

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

UNADOPTED
February 26, 2004

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, February 26, 2004 at 7:15 p.m. in the District Offices, 1651 16th Street, Santa Monica, CA.

I CALL TO ORDER

- A. Roll Call
- B. Pledge of Allegiance

II PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

III CLOSED SESSION - no items

V APPROVAL OF THE AGENDA

Moved by Ms. Leon-Vazquez and seconded by Mr. de la Torre

VI APPROVAL OF MINUTES

- A.1 Approval of Minutes: None Available 1

VIII PUBLIC COMMENTS

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

- Although this meeting did not include a Communications Section for reports by employee association representatives, the Board of Education permitted Mr. Harry Keiley to make a brief report to the Board. A copy of his report is attached.

MAJOR and DISCUSSION Items

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

XI MAJOR ITEMS

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

- A.2 Approval of the Single Plan for Student Achievement (Previously Known as School Improvement Plan) JAMS and Olympic 2
- A.3 Staff Presentation - Analysis of the MET-Santa Monica Charter Petition/Petitioner Response and Public Hearing 3-11(l)

XII DISCUSSION ITEMS

These items are submitted for information (FIRST READING) and discussion. Action will generally be considered at the next regularly scheduled meeting of the Board.

- D.1 Proposed Policy BP3290 - Acceptance of Gifts - Revised (R1)
 *NOTE: The Board did not take public comments on this item this evening.
 This was the Board’s opportunity to fully discuss the policy and give direction to the Superintendent. Written comments submitted to Karen Garot in care of the Superintendent’s Office were welcomed.
- D.2 Board Policy 0000 - Vision - Second Reading
- D.3 Board Policy 0200 - Goals - Second Reading
- D.4 Samohi - Redesign - Update

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

These items are submitted by members of the public to address the Board of Education on a matter within the jurisdiction of the Board, as per Board Policy 8320(c). Requests must be submitted to the Superintendent in writing ten days before the Board meeting or prior to agenda planning, in accordance with the established agenda planning schedule, whichever is less. The written request will not exceed 500 words and will include, as an attachment, brief background information and the reason for the request.

XIV CONTINUATION OF PUBLIC COMMENTS

A continuation of Section VIII, as needed.

XV FUTURE AGENDA ITEMS

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

- Food and Nutritional Services Report - (March 11, 2004)
- Policy Consideration - Expunge Expulsion Records (March 25, 2004)
- Special Education - Strategic Plan (June 3, 2004)

XVI CLOSED SESSION

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

XVII ADJOURNMENT

At 11:45 p.m. it was moved by Ms. Brownley, seconded by Ms. Leon-Vazquez and voted unanimously by the Board of Education to adjourn the meeting in memory of Jennifer Beltran Lopez, daughter of staff members Sue and Tom Beltran, and Leonard Vincent, retired teacher. The Board of Education extends its condolences to the family and friends of the departed.

The next regular meeting is scheduled to be held on Thursday, March 4, 2004 at 7 p.m. in Board Room of the District Offices, 1651 16th Street, Santa Monica, CA.

Meetings held in Santa Monica are taped for rebroadcast and played on Cable Channel 16 (City TV) at 11:00 AM on the Sunday following the Board meeting. Meetings are rebroadcast in Malibu on Government Access Channel 3 every Saturday at 8 PM

Approved: _____

President

Superintendent

Due to the fact that the majority of current board members in 2008 (when these minutes came forward for approval) were not on the board in 2004, these minutes have been submitted as notes.

SMMCTA Report to the Board of Education
Thursday, February 26, 2004
Submitted by Harry Keiley, President

SMASH and Big Picture Company

After much discussion the SMMCTA Executive Board voted unanimously to oppose the MOU between SMMUSD and the Big Picture Company. The Union does not believe there is a compelling reason to enter into a MOU with the BPC.

We do not believe it's in the best interest of the community's public schools or the SMMUSD, to relinquish any of our local control of SMASH.

We believe that the proposed MOU would create even greater inequities throughout the district, specifically related to student to teacher ratios.

We believe that the proposed MOU would be in direct conflict with our collective bargaining agreement and our rights under EERA.

In addition, as the exclusive bargaining agent, pursuant to the Certification of Representation by the Public Relations Board, SMMUSD is required to negotiate any and all changes in the terms and conditions of employment or impacts such an MOU would have on our members.

At the same meeting, however, our Executive Board voted unanimously to support our members in their pursuit of site specific professional development opportunities. This would include those that can be fostered with the BPC and or other like-minded progressive educators.

Any agreement reached with the BPC or any other outside agency must be secured without the district relinquishing local control of our public schools.

Santa Monica Malibu Classroom Teachers Association joins The National Demand for Secretary of Education Rodney Paige's Resignation

The Santa Monica Malibu Classroom Teachers Association joined thousands of educators across the country in demanding the resignation of U.S. Secretary of Education Rodney Paige, following a remark by Paige calling the National Education Association a "**terrorist organization.**"

Prior to being selected by President Bush as Secretary of Education, Mr. Paige served as the superintendent in Houston, Texas. Supporters of standardized testing revered the Houston district for their success in raising test scores of all students.

It has since been documented and substantiated that under his leadership, the Houston school district manipulated student tests scores and attendance records. In simple terms, Mr. Paige and his administration cheated.

Most recently, the National Education Association, school boards and administrative groups have been urging the federal government to amend the deeply flawed and highly punitive No Child Left Behind legislation. Unfortunately, Rod Paige has used this opportunity to refer to the NEA as **obstructionist**.

Name-calling appears to be the administration's response to parents and teachers who have legitimate concerns with President Bush's No Child Left Behind Act. Teachers and parents know that this law's one-size-fits-all approach to learning hurts our kids. It wastes money on federal tests and more bureaucracy, rather than giving students the resources they need to succeed.

The administration of the nation's public school system is too vital a task for someone who has no respect for the system's most important force - its dedicated teachers.

If this wasn't enough, Rod Paige recently referred to the NEA as a terrorist organization. This is simply going too far! It's time for Mr. Paige to step down as Secretary of Education

Teachers are deeply insulted by Mr. Paige's remarks and trying to brush the comments off as a 'Bad joke is even more insulting. Referring to teachers as terrorists is no joking matter. His remarks send a clear message as to how this administration views teachers and the work we do to educate children every day. After the recent exposés of the Houston school system under Mr. Paige's leadership and now this insensitive gaffe, it is time for Mr. Paige to pack his bags and head back to Texas.

SMMCTA Budget Analysis

I'd like to begin by thanking Mr. Ken Bailey, Ms. Kathy Scott and their staff members for providing SMMCTA with the numerous documents that we have requested. By doing so, it has allowed the Union to study and analyze the revenues and expenditures of the district.

When it comes to budgets, there are (3) issues that come to mind: (1) the revenue side, (2) the expenditure side and (3) the priorities of an organization.

SMMCTA has numerous suggestions and recommendations for securing reliable and ongoing revenues. We have suggestions about the expenditure side as well. However, tonight I will comment briefly on the priority side.

SMMUSD has a proud history of ensuring that all students are assured the opportunity to access a quality public education. At the same time, we have a proud history of valuing the employees that make the education of our students possible.

Clearly more money alone is not the solution. However, not having enough revenue is a problem. During difficult times, leaders must make difficult decisions.

In reviewing the many documents provided to us, SMMCTA realized the state does not adequately reimburse school district for the CSR program in grades 8-10. Specifically, the

district spends approximately \$750,00 more than it receives from Sacramento to maintain the CSR in grades 8-10.

Clearly smaller class sizes are better for students and teachers. However, as leaders we must ask ourselves, given the current fiscal realities, can we afford to run these classes at the current student to teacher ratio?

Leonard Vincent

It's with great sadness tonight that I report the recent death of long time SMMUSD teacher and community hero, Mr. Leonard Vincent.

For more than 4 decades, Mr. Vincent was a teacher in SMMUSD. Like great athletes that near the end of their career, Mr. Vincent was not eager to let go of his career as a teacher, his relationships with his peers at SAMO or MHS or his connection with his students.

He was loved and respected by his peers, families, the community and most importantly, his students.

He will be deeply missed by all of us that had the great pleasure of learning from him, working alongside him and knowing him as a gentle and generous human being.

A memorial service is being planned.

The details will be announced in the days ahead.

Board of Education Meeting Schedule					
July through December, 2003					
Month	1st Thurs.	2nd Thurs.	3rd Thursday Discussion Mtg.	4th Thursday	Special Note:
July				31 DO	One regular meeting in July
August			21 DO		One regular meeting in Aug.
September	4 MHS		18 SM		9/18 Charter Schools
October	2 DO		16 SM		
November	6 MHS		20 SM		11/20 - school plans; achievement data
December	4 DO				12/4 - school plans
January through June, 2004					
January	1 Holiday no meeting	8 DO		22 DO	1/8 - school plans
February	5 MHS		19 SM	26 DO	
March	4 DO	11 DO	17 DO (Wednesday)	25 DO	18-19: Stairway of the Stars (Civic Auditorium)
April	1 MHS			22DO 29DO	4/5-16: Spring Break
May	6 DO	13 DO	20 SM		
June	3 DO			24 DO	6/3 - Recognition of Retirees 6/14-18: Graduation Week Activities

Meeting Dates Approved 6/26/03 : Updated 2/6/04

District Office (DO) 7/31, 8/21, 10/2, 12/4, 1/8/04, 1/22,**2/26**, 3/4,**3/11**,3/17,**3/25**,4/22, **4/29**, 5/6,**5/13**,6/3 and 6/24
 Malibu Meetings (MHS) 9/4, 11/6, 2/5, and 4/1 - Malibu High School Aud. 30215 Morningview Drive, Malibu.
 Santa Monica City Council Chambers (SM) 9/18, 10/16, 11/20, 2/19 and 5/20 - 1685 Main Street, Santa Monica.

Agenda Distribution:

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

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

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

February 26, 2004

I CALL TO ORDER

7:15 p.m.

A Roll Call

Jose Escarce - President
Emily Bloomfield - Vice President
Julia Brownley
Oscar de la Torre
Mike Jordan - out at 11:35 p.m.
Maria Leon-Vazquez
Shane McCloud

Bryce Maddock - Santa Monica High School - out at 8:30 p.m.
Camden Vilkin - Malibu High School Student Representative - out at 9:10 p.m.
Elizabeth Kelso - Olympic High School Student Representative - absent

B Pledge of Allegiance

Led by Ms. Leon-Vazquez

II CLOSED SESSION

There was no closed session scheduled for this meeting.

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

ACTION
02/26/04

RECOMMENDATION NO. A.01

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

No Minutes Available for Approval

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR

02/26/04

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

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

RECOMMENDATION NO. A.02

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

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

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

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

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Mr. de la Torre

STUDENT ADVISORY VOTE: n/a

AYES: All (7)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION ACTION/MAJOR
02/26/04
 FROM: JOHN E. DEASY, SUPERINTENDENT corrected copy
 RE: STAFF PRESENTATION - ANALYSIS OF THE MET-SANTA MONICA
 CHARTER PETITION/PETITIONER RESPONSE AND PUBLIC HEARING

RECOMMENDATION NO. A.03

It is recommended that the Board of Education hold a public hearing for the purpose of hearing testimony regarding the MET-Santa Monica Charter School Petition submitted to the Board of Education at its regular meeting held Thursday, February 5, 2004.

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

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

* * * * *

Dr. Kaminski and Mr. Bailey presented the staff analysis of the MET-Santa Monica Charter Petition. A copy is attached. A copy of the Charter School Petition Review Checklist is attached on pages 11a-l. Ms. Andrea Purcell presented the petitioners' verbal response.

Following the public hearing, the Board of Education sought clarification of various aspects of the Charter. The Charter is tentatively scheduled to return to the Agenda for further discussion at the meeting of March 11, 2004

Speakers:

Mr. Kevin Tamm

8:38 p.m.
Open Hearing

8:42 p.m.
Close Hearing

MOTION MADE BY: Ms. Leon Vazquez
 SECONDED BY: Mr. de la Torre

Ms. Brownley
 Mr. McLoud

Ms. Leon-Vazquez
 Ms. Brownley

STUDENT ADVISORY VOTE:
 AYES:
 NOES:
 ABSTENTIONS:

Aye
 All (7)
 None (0)
 None (0)

Aye
 All (7)
 None (0)
 None (0)

Santa Monica-Malibu Unified School District
Review of THE MET – SANTA MONICA Charter Petition
February 17, 2004

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 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 MET – SANTA MONICA 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 and consultants at THE MET – SANTA MONICA have experience and expertise in the operation of a 9-12 alternative high school.
- P Evidence of staff or consultants with expertise in facilities, operations and business management.

SUGGESTED REVISIONS

None

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 THE MET - SANTA MONICA has a well-established history of providing an alternative educational program for grades 9-12 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.
- P School standards focus on the development of skills and address attainment of proficiency in the state content standards for which all public schools are held accountable.

SUGGESTED REVISIONS

- P In conjunction with other California MET schools, THE MET – SANTA MONICA will develop evidence that high school courses meet the UC a-g requirements for college eligibility and transferability. This evidence should be provided to the District as soon as it is available.
- P Individual Learning Plans will be developed for each student and will address their unique learning needs. Examples of how this will be accomplished for low achieving students, English Learners and Special Education students would strengthen the proposal.

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 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 if 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, Bilingual Advisory

Committee, and PTSA.

- P The governing board's responsibilities for hiring and firing the school principal and the principal's responsibilities for hiring and firing teachers are specified.

SUGGESTED REVISIONS

- P Provide bylaws to the District as soon as possible 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 charter and the district need to specify whether teachers will have appropriate transfer and return rights for certificated employees that are hired exclusively by the charter, particularly if they are members of the SMMUSD bargaining unit.

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.
- P Parental participation requirements and provisions for special circumstances are identified to ensure that families can reasonably participate.

SUGGESTED REVISIONS

- 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

There are provisions within the Charter Schools Act that allow “non-profit charitable organizations” to exempt their sponsoring school districts from any financial liabilities that may be incurred by the Charter School. It would be preferable if the petitioners would organize themselves as a non-profit charitable organization in order to limit the liability of the Santa Monica-Malibu Unified School District.

Revenue Projections

An analysis of the revenue projections for the next four years is in line with the current estimates from the California Department of Education (CDE) and School Services of California, Inc. (SSC). The combined general purpose ADA Revenue Limit and Categorical Block Grant are estimated to be \$5,622 per ADA for 2004-05. The revenue estimates for Economic Impact Aid (EIA) and Lottery are accurate. The estimate of Title I revenue would be contingent upon the Charter School meeting qualifications set forth by the CDE. Since the amounts are relatively small, they will have little relative impact on the overall revenue projections.

The petitioners have not applied a Cost of Living Adjustment (COLA), however, the following projections could safely be used:

<u>School Year</u>	2005-06	2006-07	2007-08
Estimated COLA	2.4%	2.7%	2.7%
Estimated ADA	5,757 ADA	5,912 ADA	6,072 ADA

Expenditure Projections

The petitioners outline a staffing pattern of 19 pupils per teacher. The first year cohort is 38 students, 2 teachers and 1 principal. The teachers’ estimated salaries and benefits are \$68,700 per teacher and \$110,500 for the principal. These salaries generally match the salaries in the Santa Monica-Malibu Unified School District.

The estimates for Site Lease/Rent are based on \$.75 per square foot. We do not currently have a method to verify that cost. Some of the projections that we have received are considerably higher monthly costs per square foot, however, without knowing the type of building and the amenities included in the lease price, it is difficult to say whether an estimate of \$.75 per square foot is competitive in the Santa Monica market. For example, we did some research and received the following two quotes:

,	Building at 5th & Broadway	\$2.35 per square foot
,	Current Educ. Services Offices	\$1.80 per square foot

The other issue facing the petitioners would be the ability to increase the size of the facility in even increments that would match their projected growth of 38 students per year for 4 years. It is likely that the school may have to move several times in order to provide for the larger facility needs.

An analysis of the supply budget indicates that the current budget levels at SMASH were used as the basis for the estimate. These cost estimates per student per year are likely to be more accurate once the school is at its full size of 152 students. These expense estimates may be underestimated in the first year or two.

The petitioners indicate that they are going to budget 5% of their revenue for District-provided services, including: Business, Fiscal, Food & Nutrition, Maintenance and Insurance. It is highly unlikely that the District can provide all of these items at a 5% indirect cost rate. If the petitioners plan to be an independent charter, all of these services will need to be contracted independently of the District.

Deficit Projections

The petitioners' budget shows that, in the first three years of operation, the Charter School will be deficit spending. There will be a need for a loan or a grant to fund this deficit. There's no mention as to how this deficit will be funded. The earliest that a loan or grant can be repaid would not be until the fourth year of operation. Provisions for handling this budget deficit must be outlined in order for the District to approve this budget.

Start-Up Budget

There is no provision to pay for the start-up costs of this Charter School. Depending on the type of facility that is leased, the start-up costs could be quite substantial. It is recommended that the petitioners outline for the School District how they would provide for these expenses.

Reserve Requirement

Currently, there is a requirement to maintain 5% or \$50,000 as a designation of the Reserve for Economic Uncertainties. This Reserve requirement will need to be added to the operating budget.

Special Education

There's no mention in the petition as to how the Special Education Program will be funded. Since the District's Special Education Program requires such a substantial Local General Fund Contribution (LGFC), the District would have considerable financial difficulty providing Special Education services without first identifying the reimbursement rates.

Annual Financial Audit

The petitioners will need to be more specific about how they will handle annual audit requirements. It is unlikely that we could add this requirement to the District's current contract, especially if the District does not handle the financial accounting for the petitioners. More detail is needed on how the petitioners will contract for this service.

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 THE MET - SANTA MONICA intends to receive professional development and consultation services from The Big Picture Company.

SUGGESTED REVISIONS

None

DISCUSSION ITEMS

TO: BOARD OF EDUCATION DISCUSSION
02/26/04
FROM: JOHN E. DEASY/SUPERINTENDENT (Revision #1)
Previously
RE: PROPOSED POLICY 3290 - ACCEPTANCE OF GIFTS 01/22/04
02/05/04, 02/19/04

DISCUSSION ITEM NO. D.1

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

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

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

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

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

April 1, 2004

*NOTE: The Board did not take public comments on this item. This was the Board's opportunity to fully discuss the policy and give direction to the Superintendent. However, the Board of Education welcomed written comments submitted to Karen Garot in care of the Superintendent's Office.

* * * * *

Each Board Member expressed his/her view of the policy. A majority of the Board of Education supported establishing a policy for an equity fund with a mandatory component. Dr. Jordan and Mr. McLoud supported a voluntary component. The Board directed the Superintendent as follows:

- (1) create a policy that includes a mandatory component as to acceptance of gifts;
- (2) provide the Board with data on gifts received by school sites as well as "needs" for the sites;
- (3) collection - continue discussion on whether the fund will contain a 15% set aside or a diminishing set aside;
- (4) list exemptions;
- (5) add language on how to work with foundations and/or corporations;
- (6) articulate management of the fund;
- (7) distribution - general agreement that it be narrowed as much as possible around equity of program and targeted for increased student outcomes; also consider:
 - [a] a formula,
 - [b] site based - what are allowed uses?
 - [c] or district-wide? and,
- (8) include plan on how to engage the community in terms of development of finer details.

Dr. Jordan stated that although he continues to support a voluntary policy, he pledged his support to work with the Board in crafting this policy.

In order to give staff time to collect data and respond to the direction of the Board, this item is scheduled to return to the agenda for further discussion at the March 11, 2004 meeting.

Acceptance of Gifts

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

Philosophy

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

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

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

To achieve a greater level of equalization, the Board will establish an Equity Fund, which will be administered by an external organization of the Boards choosing. ***Contributions to this fund and distributions from this fund will be made in accordance with the attached administrative regulation*** ~~Fifteen percent of all cash gifts to individual schools or the district, will be deposited in the Equity Fund. In addition, fifteen percent of the cash value of a non-monetary gift will be donated to the Equity Fund. Contributions to the Equity Fund will be distributed annually to district schools in the form of block grants, to be used for specified goals determined by individual sites, but within the guidelines established by the Board. The amount of each grant will be determined through a weighted formula. The purpose of the Equity Fund grants will be to improve the achievement of ALL students while simultaneously closing the achievement gap and mitigate the effects of the unequalized enrichment of schools.~~

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

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

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

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

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

Legal Reference:

EDUCATION CODE

- [1834](#) Acquisition of materials and apparatus
- [35162](#) Power to sue, be sued, hold and convey property
- [41030](#) School district may invest surplus monies from bequest or gifts
- [41031](#) Special fund or account in county treasury
- [41032](#) Authority of school board to accept gift or bequest; investments; gift of land requirements
- [41035](#) Advisory committee
- [41036](#) Function of advisory committee
- [41037](#) Rules and regulations

MANAGEMENT RESOURCES

ADOPTED January 23, 1984

REVISED
CSBA DATE

DISTRICT GOAL

SUBJECT: Acceptance of Gifts

ISSUED BY: Assistant Superintendent, Business and Fiscal Services

I. EFFECTIVE DATE

II. AUTHORITY
BOARD OF EDUCATION POLICY 3290

III. PROCEDURES

A. ACCEPTANCE PROCEDURES

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

B. CRITERIA FOR ACCEPTING GIFTS

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

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

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

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

C. CONTRIBUTIONS TO THE EQUITY FUND

To provide equitable and high quality educational opportunities for all students in Santa Monica-Malibu Unified School District, the Board will establish an Equity Fund, which will be administered by an organization of the Board's choosing. The Equity Fund will distribute block grants to all schools to address district goals and mitigate the effects of the unequalized enrichment of schools. ***The District will establish two components inside the Equity Fund that will run concurrently. The first will be composed of contributions established in this policy (mandatory). The second will be composed of voluntary contributions only. This second fund will be managed by a group of volunteers who will serve as fundraisers for this fund and operate in a similar method as 'For The Arts' does in terms of community awareness and fundraising.***

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

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

6) District approved capitol programs

7) State and Federal Grants

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

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

4. The amount of money given to each school in block grants will be determined using a weighted formula. *A copy of the formula is attached in Appendix II.* The weights contained in the formula areas follows:

- a. Equal Weighting (enrollment, number of students participating in the Free and Reduced Lunch program, number of students participating in English Language Learner programs, number of students in Special Day Classes)
- b. Fractional Weighting (number of students who are not proficient in English Language Arts, and number of students who are not proficient in Mathematics). The sum of these numbers yields a weighted average point total for each site.

The total of all schools' point totals is divided into the total amount of gifted resources available. The quotient becomes the Equity Funding Point Value for each of a school site's points. The Equity Funding Point Value is multiplied by the total number of points at each site resulting in a budget weighted to provide resources differentiated for the needs of each site. ***In the case of CDS, the funding point total per site will be the District average.***

5. Block grants may be used to address the district goal of improving the achievement of ALL students while simultaneously closing the achievement gap. Specifically, block grant funds may be used for: professional development, direct interventions for students needing academic support, ***remediation, or acceleration in math or English language arts***, district approved materials, literacy and math instructional coaches to support student learning.
6. Before receiving block grant funds, each school will submit a detailed plan for expenditures, as part of their regular school site improvement plan, to the Chief Academic Officer. The plan must include: target population, number of students served, description of need, rationale for plan, detailed plan of interventions and support, budget, assessment and evaluation procedures.
7. Restrictions on expenditures are limited to those items outside these general guidelines and include such items as capitol expenditures for furniture, fixtures, and non-instructional equipment. Any exception to expenditures requires the prior approval of the superintendent or his/her designee.
8. ***The organization that administers the funds provided to a school/site from the Equity Fund is established as Site Governance (or in absence of such an organization, a similar body).***
9. ***This policy will automatically return to the Board of Education for review each year prior to October 1 of any given school year.***

D. FUNDRAISING ACTIVITIES

1. Adopt-A-School programs and corporate solicitations are encouraged. All adoptions and corporate solicitations initiated by schools or any individual acting on behalf of a school must be approved by the superintendent's office prior to any contact being made with the business. This is an important step to avoid duplication of efforts, overwhelming any one business with multiple requests, and an equitable opportunity for all schools to work with our generous business partners.
- ~~2. Fundraising activities and single-event fundraising activities along with booster club(s) are organizations and activities that are considered under the guidelines of this policy. Academic/post-secondary scholarship fundraising is considered exempt from this guideline and policy.~~

3. The District shall make available to any and all groups engaged in fundraising on behalf of the public schools a cadre of volunteer experts to assist in building and coaching, the skills of fundraising and corporate sponsorship. This will help build the capacity of all sites while ensuring a unified successful approach to this endeavor. ***Furthermore, the District will facilitate a set of 'sister-school' teams that will serve as partners in assisting with the goals of increasing fundraising and increasing efficacy in establishing a greater base of financial support from the community and corporate partners.***

IV. RELATED FORMS:

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

V. APPROVAL _____

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

DISCUSSION ITEM NO. D.2

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

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

* * * * *

Public Comments
Margarita Gonzales

Dr. Kaminski presented this item. The policy will be scheduled for annual review in October of each year.

Board members directed staff to include the following:

(1) reinstate the following beliefs:

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.

(2) add to the beliefs:

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

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

(3) Include classified site staff in item discussing two-way accountability between school site and Central Office

(4) Vision Statement - include wording in second sentence: We are a richly culturally diverse community that values the contributions of all it members by actively confronting institutionalized racism.

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

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

BP 0000 (a)

Mission

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

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

Vision

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

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

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

~~We believe all students can learn.~~

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

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

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

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

~~We believe in a productive and challenging work environment where informed risk-taking,~~

~~curiosity and imagination are encouraged and rewarded. We believe schools should nurture a passion and joy for learning.~~

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

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

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

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

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

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

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

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

BP 0100 (c)

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

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

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

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

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

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

Beliefs

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

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

We believe intelligence is learned and effort creates ability.

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

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

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

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

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

We believe teachers are lead members of our learning community.

We believe teachers are responsible for developing intelligence in students.

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

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

REFERENCE

MANAGEMENT RESOURCES

ADOPTED

March 10, 1994

REVISED

CSBA DATE

DISTRICT GOAL

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

DISCUSSION ITEM NO. D.3

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

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

* * * * *

Dr. Kaminski presented this item. The policy will be scheduled for annual review in October of each year.

The Board agreed that under College Readiness a statement be added regarding preparing all students for college eligibility.

This item will come back to the Board for action at the meeting of March 4, 2004

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

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

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

BP 0200 (a)

A. QUALITY EDUCATION FOR ALL

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

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

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

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

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

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

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

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

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

AR 0200

A. STUDENT ACHIEVEMENT

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

Performance measures include the California Standards Tests in English/Language Arts and mathematics, the California High School Exit Exam (CAHSEE), the California English Language Development Test (CELDT), and district, standards-based instructional program assessments. Benchmark grades for reporting purposes are Grades 3, 5, 8 and 10.

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

Language Arts

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

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

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

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

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

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

English Language Development

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

Beginning: two levels

Early Intermediate - Early Advanced: one level

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

Mathematics

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

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

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

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

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

College Readiness

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

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

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

REFERENCE

MANAGEMENT RESOURCES

ADOPTED

REVISED

CSBA DATE

TO: BOARD OF EDUCATION

DISCUSSION

02/26/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: SANTA MONICA HIGH SCHOOL REDESIGN - UPDATE/PRESENTATION

DISCUSSION ITEM NO. D.4

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

* * * * *

The presentation was made by staff from Santa Monica High School which included:

- Dr. Ilene Straus
- Dr. Mark Kelly (M House)
- Ruth Esseln (H House)
- Greg Runyon (S House)
- Anuar Shalash (A House)
- Kathleen Martin (I House)
- Steve Cannell (temp O House)
- Catherine Baxter
- Meredith Louria (S House Teacher-Leader)
- Rosa Serratore (A House Teacher-Leader)
- Sylvia Terry (A House Assistant)

Handouts provided at the meeting are attached to the permanent Minutes.

Samohi's Redesign - An Update on Our Progress

Presented by Dr. Ilene Straus
Chief Education Officer
Santa Monica High School

Recent Accomplishments

- ◆ Buildings as House Space (Room Moves)
- ◆ Development of Houses as Professional Learning Communities
- ◆ Funding—Smaller Learning Communities Grant

Early Data and Feedback

- ◆ Suspension data for
Threatening Bodily
Harm/Fighting
 - ◆ 2001-02: 93
 - ◆ 2002-03: 73
 - ◆ 2003-04: 30*
- Number of occurrences
per school year

* 1st semester only

Parent Comments

- ♦ “I have always thought Samohi kept a pretty good eye on the students, but with the new houses, I feel it is easier to get to know the counselor and the principal.”
- ♦ “It has been very easy to communicate and problem-solve with her [student’s counselor], which I imagine is the result of her expertise and of the Redesign.”

Parent Comments

- ♦ “We had heard plenty of stories about how easily kids could ‘get lost’... From our point of view, this is not even vaguely a problem at SAMO and I attribute it to the redesign...”
- ♦ “The direct communication from our house principals via email has been terrific. A definite improvement. As time goes by, this will increase and prove to be a strong unifying principle.”

Parent Comments

- ♦ “I think the reorganization was too late in coming for the young adults who are now seniors.”

A Closer Look at Samohi's
Late Start Time

Presented by the S and A Houses

The S House – Sample Agenda

- ♦ Welcome and sharing of classroom practice: Charles Thun
- ♦ "Connections" Greg Runyon
- ♦ Homework Check; report on strategies from last meeting: Al Trundle
- ♦ Knowing Our Students: Michelle Kenney, Al Trundle, Marlene Siegel and Greg Runyon
- ♦ Business and Evaluations: Greg Runyon

The A House – Sample Agenda

- ♦ Community Building
- ♦ Peer classroom visits
- ♦ Ver Steeg Video
- ♦ Commitment: Grade level groups

Focus on Samohi's Classified Staff

Presented by Sylvia Terry
A House Office Manager

Current and Future Projects

Presented by Dr. Mark Kelly
Associate Principal and
M House Principal
Santa Monica High School

House Integrity and Course Offerings

- ◆ Science – Biology / Health
- ◆ Social Studies – Freshman Seminar and World History
- ◆ P.E. – 10th grade
- ◆ Math – Algebra and Geometry

On the Horizon

- ◆ Continuing to develop Professional Learning Communities of teachers
- ◆ Creating a true personalized environment for students
- ◆ Advisory
- ◆ 10th grade demonstration

Questions & Closing

Parent Quotes about Redesign...

I have always thought Samohi kept a pretty good eye on the students, but with the new houses, I feel it is easier to get to know the counselor and the principal. I especially appreciated a phone call that I had recently from [my counselor]... that was just to tell me that my daughter was doing so much better this semester.

At the beginning of the school year it was easier to communicate with you and [my daughter's counselor] ... than it had been with counselors in the past.

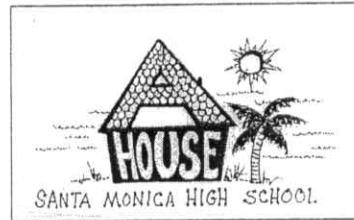
As the parent of a senior at SAMOHI and also the parent of an incoming freshman in 2004, I need to express the opinion that I think the reorganization was too late in coming for the young adults who are now seniors. However, I want to express my optimism and strong belief in the future of the next generation of students (including my son who will enter SAMOHI in Sept, 2004). This year I have really enjoyed the newsletters and e-mails that I have received from the ... house as so often very little information from our children, or from the school itself, reaches home no matter how close your relationship is with your child, how "good" the kid is, etc....most of the information passes you by.

Though we were not part of the SAMO family last year (our daughter is a Freshman), we had heard plenty of stories about how easily kids could "get lost." ... From our point of view, this is not even vaguely a problem at SAMO and I attribute it to the redesign...

The biggest change has been the presence of, and relationship with, his guidance counselor. He has had easy access to his counselor at all times. This is in part due to the proximity of her office; the fact that there is no "front desk" to penetrate before getting to her. The "open door" practice is evident...Moving some of the attendance issues (like re-admits) to the GCs has also provided an opportunity for students to have contact with their counselors.

The direct communication from our house principals via email has been terrific. A definite improvement. As time goes by, this will increase and prove to be a strong unifying principle.

Our son... is a freshman and is very happy at Samo...It has been very easy to communicate and problem-solve with her[his counselor], which I imagine is the result of her expertise and of the Redesign. We all felt personally attended to... The school no longer felt so huge. So, many thanks to you for your interest, and to the new system.



A-HOUSE MEETING

Wed. Feb. 18, 2004

7:30-9:00 in T104, Amy's room

- 7:30-7:40 **Community Building: The Viking Boot**
Chalk Talk: 2 things you learned about
Yours/others' practices from your visit
- 7:40-8:00 **Context: Get to know your partner: share your question regarding what you wanted to work on that linked to clear expectations...**
Now is the time to discuss in depth since your visit may not have provided evidence for you, but your partner has something in his/her bag of tricks to share.
(Ask questions about things that you want to know more about—for instance, strategies that you found especially interesting or puzzling, or incidents where more seemed to be going on than met the eye. Your focus is not to evaluate or judge the person you visited, but to improve your practices as the one who visited to learn something.)
- 8:00-8:25 **Concept: Peer Visits** Visiting Robin Ver Steeg via video
How does what you view speak in any way to clear expectations, intellectual rigor, and/or accountable talk?
- 8:25-8:50 **Commitment: Grade level groups** (each group designates a recorder and and facilitator)
Protocol: From your video notes, #1 share aloud what comes up for you (about your teaching or about your relationship with students or your understanding of the relationship between curriculum and pedagogy)
#2 what practices would be good and appropriate to have throughout your grade level?
#3 what practices need to be woven among the grades?
- 8:50-9:00 **Continuity:**
Getting to know Amy, our US government expert, mom to be, and mega preps teacher...
Principles of Learning for our Learning Walk—clear expectation plus accountable talk, and academic rigor—literature to define
Thank you Leigh Anne and Karen for the morning treats!

THANK YOU TO EVERYONE FOR OPENING UP YOUR CLASSROOM AND SHARING YOUR EXPERTISE WITH FELLOW A-HOUSE MEMBERS!

"No man is an island" John Donne

Clear Expectations

1. Standards that include models of student work are available to, and discussed with, students.

- a. Standards and rubrics are posted in the classroom and discussed with students.
- b. Students work with portfolios that contain the standards and rubrics.
- c. Students in the class can describe the substance of what they are trying to learn.
- d. Students can show examples of their work and describe the criteria they are trying to meet.
- e. Students are involved in explicating the criteria for work that meets the accomplishment standard (e.g. charts or rubrics are stated in student terms).
- f. Teacher feedback is given to students in terms of the standards and rubrics.

2. Students judge their work with respect to the standards.

- a. Students use rubrics to judge their work products
- b. Students engage in peer conferences in which clear criteria are used to evaluate and revise work.
- c. Students engage in teacher conferences in which clear criteria are used to evaluate and revise work.
- d. Students select work for portfolio submissions based on explicit criteria.
- e. Students know clearly when they have and have not met the intermediate expectations and standards.

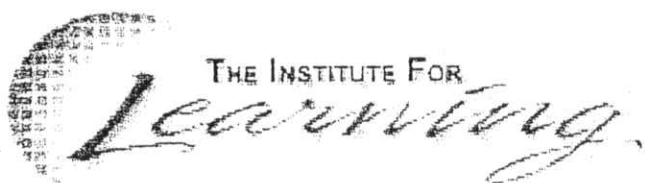
Clear Expectations

3. Intermediate expectations leading to the formally measured standards are specified.

- a. For every grade level, a sequence of expected concepts and skills is specified that leads explicitly to the formally measured standards.
- b. For each element in the sequence, there are rubrics and models of student work.
- c. Teaching is conducted in a way that highlights the important concepts and skills that students are expected to learn.

4. Families and community are informed about the accomplishment standards that children are expected to achieve.

- a. Good work displays for families and community take place regularly and are well attended.
- b. There are occasions when students explain to family and community their criteria for judging it.
- c. Parents know the standards and intermediate expectations toward which their children are working.
- d. A reporting system exists that explains how students are doing in relation to the standards and intermediate expectations.



Academic Rigor in a Thinking Curriculum

Commitment to a Knowledge Core

- There is an articulated curriculum in each subject that avoids needless repetition and progressively deepens understanding of core concepts.
- The curriculum and instruction are clearly organized around major concepts specified in the standards.
- Teaching and assessment focus on students' mastery of core concepts.

High Thinking Demand

- In every subject students are regularly expected to raise questions, to solve problems, to think, and to reason.
- Students are doing challenging, high-level assignments in every subject.
- Assignments in each subject include extended projects in which original work and revision to standards is expected.
- Students are challenged to construct explanations and to justify arguments in each subject.
- Instruction is organized to support reflection on learning processes and strategies.

Active Use of Knowledge

- Each subject includes assignments that require students to synthesize several sources of information.
- Students in each subject are challenged to construct explanations and to test their understanding of concepts by applying them and discussing them.
- Students' prior knowledge and out-of-school knowledge is used regularly in the teaching and learning process.
- Instructional tasks and classroom discourse requires students to interpret texts and construct solutions.

Accountable TalkSM

Accountability to the Learning Community

- Active participation in classroom talk.
- Listen attentively.
- Elaborate and build on each others' ideas.
- Work to clarify or expand a proposition.

Accountability to Knowledge

- Specific and accurate knowledge.
- Appropriate evidence for claims and arguments.
- Commitment to getting it right.

Accountability to Rigorous Thinking

- Synthesize several sources of information.
- Construct explanations and test understanding of concepts.
- Formulate conjectures and hypotheses.
- Employ generally accepted standards of reasoning.
- Challenge the quality of evidence and reasoning.

EYEBALL ANALYSIS

Horizontal and Vertical Analysis of Student Achievement Reports

Overview

What are the categories of information?

First Glance: Horizontal – Finding Intervention Students

Horizontal Highlights

- 1 and 2 Proficiency Level
- GPA below 2.0
- 5 or more excused absences, unexcused absences, or tardies

Highlighted Students

- How is each student doing currently in your class?
- How can I address his or her academic needs?

Second Glance: Vertical – Finding Intervention Targets

Scan the Highlights

- Identify the columns with the most highlights.
These columns are the most sensitive early warning indicators and can be intervention targets.

Scrutiny: Discrepancy Analysis

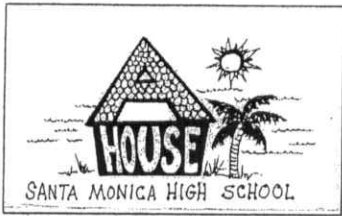
Compare Columns

- Identify areas where there is a mix of high and low results.
- Does the student have unique strengths and weaknesses?
- Do the indicators measure different aspects of learning?
- Does our instructional focus need to change emphasis?

Planning Interventions:

The Domino Effect: Short Term Goals + Frequent Measurement = Quick Success

	Students	Curriculum
Best First Learning		
Extended Learning		
Intervention Learning		



A-HOUSE MEETING

Wed. Oct. 22, 2003
7:30-9:00 in B100

7:30-7:45 Community Building Reflections write up on our work regarding Getting to Know each other and our students.

*The Viking Boot—hip, hip, hurray to Pat Wurster
hip, hip, hurray to???

7:45-7:50 Context *Getting to know our students and their needs in order to help them meet their achievement potential.

Get to know Heather Calahan.

7:50-8:35 Concept *Getting to know students. By way of data and teacher input, we will look at possible support and interventions.

Fish bowl activity focusing on 3 students (12-15 min./student)

Prior to start: #1 What norms should WE be using when discussing students?

#2 What questions should WE be asking about these students?

#1

#2

Commitment *Note written to oneself and revisited at Dec.3rd mtg.
What 2 things do I want to work on between now and the 12 week progress report?

8:40-9:00 Continuity *Looking Back and Forward

Committee Work: phone calls by House members—status?

Students of this month: _____

Parent group led by Jackie Pratt are working on student bathrooms and along with other community members working on landscaping and bench painting on 10/25.

Anuar will have 6 wk data for your rosters to help identify under 2.0.

First house technology inservice unfortunately will be post Dec 15 set for Jan. 7, 2004. In the meantime, departments are being inserviced.

House A Student Reps: Cody Snyder and Stephan Werk

Homecoming tickets/activity...

Thank you for this mtg's treats: Wendi, Frank, Celia, and Tom

Next mtg's treats: Anita, Teri, and Mary Kay

Next meeting's venue:

A-House NORMS used when discussing students:

- ◆ Use name rather than he/she
- ◆ Maintain respect for the student regardless of “talent”
- ◆ Comments made to help not condemn
- ◆ Teacher needs not feel defensive
- ◆ Focus on behaviour not label
- ◆ What is said/shared stays in the meeting room
- ◆ Focus on patterns by way of analyzing data
- ◆ ABOVE ALL, gage if the comment(s) can be made public?

Pertinent Questions to discuss:

- Personal information that can give insight into student’s performance
- What supports are in place at school, which could help?
- What motivates the student?
- What is the student’s learning style?

Students don’t always open up to all of us at the same time nor do they feel comfortable sharing with some people. Let’s use our House structure to share information, which can assist us in reaching out to all our students. The “behind the scenes” work we do on behalf of students remains confidential but is used constructively to address a particular student’s needs that in the end could be others’ needs too! (We need not dwell on the fact that a student/students being discussed do not sit in our classroom. There are some typical student profiles that exist across a wide spectrum of students.)

INTERVENTIONS DISCUSSED DURING FISHBOWL ACTIVITY

- address organizational skills (binder reminder, graphic organizers)
- start of class expectations are clear
- give student class responsibilities (handouts, write on board, scribe)
- talk with ALL of the student’s teachers
- provide timeline and check points for long term assignments (notebook/learning log checks)
- be mindful of student’s strength (e.g. oral participation Vs written)
- be mindful of the way one approaches a student i.e. watch tone that can be misinterpreted
- make personal connections to increase comfort in class and encourage risk taking and consider means to increasing confidence and self image
- use group work to increase involvement/engagement
- be aware of student’s language challenges and writing skills
- consider: literacy intervention and tutoring in native language
- broaden a student’s experiences and scope through reading
- look at school resources available (literacy, speech, social worker, alliance, ROP,

ALGEBRA B 1/2 P	72/C	72/C		
ENG 10 P	46/F	46/F		
WORLD HST/GEO P	42/F	42/F		
BIOLOGY P	55/D-	55/D-		
LRC TUTORIAL	81/B	81/B		
JAPANESE I P	71/C-	71/C-		

September

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October

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HOUSE S: Fall Semester 03-04

What We've Done

September

- Established sharing of classrooms and practices
- Identified 3 goals and worked with creating benchmarks and brainstormed ways to achieve
- Small groups – Looking deeply at one student → Michelle generated and distributed list of resources

October

- Looking at student work using one piece (autobiogr.) from Tisha's student
- Picked partner and did first set of classroom visits
- Debriefed – shared what was like to visit
- Meredith presented Peer Visit Cycle and partners planning conversation
- Survey for feedback at house meetings
- Greg gave coffee coupons to pairs for discussion time
- Halloween Soccer Picture

November

- Student data from district
- Library all-house Social Happy Hour

December

- Decided on pencil gifts
- Secret Santa set up
- Pinnacle presentation by Roseanne
- Hosted Faculty Art Show

January

- Quadrant activity around our struggling students
- Discussion of how to help them and how to allocate our \$→ led to notebook idea
- Email conversation at notebooks
- Distributed pencils to some 9th and 10th grade English classes

Knowing Our Students

OBJECTIVE: Problem solve about students we are worried about.

1. **WRITE** (on a full piece of paper folded in half) no more than a half a page on a particular student that you have concerns about.
2. On the other half of the paper write what you “**know**” about this student ie. Home-life, academics, other classes, extra curricular. What are these students’ **strengths** and what are these students’ **weaknesses**?
3. **Count** off by fours and move into four groups. (Runyon in L113, Kenney in L110, Siegel in L109, and Trundle in L114)

BREAK INTO GROUPS

4. **Find a Volunteer** to share about their student. Have them give background about the student. Use the board as a web. Write their name and all of the things that the teacher knows about the student.
5. Have other teachers and staff share what they know about that student. Write those in the web.
6. Brainstorm ideas on what we **NEED** to know to be able to help our students better.
7. If you have time have other teachers reflect on what they think would help them to know about their student.
8. Here is a list of interventions and resources. (New teachers may need some explanation of these)
 - The cumulative file
 - School Psychologist
 - Teacher-Student
 - Kathy McTaggart
 - Parent Contact
 - Conference
 - Literacy Support
 - Alliance
 - SARB
9. Come back to the whole group and have a couple of volunteers talk about things that were good about the activity (warm feedback) and things that were not so good about the activity (cool feedback).

Santa Monica High School

Report to SCORE on Samohi Leadership Retreat held on Saturday, February 7, 2004.

- Purpose of the Retreat: To discuss the second year of redesign implementation.
- Goals of the Retreat:
 - 1) to review Samohi's instructional program for grades 9 and 10 in order to identify ways to significantly increase the number of students who have classes within their house,
 - 2) to revisit the redesign plan.
- Review of Instructional Program and Recommendations for Future Program Structure.

Guiding question: What adjustments to Samohi's instructional program would significantly increase enrollment by 9th and 10th graders in the houses?

Mathematics

Existing Offerings- 9th Grade

Algebra 9B1-2
Algebra B1-2
Algebra
Algebra/Biology Block
Geometry 9
Geometry HP
Algebra B1-2 SE
Algebra IM
Geometry IM
Advanced Studies

Recommended 2004-2005 Offerings – 9th - 12th Grades

Algebra
Algebra/Biology Block
Geometry
Geometry HP
Intermediate Algebra
Intermediate Algebra HP
Advanced Studies

Sheltered Mathematics
Immersion Mathematics

Existing Offerings- 10th Grade

Algebra B1-2
Algebra
Geometry
Intermediate Algebra
Intermediate Algebra HP
Advanced Studies

Notes: Program adjustments assume loss of CSR program.

English

Existing Offerings- 9th Grade

English 9
English 9HP
ELD Beginning
ELD Intermediate
English 9SE
Literacy

Recommended 2004-2005 Offerings – 9th Grade

English 9
English 9HP
ELD Beginning
ELD Intermediate
English 9SE
Literacy

Existing Offerings- 10th Grade

English 10
English 10HP
ELD Beginning
ELD Intermediate
English 10SE
Literacy

Recommended 2004-2005 Offerings – 10th Grade

English 10
English 10HP
ELD Beginning
ELD Intermediate
English 10SE
Literacy

Social Science

Existing Offerings- 9th Grade
Freshmen Seminar – Semester Course

Existing Offerings- 10th Grade
World History

Recommended 2004-2005 Offerings – 9th Grade
Freshmen Seminar – Year Course

Recommended 2004-2005 Offerings – 10th Grade
World History
10th Grade AP Course: European or World History

Note: Program adjustments eliminates “get ahead” summer school options.

Science

Existing Offerings- 9th Grade
Biology w/embedded honors option
Biology/Algebra Block

Health – Semester Course

Existing Offerings- 10th Grade
Chemistry
Chemistry HP

Recommended 2004-2005 Offerings – 9th Grade
Biology
Biology HP
Biology/Algebra Block

Recommended 2004-2005 Offerings – 10th Grade
Chemistry
Chemistry HP

Note: Recommendation is to disperse health course content to other courses:

- 1) PE – nutrition and fitness
- 2) Biology – sex education
- 3) Freshmen Seminar – drugs and alcohol

Physical Education

Existing Offerings- 9th Grade
PE 9 B
PE 9 G
Athletics
Marching Band
Color Guard

Existing Offerings- 10th Grade
Basketball/Softball
Badminton/Volleyball
Dance
Tennis
Swim Conditioning
Step Aerobics
Weight Training
Athletics
Marching Band
Color Guard

Recommended 2004-2005 Offerings – 9th - 10th Grades
PE I
PE II
Athletics
Marching Band
Color Guard

Notes: Recommendation is to merge coursework facilitate enrollment in houses:

- 1) create a 2nd year course (PE II) with rotating activities,
- 2) offer 9th grade PE as a coed course (PE I),
- 3) combine 9th and 10th grade PE and create a two-year program (PE I & PE II).

Unresolved Issues

1. Year-long coursework – What alternatives are there to offering “repeat” classes. Repeat classes disrupt the master schedule and compromise the ability to retain students in courses within the house throughout the entire school year.
2. Summer school coursework – Program adjustments requires students take courses that many students take in summer school as “get ahead” courses (Freshmen Seminar, World History). State funding will

likely limit Samohi's capacity to offer "get ahead courses." Students who take "get ahead" courses often do to maximize their opportunity to enroll in elective courses or in order to avoid having to take an A period class. At minimum, many students who take summer courses will now be required to take an A period in order to accommodate personally selected schedule.

- Revisiting and Prioritizing the Redesign Plan

Guiding question: What elements of the redesign plan can we revisit in order to initiate a conversation for implementation?

1. Advisory – Work will focus on designing an advisory program that can be implemented for the 2005-2006 school year. Ruth Esseln will guide this work, building on her work with Freshmen Seminar.
2. 10th Grade Culminating Event – Work will focus designing a culminating activity for the end of 10th grade as a requirement for transitioning from 10th to 11th grade. The purpose of such an activity would be for students to demonstrate knowledge of core ideas and skills. Ruth Esseln will guide this work.
3. Redesign Principles: personalization, intellectual mission, community connections, and professional learning community. In what ways have these principles been addressed? Leadership team will make this examination a priority.

- 30-60-90 Day Action Plans

30-Day

1. By Wednesday, February 11 assigned leaders will introduce recommendations to departments.
2. By Friday, February 12, Mark Kelly will provide written summary to SCORE. Essential question for SCORE: do recommended adjustments constitute the need to implement restructuring procedures of Article XVII?
3. By Friday, February 20, departments will provide input back to leaders regarding recommendations.
4. By Monday, March 1 course catalog will be complete ready for print.
5. By Friday, February 27 a timeline and action plan for collecting student requests will be set.
6. Friday, February 27 (per. 5 & 6), house principals and teacher leaders will meet to review progress on 30-day plan.

60-Day (by spring break)

1. On March 4th and 11th program offerings will be presented to feeder middle schools.
2. By March 1st, Mark Kelly will present an overview of scheduling to department chairs, advisers, teacher leaders and house principals.
3. By end of February, Ilene Straus will present to Board regarding program adjustments.
4. By March 15, materials for collecting student requests will be complete.

90-Day

1. By May 15, student requests will be collected.

90-Day +

1. By close of school year, devise a plan for year-long courses. Ilene Straus and Anuar Shalash will work with IPC.
2. By close of school year, devise a plan for having complete schedules for all students (i.e. response to "no 5th and 6th period issue).

- Summary Talking Points

1. Message from houses – teachers want students in their houses. Make getting all 9th and 10th grade students into their respective houses a priority.
2. Continued implementation means focusing on a few specific priorities and executing these priorities.
3. We will do our best with the youngest students first.
4. Adjustments in the program are being made to increase the integrity of the houses, adjust for rigor and to increase student support.
5. We will strategically plan for the whole year, emphasizing a few specific priorities.
6. We need to be mindful of the master schedule process in order to meet our goals.