

***** PLEASE NOTE *****
DUE TO BUDGETARY CONSTRAINTS
THIS ADDITIONAL MEETING WAS
NOT TAPED FOR REBROADCAST

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

UNADOPTED
March 25, 2004

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, March 25, 2004. The Board called the meeting to order at 6 p.m. and moved to the Board Conference Room and met in Closed Session for the reason(s) listed in Section III, below. The Board reconvened the public portion of the meeting at 7:20 p.m. in the Board Room.

I CALL TO ORDER

- A. Roll Call
- B. Pledge of Allegiance

II PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

III CLOSED SESSION:

- Conference with Superintendent and Assistant Superintendents regarding 2003-2004 Strategies for Negotiations the Santa Monica-Malibu Classroom Teachers Association (SMMCTA), the Santa Monica Chapter, Local 660, of the Service Employees International Union (SEIU) and with Non-Represented Employees (management and confidential) pursuant to §GC 54957.6, as cited in the Brown Act
- Conference with Real Property Negotiator (Ken Bailey) - 1707 Fourth Street, Santa Monica, CA, pursuant to section 54956.8 of the Brown Act

V APPROVAL OF THE AGENDA

Moved by Ms. Leon-Vazquez, seconded by Ms. Bloomfield and voted 6/0 to approve the Agenda with items PR.1 and D.3 moved up on the agenda to accommodate Councilmember Feinstein and the District's librarians.

VI APPROVAL OF MINUTES

- A.1 Approval of Minutes: February 20, 2003 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.

- Mr. Craig Hamilton, Special Education DAC, reported to the Board on the Committee's work on the Special Education Strategic Plan which is scheduled to come to the Board in June of 2004. To date, surveys have been distributed to Special Education families, teachers and staff. A series of community meetings will take place next week (Monday, Tuesday and Wednesday, March 29-31) to assist the work on the plan. Mr. Hamilton requested time under Communications at future Board meetings so that a representative from the Committee could keep the Board of Education informed of the Committee's progress. The Board agreed to add that report to the agenda.

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.02	Adopt Board Policy 0000 - Vision	2-4
A.03	Adopt Board Policy 0200 - Goals	5-7
A.04	Establishment of Superintendent's Task Force to Study the Possibility Of Having All Students Acquire Spanish Proficiency Starting at Sixth Grade	8
A.05	Appointment - Special Education District Advisory Committee	9

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 - Next Steps (R3)	10-15
D.2	Updating Board Policy 5125 Student Records and Administrative Regulations	16-26
D.3	Librarians' Support of Student Outcomes	27
D.4	The MET-Santa Monica Charter - Continued Discussion - Draft Memorandum of Understanding (MOU) with Contingencies	28-36

XIII REQUESTS BY MEMBERS OF THE PUBLIC OR DISTRICT ADVISORY

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.

PR.1 Councilmember Mike Feinstein regarding:

- (1) - Involvement of the School Board with the Council in the discussions around long-term funding options for the District and
- (2) - Detailed explanation of the Mello-Roos funding idea option 37

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.

- Special Education - Strategic Plan (June 3, 2004)
- Brown Act - Review (date to be determined)

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

On a motion by Mr. de la Torre, seconded by Ms. Bloomfield and voted 6/0, this meeting adjourned at 12:20 a.m. to the next regular meeting scheduled to be held on Thursday, April 1, 2004 at 7 p.m. in the Auditorium at Malibu High School, 30215 Morningview Drive, Malibu, CA 90265.

Regularly scheduled 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: April 22, 2004

Jose Escarce
Jose Escarce, President

John E. Deasy
John E. Deasy, Superintendent

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**

March 25, 2004

I CALL TO ORDER

6:00 p.m.
Moved to Closed Session: 6:01 p.m.
Convene Public Meeting: 7:20 p.m.

A Roll Call

Jose Escarce - President
Emily Bloomfield - Vice President
Julia Brownley
Oscar de la Torre
Mike Jordan
Maria Leon-Vazquez
Shane McLoud - Excused Absence

Bryce Maddock - Santa Monica High School
Camden Vilkin - Malibu High School Student Representative
Elizabeth Kelso - Olympic High School Student Representative

B Pledge of Allegiance

Led by Camden Vilkin

II CLOSED SESSION

The Board of Education took no action in Closed Session and had nothing to report out.

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

ACTION
03/25/04

RECOMMENDATION NO. A.1

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

February 20, 2003

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Ms. Bloomfield

STUDENT ADVISORY VOTE: Aye
AYES: All (6)
NOES: None (0)
ABSTENTIONS: None (0)

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR

03/25/04

FROM: JOHN E. DEASY/LINDA KAMINSKI

Previously

02/05,26,03/04,11/04

RE: BOARD POLICY 0000 - VISION

RECOMMENDATION NO. A.02

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

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

* * * * *

PUBLIC COMMENTS

Jim Jaffe

Dr. Escarce suggested and the Board agreed to two friendly edits as follows:

- (1) Under VISION, last sentence, add the word "to" support... The sentence now reads:
We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth and to support them in their exploration of intellectual, artistic, technological, physical and social expression.
- (2) Last belief statement, add phrase "that based on" which reads as follows:

We believe all members of the district should strive to eliminate all forms of discrimination, including that based on race, gender, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Ms. Bloomfield

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

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

BP 0000

Mission

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

Vision

As a community of learners the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members ~~by actively confronting institutionalized racism~~ and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth and support them in their exploration of intellectual, artistic, technological, physical and social expression.

Beliefs

We believe in equality of opportunity and equitable access to an excellent education ~~and equality of opportunity~~ for all students.

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

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

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

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

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

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

We believe intelligence is learned and effort creates ability.

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

We believe that in partnership with students and families, teachers and district staff:

- Are committed to students and their own learning.
- Are responsible for managing and monitoring student learning.
- Are responsible for developing intelligence in students.
- Think systemically about their practice and learn from experience.
- Know the subjects they teach and how to teach those subjects to students

We believe that teachers and principals are lead members of our learning community.

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

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

We believe all members of the district should strive to eliminate all forms of discrimination, including: race, gender, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics.

REFERENCE

MANAGEMENT RESOURCES

ADOPTED

March 10, 1994

REVISED

CSBA DATE

DISTRICT GOAL

TO: BOARD OF EDUCATION ACTION/MAJOR
03/25/04
FROM: JOHN E. DEASY/LINDA KAMINSKI Previously
02/05,26, 03/04, 03/11/04
RE: BOARD POLICY 0200 - GOALS

RECOMMENDATION NO. A.03

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

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

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

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Ms. Bloomfield

STUDENT ADVISORY VOTE: N/A
AYES: All (6)
NOES: None (0)
ABSTENTIONS: None (0)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

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

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

AR 0200

A. STUDENT ACHIEVEMENT

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

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

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

Language Arts

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

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

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

85 percent of students will meet district benchmarks on the standards-based instructional program assessments for English-Language Arts.

85 percent of English Learners will demonstrate benchmark progress toward English-Language Arts proficiency on the standards-based instructional program assessments between the winter and spring test administrations.

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

English Language Development

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

Beginning: two levels

Early Intermediate - Early Advanced: one level

85 percent of English Learners will meet district benchmarks on the standards-based English Language Development instructional program assessments.

Mathematics

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

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

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

85 percent of students will meet district benchmarks on the standards-based instructional program assessments for mathematics.

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

College Readiness

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

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

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

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

REFERENCE

MANAGEMENT RESOURCES

ADOPTED

REVISED

CSBA DATE

TO: BOARD OF EDUCATION

ACTION/MAJOR

03/25/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: ESTABLISHMENT OF SUPERINTENDENT'S TASK FORCE TO STUDY
THE POSSIBILITY OF HAVING ALL STUDENTS ACQUIRE SPANISH
PROFICIENCY STARTING AT SIXTH GRADE

RECOMMENDATION NO. A.04

It is recommended that the Board of Education authorize the Superintendent to form a task force to study the possibility of all students acquiring Spanish Language proficiency beginning at sixth grade.

It is proposed that the task force be composed of a panel of not more than eight (8) educational leaders. The Superintendent will solicit letters of interest from within the district, from which eight individuals will be selected to serve on the task force.

It is intended that the task force will report its findings to the Board of Education in January, 2005.

COMMENT: The Board of Education discussed the formation of the task force at the meeting of March 4, 2004

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Ms. Bloomfield

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

03/25/04

FROM: JOHN E. DEASY

RE: APPOINTMENT - SPECIAL EDUCATION DISTRICT ADVISORY
COMMITTEE

RECOMMENDATION NO. A.05

It is recommended that the Board of Education consider an appoint
to the Special Education Advisory Committee.

Marina Valenzuela

COMMENT: An application has been submitted for membership
and has been provided to the Board of Education under
separate cover.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Ms. Bloomfield

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION

03/25/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: PROPOSED POLICY 3290 - ACCEPTANCE OF GIFTS
NEXT STEPS (R3)

Previously

01/22/04

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

3/11/04

DISCUSSION ITEM NO. D.1

The Board of Education will continue its discussion of Proposed Policy 3290 - Acceptance of Gifts, from the March 11, 2004 meeting.

Following the Board's discussion of the proposed changes to the district's gift policy at the meeting of February 26, 2004, the superintendent prepared the attached memorandum based on direction by the Board of Education. Changes discussed under Grants and Gifts at the meeting of March 11, 2004 are included and underlined.

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

* * * * *

Public Comments

Abby Adams

Jim Jaffe

Anita Landecker

Ralph Mechur, President, SMM Education Foundation

Ad Hoc Committee: The Superintendent indicated that a representatives from the SMM Council PTA (President) and Financial Oversight Committee would be included in the Ad Hoc Committee.

The Board of Education continued its discussion of the proposed policy. This item will return to the Agenda at a future meeting.

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY, SUPERINTENDENT
SUBJECT: GIFT POLICY/NEXT STEPS
DATE: 3/16/04 (AMENDMENT 1:3/25/04)

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

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

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

I will begin with the last framing issue first.

I. Community Assistance

i. Ad Hoc Committee

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

II. The Collection Mechanism

i. Collection Formula

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

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

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

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

GRANTS and GIFTS

This section proposes a guideline for discussing grants and gifts with respect to this policy. The first part defines the categories of donations and the second proposes guidelines for each with respect to donations to the Equity Fund.

One could establish 4 types of revenue sources to the district in this area:

- 1.) Gifts to the district
- 2.) Grants to the district
- 3.) Gifts to a site/school
- 4.) Grants to a site/school

I propose that all gifts to either a site/school or district be required to make the established donation to the Equity Fund.

I propose that grants to the district be considered on a case-by-case basis. When the Board accepts each grant (as is normally required), you would also decide if the individual grant should be subjected to the guidelines of the policy or not. A test of how equitable the grant funds are to be distributed would be a guiding principle when making this type of decision.

I propose that grants applied for and given to individual sites/schools be exempted from the policy. However, no grant will be submitted or accepted unless it is reviewed by the Assistant Superintendent/Chief Academic Officer for the purpose of determining if the grant would place the school in a position of being advantaged if the grant were received. This would provide an internal check and balance system prior to dealing with a grant award.

ii. Additional Monies for Consideration for Contribution

I suggest that you include in your final policy the expectation that grants and gifts made to the district at-large also be subjected to your contribution formula. Specifically, I recommend that you apply the collection formula to a portion of the monies given to the school district by our 2 cities. As a specific recommendation, I suggest you apply the formula to any amount of funds given above the current contracted agreement amount in our Santa Monica JUA (\$3,000,000.00) and any amount given above our current Malibu JUA (approx. \$320,000.00).

iii. Additional Considerations for Collection

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

III. The Administration of the Fund

i. The Equity Fund Administration

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

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

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

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

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

IV. The Distribution of the Funds

i. Distribution Mechanism

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

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

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

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

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

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

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

ii. Other Considerations

A number of considerations have been offered in providing suggestions for enhancing fundraising, creating incentives for the Equity Fund, and for district-wide equality of

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

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

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

TO: BOARD OF EDUCATION

DISCUSSION

03/25/04

FROM: JOHN E. DEASY/LINDA KAMINSKI/LAUREL SCHMIDT

First
Reading

RE: UPDATING BOARD POLICY 5125 STUDENT RECORDS
AND ADMINISTRATIVE REGULATIONS

DISCUSSION ITEM NO. D.2

It is recommended that the Board of Education review the new administrative regulations that have been taken directly from CSBA administrative regulations after which they will be included in the policy manual.

COMMENT: In December 2003, the board requested that information about expunging expulsion data from student records be included in board policy.

A review of board policy revealed the following:

- On October 29, 1998, the Board adopted BP 5125 - Student Records. There is no difference in that language of that policy and the current CSBA BP 5125
- No administrative regulations were written in 1998 to accompany the policy. Administrative regulations contain specific directions for enacting policies.

There are nine sections to the new administrative regulations:

1. Definitions
2. Changes to Student Records (expungement is in this section)
3. Retention and Destruction of Student Records
4. Persons with Access to Student Records
5. Procedure for Access
6. Duplication of Student Records
7. Access Log
8. Transfer of Student Records
9. Notification of Parents/Guardians

* * * * *

The superintendent indicated that the policy and administrative regulation regarding expunging expulsion data from student records would be effective beginning with the 2003-04 school year.

SMMUSD - Administrative Regulations for 5125 Student Records

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>	
5125	Student	Student Records	
<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
Progress and Student Records		X	

AR 5125

Definitions

Student record is any item of information other than directory information, gathered within or outside the district that is directly related to an identifiable student and maintained by the district or required to be maintained by an employee in the performance of his/her duties. Any information maintained for the purpose of second-party review is considered a student record. A student record may be recorded in handwriting, print, computer media, video or audiotape, film, microfilm, microfiche or by other means. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

1. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute
2. Records of the law enforcement unit of the district, subject to the provisions of 34 CFR 99.8

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation or administrative directive. (5 CCR 430)

Mandatory interim student records are those records that the schools are directed to compile and maintain for stipulated periods of time and are then destroyed in accordance with state law, regulation or administrative directive. (5 CCR 430)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Access means a personal inspection and review of a record, an accurate copy of a record or receipt of an accurate copy of a record, an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Disclosure means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records, to any party, by any means including oral, written or electronic means. (34 CFR 99.3)

Personally identifiable information includes but is not limited to the student's name, the name of the student's parent/guardian or other family member, the address of the student or student's family, a personal identifier such as the student's social security number or student number, and a list of personal characteristics or other information that would make the student's identity easily traceable. (34 CFR 99.3)

Adult student is a person who is or was enrolled in school and who is at least 18 years of age. (5 CCR 430)

School officials and employees are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.

A legitimate educational interest is one held by officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.

Changes to Student Records

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student. (5 CCR 437)

Only a parent/guardian having legal custody of the student may challenge the content of a record or offer a written response to a record. (Education Code 49061)

Upon satisfactory completion of the rehabilitation assignment of a pupil arising from the suspended enforcement of an expulsion, the Board of Education may order the expungement of any or all records of the expulsion. (EC 48917(a)(e))

Retention and Destruction of Student Records

The following mandatory permanent student records shall be kept indefinitely:
(5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth, and method of verifying birth date
3. Gender of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence

5. Entrance and departure date of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session or quarter, and marks or credits given
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Unless forwarded to another district, mandatory interim student records shall be maintained subject to destruction during the third school year following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor
2. A log identifying persons or agencies who request or receive information from the student record
3. Health information, including Child Health and Disability Prevention Program verification or waiver
4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge
5. Language training records
6. Progress slips/notices required by Education Code 49066 and 49067
7. Parental restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorizations or denial of student participation in specific programs
10. Results of standardized tests administered within the past three years

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program, including: (5 CCR 432, 437)

1. Objective counselor/teacher ratings
2. Standardized test results older than three years
3. Routine disciplinary data

4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Persons with Access to Student Records

Persons, agencies or organizations specifically granted access rights pursuant to state law shall have access without written parental consent or judicial order. In addition, parental consent is not required when information is shared with other persons within educational institutions, agencies or organizations obtaining access, as long as those persons have a legitimate educational interest in the information. (Education Code 49076)

The following persons or agencies shall have absolute access to any and all student records in accordance with state law:

1. Natural parents, adoptive parents, or legal guardians of students younger than age 18 (Education Code 49069)
 - a. Access to student records and information shall not be denied to a parent because he/she is not the child's custodial parent. (Family Code 3025)
2. Adult students age 18 or older or students under the age of 18 who attend a postsecondary institution, in which case the student shall alone exercise rights related to his/her student records and grant consent for the release of records (Education Code 49061; 34 CFR 99.5)
3. Those so authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077)

In addition, the following persons or agencies shall have access to those particular records that are relevant to the legitimate educational interests of the requester: (Education Code 49076)

1. Natural parents, adoptive parents or legal guardians of a dependent student age 18 or older
2. Students 16 or older or who have completed the 10th grade
3. School officials and district employees
4. Members of a school attendance review board, and any volunteer aide age 18 or older who has been investigated, selected and trained by such a board to provide follow-up services to a referred student
5. Officials and employees of other public schools or school systems where the student

intends or is directed to enroll, including local, county or state correctional facilities where educational programs leading to high school graduation are provided

6. Federal, state and local officials, as needed for program audits or compliance with law
7. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition
8. A prosecuting agency for consideration against a parent/guardian for failure to comply with compulsory education laws
9. Any probation officer or district attorney for the purposes of conducting a criminal investigation or an investigation in regards to declaring a person a ward of the court or involving a violation of a condition of probation
10. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student, or for purposes of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681

County child welfare services workers responsible for the case plan of a minor who is being placed in foster care shall have access to the student's school records. (Welfare and Institutions Code 16010)

Foster family agencies with jurisdiction over currently enrolled or former students may access those students' records of grades and transcripts, and any Individualized Education Program (IEPs) developed and maintained by the district with respect to such students. (Education Code 49069.3)

The Superintendent or designee may release a student's immunization record information to local health departments operating countywide immunization information and reminder systems and the State Department of Health Services. The following information may be released: the name of the student and the student's parent/guardian; types and dates of immunizations received by the student; manufacturer and lot number of the immunization received; adverse reaction to the immunization; other non-medical information necessary to establish the student's unique identity and record; current address and telephone number of the student and his/her parent/guardian; the student's gender; and the student's place of birth. (Health and Safety Code 120440)

When authorized by law to assist law enforcement in investigations of suspected kidnapping, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another district or private school within the state. The information shall be released only to designated peace officers, federal criminal investigators and federal law enforcement officers whose names have been submitted in writing by their law enforcement agency. (Education Code 49076.5)

The Superintendent or designee may release information from student records to the following: (Education Code 49076)

1. Appropriate persons in an emergency if the health and safety of a student or other persons are at stake
2. Agencies or organizations in connection with a student's application for or receipt of financial aid
3. Accrediting associations
4. Under the conditions specified in Education Code 49076, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction.
5. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll
6. County elections officials for the purpose of identifying students eligible to register to vote and offering such students an opportunity to register

Persons, agencies or organizations not afforded access rights pursuant to state law may be granted access only through written permission of the parent/guardian or adult student, or by judicial order. (Education Code 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent may grant consent if both parents notify the district, in writing, that such an agreement has been made. (Education Code 49061)

Any person or agency granted access is prohibited from releasing information to another person or agency without written permission from the parent/guardian or adult student. (Education Code 49076)

Procedures for Access

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained in different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians shall be notified of the location of student records if not centrally located. (Education Code 49060; 5 CCR 433)

To inspect, review or obtain copies of student records, authorized persons shall submit a request to the custodian of records.

Authorized persons from outside the school whose access requires consent from the parent/guardian or adult student shall submit their request, together with any required authorization, to the Superintendent or designee or the custodian of records. (5 CCR 435)

Within five days following the date of request, an authorized person shall be granted access to inspect, review and obtain copies of student records during regular school hours. (Education Code 49069; 5 CCR 431)

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069)

The custodian of records shall be responsible for the security of student records and shall assure that access is limited to authorized persons. (5 CCR 433)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage or loss of records during inspection. (5 CCR 435)

Prior to disclosing a record pursuant to a court order, the Superintendent or designee shall, unless otherwise instructed by the order, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested if lawfully possible within the requirements of the judicial order. (5 CCR 435)

When the district discloses personally identifiable information to officials of another school, school system or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall make a reasonable attempt to notify the parent/guardian or adult student at his/her last known address, provide a copy of the record that was disclosed, and give him/her an opportunity for a hearing to challenge the record. (34 CFR 99.34)

Upon releasing student information to a judge or probation officer for the purpose of conducting a truancy mediation program or presenting evidence in a truancy petition, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

If the district is planning to release a student's immunization information to the county health department or state Department of Health Services, the Superintendent or designee shall inform the student's parents/guardians of the following: (Health and Safety Code 120440)

1. The type of information that will be shared
2. The name and address of the agency with which the district will share the information
3. That any shared information shall be treated as confidential and shall be used to share only with each other and, upon request, with health care providers, child care facilities, family child care homes, service providers for the Women, Infants and Children (WIC) food program, county welfare departments, and health care plans
4. That the information may be used only to provide immunization service; to provide or facilitate third-party payer payments for immunizations; to compile and disseminate statistical information on immunization status on groups of people, without identifying the student

5. That the parent/guardian has the right to examine any immunization-related information shared in this manner and to correct any errors
6. That the parent/guardian may refuse to allow this information to be shared

Duplication of Student Records

To provide copies of any student record, the district shall charge a reasonable fee not to exceed the actual cost of furnishing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

The Superintendent or designee shall set a fee and update the amount periodically if actual costs change.

Access Log

A log shall be maintained for each student's record which lists all persons, agencies or organizations requesting or receiving information from the records and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the school custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

The log does not need to include: (Education Code 49064)

1. Parents/guardians or adult students
2. Students 16 years of age or older who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. School officials or employees who have legitimate educational interest

The log shall be accessible only to the parent/guardian, adult student, dependent adult student, student age 16 years or older or who has completed the 10th grade, custodian of records, and certain state/federal officials. (Education Code 49064; 5 CCR 432)

Transfer of Student Records

If a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the parent/guardian of his/her rights regarding student records, including the right to review, challenge and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in his/her suspension or expulsion. (Education Code 48201)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent records as requested by the other district or private school. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (5 CCR 438)

When informed that a district student in foster care is transferring to another local educational agency, the Superintendent or designee shall cooperate to ensure that the student's health and education records are transferred to the receiving district. The district shall transfer the records within five working days of receiving notification regarding the student's new educational placement. (Education Code 49069.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon students' initial enrollment and at the beginning of each year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. Insofar as practicable, the district shall provide these notices in the student's home language and shall effectively notify parents/guardians or eligible students who are disabled. (Education Code 49063; 34 CFR 99.7)

The notice shall include information about: (Education Code 49063; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The titles of the officials responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining "school officials and employees" and for determining "legitimate educational interest"
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records, and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. The availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions and instructional aims of every course offered by the school
12. Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the United States Department of Health, Education, and Welfare concerning an alleged failure by the district to comply with 20 USC 1232g

The notification shall also include a statement that the district forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.

APPROVAL
SUPERINTENDENT

John Deasy
REFERENCE

DATE
MANAGEMENT RESOURCES

ADOPTED

REVISED

CSBA DATE 11/00

DISTRICT GOAL

TO: BOARD OF EDUCATION

DISCUSSION

03/25/04

FROM: SUPERINTENDENT/LINDA KAMINSKI/SUZANNE PETERSON

RE: LIBRARIANS' SUPPORT OF STUDENT OUTCOMES

DISCUSSION ITEM NO. D.3

The librarians will give a PowerPoint presentation on student outcomes as outlined in the Board of Education adopted SMMUSD Library Plan. Information will be shared about librarians' collaboration with teachers to support standards-based curriculum and instruction in various content areas including language arts, science and social studies.

* * * * *
The following librarians presented the student outcomes to the Board of Education:

Suzanne Peterson -	Elementary schools
Dana Bart-Bell	Samohi
Ann McKechnie	Samohi
Joe Dimercurio	Malibu High
Marie-Claire Kelin	Lincoln
Joan Goldsmith	John Adams (substitute)

A copy of the Library Plan is attached to the permanent Minutes.

TO: BOARD OF EDUCATION

DISCUSSION

03/25/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: THE MET-SANTA MONICA CHARTER - CONTINUED DISCUSSION -
DRAFT MEMORANDUM OF UNDERSTANDING (MOU) WITH
CONTINGENCIES

DISCUSSION ITEM NO. D.4

At the meeting of March 17, 2004, the Board of Education directed that the superintendent provide further information for continued discussion at the meeting of March 25, 2004, regarding an MOU with contingencies.

The Board of Education is scheduled to take action on the Charter Petition at the meeting of April 1, 2004, in keeping with the 60 day time line to approve or reject the charter petition.

The April 1, 2004 meeting is scheduled to be held at Malibu High School.

Note: Due to the short turn around time for preparation of this item, the MOU document with contingencies was not available at the time of printing. This information will be provided prior to the meeting.

* * * * *

Public Comments

Jim Jaffe

Following discussion by the Board, the Superintendent was directed to bring back two separate MOU's, one which eliminates the district's responsibility for various functions of the Charter and another that includes supports for programs (i.e. Special Education) and various functions. Also, both MOU's are to include language regarding governance.

DRAFT
MEMORANDUM OF UNDERSTANDING

**Financial and Operational Memorandum of Understanding
Between the Santa Monica-Malibu Unified School District and
The MET – Santa Monica School**

Recitals

CHARTER GRANTED TO THE MET – SANTA MONICA SCHOOL

The Board of Education for the Santa Monica-Malibu Unified School District (hereinafter “District”) granted a charter to the MET – Santa Monica Public School (hereinafter “The Charter”) on [date] pursuant to the terms of the Charter Schools Act of 1992, as amended and SB 544 as amended (hereinafter the “Charter Schools Act”). The Board of Education for the District granted a charter to the MET – Santa Monica in full agreement and in partial contingency therein based upon the terms and contingencies set forth in the attached Memorandum of Understanding. This charter call for the District and The MET – Santa Monica Public School to enter into a mutually agreeable memorandum of understanding regarding funding entitlements of The MET – Santa Monica pursuant to Education Code Section 47612 and 47613.5, to define the oversight and operational arrangements between The MET – Santa Monica and the District, and to define and resolve other matters of mutual interest. **This agreement, in full, is contingent upon those declarations set forth in (hereinafter “contingencies”) and attached to this Memorandum of Understanding.**

PURPOSE OF THIS MEMORANDUM

This memorandum of understanding outlines the specific funding sources estimated to be available to The Charter, the specific terms under which The Charter will receive its funding entitlements, the administrative services that the District will provide The Charter, and the fees that The Charter will pay the District. It also outlines and defines the operational relationship between The Charter and the District and resolves other matters of mutual interest. It further sets for a number of expectations upon which the District made the granting of the charter contingent.

TERM

This agreement is effective [insert starting date, through insert ending date] and becomes active upon submission and completion of all contingencies herein noted. The Charter has [insert # of months] to satisfy and clear any and all contingencies herein noted. This agreement is intended to be the basis for developing similar memorandums of understanding in future fiscal years and both parties agree to meet and discuss the terms of this and future agreements in good faith and in a timely fashion.

Definitions

AVERAGE DAILY ATTENDANCE

Average Daily Attendance shall mean the attendance of charter school pupils while engaged in educational activities required of them by the Charter, as defined in Education Code Section 47612, and in Section 11960, Article 1, Subchapter 19, Title V, of the California Administrative Code of Regulations.

PROGRAM ENROLLMENT

The Charter and the District agree that the combined student enrollment of all grades composing the Met – Santa Monica will not exceed [insert number] students. The Charter further agrees to the recruiting and enrollment methodologies described within the petitioner's amended submittal.

The Charter agrees to provide the District with home addresses of all students. This data will be provided by grade level. This demographic data will be used to study growth trends throughout the District.

FUNDING SOURCES

Direct Funding

The Charter elects to receive its funding directly from the State, as provided by Education Code Section 47651. Listed below are the specific funding sources anticipated to be available to The Charter based on the best available estimates at the time this memorandum of understanding was prepared. These funding sources include those sources specified in the Charter Schools Act. In addition, the Charter anticipates that it will receive funding from sources not specifically addressed in the Charter Schools Act.

Average daily attendance ("ADA") shall be based on the number of students enrolled in the school multiplied by the school's prior year ADA as a percentage of enrollment as reported on the California Basic Education System (CBEDS). If prior year figures do not exist, the District's prior year percentage figures shall be used as a proxy and shall be multiplied by the number of students who have officially enrolled in the school. The school shall provide documentation of enrollment, including names, parent/guardian, address, and telephone numbers

The District agrees that it will work in good faith with The Charter to help it receive any and all available funding sources in a timely manner.

GENERAL PURPOSE, REVENUE LIMIT, AND BLOCK GRANT FUNDING

Funding from the revenue limit, categorical block grant and other categorical sources will be funded at the level established by the State Department of Education as defined in the Charter Block Grant Funding Model. These funds will be remitted less a one percent (1%) administrative fee.

OTHER FUNDING SOURCES

CALIFORNIA STATE LOTTERY FUNDING

The Charter will receive funding from the California State Lottery with the understanding that the per-ADA amounts may vary based on the receipts of the California State Lottery and other factors.

The School may be eligible to generate funding in lieu of the Economic Impact Aid program pursuant to Education Code Section 47634(e) if the school serves English language learners and/or economically disadvantaged students. In the event that the school serves such students, it shall report counts of English language learners and students qualifying for free/reduced price meals along with its attendance reports to the District and the school shall maintain documentation of such eligibility. The District shall ensure that this data is reported to the

California Department of Education. The District will remit to The Charter the “in lieu of property tax” dollar component of the general-purpose block grant as provided in Education Code Section 47635 (if applicable).

The same processes and procedures, along with all standard accounting and reporting mechanisms found in the District, shall apply to the Charter if the school is found in eligibility for: Supplemental Hourly Instructional Funding, Library Materials, Instructional Materials, Staff Development “Buy Back Days”, Class Size Reduction, and Federal Programs (Titles I, II, IV, and VI). Application for the latter funding shall be made through the Consolidated Applications process and shall be separately negotiated with the Office of Compliance and Monitoring to ensure responsibility for complying with the application process and compliance matters associated with these programs.

If any of these funding sources generates funding that is received by the District, the District shall transfer it to the school upon receipt.

TIMELINE FOR TRANSFER OF FUNDS FROM THE DISTRICT TO THE CHARTER Adjustments And Reconciliation

Either The Charter or the District may call at any time for a meeting to discuss funding levels whenever there is reason to believe that they are not reflective of actual amounts owing from the State or other sources. Such a meeting shall in any case occur at least once before March 30 of each fiscal year, at which time the District or The Charter shall present its best estimate of funds owing from the State or other sources through the remainder of the fiscal year. In the event that it is found that the actual amounts owing from the State or other sources are in excess of or lower than the amounts, any difference shall be prorated across the amounts due during the remaining months of the fiscal year.

Other funding sources may be identified during the course of this agreement pursuant to California Education Code or enacted legislation. Such funding will be estimated to flow from the District to The Charter as defined by current statute.

The District will assist The Charter in identifying all revenue to ensure that The Charter receives all applicable resources available.

DATA REPORTING

The school will develop a statistical calendar and maintain a system to record and account for ADA and will report ADA figures to the District on a monthly basis. The statistical calendar shall document days designated as instructional days and shall include a bell schedule or similar documentation that the school provides at least the minimum annual instructional minutes required pursuant to Education Code Section 47612.5(a)(1). The District will report ADA data to the Los Angeles County Office of Education and/or the California Department of Education as necessary to enable the school to receive the funding specified in this MOU. The school will notify the Chief Financial Officer of the SMMUSD, if during any month, actual ADA falls more than 10% below estimated ADA.

Once the school obtains a CDS code number from the California Department of Education it must submit to completed enrollment and other necessary demographic information to the CBEDS annually or as required by legislation.

The school shall also obtain and supply to the District in a timely fashion any other information necessary to enable the District to calculate the school's entitlement to the State and Federal funding sources including:

R-30 Language Census
STAR/Testing Data
Free/Reduced Lunch Counts
or as otherwise agreed upon in the Charter submittal.

DISTRICT FEES

Pursuant to Education Code Section 47613(a), the District will exact and charge The Charter for the actual costs of supervisorial oversight not to exceed 1 percent of the revenue of these charter schools.

Financial Contingencies

- 1.) The Charter will submit to the Chief Financial Officer an operational budget establishing, to his satisfaction, that the school operates without a negative balance or cash flow. This must include all notification of grant awards required to establish said fact. This contingency, while required for the establishment of the Charter, will remain an ongoing annual contingency for Charter renewal consideration.**
- 2.) The Charter disposes and waives the exercise of its right to have the District provide physical space for the school at the time of the signing and duration of this MOU. Therefore, the school must provide the district with any and all documentation deemed necessary, by the CFO, to establish a location and physical plant for the operation of the school and all considerations therein contained in an approved operational budget.**
- 3.) The Charter will file for and submit evidence that it has legitimate standing as a 501c organization. This contingency, while required for the establishment of the Charter, will remain an ongoing annual contingency for Charter renewal consideration.**

Supervisory Oversight Defined

The Charter and the District agree that supervisorial oversight, as used in Education Code 47613.7 shall include the following:

1. All activities related to the charter revocation and renewal process, as described in Section 47607.
2. Activities relating to monitoring the performance of the charter school with respect to the terms of its Charter, related agreements, and all applicable laws.
3. Review of and timely response to the annual reports and related processes as outlined in the Charter or MOU.
4. Participating in the dispute resolution process as described in the Charter.

District Administrative and Other Services Defined

In addition to the supervisory oversight services listed above, The Charter agrees to pay the District the full cost of all costs related to the following services as provided for in Section 46713 (d):

1. Budget Development and Fiscal Planning – Includes consulting assistance of District staff to assist The Charter in accurately identifying its revenues. The District shall provide The Charter with a monthly invoice for any budget development and fiscal planning services provided by the District.
2. STAR Testing-The Charter plans to administer its own STAR tests. However, upon request from The Charter, the District shall assist in the ordering, storing, and delivery of annual test materials in coordination with staff. All charges for scoring will be billed to The Charter, unless otherwise agreed to.
3. Additional District Services - The District may provide additional District services upon written request or authorization from the Charter. The District shall provide The Charter with a monthly invoice for any additional services that are not reimbursed as mandated costs.

STUDENT TRANSPORTATION

No provisions are herewith agreed to.

FOOD SERVICES

No provisions are herewith agreed to.

SPECIAL EDUCATION

The District shall assume the responsibility for the provision of all special education services mandated by the IDEA, the California Education Code, and all other applicable laws and regulations on behalf of eligible students enrolled in The Charter, including eligibility screening, assessment, placement and implementation, special education instruction and related services and supports. The Charter agrees to make its staff available to the District as required to comply with IEP team membership mandates. The Charter further agrees to promptly refer to the District for screening and assessment any students reasonably suspected of having educational disabilities or otherwise being eligible for special education.

The school will be included in the SMMUSD's SELPA as a school of the District. All State and Federal special education funding otherwise relegated to the Charter will be returned to the District in lieu of the services provided as outlined above. This includes any and all funding enacted in legislation during the length of this agreement for the purposes of providing special education and related services.

TECHNOLOGY AND INFRASTRUCTURE

All services for technology or infrastructure provided by the District will be billed back to The Charter on a time-and-material basis.

BUDGET AND FINANCE

The Charter will provide to the District, Los Angeles County Office of Education, and State a

proposed budget for the operation of the school for each and any fiscal year covered by this agreement, showing estimated revenues and expenditures based upon identified and reasonable assumptions by May 1 of a given year. This information will be provided in the School Account Code Structure (SACS) format.

The Charter will provide quarterly financial printouts to the District and other financial records related to the operation of the school as requested by the District.

AUDIT

The Charter shall engage the services of an external auditor (or as otherwise agreed to) to prepare an annual audit of the financial transactions of the school each year pursuant to the terms specified in the charter. The Charter shall immediately forward a copy of the audit to the State, Los Angeles County Office of Education and Chief Financial Officer of the District no later than December 1 of each fiscal year. Any negative findings or deficiencies shall be resolved and reported to the State, Los Angeles County Office of Education and the District pursuant to the terms of the Charter.

OTHER FINANCIAL DATA

The school shall prepare and submit to the District the following information:

- 1.) Monthly financial reports displaying the financial status of the school. Such reports shall display anticipated revenues and expenditures as compared with actuals to date and projected year-end figures, by major category of revenues and expenditures.
- 2.) A planning budget by April 1 of each year
- 3.) Monthly bank reconciliation schedule
- 4.) Annual (and updated) list of staff, positions, administrators, credentials, and names of members of the governing board
- 5.) Certificates of liability and property insurance

Contingencies Continued:

- 4.) **The Charter will demonstrate how the teaching staff meets the compliance requirements for Highly Qualified Teachers under the provisions of the NCLB act and for those schools receiving Title I funds (if applicable) in the established recital at a level of compliance no less than that of the District (unless otherwise provided for by law).**

CURRICULUM COMPLIANCE AND MISCELLANEOUS

- 1.) The school shall offer, at a minimum, the same number of instructional minutes set forth in Education Code 46201 for the appropriate grade levels.
- 2.) The school, if it provides independent study, shall be subject to Education Code sections 51745 – 51749.3.
- 3.) All teachers in the school shall hold a Commission on Teacher Credentialing Certificate, permit or other equivalent document as to those of the District who would be required to hold same except where lack of such is permitted by law. Copies of these are to be maintained in a file at the school and must be made readily available for periodic inspection by the District.

- 4.) The school shall maintain written contemporaneous records that document all student attendance and shall make such records available to inspection and audit.
- 5.) The school shall be subject to Education Code section 41365 regarding the revolving loan fund for charter schools.
- 6.) The School must meet all statewide standards and conduct assessment(s) required by Education Code 60605 and any other statewide standards or student assessments applicable to non charter public schools.
- 7.) The school must certify that their students have participated in the State Testing Programs specified in Education Code 60600 – 60652 in the same manner as other students attending public schools.
- 8.) The school hereby agrees to be evaluated annually in accordance to the instructional and academic goals set forth in the charter petition (as amended) and as required by the charter school elements under 47605(a).

Construction and Severability

INDEMNIFICATION HOLD HARMLESS

To the fullest extent permitted by law, the school shall indemnify and save harmless the District and its officers, officials, employees, agents and representatives from and against any and all claims, demands, judgments, loss, cost, damage, injury, expense and liability of every kind, nature and description (including, without limitation, incidental and consequential damages, court cases, attorney's fees, litigation expenses) to the extent they arise directly or indirectly, in whole or in part out of performance or non-performance of the terms of the charter, MOU, contingencies, or charter legislation, to the extent that such claims, demands, judgments, loss, cost, damage, injury expense are the result of any error, omission or negligent act of the school or any person employed or agent, director, or officer of the school.

TERMINATION

Either party may terminate this agreement at any time as a reasonable result of a breach of the material provision of the agreement after giving 30 days written notice and opportunity to cure the violation. The 30 days written notice shall include a description of the alleged breach and steps required to cure the violation. The notice of termination should include and explanation of the reason for termination. Termination may be immediate if a violation of a material provision of the charter or this MOU (including any and all contingencies herein) constitutes a severe and imminent threat to the health and safety of the pupils or legal and legitimate operational ability of the school and or District.

MONITORING AND OVERSIGHT

The school shall promptly respond to all reasonable inquiries from the District and shall consult with the District regarding any inquiries. This District has the right to inspect or observe any part of the school at any time.

AMENDMENTS

This agreement may be amended or modified, in whole or in part, only by an agreement in writing developed in the same manner as this agreement.

SEVERABILITY

If any provision or any part of this agreement is, for any reason, held to be invalid or unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

NOTIFICATIONS

All notices, requests, and other communications under this agreement shall be in writing and mailed to the proper addresses as follows:

To the District at: 1651 16th Street, Santa Monica, CA

To The Charter at:

IN WITNESS WHEREOF, the parties to this agreement have duly executed it on the day and year set forth below:

Dated: _____ BY _____
Santa Monica-Malibu Unified School District

Dated: _____ BY _____
The MET-Santa Monica Public School

DRAFT

PUBLIC REQUEST

TO: BOARD OF EDUCATION

PUBLIC REQUEST

03/25/04

FROM: MICHAEL FEINSTEIN, SANTA MONICA CITY COUNCILMEMBER

RE: LONG TERM FUNDING AND PROPERTY CONSIDERATIONS

PUBLIC REQUEST NO. 1

Mr. Michael Feinstein has requested to be placed on the agenda to address the following:

1. Involvement of the school board with the council in the discussions around long-term funding options for the district, and
2. Detailed explanation of the Mello-Roos funding idea option.

* * * * *

Public Comments

Louise Jaffe

Mr. Feinstein discussed his thinking around funding and property issues pertaining to the City of Santa Monica and the School District. He made it clear that he was not speaking on behalf of the City Council, but as one member presenting his personal perspective.

Mr. Feinstein indicated that the School Board and City Council should meet jointly to discuss the funding measure that may be on the November ballot.

Dr. Escarce clarified that the measure is being sought by a group of private citizens and not by the Board of Education or district.

The Board thanked Mr. Feinstein for presenting his concerns and ideas to the Board.

Santa Monica-Malibu Unified School District

Library Plan 2003-2004 DRAFT

“The legislature finds and declares that school libraries that are staffed by qualified librarians and have adequate numbers of up-to-date library books, resource materials, and media centers, are a valuable resource for teachers and pupils. School libraries provide pupils access to resources that help them meet the academic standards established for them to become independent and lifelong learners.”

Education Code 18180-California Public School Library Act of 1998

Santa Monica-Malibu Unified School District

Library Plan

2003-2004

DRAFT

The 1998-1999 California State Budget provided an historic library development opportunity for California public schools and the promise of ongoing funding for enriching school library collections. The result was a per pupil allocation of approximately \$28 for school library improvement. Due to budget cuts, the 2003-2004 allotment is \$1.41 per pupil. This revised Santa Monica-Malibu Library Plan 2003-2004 was written by the Santa Monica-Malibu Library Act Advisory Committee (LAAC). The research and policies below informed these revisions:

- *No Child Left Behind Act*
- *California School Library Media Standards and Guidelines for Strong School Libraries in California November 2003 (Draft)*
- *Information Power – American Library Association*
- *Santa Monica-Malibu Strategic Plan*

LAAC

Librarians

Dana Bart-Bell, Joe DiMercurio, Marie-Claire Kelin, Ann McKechnie, Suzanne Peterson, Joan Goldsmith

Elementary Library Coordinators

Alice Altman, Vicki Chapman, Rosemarie Bock, Dee Dee Cooper, Heather Lowe, Peri Monte, Karen Johnson, Angela Arnold, Maura Romero Large, Christine Topham

Administrators

Linda Kaminski, Donna Muncey, Peter Zrinzo, Will Carey, Al Friedenberg

Board of Education member

Shane McCloud

Teachers

Eddy Jacobs, Gene Bream, Jan La Duke, Rozita Moazzez, Veronica Garcia, Jaime Jimenez, Leslie Wells, Amy Teplin, Cindy Kratzer

Consultants

Kevin McKeown, Technology DAC, Chris Thornton, parent
Instructional Technology District Advisory Committee

The LAAC recommends that:

The per pupil allotment be allocated to Santa Monica-Malibu District school libraries according to each school's average daily attendance (ADA). The funds will be spent at each school in consultation with teachers, librarians, library coordinators, and administrators. Increases in paraprofessional support at elementary and secondary schools will also be allocated by ADA.

(See appendix A for list of appropriate expenditures)

DRAFT
Mission

The mission of the school library is to ensure that students develop an appreciation of literature, which fosters the joy of reading, and that students and staff become effective users and communicators of information and ideas.

Vision

Santa Monica-Malibu Unified School District libraries will promote and reinforce students' interests and abilities in reading, listening, and viewing. Libraries will foster the full range of information concepts, strategies, and abilities students must master in today's information rich environment.

Library and Information Literacy Student Outcomes

- Students will be avid and capable readers
- Students will be able to access, evaluate, and use information effectively.
- Students will be skilled users of information technology tools.
- Students will be responsible information users.

**Teacher Outcomes Supporting Student Outcomes
Based on California and National Standards**

- Classroom teachers and library media teachers will promote literacy through reading.
- Classroom teachers and library media teachers will collaborate in the research process using *From Library Skills to Information Literacy: A Handbook for the 21st Century* as a guide.
- Library media teachers will assist classroom teachers in the practical and ethical use of information technology.

DRAFT

Current Status of SMMUSD School Libraries

School libraries serve all shareholders in the learning community beginning with the school's students, teach staff, and administration, and then extending to parents, families, and to other local community members. There are four secondary and ten elementary school libraries in the Santa Monica-Malibu Unified School District.

Curricular standards, the diverse needs of students, and the *SMMUSD Selection of Instructional Materials Policy* drive collection and program development. Libraries have Internet access, eLibrary (research database), Worldbook Online, and are connected through SMILENet, the SMMUSD automated library system.

Five full-time credentialed library media teachers and four paraprofessionals staff the secondary libraries. They maintain extended library hours and are open before and after the school day. Library media teachers are members of the *District Advisory Committee on Technology* and collaborate with librarians in the Santa Monica Public Library.

The ten elementary libraries are staffed seven hours a day by paraprofessionals and coordinated by one library media teacher. This staffing of one LMT for ten schools does not allow collaboration between the library media teacher and teachers during the school day or during extended hours.

Progress Made Since the Implementation of AB862

Library collections have increased in size, scope, and currency since 1999. The average age of the Lincoln Middle School collection is indicative of District averages.

	<u>Year</u> 2004	<u>Year</u> 2001	<u>Year</u> 1999
	Copyright	Copyright	Copyright
500s (pure science)	1999	1992	1988
600s (technology)	1999	1993	1983
900s (geography)	2000	1994	1976

- A wider variety of online resources are available, such as eLibrary, GaleNet, NewsBank (including Noticias en Espanol), ProQuest, and SIRS Research.
- There are improved information technology tools such as computers, networked printers, LCD projectors, and scanners.

DRAFT Challenges

- **There is one library media teacher for ten elementary schools.**
- **There is one seven hour a day library professional for each elementary library.**
Large schools (Franklin, Roosevelt, Will Rogers, Grant) have the same library staffing as small schools.
- **Library media teachers are not employed for the week before and after the school year begins and ends, making distribution and retrieval of textbooks during the first and last week of school impossible.**
- **Santa Monica High School and Lincoln Middle School have decreased paraprofessional staffing.**
Samohi - 30 hour a week decrease Lincoln - 10 hour a week decrease
- **Extended library hours in secondary libraries are no longer District funded. PTA and gifts fund the following extended hours:**
Samohi 7:00 -5:00 Malibu High 7:30-4:30 Lincoln 7:30-4:30 (M-Th) John Adams 7:30-4:45 (M-Th)
- **Elementary libraries are not staffed before or after school.**
Library space is used in some schools by after school programs such as Crest, but libraries resources and professional help are not available.
- **Due to the decrease of California Public School Library Act funding from \$28.00 in 1999 to \$3.44 in 2002 to \$1.41 in 2003 libraries face serious challenges in maintaining book and technology resources.**
Secondary libraries have school budgets averaging \$3.25 ADA to purchase books, supplies and hardware.
Elementary libraries have \$0.00 from school or district budgets and have only Ed Foundation and gift funding.
- **It will be necessary to migrate to a new library automated system when Dynix, the current library system phases out.**

DRAFT

Action Plan

In order to accomplish the Mission and Vision of school libraries and to meet the equity needs outlined in the SMMUSD Strategic Plan, the LAAC recommends the following Action Plan:

- **Additional paraprofessional support for elementary school libraries allotted by ADA.**
One hour of paraprofessional time allotted for every 100 students over 500.
- **One additional full-time credentialed elementary library media teacher will increase staffing from one LMT for ten schools to one LMT for five schools.** At this time there is one LMT for all ten elementary schools. Even under the best of circumstances, that means the elementary LMT spends on average one day every other week at any school library. The addition of one LMT for five schools would allow each school to be visited once a week.
- **Library Media Teachers work an extended school year (five days after the school year ends and five days before the school year begins).** Current staffing means that school libraries remain closed during the first week of the school year so library staff can process text and library books and reconfigure networks. Libraries are also closed during the last week of the school year to collect textbooks and distribute overdue notices. Since LMTs are responsible for the distribution and inventories of textbooks, in order for textbooks to be in classrooms on the first week of school through the last week, libraries must be fully staffed.
- **Restore secondary paraprofessional support to 2001-2002 levels over a two-year period.**
 - One six hour paraprofessional at Santa Monica High School
 - Increase the Lincoln Middle School paraprofessional from six to eight hours
- **Restore district funded professionally staffed extended library hours to 2001-2002 levels**
Equity in access to technology and information resources is crucial. Currently secondary schools rely on gift funds to keep libraries open for extended hours. In order to ensure equity of access, we propose that the District fund extended library hours.
- **Establish professionally staffed extended library hours in elementary libraries.**
It is especially crucial for schools in low-income areas to have access to school libraries to ensure that all our students have access to the same quality of materials and resources.
- **Establish an ADA allotment for the purchase of library books in addition to California Public School Library funding.**
To ensure that our libraries maintain current book collections, establish a sliding scale allotment that is offset by state funding, so all libraries can purchase one book per child per semester.
- **Provide funding for the acquisition of library technology (computers, LCDs, printers, scanners, burners, cameras, etc.)**
 - \$1500 for schools with a population of 300-700
 - \$3000 for schools with a population of 700-1500
 - \$4500 for schools with a population over 1500

- **Maintain current district system support**
 - Information Services -Dynix automated library system and OCLC cataloging system
 - Instructional Technology - eLibrary, World Book Online
- **Migrate to a web-based library system as our current system phases out.**
- **When funds for construction become available, libraries will be considered for expansion and/or remodeling. When library space is designated for other than library purposes during school construction, that space will be returned to libraries as soon as construction is complete.**
 - Santa Monica High School – conference rooms
- **Professional development for all library personnel, to include meeting time to promote collaboration with teachers, curriculum development, technology planning, and selection. Professional development will also include attending conferences from organizations such as:**
 - American Library Association, California School Library Association, Computer Using Educators, and National Council of the Teachers of English.

Estimated Expenditures to Implement Action Plan

Item	One Year Cost	Cost 2004-2005
One additional full-time credentialed elementary library media teacher to be implemented in 2005-2006	\$60,000	\$0
Additional clerical support for elementary school libraries-- one hour per day for every 100 students over 500.	\$20,000	\$20,000
Six LMTs--extended school year (five days after the school year ends and five days before the school year begins.)	\$18,000	\$18,000
One book per child per year based on \$30 per book in combination with State AB 862 funds. AB 862 funds and District funds would equal \$30 per child per year.	Undetermined (Dependent of State contribution)	Undetermined (Dependent of State contribution)
Hardware maintenance and upgrades based on ADA \$1,500 for schools with ADA from 300-700 \$3,000 for schools with ADA from 700-1500 \$4,500 for schools with ADA over 1500	\$34,500	\$34,500
Operating expense libraries (Dynix, OCLC) funding source Data Services	\$20,000*	\$20,000*
Operating database expense (eLibrary and World Book Online) funding source Educational Services	\$25,000*	\$25,000*
Library system: 5 year build up of funds to migrate to a web-based library system as our current system phases out. Pricing dependent upon system selected for purchase. (estimated cost based on current quotes)	\$150,000	\$30,000
When any funds for construction become available, libraries will be considered for expansion and/or remodeling. When library space is designated for other than library purposes during school construction, that space will be returned to libraries as soon as construction is completed.	TBD	TBD
Professional development for certificated and classified staff. Funding source school site	TBD	TBD

* indicates current resources

Appendix A

The California Public School Library Act of 1998 Grant Expenditures

<i>Type of Library Resource</i>	<i>Appropriate Expenditures</i>	<i>Unacceptable Expenditures</i>
Books	Library books include fiction, nonfiction, and reference books. Cataloging and processing may be ordered with this purchase.	Textbooks; classroom literature sets; county office of education contracts for library services.
Periodicals	Newspaper subscriptions and magazine subscriptions in print and/or electronic format.	Classroom sets of a single magazine title.
Microforms	Resources on microfiche or microfilm to assist in the research process.	
Audiovisual Materials	Audio and videotapes, laser disks, art prints.	Models; stuffed animals.
Software	CD-ROM reference materials, databases, simulations, and library automation programs for circulation and electronic catalogs—networked or single station. Retrospective conversion of the card catalog to electronic format as part of automation is acceptable.	Integrated learning systems; classroom and/or lab sets of CD-ROMs used outside the library; site licensing of software programs; district database support systems.
Online Resources	Web based reference materials, databases, simulations, and library automation programs for circulation and electronic catalogs--networked or single station.	Site license of Web browser; Web browser software for schoolwide use.

Evaluation

This plan will be evaluated using guidelines outlined in *Check It Out! Assessing School Library Media Programs: A Guide for School District Education Policy and Implementation Teams*, published by the California Department of Education.

Appendices

- Appendix A Appropriate Expenditure of Library Grant Funds
- Appendix B *Check It Out! Assessing School Library Media Programs: A Guide for School District Education Policy and Implementation Teams*
- Appendix C *From Library Skills to Information Literacy: A Handbook for the 21st Century*

Bibliography

- American Association of School Librarians. *Information Power: Building Partnerships For Learning/ prepared by the American Association of School Librarians and Association for Educational Communications and Technology*. Chicago: American Library Association, 1998.
- California School Library Media Standards and Guidelines for Strong School Libraries in California. Developed by the California School Library Association, November, 2003.
- Check It Out! Assessing School Library Media Programs: A Guide for District Education Policy and Implementation Teams*, California Department of Education, 1998.
- Loertscher, David. *From Library Skills to Information Literacy: A Handbook for the 21st Century*, 2nd edition. San Jose California: Hi Willow Research and Publishing, 1997.