,500.00	\$ 3,500.00
Lincoln						
01-90120-0-00000-00000-8699-012-0000	\$ 33,447.51	\$ 3,035.68	\$ 36,483.19	\$ -	\$ -	\$ -
Malibu High School						
01-90120-0-00000-00000-8699-010-0000	\$ 1,196.00	\$ 8,397.20	\$ 9,593.20	\$ 1,000.00	\$ 1,150.00	\$ 2,150.00
McKinley						
01-90120-0-00000-00000-8699-004-0000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Muir						
01-90120-0-00000-00000-8699-005-0000	\$ 7,279.26	\$ 2,500.00	\$ 9,779.26	\$ -	\$ -	\$ -
Olympic HS						
01-90120-0-00000-00000-8699-014-0000	\$ 582.50	\$ 800.00	\$ 1,382.50	\$ -	\$ -	\$ -

School/Site	Y-T-D Adjusted Gift Total	Current Gift Amount	Cumulative Gift Amount	Previous In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
Rogers	\$ 27,382.00	\$ 286.20	\$ 27,668.20	\$ -	\$ -	\$ -
01-90120-0-00000-00000-8699-006-0000						
Roosevelt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
01-90120-0-00000-00000-8699-007-0000						
PTA Reim. - Resource #90150	\$ 65,985.00	\$ 6,500.00	\$ 72,485.00			
01-90120-0-00000-00000-8699-008-0000						
Samohi	\$ 14,276.42	\$ 82.35	\$ 14,358.77	\$ -	\$ 300.00	\$ 300.00
01-90120-0-00000-00000-8699-015-0000						
<i>[See Below for Barnum Hall]</i>						
Pt. Dume Marine Science	\$ 4,482.00	\$ 233.00	\$ 4,715.00	\$ -	\$ -	\$ -
01-90120-0-00000-00000-8699-019-0000						
PTA Reim. - Resource #90150	\$ -	\$ 72,928.33	\$ 72,928.33			
01-90120-0-00000-00000-8699-020-0000						
Webster	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
01-90120-0-00000-00000-8699-008-0000						
PTA Reim. - Resource #90150	\$ -	\$ -	\$ -			
01-90120-0-00000-00000-8699-021-0000						
All Others:						
Cal-SAFE	\$ -	\$ -	\$ -			
01-60920-0-00000-00000-8699-030-0000						
Educational Services	\$ 17,000.00	\$ -	\$ 17,000.00	\$ -	\$ -	\$ -
01-90120-0-00000-00000-8699-030-0000						
Student Services (Health Champ.)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
01-90120-0-00000-00000-8699-041-0000						
Special Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
01-90120-0-00000-00000-8699-044-0000						
Regional Occupational Program (ROP)	\$ -	\$ -	\$ -	\$ -		
01-90120-0-00000-00000-8699-080-0000						
TOTAL GIFTS	\$ 186,662.15	\$ 107,900.71	\$ 294,562.86	\$ 1,650.00	\$ 4,950.00	\$ 6,600.00
BARNUM HALL - Current Year						
01-91150-0-00000-00000-8699-015-0000	\$ 150.00	\$ -	\$ 150.00	Organ (Belt) (Est.)		\$ 250,000.00
Previous Years' Gifts				Organ (Dollinger)		\$ 350,000.00
2001-02	\$ 66,200.00			Dollinger Organ donated at 4/11/02 Board Mtg.		
2000-01	\$ 137,863.00			(Item A.21) to Tucson Fox Foundation		\$ (350,000.00)
1999-00	\$ 175,700.00			n/a		
1998-99	\$ 10,945.00			n/a		
1997-98	\$ 26,645.00					\$ 250,000.00
TOTAL CASH GIFTS FOR BARNUM HALL	\$ 417,353.00					
Total Cash Gifts for District, Incl. Barnum Hall:	\$ 107,900.71					

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/17/02

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.8

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>AUDET, Amanda</u> Samohi 01-73750-0-11100-31100-5220- 015-4150 General Fund - <u>Resource</u> : Tenth Grade Counseling	Beginning Counselor/Administrator Support Academy Downey, CA October 2, 2002	\$60.00
<u>DAVIS, Jeffrey</u> Facilities Maintenance 01-81500-0-00000-81100-5220- 061-2602 General Fund - <u>Resource</u> : Ongoing & Major Maintenance	Public Pool Operator Training Fullerton, CA October 21 - 22, 2002	\$476.00
<u>DIAZ, Aida</u> State & Federal Projects 01-30100-0-11100-10000-5220- 035-1300 General Fund - <u>Resource</u> : IASA Title I BASIC	CCR Review Los Angeles, CA October 28 - 29, 2002	\$200.00

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>FRANKEL, Steven</u> Educational Services 01-00000-0-19510-10000-5220- 030-1300 General Fund - Function: Instruction	Standards for Educational Accountability Systems Cerritos, CA October 17, 2002	\$75.00
<u>HARRIS, Peggy</u> Student & Family Services No Cost to District	Latino Education Summit Sacramento, CA October 6 - 8, 2002	0
<u>HO, Pat</u> Fiscal Services 01-00000-0-00000-72000-5220- 051-2510 General Fund - Function: Other Genl. Admin.	The Essentials of Internal Fiscal Control Downey, CA October 14, 2002	\$105.00
<u>JAGO, Carol</u> Samohi No Cost to District	California Reading Association Sacramento, CA November 8, 2002	SUB ONLY to be paid by CRLP/UCLA
<u>PASTERNAK, Amy</u> Special Education 01-65000-0-50010-31200-5220- 043-1400 General Fund - Resource: Special Education	The Help Group Summit 2002: Neurodevelopmental Advances - Best Practices October 11 - 12, 2002	\$140.00
<u>WHALEY, Tom</u> State & Federal Projects 01-70180-0-17000-10000-5220- 035-1300 General Fund - Resource: Arts Education Partnership Grant	California Arts Assessment Network Meeting Riverside, CA October 23 - 24, 2002	\$250.00
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>BEARD, Clara</u> <u>HOLLIE, Ada</u> Santa Monica High 01-00000-0-11100-27000-5220- 015-4150 General Fund - Function: School Admin.	U.C. Counselor Conference Irvine, CA September 12, 2002	\$100.00 total

NAME SITE Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>BADER, Cheryl</u> <u>BRONSTEIN, Susan</u> Health Services 01-00000-0-11100-31400-5220- 041-1400 General Fund - <u>Function:</u> Health Services	The ABCs of School Nursing Alhambra, CA September 28, 2002	\$115.00 total
<u>COOLEY, Susan</u> + 2 Additional Staff Webster Elementary 01-72600-0-11100-10000-5220- 008-4080 General Fund - <u>Resource:</u> SIP K-6	Tips & Strategies for Meeting Standards & Participating Los Angeles, CA October 1, 2002	\$150.00 total + 2 SUBS
<u>CORRIGAN, Brian</u> <u>GONZALEZ, Jennifer</u> Malibu High 01-72650-0-11100-10000-5220- 010-4100 General Fund - <u>Resource:</u> SIP 7-12 (to be transferred to GATE when available)	A.P. Conference Venice, CA October 5, 2002	\$350.00 total
<u>GARCIA HECHT, Veronica</u> + 4 Additional Staff Educational Services 01-71400-0-11100-10000-5220- 035-1300 General Fund - <u>Resource:</u> GATE		\$875.00 total
<u>JOCHIMS, Katie</u> <u>WINOKUR, Victoria</u> Webster Elementary 01-72600-0-11100-10000-5220- 008-4080 General Fund - <u>Resource:</u> SIP K-6	Challenging Gifted Students in Science & Math Manhattan Beach, CA October 9, 2002	\$150.00 total + 2 SUBS
<u>JONES, Jenny</u> <u>ROSS, Erica</u> State & Federal Projects 01-71400-0-11100-10000-5220- 035-1300 General Fund - <u>Resource:</u> GATE	CMC Conference - Statistics Workshop Palm Springs, CA November 8 - 10, 2002	\$460.00 total
<u>GARCIA-HECHT, Veronica</u> + 8 Additional Staff State & Federal Projects 01-41100-0-11100-10000-5220- 035-1300 General Fund - <u>Resource:</u> IASA Title VI - Innovative Educ. Strategies	AVID 2002 Site Team Conference II Lake Arrowhead, CA December 4 - 5, 2002	\$1,350.00 total + 9 SUBS

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
PAHL, Jarvis WEBB, Suzanne State & Federal Projects 01-72800-0-11100-10000-5220- 035-1300 General Fund - <u>Resource</u> : BTSA	Cluster 4 - Formal Program Review Training Glendale, CA December 4 - 5, 2002	\$240.00 total
Out-of-State Conferences: Individual		
DEASY, John Superintendent No Cost to District 01-00000-0-00000-72000-5220- 020-1200 General Fund Conference and Travel/Superintendent <u>Function</u> : District Administration	Fall Leadership Institute Santa Fe, NM October 10-13, 2002 Change Leadership Group (CLG) Harvard Graduation School fo Education Cambridge, MA October 18-20, 2002	0 <u>\$294.24</u> <u>Car rental</u> \$200.00 ±
JAGO, Carol Santa Monica High No Cost to District No Cost to District	MATE Winnipeg, Canada October 25 - 26, 2002 National Council of Teachers of English Atlanta, GA November 22, 2002	SUB ONLY to be paid by CRLP/UCLA SUB ONLY to be paid by CRLP/UCLA
Out-of-State Conferences: Group		
NONE		

MOTION MADE BY:

Mrs. Brady

SECONDED BY:

Mr. Pratt

STUDENT ADVISORY VOTES: Aye

AYES: 6 (All: Dr. Escarce *in absentia*)

NOES: 0 (None)

ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/17/02

FROM: SUPERINTENDENT/KENNETH R. BAILEY

RE: ADOPT RESOLUTION NUMBER 02-05 - ASSIGNMENT OF DELINQUENT
TAX RECEIVABLES TO JOINT POWERS AUTHORITY

RECOMMENDATION NO. A.9

It is recommended that the Board of Education adopt Resolution Number 02-05 to approve the assignment of delinquent tax receivables to the California Statewide Delinquent Tax Finance Authority and authorizing execution and delivery of related documents and actions.

COMMENTS: At the October 3, 2002 Board Meeting, a discussion item (Item D.1) was presented to the Board of Education in which the District is being offered the opportunity to join a Joint Powers Authority (JPA), which would purchase the delinquent property taxes within Los Angeles County. The JPA would then be entitled to any interest or penalty payments on these delinquencies. The JPA would be underwritten by Plymouth Financial Company, Inc. who will administer the program and assume all risks. Each member school district will receive 8% of its delinquent tax base within its area.

It is estimated that Santa Monica-Malibu Unified School District would generate approximately \$94,000 per year. In the initial year of operation, the collections will incorporate the tax years 1998 through 2004.

This opportunity presents itself because Los Angeles County is not part of the "Teeter Plan". Currently, 53 of 58 California counties are under the Teeter Plan, in which those counties' Auditor-Controllers pay their school agencies 100% of delinquent tax principal. For this guarantee, those counties are allowed to keep any interest or penalty generated by the delinquent property taxes. In this proposal, the JPA will act as the Auditor-Controller in a Teeter Plan county.

AGENDA NOTE:

Due to a registered Public Speaker, this item was pulled to be discussed at the conclusion of the Consent Calendar. See page 15.

MOTION MADE BY:	Mrs. Brady
SECONDED BY:	Mr. Pratt
STUDENT ADVISORY VOTES:	Aye
AYES:	6 (All: Dr. Escarce in absentia)
NOES:	0 (None)
ABSTENTIONS:	0 (None)

Tom Carter, Santa Monica - addressed the Board, indicating that he had understood Item A.9 would be deferred until after the election due to concerns with possible complications with the work he is doing with the LA County Assessor's Office, Board of Supervisors, etc. Mr. Jordan asked if deferring the assignment of the delinquent tax receivables to a JPA were a viable alternative. Mr. Bailey and Mr. Deasy indicated that staff had not changed its mind about proceeding with the assignment; President Brownley moved the item.

Mr. Carter subsequently addressed the Board under "public comments" briefly indicating the steps he is taking to ensure that the district is paid the back and/or delinquent taxes due it, according to the information he's gathered. He also referred to the Board Agenda of June 27, 2002, page 95, which listed the estimated actual taxes. He remarked that LA County can't seem to get the (its) numbers together.

RESOLUTION NUMBER 02-05
RESOLUTION OF THE BOARD OF EDUCATION OF THE
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT APPROVING ASSIGNMENT
OF DELINQUENT TAX RECEIVABLES TO THE CALIFORNIA STATEWIDE
DELINQUENT TAX FINANCE AUTHORITY AND AUTHORIZING EXECUTION AND
DELIVERY OF RELATED DOCUMENTS AND ACTIONS

WHEREAS, under Section §6516.6(b) of the Government Code of the State of California (the “Law”), a school district is authorized to sell and assign to a joint powers authority any or all of its right, title, and interest in and to the enforcement and collection of delinquent and uncollected property taxes, assessments, and other receivables that have been levied by or on behalf of the school district for collection on the secured, unsecured, or supplemental property tax rolls in accordance with such terms and conditions as are set forth in an agreement with the joint powers authority; and

WHEREAS, the California Statewide Delinquent Tax Finance Authority (the “Authority”) has been formed as a joint powers authority for the purpose of purchasing delinquent ad valorem property taxes in accordance with Section §6516.6 of the Law upon terms and conditions which are acceptable to school districts; and

WHEREAS, under the Law the amount of property tax receipts to be reported in a fiscal year for a school district for revenue limit purposes is equal to 100% of the school district’s allocable share of the taxes distributed to it for the fiscal year, and any additional amounts will not be reported and will be provided directly to the school district; and

WHEREAS, the Authority has proposed to purchase certain ad valorem property taxes levied by the County of Los Angeles (the “County”) and allocated to the District on the secured roll and the supplemental roll which are delinquent as of either July 8, 2002 or October 28, 2002 (the “Tax Receivables”), at a purchase price equal to 108% of the amount of Tax Receivables which have been levied; and

WHEREAS, the Authority has made arrangements to issue and sell a certificate of participation representing a participation interest in all of the Tax Receivables received from the District and from other participating school districts in the County; and

WHEREAS, the Authority has presented the District with a Purchase and Sale Agreement between the District and the Authority, and the governing board of the District wishes to take its action at this time to authorize the sale of the Tax Receivables to the Authority upon the terms and conditions set forth in the Purchase and Sale Agreement, and to approve related documents and actions;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Santa Monica-Malibu Unified School District as follows:

Section 1. Approval of Financing Plan; Sale of Tax Receivables to Authority. The Board hereby approves the financing plan presented to the Board at the meeting at which this Resolution is adopted, and as generally described in the recitals of this Resolution. Pursuant to the financing plan, the Board hereby approves and authorizes the sale of the Tax Receivables to Authority under a Purchase and Sale Agreement (the "Purchase and Sale Agreement") between the District and the Authority. The Board hereby approves the Purchase and Sale Agreement in substantially the form on file with the Secretary of the Board, together with any changes therein or modifications thereof as may be approved by the Assistant Superintendent, Fiscal and Business Services of the District, provided that the execution and delivery of the Purchase and Sale Agreement by the District shall be conclusive evidence of the approval of all changes and modifications to the Purchase and Sale Agreement.

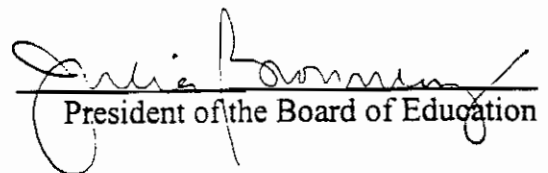
The Assistant Superintendent, Fiscal and Business Services of the District is hereby authorized and directed to approve the final form of the Purchase and Sale Agreement, and to execute the Purchase and Sale Agreement in the name and on behalf of the District. The Board hereby authorizes the delivery and performance of the Purchase and Sale Agreement.

Section 2. Official Actions. The Superintendent, the Assistant Superintendent, Fiscal and Business Services and any and all other officers of the District are hereby authorized and directed, for and in the name and on behalf of the District, to do any and all things and take any and all actions, including execution and delivery of any and all assignments, certificates, requisitions, agreements, notices, consents, instruments of conveyance, warrants and other documents, which they, or any of them, may deem necessary or advisable in order to consummate the sale of the Tax Receivables to the Authority and the other transactions described herein. Whenever in this resolution any officer of the District is authorized to execute or countersign any document or take any action, such execution, countersigning or action may be taken on behalf of such officer by any person designated by such officer to act on his or her behalf in the case such officer is absent or unavailable.

Section 3. Effective Date. This resolution shall take effect from and after the date of approval and adoption thereof.

PASSED AND ADOPTED this 17th day of October, 2002, by the following vote:

AYES: 6 (All)
NOES: 0 (None)
ABSENT: Mr. Escarce


President of the Board of Education

ATTEST:


Secretary of the Board of Education

TO: BOARD OF EDUCATION ACTION/CONSENT
10/17/02
FROM: JOHN E. DEASY/KENNETH R. BAILEY/VIRGINIA I. HYATT
RE: AWARD OF MUSICAL INSTRUMENTS AND DECLARATION OF SOLE
SOURCE TO THE TUBA EXCHANGE

RECOMMENDATION NO. A.10

It is recommended that the Board of Education authorize the purchase of tubas in the amount of \$31,000 to The Tuba Exchange and declare them the sole source vendor for this purchase.

Funding Information:

Source: General Fund
Currently Budgeted: Yes
Account Number: 01-70180-0-17000-10000-4400-035-1300
01-90120-0-17100-10000-4400-030-1300
Description: Arts Educational Partnership
Gifts

COMMENTS: The tuba serves as the foundation instrument for both the band and orchestra, and has been the number one requested instrument by teachers for many years. Many of the tubas that are currently used in the music program are in a state of disrepair and unusable due to their age. The purchase of these tubas is made available to our music program by generous grants from the Stills Foundation (\$15,000) and CAAN (California Arts Assessment Network) in the amount of \$16,000. By purchasing the eight tubas, students requesting to play the tuba in the secondary school music program, will now have the opportunity to do so.

The Tuba Exchange is the exclusive distributor for St. Petersburg tubas in the United States. A letter is on file in the Purchasing Office for review upon request. A unanimous vote of all Board members present is necessary for the Board of Education to pass a sole source declaration.

MOTION MADE BY: Mrs. Brady
SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: Aye
AYES: 6 (All: Dr. Escarce *in absentia*)
NOES: 0 (None)
ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION ACTION/CONSENT
10/17/02
FROM: JOHN E. DEASY/KENNETH R. BAILEY/VIRGINIA I. HYATT
RE: AMENDMENT TO CONTRACT - CHANGE ORDER #1 - FLEXI-TECH FOR
MUIR/SMASH PLANTER BOX REMOVAL AND DECK REPAIR - BID
#02.07

RECOMMENDATION NO. A.11

It is recommended that the Board of Education authorize change order #1, as an amendment to the contract with Flexi-Tech, in an amount of \$1,800 for the Muir/SMASH Planter Box Removal and Deck Repair.

Funding Information

Source: General Fund
Currently Budgeted: Yes
Account Number: 01-81500-0-00000-85000-6100-061-2600
Description: Special Projects - Repair by Vendor

COMMENT: Change order #1 represents the work listed below:

ORIGINAL CONTRACT	\$ 79,820
CHANGE ORDER #1	\$ 1,800
TOTAL CONTRACT AMOUNT	\$ 81,620

Change Order #1 includes the following changes to the contract:

1. Supply and install one (1) additional drain to the southwest corner of deck. Price includes all labor and materials (\$1,800)

MOTION MADE BY: Mrs. Brady
SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: Aye
AYES: 6 (All: Dr. Escarce *in absentia*)
NOES: 0 (None)
ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/17/02

FROM: JOHN E. DEASY/KENNETH R. BAILEY/VIRGINIA I. HYATT

RE: ACCEPTANCE OF WORK COMPLETED BY FLEXI-TECH FOR
MUIR/SMASH PLANTER BOX REMOVAL AND DECK REPAIR - BID
#02.07

RECOMMENDATION NO. A.12

It is recommended that the Board of Education accept as completed, all work contracted with Flexi-Tech for the Muir/SMASH Planter Box Removal and Deck Repair project.

Funding Information

Source: General Fund

Currently Budgeted: Yes

Account Number: 01-81500-0-00000-85000-6100-061-2600

Description: Special Projects - Repair by Vendor

COMMENT: The contract for the deck repair and planter box removal has been completed. Final inspection and acceptance by District personnel has been received. Formal acceptance of this work by the Board of Education is required before the District can release the final 10% retainage that it is required to hold. The retainage may be released within 35 days after the Board of Education's acceptance.

ORIGINAL CONTRACT	\$ 79,820
CHANGE ORDER #1	\$ 1,800
TOTAL CONTRACT AMOUNT	\$ 81,620

MOTION MADE BY: Mrs. Brady

SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTE: Aye

AYES: 6 (All: Dr. Escarce *in absentia*)

NOES: 0 (None)

ABSTENTIONS: 0 (None)

* REVISED - THIS PAGE ONLY *

TO: BOARD OF EDUCATION ACTION/CONSENT
10/17/02
FROM: JOHN E. DEASY/KENNETH R. BAILEY/J.W. BERRIMAN
RE: ACCEPTANCE OF SUBSTANTIAL COMPLETION FOR BUDGET
LIMITATION AGREEMENT (BLA) ~~18~~ 14, TWO STORY PANELIZED
CLASSROOMS AT MALIBU HIGH SCHOOL

RECOMMENDATION NO. A.13

It is recommended that the Board of Education accept as substantially complete all construction work for BLA ~~18~~ 14, two story panelized classrooms at Malibu High School.

Funding Information:

Source: Proposition X Funds and State New Construction Funds
Currently Budgeted: Yes

COMMENT: The contract is substantially complete. A separate Board agenda will follow to incorporate necessary change orders and provide a final accounting of the BLA. In order to facilitate the release of the retention being held, a notice of completion must be filed with the County Recorder of the County of Los Angeles pending Board approval.

The Proposition X Oversight Committee has reviewed this and concurs with the recommendation.

MOTION MADE BY: Mrs. Brady
SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: Aye
AYES: 6 (All: Dr. Escarce *in absentia*)
NOES: 0 (None)
ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/17/02

FROM: JOHN E.DEASY/JOSEPH N.QUARLES/RICK BAGLEY

RE: CERTIFICATED PERSONNEL - Elections, Separations

RECOMMENDATION NO. A.14

ELECTIONS

ADDITIONAL ASSIGNMENTS

<u>Name/Location</u>	<u>Rate</u>	<u>Effective</u>	<u>Not to Exceed</u>
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SUBSTITUTES

	<u>Effective</u>
<u>REGULAR DAY-TO-DAY</u>	
(Daily Rate @\$118)	
Altnow, Lisa	10/1/02
Angel, Holly	9/1/02
Beard, Darin	9/1/02
Buccat, Jason	10/1/02
Colvin, Ben	9/1/02
Cramer, Dorothy	9/1/02
Day, Jeanne	9/1/02
DeBenedictis, Gabriella	9/1/02
Delgadillo, Karla	9/1/02
Eisner, Stephen	9/1/02
Estes, Shelley	9/1/02
Fancher, Catherine	9/1/02
Farguhar, Jennifer	9/1/02
Floeck, Michael	10/1/02
Fredal, Ann	9/1/02
Freed, Lesley	9/1/02
Gauthier, Christine	9/1/02
Gonzales, Christian	9/1/02
Hanson, Katharine	9/1/02
Heineman, Stephen	9/1/02
Howard, John	9/1/02
Iorio, Analia	9/1/02
Katz, Janette	9/1/02
Kendrick, Marshanne	9/1/02
Knepper, Jeffrey	9/1/02
Lambertus, Jennifer	9/1/02
Lathanh, Anthony	9/1/02
Lent, Brenda	9/1/02
Malwah, Ambika	9/1/02
Mandell, Harriet	10/1/02
Moore, Kelly	9/1/02
Oliphant, Sarah	9/1/02
Pitchford, Berit	9/1/02
Pourmoussa, Nilou	9/1/02
Rasmussen, Robert	9/1/02
Ruby, Debra	9/1/02
Schofield, Jennifer	9/1/02
Seaman, Elizabeth	9/1/02

Tepper, Craig	9/1/02
Tucker, Howard	10/1/02
Wolfson, Melisa	9/1/02

PREFERRED SUBSTITUTE

(Daily Rate @\$139)

Emerson, Susan	9/24/02
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LONG-TERM

(Daily Rate @\$180)

Wolfson, Melisa	9/4/02
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MOTION MADE BY:	Mrs. Brady
SECONDED BY:	Mr. Pratt

STUDENT ADVISORY VOTES:	Aye
AYES:	6 (All: Dr. Escarce <i>in absentia</i>)
NOES:	0 (None)
ABSTENTIONS:	0 (None)

TO: BOARD OF EDUCATION ACTION/CONSENT
 10/17/02
 FROM: JOHN E.DEASY/JOSEPH N. QUARLES/RICK BAGLEY
 RE: SPECIAL SERVICES EMPLOYEES

RECOMMENDATION NO. A.15

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 4102. Funding for the positions listed are included in the 2002/03 budget.

ELECTIONS

<u>Name/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>	<u>Rate</u>
Alvarez, Joe Will Rogers Elementary, computer technical support, strategizing, consulting network support and administration FUNDING: 01-90150-0-11100-10000-2917-006-1501-75% Reimbursed by PTA 01-00000-0-19100-24200-2917-006-1501-25% Unrestricted Resource	\$12,644	9/04/02-6/30/03	\$32/hr
Baker, Elizabeth Franklin Elementary, teach choral music, movement, rhythm and hand instruments to Kindergarten classes FUNDING: 01-90150-0-11100-10000-2917-002-1501-100% Reimbursed by PTA	\$1,500	09/04/02-6/20/03	\$50/hr
Bergman, Hal McKinley Elementary, Tech Support FUNDING: 01-90120-0-11110-10000-2917-004-1501 Gifts	\$10,000	9/24/02-6/30/03	\$15/hr
Braley, James Roosevelt Elementary School, create, develop, update and maintain web page for Roosevelt FUNDING: 01-90150-0-11100-10000-2917-007-1501 Reimbursed by PTA	\$3,000	9/1/02-6/30/03	\$30/hr
Brotman, Mary Student Services, provide direct services to students with IEPS, Assistant Occupational Therapist FUNDING: 01-65000-0-57700-11900-2120-043-1501-100% Special Education	\$27,000	09/01/02-6/30/03	\$2700/mo + mileage reimbursement \$.365/mile

Carter, Ralph \$8,000 9/02/02-6/30/03 \$800/mo
 Malibu High School, instrumental music assistant to assist
 instructor and student with performace skill and techniques
 FUNDING: 01-00000-0-17100-10000-2917-010-1501-100%
 Unrestricted Resource

Caruso, Stephanie \$72,044 09/01/02-6/30/03 \$7204/mo +
 mileage
 reimbursement
 \$.365/mile
 Student Services, provide direct services to students with
 IEPs, Occupational Therapist
 FUNDING: 01-65000-0-57700-11900-2120-043-1501-100%
 Special Education

Cohen, Art \$20,000 8/01/02-6/30/03 \$125/hr
 Business Services, consultant services as needed to close out
 the Proposition X construction/modernization program
 FUNDING: 21-00000-0-92000-85000-2990-098-1501-100%
 Unrestricted Resource

Coursey, Pierre \$20,000 8/30/02-6/20/03 \$35/hr
 Cabrillo Elementary, computer technician
 FUNDING: 01-72600-0-11100-10000-2917-017-1501-100%
 School Improvement Program, K-6

Factor, Heidi \$62,000 09/01/02-6/30/03 \$6200/mo +
 mileage
 reimbursement
 \$.365/mile
 Student Services, provide direct services to students with
 IEPs, Occupational Therapist
 FUNDING: 01-33100-0-57500-11900-2917-043-1501-100%
 Spec Ed: Idea Basic Grant

Farokhzadeh, Mersedeh \$8,000 9/01/02-6/30/03 \$40/hr
 Roosevelt Elementary, Marriage Family Therapist, work with
 individuals and small groups of students recommended by
 teachers; also parent discussion group in Farsi for parents
 FUNDING: 01-72600-0-11100-10000-2917-007-1501-100%
 School Improvement Program, K-6

Fels, Abigail \$5,000 9/30/02-6/30/03 \$25/hr
 Rogers Elementary, art instructor
 FUNDING: 01-90150-0-11100-10000-2917-006-1501-100%
 Reimbursed by PTA

Fiala, Ruth \$24,750 9/04/02-6/20/03 \$30/hr
 John Muir Elementary, science consultant, k-5
 FUNDING: 01-90120-0-11100-10000-2917-005-1501-100%
 Gifts

Flores, Reina \$2,500 9/04/02-6/20/03 \$10/hr
 McKinley Elementary, work with parents in parenting groups
 and events to continue building communication
 FUNDING: 01-00040-0-11100-10000-2917-004-1501-100%
 Govrn'r's Perf Awards-Ongoing

Gore, Robert \$8,000 7/01/02-6/30/03 \$35/hr
 Olympic High School, technical support for all computers,
 programs, server, installation and training
 FUNDING: 01-00000-0-11100-24200-2917-014-1501-100%
 Unrestricted Resource

Harris, Linda \$3,000 7/01/02-6/30/03 \$50/hr
 Human Resources, Consultant-Danforth Grant
 FUNDING: 01-91200-0-71100-27000-1910-025-1501-100%
 Danforth Foundation, non-agency educational

Hire, Heather \$62,000 09/01/02-6/30/03 \$6200/mo +
 mileage
 reimbursement
 \$.365/mile
 Student Services, provide direct services to students with
 IEPs, Occupational Therapist
 FUNDING: 01-33100-0-57500-11900-2917-043-1501-100%
 Spec Ed: Idea Basic Grant

Isackson, Kari \$33,750 09/01/02-6/30/03 \$3375/mo +
 mileage
 reimbursement
 \$.365/mile
 Student Services, provide direct services to students with
 IEPs, Assistant Occupational Therapist
 FUNDING: 01-65000-0-57500-11900-2917-043-1501-100%
 Special Education

Kahn, Diana \$3,750 9/28/02-6/20/03 \$50/hr
 Franklin Elementary, lessons to 4th graders in music
 appreciation and choral singing culminating in a program for
 other students and performer's parents
 FUNDING: 01-90150-0-11100-10000-2917-002-1501-100%
 Reimbursed by PTA

Koslow, Kenneth	\$75,000	9/05/02-6/30/03	\$75,000/yr + full medical and dental benefits; ssi/ workers comp; 12 days sick leave; 12 vacation days and all District Holidays
Facilities Management, Project Manager for several sites for Prop X program			
FUNDING: 21-00000-0-92000-85000-2990-098-1501-100%			
Unrestricted Resource			
Laskin, Sage	\$8,000	8/30/02-6/20/03	\$41.67/hr
Cabrillo Elementary, art instructor			
FUNDING: 01-90150-0-11100-10000-2917-017-1501-100%			
Reimbursed by PTA			
Lightfoot, Marcella	\$4,440	9/09/02-6/20/03	\$60/day
Student Services, provide psychology intern services as directed and supervised by a School District Psychologist			
FUNDING: 01-65000-0-50010-31200-2917-043-1501-100%			
Special Education			
Mesner, Vanessa	\$62,000	09/01/02-6/30/03	\$6200/mo + mileage reimbursement \$.365/mile
Student Services, provide direct services to students with IEPS, Occupational Therapist			
FUNDING: 01-33100-0-57500-11900-2917-043-1501-100%			
Spec Ed: Idea Basic Grant			
Ochsenbein, Mariam	\$62,000	09/01/02-6/30/03	\$6200/mo + mileage reimbursement \$.365/mile
Student Services, provide direct services to students with IEPS, Occupational Therapist			
FUNDING: 01-33100-0-57500-11900-2917-043-1501-100%			
Spec Ed: Idea Basic Grant			

Reutinger, Christopher \$8,000 9/02/02-6/30/03 \$800/mo
 Malibu High School, assist instructor with string students;
 instruct individual students; assist with conducting
 FUNDING: 01-00000-0-17100-10000-2917-010-1501-100%
 Unrestricted Resource

Robb, Lynn \$697 6/12/02-6/30/02 \$34.90/hr
 Educational Services, assist and advise students and program
 administrator on artistic design issues in connection with
 the WISE, Cesar Chavez Grant
 FUNDING: 01-91310-0-11100-10000-2917-030-1501-100%
 Wise/Cesar Chavez Grant

Robb, Lynn \$5,000 9/30/02-6/30/02 \$25/hr
 Will Rogers Elementary, art instruction
 FUNDING: 01-90150-0-11100-10000-2917-006-1501-100%
 Reimbursed by PTA

Romero, Maria Doss \$5,000 9/30/02-6/30/02 \$25/hr
 Will Rogers Elementary, art instruction
 FUNDING: 01-90150-0-11100-10000-2917-006-1501-100%
 Reimbursed by PTA

Rabin, Debbie \$62,000 09/01/02-6/30/03 \$6200/mo +
 mileage
 reimbursement
 \$.365/mile
 Student Services, provide direct services to students with
 IEPs, Occupational Therapist
 FUNDING: 01-33100-0-57500-11900-2917-043-1501-100%
 Spec Ed: Idea Basic Grant

Rose, Jennifer \$33,750 09/01/02-6/30/03 \$3375/mo +
 mileage
 reimbursement
 \$.365/mile
 Student Services, provide direct services to students with
 IEPs, Assistant Occupational Therapist
 FUNDING: 01-65000-0-57500-11900-2917-043-1501-100%
 Special Education

Za Luminare \$32,000 9/01/02-6/30/02 \$36/hr
 (aka Steven Seigny)
 Roosevelt Elementary, computer technician and staff
 instruction
 FUNDING: 01-90150-0-11100-10000-2917-007-1501-100%
 Reimbursed by PTA

Stern, Stacie \$5,520 9/09/02-6/20/03 \$60/day
Student Services, provide psychology intern services as
directed and supervised by a School District Psychologist
FUNDING: 01-65000-0-50010-31200-2917-043-1501-100%
Special Education

Williams, Janice \$30,000 7/01/02-6/30/03 \$50/hr
Student Services, assist in department's fiscal accounting
transition to the new SACS system as well as work with the
Assistant Superintendent in building the 2002/03 budget
FUNDING: 01-65000-0-50010-31200-2917-043-1501-100%
Special Education

Yeager, Amy \$16,000 9/09/02-6/20/03 \$30/hr
Cabrillo Elementary, science instructor
FUNDING: 01-90150-0-11100-10000-2917-017-1501-100%
Reimbursed by PTA

MOTION MADE BY: Mrs. Brady
SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: N/A
AYES: 6 (All: Dr. Escarce *in absentia*)
NOES: 0 (None)
ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/JOHN SLISS
RE: CLASSIFIED PERSONNEL - MERIT

ACTION/CONSENT
10-17-02

RECOMMENDATION NO. A.16

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.

ELECTION

ANTHONY, ANGELA	ADMINISTRATIVE ASSISTANT 8.0 HRS/10+10 DAYS MCKINLEY RANGE: 29 STEP: 01	09-13-02
CARRILLO, CYNTHIA	CAFETERIA WORKER I 3.0 HRS/SY SAMOHI RANGE: 11 STEP: 01	09-27-02
FRANCO, ALICIA	CAFETERIA WORKER I 3.0 HRS/SY MCKINLEY RANGE: 11 STEP: 01	09-30-02
JOHNSTON, HOLIDAY	INST ASST - SPECIAL ED 5.0 HRS/SY ADAMS RANGE: 20 STEP: 01	09-30-02
LAMONEA, HANNA	INST ASST - CLASSROOM 3.2 HRS/SY CABRILLO RANGE: 18 STEP: 01	09-12-02
PERALTA JR., CARLOS	INST ASST - CLASSROOM 6.0 HRS/SY SMASH RANGE: 18 STEP: 01	09-30-02
VISSANI-LESKO, SONIA	INST ASST - SPECIAL ED 6.0 HRS/SY GRANT RANGE: 20 STEP: 01	09-23-02

PROMOTION

COJAN, CARMEN	CAFETERIA WORKER II 5.0 HRS/SY ROOSEVELT FR: CAFETERIA WORKER I	09-03-02
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PROFESSIONAL GROWTH

LONG, RAYMOND	PHYSICAL ACTIVITIES SPEC ROGERS	06-01-02
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WORKING OUT OF CLASS

DONOVAN, MARC	SKILLED MAINTENANCE WORKER 8.0 HRS/12 MAINTENANCE FR: CUSTODIAN I DAY	10-01-02
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MCCARTHY, JENNIFER	ACCOUNTING TECHNICIAN 8.0 HRS/12 FISCAL FR: ACCOUNTING ASSISTANT II	09-03-02
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INCREASE IN HOURS

FRIEDKIN, JOELLEN	ACCOMPANIST 8.0 HRS/SY MALIBU FR: 3.0 HRS/SY	09-25-02
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GERHARDT, DEBRA	INST ASST - CLASSROOM 3.5 HRS/SY FRANKLIN FR: 3.4 HRS/SY	09-09-02 06-20-03
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GISS, WENDY	INST ASST - CLASSROOM 5.0 HRS/SY WEBSTER FR: 3.0 HRS/SY	09-05-02
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LA BRIE, MARILYN	OFFICE SPECIALIST 6.0 HRS/10 GRANT FR: 4.0 HRS/10	08-27-02
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MCKEEVER, MARISSA	INST ASST - SPECIAL ED 6.0 HRS/SY LINCOLN FR: 3.5 HRS/SY	09-23-02
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RUGGLES, MICHAEL	INST ASST - SPECIAL ED 3.5 HRS/SY MCKINLEY FR: 3.0 HRS/SY	09-01-02
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WOLTERS, MARIO	INST ASST - SPECIAL ED 7.5 HRS/SY FRANKLIN FR: 6.0 HRS/SY	09-01-02
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YADEGARI, SHOLEH	INST ASST - CLASSROOM 3.0 HRS/SY FRANKLIN FR: 2.95 HRS/SY	09-09-02 06-20-03
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VOLUNTARY REDUCTION IN HOURS

OCHOA, BARBARA	INST ASST - CLASSROOM 1.7 HRS/SY FRANKLIN FR: 2.8 HRS/SY	09-03-02
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MEDICAL LEAVE OF ABSENCE

ESTRADA, FRANK	LEAD CUSTODIAN SAMOHI	10-02-02 11-15-02
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UNPAID LEAVE OF ABSENCE

BIREN, SARA	COMMUNITY LIAISON ED SERVICES	09-27-02 11-06-02
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INVOLUNTARY TRANSFER

COPLIN, KELLY	I/A SIGN LANG INTERPRETER 6.0 HRS/SY LINCOLN FR: 6.0 HRS/SY FRANKLIN	09-01-02
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SUMMER ASSIGNMENT

BROOKS, ROSALEE	ADMINISTRATIVE ASSISTANT PERSONNEL SERVICES	08-01-02 08-16-02
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COOPER, RAYMOND	CAMPUS SECURITY OFFICER SAMOHI	08-22-02 08-23-02
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GONZALES, ERNIE	CAMPUS SECURITY OFFICER SAMOHI	08-22-02 08-23-02
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SMITH, DUNELL	CAMPUS SECURITY OFFICER SAMOHI	08-22-02 08-23-02
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TANGUM, CATHY	CAMPUS SECURITY OFFICER SAMOHI	08-22-02 08-23-02
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TEMP/ADDITIONAL

BEAVERS, MARCUS	CUSTODIAN I NSI SAMOHI	08-12-02 06-30-03
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BUNAYOG, JESSE	ACCOUNTING ASSISTANT II SAMOHI	07-01-02 10-31-02
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CAVIN, KRISTEN	INST ASST - CLASSROOM ADAMS	09-30-02 06-20-03
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CONSTANZA, SIUGEN	BIL COMMUNITY LIAISON MALIBU	09-04-02 06-20-03
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DE ALMIEDA, SUZANNE	SR OFFICE SPECIALIST LINCOLN	09-23-02 06-20-03
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DE CORDOVA, ANGEL	GARDENER SAMOHI	09-01-02 06-30-03
ESCALERA, ROSALIE	INST ASST - BIL ED SERVICES	09-12-02 10-31-02
GRIFFIS, CRYSTAL	SR OFFICE SPECIALIST LINCOLN	09-23-02 06-20-03
HUMPHREYS, ANTONIA	TRANSLATOR FOOD SERVICES	09-03-02 06-30-03
HUMPHREYS, ANTONIA	TRANSLATOR EDISON	09-04-02 06-20-03
JIMENEZ, MARGARET	INST ASST - BIL ED SERVICES	09-12-02 10-31-02
JOHNSTON, CINDY	HUMAN RESOURCE TECH PERSONNEL COMMISSION	09-01-02 06-30-03
LOWE, HEATHER	ELEMENTARY LIBRARY COORD MCKINLEY	10-01-02 06-30-03
MARTELLA, RACHEL	INST ASST - CLASSROOM ADAMS	09-04-02 06-20-03
MESTERHAZY, YVONNE	SR OFFICE SPECIALIST WEBSTER	09-01-02 06-30-03
MILLER, PATRINA	SR OFFICE SPECIALIST SPECIAL ED	08-29-02 12-31-02
PADILLA, RAMIRO	GARDENER SAMOHI	07-01-02 06-30-03
PARTRIDGE, FRANCES	OFFICE SPECIALIST ROOSEVELT	09-03-02 06-30-03
PURSELL, ROBYN	SR OFFICE SPECIALIST LINCOLN	09-04-02 06-20-03
STUCCHI, JUANA	INST ASST - BIL EDISON	09-12-02 10-31-02
VALADEZ, LUZ	INST ASST - BIL EDISON	09-12-02 10-31-02

WASHINGTON, CHANEE	SR OFFICE SPECIALIST SAMOHI	09-01-02 06-30-03
<u>SUBSTITUTE</u>		
CORNELL, CONSTANCE	INST ASST - SPECIAL ED SPECIAL ED	09-27-02 06-20-03
CUNNEFF, NANCY	INST ASST - SPECIAL ED SPECIAL ED	09-13-02 06-20-03
GREENE, JENNIFER	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	09-04-02 06-30-03
HAYES, VIENNA	OFFICE SPECIALIST SAMOHI	10-01-02 06-30-03
HORN, KATHRYN	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	09-19-02 06-30-03
JEFFRIES, MARK	OFFICE SPECIALIST LINCOLN	08-27-02 12-31-02
MANGUM, MARTHA	SITE FOOD SERVICE COORD FOOD SERVICES	09-17-02 09-30-02
OATEN, ELLY	INST ASST - SPECIAL ED SPECIAL ED	09-16-02 06-20-03
OTERO-RIVERA, TASHA	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	09-04-02 06-30-03
PRECIADO, DANIEL	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	09-04-02 06-30-03
ROPER-CONELY, CAROLYN	OFFICE SPECIALIST SAMOHI	09-01-02 06-30-03
SANTOS, JOSE	CUSTODIAN I OPERATIONS	09-20-02 06-30-03
TAYLOR, OCTAVIA	INST ASST - SPECIAL ED SPECIAL ED	09-01-02 06-20-03
VILIM-BROZYNA, CAROL	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	09-04-02 06-30-03
YERMAN, VANESS	INST ASST - SPECIAL ED SPECIAL ED	09-13-02 06-20-03

*** REVISED - THIS PAGE ONLY ***

RESIGNATION

SCHALL, AMANDA	OFFICE SPECIALIST FRANKLIN	07-03-02
SHANLEY, SCOTT	INST ASST - PHYSICAL ED GRANT	10-15-02
VILLA, ELISA	CAFETERIA WORKER I ROGERS	10-04-02

END OF ASSIGNMENT

PELL, MIRIAM	CHILDREN CENTER ASSISTANT CDS	05-06-02
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SUSPENSION WITHOUT PAY

SUSPENSION WITH PAY

PONTON, FRANK GREGORY	TEL SYS/COMPUTER EQUIP SPEC COMPUTER SERVICES	10-07-02 10-11-02
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ABOLISH POSITION

VACANT	I/A SIGN LANG INTERPRETER 6.0 HRS/SY FRANKLIN	09-01-02
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ESTABLISHED POSITION

I/A SIGN LANG INTERPRETER 6.0 HRS/SY	09-01-02 LINCOLN
INST ASST - CLASSROOM 2.10 HRS/SY	09-23-02 FRANKLIN
INST ASST - SPECIAL ED 6.0 HRS/SY	09-23-02 LINCOLN

MOTION MADE BY:	Mrs. Brady
SECONDED BY:	Mr. Pratt

STUDENT ADVISORY VOTES:	N/A
AYES:	6 (All: Dr. Escarce <i>in absentia</i>)
NOES:	0 (None)
ABSTENTIONS:	0 (None)

TO: BOARD OF EDUCATION

ACTION/CONSENT

10-17-02

FROM: JOHN E. DEASY/JOHN SLISS

RE: CLASSIFIED PERSONNEL - NON-MERIT

RECOMMENDATION NO. A. 17

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 scheduled.

STUDENT INTERN - ALLIANCE

ALVARADO, ROSIO	SAMOH	09-01-02 - 06-30-03
ATIA, DANIELLE	SAMOH	09-01-02 - 06-30-03
BODDIE, CONSTANCE	SAMOH	09-01-02 - 06-30-03
BRUCE, CHRISTOPHER	SAMOH	09-01-02 - 06-30-03
CABALLERO, JONATHAN	SAMOH	09-18-02 - 06-30-03
CHOZA, ABRAHAM	SAMOH	09-01-02 - 06-30-03
COLE, SHANEA	SAMOH	09-01-02 - 06-30-03
COLLINS, BRANDON	SAMOH	09-01-02 - 06-30-03
FESSEHATSION, YOHANNES	SAMOH	09-01-02 - 06-30-03
HERNANDEZ, RENE	SAMOH	09-01-02 - 06-30-03
HERRERA JR., JESUS	SAMOH	09-01-02 - 06-30-03
JOHNSON, JAESON	SAMOH	09-01-02 - 06-30-03
JUAREZ-PEREZ, ROBERTO	SAMOH	09-01-02 - 06-30-03
LOPEZ, SALVADOR	SAMOH	09-01-02 - 06-30-03
RANKIN, THARA	SAMOH	09-01-02 - 06-30-03
RAVELO, ALEXIS	SAMOH	09-01-02 - 06-30-03
ROSAS, DANIEL	SAMOH	09-01-02 - 06-30-03
RUEDA, MARISELA	SAMOH	09-01-02 - 06-30-03
SANTOS, ANDRES	SAMOH	09-09-02 - 06-30-03
SPICHER, ERIC	SAMOH	09-01-02 - 06-30-03
WELCH, KASEY	SAMOH	09-01-02 - 06-30-03

ASSISTANT COACH

APPELIUS, EMANUELE	SAMOH	10-01-02 - 02-28-03
BAHEDRY, ROBERT	SAMOH	09-27-02 - 01-31-03
CARRION-NOGUERA, CARLO	SAMOH	09-19-02 - 01-31-03
ELLIOTT, WENDY	SAMOH	09-07-02 - 06-30-03
RAMIREZ, ABEL	SAMOH	09-01-02 - 06-30-03
SHARKEY, COLLEEN	SAMOH	10-01-02 - 02-28-03
TABATA, BRADLEY	SAMOH	10-01-02 - 01-31-03

CHILD CARE ASSISTANT

FAJARDO, VIRGINIA	CDS	09-01-02 - 06-20-03
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NOON AIDE

BRIEM, BRYAN	PT.DUME	09-04-02 - 06-20-03
BRITO, MARIA	ROOSEVELT	09-04-02 - 06-20-03

CAMPBELL, CHARLOTTE	PT.DUME	09-04-02 - 06-20-03
DAVIDSON-PORTER, DIANE	PT.DUME	09-04-02 - 06-20-03
EVANS, LAURA	ROOSEVELT	09-04-02 - 06-20-03
GAUR, SMRITI	MUIR	09-11-02 - 06-20-03
GERHARDT, DEBRA	FRANKLIN	09-04-02 - 06-20-03
GONZALEZ, SIMONA	ROOSEVELT	09-03-02 - 06-20-03
GREAVES, PAMELA	ADAMS	09-19-02 - 06-20-03
GUTIERREZ, HAZEL	FRANKLIN	09-04-02 - 06-20-03
KUYAMA, KEIKO	ROOSEVELT	09-04-02 - 06-20-03
LAWRENCE, JENNIFER	CABRILLO	09-04-02 - 06-30-03
LOWNDS, ELI	ROOSEVELT	09-04-02 - 06-20-03
MAZAR-ATABAKI, SORAYA	ROOSEVELT	09-04-02 - 06-20-03
MENDOZA, VALETTA	ROOSEVELT	09-04-02 - 06-20-03
NIEBERGALL, BROOKE	PT.DUME	09-10-02 - 06-20-03
NUNEZ, SHERI	ADAMS	09-04-02 - 06-20-03
OCHOA, BARBARA	FRANKLIN	09-04-02 - 06-20-03
RUIZ, VIRGINIA	ROGERS	09-11-02 - 06-20-03
SHAHMORADI, SIMA	FRANKLIN	09-04-02 - 06-20-03
SHEHORN, NOEL	PT.DUME	09-04-02 - 06-20-03
SILVA, CARLINE	ROOSEVELT	09-04-02 - 06-20-03
THOMAS-RUSSO, REBECCA	FRANKLIN	09-04-02 - 06-20-03
TURTZER, HEATHER	PT.DUME	09-09-02 - 06-20-03
YADEGARI, SHOLEH	FRANKLIN	09-04-02 - 06-20-03

MOTION MADE BY: Mrs. Brady
 SECONDED BY: Mr. Pratt

STUDENT ADVISORY VOTES: Aye
 AYES: 6 (All: Dr. Escarce *in absentia*)
 NOES: 0 (None)
 ABSTENTIONS: 0 (None)

Major Items

TO: BOARD OF EDUCATION

ACTION/MAJOR
10/17/02

FROM: JOHN E. DEASY/JOSEPH N. QUARLES

RE: RATIFICATION OF AGREEMENT BETWEEN THE SANTA
MONICA-MALIBU UNIFIED SCHOOL DISTRICT AND THE SANTA
MONICA-MALIBU CLASSROOM TEACHERS ASSOCIATION (SMMCTA)

RECOMMENDATION NO. A.18

It is recommended that the Board of Education ratify the Agreement reached with Santa Monica-Malibu Classroom Teachers Association during the collective bargaining process concluded in August, 2002. Terms were reached on the articles reopened in the current contract.

COMMENT: After having declared impasse, the District's negotiations and the SMMCTA Negotiation Team continued to work through the pending issues and concluded the collective bargaining process during the first week in August. Terms were reached on a one-year successor agreement to the current contract which will go into effect July 1, 2002, with a salary increase of two percent (2%) effective July 1, 2002. Copies of the changes in the Agreement have been distributed to members of the Board under separate cover and are available for review in the Deputy Superintendent's Office. Copies will also be made available for the public at the Board Meeting; a copy is attached hereto and made a part hereof of these original Minutes.

In compliance with the public disclosure requirements of AB1200 (Statutes of 1991, Chapter 1213) the District publicly disclosed on September 16, 2002, to October 1, 2002, that no fiscal implications of negative consequences to the operation of the school district were negotiated by the District with SMMCTA. In addition, no agreement was concluded which has any negative fiscal implication upon the District in the succeeding years to the initial year of implementation in July, 2002.

The Board of Education and the Santa Monica-Malibu Classroom Teachers Association, having concluded collective bargaining, present the changes to the current agreement, which go into effect July 1, 2002.

PUBLIC SPEAKER:

Christine Hovest, Santa Monica - addressed the Board regarding the perceived discrepancies in step and column pay for teachers who have advanced degrees (as compared to teachers who merely have an appropriate certificate).

MOTION MADE BY: Mrs. Brady
SECONDED BY: Mr. Pratt

AYES: 6 (All; Dr. Escarce *in absentia*)
NOES: 0 (None)
ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION

ACTION/MAJOR

10/17/02

FROM: JOHN E.DEASY/JOSEPH N. QUARLES

RE: REPRESENTED BARGAINING UNIT MEMBERS, UNREPRESENTED
MANAGEMENT/CONFIDENTIAL SALARIES AND OTHER UNREPRESENTED
SALARIES FOR THE 2002/2003 SCHOOL YEAR INDEFINITE
SALARIES

RECOMMENDATION NO. A.19

It is recommended that the Board declare all represented bargaining unit members, unrepresented management/confidential and other unrepresented employee salaries indefinite for the 2002/03 school year.

BACKGROUND INFORMATION:

As a result of financial uncertainties, negotiations, legislation and other factors, Boards of Education can declare all represented bargaining unit members, unrepresented management/ confidential, and other unrepresented employee salaries indefinite for the subsequent school year.

Salaries for all represented bargaining unit members, unrepresented management/confidential and other unrepresented employees are set by the Board of Education. If the Board of Education declares, in advance of the new fiscal year, that salaries for represented bargaining unit members, unrepresented management/confidential, and other unrepresented employees are indefinite, whether subject to future review, negotiation, financial condition, or other factors, such action will suffice to permit retroactive salary adjustments back to the beginning of the new year.

It was the intention of the Santa Monica-Malibu USD Board of Education to take the action to declare salaries for all employee groups, represented and unrepresented, for the 2002/2003 school year. This action was inadvertently omitted from the agenda and, therefore, it is recommended that the action be taken at this time.

This action meets the requirements specified in Education Code Section 45032.

MOTION MADE BY: Mrs. Brady

SECONDED BY: Mr. Pratt

AYES: 6 (All; Dr. Escarce *in absentia*)

NOES: 0 (None)

ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION

ACTION/MAJOR

10/17/02

FROM: SUPERINTENDENT / JOSEPH N. QUARLES

RE: NON-REPRESENTED EMPLOYEES COMPENSATION AGREEMENT
(SUPERINTENDENT, DEPUTY SUPERINTENDENT, ASSISTANT
SUPERINTENDENTS, MANAGEMENT/SUPERVISORY/CONFIDENTIAL)

RECOMMENDATION NO. A.20

It is recommended that the Board of Education approve the compensation proposal for all Non-Represented Employees including the Superintendent of Schools, Deputy Superintendent, Assistant Superintendents, Management/Supervisory and Confidentials effective July 1, 2002.

COMMENT: Negotiations with "represented" employees groups have resulted in the Board of Education ratifying agreements with salary enhancements of two percent (2%), which will go into effect on July 1, 2002, and maintenance of health and welfare benefits at current District contribution levels. The following proposal is presented for Board approval in regards to non-represented employee groups:

Apply a COLA of two percent (2%) to the Employment Agreements of Superintendent, Deputy Superintendent, and Assistant Superintendents, and to stipends for Masters degree and earned Doctorate degree;

Apply a COLA of two percent (2%) to Management Salary Schedules and to stipends for Masters degree and earned Doctorate degree;

Apply a COLA of two percent (2%) to Supervisory Salary Schedule and to stipends for Masters degree and earned Doctorate degree;

Apply a COLA of two percent (2%) to Confidential Salary Schedule and to stipends for Masters degree and earned Doctorate degree; and

Maintain the District's contribution to health and welfare benefits at the current contractual levels for all of the above mentioned non-represented groups.

AGENDA

NOTE: The Superintendent noted that this item basically applied the 2% COLA to the balance of SMMUSD employees not represented by bargaining units (SMMCTA or SEIU).

MOTION MADE BY: Mrs. Brady

SECONDED BY: Mr. Pratt

AYES: 6 (All: Dr. Escarce *in absentia*)

NOES: 0 (None)

ABSTENTIONS: 0 (None)

TO: BOARD OF EDUCATION ACTION/MAJOR
10/17/02

FROM: JULIA BROWNLEY and MARIA LEON-VAZQUEZ on behalf of the
MEMBERS OF THE BOARD OF EDUCATION

RE: ~~APPROVAL~~ **RATIFICATION** OF SUPERINTENDENT'S 2002-2003
PERFORMANCE TARGETS AND SUBSEQUENT PERFORMANCE BONUS

RECOMMENDATION NO. A.21

It is recommended that the Board of Education ratify the Performance Targets and the Guidelines for Awarding A Performance Bonus for Superintendent John Deasy for Fiscal Year 2002-2003.

COMMENT: As part of the Board of Education's goal to systematize and measure accountability factors associated with the position of Superintendent of Schools of the Santa Monica-Malibu Unified School District, the Board requested that John Deasy submit a schema of his Performance Targets for the Fiscal Year 2002-2003. The Board of Education has discussed and subsequently agreed with the broad concept as well as with the specific targets.

Furthermore, it was contractually agreed by the Board of Education and Superintendent Deasy that specific performance bonuses, remuneration, would be linked to the degree of success in completing those targets.

Upon ratification, the Performance Targets and Guidelines for Awarding A Performance Bonus will become an addendum to the contract between the Board of Education of the Santa Monica-Malibu Unified School District and John E. Deasy, Superintendent of Schools, originally executed at Santa Monica, California, May 3, 2001.

AGENDA

NOTE: Copies of the Performance Targets the Board of Education's Guidelines for Awarding A Performance Bonus for Superintendent John Deasy for Fiscal Year 2002-2003 are attached.

MOTION MADE BY:	Mrs. Brady
SECONDED BY:	Mr. Pratt
STUDENT ADVISORY VOTES:	N/A
AYES:	6 (All: Dr. Escarce <i>in absentia</i>)
NOES:	0 (None)
ABSTENTIONS:	0 (None)

President Brownley introduced the item, indicating that the Performance Targets and Bonus Guidelines had been jointly worked upon and agreed upon during the Board Retreats in June and August, 2002, and during multiple noticed Closed Sessions. Mrs. Brownley offered profound thanks for the Superintendent's candor, hard work and out-and-out determination to help SMMUSD students succeed.

Vice President Leon-Vazquez thanked the Superintendent for making "communication" such a top priority, noting that, while it is often very difficult to quantify communications' success, people all over town are talking about the (perceived) new openness and receptivity; Mrs. Leon-Vazquez also noted that many teachers have mentioned the superintendent's commitment to excellence. Finally, she said she had shadowed him for a day and became even more aware that he pushes himself and his staff extremely hard; she gave kudos to the Superintendent's Instructional Team and their truly supportive team ("Can DO!") attitude.

All Board Members concurred.

The Superintendent thanked the Board for the opportunity to serve and to succeed.

Addendum to the agreement between the Board of Education of the Santa Monica-Malibu Unified School District and the Superintendent of Schools, John E. Deasy, attached hereto and made a part hereof the original employment contract dated May 3, 2001, at Santa Monica, California, and any subsequent addenda.

In addition to the regularly performed duties of the Superintendent, the following performance targets are identified as "optimal desirable deliverables," which, when reached, will be compensated according to the agreement of employment between the Board of Education and the Superintendent dated May 3, 2001, at Santa Monica, California.

Performance Targets

The following four major Performance Targets have been identified for the 2002-03 School Year:

- I.** Enhance Communications and Build Strong Collaborative Relationships
- II.** Implement SMMUSD's Strategic Plan: Year One
- III.** Develop An Assessment Model Focused on Closing the Achievement Gap and Simultaneously Raising the Achievement of All Students
- IV.** Develop an Instructional Model Designed to Close the Achievement Gap and Simultaneously Raise the Achievement of All Students; this Model Will Be Supported by Extensive, Focused Professional Development

**PERFORMANCE TARGET: ENHANCE COMMUNICATIONS AND BUILD STRONG COLLABORATIVE
RELATIONSHIPS**

In enhancing communications and building strong collaborative relationships, the Superintendent will focus on facilitating local and broad community information. By building strong collaborative relationships, the learning community will build their effectiveness and skills at closing the (student) achievement gap.

OUTCOMES TO BE ACHIEVED:

- Faculty and staff will experience a developing relationship with the Superintendent and his staff
- Faculty and staff will have increased personal contact with the Superintendent and his staff
- The Community will have the information necessary to make informed decisions (specifically and in a time-sensitive framework, in regard to the parcel tax; generally, in regard to any decision that effects the entire community)
- Faculty and staff will experience a series of opportunities and events which will recognize outstanding work
- A series of processes will be experienced by staff, faculty, parents and the business community which will provide direct and personal opportunities to talk with the Superintendent and/or his staff about the District's work of closing achievement gaps while simultaneously raising the achievement of all students

TASKS TO BE COMPLETED:

- Institute the Faculty Advisory Council (FAC)
- Institute the Superintendent's Instruction Tour Days
- Construct and execute six (6) community-wide informational meetings on the upcoming parcel tax (with additional meetings scheduled as needed for other emerging community-wide issues)
- Institute a series of rituals and routines which explicitly recognize outstanding work among faculty and staff
- Institute the Learning Symposia event (s)

QUALITY INDICATORS:

- The FAC (Faculty Advisory Council) will meet ne less than nine (9) times a year
- The Learning Symposia will be constructed with no less than two (2) events to be scheduled
- No less than six (6) informational meetings will be scheduled/hosted for the community with respect to the parcel tax; other meetings will be scheduled as needed for emerging community-wide issues
- The Superintendent will visit each faculty member's classroom no less than three (3) times a year
- The Superintendent will host a coffee with each school-site faculty no less than one (1) time a year
- The Superintendent will meet with the leadership of the PTA no less than nine (9) times a year
- The Superintendent will meet with the leadership of faith-based groups and the Malibu and Santa Monica Chambers of Commerce and no less than four (4) times a year
- A district-wide communications plan will be developed and communicated to all stakeholders
- A Public Information Officer or Coordinator of Communications position will be established and filled by December 30, 2002
- The Superintendent will establish a joint instructional issues advisory group comprised of union representatives and members of the district administrative leadership team
- The Superintendent will maintain monthly meetings with Service Employees International Union Local 660 (SEIU) leadership

OUTCOME MEASUREMENTS:

- 75% of all faculty surveyed will report an increase in personal contact with the Superintendent
- 80% of all faculty surveyed will report that a stronger relationship has been developed with the Superintendent
- 75% of all community members surveyed will report having received necessary and sufficient high quality information required to make an informed decision on the 2002 ballot measure, EE
- 80% of everyone surveyed will be able to identify the district's main goals and at least two (2) strategies to foster higher accomplishment of those goals

PERFORMANCE TARGET: IMPLEMENT SMMUSD'S STRATEGIC PLAN - YEAR ONE
The implementation of the Strategic Plan will begin and will be monitored through Year One of the roll out.

TASKS TO BE COMPLETED:

- The first year of the Strategic Plan will be initiated as scheduled and indicated in the Plan
- A coordinator for Strategic Plan integration and implementation will be chosen and will lead this work
- The community/Board of Education will be apprized of the district's progress in implementing the Plan with indicators of success being presented

QUALITY INDICATORS:

- The coordinator for Strategic Plan integration and implementation will be chosen by September 30, 2002
- The Board of Education will receive no less than two (2) public presentations which will provide progress reports based on the evidence of the work accomplished
- An executive summary of the Strategic Plan will be created and broadly disseminated

OUTCOME MEASUREMENTS:

- 75% of the first year targets will be met
- 100% of all Board members will report a high degree of satisfaction with the communication process used to provide ongoing assessment of progress toward first year implementation of the plan
- 75% of everyone surveyed will report an understanding of our first year's accomplishments in Strategic Plan implementation
- 80% of everyone surveyed will report high satisfaction with the progress being attained toward the first year implementation of the Strategic Plan

PERFORMANCE TARGET: DEVELOP AN ASSESSMENT MODEL

The Superintendent will develop an Assessment Model focused on closing the student achievement gap while simultaneously raising the achievement of all students.

OUTCOMES TO BE ACHIEVED:

- A model for performance assessment will be developed for the Superintendent, senior District leadership, principals and faculty.
- A statistical model and metric will be developed to identify both adequate yearly progress and achievement gaps by grade, school and district.
- School Improvement Plans will be redesigned and subsequently constructed to use data to formulate tactics and strategies to advance achievement for all students while simultaneously closing achievement gaps based on pre-established targets.
- The learning community will use data from numerous sources, but without exception from the High Places Survey, achievement, discipline and description data, all disaggregated by race, gender, socio-economic status and ethnicity to help monitor progress of achievement and gap closure.
- The District will choose a high-quality performance-based assessment instrument in Language Arts and Mathematics to replace all multiple measure assessments currently administered.

QUALITY INDICATORS:

- A metric to represent and track achievement gaps will be constructed, used and institutionalized
- A model and metric to represent academic progress and track achievement will be constructed, used and institutionalized
- School Improvement Plans (SIPs) will be developed with no more than three (3) goals each, all of which are anchored in the district's Strategic Plan and in purpose to explicitly close established achievement gaps and improve the progress of all students

- These plans will be reviewed periodically through the year with a final report due to the Board at the end of August

OUTCOME MEASUREMENTS:

- 100% of all principals will report participation in the newly developed evaluation process
- 75% of all affected leadership will report that the current evaluation model provided a substantially better professional development experience previous than was provided by previous models
- 75% of all faculty surveyed will report an understanding of the newly designed evaluation system
- 70% of school targets designed using the new metric for achievement and gap closure goals will be reached
- 75% Of all faculty surveyed will report an understanding of their role in the school improvement process to specifically improve achievement while simultaneously closing student achievement gaps

PERFORMANCE TARGET: DEVELOP AN INSTRUCTIONAL MODEL

The Superintendent will develop an instructional model supported by extensive and highly focused professional development designed to close achievement gaps while simultaneously raising the achievement of all students.

OUTCOMES TO BE ACHIEVED:

- Develop and implement a research-based, district-wide literacy and intensive literacy intervention program
- Develop and implement a research-based, district-wide math and numeracy and intensive mathematics intervention program
- Provide extensive and focused professional development for standards-based instruction aimed exclusively at the domains of literacy and math
- Provide extensive and focused professional development for the use and comprehension of data and their role in instruction assessment in School Improvement development

QUALITY INDICATORS:

- To present to faculty, a literacy and intensive literacy intervention program will be developed based on a standards-based instructional approach as supported by the Principles for Learning
- To present faculty, a mathematics, numeracy and intensive mathematics intervention program will be developed based on a standards-based instructional approach as supported by the Principles for Learning
- A *Course I* program will be developed and initiated to provide faculty with assistance in standards-based instruction
- An extensive National Board pre-candidacy, candidacy and recognition program will be developed and implemented
- A data course will be developed and implemented to help faculty close achievement gaps while simultaneously raising achievement for all students

- All faculty will participate in a central program sponsored by the Institute for Leadership; a team will be trained in each building with all staff having an understanding of the Principles for Learning:
 - clear expectations
 - Academic rigor in a thinking curriculum
 - Accountable talk
- All faculty will engage in the Lesson Study and Learning Walk Protocol no less than twice a year

OUTCOME MEASUREMENTS:

- 75% of elementary faculty surveyed will report a substantial amount of support from the District's Literacy coaches
- 75% of all faculty and administrators surveyed will report a significantly greater understanding of the principles of learning and their application in the classroom
- 80% of those who took the "Course I" will report it's use and application_ as a significant support in their instructional professional development

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT BOARD OF
EDUCATION GUIDELINES FOR AWARDING A PERFORMANCE BONUS FOR
SUPERINTENDENT JOHN DEASY FOR FISCAL YEAR
2002-2003**

- 1) The Superintendent may receive a maximum of 10% of his base salary as a performance bonus.
- 2) The bonus will be based on the extent to which he has achieved success in meeting the performance targets as specified by the Board at the start of fiscal year 2002-2003.
- 3) The Board specified performance targets in four (4) distinct areas with subset targets in each area:
 - A. Enhance Communications and Build Strong Collaborative Relationships
 - B. Implement SMMUSD's Strategic Plan - Year One
 - C. Develop An Assessment Model Focused on Closing the Achievement Gap While Simultaneously Raising the Achievement of All Students
 - D. Develop An Instruction Model Designed to Close the Achievement Gap While Simultaneously Raising the Achievement of All Students; the Model Will Be Supported by Extensive, Focused Professional Development
- 4) The Superintendent may receive a maximum of 2.5% of his base salary in each area.
- 5) At the conclusion of the Superintendent's evaluation in May, 2003, the Board will determine the Superintendent's success using the criteria "minimally achieved," "substantially achieved" and "completely achieved" in each area.
- 6) There will be no bonus for minimal achievement, a 1.25% bonus for partial achievement and a full 2.5% bonus for substantial achievement in each discreet area. Generally, achieving fewer than one-third of the subset targets in any area will be considered "minimal achievement"; achieving one- to two-thirds of the subset targets in any area will be considered "substantial achievement;" achieving more than two-thirds of the subset targets in any area will be considered "complete achievement."
- 7) In making its final determination, the Board will also consider the relative importance of the particular target and/or subset of a discreet target area.

- 8) Assessment tools for determining achievement will include, but not be limited to:
- A. Written reports and/or other pertinent documentation furnished by the Superintendent on his behalf
 - B. Tangible evidence of on-going success (improved communication, test scores, community participation and buy-in, general support, etc.)
 - C. Other (as deemed appropriate by a consensus of the members of the Board)

TARGET AREA	Minimal Achievement	Substantial Achievement	Complete Achievement
Enhance Communications and Build Strong Collaborative Relationships	0.0%	1.25%	2.5%
Implement SMMUSD's Strategic Plan - Year One	0.0%	1.25%	2.5%
Develop An Assessment Model Focused on Closing the Achievement Gap While Simultaneously Raising the Achievement of All Students	0.0%	1.25%	2.5%
Develop an Instruction Model Designed to Close the Achievement Gap While Simultaneously Raising the Achievement of All Students' the Model will Be Supported by Extensive, Focused Professional Development	0.0%	1.25%	2.5%
TOTAL (and/or any combination)	0.0%	5.0%	10.0%

Discussion Items

TO: BOARD OF EDUCATION

DISCUSSION

10/17/02

FROM: JOHN E. DEASY/JOSEPH N. QUARLES/PEGGY HARRIS/
LAUREL SCHMIDT

RE: UPDATE ON THE RACE AND DISCIPLINE TASK FORCE

DISCUSSION ITEM NO. D.1

It is recommended that the Board review and accept the following report, entitled Race and Discipline Task Force Status Report.

BACKGROUND: At the Board of Education meeting of June 27, 2002, a group of approximately 60 parents, students and community members came before the Board to register concerns relative to perceived serious disciplinary matters at various school sites. At that meeting, allegations were made about school district employees, practices and procedures, specifically citing discrimination in administering and enforcing existing SMMUSD pupil discipline policies.

Parents requested that district policies regarding student discipline be reviewed and amended to ensure equity for all students.

Superintendent Deasy, at the Board's direction, immediately formed the Race and Discipline Task Force, a widely divergent group of parents, students community representatives and district staff.

In rapid succession, the Task Force developed the following documents, which were approved and adopted by the Board of Education:

- ✓ Police on Campus Reporting Form (8/22), and
- ✓ Protocol for Administrators When Law Enforcement Personnel Question Students (9/19/02)

Copies of the following documents are attached to the Race and Discipline Task Force Status Report** for reference purposes:

- 1) A report by: Mothers for Justice
Institutionalized Racism in the Santa Monica
Malibu Unified School District (SMMUSD): Its
Impact on Students of Color
- 2) Recommended Policies and Procedures: Presented
by the Mothers of Justice *

(copies of attached documents: continued)

- 3) Multicultural Staff Development Plan
- 4) "Police on Campus Reporting Form" and Administrative Regulations
- 5) "Protocol for Administrators When Law Enforcement Personnel Question Students"
- 6) Confidentiality of Student Records Statement
- 7) Suspensions and Expulsions Chart (1999/00, 2000/01, 2001/02) *
- 8) "Equity and Equality of Education" (excerpted from the District's Strategic Plan)*

AGENDA

NOTE: Certain documents are not available as part of the electronic Agenda. They are included in the hard copies of the Agenda, which will be available at the meeting. They are also available on file in the Office of the Superintendent.

- * Not available as part of a the electronic Agenda
- ** Available as a separate pdf file
 - 1) go to the District's website, www.smmusd.org
 - 2) click on "Board Meetings"
 - 3) scroll down to 10/17/02
 - 4) click on "Task Force Update"

AGENDA

NOTE: In a break from tradition, the Board has designated that the second meeting in most months this school year will be devoted to in-depth exploration of critical issues facing the learning communities. The majority of this meeting was dedicated to an Update from members of the newly formed Race and Discipline Task Force. Following is a summary of the report.

The Task Force chairpersons, Irma Carranza, Oscar de la Torre, Delores Gonzales, Ana Jara, Joseph Quarles, along with District staff Peggy Harris and Laurel Schmidt all presented portions of a larger overview which detailed the work of the task force to date. It was stated in many different ways and many a different times that the emerging work of the Task Force is the product of a very collaborative process.

In addition to presenting newly designed District reporting forms and related administrative regulations, an updated student Bill of Rights, and implications for and from the district's Strategic Plan, the committee spokespersons highlighted on-going

challenges for the district and community. These challenges include but are not limited to:

- 1) remembering the over-riding goal: all children must be successful in school
- 2) changing cultural perceptions in culturally respectful ways
- 3) safeguarding the civil rights, dignity and confidentiality of all students
- 4) equipping staff with training that leads to understanding; "things" are not enough - attitudes of dignity, trust and respect need to be cultivated and encouraged
- 5) reflecting on and acting upon the value of schools versus jails (proactive prevention works better than draconian measures)
- 6) tirelessly working toward equality and equity for all students.

A new student handbook is being finalized by the Student Services Department - it will be completed and published by mid-November. Copies will be made available at all school sites and can be reviewed at the school district administrative offices during normal business hours. Staff has already undergone training in the updated procedures; extensive staff development is planned through the year.

Board members comments included but were not limited to:

- 1) gratitude for the work, empathy and dedication of all stakeholders in producing working documents that will ensure a renewal of trust (working for all students)
- 2) assurances that the role of the press (press presence on campus) was clearly delineated
- 3) the Board suggested that the peer mediation practices currently in effect on the Malibu campuses be explored for possible use on Santa Monica campuses
- 4) it is the most sincere hope of many stakeholders that the Race and Discipline Task Force may segue directly into a new District Advisory Committee (DAC) the charge of which will be to advise the Board on policies, practices and programs as they relate to overall student success; this new committee could build on the work the Equity and Equality in Education group prepared for the strategic plan.
- 5) the critical nature of converting any statistics or numbers into actions, actions relative to conflict resolution, intervention, prevention, mediation.

The Board also requested that staff furnish statistics that compare actual suspensions, expulsions, etc. numbers, to the total enrollment of a specified cite so more in-depth analyses can be

made. Additionally, the Board requested regular updates, every six months at the longest, and preferably a quarterly review. The Board also requested that they be notified when staff development sessions were being held so they could attend.

In addition to thanking task force chairs, the Board gratefully acknowledged the help of principals, students, citizens, law enforcement representatives, teachers and classified staff members. In offering remarks, President Brownley echoed the viewpoints of all Board members when she stated that "... it was terrific to live in a community that continued to face hard issues in open and direct ways with a commitment to 'no taboos'."

NOTE:

All presenters were offered the opportunity to have their remarks included verbatim (attached to and made a part of the official Minutes); Irma Carranza was the only person who forwarded materials, attached hereto and made a part hereof of these original Minutes. Remarks of the other presenters have been summarized (above).

Good evening members of the Board, Superintendent and District Staff. My name is Irma Carranza; I am one of the Co-Chairs on the Race & Discipline Task Force, representing Mothers for Justice.

I'll begin with a summary as to why the Task Force was formed.

Parents in the community, in particular, Mothers, stated that institutionalized racism was being perpetuated in the schools towards the youth of color. One practice pertained to disciplinary procedures. Case after case, testimony after testimony confirmed a practice that was not only inequitable to all students, but also detrimental to youth of color.

These practices have had a devastating effect on many students and their families. Because of the harsh disciplinary actions against youth of color, many now have criminal records. This in turn has caused the targeting to spill over into the community with the Police.

It was clear that youth of color were over represented in suspensions and under represented in honors courses. This was another indication of how institutionalized racism was perpetuated in the schools.

As a result of this continuous trend, parents joined together to form Mothers for Justice to insure that all students are equitably treated in disciplinary procedures, as well as academically.

Mothers for Justice brought these issues before the Board and the Superintendent, who responded immediately to address these very serious issues by creating the Race & Discipline Task Force. We have been working on addressing the demands brought forward at the June 27th Board meeting.

Task Force members have been working hard to change practices and implement equitable policies. These are difficult and complex issues to address, but the time is right and the leadership is right. We have accomplished a lot in a short period of time, but know that we have a way to go. With the work that the Task Force is doing, we hope to lay a strong foundation that will ensure all children will be treated equitably in all aspects of their education.

The Task Force's Goals are that

1. We create practices and policies that will insure equity in disciplinary procedures and in doing so, that we also change the culture of discipline through practices and policies that will focus on prevention and intervention.
2. That we close, if not eliminate, the achievement gap because there is a correlation between the disparities in the disciplinary procedures and the achievement gap, and one cannot be addressed without the other.

I'd like to thank the Board and the Superintendent for their immediate response and for creating a task force that includes the various components that we hope can bring about change. Thank you.

Institutionalized Racism in the
Santa Monica Malibu Unified School District (SMMUSD):
Its' Impact on Students of Color

A report by: Mothers for Justice
Presented to the SMMUSD Board of Education – June 27, 2002

All students in the Santa Monica Malibu Unified School District (SMMUSD) deserve to attend schools that are free from violence, racism, sexism and discrimination. Unfortunately, we live in a society where more affluent residents receive better treatment from the public school system than residents who are deemed lower income. What makes matters more complicated is that ethnicity and income are so strongly correlated in Santa Monica¹. The reality mentioned above, coupled with insidious institutionalized racism within our schools, and has the effect of eliminating all notions of fairness and equality in Santa Monica's public education system.

Students of color make up more than 42% of the total student population of the SMMUSD. It is no secret that students of color attend schools that are less academically challenging than the schools that white students attend. This unequal system of education begins early on in a child's academic career. Racial and economic segregation becomes exceptionally evident by the time students reach middle school. For example, approximately 70% of Lincoln Middle School is made up of white students. In comparison, more than 61% of students at John Adams Middle School are students of color².

Institutionalized Racism in the SMMUSD

In 1954 the Supreme Court Decision in *Brown v. Board of Education* outlawed racial segregation in our public school system. Forty-eight years later we continue to tolerate a system that is separate and unequal. We have learned that it is not enough to have students of color and white students attend the same schools. Without addressing institutionalized racism we end up with a system that is on the surface "integrated" but continues to produce unequal opportunities for students of color.

Institutionalized racism permeates the culture, values, beliefs, traditions, policies and practices of schools and their governance structure. Institutionalized racism is systemic and occurs even when people of color are in positions of perceived influence. The values that govern behavior within the institution are the values of empowered groups within society who have held power for generations at the expense of "minority" groups. This unbalance of power shows itself in who gets selected to lead the district and individual schools. The administrators who run the schools rarely challenge the status quo or bring in their notion of what is right for students.

¹ RAND Corporation reported that the median income in the 90404 zip code (Pico Neighborhood) was \$35,000 in 1999; this contrasts sharply to the median income in the 90402 zip code at \$89,000.

² SMMUSD, Racial and Ethnic Distribution, Human Resources Department.

The result of the aforementioned structure is lowered expectations and educational outcomes for students of color. For example almost 50% of Latino and African American students are not receiving a GPA of 2.0 at Santa Monica High³. Latino and African American students make up more than 85% of the total student population at Olympic Alternative School but are sorely underrepresented in high school honors placement and advanced placement courses⁴. Although we recognize that Dr. Sylvia Rousseau made remarkable progress at Santa Monica High to eliminate the achievement gap between white students and students of color, the glass is still half empty. The problem of the "two-school phenomenon" that was exposed at Santa Monica High is district-wide.

Criminalizing Youth of Color

Nowhere is the impact of institutionalized racism more evident than in the manner in which disciplinary policies are applied. Latino and African American students are suspended and expelled in disproportionate numbers. In certain schools within the district, Latino students are four times more likely to be suspended than white students. Data collected from the SMMUSD reveals this inequity at John Adams Middle School. For example, in the 2000-2001 school year Latino students made up over 60% of all suspensions even though they were only 44% of the total student population. In the same year, Black students made up over 23% of suspensions, while only constituting 12% of the total student population. In sharp contrast, white students constituted 39% of the student population but made up only 15% of all suspensions⁵. The disparity in suspension and expulsion rates is greater for African American students at Lincoln Middle School.

At Lincoln Middle School, one in four African American students were suspended in the 2000-2001 school year. Where Black students only constituted 8% of the total student population they made up 28% of students suspended in the 2000-2001 school year⁶.

The same data analyzed shows that African American and Latino students at Santa Monica High are also suspended and expelled in disproportionate numbers. For example, Black students made up 11% of the total student population but they comprised 21% of suspensions during the 2000-2001 school year. Latinos made up 32% of the total student population but constituted 47% of school suspensions. Between 1999 and 2001 Latino student suspensions increased 16% from 123 students being suspended in 1999 to 146 in 2001. In comparison, white students made up 50% of the total student population but made up only 30% of all suspensions. This disparity reveals a pattern that places youth of color in a debilitating social condition when one considers the following:

³ Unpublished research and data collected by Tony Collatos, Teacher, Santa Monica High School; 2002.

⁴ SMMUSD, Racial and Ethnic Distribution, Human Resources Department.

⁵ SMMUSD, Student Suspensions, Student Services Department; 2000-2001 school year.

⁶ SMMUSD, Student Suspensions, Student Services Department; 2000-2001 school years.

- Suspended students often find themselves bereft of any form of education⁷. Students suspended are not always provided missed homework assignments.
- Youth suspended from school are significantly more likely to drop out of school. One study, in the Teachers College Record, found that sophomores who are suspended from school drop out at three times the rate of their peers⁸.
- Students suspended from school are much more likely to engage in troublesome behavior. According to the Centers for Disease Control, “out of school” youth are significantly more likely to become involved in physical fights; carry a weapon; smoke; use alcohol and other illicit behaviors⁹.

The pattern of racial disparities in suspension rates in the SMMUSD, coupled with the facts mentioned above, force us as a community to seek alternative disciplinary practices. Addressing institutionalized racism within our school system must be a priority for the Board of Education, the district staff, school administrators, teachers and staff. Schools need to work in partnership with parents and communities of color to develop a more proactive approach to student discipline and learning within schools.

Creating Troubled Youth

In American society, youth of color, especially those who are low income are targeted for incarceration. The social scourge of racial profiling and police harassment is a well known fact on the streets and now this same pattern has found its way into our schools. Youth of color who reside in Santa Monica’s Pico Neighborhood are constantly targeted by school administrators and police for suspensions, expulsions, probation and incarceration. Schools have now become a gateway to the criminal justice system. “We send our children to school to graduate with diplomas and instead they are coming out with police records,” stated Mothers for Justice Spokesperson Margie Zepeda.

The following represents recent case studies of Pico Neighborhood youth who have been arrested from incidents that occurred at John Adams Middle School:

- Student A is a 12 year old Latino student who is in the 6th grade at John Adams Middle School. He was arrested on May 21, 2002 and charged with assault with a deadly weapon – Penal Code 245 (a) (1) (see exhibit A). He was arrested on campus by SMPD officer Munoz, taken to the police station and questioned without the presence of his parents. In fact, his mother was not notified by anyone in the school until after her son had been arrested. When she received a call from the Santa Monica Police Department she rushed

⁷ *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline*, Advancement Project & The Civil Rights Project, Harvard University, 2000.

⁸ Elkstrom, Ruth et al. “Who Drops Out of High School and Why? Findings from a National Study. *Teachers College Record*, spring, 1986.

⁹ “Health Risk Behaviors Among Adolescents Who Do and Do Not Attend School: United States, 1992.” In *Prevention Morbidity and Mortality Weekly Report*, 43: (08) Atlanta: Centers for Disease Control and March 4, 1994.

to get her son. She later discovered that her son had gotten into a fist fight with a white student. When she asked what deadly weapon was used the arresting officer responded, "His hands." Her court date is scheduled for June 26, 2002.

- Student B is a 13 year old African American student who is in the 7th grade at John Adams Middle School. He was arrested on May 23, 2002 and charged with assault with a deadly weapon – Penal Code 245 (a) (1) (see exhibit B). He was arrested on campus by Officer J. Rodriguez. As in the case of student A; student B was taken to the police station without anyone from the school notifying the parent. His charges stem from an allegation that student B threatened another student with a pair of decorative design making scissors. This incident occurred after the parents of student B demanded resolution to the bullying by other students towards student B. The arrest did not occur on the day of the alleged brandishing of a weapon and no weapon was ever found in student B's possession.
- Student C is a 13 year old Latino student who is in the 8th grade at John Adams Middle School. Student C was receiving grades of A's and B's at Lincoln Middle School and participated in band. When student C transferred to John Adams Middle School he began to experience difficulties, both academic and social. Student C's parents requested assessments for learning disabilities and student C was diagnosed with a learning disability and impulsivity. Instead of working to provide the appropriate support services the school collaborated with the police to correct his behavior. His first arrest occurred because he swore at a police officer (officer, Joe Analco). His first police report was filed against him by a teacher (Ms. Daws). On April 23, 2002 student C was told to stay out of school pending an expulsion hearing. On May 15, 2002 he was arrested and charged with attempted robbery for taking French fries. On May 21, 2002 he was arrested for joy riding and severely beaten by SMPD officer Gabo. On May 28, 2002 a finding of irregularities in the schools' IEP implementation plan voided his expulsion. On May 30th he was arrested for unsubstantiated charges of grand theft auto. Student C is currently detained in juvenile hall. His grand theft auto charges were later dropped but charges stemming from the stolen French fries and school have mysteriously resurfaced (see parent testimony – exhibit C).

From the cases above many questions remain unanswered. Have any white students ever experienced this type of school/police intervention? Are white students ever charged in a similar manner for similar offenses? Our preliminary findings suggest that school administrators and police are quick to apply the full extent of the law against Latino and African American youth but do not treat white youth in this way.

This get "tough on crime" and "zero tolerance approach" is intended to reduce crime and violence but it has had the opposite effect. Youth now face severe criminal penalties for offenses that used to be handled within schools. Gone are the days when students who fought on campus were given a three day suspension and forced to come with their parents to school for mediation. It is now a trend that students of color are arrested and charged with assault with a deadly weapon and forced to go to court before a judge.

Once in the juvenile justice system, parents do not have the financial means to afford an attorney and are appointed a public defender who does not have the time nor the resources to give each case the individual attention required for effective representation. It is no surprise then that Latino and African American youth constitute a disproportionate number of youth who are incarcerated. Once we as a community lose youth to the criminal injustice system we have no clue of what happens to them. In most cases, youth return to the community with more problems, both emotional and psychological. In addition, if they return with a felony on their record it becomes harder for them to attain employment or resume their academic path.

Youth who are placed on probation are violated for a long list of non-violent offenses and return to prison. The longer the sentence, the more ingrained the gang culture becomes in our youth. Youth learn to become gang members while incarcerated. Once labeled as “trouble makers” youth learn that they are outcasts and are treated as such by authorities in schools and in the streets. Society begins to close doors and the gangs become accepting and become a family for those youth who are rejected. This occurs in other low income neighborhoods and before long these youth take out their anger and rage on each other. Gang violence, drug dealing, drug abuse becomes rampant and the cycle repeats itself with the next generation. Since 1989 there have been 26 documented youth homicides in Santa Monica’s Pico Neighborhood alone.

The cycle of labeling, rejection, anger, low self esteem and hopelessness begins in schools for many youth. Police records begin in schools. Instead of treating the problem, schools want to get rid of the problem. A parent in the community said it best when he stated, “These are not problem children, they are children with problems. We need to get rid of the problems, not the children.” Schools must work with parents and communities to develop an alternative approach to discipline. A new approach must include intervention, mediation and prevention. We need to teach youth, parents and administrators the tools to resolve conflicts in a non-violent manner.

More than ever, the teachings of non-violence, anger management and conflict resolution are needed as integral components of the curriculum. Our failure to develop an alternative approach to discipline, increase spending in after school programs and to address the root causes of institutionalized racism will only lead to more youth being incarcerated. If the current trend continues we can expect an increase in violence and gang involvement in the community.

Fortunately, many parents and community leaders in Santa Monica have worked to develop solutions to the current crisis. The following presents various strategies and solutions that can keep our children safe at school and in the community.

1. The schools’ main function should be to address the needs of the community.
2. Create a taskforce within the SMMUSD to develop an alternative approach to student discipline.
3. Students need to be assessed for learning disabilities early in their academic careers.
4. Policies and procedures regarding all discipline matters must take into account parental involvement. Parents must be involved before police are even called on to campus. The proper protocol must be outlined to insure that the students and parents rights are not

violated.

5. Policies and procedures should stress the importance of documenting the race or ethnicity of the student, the accusation, and evidence in all discipline matters. Especially in cases where the police are involved.
6. Schools should develop an approach to deal with student discipline within the schools. Police involvement should be a last resort in disciplining students and criteria needs to be established to regulate the involvement of police on campus.
7. No principal or school official can provide written or verbal testimony regarding criminal accusations of students before court without a written request from the court. In these cases the superintendent of schools must review and approve the request.
8. Train administrators, teachers and school staff on ways to eliminate institutionalized racism. Train school personnel, especially security, in questioning the stereotypes they have of students to eliminate negative stereotyping.
9. Integrate the teachings of non-violence and social justice within the school curriculum. Teach youth of color, and white students alike, about the culture and achievements of African Americans and Latinos.
10. Provide parent workshops to educate parents about their rights within the school system. Post these rights in a visible location within the schools' central office. Provide parents with accessible written guidelines.
11. Create "Student Advocate" positions within the school to assist parents and students in times of need.
12. Give parents the ability to review the files of students with a community advocate. Allow parents to challenge, correct and remove erroneous information in student files.
13. Provide youth on probation support services. Increase funding in after school programs. Support successful programs such as the Pico Youth and Family Center.
14. Deal with the root cause of racial tension within the schools. Provide youth positive alternatives to gang involvement through effective in school and after school activities and programs.
15. Hire school personnel that can relate effectively to the student population. Hire administrators that can effectively communicate to Latino and African American parents and communities.
16. End zero tolerance practices and assess a more effective discipline approach.
17. Create opportunities for proactive dialogue between parents, police and school administrators.
18. Develop a proactive counseling approach to assist youth who exhibit destructive behavior. Work with parents and provide the appropriate services in a timely manner.

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Multicultural Training Component for Secondary Staff's Race and Discipline Professional Development

Purpose: To increase employees' understanding of and sensitivity to race, culture and ethnicity, and the impact these have on human interactions. Specific emphasis will be placed on understanding and responding to the role that these play in the choices one makes related to student discipline.

Desired Outcomes: The primary desired outcomes from the training are that participants will:

- a) increase their awareness of their role and collective responsibility in achieving social justice and harmony at their school site.
- b) increase their skills in addressing the challenges of working on a diverse campus that impede achieving the goal of justice and harmony.
- c) acquire additional tools that will improve cross-cultural communication
- d) understand the legal implications for actions taken with students that are perceived to be based on bias or prejudice.

Topics to be covered:

- Stereotypes, biases
- Institutionalized oppression models
- Stages of Cultural Identity Development
- Adolescents of Color
 - Identity issues*
 - Cultural Conflict*
 - Peer Pressure*
- Street Culture

During the 2002-2003 school year, the Department of Student and Family Support Services will offer a series of workshops to achieve the desired outcomes listed above. These workshops will be presented as in-service training for secondary administrators, staff, and faculty, and facilitated by consultants from the Los Angeles County Office of Education (LACOE), National Conference for Community and Justice (NCCJ), and the Anti-Defamation League (ADL).

Following is a summary of the components of the training series:

Stages of Cultural Identity Development

Rationale: Not every interaction with someone who is different results in a satisfactory and fulfilling interchange. Some of our best efforts are misunderstood, cause conflict, and a resulting negative judgment about the person. When one understands that there may be legitimate reasons for these misunderstandings that are unknown to us, it enables us to enter into other engagements with more skill and confidence.

Objectives:

1. To understand the theoretical frameworks developed by psychologists William Cross, Janet Helms, and other researchers on how people from different cultural groups identify themselves with their cultural group.
2. To understand how this development theory plays out on diverse campuses

Diversity, Bias and the “isms”

Rationale: Most people who live and work in a diverse environment approach their interactions with good intent working on eliminating any previously held biases and prejudices. What is not always clear is how personal preferences can influence one’s judgments resulting in biased decision making and how these biases become embedded into a system.

Objectives:

1. To increase awareness about the broad range of elements of diversity that are significant to individuals and groups.
2. To provide an opportunity for participants to reflect on their own experiences/struggles with issues of oppression
3. To provide insights about these issues from those who are most sensitive to them

Adolescents of Color

Rationale: Adolescence is a challenging period through which to navigate, and becomes more challenging for students of color. It is useful for educators to understand these challenges which will help them to be more effective as administrators, counselors, and educators.

Objectives:

1. To explore the multiple identity issues experienced by adolescents of color
2. To explore one’s reactions to specific behaviors of students of color
3. To explore roots of and causes of cultural conflicts

Street Culture

Rationale: Since most administrators, faculty and staff have limited contact with adolescent street culture, they can benefit by spending time with one who is familiar with that culture.

Objectives:

1. To increase participant’s knowledge of the dynamics of youth street culture.
2. To be able to delineate between destructive behaviors and unfamiliar behaviors that reflect a sense of “belonging” to the group.

STUDENTS

AR 5144.1

SUBJECT: Police on Campus Reporting Procedures

ISSUED BY: Board of Education

I. EFFECTIVE DATE: August 8, 2002

II. AUTHORITY:

Board of Education Policy 5143	School Safety and Security
Policy 5144	Discipline
Policy 5144.1	Suspension and Expulsion/Due Process

III. PROCEDURES FOR REPORTING POLICE ON CAMPUS

The principal of each school shall ensure that Board Policies and regulations related to student discipline are observed by all school staff, and that disciplinary rules are fairly and consistently enforced, without regard to race, creed, color, gender or sexual orientation.

Each time that representatives of law enforcement, either police or sheriff, are summoned to a school campus or arrive in the course of their official duties, the principal will ensure that the *Police on Campus Reporting Form* is completed and faxed to the Director of Pupil Services within twenty-four hours.

POLICE ON CAMPUS
REPORTING FORM

THIS REPORT IS TO BE COMPLETED AND FAXED TO THE DISTRICT OFFICE EACH TIME THE POLICE ARE ON A SMMUSD SCHOOL CAMPUS, WHETHER THEY WERE SUMMONED BY A DISTRICT EMPLOYEE OR ARRIVED ON POLICE BUSINESS

[This form is not intended to deter appropriate police conduct.]

School _____ Date _____
Administrator/Designee Completing Form _____ Title _____

OFFICER(S) INFORMATION

Name(s) of Police Officers _____ Badge No. _____
_____ Badge No. _____
_____ Badge No. _____

Date _____ Time of arrival: _____ a.m. p.m.
Time of departure: _____ a.m. p.m.

Police were summoned by _____ Explain why the
police were on campus _____

STUDENT INFORMATION

(Use a separate form for each student)

Name of Student _____ ID No. _____ Grade _____
Race/Ethnicity _____ Gender: M F DOB: ____/____/____ Age _____

Was the student questioned by the police? _____ Approximate length of time questioned: _____

Name(s) of administrator(s) present during questioning: _____ Parents were notified
of questioning: ☐ before? ☐ after? By Whom _____

Was student removed from campus? _____ Was student arrested? _____

What disciplinary actions were taken by the administrator(s)? _____

Were any student records shared with or copied for the police? _____ List: _____

What was the purpose of request for records? _____

Did police have subpoena for records? _____

PARENT CONTACT INFORMATION

Name of Parent _____ Telephone Number (____) _____

Administrator/Designee who placed the call _____

Time of Call _____ a.m./p.m. Made Contact _____ Left Message _____

Signature of Principal _____

FAX IMMEDIATELY TO: Pupil Services Department--Attention: Laurel Schmidt (310) 396-6149

Distribution: Original and fax - Pupil Services

Copy - Principal/Designee

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Student Services Department

STUDENT SUSPENSIONS - 2001-2002 SCHOOL YEAR

		48900[a] Cause/Threaten Bodily Harm/Fighting	48900[b] Dangerous Weapons	48900[c] Controlled Substance	48900[d] Alcohol	48900[e] Robbery or Extortion	48900[f] Damage-School Property	48900[g] Damage - Private Property	48900[h] Stalking	48900[i] Smoking	48900[j] Obscenity/Profanity	48900[k] Disobedience	Firecrackers	Forgery	Scaling Fire Alarm	Assault - Student	Assault - Teacher	Sexual Harassment	Totals
ALTERNATIVE	99-00 00-01 01-02	1					1				2	1							1 2 2
CABRILLO	99-00 00-01 01-02	1					1	1				1 1							1 1 3
EDISON	99-00 00-01 01-02	2 3	1				1		2		3 4	1 3 6						1	2 10 15
FRANKLIN	99-00 00-01 01-02	11 19	1				5 6		1 3 5		6 9	20 2 16							28 21 55
GRANT	99-00 00-01 01-02	6 16 8					2 1		5			10 3							23 19 10
MCKINLEY	99-00 00-01 01-02	1				1			1 1			10 1 1							10 2 4
MUIR	99-00 00-01 01-02	2 17 8					2 2		1 1		1	12 1 6				3		2	20 21 17
POINT DUME	99-00 00-01 01-02																		0 0 0
ROGERS	99-00 00-01 01-02	6 11 3	1						1		7 1	7 1							21 13 4
ROOSEVELT	99-00 00-01 01-02	20 3	1				5		2			9 3					1		12 28 5
WEBSTER	99-00 00-01 01-02	2 3							1			2 1							3 2 6
ADAMS	99-00 00-01 01-02	8 27 18	3 9 2	3 7 6		1 5	2 7 1	3	13 5 1		5 5 10	32 17 17				10 11	1 2	6	80 78 79
LINCOLN	99-00 00-01 01-02	25 70 32	4 5 1	3 13 5		1 1	6 16 3		10 6 8	1 3	5 11 2	53 34 41	2 2			1 5		6 11	116 158 115
MALIBU PARK Combined w/ MHS	99-00 00-01 01-02	8 50 11	2 1 1	11 10 3	3 1		4 1 2	3	7 7 3	1	5 4 1	107 49 32				5		1 4	156 124 58
MALIBU HIGH	99-00 00-01 01-02	* * 31	* * 1	* * 8	* * 1		* * 3	*	* * 4	* * 6	* * 2	* * 60				* 5		* 2 18	* * 141
SAMOHI	99-00 00-01 01-02	71 98 93	4 11 7	62 64 54	11 6 8	14	20 8 14		16 7 20	16 4 10	5 5 17	137 85 147	1 2			8 1 11		3 7 1	353 311 392
OLYMPIC	99-00 00-01 01-02	6 6	1 1	11 7 6			1			2 5	1 4 1	11 19 26					3		25 43 43
TOTALS	99-00 00-01 01-02	126 332 239	17 27 13	90 101 82	14 7 12	15 7	36 46 32	6 4	56 31 44	19 31 16	34 34 52	413 218 354	2 1 4			27 1 32	1 17	10 7 41	851 833 949

JOHN ADAMS MIDDLE SCHOOL

TOTAL SCHOOL ENROLLMENT 1999/2000 1114
 TOTAL SCHOOL ENROLLMENT 2000/2001 1173
 TOTAL SCHOOL ENROLLMENT 2001/2002 1181

TOTAL SUSPENSION INCIDENTS = 80
 TOTAL SUSPENSION INCIDENTS = 78
 TOTAL SUSPENSION INCIDENTS = 79

RACIAL/ ETHNIC GROUP	STUDENTS IN RACIAL/ETHNIC GROUP (PERCENT OF TOTAL SCHOOL ENROLLMENT)	TOTAL NUMBER OF SUSPENSION INCIDENTS IN RACIAL/ETHNIC GROUP	PERCENT OF SUSPENSION INCIDENTS IN RACIAL/ETHNIC GROUP		TOTAL NUMBER OF STUDENTS SUSPENDED IN RACIAL/ETHNIC GROUP	PERCENT OF STUDENT SUSPENDED IN RACIAL/ETHNIC GROUP	PERCENTAGE RELATIONSHIP OF SUSPENSION INCIDENTS OF RACIAL/ETHNIC GROUP TO TOTAL NUMBER OF SUSPENSION INCIDENTS
AMERICAN INDIAN							
99-00							
00-01							
01-02	2 / 0%	0	0%		0	0%	0 / 79 = 0%
ASIAN							
99-00							
00-01	53 / 5%	1	2%		1	2%	1 / 78 = 1%
01-02	58 / 5%	0	0%		0	0%	0 / 79 = 0%
BLACK							
99-00	132 / 12%	29	22%		16	12%	29 / 80 = 36%
00-01	138 / 12%	18	13%		16	12%	18 / 78 = 23%
01-02	136 / 12%	19	14%		8	6%	19 / 79 = 24%
FILIPINO							
99-00							
00-01							
01-02	4 / 0%	0	0%		0	0%	0 / 79 = 0%
HISPANIC							
99-00	479 / 43%	35	7%		27	6%	35 / 80 = 44%
00-01	517 / 44%	47	9%		32	6%	47 / 78 = 60%
01-02	510 / 43%	49	10%		27	5%	49 / 79 = 62%
PACIFIC ISLANDER							
99-00	0 / 0%	0	0%		0	0%	0 / 80 = 0%
00-01	0 / 0%	0	0%		0	0%	0 / 78 = 0%
01-02	0 / 0%	0	0%		0	0%	0 / 79 = 0%
WHITE							
99-00	443 / 40%	15	3%		11	2%	15 / 80 = 19%
00-01	460 / 39%	12	3%		9	2%	12 / 78 = 15%
01-02	471 / 40%	11	2%		7	1%	11 / 79 = 14%

LINCOLN MIDDLE SCHOOL

TOTAL SCHOOL ENROLLMENT 1999/2000 1248
 TOTAL SCHOOL ENROLLMENT 2000/2001 1301
 TOTAL SCHOOL ENROLLMENT 2001/2002 1318

TOTAL SUSPENSION INCIDENTS = 116
 TOTAL SUSPENSION INCIDENTS = 158
 TOTAL SUSPENSION INCIDENTS = 115

PERCENTAGE
 RELATIONSHIP
 OF SUSPENSION
 INCIDENTS OF
 RACIAL/ETHNIC
 GROUP TO
 TOTAL NUMBER
 OF SUSPENSION
 INCIDENTS

PERCENT OF
 STUDENT
 SUSPENDED IN
 RACIAL/ETHNIC
 GROUP

TOTAL NUMBER
 OF STUDENTS
 SUSPENDED IN
 RACIAL/ETHNIC
 GROUP

PERCENT OF
 SUSPENSION
 INCIDENTS IN
 RACIAL/ETHNIC
 GROUP

TOTAL
 NUMBER OF
 SUSPENSION
 INCIDENTS IN
 RACIAL/ETHNIC
 GROUP

STUDENTS IN
 RACIAL/ETHNIC
 GROUP
 (PERCENT OF
 TOTAL SCHOOL
 ENROLLMENT)

RACIAL/
 ETHNIC
 GROUP

AMERICAN INDIAN

99-00
 00-01
 01-02

0 / 79 = 0%

0%

0

0%

0

0 / 0%

ASIAN

99-00
 00-01
 01-02

2 / 116 = 2%
 5 / 158 = 3%
 3 / 115 = 3%

2%
 4%
 2%

2
 4
 2

2%
 5%
 3%

2
 5
 3

99 / 8%
 99 / 8%
 97 / 7%

BLACK

99-00
 00-01
 01-02

11 / 116 = 36%
 44 / 158 = 28%
 32 / 115 = 28%

12%
 24%
 21%

10
 24
 18

13%
 44%
 38%

11
 44
 32

84 / 7%
 100 / 8%
 84 / 6%

FILIPINO

99-00
 00-01
 01-02

0 / 116 = 0%
 0 / 158 = 0%
 0 / 115 = 0%

0%
 0%
 0%

0
 0
 0

0%
 0%
 0%

0
 0
 0

4 / 0%
 8 / 1%
 8 / 1%

HISPANIC

99-00
 00-01
 01-02

34 / 158 = 22%
 27 / 115 = 23%

11%
 9%

21
 19

17%
 12%

34
 27

200 / 15%
 218 / 17%

PACIFIC ISLANDER

99-00
 00-01
 01-02

0 / 116 = 0%
 0 / 158 = 0%
 0 / 115 = 0%

0%
 0%
 0%

0
 0
 0

0%
 0%
 0%

0
 0
 0

0 / 0%
 0 / 0%
 3 / 0%

WHITE

99-00
 00-01
 01-02

46 / 116 = 40%
 75 / 158 = 47%
 51 / 115 = 44%

14%
 6%
 3%

28
 51
 30

23%
 8%
 6%

46
 75
 51

119 / 16%
 892 / 69%
 908 / 69%

MALIBU MIDDLE SCHOOL

TOTAL SCHOOL ENROLLMENT 1999/2000		1169*	TOTAL SUSPENSION INCIDENTS =		156*
TOTAL SCHOOL ENROLLMENT 2000/2001		1150*	TOTAL SUSPENSION INCIDENTS =		124*
TOTAL SCHOOL ENROLLMENT 2001/2002		555	TOTAL SUSPENSION INCIDENTS =		58

RACIAL/ ETHNIC GROUP	STUDENTS IN RACIAL/ETHNIC GROUP (PERCENT OF TOTAL SCHOOL ENROLLMENT)	TOTAL NUMBER OF SUSPENSION INCIDENTS IN RACIAL/ETHNIC GROUP	PERCENT OF SUSPENSION INCIDENTS IN RACIAL/ETHNIC GROUP		TOTAL NUMBER OF STUDENTS SUSPENDED IN RACIAL/ETHNIC GROUP	PERCENT OF STUDENT SUSPENDED IN RACIAL/ETHNIC GROUP	PERCENTAGE RELATIONSHIP OF SUSPENSION INCIDENTS OF RACIAL/ETHNIC GROUP TO TOTAL NUMBER OF SUSPENSION INCIDENTS
AMERICAN INDIAN							
99-00*	1 / 0%	0	0%		0	0%	0 / 156 = 0%
00-01*	9 / 1%	1	11%		1	11%	1 / 124 = 1%
01-02	0 / 0%	0	0%		0	0%	0 / 58 = 0%
ASIAN							
99-00*	31 / 3%	5	16%		4	10%	5 / 156 = 3%
00-01*	41 / 4%	7	17%			10%	7 / 124 = 6%
01-02	16 / 3%	0	0%		0	0%	0 / 58 = 0%
BLACK							
99-00*	38 / 3%	13	34%		9	24%	13 / 156 = 8%
00-01*	32 / 3%	9	28%		6	19%	9 / 124 = 7%
01-02	19 / 3%	5	26%		2	11%	5 / 58 = 9%
FILIPINO							
99-00*	1 / 0%	0	0%		0	0%	0 / 156 = 0%
00-01*	1 / 0%	0	0%		0	0%	0 / 124 = 0%
01-02	1 / 0%	0	0%		0	0%	0 / 58 = 0%
HISPANIC							
99-00*	118 / 10%	26	22%		14	12%	26 / 156 = 17%
00-01*	121 / 11%	16	13%		12	10%	16 / 124 = 13%
01-02	53 / 10%	11	21%		5	9%	11 / 58 = 19%
PACIFIC ISLANDER							
99-00*	1 / 0%	0	0%		0	0%	0 / 156 = 0%
00-01*	1 / 0%	0	0%		0	0%	0 / 124 = 0%
01-02	2 / 0%	0	0%		0	0%	0 / 58 = 0%
WHITE							
99-00*	962 / 82%	112	12%		82	9%	112 / 156 = 72%
00-01*	946 / 82%	91	10%		72	8%	91 / 124 = 73%
01-02	464 / 84%	40	9%		24	5%	40 / 58 = 69%

*middle school and high school combined

MALIBU HIGH SCHOOL

TOTAL SCHOOL ENROLLMENT 1999/2000
TOTAL SCHOOL ENROLLMENT 2000/2001
TOTAL SCHOOL ENROLLMENT 2001/2002

1169*
1150*
667

RACIAL/ ETHNIC GROUP		STUDENTS IN RACIAL/ETHNIC GROUP (PERCENT OF TOTAL SCHOOL ENROLLMENT)	TOTAL NUMBER OF SUSPENSION INCIDENTS IN RACIAL/ETHNIC GROUP	PERCENT OF SUSPENSION INCIDENTS IN RACIAL/ETHNIC GROUP	TOTAL NUMBER OF STUDENTS SUSPENDED IN RACIAL/ETHNIC GROUP	PERCENT OF STUDENT SUSPENDED IN RACIAL/ETHNIC GROUP	PERCENTAGE RELATIONSHIP OF SUSPENSION INCIDENTS OF RACIAL/ETHNIC GROUP TO TOTAL NUMBER OF SUSPENSION INCIDENTS
<u>AMERICAN INDIAN</u>							
99-00*	1 / 0%	0	0%	0	0%	0 / 156 = 0%	
00-01*	9 / 1%	1	11%	1	11%	1 / 124 = 1%	
01-02	8 / 1%	0	0%	0	0%	0 / 141 = 0%	
<u>ASIAN</u>							
99-00*	31 / 3%	5	16%	4	10%	5 / 156 = 3%	
00-01*	41 / 4%	7	17%		10%	7 / 124 = 6%	
01-02	24 / 3%	3	13%	3	13%	3 / 141 = 2%	
<u>BLACK</u>							
99-00*	38 / 3%	13	34%	9	24%	13 / 156 = 8%	
00-01*	32 / 3%	9	28%	6	19%	9 / 124 = 7%	
01-02	17 / 3%	7	41%	4	24%	7 / 141 = 5%	
<u>FILIPINO</u>							
99-00*	1 / 0%	0	0%	0	0%	0 / 156 = 0%	
00-01*	1 / 0%	0	0%	0	0%	0 / 124 = 0%	
01-02	1 / 0%	0	0%	0	0%	0 / 141 = 0%	
<u>HISPANIC</u>							
99-00*	118 / 10%	26	22%	14	12%	26 / 156 = 17%	
00-01*	121 / 11%	16	13%	12	10%	16 / 124 = 13%	
01-02	68 / 10%	15	22%	8	12%	15 / 141 = 11%	
<u>PACIFIC ISLANDER</u>							
99-00*							
00-01*							
01-02	11 / 1%	0	0%	0	0%	0 / 141 = 0%	
<u>WHITE</u>							
99-00*	962 / 82%	112	12%	82	9%	112 / 156 = 72%	
00-01*	946 / 82%	91	10%	72	8%	91 / 124 = 73%	
01-02	538 / 96%	116	22%	58	11%	116 / 141 = 82%	

*middle school and high school combined

OLYMPIC HIGH SCHOOL

TOTAL SCHOOL ENROLLMENT 1999/2000	151	TOTAL SUSPENSION INCIDENTS =	25
TOTAL SCHOOL ENROLLMENT 2000/2001	118	TOTAL SUSPENSION INCIDENTS =	43
TOTAL SCHOOL ENROLLMENT 2001/2002	160	TOTAL SUSPENSION INCIDENTS =	43

RACIAL/ ETHNIC GROUP	STUDENTS IN RACIAL/ETHNIC GROUP (PERCENT OF TOTAL SCHOOL ENROLLMENT)	TOTAL NUMBER OF SUSPENSION INCIDENTS IN RACIAL/ETHNIC GROUP	PERCENT OF SUSPENSION INCIDENTS IN RACIAL/ETHNIC GROUP	TOTAL NUMBER OF STUDENTS SUSPENDED IN RACIAL/ETHNIC GROUP	PERCENT OF STUDENT SUSPENDED IN RACIAL/ETHNIC GROUP	PERCENTAGE RELATIONSHIP OF SUSPENSION INCIDENTS OF RACIAL/ETHNIC GROUP TO TOTAL NUMBER OF SUSPENSION INCIDENTS
<u>AMERICAN INDIAN</u>						
99-00	0/ 0%	0	0%	0	0%	0 / 25 = 0%
00-01	1/ 1%	0	0%	0	0%	0 / 43 = 0%
01-02	1/ 1%	0	0%	0	0%	0 / 43 = 0%
<u>ASIAN</u>						
99-00	0/ 0%	0	0%	0	0%	0 / 25 = 0%
00-01	4/ 3%	3	75%	2	50%	3 / 43 = 7%
01-02	2/ 1%	0	0%	0	0%	0 / 43 = 0%
<u>BLACK</u>						
99-00	26 / 17%	7	27%	5	19%	7 / 25 = 28%
00-01	20 / 17%	6	30%	5	25%	6 / 43 = 14%
01-02	36 / 23%	14	39%	10	28%	14 / 43 = 33%
<u>FILIPINO</u>						
99-00	0 / 0%	0	0%	0	0%	0 / 25 = 0%
00-01	1 / 1%	0	0%	0	0%	0 / 43 = 0%
01-02	1 / 1%	0	0%	0	0%	0 / 43 = 0%
<u>HISPANIC</u>						
99-00	83 / 55%	15	18%	11	13%	15 / 25 = 60%
00-01	63 / 53%	25	40%	16	25%	25 / 43 = 58%
01-02	82 / 51%	21	26%	9	11%	21 / 43 = 49%
<u>WHITE</u>						
99-00	37 / 25%	3	8%	3	8%	3 / 25 = 12%
00-01	29 / 25%	9	31%	8	28%	9 / 43 = 21%
01-02	38 / 24%	8	21%	7	22%	8 / 43 = 19%

SANTA MONICA HIGH SCHOOL

TOTAL SCHOOL ENROLLMENT 1999/2000	3240
TOTAL SCHOOL ENROLLMENT 2000/2001	3217
TOTAL SCHOOL ENROLLMENT 2001/2002	3387

TOTAL SUSPENSION INCIDENTS =	353
TOTAL SUSPENSION INCIDENTS =	311
TOTAL SUSPENSION INCIDENTS =	392

RACIAL/ ETHNIC GROUP	STUDENTS IN RACIAL/ETHNIC GROUP (PERCENT OF TOTAL SCHOOL ENROLLMENT)	TOTAL NUMBER OF SUSPENSION INCIDENTS IN RACIAL/ETHNIC GROUP	PERCENT OF SUSPENSION INCIDENTS IN RACIAL/ETHNIC GROUP	TOTAL NUMBER OF STUDENTS SUSPENDED IN RACIAL/ETHNIC GROUP	PERCENT OF STUDENT SUSPENDED IN RACIAL/ETHNIC GROUP	PERCENTAGE RELATIONSHIP OF SUSPENSION INCIDENTS OF RACIAL/ETHNIC GROUP TO TOTAL NUMBER OF SUSPENSION INCIDENTS
AMERICAN INDIAN						
99-00	8 / 0%	2	25%	1	13%	2 / 353 = 1%
00-01	8 / 0%	1	13%	1	13%	1 / 311 = 0%
01-02	7 / 0%	0	0%	0	0%	0 / 392 = 0%
ASIAN						
99-00	211 / 7%	8	4%	7	3%	8 / 353 = 2%
00-01	217 / 7%	5	2%	4	2%	5 / 311 = 2%
01-02	223 / 7%	9	4%	7	3%	9 / 392 = 2%
BLACK						
99-00	338 / 10%	62	18%	52	15%	62 / 353 = 18%
00-01	338 / 11%	64	19%	51	15%	64 / 311 = 21%
01-02	378 / 11%	89	24%	50	13%	89 / 392 = 23%
FILIPINO						
99-00	0 / 0%	0	0%	0	0%	0 / 353 = 0%
00-01	13 / 0%	1	8%	1	8%	0 / 311 = 0%
01-02	12 / 0%	0	0%	0	0%	0 / 392 = 0%
HISPANIC						
99-00	1031 / 32%	153	15%	126	12%	153 / 353 = 43%
00-01	1027 / 32%	146	14%	123	8%	146 / 311 = 47%
01-02	1080 / 32%	159	15%	94	9%	159 / 392 = 41%
PACIFIC ISLANDER						
99-00	1 / 0%	0	0%	0	0%	0 / 156 = 0%
00-01	1 / 0%	0	0%	0	0%	0 / 124 = 0%
01-02	6 / 0%	0	0%	0	0%	0 / 392 = 0%
WHITE						
99-00	1633 / 50%	128	8%	104	6%	128 / 353 = 36%
00-01	1614 / 50%	94	6%	87	5%	94 / 311 = 30%
01-02	1681 / 50%	135	8%	77	5%	135 / 392 = 34%

equity and equality of education

STRATEGIC WORK GROUP TEMPLATE

Name of Initiative Equity and Equality of Education	
Desired Outcomes (2-4) <ol style="list-style-type: none"> 1. All students, especially those of low socio-economic status, students of color, students with disabilities and other students who have historically experienced marginalization, are taught and guided to attend and succeed at the university level upon completion of high school. 2. All students feel they are receiving the highest level of education and meet or exceed all standards. 3. There is an engaged, empowered, informed, supportive parent/mentor community that can effectively communicate and advocate for educational resources and opportunities at the pre-school, elementary, middle school and high school level. 	Measures (1 per outcome) <ul style="list-style-type: none"> • A-G eligibility, College Going rate Survey (after 1st year of college) • Progress against milestones in plan, improvement seen in student survey • # Of parents trained, improvement in parent survey
Strategies (3-4) and Accountability per strategy <ul style="list-style-type: none"> • Develop and implement a Master Plan for Equity and Equality in Education that will assess policies and programs geared towards eliminating institutionalized racism and will include an annual progress report of the Plans' impact and effectiveness. • Develop an on-going, proactive learning assessment model that is not punitive, is culturally relevant and gives ample opportunity for students and parents to take corrective action. • Provide ongoing professional teacher and staff development geared towards eliminating institutionalized discrimination, i.e. racism, sexism, classism, heterosexism. 	



STRATEGIC WORK GROUP TEMPLATE

Name of Initiative: Equity and Equality of Education	
Strategies (3-4) and Accountability per strategy <ul style="list-style-type: none"> • Implement a training process in which parents/mentors community can effectively communicate and advocate for educational resources & opportunities at all school levels. 	
Members of this Initiative Team Co-Chairs: <i>Chris Garry, Joe Quarles, Oscar de la Torre and Ana Maria Jara</i>	
Members Emily Bloomfield, Usha Brooks, <i>Justine Browstone</i> , Janine Browstone, <i>Sebastian Cantero</i> , Tony Collatos, Sharon Hall-Johnson, Aaron Hostepler, Ana G. Jara, <i>Kristina Lizama</i> , Jose Lopez, Kevin McKeown, Shane McLoud, Maureen Noble, Cheri Orgel, John Petz, Luis Ramirez (<i>Italics identify students</i>)	
Quick Wins: Collaborate with non-profit agencies that offer academic related training for students to receive course credit by Summer 2002. To provide multiple non-traditional opportunities of learning.	
Implement extension of AVID and Project Reach Programs by Summer 2002 or no later than Fall 2002	

STRATEGIC WORK GROUP TEMPLATE

Name of Initiative Equity and Equality of Education	
<p>Desired Outcomes (2-4)</p> <ol style="list-style-type: none"> 1. All students, especially those of low socio-economic status, students of color, students with disabilities and other students who have historically experienced marginalization, are taught and guided to attend and succeed at the university level upon completion of high school. 2. All students feel they are receiving the highest level of education and meet or exceed all standards. 3. There is an engaged, empowered, informed, supportive parent/mentor community that can effectively communicate and advocate for educational resources and opportunities at the pre-school, elementary, middle school and high school level. 	<p>Measures (1 per outcome)</p> <ul style="list-style-type: none"> • A-G eligibility, College Going rate Survey (after 1st year of college) • Progress against milestones in plan, improvement seen in student survey • # Of parents trained, improvement in parent survey
<p>Strategies (3-4) and Accountability per strategy</p> <ul style="list-style-type: none"> • Develop and implement a Master Plan for Equity and Equality in Education that will assess policies and programs geared towards eliminating institutionalized racism and will include an annual progress report of the Plans' impact and effectiveness. • Develop an on-going, proactive learning assessment model that is not punitive, is culturally relevant and gives ample opportunity for students and parents to take corrective action. • Provide ongoing professional teacher and staff development geared towards eliminating institutionalized discrimination, i.e. racism, sexism, classism, heterosexism. 	

STRATEGIC WORK GROUP TEMPLATE

Name of Initiative: Equity and Equality of Education
Strategies (3-4) and Accountability per strategy
<ul style="list-style-type: none"> Implement a training process in which parents/mentors community can effectively communicate and advocate for educational resources & opportunities at all school levels.
Members of this Initiative Team Co-Chairs: <i>Chris Garry</i> , Joe Quarles, Oscar de la Torre and Ana Maria Jara Members Emily Bloomfield, Usha Brooks, <i>Justine Browstone</i> , Janine Browstone, <i>Sebastian Cantero</i> , Tony Collatos, Sharon Hall-Johnson, Aaron Hostepler, Ana G. Jara, <i>Kristina Lizama</i> , Jose Lopez, Kevin McKeown, Shane McLoud, Maureen Noble, Cheri Orgel, John Petz, Luis Ramirez (Italics identify students)
Quick Wins: Collaborate with non-profit agencies that offer academic related training for students to receive course credit by Summer 2002. To provide multiple non-traditional opportunities of learning. Implement extension of AVID and Project Reach Programs by Summer 2002 or no later than Fall 2002

ACTION PLAN

Outcome #1: All students, especially those of low socio-economic status, students of color, students with disabilities, and other students who have historically experienced marginalization, are taught and guided to attend and succeed at the university level upon completion of high school.

Strategy:

- Develop and implement a Master Plan for Equity and Equality in Education that will assess policies and programs geared towards eliminating institutionalized racism and will include an annual progress report of the Plans' impact and effectiveness.

Tactic (number each step)	Accountability:	Suggested Starting Date:	Estimated Time to Complete
Master Plan 1. Assign a staff person from Education Services to gather data on achievement gaps and current programs related to academic achievement. (possibly: Student Access Coordinator) 2. Appoint on-going committee within the district that uses the data gathered to assess the progress being made in achieving outcomes developed by E ³ . 3. Organize an annual Summit on Equity and Equality in Education to inform and engage all stakeholders in developing the Master Plan. 4. Appoint for two years a Board Member, a designated district staff, teachers, students, parents and community members to the committee	Superintendent & Ed Services	June 1, 2002	September 3, 2002
	Superintendent	June 1, 2002	On-going
	Committee & Superintendent	February 2003	Annual
	Superintendent, Board, Ed Services	Sept. 3, 2002	November 2002

ACTION PLAN

Outcome #1: All students, especially those of low socio-economic status, students of color and other students who have historically experienced marginalization, are taught and guided to attend and succeed at the university level upon completion of high school.

Strategy:

- Provide students with multiple opportunities to learn.
- Establish early intervention policies, practices and programs to identify and address individual students' learning challenges at all district levels.

Tactic (number each step)	Accountability:	Suggested Starting Date:	Estimated Time to Complete
Multiple Opportunities for Learning 1. Explore the benefits and feasibility of using block scheduling, extended instructional time, and evening classes at the middle and high schools. 2. Collaborate with non-profit agencies that offer academic related training for students to receive course credit. 3. Evaluate, strengthen and implement current academic/social programs throughout the district (e.g. AVID; Project Reach; Xinachtli Tutoring; SMC courses) 4. Ensure standards are consistently taught in all classes throughout the grade levels, subject classes, departments and different schools. (In order to avoid varied teacher expectations and curriculum).	Superintendent Edu. Services Superintendent Board, Non-Profit Orgs. Peggy Harris, Support Services Superintendent Principals, Department Chairs	Fall 2002 Fall 2002 Summer 2002 Summer 2002	Fall 2003 Fall 2003 Fall 2002 Fall 2002
Early Intervention 1. Train teachers to administer assessment tools that can be used to assess students' strengths and weaknesses. 2. Mandatory tutoring. 3. Mandatory Bi-weekly progress reports and meetings with assigned school staff to assist in accomplishing individualized education plan.	Ed Services Teachers Counselors Teachers Students Parents	Summer 2002 Fall '02 Fall '02	On-going On-going On-going

ACTION PLAN

Outcome #1: All students, especially those of low socio-economic status, students of color and other students who have historically experienced marginalization, are taught and guided to attend and succeed at the university level upon completion of high school.

Strategy:

- Train teachers to provide differentiated instruction to ensure students with different learning styles succeed academically.
- Provide ongoing professional development geared towards eliminating institutionalized discrimination, i.e. racism, sexism, classism, heterosexism throughout the district.

Tactic (number each step)	Accountability:	Suggested Starting Date:	Estimated Time to Complete
Differentiated Instruction 1. Individualized attention. 2. Train teachers to respect and honor individual achievement regardless of grades received. Professional Staff Development 1. Hire, support and retain administrators, teachers, and staff that can effectively teach a diverse student population. 2. Include mandatory pre-employment and on-going training in anti-bias teaching practices. 3. Include ethnic studies requirement or bi-cultural training as a preference in advertisement for new positions. 4. Create a revised teacher evaluation that includes indicators such as community involvement, student-parent relations and student advocacy. 5. Create a district-wide monetary incentive plan for staffs who complete multi-cultural course work and training.	Teachers	Fall '02	On-going
	Ed Service through Staff Development	Fall '02	On-going
	Superintendent & Human Resources	Summer 2002	On-going
	Human Resources	Summer 2002	On-going
	Human Resources	Summer 2002	On-going
	Administration implements Union Endorses	Summer 2002	On-going
	Superintendent	June 1, 2002	Fall '02

ACTION PLAN

Outcome #2: All students feel they are receiving the highest level of education and meet or exceed all standards.

Strategy:

- Develop an ongoing and proactive learning assessment model that is not punitive, is culturally relevant and gives ample opportunity for students and parents to take corrective action.
- Administer a survey one year after graduation to all students who graduate from Santa Monica High.
- Expand opportunities for students of color and students of low socio-economic background to access and succeed in advanced placement and honors placement courses.

Tactic (number each step)	Accounta- bility:	Suggested Starting Date:	Estimated Time to Complete
Proactive Learning Assessment			
1. Mandatory weekly progress reports and parent meetings for students who drop below a 2.0	Ed Service	September 2002	On-going
2. Provide students an opportunity to re-take tests. Use "Mastery Based" model of assessment.	Parents teachers students	September 2003	On-going
Administer Survey			
1. Develop a Survey to asses strengths and weaknesses of educational experience at SMMUSD.	Ed Service	September 2002	February 2003
2. Administer survey one year after High School Graduation to all students who graduated.	Ed Service	September 2003	Annual
3. Make Survey available via Internet with direct access to Educational Services	Ed Service	November 2003	On-going
4. Educational Services report on data gathered to E ³	Ed Service	January 2004	Annual

ACTION PLAN

Outcome #2: All students feel they are receiving the highest level of education and meet or exceed all standards.

Strategy:

- Expand opportunities for students of color and students of low socio-economic background to access and succeed in advanced placement and honors placement courses.

Tactic (number each step)	Accountability:	Suggested Starting Date:	Estimated Time to Complete
<p><u>For High school</u></p> <ol style="list-style-type: none"> Promote and encourage attendance to AP and Honors' courses Provide extra assistance via personalized attention, individual and or group tutoring, to students with "C" grade and maintain in class Eliminate all core courses that do not prepare students for college admission, e.g. environmental Biology Eliminate all "honors" classes that do not adequately prepare students to compete in regular honors and AP courses. <p><u>For Middle Years</u></p> <ol style="list-style-type: none"> Implement extension of AVID and Project Reach programs Expand mentoring program Strengthen Unidos tutoring/mentoring program to provide peer mentoring to assist in the transition from middle school to high school <p><u>For Elementary Years:</u></p> <ol style="list-style-type: none"> Implement "visiting scholars" program to expose younger students to others of their similar background who have succeeded 	<p>Teachers Counselors Dept. Chairs and Teachers Dept. Chairs</p> <p>Ed Service</p> <p>Superintendent Ed Service</p>	<p>Summer 2002 Summer 2002 Summer 2002 Summer 2002</p>	<p>On-going On-going Fall '02 Fall '02</p>

ACTION PLAN

Outcome #2: All students feel they are receiving the highest level of education and meet or exceed all standards.

Strategy:

- Expand opportunities for students of color and students of low socio-economic background to access and succeed in advanced placement and honors placement courses.

Tactic (number each step)	Accounta- bility:	Suggested Starting Date:	Estimate d Time to Complete
<p><u>For Early Years:</u></p> <p>1. Identify requirements necessary for entering kindergarten and communicate at school sites via focus forums one year prior to kindergarten round up.</p> <p>2. Make quality pre-school available for all children living in SMMUSD. Include as part of educational process and/or system (Pre-K - 12)</p> <p>3. Offer a 2 -year kindergarten option if requirements necessary for entering kindergarten are not met. Inclusive of educational system (Pre-K - 12)</p>	<p>Ed Services</p> <p>Superintendent Board, Ed Services, Union Superintendent Board, Ed Service</p>	<p>Fall '02</p> <p>Fall '02</p> <p>Fall '02</p>	<p>Spring '03</p> <p>Fall '03</p> <p>Fall '03</p>

ACTION PLAN

Outcome #3: There is an engaged, empowered, informed, supportive parent/mentor community that can effectively communicate and advocate for educational resources and opportunities at the pre-school, elementary, middle school and high school level.

Strategy:

- Implement a training process in which parent/mentor community can effectively communicate and advocate for educational resources & opportunities at all school levels.
- Inform parents of the requirements for entering kindergarten, middle school promotion and high school graduation.
- Students and parents are involved in developing an individualized education plan and are receiving information about classes necessary to enter a university and provided updates as to the students' progress in meeting those requirements.
- Provide training to parents (Anti-bias, Educational System, take ownership).

Tactic (number each step)	Accounta-bility:	Suggested Starting Date:	Estimated Time to Complete
Implement Training 1. Utilize information gathered from general survey done by consultants of the Master Plan 2. Develop Survey if additional information is needed after general survey 3. Integrate Liaison Program to this training process and utilize as effective means of communication and training 4. Training could be done at each school Site 5. Utilize Non-Profit Organizations for resources and/or venue; i.e. PTA, Anti Defamation League, NCCJ, Pico Youth and Family Center, for the training	Ed Service Ed Service P. Harris P Harris Principals Non-Profit Organizations	Fall '02 Spring 2003 Fall '02 Spring '02 Fall '02	Spring 2003 Summer 2003 Spring 2003 Summ. '03 Summer 2003

ACTION PLAN

Outcome #3: There is an engaged, empowered, informed, supportive parent/mentor community that can effectively communicate and advocate for educational resources and opportunities at the pre-school, elementary, middle school and high school level.

Strategy:

- Inform parents of the requirements for entering kindergarten, middle school promotion and high school graduation.
- Students and parents are involved in developing an individualized education plan and are receiving information about classes necessary to enter a university and provided updates as to the students' progress in meeting those requirements.
- Provide training to parents (Anti-bias, Educational System, take ownership)

Tactic (number each step)	Accounta- bility:	Suggested Starting Date:	Estimated Time to Complete
Inform Parents of Requirements			
1. Information can be given in on-going forums			
a. One year prior to Kindergarten Round Up	Ed Service	Spring 2003	Spring 2004
b. During 5 th grade	Principals	Fall '02	On-going
c. All through Middle School	Teachers	Fall '02	On-going
d. Prior to and during 9 th grade	Parents	Fall '02	On-going
e. Reiterate, review and adjust during 10 th grade		Fall '02	On-going
2. Forums can be done at each school site	Principals	Fall '02	On-going
Students and Parents are involved			
1. Review Career Development Program with student every semester preferable in person (student/parent/academic counselor). Starting at the Middle School and continuing throughout high school.	Counselor Student Parent	Fall '02	On-going
2. For quick review make Program accessible via web, hard copy or other means.	Ed Service Tech Service	Fall '02	On-going

Strategy:

- Provide training to parents (Anti-bias, Educational System, take ownership)

Tactic (number each step)	Accounta- bility:	Suggested Starting Date:	Estimated Time to Complete
Parent Training 1. Expand the existing Racial Harmony Program at SAMOHI to include parents. 2. Training on How the Public Educational System Works starting at the Middle School 3. Train the Student Coordinators at SAMOHI to get parents engaged and to take ownership 4. Anti-bias training could be done through an Open House invitation to a dialogue on race with parents, students and teachers at each school site.	Ed Service Principal Liaisons Ed Service Ed Service Principal Teacher	Summer 2002 Fall '02 Summer 2002 Fall '02	On-going On-going Fall '02 On-going

COPY: FOR REFERENCE ONLY

TO: BOARD OF EDUCATION

ACTION/CONSENT
09-19-02

FROM: SUPERINTENDENT

RE: ADOPTION OF PROTOCOL FOR ADMINISTRATORS WHEN LAW
ENFORCEMENT PERSONNEL QUESTION STUDENTS

RECOMMENDATION NO. A.4

It is recommended that the Board of Education adopt an Administrative Regulation regarding the protocol administrators are to observe when students are being questioned by law enforcement personnel.

COMMENT: The recommended protocol will establish uniform procedures that all administrators will follow to safeguard the rights of students, and insure appropriate cooperation with law enforcement personnel when they are questioning students.

Public Speakers: Maria Loya, Santa Monica - representing the Mothers for Justice, addressed the Board stating that the Race and Discipline Task Force was, indeed, making excellent headway on the racial disparity challenges that are facing the district. Regrettably, she stated, that the district's intervention may have come too late. She indicated that, although this document was testament to the good work of the group, there is much work still to be done, including taking every step necessary to ensure equal enforcement of district policies. Finally, Ms. Loya state that she hoped the Board had the courage to hold administrators accountable.

Superintendent Deasy stated that these Administrative Regulations were the result of many hours of collaboration with many stakeholders; as a co-constructed guideline, it is very illustrative of the *in loco parentis* relationship the school enjoys with parents. The Superintendent stated that the District took that responsibility very seriously.

Members of the Board indicated that, although it was unusual for Administrative Regulations to come before the Board, each was grateful for the opportunity to review staff's work and to hear a brief update about the work of the Task Force.

MOTION MADE BY:	Mrs. Gottfried
SECONDED BY:	Mrs. Brady
STUDENT ADVISORY VOTE:	Aye
AYES:	6 (All: Mr. Pratt <i>in absentia</i>)
NOES:	0 (None)
ABSTENTIONS:	0 (None)

STUDENTS

AR 5144.1(b)

SUBJECT: Protocol for Administrators When Law Enforcement
Personnel Question Students

ISSUED BY: Board of Education

I. EFFECTIVE DATE:

II. AUTHORITY:

Board of Education	Policy 5143	School Safety and Security
	Policy 5144	Discipline
	Policy 5144.1	Suspension and Expulsion/Due Process

III. PROTOCOL FOR ADMINISTRATORS WHEN LAW ENFORCEMENT
PERSONNEL QUESTION STUDENTS

The principal of each school shall ensure that Board Policies and regulations related to student discipline are observed by all school staff, and that disciplinary rules are fairly and consistently enforced, without regard to race, creed, color, gender or sexual orientation.

Each time that representatives of law enforcement question a student on campus, whether they are summoned to a school campus or arrive in the course of their official duties, the principal will observe the following protocol.

Protocol For Administrators When Students Are Questioned By Law Enforcement

When a student becomes involved with law enforcement personnel, either as a suspect or a witness, in an incident that occurred outside of school, the law enforcement officer who attempts to question the student during the school day should first be requested to do so at a time when the student is not under the jurisdiction of the school. If that is not possible, the administrator must allow the law enforcement officer to discharge his/her duties on campus. However, administrators must exercise a proper standard of care, which consists of ascertaining the identity and official capacity of the law enforcement officer, the authority under which he/she acts, and the reasons for such action. (34 Ops.Cal.Atty.Gen. 93, 95.)

In all matters involving the police, the role of the administrator is clear: he/she must act to safeguard the students' rights because of his/her *in loco parentis* relationship.

Whenever students may be questioned by a law enforcement officer, either as a suspect or a witness, whether the law enforcement officer arrives without notice or is summoned by school personnel, the school administrator or designee will observe the following protocol:

1. Complete the *Police on Campus Reporting Form*. (Board Policy 5144.1) Fax the completed form to the Pupil Services office. Retain one copy in an administrative file created specifically for these reports. Do not put copies in student files.
2. Except in cases of suspected child abuse, call the parents/guardians and inform them that law enforcement officers are on campus, or have been summoned to campus to question their child.
3. Inform the student of his/her right to have an administrator present during questioning.
4. Inform the student of his/her right to have their parents/guardians present at any time during questioning.
5. Inform the student of his/her right against self-incrimination and check for comprehension to insure that the student understands what that means. Students who agree to be questioned may change their minds during questioning, and request the presence of a parent/guardian. This must be construed as the student's desire to invoke his/her Fifth Amendment rights.
6. A student's request to have parents/guardians present must be construed as the student's desire to invoke his/her Fifth Amendment rights. (People v. Burton (1971) 6 Cal.3d 375.) A student is not required to answer questions after invoking the Fifth Amendment.
7. If the law enforcement officers decide that the student must be removed from campus, it is the responsibility of the administrator to take immediate steps to inform the parents/guardian regarding the release of the student to the law enforcement officers and the place to which he/she is being taken (except in cases of child abuse). (Education Code Section 48906)

8. If it is determined that law enforcement officers must remove a student from campus, it is the responsibility of the administrator to insist that the removal of the student is conducted in such a way that it safeguards the dignity, confidentiality and respect of the student.
9. Representatives of law enforcement may not have access to student records without written parent/guardian permission, subpoena or court order. Please see Pupil Services Bulletin on Confidentiality of Student Records.
10. Administrators who believe there has been misconduct on the part of the law enforcement officers should file a report with the appropriate law enforcement agency and the superintendent.

Confidentiality of Student Records

Prior to 1974, the law regarding confidentiality of student records was based primarily on common sense and common law. Because the former was in short supply and the later was subject to varying interpretations, in 1974 Congress enacted the Family Educational Rights and Privacy Act (FERPA).

FERPA was designed to:

- Establish the absolute right of parents to access information entrusted to school officials about their children, even information marked 'confidential'.
- Afford parents greater privacy safeguards by allowing them to control disclosure of information contained in the records to others.
- Allow parents to challenge the content of those records.

Who can access confidential student records?

As a rule of thumb, think **PSS**---Parent, School officials, Subpoena.

- Parents, even if not a custodial parent
- People with written parental consent. The recipient must be notified that further dissemination of the information to others is prohibited.
- Subpoenaed or Court Ordered Release of Records. All subpoenas must be presented to Dawn Smithfield at the District Office. Do not accept subpoenas at your school site. *Prior to disclosing any pupil records in response to a subpoena or court order, the parent must be given at least three days notice of the name of the person who obtained the court order and the records requested.*
- School officials, employees of the district, members of SARB who have a legitimate educational interest in inspecting the pupil's records.
- Officials and employees of other public schools or school systems where a student intends to enroll, provided the parent is notified by the district requesting the records.
- Other state and local officials as required by state law (i.e. to audit or evaluate a state or federally funded program).
- A pupil 16 years of age or older, or one who has completed the tenth grade, who requests access to his/her own records.

Who does not have access to confidential student records?

The following individuals or agencies may not have access to student records without written parent permission, or a subpoena or court order.

- Court-appointed counsel to a student
- District Attorney
- Probation Officers
- Immigration and Naturalization Service
- Law Enforcement Officers
- Social Security Administration
- Media (Non-fatal accident reports are considered part of the student record and may not be released to the media without parental consent.

FERPA prohibits the disclosure of **student disciplinary records** or the personally identifiable information contained therein to third-parties without the consent of the student or his/her parents.

Log-Keeping Requirements on Release of Records (Ed Code 49064)

A log must be maintained for each pupil's record, in which is kept a list of the persons, agencies, or organizations requesting or receiving information from that record, and the legitimate reasons therefore, except:

- Parents or pupil
- Directory information recipients
- Persons with written parental consent: (the written consent form should be kept)
- School personnel with a legitimate educational interest in the record

The log itself may be inspected by parents and school personnel responsible for the maintenance of pupil records, and designated federal and state agencies.

Directory Information

Directory information may be disclosed without parental consent provided the parent has not advised the district to the contrary.

- Military Representatives: The recent *No Child Left Behind* legislation directs school districts to release directory information to military representatives upon request.

TO: BOARD OF EDUCATION

DISCUSSION

10/17/02

FROM: JOHN E. DEASY/PEGGY HARRIS/CHRIS CORLISS/
TRACIE THOMAS

RE: NUTRITION AND PHYSICAL ACTIVITY POLICY GRANT
IMPLEMENTATION

Discussion Item D.2

It is recommended that the Board of Education consider the following Nutrition and Physical Activity program model to serve as the basis for a District adopted Nutrition and Physical Activity Policy. The model was developed through the process delineated in the District's application to the state of California's Nutrition and Physical Education Policy Grant Program. This model will be piloted, tested, and evaluated at John Muir Elementary, Webster Elementary, and Lincoln Middle School during the 2002 - 03 school year. At the end of the pilot program in June 2003, a summary of the project and policy recommendations will be submitted to the Board of Education for its consideration.

Comments: The initial activity outlined in the Nutrition and Physical Activity Grant was the formation of a District task force to examine existing data and assess SMMUSD's current status using the *Healthy School Index*. The *Index* was created by the US Department of Health and Human Services, Centers for Disease Control and Prevention specifically for the purposes of school district's self assessment.

In April of 2002, a broad-based task force of administrators, teachers, parents, students and community members was formed. The task force became known as the *Health Reform Task Force*. As a result of its work, the task force embraced the following tenets as fundamental to the District's work in the area of the health of District students:

- 1) The nutritional and physical fitness status of children helps determine the overall quality of their health and their readiness to learn. This status is affected by the food they eat on campus and their participation in physical activity at school.
- 2) Schools play an influential role in the development of lifelong eating and physical activity habits.
- 3) Appropriate training of school district personnel in nutrition and physical activity education is essential.

- 4) It is vital for the District to create and implement an effective multi-faceted plan related to health-centered programs and activities that result in environments that support improved student learning at all sites across the District.

These tenets provide the philosophical framework for the SMMUSD Nutrition and Physical Education Policy Grant Program model.

Background: At the public meeting of February 6, 2002, the Board of Education authorized staff to apply for a Model School Nutrition and Physical Activity Policy Grant that was offered through the California Department of Education, Nutrition Services Division, (Item No. A.23).

As a result of the application, SMMUSD was awarded a \$25,000 planning grant. This grant enables the District to initiate an 18-month planning process to create significant policy changes that lead to a District Comprehensive Health Plan. The plan focuses on a collaborative approach that brings together in an articulated way work in:

- Food and Nutrition Services
- Health Education
- Physical Activity

AGENDA

NOTE:

The Board thanked Mrs. Harris, Ms. Thomas, Ms. Richwine and Mr. Corliss for their hard work and for keeping them posted on the progress of this unique program. Additional Board comments included but were not limited to:

- 1) delight at the effectiveness and efficiency with which the program was planned
- 2) admiration for the teachers and staff who are taking on the extra work of administering the pilot program while still maintaining a full teaching load; (Ms. Harris was directed to write thank you letters from the Board to Webster and Muir Elementary Schools and Lincoln Middle School, expressing their sincere appreciation)
- 3) interest in receiving timely updates about the program's progress

- 4) a need to look at the sustainability of the program past the end of this year; Ms. Thomas explained that the grant provided for continuing research and analysis as well as for a person to assist with grant writing and research.

Ms. Thomas also explained that plan is to enter into lasting partnerships with local organizations, such as RAND, and perhaps to use subcommittees of existing District Advisory Committees. If the program is as successful as is anticipated, Ms. Thomas believes the District may need to adopt new practices and policies aimed at increasing a positive learning environment for all students by optimizing the contributions of the Food and Nutrition Services and the Sports and Physical Education department.

Food and Nutrition Services:

The Mission of the Food and Nutrition Services Department is to positively influence dietary behaviors to ensure that daily eating habits will contribute to their learning achievement and lifelong good health. This shall apply to our students, District Personnel and any other customers.

1. Provide students with affordable access to nutritious foods in a safe, friendly environment conducive to healthy eating
2. Operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996.
3. Ensure School Food Service meets Dietary Guidelines for Americans.
4. Meet Guidelines of Senate Bill 19 as follows: Any food sold to a student during morning or afternoon breaks at elementary schools should meet all of the following standards:
 - ☐ Not more than 35% of total calories from fat with the exception of nuts
 - ☐ Not more than 10% of its total calories shall be from saturated fat
 - ☐ Not more than 35% of its total weight shall be composed of sugar with the exception of fruits and vegetables
 - ☐ Water, milk and 100% fruit juices or fruit based drinks that are composed of no less than 50% fruit juice and that have no added sweeteners are the only beverages that may be sold to students at the elementary level
 - ☐ An elementary school will encourage fundraisers that promote good health habits and discourage fundraisers that promote unhealthy foods.
 - ☐ Make fresh fruits and vegetables available at all locations where food is sold
5. Increase food sales in cafeteria where students are guaranteed a healthy lunch by offering good tasting, attractive, and nutritious breakfasts and lunches
6. Educate teachers on the negative effects of using certain foods for classroom rewards; provide alternatives
7. Provide opportunities for students to practice healthy eating on a daily basis centered around our Farmers' Market Salad Bar Program.

Health Education:

Health Champions funded primarily by St. John's Hospital and Health Center has been in SMMUSD since 1989. The program has four components: classroom instruction, physical activity, salad bar and individual measurements. Classroom teachers present information about nutrition, exercise, self-esteem and refusing unhealthy choices. Cognitive pre and posttests measure what students have learned. The program currently targets grades 1-5 at 7 of our elementary schools. Site Coordinators act as a liaison for the program.

Using the Health Champions model:

1. Review/revise/develop scope and sequence of curriculum for each grade level following CDE Nutrition and Health Framework State Standards.
2. Tie in with Farmers' Market Salad Bar Program to ensure Nutrition Education at all grade levels; engage teachers, families and food service staff as partners in the students' education
3. Monthly Site Facilitator training to assist them in training teachers at their schools to present materials
4. Provide instructional materials which are regularly updated
5. Expand to all SMMUSD elementary schools

Excerpt from 2002 Report to Health Champions from West Ed:

"The SMMUSD is apparently not immune to the trends observed all over the country that more and more Americans are experiencing unhealthy increases in body weight at younger and younger ages. Year 2002 Health Champions data permitted comparisons of this year's measures with corresponding measures taken in earlier years. Data from 2nd, 3rd, 4th and 5th graders were analyzed for most comparisons derived from annual assessments conducted at Webster, Grant and Will Rogers Elementary.

- Body Mass Index: recent years have seen an uptick of the % of students who are registering "undesirable overweight". The % of girls has increased from about 10% to 15% and the % of boys has increased from about 10% to 20%.
- Serum Cholesterol: Percent of boys with borderline high cholesterol trended up to 40% by the year 2000. Ten Percent of boys and girls were classified as having "high" serum cholesterol levels."

Results of a School Health Index Survey conducted among members of the Nutrition and Physical Activity Policy Task Force indicate that this recommendation is the most viable and effective policy change that can be made to improve student health and fitness from over 15 possible choices.

Physical Activity

Elementary Physical activity instructors will replace instructional practices that result in student inactivity while sitting or standing with practices that increase the amount of time students are “moderate to vigorously physically active (MVPA)” to a minimum of 50% of class time.

Change in instructional practices would include:

- ☐ Replace activities and games that eliminate students with those that are inclusive and require all students to be moderate to vigorously active.
- ☐ Eliminate activities and games where students stand while playing, wait in line for a turn or, on sidelines watching.
- ☐ Use activities and games modified to be aerobic, organized to maximize the distribution of students, equipment, facilities and space so that at least 50% of the students have a piece of equipment or are engaged in moderate to vigorous physical activity.
- ☐ Replace time students are seated for roll-taking or, waiting for late arrivals with aerobic warm up activities.

2002 Fitgram Assessment results for SMMUSD indicate:

- ☐ Only 30% of all 5th graders in our district are considered fit by State standards – scored in the *Healthy Fitness Zone* in 6 out of 6 fitness tests
- ☐ 33% of all 5th graders in our district fail key test of cardiovascular health – do not meet minimum *Healthy Fitness Zone* standards in critical aerobic capacity testing
- ☐ 25% of all 5th graders in our district are obese or dangerously overweight. And at sites with the highest percentages of Latino and Afro-American students this number increases to 35%.

Informational Items

TO: BOARD OF EDUCATION

INFORMATION

10/17/02

FROM: SUPERINTENDENT

RE: BASIC/SUPPLEMENTAL TEXTBOOKS TO BE ADOPTED

INFORMATIONAL ITEM NO. I.1

It is recommended that the following textbook(s) be adopted for use in the Santa Monica-Malibu Unified School District. The Board will take action to adopt these books at the next Board of Education meeting.

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.

GUITAR SCHOOL, by Jerry Snyder, 9-12 Music, Joni Swenson
requesting adoption from Samohi, SUPPLEMENTAL

Attached hereto and made a part
hereof of these original Minutes:
4 pages: Olympic High School

Hi my name is Amelia Tomlin. I'm a senior at Olympic High School, and I've been gladly attending since last January.

Olympic is set up differently than traditional high schools. Something that is an issue at larger schools is that the grades a student receives is sometimes a misrepresentation. As a student that didn't quite "make it" at the high school I previously attended, I can honestly say that my failing grades definitely didn't mean I didn't understand the material or wasn't capable. Larger schools have created an environment in which all students must work at the same pace and in the same way. Some students cannot be successful using this type of curriculum delivery because students have a variety of learning styles.

Instead of having a teacher instruct an entire class and expect everyone to keep up with each other, Olympic has a system in which the student works independently on an individual contract. In other words, Olympic has self-paced work. When a student starts a class she is issued a contract which includes all the assignments that must be completed to equal a semester class. Contracts are flexible to fit the learning needs of each student and are based on a 500 point system. Students who just don't want to do work usually find this motivational because a teacher might offer more points for a certain assignment, making the goal of actually passing a class with a good grade, come into reach. Independent study allows the teacher to be free for the whole class period to individually help the students because they are not tied up lecturing. In addition, homework is not assigned, eliminating the chances of missed assignments and having to make up work.

I found that at the traditional high school I attended, it was extremely easy to become invisible, unnoticed, and slip by until I really messed up. Although I received consequences for my actions, there's no sense in busting someone and trying to help them when the damage has already been done and it's too late when everything should have been prevented in the first place.

Olympic is a small school and has very few students. This allows the teachers/advisors to always know where you are and if you are doing well in school; making it extremely difficult for a student to "get by" the system.

You can't get away with much here -they practically have your parent's phone numbers on speed dial and know all of your background information.

Because traditional high schools have many students, it takes a long time for teachers to get to know their students on a personal level. This block between student-teacher familiarity causes an uptight learning environment. The problem also leaks into the social crowd.

Because there are so many people, students tend to create flocks of people familiar to them; people they have grown up with, gone to school with before, or people of their own race. This is entirely negative in that students instinctively stick to what they know and prevent themselves from getting to know other types of people. Even though Olympic also has diverse students, everybody knows each other because it is a much smaller school. Only having 150 students not only makes it easier for the teachers to get to know their students, but it also creates a less stressful and welcoming environment.

And now I am pleased to introduce, both talented and beautiful, Elizabeth.

Hi my name is Elizabeth Buendia and I am 17 years old. I am in my 4th year of high school and as soon as I finish 3 classes I will be in senior status. I want to share with you my perception of Olympic High school which is truly a unique place of learning. It allows the students to excel at their own pace meeting the needs of the different individuals that attend the school. A small learning environment allows staff, teachers and students to know each other on a more personal level. The classes and programs offered at Olympic give the students the opportunities to meet the standards and be enriched with different curriculum. For example we have service learning opportunities with John Adams Middle School and John Muir, which helps students interact and be responsible individuals. Project Echo and Oly's Cafe is an entrepreneur program that teaches business awareness and responsibility allowing students to step up to the plate. Having outside counseling resources allows students to address personal issues and at Olympic we offer three different kinds of counseling: St. John's runs a group and they bring interns that offer individual counseling and we also have Didi Hirsh doing a group. Students at Olympic also have an opportunity to express their ideas through creative writing in a journalism class as well as the newspaper. This year Olympic High has the opportunity to add 2 new outside resource programs AT NO COST TO THE DISTRICT. The video production class is a program provided by Children's Hospital, St. John's, and Sojourn. This program gives students access to video production and is run by a professional vidiographer. Attached to the creative component there is a counseling aspect of it. Another golden opportunity that Olympic has is Jobs for California Graduates. This is an affiliate of Jobs for America's Graduates, a national nonprofit organization established in 1980 to assist states to create dropout prevention and school-to career transition systems

for youth who need additional support to be successful. Olympic is one out of two schools in Southern California that offer this program and the only school in the Los Angeles County. Our school is quite fortunate because every year we seem to be expanding thanks to Dr. Toyryla. This is just a little snap shot of what we offer at Olympic High School. Thank you for your attention and now I have the pleasure to present the next speaker **GLADYS BELLOSO**.

**Santa Monica-Malibu Unified School District
Board of Education Meeting
Update for October 17, 2002**

AGENDA SEGMENT	REFERENCED ITEM	ACTION TAKEN	REASON AND/OR EXPLANATION
CLOSED SESSION	none		
MINUTES	none		
TABLE OF CONTENTS			
CONSENT CALENDAR	<p>page 2 A.2 Textbook Adoptions</p> <p>page 13 A.8 Conference and Travel</p> <p>page 20 A.13 Substantial Completion: MHS</p> <p>page 34 A.16 Classified Employees</p>	<p>add <u>Encuentros Curso</u> <u>de Introduccion . . .</u> and <u>Encuentros Primer</u> <u>Curso</u></p> <p>add <u>expense</u> and <u>additional</u> <u>conference</u></p> <p>correct <u>BLA #</u></p> <p>correct designation</p>	<p>clerical omission revised page attached</p> <p>update revised page attached</p> <p>clerical correction revised page attached</p> <p>revised page attached</p>
MAJOR ACTION ITEMS	None		
DISCUSSION ITEMS	None		
INFORMATION ITEMS	None		

Attached hereto and made a part
hereof of these original Minutes:

Handout

Item No. D.2

Model School Nutrition / Physical Activity Grant (NPA) **Project Update**



Project Leadership Team

- Dona Richwine, Nutrition Educator - NPA
Grant Project Coordinator
- Susan Bronstein, Nurse - Heath Champions
Program Coordinator
- Tracie Thomas - Interim Director, Nutrition -
Food Services
- Chris Corliss, Program Coordinator - PK-12
Sports & Physical Education



Project Description / Scope

- February, 2002 SMMUSD gets 18 month, \$25,000 policy planning - pilot policy project grant from CDE.
- NPA Task Force gathers, analyzes School Health Index (SHI) Survey data, generates policy recommendations.
- Nutrition, Health Ed. , Physical Activity policy projects to be piloted in 02-03 at two K-5, one middle school site.
- Data to be collected and analyzed for effect of project.
- Results reported to BOE in Fall 2003 with recommendations for possible new policies and Comprehensive School Health Plan.

Project Outcomes

1. Increased % & time of health-related Physical Activity will improve Student Fitness Performance. (SHI, Fitgram, Health Champs).
2. Increased knowledge and practice of health-related nutrition and physical activity behaviors will improve Student "Readiness to Learn" & Academic Performance (Health Champs, CAT 6, SHI).
3. SB-19 compliance in Food/ Nutrition Service project (SHI).
4. Increased student and parent knowledge and awareness of health-related issues, programs and services (SHI).
5. Pilot culturally competent health communications (SHI).
6. Develop community support and funding sources for Comprehensive School Health Plan.

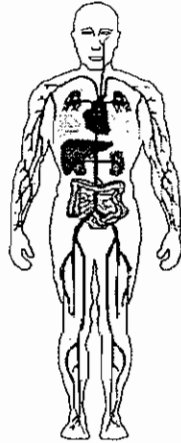
Pilot Project - Food & Nutrition

Implement Year 2004 SB 19 Requirements

- Affects all foods sold /served on campus outside school meal program.
- ONLY food service can sell during school day (K-5 sites).
- No soft drinks, sports drinks, punches, iced teas, fruit drinks less than 50% real juice.
- Snacks, sweets, side dishes must be under 30% fat, under 10% saturated fat, under 35% sugar.
- Fruits and vegetables must be sold wherever other foods sold.



Pilot Project -Health Education



- Provide Specific Professional Development for Improvement of Health Education Curriculum and Instructional Practices to all elementary classroom and secondary health education teachers.

Pilot Project-Physical Activity

- Provide Specific Professional Development for Improvement of Physical Activity / Health-Related Fitness Curriculum and Instructional Practices to all physical activity instructors and physical education teachers.



District Project Resources

- *Project Coordinator*
- *Project Team Leaders and Members*
- *Health Reform Task Force*
- *Pilot Site Classroom, Health and Physical Education Teachers, Administrators, Staff*
- *Pilot Sites Parents, Community, Cities*
- *Board of Education*
- *Health Champions*

Project Evaluation & Assessment

INTERNAL

- Multiple Measures (SHI, Fitgram, Health Champions, Grades, CAP6)
- Health & Physical Education DAC's
- NPA Task Force
- District Data Collection
- Project Team Oversight

EXTERNAL

- UCLA School of Public Health
- Occidental College - Public Policy
- Pepperdine University - Fitness Education
- Saint John's Health Center
- New Strategic Partners?

Sustainability: *Resources*

Internal

- \$10,000 - District Food & Nutrition Services contribution.
- Access Prop 10 or Health Insurance Reimbursement funds.
- State Mandated Testing Costs Reimbursement.
- Grant researcher /writer.

External

- St. Johns Health Center
- Venice Family Clinic
- Rand, Occidental College & UCLA Public Health
- L.A. Co. Public Health Westside Health Coalition
- LACOE/ SHAPE / CDE

Comprehensive School Health Plan Model

