

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

ACTION  
02/26/04

RECOMMENDATION NO. A.01

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

No Minutes Available for Approval

MOTION MADE BY:  
SECONDED BY:

STUDENT ADVISORY VOTE:  
AYES:  
NOES:  
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/MAJOR

02/26/04

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

RE: APPROVAL OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT  
(PREVIOUSLY KNOWN AS SCHOOL IMPROVEMENT PLAN) FOR JOHN  
ADAMS and OLYMPIC HIGH.

RECOMMENDATION NO. A.02

It is recommended that the Board of Education approve the Single Plan for Student Achievement (aka School Improvement Plan) submitted by each school. 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  
02/26/04

FROM: JOHN E. DEASY, SUPERINTENDENT

RE: STAFF PRESENTATION - ANALYSIS OF THE MET-SANTA MONICA  
CHARTER PETITION/PETITIONER RESPONSE AND PUBLIC HEARING

RECOMMENDATION NO. A.03

It is recommended that the Board of Education hold a public hearing for the purpose of hearing testimony regarding the Charter School Petition submitted to the Board of Education at its regular meeting held Thursday, October 2, 2003 by the Santa Monica Alternative School House (SMASH).

COMMENT: Staff will provide an analysis of the SMASH Charter Petition. Following the staff presentation and a response by the petitioner, the Board of Education will open a public hearing on this matter.

At the time the agenda went to print, the analysis was not available, however, it will be made available prior to the meeting.

Open Hearing

Close Hearing

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION DISCUSSION  
02/26/04  
FROM: JOHN E. DEASY/SUPERINTENDENT (Revision #1)  
Previously  
RE: PROPOSED POLICY 3290 - ACCEPTANCE OF GIFTS 01/22/04  
02/05/04, 02/19/04  
DISCUSSION ITEM NO. D.1

It is recommended that the Board of Education adopt Board Policy BP3290 - Acceptance of Gifts.

COMMENT: The proposed policy for acceptance of gifts has been before the Board of Education for discussion on January 22 and February 5, 2004, and has been posted on the district's web site since November 7, 2003. Following public input and Board discussion, the proposed policy is returned with revisions (R1). New, added information is in bold italics; wording deleted is shown as a strikeout.

This item will be placed on the agenda for additional discussion at the following meetings:

March 04, 2004  
March 11, 2004  
March 25, 2004

Staff anticipates bringing a recommendation to the Board of Education for action at the meeting of:

April 1, 2004

**\*NOTE: The Board will not take public comments on this item this evening. This will be the Board's opportunity to fully discuss the policy and give direction to the Superintendent. The Board of Education welcomes written comments and asks that they be submitted to Karen Garot in care of the Superintendent's Office.**

### **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 fund-raising and gifts. While greatly appreciating acceptable donations, the Board discourages any gifts which may directly or indirectly impair its commitment to providing equal educational opportunities for all district students.

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

To achieve a greater level of equalization, the Board will establish an Equity Fund, which will be administered by an external organization of the Boards choosing. ***Contributions to this fund and distributions from this fund will be made in accordance with the attached administrative regulation*** ~~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

SUBJECT: Acceptance of Gifts

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 financed or processed through normal requisitioning procedures.
6. With gifts of opportunity, the Superintendent/designee is authorized to accept gifts on behalf of the Board of Education where a delay until the next Board of Education meeting will cause the gift 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. ***The District will establish two components inside the Equity Fund that will run concurrently. The first will be composed of contributions established in this policy (mandatory). The second will be composed of voluntary contributions only. This second fund will be managed by a group of volunteers who will serve as fundraisers for this fund and operate in a similar method as 'For The Arts' does in terms of community awareness and fundraising.***



- 1. Contributions to the mandatory equity fund will be determined according to the formula established in appendix I of this policy. In essence the formula establishes a diminishing rate of contribution as a site/organization increases its contributions. Contributions to the mandatory Equity Fund will be established accordingly:**
  - a. Fifteen percent of all cash gifts to either the District or any department or organization thereof, or individual schools, donated during a school year for the first 100,000 dollars of donation, 13 percent of the next 100,000 dollars donated, 11 percent of the next 100,000 dollars donated, nine percent of the next 100,000 dollars donated, seven percent of the next 100,000 dollars donated, five percent of the next 100,000 dollars donated, three percent of the next 100,000 dollars donated, one percent of the next 100,000 dollars donated and 0 percent for all funds donated above this point 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.)**
  - b. In any year, based upon any contributions made to the Santa Monica-Malibu Unified Schools by the cities of Malibu and/or Santa Monica, the District shall also make a contribution to the mandatory fund using this formula.**
  - c. It is not the intent of this policy to diminish or make impossible the awarding of grants from private or public philanthropy. When seeking a grant, the grant writer/grantee must have the approval of the Office of the Superintendent before the grant can be submitted. In each case, the grantee shall make a request of the grantor that any funds obtained be subject to this policy.**
  - d. Exemptions to this policy with respect to mandatory contributions to the Equity Fund are herewith established as the following items:**
    - 1) ASB activities initiated and administered by students)**  
**Operational costs of any organization contributing to the fund**
    - 3) Any expenditure made by any organization covered by this policy that does not provide a donation explicitly to the Santa Monica-Malibu Unified Public Schools**
    - 4) Field trips for students**

**5) Scholarships (either academic or to ameliorate fiscal hardship for a student in order to participate in a school sponsored activity)**

**6) District approved capitol programs**

**7) State and Federal Grants**

**2 No Formula is applied to any contribution to the voluntary component of the Equity Fund. In short, any amount given is made as a 100 percent contribution.**

**3 Contributions to the Equity Fund will be distributed annually to district schools in the form of block grants. *Distributions from the Equity Fund will be made annually to District schools. Prior to the purchase of any new service or material made by Equity Fund funds, a site must (to the extent fiscally possible) make whole the various organizations that contribute to the fund in the previous year.***

**4. The amount of money given to each school in block grants will be determined using a weighted formula. *A copy of the formula is attached in Appendix II.* 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. ***In the case of CDS, the funding point total per site will be the District average.***

5. 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, ***remediation, or acceleration in math or English language arts***, district approved materials, literacy and math instructional coaches to support student learning.
6. 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.
7. 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.
8. ***The organization that administers the funds provided to a school/site from the Equity Fund is established as Site Governance (or in absence of such an organization, a similar body).***
9. ***This policy will automatically return to the Board of Education for review each year prior to October 1 of any given school year.***

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. ***Furthermore, the District will facilitate a set of 'sister-school' teams that will serve as partners in assisting with the goals of increasing fundraising and increasing efficacy in establishing a greater base of financial support from the community and corporate partners.***

IV. RELATED FORMS:

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

V. APPROVAL \_\_\_\_\_

TO: BOARD OF EDUCATION DISCUSSION  
02/26/04  
FROM: JOHN E. DEASY/LINDA KAMINSKI Second Reading  
Previously  
RE: BOARD POLICY 0000 - VISION 02/05/04

DISCUSSION ITEM NO. D.2

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 DISCUSSION  
02/26/04  
FROM: JOHN E. DEASY/LINDA KAMINSKI Second Reading  
Previously  
RE: BOARD POLICY 0200 - GOALS 02/05/04

DISCUSSION ITEM NO. D.3

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 a 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 *meet district benchmarks* on the standards-based instructional program assessments for English-Language Arts.

85 percent of English Learners will demonstrate *benchmark* 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 *meet district benchmarks* on the 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 meet district benchmarks on the 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 meet district benchmarks on the standardized Spanish language mathematics assessment.

## College Readiness

The percentage of high school students with a 2.0 grade point average below 2.0 will increase decrease by 30 10 percentage points.

The percentage of Grade 12 11<sup>th</sup> and 12<sup>th</sup> grade students completing the UC/CSU a-g requirements and Advanced Placement courses will increase by 15 10 percentage points annually.

The percentage of Grade 12-12<sup>th</sup> grade students completing the UC/CSU a-g requirements and Advanced Placement courses will increase by 15 10 percentage points annually.

## REFERENCE

## MANAGEMENT RESOURCES

ADOPTED

REVISED

CSBA DATE

TO: BOARD OF EDUCATION

DISCUSSION

02/26/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: SANTA MONICA HIGH SCHOOL REDESIGN - UPDATE/PRESENTATION

DISCUSSION ITEM NO. D.4

Samohi is officially in its first year of Redesign. After a year of brainstorming, debating, and planning, the six Houses are now up and running. Each House has spent its late start time getting to know students and developing promising instructional practices. Samohi is now tackling two projects: shaking the bugs out of the new organizational structure, and more importantly, changing course offerings in order to improve the integrity of the Houses for ninth and tenth graders next year. The presentation to the Board will summarize the successes and future work for Samohi and its Redesign.