

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

ACTION  
03/11/04

RECOMMENDATION NO. A.01

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

December 06, 2001

February 1, 2003

MOTION MADE BY:  
SECONDED BY:

STUDENT ADVISORY VOTE:  
AYES:  
NOES:  
ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR  
03/11/04  
FROM: JOHN E. DEASY/LINDA KAMINSKI Previously  
02/05/04, 02/26/04, 03/04/04  
RE: BOARD POLICY 0000 - VISION

RECOMMENDATION NO. A.02

It is recommended that the Board of Education revise Board Policy 0000: Mission, Vision and Beliefs.

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.

The policy was reviewed at two previous meetings. It is appropriate for the Board to take action on this item.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

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 (b)

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 rich, culturally diverse community that values the contributions of all its members by actively confronting institutionalized racism. 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 (c)

Beliefs

We believe in equality and access and equality of opportunity for all students.

We believe in a strategic plan created by our community to guide our work.

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

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 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 credentialed and classified staff 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 ACTION/MAJOR  
03/11/04  
FROM: JOHN E. DEASY/LINDA KAMINSKI Previously  
02/05/04, 02/26/04, 03/04/04  
RE: BOARD POLICY 0200 - GOALS

RECOMMENDATION NO. A.03

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

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.

The policy was reviewed at two previous meetings. It is appropriate for the Board to take action on this item.

MOTION MADE BY:  
SECONDED BY:

STUDENT ADVISORY VOTE:  
AYES:  
NOES:  
ABSTENTIONS:

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	

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 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 standards-based instructional program assessments 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 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 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 meet district benchmarks on the standardized Spanish language mathematics assessment.

### College Readiness

We will hold ourselves accountable for preparing both well represented and underrepresented students for UC/CSU eligibility by meeting the following goals:

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

The percentage of 11<sup>th</sup> and 12<sup>th</sup> grade students completing Advanced Placement courses will increase by 10 percent annually.

The percentage of 12<sup>th</sup> grade students completing the UC/CSU a-g requirements will increase by 10 percent annually.

### REFERENCE

### MANAGEMENT RESOURCES

ADOPTED

REVISED

CSBA DATE

TO: BOARD OF EDUCATION

ACTION/MAJOR

03/11/04

FROM: JOHN E. DEASY / JOSEPH N. QUARLES

RE: ADOPT JOB DESCRIPTION AND NEW POSITION: TECHNOLOGY  
SUPPORT ASSISTANT

RECOMMENDATION NO. A.04

It is recommended that the Board of Education approve the attached job description, creating the position of Technology Support Assistant, pursuant to Education Code 45109 and 45276, and Merit Rule 3.2.5 A.

COMMENT: In November, the District reached a tentative agreement with SEIU Local #660, making 2003-04 the final period of employment for all Special Services Employees and Independent Contractors performing Tech/Computer support services. The balance of 2003-04 was to serve as the period of transition from the use of Special Services Employees performing Tech/Computer support services to the use of employees in the classified service.

A committee consisting of District Administrative staff and SEIU representatives have met on a regular since basis since January to plan for the transition, and develop the attached job description for the Technology Support Assistant classification.

Merit Rule 3.2.5 A., says in part, "When the Board creates a new position it shall submit the duties officially assigned to the position, in writing to the Director of Classified Personnel... The Director of Classified personnel shall present recommendations to the Commission for action."

With Board approval, the Commission will complete the classification process, including verifying the qualifications, setting the salary level for the position, and notifying the Commission of its action. Following the Commission's approval, the recruitment and selection process will begin.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:



**CLASS TITLE:                   Technology Support Assistant**

**BASIC FUNCTION:**

Under general supervision, performs a variety of technical duties related to the support of technology in the school environment.

**REPRESENTATIVE DUTIES:**

Provide computer and peripheral installation, configuration, trouble-shooting and repair in classrooms, libraries, labs and office.

Setup and administration of file, mail, web and database services.

Setup and administration of network and computer-based security provisions and policies and ongoing monitoring and maintenance for virus, internet content protection.

Setup and administration of individual access accounts.

Perform security and virus monitoring and maintenance.

Assist in the operation of computers, local and network printers, file services and other related peripheral equipment (scanners, digital still and movie cameras, CD/DVD burners, video projectors, office equipment, etc.)

Assist with manufacturers' tech support and warranty issues.

Perform operating system installation and upgrades.

Maintain site technology inventory.

Provide reconfiguration of equipment at open and close of school year.

Coordinate donated equipment, organize technology resources and assist in district projects.

Attend all required training sessions and meetings.

Perform related duties as assigned.

**SUPERVISION:**

Supervision is received from the Director of Information Services or his or her designee.

**KNOWLEDGE and ABILITIES:**KNOWLEDGE OF:

- Equipment, procedures, supplies, materials and general principles related to personal computers.
- Knowledge of the Windows and MacIntosh operating systems.
- General operation procedures.
- Appropriate applications and utilities.
- Record-keeping and filing techniques.
- Record retrieval and storage systems.
- Software copyright laws.
- Installation of applications and operating system software.

ABILITY TO:

- Assist staff in the operation of a variety of personal computers and peripherals.
- Maintain accurate inventory records of supplies and equipment
- Solve abstract reasoning problems.
- Perform detailed work rapidly and accurately.
- Follow and provide clear oral and written instructions.
- Work independently and with general supervision.
- Establish and maintain cooperative and effective working relationships with others.
- Troubleshoot and repair basic system malfunctions and maintain system operation.

**EDUCATION AND EXPERIENCE:**

Graduation from high school supplemented by college-level course work in computer use and repair or related field and two years experience supporting a variety of personal computers and peripheral devices.

**WORKING CONDITIONS:**ENVIRONMENT:

School campus (classrooms, offices, labs and libraries)  
Work under constant interruption

PHYSICAL ABILITIES:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; lifting and moving moderately heavy equipment; bending at the waist, kneeling or crouching.

HAZARDS:

Extended viewing of computer monitor.

REQUIRED:

Personal Transportation  
Valid California Driver License

TO: BOARD OF EDUCATION

ACTION/MAJOR

3/11/04

FROM: SUPERINTENDENT/KENNETH R. BAILEY/BETH CONNORS

RE: ACCEPT 2002-03 FINANCIAL AUDIT

RECOMMENDATION NO. A.05

It is recommended that the Board of Education accept the 2002-03 Financial Audit and approve the administrative responses to the "Findings" and "Recommendations" as contained in the audit.

COMMENTS: The 2002-03 financial audit has been completed by Roy J. Blair, CPA. The Board of Education has received copies of the audit and an information copy of the audit is available for public review in the Office of the Chief Financial Officer

A section of the audit report contains a series of "Findings" and "Recommendations" and "District Responses" for Board consideration.

Mr. Blair will be available at the meeting to answer questions.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION  
FROM: SUPERINTENDENT/KENNETH R. BAILEY  
RE: APPROVE 2003-04 SECOND INTERIM REPORT

ACTION/MAJOR  
03/11/04

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve the 2003-04 Second Interim Report.

COMMENTS: The Board of Education adopted the 2003-04 Budget on June 27, 2003, and subsequently revised the original budget in the First Interim Report of October 31, 2003, and they were approved by the Los Angeles County Office of Education (LACOE).

Since the approval of the First Interim Report, changing conditions have necessitated adjusting the District budget. All of the expenditure and revenue changes previously approved by the Board or proposed for approval at this time are identified in the Second Interim Report through January 31, 2004 actuals.

The summary pages of the District's General Fund are included as part of this document. A narrative of the District's current fiscal status and projections for the 2004-05 and the 2005-06 fiscal years will be available in a Powerpoint report to be presented at the Board Meeting. The complete Second Interim Report is internally numbered and is attached to this Board Agenda as "Attachment A".

MOTION MADE BY:  
SECONDED BY:

STUDENT ADVISORY VOTE:  
AYES:  
NOES:  
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/MAJOR

03/11/04

FROM: JOHN E. DEASY/JOSEPH N. QUARLES/KATHY SCOTT

RE: ADOPT AMENDED RESOLUTION NO. 03-10: REDUCTION OR DISCONTINUANCE OF PARTICULAR KINDS OF SERVICES WITH DIRECTION TO NOTIFY AFFECTED EMPLOYEES OF RECOMMENDATION OF LAYOFF; ESTABLISHING ORDER OF SENIORITY ("TIE-BREAKING CRITERIA"); AND RELATED ACTIONS

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve amended Resolution 03-10 for the reduction or discontinuance of particular kinds of services as indicated on the Resolution, effective June, 2004.

COMMENT: The Superintendent of Santa Monica-Malibu Unified School District recommends to the Governing Board that the employees effected by the reductions listed on the attached Resolution 03-10 not be reemployed for the 2004-2005 school year and that the Board give notice as required by Education Code Sections 44949 and 44955 that their services will not be required.

Resolution No. 03-10, adopted at the March 4, 2004 meeting, is amended to include known attrition, reassignments, non-reelections, etc.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE: N/A

AYES:

NOES:

ABSTENTIONS:

**BEFORE THE BOARD OF EDUCATION OF THE  
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
COUNTY OF LOS ANGELES, STATE OF CALIFORNIA**

**RESOLUTION NO 03-10.  
AMENDED**

**REDUCTION OR DISCONTINUANCE OF PARTICULAR KINDS OF SERVICE**

**WHEREAS**, pursuant to Education Code Section 44955, it is the opinion of this Board that it has become necessary to reduce or discontinue particular kinds of service; and

**WHEREAS**, this Board does not desire to reduce the services of permanent certificated employees based upon a reduction of average daily attendance during the past two years; and

**WHEREAS**, it is the opinion of this Board that the following kinds of services be reduced or discontinued for the 2004-2005 school year:

Particular Kinds of Services and Full-Time Equivalents

1.	Woodshop	.2 FTE
2.	Art	2.0 FTE
3.	ESL	1.0 FTE
4.	Elementary	14.0 FTE
5.	English	8.0 FTE
6.	Industrial Technology	.5 FTE
7.	Music	1.2 FTE
8.	P.E.	4.0 FTE
9.	Spanish	2.0 FTE
10.	French	1.0 FTE
11.	Japanese	1.0 FTE
12.	Math	6.4 FTE

TOTAL SERVICES REDUCED = 41.3 FTE

**WHEREAS**, it is the opinion of this Board that it is necessary by reason of the aforementioned reductions and discontinuances of service to decrease the number of certificated employees by the equivalent of 41.3 FTE employees for the 2004-2005 school year.

**WHEREAS**, in determining the service to be reduced, the Board of Education has considered all assured and/or attrition known as of the time of this Resolution, and the reductions set forth above are in addition to any known and assured attrition;

**WHEREAS**, the District currently employs various persons serving in certificated positions serving solely pursuant to and possessing only emergency permits (sometimes also referred to as "emergency credentials;" Education Code Section 44300 et. seq.);

**WHEREAS**, the time served by employees serving in certificated staffing positions pursuant to, and possessing only emergency permits cannot be included in computing the service required as a prerequisite to attainment of or eligibility to classification as a permanent employee, and such employees therefore are non-probationary and non-permanent employees pursuant to Education Code Section 44911 and administrative interpretations;

**WHEREAS**, it is the Board's belief that individuals employed solely pursuant to emergency permits are not entitled to the rights of a probationary or permanent certificated employees within the layoff process and therefore they have been non-reelected by Resolution No. 03-10.

**WHEREAS**, due to the legal uncertainty as to whether employees possessing solely emergency permits serving in the particular kind of service being reduced are entitled to be included in the layoff process, the Board has determined to, as a precaution, give said employees the same type of layoff notices as would be provided to probationary or permanent certificated employees despite the fact that said employees have no probationary seniority;

**WHEREAS**, the Education Code requires that various actions be taken and notices be forwarded no later than March 15<sup>th</sup> of each school year regarding layoffs of certificated personnel resulting from reductions of particular kinds of service;

**NOW, THEREFORE, BE IT RESOLVED**, by the Board of Education of the Santa Monica-Malibu Unified School District, that for the 2004-2005 school year, the particular kinds of services to be provided by said District shall be and hereby are reduced to the extent hereinabove set forth.

**BE IT FURTHER RESOLVED** that due to the reduction or discontinuance of particular kinds of services, the legal number of employees of the District, pursuant to Education Code Section 44955, not be reemployed for the 2004-2005 school year.

**BE IT FURTHER RESOLVED** that the Superintendent, or his designee, is directed to give Notice of Recommendation Not to Reemploy, in accordance with the provisions of Section 44949 and 44955 of the Education Code, to the number of certificated employees allowed pursuant to Education Code Section 44955.

**BE IT FURTHER RESOLVED** that the Superintendent, or his designee, is delegated the authority to take all actions necessary and proper to the accomplishment of the purposes of this Resolution.

The foregoing Resolution was adopted by the Board of Education of the Santa Monica-Malibu Unified School District on the 11th day of March, 2004 by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Jose Escarce, President, Board of Education  
Santa Monica-Malibu Unified School District

I, John E. Deasy, Secretary of the Board of Education of the Santa Monica-Malibu Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Education at its Regular Board Meeting held on March 11, 2004.

\_\_\_\_\_  
John E. Deasy, Secretary  
Board of Education  
Santa Monica-Malibu Unified School District

TO: BOARD OF EDUCATION

ACTION/MAJOR  
03/11/04

FROM: JOHN E. DEASY/JOSEPH QUARLES/KATHY SCOTT

RE: ADOPT RESOLUTION NO. 03-13: RELEASE AND REASSIGNMENT OF  
CERTIFICATED ADMINISTRATORS

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve attached Resolution No. 03-13, reassigning the listed certificated administrators at the end of the 2003-04 school year pursuant to Education Code 44951.

COMMENT: The Superintendent of the Santa Monica-Malibu Unified School District recommends to the governing Board that the Certificated administrative employees listed in the resolution be reassigned for the 2004-05 school years. This decision was made on an individual by individual basis. This matter will be discussed in Closed Session.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE: N/A

AYES:

NOES:

ABSTENTIONS:



**CERTIFICATED ADMINISTRATORS  
RELEASE AND REASSIGNMENT**

**RESOLUTION NO. 03-13**

**BE IT RESOLVED** that the Board of Education has determined that the certificated employees listed below shall be released from their administrative positions and reassigned at the end of the 2003-04 school year, and that the Superintendent and/or his designee is hereby authorized to give written notice of this action pursuant to Education Code section 44951:

96-7862

56-1443

46-9037

**APPROVED and ADOPTED** this 11<sup>th</sup> day of March, 2004, by the Board of Education of the Santa Monica-Malibu Unified School District.

\_\_\_\_\_  
Jose Escarce, President

\_\_\_\_\_  
Mike Jordan, Member

\_\_\_\_\_  
Emily Bloomfield, Vice President

\_\_\_\_\_  
Maria Leon-Vazquez, Member

\_\_\_\_\_  
Julia Brownley, Member

\_\_\_\_\_  
Shane McLoud, Member

\_\_\_\_\_  
Oscar de la Torre, Member

TO: BOARD OF EDUCATION

DISCUSSION

03/11/04

FROM: JOHN E. DEASY/KENNETH BAILEY/ORLANDO GRIEGO

RE: FOOD AND NUTRITION SERVICES

DISCUSSION ITEM NO. D.1

At the February 8, 2004 meeting, School Board Members requested information regarding Food and Nutrition Service's operations.

The mission of the Food and Nutrition Services Department is to provide high quality, nutritious food to the students of Santa Monica-Malibu Unified School District on a self-sustaining basis. To that end, Food and Nutrition Services staff have implemented a number of programs including the nationally recognized Farmers' Market Salad Bar Program. Each program strives to satisfy the needs of the customers while ensuring compliance of local, State and Federal regulations.

Prior to the 2003/04 school year, it was determined that all ala carte prices would be increased. For your information the majority of ala carte sales take place in the secondary schools with a limited amount in some of the elementary sites.

Food and Nutrition Services regularly seeks out new items, especially healthy items, that can be offered to students. Prior to introduction, Food and Nutrition Services tests a majority of all new products either with staff and/or with students. This is typical of most school food service departments.

Finally, with regard to pricing of meals, program regulations require all complete meals whether hot or cold, to be priced the same depending on whether the meal is served in our elementary or secondary schools.

The Food and Nutrition Services Department is actively looking into new products, innovative ways to encourage students to make healthy selections and to do so on a self sustaining basis. Each member of the staff supports the mission of ensuring that our students be offered healthy food items that will provide the required fuel for learning in the classroom.

TO: BOARD OF EDUCATION

DISCUSSION

03/11/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: PROPOSED POLICY 3290 - ACCEPTANCE OF GIFTS  
NEXT STEPS

Previously

01/22/04

02/05/04, 02/19/04. 02/26/04

DISCUSSION ITEM NO. D.2

Following the Board's discussion of the proposed changes to the district's gift policy at the meeting of February 26, 2004, the superintendent has prepared the attached memorandum based on direction by the Board of Education.

It is recommended that the Board of Education discuss each component of the proposed policy as outlined.

## SANTA MONICA-MALIBU UNIFIED SCHOOLS

TO:	BOARD OF EDUCATION
FROM:	JOHN E. DEASY, SUPERINTENDENT
SUBJECT:	GIFT POLICY/NEXT STEPS
DATE:	MARCH 4, 2004

This memorandum is designed to outline the next steps in our work on proposed policy 3290. I will delineate the major areas for which staff needs direction in writing the fine points of both the policy and administrative regulation. I will also suggest a course for each step yet to be resolved, and also provide as much data as possible for you to examine as you make the necessary decisions.

It may be helpful to frame the major issues remaining to be resolved as the following:

- 1.) The collection mechanism
- 2.) The administration of the policy and equity fund
- 3.) The distribution mechanism
- 4.) A process to obtain community assistance in constructing the working details of the policy and administrative regulation.

I will begin with the last framing issue first.

### **I. Community Assistance**

#### **i. Ad Hoc Committee**

I propose that we establish an Ad Hoc working group to assist the Board and the administration. The general purpose of such a group would be to help the Board construct the finer points of the administrative regulations and to offer opinion on policy points when asked. The group should be able to meet rather frequently during the next few months and be of a size that will allow a diversity of opinion yet being able to complete the work. I suggest that we ask for a representative from each of the school/sites that will contribute to the equity fund and the principal/director from each site. The superintendent's office will facilitate the organization and specifics of the working group. I suggest Jeanne Wells be the liaison to this group. I think the PTA is the best body to use in soliciting membership to the working committee. The committee should form as soon as possible and report regularly to the Board. In addition, a representative from our Santa Monica-Malibu Education Foundation should also be on the committee. The Board may want to seek additional membership from your financial oversight committee. I suggest the working group form and meet before March 20, 2004.

## **II. The Collection Mechanism**

### **i. Collection Formula**

This issue falls into two previously suggested recommendations. Before suggesting a direction, let's examine two methodologies prior to a recommendation on a formula.

The first methodology is to use a straightforward 'flat contribution' formula. An example of this was the 15% of all contributions made to a site/school. Any organization, which either donates or purchases service/product for a school/site, would be affected. The Board accepts all such contributions with the understanding that 15% of the total contributions made would be placed in the equity fund.

A second methodology involves the same legal principle in that the Board accepts all contributions made to or on behalf of a site/school with the understanding that a percentage of the contribution is placed in the equity fund. The exact amount of the contribution would depend on the total amount of gift giving at any site/school over a year. As the amount increases, the amount of the contribution to the Equity Fund would decrease to a point (an amount to be determined by you) where no contribution would be made on any gifts above that point. This so called sliding scale methodology was outlined in the second revision of the policy presented.

Given these two options, I suggest that you consider the simplest form, the flat contribution rate of 15%.

### **ii. Additional Monies for Consideration for Contribution**

I suggest that you include in your final policy the expectation that grants and gifts made to the district at-large also be subjected to your contribution formula. Specifically, I recommend that you apply the collection formula to a portion of the monies given to the school district by our 2 cities. As a specific recommendation, I suggest you apply the formula to any amount of funds given above the current contracted agreement amount in our Santa Monica JUA (\$3,000,000) and any amount given above our current Malibu JUA (approx. \$320,000).

### **iii. Additional Considerations for Collection**

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

level of gift/fundraising.

### **III. The Administration of the Fund**

#### **i. The Equity Fund Administration**

The Board should provide direction as to the entity that will administer the fund collection and distribution. In speaking with a number of possible candidates including: local banks, institutions of higher learning, municipal officers and businesses, after thoughtful consideration, I suggest the Board ask and use our local Education Foundation for this work. They have a long history of such work, a flawless track record of administration, and a current keen insight into both fundraising and our communities.

The duties of this organization should include the collection of funds, the distribution of funds, and the public reporting (through an audit) of the year's activities in the fund. In addition, the organization would also be responsible for the collection of all voluntary funds given to the Equity Fund.

A board of directors should be established to oversee the Equity Funds and its activities. The School Board should seek membership and outline responsibilities for this board. Among the responsibilities the members of the Equity Fund Board should include the following:

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

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

### **IV. The Distribution of the Funds**

#### **i. Distribution Mechanism**

The next set of considerations needs to center on the distribution of Equity Funds. I suggest the School Board make several decisions in order to guide staff.

First is the formula. I have suggested a formula that takes into account a number of impacting factors on a school. These are: socio-economic status, language acquisition, number of severely handicapped students, population size, and the academic performance of the student body. I suggest you adopt this formula and monitor its effects regularly.

Second are any exemptions made during the collection phase, which would negate these funds from being distributed. I have suggested a list of those activities in previous policy drafts. I suggest you adopt this list and monitor this situation during the year.

Third is the use and locus of control of decision-making for the expenditures made from the Equity Fund. Making decisions about expenditures requires both a very local and very broad perspective simultaneously. You should not consider both as competing forces in this decision. As much as possible we believe that the decisions are made as close to the classroom as possible when dealing with school site expenditures. That being said, I suggest you decide that a portion of the equity fund be used for district-wide programs designed to support activities to achieve our mission. With this in mind, I offer the following framework for these decisions. Funds should only be expended by either schools or the district for the following activities:

- 1.) Enhance the degree of equity in our district within enrichment/advancement programs (this deals with the equity of advantage issues)
- 2.) Intervention and supplemental support programs (this deals with the equity of opportunity issues)
- 3.) District-wide intervention or acceleration programs (this deals with community-wide equity of acquisition issues)

It is also important to explicitly state prohibitions in spending from the Equity Fund. Several of these have been suggested in previous policy drafts. I suggest you finalize a set of these as guidelines, noting that individual exceptions are bound to arise and will be dealt with on a case-by-case basis.

It should be expected that over time, and on a yearly basis contributions to the voluntary side of the fund would fluctuate dramatically. In order to avoid a feast/famine cycle (like the State of California) The School Board should include in your policy the yearly decision on the amount of funds from the voluntary contributions you will redistribute. Even growth should be your aim. In addition, I believe that you should expect the Equity Fund to hold enough money in any given year to achieve all of the possibilities outlined above.

## **ii. Other Considerations**

A number of considerations have been offered in providing suggestions for enhancing fundraising, creating incentives for the Equity Fund, and for district-wide equality of increased fundraising. Among these have been suggestions for creating a two tier Equity Fund, one being voluntary and the other being mandatory. By establishing some preset target in the voluntary component of the fund, it would trigger the negation of collections to the mandatory component of the fund. I suggest you define a direction on this idea, so that staff may make specific recommendations.

Another suggestion has been the establishment of criteria a site/school would need to meet in order to receive distributions from the Equity Fund; specifically, setting an increased threshold of local fundraising as a target that would trigger the disbursement of funds. An example would be the use of a three-year rolling average of fundraising, and then establishing a percentage increase required to receive funds each year.

Both have merits and drawbacks. Staff would offer research and recommendations, if the School Board provides direction.