

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

ACTION
02/05/04

RECOMMENDATION NO. A.1

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

October 04, 2001

October 18, 2001

January 8, 2004

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/05/04

FROM: SUPERINTENDENT

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.02

It is recommended that Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2003/2004 budget.

Contractor/Contract Dates	Description	Site	Funding
UCLA Graduate School of Education and Information Studies Feb 25, 2004 only Cost: Not to Exceed:\$600	To provide a presentation to teachers in regard to the development and enhancement of content knowledge and instructional strategies aligned with State standards and frameworks	Lincoln	SI 01-72600-0-11100-10000-5802-012-4120
Patricia Kamalyan, PKS Associates Jan 16-June 30, 2004 Cost Not to Exceed: \$6,000	To provide services to research and develop letters and full grant proposals to Private or corporate Foundations for the K-12 Fine Arts Program	Ed Services	Title I - 70% 01-30100-0-11100-10000-5802-035-1300 Title II - 30% 01-40350-0-11100-10000-5802-035-1300

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION
02/05/04

FROM: SUPERINTENDENT

RE: OVERNIGHT FIELD TRIP(S) 2003-04

RECOMMENDATION NO. A.03

It is recommended that the Board of Education approve the special field trip(s) listed below for students for the 2003-2004 school year. No child will be denied due to financial hardship.

<u>School Grade</u>	<u>Destination</u>	<u>Principal</u>	<u>Cost / Paid for</u>	<u>Subject</u>	<u>Purpose of Trip</u>
Samohi Grds.9-12 30	Denver Colorado 03/19/04 to 03/21/04	Carl Hammer Ilene Straus	\$350 paid for by sponsors and donations	Music	Students will demonstrate technical performance skills learned as a part of this class to qualify evaluator and to varied audiences
Samohi Grds.9-12 30	SDSU San Diego 04/17/04 to 04/18/04	Carl Hammer Ilene Straus	\$150 paid for by sponsors and donations	Music	Students will demonstrate technical performance skills learned as a part of this class to qualify evaluator and to varied audiences
Samohi Grds.9-12 30	Orange County 04/24/04 to 04/25/04	Carl Hammer Ilene Straus	\$150 paid for by sponsors and donations	Music	Students will demonstrate technical performance skills learned as a part of this class to qualify evaluator and to varied audiences
Samohi Grds10-12 19	Reno, Nevada 04/21/04 to 04/25/04	Chris Rhodes Ilene Straus	\$400 paid for by sponsors and donations	Music	Reno Jazz Festival

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION
02/05/04

FROM: SUPERINTENDENT

RE: BASIC/SUPPLEMENTAL TEXTBOOK(S) TO BE ADOPTED

RECOMMENDATION NO. A.04

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.

TALES FROM OVID, written by Ted Hughes, English, Grade 12, Adoption requested by Carol Jago at Samohi.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/KENNETH R. BAILEY
RE: ACCEPTANCE OF GIFTS - 2003-04

ACTION/CONSENT
02/05/04

RECOMMENDATION NO. A.05

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$32,057.19 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 2003-2004 income and appropriations by \$32,057.19, 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 2003-2004.

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 2-05gif.pdf

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

02/05/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.06

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>CORTEZ, Marlene</u> Malibu High Payment processed through Malibu High ASB accounts	Associated Student Body Accounting Workshop Downey, CA February 12, 2004	\$40.00
<u>DAWS, Tracy</u> John Adams Middle No Cost to District	Advancement Via Individual Determination Workshop #3 Alhambra, CA February 18, 2004	SUB ONLY
<u>ERNST, Anne</u> Health Services 01-56400-0-00000-39000-5220- 041-1400 General Fund - Resource: Medi-Cal Billing Option	Third National Adolescent Conference Newport Beach, CA April 1 - 3, 2004	\$688.50
<u>LUONG, Theresa</u> Santa Monica High No Cost to District	California High School Exit Exam Annual Intervention Fair Downey, CA October 22, 2003	SUB ONLY

NAME SITE Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>MORSE, Michelle</u> Health Services 01-56400-0-00000-39000-5220- 041-1400 General Fund - Resource: Medi-Cal Billing Option	Special Education Early Childhood Administrators Project Anaheim, CA March 9 - 11, 2004	\$425.00
<u>MUNCEY, Donna</u> State & Federal Projects 01-40350-0-11100-10000-5220- 035-1300 General Fund - Resource: Title II Teacher Quality	2003 Science Framework Rollout Workshops Downey, CA November 5, 2003	\$225.00
<u>RICHWINE, Dona</u> Food & Nutrition Serv. No Cost to District	Food & Society Networking Conference Olympic Valley, CA April 20 - 22, 2004	0
<u>SCOTT, Kathy</u> Personnel Services 01-00000-0-00000-72000-5220- 025-1250 General Fund - Function: Other Genl. Admin.	Navigating Certificated Layoffs in 2004 Cerritos, CA January 21, 2004	\$30.00
<u>TONG, Lorena</u> Adult Education Center 11-00000-0-00000-27000-5220- 095-2950 Adult Educ. Fund- Function: School Admin.	Seeds of Success - Cultivating Literacy Santa Monica, CA January 31, 2004	\$15.00
<u>WEXLER, Linda</u> Santa Monica High 01-90140-11100-10000-5220- 015-4150 General Fund - Resource: Reim. By ASB	Advanced Placement Chemistry Alhambra, CA February 14, 2004	\$150.00
Adjustments (Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
NONE		

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
Group Conference and Travel: In-State		
* a complete list of conference participants is on file in the Department of Fiscal Services		
<u>BUSH, Mary</u> + 4 Additional Staff Health Services 01-56400-0-00000-39000-5220- 041-1400 General Fund - Resource: Medi-Cal Billing Option	Blending Methodologies in Autism Cerritos, CA March 15, 2004	\$500.00 total
<u>BUSSE, Nathan</u> + 2 Additional Staff 01-58100-0-11100-1000-5220- 015-4150 General Fund - Resource: Other Federal	Secondary Literacy Summit IV Sacramento, CA March 23 - 24, 2004	\$2,000.00 +3 SUBS
<u>JOHNS, Iraida</u> <u>LaDUKE, Jan</u> John Adams Middle 01-56400-0-11100-10000-5220- 011-4110 General Fund - Resource: Medi-Cal Billing Option	Character Development Seminar Los Angeles, CA March 2 - 4, 2004	\$1,400.00 total + 1 SUB
<u>SCOTT, Kathy</u> + 2 Additional Staff 01-00000-0-00000-72000-5220- 025-1250 General Fund - Function: Other Genl. Admin.	Los Angeles Education Career Fair Westchester, CA March 3, 2004	\$60.00 total
Out-of-State Conferences: Individual		
<u>CORLISS, Chris</u> Educational Services No Cost to District	American Assn. of Health, P.E., Recreation & Dance Reston, VA January 29 - February 1, 2004	0
<u>HADLOCK-PILTZ, Kathryn</u> Samohi - H House No Cost to District	United States History Advanced Placement Reading San Antonio, TX May 28 - June 9, 2004	SUB ONLY
<u>HARRIS, Hank</u> Lincoln Middle 01-00000-0-11100-10000-5220- 012-4120 General Fund - Function: Instruction	Assn. of Supervision & Curriculum Development New Orleans, LA March 19 - 22, 2004	\$800.00

NAME SITE Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>KELLER, Anne</u> Health Services 01-56400-0-00000-39000-5220- 041-1400 General Fund - Resource: Medi-Cal Billing Option	Annual Meeting of Language Trainers Pensacola Beach, FL January 16 - 19, 2004	\$2,000
<u>SCHMIDT, Laurel</u> Student Services No Cost to District	National Assn. of Secondary School Principals Orlando, FL February 29 - March 1, 2004	0
Out-of-State Conferences: Group		
NONE		

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION
FROM: KENNETH R. BAILEY/ VIRGINIA I.HYATT
RE: APPROVAL OF PURCHASE ORDERS

ACTION/CONSENT
02/05/04

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from January 16, 2004 through January 29, 2004 for fiscal year 2003/04.

AGENDA

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

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION CONSENT/ACTION
02/05/04

FROM: SUPERINTENDENT/JOSEPH N. QUARLES

RE: CERTIFICATED PERSONNEL - Elections, Separations

RECOMMENDATION NO.A.08

Unless otherwise noted, all items are included in the 2003/04 approved budget.

ELECTIONS

ADDITIONAL ASSIGNMENTS

CHILD DEVELOPMENT SERVICES

Davis, Shyland	32 hrs @\$18.04	12/22/03-1/2/04	<u>Own Hrly/\$577</u>
		TOTAL OWN HOURLY	\$577

Comment: CDS Operating Winter Break
12-Unrestricted Resource

LINCOLN MIDDLE SCHOOL

Dileo, Greg	14 hrs @\$35.60	12/5/03-6/18/04	Est Hrly/\$498
Santomieri, Amy	14 hrs @\$35.60	12/5/03-6/18/04	Est Hrly/\$498
Schaben, Ryan	14 hrs @\$35.60	12/5/03-6/18/04	Est Hrly/\$498
Stauffer, Nathaniel	14 hrs @\$35.60	12/5/03-6/18/04	<u>Est Hrly/\$498</u>
		TOTAL ESTABLISHED HOURLY	\$1992

Comment: Dance Supervision
01-Reimbursed by ASB

Deshautelle, Anna	24 hrs @\$35.60	1/26/04-4/30/04	Est Hrly/\$854
Scott, Ruben	24 hrs @\$35.60	1/26/04-4/30/04	<u>Est Hrly/\$854</u>
		TOTAL ESTABLISHED HOURLY	\$1708

Comment: After school tutoring-CAHSEE
01-Govrn'r's Perf Awards-on going

MCKINLEY ELEMENTARY

Talbott, Deborah	8 hrs @\$35.60	11/1/03-6/30/04	<u>Est Hrly/\$285</u>
		TOTAL ESTABLISHED HOURLY	\$285

Comment: Family Forum
01-IASA: Title I Basic-LW Inc/Neg

JOHN MUIR ELEMENTARY

Schaefer, Carol	210 hrs @\$68.29	1/13/04-6/18/04	<u>Own Hrly/\$14,341</u>
		TOTAL OWN HOURLY	\$14,341

Comment: Itinerant RSP-provide support to schools
01-Special Education

WILL ROGERS ELEMENTARY

Barba-Castro, Graciela	5 hrs @\$35.60	12/8/03-6/18/04	Est Hrly/\$178
Cruz, Teresita	8 hrs @\$35.60	12/15/03-6/18/04	Est Hrly/\$285
Powell, Fay	5 hrs @\$35.60	12/8/03-6/18/04	<u>Est Hrly/\$178</u>
		TOTAL ESTABLISHED HOURLY	\$641

Comment: Grade Level Planning Meetings
01-School Improvement Prog, K-6

Barba-Castro, Graciela	5 hrs @\$35.60	12/8/03-6/18/04	Est Hrly/\$178
Demopoulos, Katherine	5 hrs @\$35.60	12/8/03-6/18/04	Est Hrly/\$178

Mendinueto, Darwin 5 hrs @\$35.60 12/8/03-6/18/04 Est Hrly/\$178
 TOTAL ESTABLISHED HOURLY \$534
 Comment: Nell Soto Parent Education
 01-Parent/Tchr:Nell Soto Program

Brown, Rebecca 8 hrs @\$35.60 12/15/03-6/18/04 Est Hrly/\$285
 Cruz, Teresita 8 hrs @\$35.60 12/15/03-6/18/04 Est Hrly/\$285
 DeLaRosa, Mary 8 hrs @\$35.60 12/15/03-6/18/04 Est Hrly/\$285
 Jones, Tristen 8 hrs @\$35.60 12/15/03-6/18/04 Est Hrly/\$285
 Reid, Roberta 8 hrs @\$35.60 12/15/03-6/18/04 Est Hrly/\$285
 TOTAL ESTABLISHED HOURLY \$1,425
 Comment: Parent Ed Night
 01-Parent/Tchr:Nell Soto Program

ROOSEVELT ELEMENTARY

Vega, Dolores 169 hrs @\$35.60 9/3/03-6/18/04 Est Hrly/\$6000
 TOTAL ESTABLISHED HOURLY \$6,000
 Comment: Community Liaison
 01-Gifts

SANTA MONICA HIGH SCHOOL

Baxter, Catherine 130 hrs @\$35.60 8/4/03-8/28/03 Est Hrly/\$4625
 Blatz, Berkeley 2.8 hrs @\$35.60 8/4/03-8/28/03 Est Hrly/\$100
 Runyon, Greg 17 hrs @\$35.60 8/4/03-8/28/03 Est Hrly/\$600
 TOTAL ESTABLISHED HOURLY \$5,325
 Comment: Oversee the film crew during the Cush Productions filming
 01-Permits

Hadlock-Piltz, Tassie 44 hrs @\$35.60 1/1/04-6/30/04 Est Hrly/\$1566
 Mayoral, Eva 44 hrs @\$35.60 1/1/04-6/30/04 Est Hrly/\$1566
 TOTAL ESTABLISHED HOURLY \$3,132
 Comment: Advanced Placement Tutorial
 01-Fited/Talented Educ (GATE)

STUDENT AND FAMILY SUPPORT SERVICES

Schoessow, Jamar 60 hrs @\$35.60 12/1/03-4/30/04 Est Hrly/\$2136
 TOTAL ESTABLISHED HOURLY \$2,136
 Comment: Health Champions-sub nurse
 01-St John's:Health Champions

Housman, Joann 10 days @\$313.43 12/01/03-4/30/04 Own Daily/\$3134
 Janualitis, Donna 10 days @\$264.23 12/01/03-4/30/04 Own Daily/\$2642
 Mahon, Margaret 10 days @\$285.31 12/01/03-4/30/04 Own Daily/\$2853
 TOTAL OWN DAILY \$8,629
 Comment: Health Champions-Sub Nurse
 01-St John's:Health Champions

EXTENDED DUTY UNITS

<u>LOCATION</u>	<u>RATE</u>	<u>ACTIVITY</u>	<u>EFFECTIVE</u>	<u>TOTAL</u>
<u>SANTA MONICA HIGH SCHOOL</u>				
Acker, Nathaniel	12 units @\$224	Student Activities	First Sem	\$2688
Duron, Rob	4 units @\$224	Pep Squad	First Sem	\$896
Escalera, Daniel	6.7 units @\$224	Senior Advisor	First Sem	\$1501
Ford, Frank	13 units @\$224	Drama Director	First Sem	\$2912
Garcia, Veronica	3.3 units @\$224	Senior Advisor	First Sem	\$739
Griswold, Mike	13 units @\$224	Athletic Director	First Sem	\$2912
Hammer, Carl	12 units @\$224	Student Activities	First Sem	\$2912
Hollie, Ada	13 units @\$224	Scholarship Adv	First Sem	\$2912

Horn, Lorrie	6 units @\$224	Newspaper Adv	First Sem	\$1344
Jago, Carol	6 units @\$224	Yearbook Adv	First Sem	\$1344
Orlowski, Jami	5 units @\$224	Pep Squad Adv	First Sem	\$1120
Reichle, Tisha	12 units @\$224	Student Activities	First Sem	\$2688
Rhodes, Chris	10 units @\$224	Vocal Director	First Sem	\$2240
Sakow, Terry	13 units @\$224	Band Director	First Sem	<u>\$2912</u>
		TOTAL EXTENDED DUTY UNITS		\$29,120
		01-Unrestricted Resource		

**TOTAL ESTABLISHED HOURLY, OWN HOURLY, OWN DAILY
and EXTENDED DUTY UNITS = \$75,845**

SUBSTITUTE TEACHERS

Effective

CHILD DEVELOPMENT SERVICES

(@\$14.25 Hourly Rate)

Nichols, Sharon 12/01/03-6/30/04

LONG-TERM SUBSTITUTES

(@\$184 Daily Rate)

Dardick, Tracy 1/5/04-6/18/04

Lemmon, Cheyenne 1/5/04-6/18/04

Mackey, Tamara 11/3/04-4/2/04

PROBATIONARY CONTRACTS

Name/Assignment

Not to

Location

Exceed

Effective

Bryant, Shirley

100%

1/22/04

Special Education/SDC

[Beth Jordan]

TEMPORARY CONTRACTS

Name/Assignment

Not to

Location

Exceed

Effective

Estabrook, Amy

100%

1/26/04-6/30/04

SAMOHI/English-ELD

[replacing G. Acosta]

Quass, Kirsten

100%

1/26/04-6/30/04

SAMOHI/Spanish

[replacing C. Bautista-Nicholas]

LEAVES OF ABSENCE (with pay)

Name/Assignment

Not to

Location

Effective

Alexander, Lorie

2/5/04-4/1/04

Roosevelt Elementary

[maternity]

Armfield, Gina

2/1/04-3/24/04

Pt Dume Marine Science

[medical]

[revision of dates due to exhaustion of sick days]

King, Keri

11/16/03-3/10/04

Educational Svcs

[maternity]

Mathewson, Stefanie

12/18/03-2/18/04

Roosevelt Elementary

[maternity]

(revised dates-originally on agenda of 1/8/04-12/18/03-3/3/04)

Mendelson, Karen Roosevelt Elementary	10/03/03-1/23/04 [maternity]
McCraw, Renee McKinley Elementary	1/5/04-3/5/04 [maternity]
John Muir Elementary	[medical]
(Extension of leave: exhaustion of sick days)	

LEAVES OF ABSENCE (without pay)

<u>Name/Assignment</u> <u>Location</u>	<u>Effective</u>
Armfield, Gina Pt Dume Marine Science	3/25/04-6/18/04 [family care]
Bristol, Jennifer Malibu	12/3/03-3/10/04 [family care]
Decray-Kleiser, Yvette Will Rogers Elementary	1/5/04-3/1/04 [child care]
Mathewson, Stefanie Roosevelt Elementary	2/9/04-2/27/04 [family care]
Mendelson, Karen Roosevelt Elementary	1/26/04-6/30/04 (CFRA) 6/4/04-6/18/04 (child care)
McCraw, Renee McKinley Elementary	3/1/04-6/18/04 [family care]
Nico, Adalgisa John Muir Elementary	3/23/04-6/18/04 [family care]

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION
FROM: SUPERINTENDENT/JOSEPH N. QUARLES
RE: SPECIAL SERVICES EMPLOYEES

ACTION
02/05/04

RECOMMENDATION NO. A.09

It is recommended that the following Special Services Employee contracts be approved in accordance with District policies and salary schedules and be assigned pursuant to BP 4213.5. Funding for the positions listed are included in the 2003/04 budget.

ELECTIONS

<u>Name/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>	<u>Rate</u>
Albright, Betsy Student and Family Support Services, Health Services, provide nurse support for the Health Champions Positive Health Profile program FUNDING: 01-93190-0-11100-31400-1910-041-1501-100% St John's: Health Champions	\$3,124	12/01/03-04/30/04	\$142/day
Dreyfuss, Kit Student and Family Support Services, Health Services, provide nurse support for the Health Champions Positive Health Profile program FUNDING: 01-93190-0-11100-31400-1910-041-1501-100% St John's: Health Champions	\$3,124	12/01/03-04/30/04	\$142/day
Farokhzadeh, Mersedeh Franklin Elementary School, conduct five (5) parenting sessions for Farsi speaking parents FUNDING: 01-72600-0-11100-10000-2917-002-1501-100% School Improvement Prog, K-6	\$1,250	1/30/04-6/30/04	\$250/session
Gesing, Gertrude Student and Family Support Services, Health Services, provide nurse support for the Health Champions Positive Health Profile program FUNDING: 01-93190-0-11100-31400-1910-041-1501-100% St John's: Health Champions	\$3,124	12/01/03-04/30/04	\$142/day
Hawkins, Chris Student and Family Support Services, Health Services, provide nurse support for the Health Champions Positive Health Profile program FUNDING: 01-93190-0-11100-31400-1910-041-1501-100% St John's: Health Champions	\$3,124	12/01/03-04/30/04	\$142/day

Howell, Nancy \$3,124 12/01/03-04/30/04 \$142/day
Student and Family Support Services, Health Services,
provide nurse support for the Health Champions Positive
Health Profile program
FUNDING: 01-93190-0-11100-31400-1910-041-1501-100%
St John's: Health Champions

Hulbert, Julie \$3,124 12/01/03-04/30/04 \$142/day
Student and Family Support Services, Health Services,
provide nurse support for the Health Champions Positive
Health Profile program
FUNDING: 01-93190-0-11100-31400-1910-041-1501-100%
St John's: Health Champions

Kieffer, Diane \$3,124 12/01/03-04/30/04 \$142/day
Student and Family Support Services, Health Services,
provide nurse support for the Health Champions Positive
Health Profile program
FUNDING: 01-93190-0-11100-31400-1910-041-1501-100%
St John's: Health Champions

Koslow, Kenneth \$7,212 12/01/03-12/31/03 \$7212/mo
Facilities Management, Project Management at SAMOHI for Prop
X program
FUNDING: 21-00000-0-92000-85000-2990-098-1501-100%
Unrestricted Resource

Martucci, Fran \$3,124 12/01/03-04/30/04 \$142/day
Student and Family Support Services, Health Services,
provide nurse support for the Health Champions Positive
Health Profile program
FUNDING: 01-93190-0-11100-31400-1910-041-1501-100%
St John's: Health Champions

Mattson, Mark \$3,500 1/04-6/04 \$50/hr
Franklin Elementary, fifth grade students will be taught
choral performance; students will perform a concert for
parents and students at the end of the year
FUNDING: 01-90150-0-11100-10000-2917-002-1501-100%
Reimbursed by PTA

Meek, Dorie \$2,687 12/01/03-01/31/04 \$29.85/hr
Child Development Services, assist the other multi-site
supervisor with the winter break preparation and to edit and
update the parent handbooks
FUNDING: 12-00000-0-85000-72000-2910-070-1501-50%
Unrestricted Resource
12-60550-0-85000-72000-2910-070-1501-50%
CD:State Preschool (GCTR)

Vessa, Dottie \$3,124 12/01/03-04/30/04 \$142/day
Student and Family Support Services, Health Services,
provide nurse support for the Health Champions Positive
Health Profile program
FUNDING: 01-93190-0-11100-31400-1910-041-1501-100%
 St John's: Health Champions

Wooldridge, Patty \$3,124 12/01/03-04/30/04 \$142/day
Student and Family Support Services, Health Services,
provide nurse support for the Health Champions Positive
Health Profile program
FUNDING: 01-93190-0-11100-31400-1910-041-1501-100%
 St John's: Health Champions

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

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

ACTION/CONSENT
02-05-04

RECOMMENDATION NO. A.10

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

JAUREGI JR, JOSE	COMPUTER LAB TECH 8.0 HRS/10 SAMOHI RANGE: 30 STEP: 01	01-20-04
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WORKING OUT OF CLASS

HO, PAT	ASST DIRECTOR - FISCAL 8.0 HRS/12 FISCAL FR: ACCOUNTANT	11-01-03 02-27-04
MORAGA, DIANA	SR ADMT ASSISTANT 8.0 HRS/11 SUPT OFFICE FR: SR OFFICE SPECIALIST	01-01-04 06-30-04

PROFESSIONAL GROWTH

GERGIS, SOHAIR	INST ASST - SPECIAL ED MCKINLEY	01-01-04
HYDE, LESLEY	INST ASST - SPECIAL ED SPECIAL ED	01-09-04 06-20-04
MESROBIAN, VARSO	SR OFFICE SPECIALIST FRANKLIN	01-01-04

MEDICAL LEAVE OF ABSENCE

BUENDIA, CAROLINA	INST ASST - CLASSROOM FRANKLIN	03-19-04 05-03-04
MACKAVOY, MARTHA	INST ASST - SPECIAL ED GRANT	01-23-04 03-23-04

TEMP/ADDITIONAL

SMITH, LUZ	TRANSLATOR STUDENT SERVICES	11-01-03 06-30-04
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SUBSTITUTE

CRUSE, ANNIE	INST ASST - SPECIAL ED SPECIAL ED	01-20-04 06-20-04
GALLAGHER, MORGAN	INST ASST - SPECIAL ED SPECIAL ED	01-13-04 06-20-04
JENSER, LOUISA	INST ASST - SPECIAL ED SPECIAL ED	01-12-04 06-20-04
LEYVA, JACQUELINE	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	01-13-04 06-18-04
MCKENNEY, TIFFANY	INST ASST - SPECIAL ED SPECIAL ED	01-15-04 06-20-04
REYNOSA, BOBBY	INST ASST - SPECIAL ED SPECIAL ED	01-15-04 06-20-04
RUVALCABA, NANCY	INST ASST - BILINGUAL SAMOHI	11-15-03 01-31-04
STAMER, LINDA	HR TECH PERSONNEL COMMISSION	12-01-03 06-30-04
STURGIS, LYNN	INST ASST - CLASSROOM SMASH	01-14-04 06-18-04

ABANDONMENT OF POSITION

JIVANI, SAHENAZBEGUM	CHILDREN CENTER ASSISTANT GRANT	02-02-04
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RESIGNATION

CLARK, MICHAEL	INST ASST - SPECIAL ED CABRILLO	01-05-04
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CORRECTION TO BOARD AGENDA 01/22/04

LAYOFF/REDUCTION IN HOURS

JIMENEZ, MARGARET	INST ASST - BILINGUAL FR: 3.25 HRS/SY EDISON TO: 3.0 HRS/SY (LISTED AS INST ASST - CLASSROOM ON BOARD AGENDA 01/22/04)	02/23/04
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MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

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

ACTION/CONSENT
02-05-04

RECOMMENDATION NO. A.11

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

BENNETT, GREGORY	SAMOHI	10-01-03 - 06-30-04
BRITT, MICHAEL	SAMOHI	12-01-03 - 06-30-04
ZUCKUR, AMY	SAMOHI	07-01-03 - 08-31-03

STUDENT HELPER

MARTIN, MIGUEL	WORKABILITY	12-01-03 - 06-30-05
OLGUIN, CECILIA	WORKABILITY	01-06-04 - 06-30-05
ROSMAN, ROBIN	WORKABILITY	12-01-03 - 06-30-08

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/MAJOR
02/05/04

FROM: SUPERINTENDENT/LINDA KAMINSKI/CINDY ATLAS

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS 2003/2004

RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2003-2004 as follows:

NPS/NPA

2003-2004 Budget 01-65000-0-57500-11800-5825-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Poseidon School	03-12-87	NPS	#67	\$ 11,450
Augmentative Communication Therapies	09-20-95	NPA -Speech	#115	\$ 2,530
Center for Autism & Related Disorders (C.A.R.D.)	01-07-94	NPA - Behavior Therapy	#116	\$ 37,750
Computer Access Center	01-03-91	NPA - Assistive Technology	#117	\$ 3,864
Computer Access Center	04-11-90	NPA - Assistive Technology Assessment	#118	\$ 552
Computer Access Center	04-01-92	NPA - Assistive Technology Assessment	#119	\$ 552
Lovass/Life	03-09-99	NPA - Behavior Therapy	#120	\$ 64,500
Marianne McKim OTR Agency	09-19-96	NPA - OT	#121	\$ 1,190
Autism Spectrum Therapies	09-03-94	NPA	#111 UC04291	\$ 10,400
Contract Increase				
Kelter Center	06-30-86	NPA - Educational Therapy	#92 UC04241	\$ 3,420
Contract Increase				

Wayne Tashjian Contract Increase	02-03-97	NPA - Behavior Therapy	#44 UC04141	\$ 92,446
Wayne Tashjian Contract Increase	08-14-93	NPA - Behavior Therapy	#110 UC04276	\$ 21,236
Westmark School Contract Increase	03-10-90	NPS	#59 UC04229	\$ 4,308

Amount Budgeted NPS/NPA 03/04 **\$ 3,000,000**
Prior Board Authorization as of 01/22/04 **\$ 2,912,297***
Balance **\$ 87,703**

Positive Adjustment **\$ 43,700**
(See attachment) **\$ 131,403**

Total Amount for these Contracts **\$ 254,198**

Balance - \$ 122,795

***Prior Year Authorization (01-23-03) \$2,818,574**

Adjustment					
NPS/NPA Budget 01-65000-0-57500-11800-5825-043-1400					
There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2003-04 in the amount of \$ 43,700 as of February 5, 2004.					
Nonpublic School/ Agency	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Can Do Kids, Inc.	NPA	#89-UC04238	R	\$ 12,900	Reduced services.
Aspen Ranch	NPS	#49 UC04158	R	\$ 19,685	Student transferred to another NPS.
Logan River Academy	NPS	#5 UC04016	R	\$ 11,115	Student no longer attending NPS.

Instructional Consultants

2003-2004 Budget 01-65000-0-57500-11800-5802-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Devereux Institute of Clinical Training & Research	07-17-92	Instr. Consultant - Staff Training on Functional Curriculum and Skills needed to teach students. For school year 2002-2003.	#34	\$ 8,202
Dr. Trang Nguyen	03-21-94	Instr. Consultant - Vision Assessment	#35	\$ 500
Patricia Ortega	02-12-98	Instr. Consultant - Behavior Therapy	#36	\$ 4,950

Amount Budgeted Instructional Consultants 03/04 \$ 300,000

Prior Board Authorization as of 01/22/04 \$ 228,978

Balance 71,022

Total Amount for these Contracts \$ 13,652

Balance \$ 57,370

Non-Instructional Consultants

2003-2004 Budget 01-65000-0-57500-11800-5890-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Administrative Services Cooperative	04-07-93	Non-Instr. Consultant - Transportation	#30	\$ 1,500
Administrative Services Cooperative	05-05-94	Non-Instr. Consultant - Transportation	#31	\$ 360
Administrative Services Cooperative	Various	Non-Instr. Consultant - Transportation	#32	\$63,000
Parent Reimbursement	06-08-86	Non-Instr. Consultant - For Travel to NPS. School year 2002-2003.	#33	\$ 642
Parent Reimbursement	06-08-86	Non-Instr. Consultant - For Travel to NPS. School year 2003-2004.	#34	\$ 484
Parent Reimbursement	07-30-88	Non-Instr. Consultant - For Travel to NPS. School year 2003-2004.	#35	\$ 488
Parent Reimbursement	04-07-88	Non-Instr. Consultant - For Travel to NPS. School year 2003-2004.	#36	\$ 224

Parent Reimbursement	12-01-88	Non-Instr. Consultant - For Travel to NPS. School year 2003-2004.	#37	\$ 578
Larry Sulham Contract Increase	09-20-95	Non-Instr. Consultant - Physical Therapy services for school year 2002-2003.	#12 UC04209	\$ 960

Amount Budgeted Non-Instructional Consultants 03/04 \$ 315,000
Prior Board Authorization as of 01/22/04 \$ 235,613
Balance \$ 79,387

Total Amount for these Contracts \$ 68,236
Balance \$ 11,151

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:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/MAJOR
02/05/04

FROM: JOHN E. DEASY/LINDA KAMINSKI/STEVE CANNELL

RE: APPROVAL OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
(PREVIOUSLY KNOWN AS SCHOOL IMPROVEMENT PLAN) FOR
MALIBU PATHWAY SCHOOLS WHICH INCLUDE POINT DUME,
CABRILLO, WEBSTER AND MALIBU HIGH SCHOOL

RECOMMENDATION NO. A.13

It is recommended that the Board of Education approve the Single Plan for Student Achievement (aka School Improvement Plan) submitted by each school listed above. The Single Plan for Student Achievement establishes a focus for raising the academic performance of students to meet or exceed state standards.

The development of the Single Plan for Student Achievement consists of twelve steps:

1. Obtain the input of the school community
2. Review the school characteristics
3. Analyze current educational practice and staffing
4. Analyze student performance data
5. Establish school goals
6. Review available resources
7. Select specific improvements
8. Consider centralized services
9. Recommend the plan to the local governing board
10. Monitor progress
11. Evaluate the effectiveness of planned activities
12. Modify the plan

One public copy of each plan will be available at the Board meeting. Electronic copies of the plans will be posted on the district's website. Hard copies of the plans are available for viewing in the Office of State and Federal Programs in Educational Services.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
02/05/04
FROM: JOHN E. DEASY/LINDA KAMINSKI/STEVE CANNELL/ Previously
LAUREL SCHMIDT 01/08/04
01/22/04
RE: BOARD POLICY 6171 - TITLE I PROGRAMS

RECOMMENDATION NO. A.14

It is recommended that the Board of Education adopt Board Policy 6171:

COMMENT: Title I of the Federal Elementary and Secondary Education Act is designed to improve the academic achievement of disadvantaged students.

The District does not currently have a Title I policy. Adopting this policy will meet the requirement of No Child Left Behind.

This item was included on the agenda for a first reading at the meeting of January 8, 2004, a second reading at the meeting of January 22, 2004 and is now presented for action.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

Instruction
TITLE I PROGRAMS

BP 6171 (a)

In order to improve the academic achievement of disadvantaged students, the district shall use federal Title I funds to provide eligible students with supplementary services to reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state and local sources for program purposes. (20 USC 6312, 6314)

In any school receiving Title I funds that does not operate a schoolwide program, the district shall use Title I funds only for targeted assistance programs for eligible students. (20 USC 6315)

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities.

The Superintendent or designee shall ensure the coordination of Title I activities with other programs as appropriate.

District Plan

The district shall submit to the California Department of Education a plan containing the components specified in 20 USC 6312, which describe the assessments, strategies and services the district will use to help low-achieving students meet challenging academic standards. (20 USC 6312)

(cf. 0420 - School Plans/Site Councils)

The district shall periodically review and, as necessary, revise the district plan. (20 USC 6312)

Instruction
TITLE I PROGRAMS

BP 6171 (b)

Parent Involvement

Title I programs, activities and procedures shall be developed and agreed upon with parents/guardians of participating students. (20 USC 6318)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall (20 USC 6318):

1. Involve parents/guardians in the joint development of the district's Title I plan pursuant to 20 USC 6312, and the process of school review and improvement pursuant to 20 USC 6316.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
3. Build the capacity of schools and parents/guardians for strong parent involvement.
4. Coordinate and integrate Title I parent involvement strategies with parent involvement strategies under other programs specified in 20 USC 6318.
5. Conduct, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I, including
 - a. Identifying barriers to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
 - b. Using evaluation findings to design strategies for more effective parent involvement.
 - c. If necessary, revising the district and school parent involvement policies.
6. Involve parents/guardians in the activities of schools served by Title I.

This policy shall be distributed to parents/guardians of participating students and incorporated into the district's Title I plan. (20 USC 6318)

Instruction
TITLE I PROGRAMS

BP 6171 (c)

Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

The Governing Board shall adopt a districtwide salary schedule and the Superintendent or designee shall establish procedures which ensure that all district schools are provided with the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and other staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain records of the quantity and quality of books and equipment at each school.

The Superintendent or designee shall develop procedures for ensuring comparability of services and shall biennially update records documenting the district's compliance. (20 USC 6321)

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually review the progress of each participating school and determine whether the school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6312)

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9000 - Role of the Board)

Instruction
TITLE I PROGRAMS

BP 6171 (d)

Legal Reference

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

UNITED STATES CODE, TITLE 20

6301 Program purpose

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6316 School improvement

6318 Parent involvement

6320 Participation of private school students

6321 Comparability of services

6322 Coordination with early childhood education programs

7881 Participation of private school students

Management Resources

CSBA ADVISORIES

Supplemental Educational Services for NCLB School Districts and County Offices as Providers, November 2002

The "No Child Left Behind" Act of 2001 Policy Implications for School Districts, July 2002

USDOE GUIDANCE

Supplemental Educational Services, draft nonregulatory guidance, August 6, 2002

WEB SITES

CDE <http://www.cde.ca.gov/iasa/titleone>

U.S. Department of Education <http://www.ed.gov>

No Child Left Behind <http://www.nclb.gov>

(3/91 10/95) 11/02

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY, SUPERINTENDENT
RE: SMASH CHARTER PETITION REVISIONS

ACTION/MAJOR
02/05/04

RECOMMENDATION NO. A.15

It is recommended that the Board of Education accept the revised SMASH Charter petition and agree to hold a public hearing within thirty days.

COMMENT: The Santa Monica Alternative School House (SMASH) charter petitioners have revisions to the original charter to submit to the Board of Education. The original SMASH Charter was previously discussed at the November 20, 2003 Board meeting. With the submission of the revised petition, the process for Charter status begins anew.

Petitioners have requested that the public hearing be held on Thursday, February 19, 2004.

California law states that the governing board of a school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one, or more of the following findings:

1. The charter school presents an unsound educational program for the pupils enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a) [of EC 47605].
4. The petition does not contain an affirmation of each of the conditions described in subdivision (d) [of EC 47605] non-sectarian; no tuition; no discrimination against a pupil on the basis of ethnicity, national origin, gender or disability; and admission to the charter school shall not be determined according to the place of residence of the pupil.

5. The petition does not contain a reasonably comprehensive description of the required elements of the charter school.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/MAJOR
02/05/04

FROM: SUPERINTENDENT/DONNA E. MUNCEY

RE: EVALUATION AND INVENTORY OF SMMUSD PROGRAMS

RECOMMENDATION NO. A.16

It is recommended that the Board of Education approve the selection of the following programs for evaluation during the 2003-2004 academic year:

AVID (Achievement Via Individual Determination)
2003 Elementary Summer School
Community Liaisons.

Comment: This combination of programs is recommended for the following reasons: First, these are "big ticket" items, that is, costly programs, so we should dedicate evaluation resources to ascertaining how beneficial they are before continuing to commit limited resources to the programs. Second, the combination of programs guarantees universal coverage, that is, all schools are involved in, or impacted by, at least one of these programs. Third, these are a mix of locally developed programs (summer school and community liaisons) and local implementation of a national program (AVID). Additionally, they are a mix of support/intervention models -- two that are intended to directly impact student learning and achievement (summer school and AVID) and one that is intended to have a more indirect impact on student achievement (community liaisons).

We also plan to separate the tasks of compiling the inventory and conducting the evaluations rather than undertake them sequentially. This is to provide additional time for the inventory development process, thus yielding a more complete and detailed product by the end of the compilation process.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/MAJOR
02/05/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: ACCEPTANCE OF FUNDS - STUPSKI FAMILY FOUNDATION

RECOMMENDATION NO. A.17

It is recommended that the Board of Education accept funding from the Stupski Family Foundation to support the Curriculum and Instruction Program, District Literacy Leaders in the amount of \$167,000 for the 2003-2004 school year.

Funding

73-90200-0-00000-00000-8699-090-0000

District Literacy Leaders - Stupski Family Foundation

COMMENT: The District has received a total of \$167,000 from the Stupski Family Foundation to support District Literacy Leaders in the new Language Arts adoption and ELD training for 2003-2004: \$83,500 in October, 2003 and the second and final installment of \$83,500 in January 2004. The District greatly appreciates the support received from the Stupski Family Foundation.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/MAJOR
02/05/04

FROM: SUPERINTENDENT/KENNETH R. BAILEY

RE: FOOD AND NUTRITION SERVICES PRICE LIST FOR 2003/2004

RECOMMENDATION NO. A.18

It is recommended that the Board of Education authorize the following Food Services Price List for Type A meals for the 2003/04 school year:

	<u>2002-03</u>	2003-04
	<u>Present</u>	<u>Recommended</u>
Elementary Student Prices		
Reimbursable Lunch, Full Price	\$ 2.50	\$ 2.75*
Reimbursable Lunch, Reduced Price	\$.40	\$.40
Reimbursable Breakfast, Full Price	\$ 1.00	\$ 1.00
Reimbursable Breakfast, Reduced Price	\$.30	\$.30
Prepaid Tickets, Full Price-20 meals	\$45.00	\$45.00
Prepaid Tickets, Reduced Price-20 meals	\$ 8.00	\$ 8.00
<u>Secondary Student Prices</u>		
Reimbursable Lunch, Full Price	\$ 3.00	\$ 3.25*
Reimbursable Lunch, Reduced Price	\$.40	\$.40
Reimbursable Breakfast, Full Price	\$ 1.50	\$ 1.75*
Reimbursable Breakfast, Reduced Price	\$.30	\$.30
Prepaid Tickets, Full Price-20 meals	\$55.00	\$55.00
Prepaid Tickets, Reduced Price-20 meals	\$ 8.00	\$ 8.00
<u>Adult Lunch</u>	\$ 4.00	\$ 4.00

COMMENTS: An increase (indicated by *) in the price of elementary lunches, and secondary breakfasts, and lunches is necessary due to increased food and supply costs. The last increase in meal prices was implemented in 2002/03.

MEAL PRICE COMPARISON TABLE

DISTRICT	ELEM. BREAKFAST	ELEM. LUNCH	SECONDARY BREAKFAST	SECONDARY LUNCH	ADULT LUNCH
Beverly Hills	N/A	\$2.50	N/A	\$3.00	\$3.50
Culver City	\$1.00	\$2.00	\$1.00	\$2.25	\$2.50
Las Virgenes	N/A	\$2.00	\$1.00	\$2.50	\$2.75
Palos Verdes	N/A	\$2.25	\$1.25	\$2.75	\$3.50
Manhattan Beach	N/A	\$2.00	\$1.25	\$2.50	\$3.00
Arcadia	\$1.00	\$3.00	\$1.00	\$3.00	\$3.50
SMMUSD (2001/02)	\$1.00	\$2.25	\$1.25	\$2.75	\$3.75
SMMUSD (2002/03)	\$1.00	\$2.50	\$1.50	\$3.00	\$4.00

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
02/05/04

FROM: SUPERINTENDENT/KENNETH R. BAILEY/J.W. BERRIMAN

RE: RECOMMENDATION FOR A DECREASE IN BUDGET LIMITATION
AGREEMENT (BLA) 3, FINAL CONTRACT AMENDMENT 4.6 AT
BARNUM HALL

RECOMMENDATION NO. A.19

It is recommended that the Board of Education approve a decrease in the Budget Limitation Agreement 3, from \$5,272,023 to \$4,512,420 in the form of Final Contract Amendment 4.6, in an amount equal to \$759,603.

Funding Information:

Source: State Modernization
Proposition X - General Obligation Bonds

Fund: 30-00000-0-93000-85000-6200-015-2600
21-91150-0-92000-85000-6200-015-2600

COMMENT: The credit of \$759,603 reflects net changes in scope of work, return of unused allowances, and the negotiated settlement of liquidated damages in the amount of \$350,000. This is the final contract amendment for BLA 3.

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

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
02/05/04

FROM: SUPERINTENDENT/KENNETH R. BAILEY/J.W. BERRIMAN

RE: RECOMMENDATION FOR AN INCREASE IN BUDGET LIMITATION AGREEMENT (BLA) 18, AMENDMENT 22.1 FOR MALIBU HIGH SCHOOL MODERNIZATION, AUDITORIUM AND GYMNASIUM

RECOMMENDATION NO.A.20

It is recommended that the Board of Education approve an increase in Budget Limitation Agreement (BLA)18, from \$8,887,147 to \$8,940,890 in the form of Contract Amendment 22.1 with a net amount equal to \$53,743 added to budget which reflects the net changes in scope of work for Malibu High School Modernization, Auditorium and Gymnasium.

Funding Information:

Source: Proposition X Funds and State Modernization Funds

COMMENT: Changes in scope related to additional facilities requirements such as new auditorium ceiling and painting work, new electrical to district-supplied equipment, mold abatement and reduction in hazardous materials monitoring requirements.

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

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

CONTRACT AMENDMENT NO. 22.1

This document (hereinafter referred to as "Amendment") dated November 12, 2003, will serve as Contract Amendment Number 22.1 to the Program Management Agreement ("**PM Agreement**") dated August 12, 1999, and is between the Santa Monica-Malibu Unified School District ("**Owner**") and Jacobs Facilities, Inc. ("**Jacobs**"). This Amendment supplements Budget Limitation Agreement 18. All terms and conditions used herein shall reflect the original language as stated in the PM Agreement or any subsequent amendments as currently approved.

In consideration of the mutual covenants and agreements set forth below, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged by the parties hereto, the Owner and Jacobs hereby amend and supplement the PM Agreement as follows:

SCOPE

This is a final amendment to BLA 18, Malibu High School Modernization and New Gym, incorporating scope adjustments for ATC Associates and ICE Builders.

COST

Costs as stated in the current contract as amended are modified to reflect (a) a net deduct for ATC Associates in the amount of \$12,482 and a net increase to ICE Builders in the amount of \$62,709; (b) a net increase in the Program Management Fee of \$3,516.

SCHEDULE

The work described herein has been performed and, therefore, impacts to schedule, if any, have been incurred. Jacobs agrees to waive any claim for extended performance and consequent impact damages and the Owner agrees that no liquidated damages will be assessed.

This Amendment applies only after it has been fully executed by both parties.

IN WITNESS THEREOF, the Owner and Jacobs have executed this Amendment as of the date written above.

**SANTA MONICA-MALIBU UNIFIED
SCHOOL DISTRICT**

JACOBS FACILITIES, INC.

By: _____

By: _____

Title: _____

Title: _____

Date: _____

Date: _____

SUMMARY OF DISTRICT-RELATED CHANGES FOR AMENDMENT 22.1

C.1: ATC Environmental (S96-0010)

CO 7	Final adjustment for air monitoring	<u>(\$12,482)</u>
	Total for ATC Associates	(\$12,482)

C.2: ICE Builders (S96-0167)

CO 3	Mold abatement in ticket booth	\$ 5,238
CO 4	Remove trash and debris	1,800
	Modify flooring	36,732
CO 8	Abate Maintenance Building (District portion)	4,000
	Expose buried utilities (District portion)	4,750
CO 11	Remove shoring	1,955
CO 17	Paint Auditorium ceiling	4,909
CO 28	Electrical for District-supplied equipment	3,326
	Total for ICE Builders	\$62,709

Total changes **\$50,227**

TO: BOARD OF EDUCATION

ACTION/MAJOR

02/05/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: AMEND BOARD MEETING SCHEDULE - ADDITIONAL BOARD
MEETINGS

RECOMMENDATION NO. A.21

It is recommended that the Board of Education add the following dates to the Board Meeting Schedule:

February 26, 2004

March 11, 2004

March 25, 2004

April 29, 2004

May 13, 2004

COMMENT: Due to the volume and nature of the reports and recommendations coming before the Board of Education and in order to give these important matters due diligence, the Board of Education has requested that additional meeting dates be added to the approved meeting schedule. The purpose for each additional meeting will be agendaized and posted in advance of the meeting in accordance with the Brown Act.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION DISCUSSION
02/05/04
FROM: JOHN E. DEASY/SUPERINTENDENT Postponed from
01/22/04
RE: PROPOSED DIRECTIONS FROM THE SUPERINTENDENT'S OFFICE AS
AN OUTGROWTH OF THE ANALYSIS OF THE SMMUSD SPECIAL
EDUCATION DEPARTMENT

DISCUSSION ITEM NO. D.1

The Superintendent directs and will support a multi-year strategic plan to be constructed under the leadership of the Special Education Department. This plan will be presented to the Board of Education no later than June 2004 and, at a minimum, will include the following items:

1. The plan will follow the format of the District's Strategic Plan and support the District's stated goals, strategies and initiatives for student achievement.
2. The plan will contain strategic initiatives and measurable outcomes to address each of the areas in the analysis and remediate the various findings found in each area.
3. It is strongly suggested that the first phase of the plan focus on establishing a range of services for students within the autistic spectrum, address the findings found in our pre-school and early elementary programs, and address the findings found in our operations and fiscal services section of the report.
4. This plan should come to the Board of Education for adoption no later than the close of the 2003-04 school year.
5. This plan should include and document those initiatives completed this year.
6. It is strongly recommended that the plan be created in conjunction with all of our stakeholders who participate, support and work in our Special Education Department.

TO: BOARD OF EDUCATION DISCUSSION
02/05/04
FROM: JOHN E. DEASY/SUPERINTENDENT Second Reading
Previously
RE: ADOPT POLICY BP3290 - ACCEPTANCE OF GIFTS 01/22/04

DISCUSSION ITEM NO. D.2

It is recommended that the Board of Education adopt Board Policy BD3290 - Acceptance of Gifts, as revised.

COMMENT: The standards-based education improvement initiative in this country has been the focus of education policy for nearly 20 years, and it appears likely to remain the focus for many years to come. Simply put, standards-based reform seeks to educate ALL students to high and rigorous levels of achievement. This goal has moved the National agenda about education from access to acquisition. It is no longer enough for students to gain access to rich and challenging educational experiences, the subject of many of our Supreme Court decisions. Access is necessary but not sufficient in the education of our students.

It is critical that we remain vigilant about all students gaining access to the best opportunities in education. This fundamental right is to be zealously ensured. The issue that now looms large and critical is that ALL students have the civil right to achieve the same levels of high academic performance as any other student in school. Getting in is not enough; getting 'it' is now the new civil rights issue of our time in education.

Neither I nor anyone in our schools will be complicit in violating any student's civil rights with respect to this basic tenet of a high quality education. But to succeed requires a conversation and subsequent action dealing with the embedded elements of equity and excellence found in the standards-based work of the California Public Schools as well as the Santa Monica-Malibu Unified Schools. The excellence part of our work has been clearly recognized. We have high and well-articulated subject and performance standards. We have been working diligently at making these explicit to all students, teachers, and parents. Our work with the Institute for Learning has been critical in improving instructional practice and the learning environment so that ALL students can meet these rigorous standards. Yet, the issue of equity remains difficult and at times elusive in our work here and certainly across the State.

While we cannot fix National or State issues quickly, we can make enormous strides to align our own practices, both as a school system and a community, to achieve the twin goals of improving the achievement of all students while simultaneously closing the achievement gap. Equal funding and equitable funding to meet

these goals is not the same thing. There are inherent inequities that exist in our society that present themselves at our schoolhouse doors. In our community, so rich with opportunity, resources, and human capital, we cannot allow this difficult and acknowledged problem to remain unsolved. We are a set of cities deeply committed to our youth and our strong sense of a social justice. I am so encouraged by this all the time when I see example after example of our commitment to correct injustice and make opportunity available for all. And this is done with a remarkable respect for the individual and his or her rights.

No one solution is ever perfect in the world of policy. Yet to propose no solution is equally imperfect and not tolerable when faced with this weighty issue. Thus the attached policy and administrative regulation are offered for the consideration of the Board of Education. It is a proposed solution to one of the most vexing issues we face the inequitable distribution of resources available to the school community. This is not a statement of blame or shame. Far from it, it is a reality of our larger society. The blame or shame would come if we collectively ignore any attempt to adjust our practices and beliefs for the betterment of all.

In a land so full of riches, I am convinced that there is enough to go around so that all may realize the fullness of the opportunities we give most of our students and allow for ALL the full acquisition of high and rigorous learning.

When we make contributions to our schools through direct donation, gift giving, targeted solicitations and the like, we improve opportunities for our own child first and others proximate to our child second. This is wonderful. It models the community's generosity and demand for high quality. I am struck by what a powerful example this is to our youth. I ask that we only consider a third benefit...those students not proximate to our own child, but part of our community. Community, societal, and economic conditions which impact many students often prohibit the opportunities we find others having in our schools. These conditions are no single person's fault. However, we do have an opportunity to help make the learning ground level for our youth.

In essence this policy provides an opportunity to give a small portion of all our various and numerous donations to our individual schools to a fund that will be established to disburse these donations to all schools, but not on a per-student basis. The mechanism proposed would provide support to all schools, but more to schools that have greater needs. It is not an attempt to tell anyone what they can do with their money. Quite the contrary, we as a district are humbled by our community's generosity and caring for our schools and appreciate this deeply. Frankly, we simply could not do what we do so well for our

students without this generous benefaction. This proposed policy does set forth a belief system about accepting donations. We speak as a school system all the time about access, opportunity, and equity. We establish policies dealing with academic, social, and extracurricular and athletic guidelines aimed at assuring these important beliefs. This new policy extends an already deeply held set of beliefs to the arena of possibility for all through a mechanism dealing with funding issues. This practice is not new; in fact, it is used in districts like Cincinnati, Milwaukee, San Francisco, Seattle, and Verona.

This policy provides a unique set of opportunities, if we seize the possibilities before us. All schools can benefit through this opportunity. We, as a district, must also be committed to assisting, coaching, and supporting any school site that wishes to further develop sound and responsible ways of fundraising. These new growth opportunities can emulate those highly successful school districts and foundations in our State. Along with this policy, the District will establish a core cadre of volunteer experts to assist all schools in developing and improving these fundraising skills. Make no mistake about it, the state of education funding in California is not getting better. In fact, it remains on the most perilous downward slide in our history. This portends more and greater cuts. Together we can survive and thrive. Separately we will divide opportunity. Some will have; others will not. Your child, my child, our youth can never be the ones without.

We have an opportunity before us to move even further than other districts and establish norms of support which take into account ALL our youth.

Thank you for your consideration and deliberation.

Acceptance of Gifts

The Board of Education adopts the following policy for acceptance of gifts to the District:

Philosophy

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

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

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

To achieve a greater level of equalization, the Board will establish an Equity Fund, which will be administered by an external organization of the Boards choosing. Fifteen percent of all cash gifts to individual schools or the district will be deposited in the Equity Fund. In addition, fifteen percent of the cash value of a non-monetary gift will be donated to the Equity Fund. Contributions to the Equity Fund will be distributed annually to district schools in the form of block grants, to be used for specified goals determined by individual sites, but

within the guidelines established by the Board. The amount of each grant will be determined through a weighted formula. The purpose of the Equity Fund grants will be to improve the achievement of ALL students while simultaneously closing the achievement gap and mitigate the effects of the unequalized enrichment of schools.

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

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

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

Gift books and instructional materials shall be accepted only if they meet regular district criteria.

All gifts, grants and bequests shall become district property. At the Superintendent or designee's discretion, a gift may be used at a particular school.

Legal Reference

EDUCATION CODE

- 1834 Acquisition of materials and apparatus
- 35162 Power to sue, be sued, hold and convey property
- 41030 School district may invest surplus monies from bequest or gifts
- 41031 Special fund or account in county treasury
- 41032 Authority of school board to accept gift or bequest; investments; gift of land requirements
- 41035 Advisory committee
- 41036 Function of advisory committee

- 41037 Rules and regulations

MANAGEMENT RESOURCES

ADOPTED: January 23, 1984

REVISED: _____

CSBA Date

DISTRICT GOAL: Quality Education for All

SUBJECT

ISSUED BY: Assistant Superintendent, Business and Fiscal Services

I. EFFECTIVE DATE

II. AUTHORITY

BOARD OF EDUCATION POLICY 3290

III. PROCEDURES

A. ACCEPTANCE PROCEDURES

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

B. CRITERIA FOR ACCEPTING GIFTS

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

1. Gifts are of direct or closely related instructional value and will not cause the instructional program of the school in which the gift is used to differ from established district curriculum. If a gift is offered that does not appear on the prioritized list of needs or is not of direct institutional value, the committee and the principal will evaluate the gift and make a recommendation regarding acceptance.
2. Gifts of money for personnel will be used for instruction, consulting services, assemblies, aides to assist in the instructional program, for supervision of students (i.e., noon aides) or clerical help. Certificated personnel will be hourly only; however, classified personnel may be

hourly, part time or full time. All personnel whose services are paid for with gift funds must be hired through the Personnel Office.

3. The Business Services Division must approve all gifts requiring installation and maintenance, and appropriate money must accompany requests for acceptance of gifts. If gift items require an ongoing maintenance contract, the money for that contract must accompany the gift.
4. Gift funds allocated to a school shall be placed in a specifically designated program account. Any funds remaining in this program at the end of the fiscal year shall carry forward into the ensuing fiscal year.
5. The foregoing rules also apply to gifts from student body organizations or any on-campus improvement projects not
6. With gifts of opportunity, the Superintendent/designee is authorized to accept gifts on behalf of the Board of Education where a delay until the next Board of Education meeting will cause the gift order to be retracted.
7. Schools will be allowed to establish a revolving cash fund created by gift money. The fund shall not exceed \$100 per teacher per semester.
8. Gifts given by individuals not in conjunction with fund raising under a value of \$100 do not need Board approval.

C. CONTRIBUTIONS TO THE EQUITY FUND

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

1. Fifteen percent of all cash gifts to the individual schools or the district, donated during a school year, will be deposited in the Equity Fund. In addition, fifteen percent of the cash value of a non-monetary gift will be donated to the equity fund.

2. Contributions to the Equity Fund will be distributed annually to district schools in the form of block grants.
3. The amount of money given to each school in block grants will be determined using a weighted formula. The weights contained in the formula areas follows:
 - a. Equal Weighting (enrollment, number of students participating in the Free and Reduced Lunch program, number of students participating in English Language Learner programs, number of students in Special Day Classes)
 - b. Fractional Weighting (number of students who are not proficient in English Language Arts, and number of students who are not proficient in Mathematics). The sum of these numbers yields a weighted average point total for each site.

The total of all schools' point totals is divided into the total amount of gifted resources available. The quotient becomes the Equity Funding Point Value for each of a school site's points. The Equity Funding Point Value is multiplied by the total number of points at each site resulting in a budget weighted to provide resources differentiated for the needs of each site.

4. Block grants may be used to address the district goal of improving the achievement of ALL students while simultaneously closing the achievement gap. Specifically, block grant funds may be used for professional development, direct interventions for students needing academic support, district approved materials, literacy, math, and instructional coaches to support student learning, academic enrichment for students in intervention programs, and academic enrichment for students in accelerated programs, extra-curricular, co-curricular, interscholastic athletic, the arts, and supplemental educational activities.
5. Before receiving block grant funds, each school will submit a detailed plan for expenditures, as part of their regular school site improvement

plan, to the Chief Academic Officer. The plan must include target population, number of students served, description of need, rationale for plan, detailed plan of interventions and support, budget, assessment and evaluation procedures.

6. Restrictions on expenditures are limited to those items outside these general guidelines and include such items as capitol expenditures for furniture, fixtures, and non-instructional equipment. Any exception to expenditures requires the prior approval of the superintendent or his/her designee.

D. FUNDRAISING ACTIVITIES

1. Adopt-A-School programs and corporate solicitations are encouraged. All adoptions and corporate solicitations initiated by schools or any individual acting on behalf of a school must be approved by the superintendent's office prior to any contact being made with the business. This is an important step to avoid duplication of efforts, overwhelming any one business with multiple requests, and an equitable opportunity for all schools to work with our generous business partners.
2. Fundraising activities and single-event fundraising activities along with booster club(s) are organizations and activities that are considered under the guidelines of this policy. Academic/post-secondary scholarship fundraising is considered exempt from this guideline and policy.
3. The District shall make available to any and all groups engaged in fundraising on behalf of the public schools a cadre of volunteer experts to assist in building and coaching, the skills of fundraising and corporate sponsorship. This will help build the capacity of all sites while ensuring a unified successful approach to this endeavor.

IV. RELATED FORMS

Request for Acceptance of Gift
Block Grant Planning Form
Student Weighted Formula

V. APPROVAL _____

Equity Funding Worksheet Technical Assistance Brief

Enrollment This is the number of students attending the school as of 10/03. It is not the CBEDS count. This has not been published for this school year yet.

F&R Lunch This indicates the number of students at a school site who participate in the National Lunch Program.

ELL This is the number of students who are English Language Learners at a school site as of 10/03.

SDC Enrollment Indicates the number of students receiving special education services and who are enrolled in a Special Day Class.

Elementary/Middle School % of Students Not Proficient This figure is derived from the 2003 Adequate Yearly Progress report. This report indicates the % of students who are proficient at a school site. The figure in this column is calculated using the formula (100-% proficient).

Santa Monica High School % of Students Not Proficient This figure is derived by averaging the percentage proficient or advanced on the CA Standards Tests in English Language; Algebra I and Geometry at grades 9, 10, 11 and 12 and subtracting that number from 100 in the respective subject matter areas.

Malibu Middle/High School % of Students Not Proficient This figure is derived by averaging the 6-11 grades English Language Arts proficiency levels and subtracting this from 100. The mathematics portion of this calculation is generated by averaging the 6-8th grade math proficiency levels (including General Math and Algebra I for 8th graders), 9-11 grade Algebra I and Geometry proficiency rates. The averaged figure is subtracted from 100.

Weighted Count The weighted count is the number of students tested multiplied by the percent of students not proficient.

Funding Point Total (FPT) The funding point total is the sum of all the previous columns with the exception of the columns containing percentages.

Equity Budget This is the FPT multiplied by the equity factor (EF) found in cell B34.

Funding Value The amount of funding available to distribute using the spreadsheet. This is the value that drives the equity factor and therefore the equity budget. Place any value in this cell (B33) and the equity factor and budgets will change.

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/LINDA KAMINSKI
RE: BOARD POLICY 0000 - VISION

DISCUSSION
02-05-04
First Reading

DISCUSSION ITEM NO. D.3

It is recommended that the Board of Education revise Board Policy 0000:

COMMENT: It is the responsibility of the Board to adopt and revise as necessary a District Vision that encompasses the Mission, Vision and Beliefs of the District.

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

NUMBER	ARTICLE	TITLE	
0000	Philosophy, Goals, Objectives & Plans	Vision	
SUBTOPIC	POLICY	REGULATION	EXHIBIT
Concepts and Roles	x		

BP 0000 (a)

Mission

Extraordinary achievement for ALL students while simultaneously closing the achievement gap.

BP 0000 (a) (b) [~~formerly 0200 Vision Statement for the District~~]

Vision

As a community of learners the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to assist all students in their pursuit of academic achievement and personal health and to support them in their exploration of intellectual, artistic, technological, physical and social expression.

BP 0000 (b) [~~formerly 0100 Belief Statements for the District~~]

~~We believe Santa Monica-Malibu Unified School District's function is to empower students with the academic knowledge, life skills and attitudes that will lead to success, health and satisfaction in life.~~

~~We believe all students can learn.~~

~~We believe by affirming cultural and linguistic differences, we encourage pride in one's own culture and respect for diversity. Diversity is a strength that enriches our lives.~~

~~We believe that teaching and learning should be personalized.~~

~~We believe in providing a curriculum that emphasis inter-disciplinary and student-centered learning.~~

~~We believe all students can master a core of learning in the arts, cultures and languages, history and social sciences, literature, mathematics, physical development and health, science and technology.~~

~~We believe in a productive and challenging work environment where informed risk-taking, curiosity and imagination are encouraged and rewarded. We believe schools should nurture a passion and joy for learning.~~

~~We believe in encouraging excellence through the recognition and utilization of quality people and resources both in the school and in the community.~~

~~We believe all individuals can attain their highest potential through equitable opportunities, shared experiences, commitment to hard work and cooperation.~~

~~We believe in the development of self-worth, academic and personal success through a nurturing setting.~~

~~We believe all members of our community of learners can communicate their needs and understand the needs of others.~~

~~We believe students can demonstrate their concern for community, national and global issues through personal involvement and service.~~

~~We believe shared decision-making and shared responsibility lead to open communication, acceptance and accountability.~~

~~We believe the tone of our district and its schools should be one of trust, decency and cooperation.~~

~~We believe that students, parents and teachers share in the responsibility for each child's learning.~~

BP 0100 (c)

~~We believe that the community and the school join together in a cooperative partnership dedicated to the education of their future citizens.~~

~~We believe that safe, clean and functional school and district facilities are conducive to learning.~~

~~We believe that the district should operate within responsible financial boundaries that include future fiscal planning which reflects instructional priorities and aggressively seeks available funding sources.~~

~~We believe in quality outcomes for which students, employees, parents and community are accountable for excellence.~~

~~We believe that students can accept responsibility for maintaining personal health and contributing to the well-being of others.~~

~~We believe in providing opportunities for students to set goals and meet challenges.~~

Beliefs

We believe high standards and expectations for all our students promote rigorous learning environments.

We believe acceptance, appreciation of and connection with the diversity of students and families in SMMUSD are essential for effective teaching and learning.

We believe intelligence is learned and effort creates ability.

We believe all children are capable of developing intelligence when they are offered proper instruction and the educational support and/or interventions to meet their specific learning needs.

We believe teachers are committed to student and their own learning.

We believe teachers know the subjects they teach and how to teach those subjects to students.

We believe teachers are responsible for managing and monitoring student learning.

We believe teachers think systemically about their practice and learn from experience.

We believe teachers are lead members of our learning community.

We believe teachers are responsible for developing intelligence in students.

We believe two way accountability between school site and Central Office teams promotes a culture of shared responsibility for student learning. Central Office teams must have their goals and accountability system linked to providing support to the work of teachers and site leaders.

We believe resources must be aligned to the goals and strategies for increasing student achievement for all while closing the achievement gap.

REFERENCE

MANAGEMENT RESOURCES

ADOPTED

March 10, 1994

REVISED

CSBA DATE

DISTRICT GOAL

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/LINDA KAMINSKI
RE: BOARD POLICY 0200 - GOALS

DISCUSSION
02-05-04
First Reading

DISCUSSION ITEM NO. D.4

It is recommended that the Board of Education revise Board Policy 0200:

COMMENT: It is the responsibility of the Board to adopt and revise as necessary District Goals that encompass the performance outcomes for which the District holds itself accountable.

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>
0200	Philosophy, Goals, Objectives & Plans	Goals for the District

<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
Concepts and Roles		X	

BP 0200 (a)

~~A. QUALITY EDUCATION FOR ALL~~

~~*At each school, strengthen, expand and ensure access to an appropriate, challenging and articulated, educational experience for every student in our richly diverse learning community.~~

~~*Students who have been in our elementary programs will be successful readers and writers by the time they enter middle school.~~

~~*Develop and implement plans to strengthen the link between school, higher learning and the community and the world of work.~~

~~*Develop and implement a plan for the integration of the teaching of mathematics, science and health.~~

~~*Develop and implement a plan to facilitate students' transitions.~~

~~*Develop and implement an ongoing plan for students, family, staff and community to enhance intercultural understanding and to improve human relations.~~

~~*All schools will develop programs to improve the graduation rate.~~

~~*All schools will develop programs to promote students' attendance, active participation in their learning and sense of belonging.~~

~~*Develop and implement a district comprehensive assessment program of student learning outcomes.~~

AR 0200

A. STUDENT ACHIEVEMENT

The district holds itself and all schools accountable for demonstrating that all students and disaggregated subgroups, including English Learners and students with disabilities, will meet the following goals for mastery of the state standards in English/Language Arts, English Language Development, and mathematics.

Performance measures include the California Standards Tests in English/Language Arts and mathematics, the California High School Exit Exam (CAHSEE), the California English

Language Development Test (CELDT), and district, standards-based instructional program assessments. Benchmark grades for reporting purposes are Grades 3, 5, 8 and 10.

95 percent of all students and disaggregated subgroups, including English Learners and students with disabilities, will participate in the state and district assessments.

Language Arts

The percentage of all students scoring at or above the Proficient Level will increase by 8 percentage points annually on the California Standards Tests in English-Language Arts.

The percentage of students in disaggregated subgroups scoring at or above the Proficient Level will increase by 16 percentage points annually on the California Standards Tests in English-Language Arts.

85 percent of all Grade 10 students and disaggregated subgroups will pass the English-Language Arts section of the California High School Exit Exam.

85 percent of students will demonstrate proficiency (75 percent correct) on the district standards-based instructional program assessments for English-Language Arts.

85 percent of English Learners will demonstrate progress toward English-Language Arts proficiency on the district standards-based instructional program assessments by an increase of 15 percentage points in their performance between the winter and spring test administrations.

85 percent of English-Only/Fluent and English Learners in the Two Way Immersion program will demonstrate proficiency on the district standardized Spanish-Language Arts assessment.

English Language Development

80 percent of English Learners will demonstrate annual increases in English language proficiency on the California English Language Development Test (CELDT) as follows:

Beginning: two levels

Early Intermediate - Early Advanced: one level

85 percent of English Learners will demonstrate proficiency (75 percent correct) on the district standards-based English Language Development instructional program assessments.

Mathematics

The percentage of all students scoring at or above the Proficient Level will increase by 8 percentage points annually on the California Standards Tests in mathematics.

The percentage of students in disaggregated subgroups scoring at or above the Proficient Level will increase by 16 points annually on the California Standards Tests in mathematics.

85 percent of all Grade 10 students and disaggregated subgroups will pass the mathematics section of the California High School Exit Exam.

85 percent of students will demonstrate proficiency (75 percent correct) on the district standards-based instructional program assessments for mathematics.

85 percent of English-Only/Fluent and English Learners in the Two Way Immersion program will demonstrate proficiency on the district standardized Spanish language mathematics assessment.

College Readiness

The percentage of high school students with a 2.0 grade point average will increase by 30 percentage points.

The percentage of Grade 12 students completing the UC/CSU a-g requirements and Advanced Placement courses will increase by 15 percentage points annually.

REFERENCE

MANAGEMENT RESOURCES

ADOPTED

REVISED

CSBA DATE

TO: BOARD OF EDUCATION
FROM: JOHN DEASY/LAUREL SCHMIDT
RE: EXPUNGING EXPULSION RECORDS

INFORMATION
02/05/04
postponed from
01/22/04

INFORMATION ITEM NO. I.1

At the January 8, 2004 meeting, School Board members requested clarification on the ability of the Board of Education to expunge expulsion information from the records of students who have been expelled under Education Code 48900.

Education Code 48917 (a-e) provides that the governing board may suspend the enforcement of the expulsion order and expunge the expulsion from a student's records. Sections (a) and (e) are highlighted below for convenience. EC 48917 (a-e) is attached in its entirety.

Education Code 48917 (a) provides that the governing board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil.

Education Code 48917 (e) provides that upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion.

Education Code:

48917. (a) The governing board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the governing board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

(b) The governing board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Section 56026.

(c) During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

(d) The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

(e) Upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

(f) A decision of the governing board to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the county board of education required under Section 48919. Any appeal shall be filed within 30 days of the original vote of the governing board.