

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

ACTION
11/20/03

RECOMMENDATION NO. A.01

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

May 17, 2001
June 14, 2001

November 6, 2003

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/20/03

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
Orlando Griego Nov 3, 2003-Mar 1, 2004 Cost: Not to exceed \$47,740	To provide supervision & evaluate the performance of staff. Plan, organize & direct the Food Service Program, develop and prepare the annual preliminary budget, direct the accounting, functions for the cafeterias, plan, prepare and review menus	Food Services	Food & Nutrition 13-531000-0-00000-37000-5802-057-2570
Santa Monica Academy of Music, Jessica Spike Gravelle Sept 11, 2003-June 30, 2004 Cost: Not to exceed \$6,000	To provide vocal music instruction to 4th and 5th grade students who are not involved in the instrumental music program at Will Rogers Elementary and Kindergarten through third at Edison	Ed Services	Arts Partnership Funds 01-70180-0-17100-10000-5802-035-1300

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION
11/20/03

FROM: SUPERINTENDENT

RE: OVERNIGHT FIELD TRIP (S) 2003-04

RECOMMENDATION NO. 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 Dates</u>	<u>Principal</u>	<u>Cost / Paid</u>	<u>Subject</u>	<u>Purpose of Trip</u>
Samohi Grades 9-12	Santa Cruz 12/04/03 to 12/06/03	Catherine Baxter Joni Swenson	\$100 paid for by parents and PTA Gift Fund	Humanities	To visit the University of Santa Cruz CODA California
Samohi 12 students Grades 11-12	Bakersfield Trade Fair Competition	Teri Jones Mary Kay McCray	\$60 per student paid for by LA County ROP funds and fund raising	ROP entrepreneurship Course, Virtual Enterprise	To attend a trade show to promote the students' on-line virtual business - competition with 120 other student businesses.
Edison Grade 5	Catalina Island 2/25/04 to 2/27/03	Ernesto Leon Tom Boyd	\$200 per student paid for by parents and fundraisers	Science	To culminate the 5th grade experience and initiate students into the science program at John Adams
Grant Grade 5	Camp Hess-Kramer 2/17/04 to 2/20/04	Alan Friedenberg Susan Croft	\$150 per student paid for by parents and PTA	Science	A four day science enrichment program offered to 5th graders will include an array of science classes, daily hikes, evening activities and environmental discussions. This camp is offered thru the Los Angeles County of Education
Malibu High Grade 6	Astro Camp 3/8/04 to 3/10/04	Mike Matthews Mr. Eicks	\$225 per student paid for by parents	Science	Science enrichment

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION
11/20/03

FROM: SUPERINTENDENT

RE: BASIC/SUPPLEMENTAL TEXTBOOKS 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.

PLAINSONG, written by Arundhati Roy, English 11 AP, Adoption requested by Meredith Louria at Samohi.

THE GOD OF SMALL THINGS, written by Arundhati Roy, English 11 AP, Adoption requested by Meredith Louria at Samohi.

MAURICE, written by E.M. Forster, English 11 AP, Adoption requested by Meredith Louria at Samohi.

THE PACT, written by Drs. Sampson Davis, George Jenkins, and Rameck Hunt with Lisa Frazier page, AVID, grades 9 and 10, Adoption requested by Veronica Garcia Hecht

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/20/03

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: ACCEPTANCE OF GIFTS - 2003-04

RECOMMENDATION NO. A.05

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$63,366.57 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 \$63,172.18, 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 11-20gif.pdf

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/20/03

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>ARNELLO, Gina</u> Special Education 01-65000-0-50010-21000-5220- 043-1400 General Fund - Resource: Special Education	Journey to Solutions Pasadena, CA November 15 - 16, 2003	\$180 + SUB
<u>DEASY, John</u> Superintendent 01-00000-0-00000-72000-5220- 020-1200 General Fund - Function: Other Genl. Admin.	American Assn. of School Administrators San Francisco, CA February 19 - 22, 2004	\$1,481
<u>DRYMON, Cheryl</u> Child Development Serv. 12-00000-0-85000-10000-5220- 070-2700 Child Dev. Fund - Function: Instruction	Mother Read/Father Read Los Angeles, CA November 18 - 21, 2003	\$350
<u>TEPLIN, Amy</u> State & Federal Projects 01-30100-0-11100-10000-5220- 035-1300 General Fund - Resource: Title I	Vocabulary Prep vs. Vocabulary Decoration Across Curricula Alhambra, CA November 12, 2003	\$200

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
Adjustments (Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
NONE		
Group Conference and Travel: In-State * a complete list of conference participants is on file in the Department of Fiscal Services		
<u>KELLY, Mark</u> + 3 Additional Staff Santa Monica High 01-58100-0-11100-10000-5220- 015-4150 General Fund - Resource: Other Federal	Smaller Learning Communities Portland, OR December 7 - 10, 2003	\$3,200 total + 1 SUB
Out-of-State Conferences: Individual		
<u>STRAUS, Ilene</u> Santa Monica High 01-58100-0-11100-10000-5220- 015-4150 General Fund - Resource: Other Federal	Small Schools Study Tour New York, NY November 30 - December 5, 2003	\$3,000
Out-of-State Conferences: Group		
NONE		

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/20/03

FROM: KENNETH R. BAILEY/ VIRGINIA I.HYATT

RE: APPROVAL OF PURCHASE ORDERS

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from October 30, 2003 through November 12, 2003 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 ACTION/CONSENT
11/20/03
FROM: JOHN E. DEASY/KENNETH R. BAILEY/BETH CONNORS
RE: ADOPT RESOLUTION 03-07 - GANN AMENDMENT

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the attached resolution.

COMMENT: Under the Gann Initiative which was passed in 1979 by the State electorate, all agencies of the State must calculate an appropriations limit which cannot be exceeded on a year-to-year basis. The formula for the calculation is statutorily set. The worksheets are attached. (The attachments will appear in the printed copy of the agenda; however, they are not available for electronic transfer.)

This limit is calculated annually. The statute provides that any excess be returned to the local taxpayers.

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

RESOLUTION NO.03-07

DISTRICT APPROPRIATIONS LIMITS FOR 2002-03
AND PROJECTED LIMITS FOR 2003-04

WHEREAS, in November of 1979, the California Electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriations limitations, commonly called "Gann Limits", for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann Limit for the 2002-03 fiscal year and a projected Gann Limit for the 2003-04 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2002-03 and 2003-04 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2002-03 and 2003-04 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provide copies of this Resolution along with the appropriate attachments to interested citizens of this District.

Passed and adopted by the Board of Education of the Santa Monica-Malibu Unified School District, Los Angeles County, State of California, this 20th day of November, 2003.

JOHN E. DEASY
Superintendent and Secretary
to the Board of Education

TO: BOARD OF EDUCATION

CONSENT/ACTION

11/06/03

FROM: SUPERINTENDENT/JOSEPH N. QUARLES

RE: CERTIFICATED PERSONNEL - Elections, Separations

RECOMMENDATION NO. A.09

ELECTIONS

ADDITIONAL ASSIGNMENTS

LINCOLN MIDDLE SCHOOL

Johnston, Roe	92 hrs @\$58.31	8/29/03-6/18/04	<u>Own Hrly/\$5365</u>
		TOTAL OWN HOURLY	\$5,365

Comment: Extra ½ sixth period
01-Unrestricted Resource

Gross, Stephanie	162 hrs @\$52.20	9/30/03-6/18/04	<u>Own Hrly/\$8456</u>
Stauffer, Nathaniel	145 hrs @\$37.34	10/22/03-6/18/04	<u>Own Hrly/\$5414</u>
		TOTAL OWN HOURLY	\$13,870

Comment: Extra sixth period
01-Unrestricted Resource

SANTA MONICA HIGH SCHOOL

Everett, Marie	46 days @\$459.69	10/15/03-12/19/03	<u>Own Daily/\$21,146</u>
		TOTAL OWN DAILY	\$21,146

Comment: Substitute House "H" Principal
01-Unrestricted Resource

Irwin, Sanford	190 hrs @\$35.60	9/3/03-1/21/04	<u>Est Hrly/6764</u>
		TOTAL ESTABLISHED HOURLY	\$6,764

Ernst, Anne	28 hrs @\$35.60	10/03-6/04	<u>Est Hrly/\$1000</u>
		TOTAL ESTABLISHED HOURLY	\$1,000

Comment: CPR/First Aid Instructor
01-Reimbursed by ASB

Gleason, Beverly	40 hrs @\$35.60	9/01/03-6/30/04	<u>Est Hrly\$1424</u>
		TOTAL ESTABLISHED HOURLY	\$1,424

Comment: Math Placement Testing
01-Gifts

Garcia-Hecht, Veronica	7 hrs @\$35.60	6/03-7/04	<u>Est Hrly/\$250</u>
		TOTAL ESTABLISHED HOURLY	\$250

Comment: Athletic Support Staff
01-Reimbursed by ASB

Acosta, George	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>
Bates, Abigail	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>
Chambers, Amber	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>
Danesi, Dana	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>
DeLaCruz, Gilda	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>
Demorst, Wendy	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>
Farrell, Sally	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>
Fella, Annamarie	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>
Fuchs, Frank	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>
Gleason, Beverly	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>
Gonzalez, Alicia	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>

Herrera, David	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Jones, Jeff	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Kurtz-Nicholl, Jesse	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Lopez, Gilbert	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Louria, Meredith	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Luong, Theresa	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Marek, Celia	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
McGee, Richard	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Mintz, David	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Petz, Susan	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Powers, Andrew	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Ragsdale, Steve	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Reichle, Tisha	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Serratore, Rosa	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Stevens, Maria	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Sugarman, Amariah	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Thun, Charles	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Trundle, Al	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Wells, Leslie	3.5 hrs @\$35.60	10/18/03	Est Hrly/\$125
Wrabel, Carol	3.5 hrs @\$35.60	10/18/03	<u>Est Hrly/\$125</u>
			TOTAL ESTABLISHED HOURLY \$3,875

Comment: PSAT Test Administration
01-Reimbursed by ASB

Flanders, Matthew	61 hrs @\$35.60	7/03-6/04	<u>Est Hrly/\$2175</u>
			TOTAL ESTABLISHED HOURLY \$2,175

Comment: Coach-Water Polo
01-Reimbursed by ASB

Trundle, Al	61 hrs @\$35.60	9/03-10/03	<u>Est Hrly/\$2175</u>
			TOTAL ESTABLISHED HOURLY \$2,175

Comment: Coach-Water Polo
01-Reimbursed by ASB

EXTENDED DUTY UNITS

<u>LOCATION</u>	<u>RATE</u>	<u>ACTIVITY</u>	<u>EFFECTIVE</u>	<u>TOTAL</u>
<u>SANTA MONICA HIGH SCHOOL</u>				
Barraza, Pete	12 units @\$224	Asst Girls VB	Fall 03/04	\$2688
Burnett, Michael	13 units @\$224	Head, Football	Fall 03/04	\$2912
Cady, Patrick	13 units @\$224	Head Cross Cntry	Fall 03/04	\$2912
Fischer, Tania	12 units @\$224	Asst Cross Cntry	Fall 03/04	\$2688
Flanders, Matthew	13 units @\$224	Boys Water Polo	Fall 03/04	\$2912
Sato, Liane	13 units @\$224	Head Girls VB	Fall 03/04	\$2912
Verdugo, Marty	13 units @\$224	Head, Golf	Fall 03/04	\$2912
Cuda, Conrad	12 units @\$224	Asst Football	Fall 03/04	\$2688
Cuda, Zachary	12 units @\$224	Asst Football	Fall 03/04	<u>\$2688</u>
TOTAL EXTENDED DUTY UNITS				\$25,312
01-Unrestricted Resource				

**TOTAL ESTABLISHED HOURLY, OWN HOURLY, OWN DAILY and
EXTENDED DUTY UNITS = \$83,356**

SUBSTITUTES

EFFECTIVE

REGULAR DAY-TO DAY

(@\$120 Daily Rate)

Blair, Paul	10/24/03
Brown, Juliann	10/24/03
Busch, Laura	10/24/03
Contreras, Omar	10/24/03
Culp, Lauren	10/24/03
Dunn, Kevin	10/16/03
Gaur, Smriti	10/16/03
Gleason, Tania	10/24/03
Haskell, Amanda	10/24/03
Hudson, Nikki	10/29/03
Jackson, Akesa	10/13/03
Janda, Brandi	10/29/03
Johnston, Kimberlee	10/24/03
Jones, Sabrina	10/29/03
Kashef, Niku	11/03/03
Kerze, Isaac	10/23/03
Klein, Judy	11/03/03
Klocki, Karen	11/03/03
Malfer, Warren	11/03/03
Metz, Jeneen	10/29/03
Mutch, Stephanie	11/04/03
Nimoy, Adam	10/23/03
O'Connor, Shelley	11/06/03
Pardridge, Michael	11/03/03
Pearl, Brandon	10/29/03
Richardson, Darla	11/05/03
Ross, Dale	11/04/03
Sawaya, Miguel	11/04/03
Sias, Jeremy	11/04/03
Smith, Elizabeth	10/24/03
Sturtz, Jennifer	10/29/03
Willis, Jan	10/29/03
Yazoy, Shahla	11/03/03
Zagor, Maura	10/29/03

LONG TERM SUBSTITUTE

(@\$184 Daily Rate)

Jackson, Akeba	11/3/03-6/18/04
Tolentino, Aimee	11/3/03

PREFERED SUBSTITUTE

(@\$142 Daily Rate)

Gesell, Gretchen	11/6/03
Wickham-Foxwell, Sharon	10/15/03

CHANGE IN ASSIGNMENT

Name/Assignment

Location

Effective

Heyler, Susan 8/29/03-6/30/04

Malibu

From: RSP

To: Teacher on Special Assignment
Transition Program

Hovest, Christine 8/29/03
 Pt Dume Marine Science
From: McKinley/Miller Unruh
To: Pt Dume Marine Science/2nd Grade

PROBATIONARY CONTRACTS

Name/Assignment <u>Location</u>	Not to <u>Exceed</u>	<u>Effective</u>
Ahmadi, Parisa John Adams MS/Math	100%	11/4/03
Wintner, Lisa Malibu HS/ELL-ELD	100%	10/21/03

TEMPORARY CONTRACTS

Name/Assignment <u>Location</u>	Not to <u>Exceed</u>	<u>Effective</u>
Davidson, Martha Malibu/RSP	100%	11/4/03-6/18/04
Gheewala, Mehram CDS/Franklin	50%	10/1/03-6/18/04

REDUCED WORKLOAD

Name/Assignment <u>Location</u>	<u>Effective</u>
Rosten, Anne Contracted Substitute and Special Projects As Needed Personnel, Certificated Human Resources	8/29/03-6/18/04

LEAVES OF ABSENCE (with pay)

Name/Assignment <u>Location</u>	<u>Effective</u>
Armfield, Gina Pt Dume Marine Science	11/03/03-1/1/04 [medical]
Dew, Stephanie SAMOHI	10/29/03-11/12/03 [medical]
Elgart, Candice Special Education	10/16/03-further notice from doctor [medical]
Decray-Kleiser, Yvette Will Rogers Elementary	11/5/03-12/17/03 [maternity]
Gonzalez, Irene Ed Services	9/29/03-12/8/03 [maternity] [revised dates]
McCracken, Jerry Lynn Lincoln MS	10/27/03-3/22/04 [maternity]
Mendelson, Karen Roosevelt Elementary	10/3/03-3/9/04 [maternity]
Nico, Adalgisa John Muir Elementary	10/16/03-11/10/03 [medical]

LEAVES OF ABSENCE (without pay)

<u>Name/Assignment</u>	<u>Effective</u>
<u>Location</u> McCracken, Jerry Lynn Lincoln MS	3/23/04-4/1/04 [child care]

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
11-20-03

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

BAUTISTA, GLORIA	INST ASST - SPECIAL ED 5.0 HRS/SY MCKINLEY RANGE: 20 STEP: 01	10-28-03
BIGLOW, LAURIE	INST ASST - SPECIAL ED 5.05 HRS/SY PT.DUME RANGE: 20 STEP: 04	10-02-03
EDWARDS, SUZANNE	INST ASST - CLASSROOM 3.0 HRS/SY ROGERS RANGE: 18 STEP: 01	10-22-03
KAMKAR, VIDA	ADMINISTRATIVE ASSISTANT 8.0 HRS/10+10 MCKINLEY RANGE: 29 STEP: 01	10-22-03
PROANO, CHRYSTA	INST ASST - CLASSROOM 3.0 HRS/SY PT.DUME RANGE: 18 STEP: 01	10-08-03
REINHARD, JUDITH	SR OFFICE SPECIALIST 8.0 HRS/10 MALIBU RANGE: 25 STEP: 01	10-22-03
RYAN, CALIFORNIA	INST ASST - CLASSROOM 3.0 HRS/SY PT.DUME RANGE: 18 STEP: 01	10-27-03
TORGERSON, SUSAN	INST ASST - SPECIAL ED 5.0 HRS/SY WEBSTER RANGE: 20 STEP: 04	10-02-03

REINSTATEMENT

LARIOS,
KATY SR OFFICE SPECIALIST (BIL) 10-15-03
8.0 HRS/12 CDS
RANGE: 25 STEP: 4

STIPEND OF \$250.00 FOR SELLING TICKETS - FOOTBALL GAME

EMHARDT,
JANA SR OFFICE SPECIALIST 07-01-03
SAMOHI 06-30-04

MCGEE,
LESLIE ADMINISTRATIVE ASSISTANT 07-01-03
SAMOHI 06-30-04

STIPEND OF \$125.00 FOR P.S.A.T TEST PROCTOR

HERNANDEZ,
JUAN STUDENT OUTREACH SPECIALIST 10-18-03
SAMOHI 10-18-03

SATO,
NAOMI INST ASST - CLASSROOM 10-18-03
SAMOHI 10-18-03

SLAWTER,
MARY SR OFFICE SPECIALIST 10-18-03
SAMOHI 10-18-03

TYLER,
TIFFANY STUDENT OUTREACH SPECIALIST 10-18-03
SAMOHI 10-18-03

WASHINGTON,
CHANEE SR OFFICE SPECIALIST 10-18-03
SAMOHI 10-18-03

WORKING OUT OF CLASS

BAXTER-LAM,
BEATRICE JOB DEVELOPMENT/PLACE SPEC 09-01-03
5.0 HRS/SY SPECIAL ED 01-02-04
FR: INST ASST - SPECIAL ED

CHAVEZ,
DENNIS GLAZIER 11-03-03
8.0 HRS/12 MAINTENANCE 12-03-03
FR: SKILLED MAINT WORKER

PEREZ,
MARIA CAFETERIA WORKER II 10-20-03
4.0 HRS/SY WEBSTER 01-20-04
FR: CAFETERIA WORKER I

VOLUNTARY REDUCTION IN ASSIGNMENT

ELLIOTT,
EUGENE INST ASST - SPECIAL ED 10-20-03
4.5 HRS/SY MCKINLEY
FR: 6.0 HRS/SY

INCREASE IN ASSIGNMENT

ADAMS, MELISSA	INST ASST - SPECIAL ED 5.0 HRS/SY WEBSTER FR: 4.0 HRS/SY	09-03-03
GILKISON, JESSICA	INST ASST - CLASSROOM 6.0 HRS/SY MCKINLEY FR: 3.0 HRS/SY	10-06-03
PURSELL, ROBIN	INST ASST - SPECIAL ED 6.0 HRS/SY LINCOLN FR: 5.0 HRS/SY	10-20-03 12-31-03
RIDLEY, LATRESSE	INST ASST - SPECIAL ED 6.0 HRS/SY MCKINLEY FR: 4.5 HRS/SY	10-20-03
THOMAS, MARJORIE	CHILDREN CENTER ASSISTANT 3.5 HRS/SY CDS FR: 3.0 HRS/SY	11-03-03

SUBSTITUTE

BROWN, KIMBERLY	INST ASST - PHYSICAL ED ED SERVICES	10-27-03 06-18-04
CASANOVA, MARGARITA	CAFETERIA WORKER I FOOD SERVICES	10-20-03 06-30-04
DELEON, KAREY	INST ASST - SPECIAL ED SPECIAL ED	10-19-03 06-18-04
GUTIERREZ, CINDY	OFFICE SPECIALIST FRANKLIN	10-01-03 06-18-04
GUTIERREZ, MARTHA	CAFETERIA WORKER I FOOD SERVICES	10-06-03 06-30-04
GUTIERREZ, PATRICIA	CAFETERIA WORKER I FOOD SERVICES	10-03-03 06-30-04
HILL, ALISON	INST ASST - PHYSICAL ED ED SERVICES	10-21-03 06-18-04
JENKINS, KATRINA	CAFETERIA WORKER I FOOD SERVICES	11-04-03 06-30-04
KAMANI, BAYANO	INST ASST - PHYSICAL ED ED SERVICES	11-01-03 06-18-04

LATA, SHOBNA	OFFICE SPECIALIST CDS	10-13-03 06-18-04
LEE, EDMUND	INST ASST - SPECIAL ED SPECIAL ED	10-30-03 06-18-04
MARTIN, RAQUEL	CAFETERIA WORKER I FOOD SERVICES	10-07-03 06-30-04
MIYAMOTO, WENDE	OFFICE SPECIALIST EDISON	10-13-03 12-31-03
REID, SHAYNA	INST ASST - SPECIAL ED SPECIAL ED	10-25-03 06-18-04
RYAN, CALIFORNIA	INST ASST - CLASSROOM PT.DUME	10-14-03 12-31-03
SCOTT, BEN	CAMPUS SECURITY OFFICER ADULT ED	10-01-03 06-30-04
SHERMAN, J WYNN	INST ASST - PHYSICAL ED ED SERVICES	11-04-03 06-18-04
SHIMOOKA, SANDRA	INST ASST - SPECIAL ED SPECIAL ED	10-30-03 06-18-04
ULIANTZEFF, ELENA	INST ASST - SPECIAL ED SPECIAL ED	10-22-03 06-20-04
ZAKI, MANAL	CAFETERIA WORKER I FOOD SERVICES	10-22-03 06-30-04
ZWEIG, MARIE	ATHLETIC TRAINER MALIBU	10-20-03 06-30-04
NUNEZ, SHERRY	OFFICE SPECIALIST FISCAL	11-03-03 04-15-04
<u>TEMP/ADDITIONAL</u>		
BOYD, JACQUELINE	INST ASST - CLASSROOM SMASH	09-02-03 06-18-04
CONRAD, WEI-JIN	INST ASST - SPECIAL ED SPECIAL ED	09-01-03 06-30-04
COOPER, RAYMOND	CAMPUS SECURITY OFFICER SAMOHI	08-26-03 06-30-04

FLORES, MARIA	SR OFFICE SPECIALIST SAMOHI	08-15-03 08-16-03
GONZALES, ERNESTO	CAMPUS SECURITY OFFICER SAMOHI	08-26-03 06-30-04
HERNANDEZ, PATRICIA	INST ASST - SPECIAL ED ADAMS	10-23-03 01-22-04
HUMPHREY, REGENCE	INST ASST - SPECIAL ED SAMOHI	09-22-03 06-30-04
INIGUEZ, LUCIA	INST ASST - SPECIAL ED SPECIAL ED	09-01-03 09-30-03
LOPEZ, VICTORIA	CAMPUS SECURITY OFFICER SAMOHI	08-26-03 06-30-04
MANGUM, DON	CAMPUS SECURITY OFFICER SAMOHI	08-26-03 06-30-04
MARQUEZ, LILY	BIL COMMUNITY LIAISON MCKINLEY	09-01-03 06-30-04
MELVILLE, ADAM	INST ASST - CLASSROOM ADAMS	10-28-03 06-18-04
PALKOVIC, DIANE	OFFICE SPECIALIST OLYMPIC	09-01-03 06-30-04
PAZ, CHIARA	INST ASST - CLASSROOM ADAMS	10-20-03 06-18-04
ROMERO, MAURA	SR OFFICE SPECIALIST CDS	09-01-03 10-03-03
SMART, HOWARD	CAMPUS SECURITY OFFICER OLYMPIC	10-01-03 06-30-04
SPITLER, EMILY	INST ASST - CLASSROOM MALIBU	10-28-03 06-11-04
TANGUM, CATHY	CAMPUS SECURITY OFFICER SAMOHI	08-26-03 06-30-04
WITHERSPOON, ROBERTA	ACCOUNTING TECHNICIAN FISCAL	07-01-03 06-30-04

DISQUALIFICATION FROM PROBATIONARY STATUS

Williams, Rondia	Cafeteria Worker I Food Services	11-21-03
---------------------	-------------------------------------	----------

RESIGNATION

SHANLEY, SCOTT	INST ASST - PHYSICAL ED FRANKLIN	10-31-03
-------------------	-------------------------------------	----------

THOMAS, TRACIE	DIRECTOR OF FOOD SERVICES FOOD SERVICES	11-07-03
-------------------	--	----------

ESTABLISHED POSITION

INST ASST - SPECIAL ED 5.0 HRS/SY	MCKINLEY	10-13-03
--------------------------------------	----------	----------

INST ASST - SPECIAL ED 6.0 HRS/SY	MCKINLEY	09-24-03
--------------------------------------	----------	----------

INST ASST - SPECIAL ED 6.0 HRS/SY	CABRILLO	10-13-03
--------------------------------------	----------	----------

INST ASST - SPECIAL ED 3.0 HRS/SY	ROOSEVELT	10-07-03
--------------------------------------	-----------	----------

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

11-20-03

FROM: JOHN E. DEASY/ROBERT SEEDS

RE: CLASSIFIED PERSONNEL - NON-MERIT

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 GRANT

BURGER, WHITNEY	SAMOHI	09-01-03 - 06-30-04
CISNEROS, CLAUDIA	SAMOHI	09-01-03 - 06-30-04
FLEMING, BRITTANY	SAMOHI	09-01-03 - 06-30-04
FRANCO, JOSEPH	SAMOHI	10-01-03 - 06-30-04
GILMORE, JESSICA	SAMOHI	09-01-03 - 06-30-04
PARKER, ASHTON	SAMOHI	10-22-03 - 06-30-04

STUDENT HELPER

JIMENEZ, ABEL	WORKABILITY	10-01-03 - 06-30-04
KOEFOED, GABRIELLA	WORKABILITY	10-01-03 - 06-30-05
LISTAMA-KERSHNER, MAYA	WORKABILITY	10-01-03 - 06-30-05
LOTT, BRANDON	WORKABILITY	10-07-03 - 06-30-05
WOODWORTH, BRIAN	WORKABILITY	10-01-03 - 06-30-05
YIN, ANDREW	WORKABILITY	10-30-03 - 06-30-05

COACHING ASSISTANT

APPELIUS, EMANUELE	SAMOHI	07-01-03 - 06-30-04
BAILEY, MICHAEL	SAMOHI	07-01-03 - 06-30-04
BARNES, THOMAS	SAMOHI	10-15-03 - 06-30-04
BERNARD, GREGORY	SAMOHI	07-01-03 - 06-30-04
CARPENTER, THOMAS	SAMOHI	07-01-03 - 06-30-04
CARTER, AUNDRELL	MALIBU	11-01-03 - 06-30-04
CHARUVASTRA, MARCUS	SAMOHI	07-01-03 - 06-30-04
CZARNETZKI, MICHAEL	SAMOHI	07-01-03 - 06-30-04
GIPSMAN, DANIEL	MALIBU	11-01-03 - 06-30-04
HEARN, MICHAEL	SAMOHI	07-01-03 - 06-30-04
HOUCHEN, JEANNINE	SAMOHI	07-01-03 - 06-30-04
HUMPHREY, REGENCE	SAMOHI	07-01-03 - 06-30-04
MAHON, MICHAEL	SAMOHI	07-01-03 - 06-30-04
MCLAUGHLIN, CYNTHIA	SAMOHI	07-01-03 - 06-30-04
MILLER, RICHARD	MALIBU	11-01-03 - 06-30-04
MINTON, DANIELLE	SAMOHI	07-01-03 - 06-30-04
PERLMUTTER, HOLLIE	MALIBU	11-01-03 - 06-30-04
RICHARDSON, DARLA	SAMOHI	10-22-03 - 06-30-04
ROBERTSON, HUGH	SAMOHI	07-01-03 - 06-30-04
SHARKEY, COLLEEN	SAMOHI	07-01-03 - 06-30-04
SHUGARS, RUSSELL	SAMOHI	07-01-03 - 06-30-04
SIAS, JEREMY	SAMOHI	07-01-03 - 06-30-04
SIMPSON, DAVID	MALIBU	11-01-03 - 06-30-04

SMITH, DYLAN	SAMOHI	07-01-03 - 06-30-04
SHUTTLE, DANE	MALIBU	11-10-03 - 06-30-04
SUGARMAN, AMARIAH	SAMOHI	07-01-03 - 06-30-04
TABATA, BRAD	SAMOHI	07-01-03 - 06-30-04
TORRES, RAUL	SAMOHI	07-01-03 - 06-30-04
TRINH, NGUYEN	SAMOHI	07-01-03 - 06-30-04
WARNER, DAVID	MALIBU	11-15-03 - 04-30-04
WRIGHT, BRENT	SAMOHI	10-08-03 - 06-30-04

CHILD CARE ASSISTANT

ALKATOB, IRMA	CDS	10-24-03 - 06-18-04
CEJA, ROCIO	CDS	10-24-03 - 06-18-04
DIAZ, MARIA	CDS	10-15-03 - 06-18-04
GONZALEZ, EVANGELINA	CDS	10-22-03 - 06-30-04
MONTEAGUDO, EDYS	ADULT ED	10-24-03 - 06-30-04

NOON AIDE

ARANGO, KARLA	ROOSEVELT	10-28-03 - 06-18-04
FOUNTAIN, MARESA	GRANT	11-03-03 - 06-18-04
GILKISON, JESSICA	MCKINLEY	09-03-03 - 10-31-03
OCHOA, BARBARA	FRANKLIN	09-03-03 - 06-18-04
REYES, MARTHA	ROGERS	09-03-03 - 06-18-04
RYAN, CALIFORNIA	PT.DUME	10-14-03 - 06-18-04
MONTEAGUDO, EDYS	ADAMS	11-04-03 - 06-18-04

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
11/20/03

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

RE: APPROVAL OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
(PREVIOUSLY KNOWN AS SCHOOL IMPROVEMENT PLAN)
LINCOLN MIDDLE SCHOOL, FRANKLIN, MCKINLEY AND ROOSEVELT
ELEMENTARY SCHOOLS
RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve the Single Plan for Student Achievement (aka School Improvement Plan) submitted by Lincoln Middle School and Franklin, McKinley and Roosevelt Elementary Schools. 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

Each of the plans submitted for the Board's approval reflects the 25% reduction in School Improvement Program funds. The Board of Education will be presented with the Malibu Pathway Single Plan for Student Achievement at its December 4, 2003 meeting and the Santa Monica High School, Olympic High School and John Adams Pathway Single Plan for Student Achievement at its January 8, 2004 meeting.

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

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

TO: BOARD OF EDUCATION

ACTION/MAJOR

11/20/03

FROM: JOHN E. DEASY, SUPERINTENDENT

RE: STAFF PRESENTATION - ANALYSIS OF SMASH CHARTER
PETITION/PETITIONER RESPONSE AND PUBLIC HEARING -
SMASH CHARTER SCHOOL PETITION

RECOMMENDATION NO. A.13

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 presentation of the analysis, the Petitioner will have an opportunity to respond. The Board of Education will then open a public hearing on this matter.

Open Hearing

Close Hearing

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

Santa Monica-Malibu Unified School District
Review of SMASH Charter Petition
November 20, 2003

Once a petition for a charter school is received by a school district, California law requires districts to review the petition to ensure that charter petitioners cover all of the minimum elements required by law in a systematic way. To assist districts in meeting this responsibility, The California Department of Education recently developed a Model Application for Charter Schools that was reviewed by the Advisory Commission on Charter Schools and presented to the California State Board of Education at the November 12-13, 2003 meeting. This model serves as an exemplary guide for the development and review of the required elements of an application for a charter school.

Additionally, District legal counsel has previously recommended that

“prior to approving any petition, the District requires the petition to be extensive and specific, obligating the school to comply with known and well-defined standards and requirements. These requirements should encompass all areas necessary to the sound operation of a school, ranging from educational and curriculum issues to potential liability to business and finance concerns to legal obligations. Stated good intentions to develop specifics in the future are not enough. Rather, the provisions in the Charter should themselves be adequate for the Governing Board to judge the soundness and potential success of the program and to hold the School accountable to meet measurable and specific criteria and requirements in its operations.” (Atkinson, Andelson, Loya, Ruud & Romo communication to Dr. Joseph Quarles, May 15, 2002)

As noted by the California Department of Education in the Model Application for Charter Schools,

“Charter authorizers are fundamentally concerned that charter schools be held responsible for meeting the following expectations:
Provision of a sound educational program for all of the school’s students;
Faithful implementation of the provisions of the charter;
Compliance with all requirements of applicable federal, state, and local laws; and
Prudent operation of the charter school in all respects, including governance, educational program, faculty and staff, facilities, business management and support services, and relationships with students and families.”

Using the California Department of Education Model Application for Charter Schools and the recommendations from District legal counsel, the following pages note the model evaluation criteria and the strengths and areas for suggested revision of the SMASH Charter Petition.

I. FOUNDING GROUP

EVALUATION CRITERIA

Substantial evidence is provided that the founding group:

- P Demonstrates the capacity to establish and sustain an excellent school;
- P Will manage public funds effectively and responsibly, or will secure necessary staff expertise for this purpose; and
- P Includes members who possess skill and experience in areas such as education, management, finance, and law, and/or will secure necessary staff expertise in these areas.

STRENGTHS

- P The staff at SMASH has experience and expertise in the operation of a K-8 school.

SUGGESTED REVISIONS

- P Evidence of staff or proposed staff skill and experience in high school education
- P Evidence of staff or support personnel with expertise in facilities, operations and business management.
- P Petition indicates desire to use state textbook funds for purchasing alternate instructional materials and technology; however, state law requires textbook funds to be used for state board adopted (K-8), standards-based curriculum materials

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

EVALUATION CRITERIA

Substantial evidence is provided of an educational philosophy and program that:

- P Indicates the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges; Specifies a concise school mission that expresses clear priorities; includes specific, realistic objectives; and conveys the applicant's sense of an "educated person";
- P Demonstrates alignment between mission and programs;
- P Shows evidence that the school's approach will lead to improved student performance;
- P Is founded on an understanding of effective, research-based educational practices or, if innovative, presents a reasonable likelihood for success.

STRENGTHS

- P SMASH has a well-established history of providing an alternative educational program for grades K-8 focused on student-directed project-based learning.
- P Individual Learning Plans and the sample description of a Learning Plan provide evidence of how the school intends to develop skill in the five learning domains of empirical reasoning, quantitative reasoning, communication, social reasoning and personal qualities.

SUGGESTED REVISIONS

- P School standards focus on the development of skills but do not specifically address attainment of proficiency in the state content standards for which all public schools are held accountable.
- P Need to identify high school level courses and evidence that they meet the UC a-g requirements college eligibility and transferability.
- P Individual Learning Plans should indicate how to support and accelerate low achieving students.
- P English Learner programs and services need to be consistent with District practice, including teacher authorization requirements.
- P Special Education programs and services need to be consistent with District practice, including teacher authorization requirements.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

EVALUATION CRITERIA

Substantial evidence is provided of an assessment approach that:

- P Specifies skills, knowledge, and attitudes that reflect the school's clearly measurable educational objectives
- P Can be assessed by objective means that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress
- P Meets the requirements of the assessment system prescribed by law for all California public schools
- P Features a clear and externally credible design that incorporates multiple measures of student outcomes, reported both in terms of absolute scores and year-to-year gains and losses;
- P Will facilitate continuous improvement in the educational program

STRENGTHS

- P The charter petition provides a description of a comprehensive assessment system based on exhibitions, portfolios, narratives, gateway requirements, and state-mandated assessments

SUGGESTED REVISIONS

- P Clarification is needed to identify the specific measurable educational objectives and skills, knowledge and attitudes required.
- P To ensure that all students attain proficiency on the state content standards, the school-based evaluations need to be benchmarked against these standards.

IV. GOVERNANCE STRUCTURE

EVALUATION CRITERIA

Substantial evidence is provided of an effective governance structure and proposed practices that will:

- P Provide a strong vision and continuity of leadership;
- P Include board members who are committed to the mission of the school and cognizant of their responsibilities;
- P Demonstrate a track record of success in the private or public sector among the proposed members of the governing body;
- P Clearly delineate the roles and responsibilities of the governing body and the staff

STRENGTHS

- P Petition calls for a governing board, Site Advisory Council, and PTSA.

SUGGESTED REVISIONS

- P The school is required to have a Bilingual Advisory Committee if 20 or more English Learners are enrolled.
- P The governing board's responsibilities for hiring and firing the school principal and the principal's responsibilities for hiring and firing teachers need to be aligned with District practices regarding qualifications for selection and safeguards against arbitrary removal.
- P Provide bylaws to insure consistency with District governing procedures.

V. HUMAN RESOURCES

EVALUATION CRITERIA

Substantial evidence is provided of:

- P A plan for the recruitment and development of staff that is manageable and consistent with the school's mission and educational program, as well as federal legislation;
- P A clear understanding of staffing needs and requirements as they relate to the educational program and student population;
- P Working conditions and compensation packages that will attract and retain high quality staff;
- P A dispute resolution process that provides fair and prompt action, respects the due process rights of all parties, and operates in the spirit of the school's mission.

STRENGTHS

- P The school intends to hire teachers who hold appropriate California teaching certificates, permits or other documents issued by the Commission on Teacher Credentialing.
- P The school may hire non-certified support staff with demonstrated capacity to work successfully in an instructional capacity.

SUGGESTED REVISIONS

- P The petition needs to specify how the new requirements for Highly Qualified Teachers in the federal No Child Left Behind will be met, particularly for subject area teachers in the middle and high school levels.
- P It is not clear that the budget adequately covers the cost of the intended 20:1 / 15:1 student: teacher ratio.
- P The charter and the district need to determine the appropriate transfer and return rights for certificated employees that are hired exclusively by the charter.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

EVALUATION CRITERIA

Substantial evidence is provided of:

- P A demonstration that admission policies at the proposed school will comply with applicable law;
- P Assurance that the school has a viable plan for recruiting a student population reflective of the population in the surrounding community;
- P A continuing plan for broad outreach and recruitment, including families traditionally less informed about education options;
- P A student admissions plan that ensures adequate enrollment and full accessibility of the school to all eligible students;
- P Evidence that petitioners have reviewed the offenses for which students may or must be suspended or expelled in non-charter public schools;
- P Evidence that the proposed suspension/expulsion procedures provide adequately for the safety of students, staff, and visitors to the school; provide adequate due process for students; and serve the best interests of the school's students and their parents or guardians.

STRENGTHS

- P The school has a plan for outreach and recruitment of students underrepresented at the school.
- P The school has a plan for informing parents and obtaining their signed understanding of the educational philosophy and program as well as their commitment to participate.
- P The school plans to initially follow District procedures for suspension and expulsion and may modify these later provided they are aligned to all applicable laws. Students shall not be suspended or expelled for academic failure.

SUGGESTED REVISIONS

- P Parental participation requirements and provisions for special circumstances need to be identified to ensure that families can reasonably participate.
- P The charter petition should list the reasons students may or must be suspended or expelled in order to demonstrate that these have been reviewed.
- P The charter petition needs to identify the attendance rights of Special Education students who have committed an offense for which the usual consequence is suspension or expulsion.
- P The charter petition needs to identify how it will meet the requirements for an independent

review panel for expulsion cases.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

EVALUATION CRITERIA

Substantial evidence is provided of:

- P Sound budget planning that supports the educational mission and operational plans of the proposed school and makes the most of limited funds (i.e., demonstrates that public funds will be used effectively and responsibly);
- P Realistic revenue and expenditure projects over the first three years of operation, including realistic projects relative to cash flow and buffers in case of shortfalls;
- P An understanding of the timing of the receipts of various revenues and their relative relationship to timing of expenditures;
- P Adequacy of financial management systems and procedures;
- P A plausible plan for obtaining and financing adequate space in time for an orderly opening and operation of the school.

FINANCIAL ANALYSIS OF CHARTER SCHOOL PETITION

The current difficulty in making a comparison of the revenue received by the District for SMASH and the revenue that SMASH would receive as a charter school is the disparity in the funding rates. The current revenue limit for SMMUISD is \$4,991.84 per ADA for 2003-04. The estimated 2003-04 Charter School Rates are:

K-3	\$4,526
4-6	\$4,587
7-8	\$4,716

For comparison purposes, using the 2003-04 CBEDS count, converting at 95.5% to ADA, SMASH would have the following Charter School Revenue:

K-3	\$4,526	x 80 students	=	\$345,786
4-6	\$4,587	x 70 students	=	\$306,641
7-8	\$4,716	x 40 students	=	<u>\$180,151</u>
Total:				\$832,578

At the current SMMUSD Revenue Limits rate:

\$4,991	x 190 students	=	\$905,769
Total Difference:		=	\$ 73,191
Per Enrollment Difference:		=	\$ 385

To make up for the reduced funding rate that SMASH would receive as a Charter School, the petition's budget assumes a funding source of grants and fundraising. In addition, the budget shows a portion of local contribution from the City of Santa Monica and a portion of the District's parcel taxes as part of this revenue.

It may be reasonable to ask for an alternative budget, one that would reflect lower expenses if grants and fundraising are not as successful as projected.

For the expense budget, the largest expense will be the maintaining of low class sizes. Separate administrative costs may not be affordable due to the cost commitment to low pupil ratio. The most difficult cost estimate is the facilities expense for a new high school. Perhaps these costs can be more accurately estimated at some future date when a specific rental location can be identified.

Finally, while the K-8 Charter funding model is not financially advantageous, the high school portion of the model would financially provide more resources as a 9-12 high school than is available to SMMUSD.

Charter Schools

2003-04 ESTIMATED CHARTER SCHOOL RATES

	K-3	4-6	7-8	9-12
General Purpose Block Grant*	\$4,526	\$4,587	\$4,716	\$5,462
Categorical Block Grant	\$ 214	\$ 220	\$ 165	\$ 205
Total	\$4,740	\$4,807	\$4,881	\$5,667

CDE recalculates the General Purpose rates at each apportionment

DOF will report the categorical rates in September

Caution: Categorical Block Grant is considerably underfunded – by as much as 30%

*If equalization is funded, General Purpose rates will increase about \$8 per ADA, but categorical rate will decrease (depending on what programs are cut)

Source: School Services of California, 2003 School Finance and Management Conference, Table B-24.

VII. SCHOOL MANAGEMENT

EVALUATION CRITERIA

Substantial evidence if provided of clear understanding and agreement concerning the respective rights and responsibilities of the governing board and any proposed management company, including a clearly defined performance-based relationship between the organization and the school's board.

STRENGTHS

- P SMASH intends to receive professional development services from The Big Picture Company.

SUGGESTED REVISIONS

- P The Big Picture Company's professional development supports secondary education. The plan needs to identify professional development support and funding for the elementary program.

TO: BOARD OF EDUCATION ACTION/MAJOR
11/20/03
FROM: SUPERINTENDENT/ LINDA KAMINSKI/
PEGGY HARRIS/ CHRIS CORLISS/DONA RICHWINE Previously
10/02/03
RE: NUTRITION AND PHYSICAL ACTIVITY POLICY

RECOMMENDATION NO. A.14

It is recommended that the Board of Education consider for adoption the attached Nutrition and Physical Activity Policy.

COMMENT: This Policy was presented and reviewed at the 10-02-03 Board Meeting. At that time the Board requested staff review and revise the physical activity portion of the item in light of the current and possible future budget constraints. The Board directed staff to identify those Policy implications, which have existing funding sources, and to identify and estimate costs associated with implementation of the Policies, which do not have any current, identified funding source. Finally the Board asked to then resubmit the Policy for consideration at the next Board Meeting. Changes to the Policy and Board Agenda Item have been printed in italics. In response to the Board's questions re: any existing nutrition policy we are attaching a copy of the existing policy.

BACKGROUND:

At the 10/17/02 meeting of the Board of Education, a discussion item was presented by staff on a Nutrition and Physical Activity Program Model that was to be piloted during the 2002-2003 school year. The model was developed through the process delineated in the District's application to the State of California's Nutrition and Physical Education Policy Grant Program. The primary purpose of the pilot was to provide feedback on the model that could serve as the basis for a District adopted **Nutrition and Physical Activity Policy**.

This model was piloted, tested and evaluated at John Muir Elementary, Webster Elementary and Lincoln Middle School during the 2002-03 school year as follows:

John Muir Elementary:

1. Ten week *Physical Best* Activity lessons for 4 classes.
2. *Provided 4 hours of Physical Best Program training to Physical Activity Specialist (PAS).*
3. Fourteen week Breakfast in the classroom for 4 classes.
4. Met with 4 teachers to discuss current and desired nutrition education practices.

Webster Elementary:

1. Ten week *Physical Best* Activity lessons for 3 classes
2. *Provided 4 hours of Physical Best Program training to Physical Activity Specialist (PAS).*
3. Four week nutrition lessons for 3 classes.
4. Met with 4 teachers to discuss current and desired nutrition education practices.
5. Introduced "healthier" food items to a la carte food sales.

Lincoln Middle School

1. Lincoln Middle School Physical Education staff received eight hours of training in Physical Best Specialist Health-related Fitness concepts and lesson planning and learning activities.
2. Physical Best Health-related Fitness Activity lessons introduced in 6th-8th grade P.E.
3. Reinstated Farmers' Market Salad Bar with support from Student Nutrition Advisory Committee.
4. Introduced "healthier" items in vending machines including a milk machine.

Findings:

- < Physical Best *Learning Activities* engaged students in *more health-related fitness learning activities and increased the actual percent of time dedicated to moderate to vigorous physical activity in each Physical Education class meeting.*
- < Teachers need more consistent direction *and professional development* from the District re: health and nutrition education curriculum; many prefer an outside educator to come into the classroom
- < Health and Nutrition Education can be incorporated into the curriculum in a way *that supports and integrates health and nutrition education into other academic subjects.*
- < Students will eat healthier foods such as salad bar and milk if they are made available to them.

A broad based task force of Administrators, Teachers, Parents, Community Members and Students known as the Health Reform Task Force embraced the following tenets as fundamental to the District's work in the area of the health of District students:

1. The nutritional and physical fitness status of children helps determine the overall quality of their health and their readiness to learn. This status is affected by the food they eat on campus and their participation in physical activity at school.

2. Schools play an influential role in the development of lifelong eating and physical activity habits.
3. Appropriate training of school district personnel in nutrition and physical activity education is essential.
4. It is vital for the District to create and implement an effective multi-faceted plan related to health centered programs and activities that result in environments that support improved student learning at all sites across the District.

These tenets provide the philosophical framework for the Nutrition and Physical Activity Policy. Fitgram and Health Champions Data provide the factual framework for the policy.

2002 Fitgram Assessment results for SMMUSD indicate:

1. 30% of all 5th graders in our district are considered fit by State Standards - *achieving passing scores in all six fitness test.*
2. 33% of all 5th graders in our district fail the key test of cardiovascular health - *the mile run test.*
3. 25% of all 5th graders in our district are obese or dangerously overweight which is consistent with national data that has triggered concern for a nationwide obesity epidemic. At sites with the highest percentages of Latino and Afro-American students this number increases to 35%.

2002 Report to health Champions from West Ed:

1. body Mass Index: an increase from 10% to 15% of girls register as having undesirable weight; 10% to 20% for boys.
2. Serum Cholesterol: 10% of boys and girls were classified as having high serum cholesterol levels.

In addition, School Nurses and St. John's Health Center report increased incidences of Diabetes in our student population.

Financial Implications of Policy

< *Nutritious Food/Food and Nutrition Services and Nutrition Education: - NONE AT THIS TIME.*

< *Standards Based Physical Education and Physical Activity:*

1. *Adding Kindergarten PE Program:*
 - i. *Costs for staffing, training, curriculum materials, supplies and equipment to enable 900 Kindergarten students located at 10 elementary school sites to receive directed Physical Activity*

- ii. *Current Funding: The grade 1-5 Elementary PE Programs currently funded from General Fund. There is currently no funding available to provide for a Kindergarten PE Program.*
 - iii. *Projected source of new funding: General Fund, Grants, Community Partnerships*
 - 2. *Adding Grade 11-12 PE/Physical Fitness Programming:*
 - i. *Costs of providing additional opportunities for participating in physical activity in high school through development of fitness centers, intra-mural programs and additional health-related fitness classes of 40:1 for all students in grades 11-12 is \$400,000/year based on an estimated cost of \$200/student/year.*
 - ii. *Current Funding: The Secondary PE Program in grades 6-10 is currently funded from General Fund. There is currently no funding available to provide for a grade 11-12 PE/Fitness Program.*
 - iii. *Projected Source of new funding: General Fund, Grants, Community Partnerships.*
 - 3. *Adding additional opportunities for assessing and monitoring physical fitness performance and activity in grades 1,3,5,7,9,11 in schools using Fitnessgram, High Places and School Health Index Surveys:*
 - i. *Cost of providing additional opportunities for assessing and monitoring physical fitness performance and activity in secondary schools is \$90,000/year based on estimated cost of \$20/student/year.*
 - ii. *Current funding: Reimbursable State-mandated Fitnessgram Assessments are performed annually on all 5th, 6th, 7th and 9th graders at a cost of \$4500 from the General Fund.*
 - 4. *Added new community programs and joint use to provide more before and after school physical activity programming in all schools.*
 - i. *Cost of providing additional programming is \$500,000 based on an estimated \$30,000/site/increased playground/play field maintenance and operations costs/year.*

ii. *Current Funding: General Fund, \$100.000 in Joint Use and Partnership in-kind services.*

iii. *Projected Source of new Funding: Facilities Use Permit Revenues, Participation Fees, Grants, Community Partnerships, General Fund.*

< *Family and Community Partnerships*

Estimated costs of providing schools, teachers, parents and community education regarding nutrition and physical activity policy is none at this time.

Additional Background: during the 2001-2002 school year the Board of Education authorized staff to apply for a Model School Nutrition and Physical Activity Policy Grant that was offered through the California Department of Education, Nutrition Services Division. As a result of the application SMMUSD was awarded a \$25,000 planning grant. This grant enabled the District to initiate an 18 month planning process to create significant policy changes that lead to a District Comprehensive Health Plan. The plan was to address: School Food Services, Nutrition Education and Physical Activity.

Santa Monica-Malibu Unified School District
Nutrition and Physical Activity Policy
November 20, 2003

A. Purpose:

The Board of Education recognizes that sound nutrition and optimal physical fitness correlate with learning readiness, academic achievement, decreased discipline problems and improved emotional well being. Life long healthy habits include the daily consumption of fruits and vegetables and performing daily physical fitness activities. Such habits can prevent Type 2 Diabetes, some Cancers, Cardiovascular Disease, Obesity and Osteoporosis.

The Santa Monica-Malibu Unified School District is committed to promoting the health of its students by linking the Departments of Food and Nutrition Services with Health Services, Health and Physical Education and, Family and Community Services.

This Nutrition and Physical Activity Policy will ensure that all students in the Santa Monica-Malibu Unified School District will have the opportunity to receive the following:

1. High quality, nutritious food while in school including during classroom activities.
2. Nutrition education in the classroom
3. Standards based physical education and physical activity at all grade levels.

B. Program Implementation:

1. Nutritious Food/Food and Nutrition Services

Access to high quality, nutritious meals has been shown to improve eating habits and overall health status.

- a. Food and Nutrition Services will offer healthy foods for sale on all school campuses, elementary through secondary. School meals will meet the standards set by the National School Lunch Program.
- b. All food and beverages served or sold during school hours will also meet or exceed Senate Bill 19 Guidelines. See Addendum "A" for explanation of these standards and guidelines.
- c. The SMMUSD Farmers' Market Salad Bar which is served daily in all of the our schools has

received national recognition for positively impacting children's eating habits by providing fresh, seasonal, California grown, Farmers' Market produce and shall remain a reimbursable lunch option in all of our schools

2. Nutrition Education

Research validates that healthy eating is directly correlated with the amount of nutrition education received. It is the District's position that all students will receive:

- a. Consistent nutrition education K thru 12
- b. Nutrition education integrated into standards based curriculum using Science, Math, Language Arts, History, etc.
- c. Nutrition education will include recommendations made in the Dietary Guidelines for Americans which can be found at:
<http://www.usda.gov/cnpp/DietGd.pdf>
- d. Nutrition behavior monitored biennially through Healthy Kids Survey.

The Board of Education authorizes that nutrition education be provided in a variety of instructional settings such as:

- a. The Farmers' Market Salad Bar Program which plays a valuable role in providing nutrition education via cafeteria messages, Farmers' Market tours, nutrition education offered by a Nutrition Specialist and school gardens that connect classroom gardens, nutrition education and the school salad bar.
- b. The Health Champions Program, a Comprehensive Health Education Program present in eight of our schools and supported by Saint John's Health Center reinforces the above nutrition messages.
- c. Schools Gardens; Research has shown that children are more likely to eat fruits and vegetables if they grow them. The Santa Monica High School Garden is a learning laboratory linking gardens to the science curriculum and has become a model for other school districts. SMMUSD supports the California Department of Education Mandate, "A

Garden in Every School”.

- d. Standards-based Health Education curriculum included in elementary school programs, in Health courses in middle and high school programs and through Science curriculum in middle and high school programs.

Teachers will be kept aware of the above programs via workshops, staff meetings and flyers and be encouraged to participate and to utilize them as much as possible.

3. Standards Based Physical Education and Physical Activity

The Board of Education recognizes that student academic performance, behavior and health status are compromised by physical inactivity and enhanced by consistent, quality physical activity. Research indicates that becoming physically active and maintaining a regular physical activity program significantly reduces the risk of some obesity and some cancers, Diabetes and other chronic diseases.

It is the District's position that all students have equal and equitable opportunities for physical activity and fitness education in our schools. As budget allows, the Board will review and consider implementing Physical Activity and Fitness Education Program improvements. The goals of this Policy are:

- a. All children, from pre-kindergarten through grade 12 will participate in a quality, Standards-based physical activity/fitness education program.
- b. All secondary schools will have certificated physical education teachers and all elementary schools will have classified Physical Activity Specialists providing instruction.
- c. All schools will have appropriate class sizes; facilities, equipment, and supplies needed to deliver quality physical education.
- d. District physical activity/physical education programs will be monitored and assessed regularly in conjunction with other District academic and health-related programs. Using tools like the Healthy Kids Survey, School Health Index and High Places Survey, State mandated Fitnessgram Physical Fitness Testing - student health and fitness performance and achievement of State physical

fitness and health standards will be assessed. Results of these surveys and assessments will be reported to the Board of Education, school sites, parents and community on an annual basis.

- e. *Access to school sites will be provided through permitting of facilities to community youth sports groups, community college and municipal joint use agreements and partnerships with youth organizations so additional opportunities are available for all youth in our communities to participate in quality physical activity, fitness, sports and recreation programs.*

4. Family and Community Partnerships

The Board of Education acknowledges that a team of community partners delivering strong, consistent health related messages and modeling healthy food choices and physical activity as part of a coordinated school health program increases the effectiveness of school based nutrition and fitness education.

- a. All family groups within the district (i.e. PTA, sports booster clubs,, etc.) will be informed of this policy and receive information on healthy ways to do fundraising and offer refreshments for meetings that present a healthy message. Teachers will receive information on appropriate foods in the classroom.
- b. A coordinated effort will be made to educate parents and care givers as to proper nutrition and physical activity to encourage modeling for students.
- c. District Advisory committees exist for Health and Safety and Physical Activity. These groups will interface to assess adherence to this Nutrition and Physical Activity Policy. The Chairperson of the Health and Safety Committee will report annually to the School Board on compliance with this policy.

Addendum "A"

The National School Lunch Act mandates that school meals "safeguard the health and well-being of the Nation's children". Participating schools must serve lunches that are consistent with the applicable recommendations of the most recent Dietary Guidelines for Americans including: eat a variety of foods, salt and sugar in moderation, choose a diet with 30% or less of calories from fat and less than 10% of calories from saturated fat.

In addition, lunches must provide, on average over each school week, at least 1/3 of the daily Recommended Dietary Allowances for protein iron, calcium, and Vitamins A and C.

California Senate Bill 19

The Pupil Nutrition, Health and Achievement Act of 2001 Summary of Provisions to become operative January 1, 2004

Elementary Schools:

Food sold during breakfast and lunch must be sold as a full meal. Does not prohibit sale of fruit, non fried vegetables, legumes, beverages, dairy products or grain products if meet the following criteria:

1. No more than 35% calories from fat. Excludes nuts or seeds.
2. No more than 10% from saturated fat.
3. Not more than 35% of total weight shall be composed of sugar - excluding fruits and vegetables.
4. The only beverages that may be sold to students are milk, water or juice that is at least 50% fruit juice with no added sweeteners.

Middle Schools and High Schools

Same as above but with regard to vending machines:

1. -0- carbonated beverages may not be sold from one half hour before the start of the school day until after the end of the last lunch period.
2. Fruit based drinks have no less than 50% fruit juice and have no added sweeteners.
3. Drinking water
4. Milk - chocolate, soy, rice, etc.
5. Electrolyte replacement beverages have no more than 42 grams of added sweetener per 20 ounce serving. Does not include natural sugar contained within the fruit juice that is a component of the beverage.
6. No beverage to exceed 12 ounces per serving. Does not apply to water, milk, electrolyte replacement beverages as stated above.

TO: BOARD OF EDUCATION

ACTION/MAJOR

11/20/03

FROM: JOHN E. DEASY, SUPERINTENDENT

RE: STUPSKI FAMILY FOUNDATION, MEMORANDUM OF UNDERSTANDING

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve the attached Memorandum of Understanding with the Stupski Family Foundation.

COMMENT: The purpose of this Memorandum of Understanding ("MOU") is to outline mutual commitments between the Santa Monica Malibu Unified School District and the Stupski Foundation. The District and the Foundation have entered into a relationship to improve critical District systems in order to generate significant improvement in student achievement: to close the achievement gap by attaining student achievement outcomes and to build the District's capacity to sustain and extend these improvements.

A copy of the MOU is attached in the printed agenda, however, it is not available for electronic transfer. A copy will be available at the meeting.

MOTION MADE BY:
SECONDED BY

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

DISCUSSION

11/20/03

FROM: JOHN E. DEASY/CINDY ATLAS

RE: ANALYSIS OF THE SPECIAL EDUCATION DEPARTMENT

DISCUSSION ITEM NO. D.1

In 1975 school districts in the United States were required to comply with PL 94-142, the Education for the Education for the Handicapped Act. This federal mandate required states to comply with this act in order to receive federal funding for special education students. It also specified how students with disabilities would be identified and described the necessary services and supports that districts must have in place to meet the needs of these students. The special education laws specifically discussed the need to have a range of program options so that all identified students are provided services in the least restrictive environment (LRE). The range of services extend from general education with Designated Instruction Services (DIS), to general education with Resource Specialist (RSP) support, to Special Day Classes, to Nonpublic Schools to State Schools, the most restrictive placement. In addition, these laws and regulations addressed the need for a district to provide that continuum of services and supports in a Free and Appropriate Education (FAPE). The laws also addressed the need for a district to comply with both the federal and state laws and regulations.

In 1997 PL 94-142 was revised and is now known as the Individuals with Disabilities Act, IDEA. This Act expanded parent rights and gave more responsibilities to the general education teacher for the education of disabled students. A major focus of this reauthorization was the need for special education students to receive equitable access to the district core curriculum and receive progress reports at the same time as general education students. In addition, IDEA provided guidelines to address students with behavior difficulties, requiring positive supports.

Based on the requirements of the special education state and federal laws, the Director of the Santa Monica-Malibu Unified School District's Special Education Department analyzed components of the district's special education programs. The Director also took into account the recommendations by Investigator, Fred Weintraub, "Report of a Study of Special Education Policies, Procedures and Resources related to Compliance in the Santa Monica-Malibu Unified School District," August 2000. In addition, the Director used information from

recommendations from the District Advisory Committee's 2002 report to the Board. The analysis comprises a summary of these findings.

This "Analysis of the Special Education Department" will show what is needed to bring the district into compliance and establish a foundation upon which to make informed budgetary decisions. A budget cannot be created without first knowing the needs of the department. Once the needs have been identified, the budget can be developed.

Others contributing to the compilation of the report include: Mary Bush, Heidi Kleis and Mary Ellen Toomey.

TO: BOARD OF EDUCATION

DISCUSSION

11/20/03

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

RE: EXCELLENCE IN STUDENT ACHIEVEMENT -- CALIFORNIA
STANDARDS TEST RESULTS, GRADES 2 THROUGH 11

DISCUSSION NO. D.2

The California Standards Tests measure student achievement on grade level standards and are administered to all students in grades 2 through 11. These tests contribute to the calculation of the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) and California's Academic Performance Index (API). Overall achievement results (for the district and individual schools) from the 2002 and 2003 testing will be presented to the board. Data from these tests help schools and the central office identify program needs, professional development priorities, and develop data-driven school improvement plans.