

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

**UNADOPTED
June 14, 2004**

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Monday, June 14, 2004. The Board called the meeting to order at 6:30 p.m. and moved to the Board Conference Room to meet in Closed Session for the reason(s) listed in Section III, below. The Board reconvened the public portion of the meeting at 7:50 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

None

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.
- Administrative Appointments - Principal: Cabrillo Elementary School and Olympic Continuation High School GC §54957, as cited in the Brown Act.
- Public Employee - Reappointment - Assistant Superintendent Business and Fiscal, pursuant to GC §54957, as cited in the Brown Act.

V APPROVAL OF THE AGENDA

The agenda was moved by Ms. Leon-Vazquez, seconded by Mr. McLoud and voted 7/0.

VI APPROVAL OF MINUTES

- A.1 Approval of Minutes: (None available) 1

Prior to taking Public Comments, the Board of Education asked everyone to pause for a moment of silence to honor of the passing of President Ronald Reagan.

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.

Ms. Terrylene Sacchetti, addressed the Board regarding her sense that the quality of the services her son, who is deaf, is receiving is poor. She raised the issue of non-compliance with her son's IEP and felt the situation forced her to file a claim with the State Department of Education. Ms. Sacchetti stated that Elena Watson had worked with her and that now that Ms. Watson will not be returning next year, Ms. Sacchetti did not know who she was to work with in the future.

Marlene Herrera addressed the Board regarding her allegations that racism continues to exist at Santa Monica High School and that some of the teachers are not fulfilling their obligations. She stated that many families feel that no one is listening to them. She also requested that Mrs. Godinez, parent of a Santa Monica High School students, be helped and that the district look into the matter.

Martha Godinez addressed the Board regarding a matter involving her son and an incident that occurred at Santa Monica High School which could result in his expulsion. Mrs. Godinez requested a mediation session with both sides present to present information. The parent stated that her son is prepared to sign a letter of apology, however, the letter presented previously, contained conditions that she felt were unacceptable.

Maria Carrillo stated that she is the parent of two students in the district. She requested help from the Board of Education for several issues. One issue involved a clash of personalities between teachers and some students. Mrs. Carrillo claimed that her children have been negatively affected when unjustly accused of misbehaving at school.

Margarita Gonzalez, a parent in the district, stated that it was difficult to come before the Board to address the same themes addressed previously. Mrs. Gonzalez recounted an incident at Lincoln which she encountered at the school. She also spoke in support of Mrs. Godinez.

Esperanza Caballero, a parent in the district, addressed the Board concerning problems for all Spanish speaking parents in the district. She stated she had heard a rumor that a teacher taken out of Santa Monica High School because of issues of racism has been moved to Olympic High School. Mrs. Caballero stated that parents who transferred their children to Olympic feel that, if true, this is not a good situation. Dr. Deasy indicated to the parent and Board of Education that to his knowledge, no such transfer has been made.

Christina Komnitz, addressed the Board regarding her son who attends Santa Monica High School. Mrs. Komnitz stated that her son is not violent but has socialization and peer relatedness problems related to his disability for which he receives special education services through the district. He was involved in a situation in which he was handcuffed and taken off the campus. Mrs. Komnitz stated that Santa Monica High School does not have a comprehensive plan to meet the needs of students with autism. She addressed the Board to bring to its attention that lack of appropriate programs for her son and others like him.

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	Certificated Administrative Appointment - Principal, Juan Cabrillo Elementary School	2
A.03	Certificated Administrative Appointment - Principal, Olympic Continuation High School	3
A.04	Renew Contract - Chief Financial Officer - Assistant Superintendent, Business and Fiscal Services	4
A.05	Acceptance of Special Education Strategic Plan Report	5
A.06	Memorandum of Understanding Between the Energy Coalition and The SMMUSD	6-9
A.07	Approval of Memorandum of Understanding- Cotsen Family Foundation And SMMUSD	10-10f
A.08	Consideration of Personnel Commission Budget 2004-2005	11-11b
A.09	Transferring of Funds	12
A.10	Appropriation Transfers at School Year-End	13-13a

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 Budget for 2004-2005	14
D.2	California High School Exit Examination Results	15
D.3	Study of Personnel Department - Reorganization (TABLED)	16
* D.4	Playground Partnership Agreement with City of Santa Monica	17-18
* D.5	Proposed Gift Policy 3290 - Acceptance of Gifts Next Steps (R4)	19

* Items pulled by staff

XIII BOARD MEMBER ITEMS

These items are submitted by individual Board members for information or discussion, as per Board Policy 8320(b).

BD.1	Request from Board Member Maria Leon-Vazquez	20-21
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(This item rescheduled to June 24, 2004)

XIV 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	Dr. Piedad Robertson - Pending Capital Bond	22
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XV CONTINUATION OF PUBLIC COMMENTS

A continuation of Section VIII, as needed.

XVI 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.

- Brown Act - Review (date to be determined)

XVII 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.

XVIII ADJOURNMENT

It was moved by Mr. de la Torre, seconded by Ms. Bloomfield and voted 7/0 to adjourn the meeting in memory of Mr. Joseph Nassaney, Dr. Deasy's father-in-law. The next regular meeting is scheduled to be held on Thursday, June 24, 2004 at 7 p.m. in the Board Room of the Administrative Offices, 1651 16th Street, Santa Monica, CA.

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: _____

July 27, 2004 *[Signature]*
President

[Signature]
Superintendent

kg

If you will require accommodation to participate in the Board meeting, please notify the Superintendent's Office at least one day prior to the meeting.

Board of Education Meeting MINUTES: June 14, 2004

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Board of Education Meeting Schedule					
July through December, 2004					
Month	1st Thurs	2nd Thurs.	3rd Thursday Discussion Mtg.	4th Thursday	Special Note:
July					No meetings in July
August			19 DO	26 (optional)	One regular meeting in Aug.
September		9		23	3 rd Thursday is a District Holiday
October	7		21 SM		(Resume 1st & 3 rd Meeting schedule)
November	4		18 SM		
December	2				
January through June, 2005					
January	6		20 SM		
February	3		17 SM		
March	3		17 SM		Stairway: March 11-12
April	7		21 SM		
May	5		19 SM		
June	2		16 SM		(Graduation is week of 6/20)

District Office (DO)

Malibu Meetings (MHS) **(Dates to be determined)** Malibu High School Aud. 30215 Morningview Drive, Malibu.
 Santa Monica City Council Chambers (SM) 1685 Main Street, Santa Monica.: 8/19, 10/21, 11/18, 1/20, 2/17, 3/17,
 4/21, 5/19 and 6/16

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.

If you will require accommodation to participate in the Board meeting, please notify the Superintendent's Office at least one day prior to the meeting.

Board of Education Meeting MINUTES: June 14, 2004

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

June 14, 2004

I CALL TO ORDER

6:30 p.m.
Moved to Closed Session at 6:31 p.m.
Reconvened Public Session at 7:50 p.m.

- A Roll Call - all present
Jose Escarce - President
Emily Bloomfield - Vice President
Julia Brownley
Oscar de la Torre
Mike Jordan
Maria Leon-Vazquez
Shane McLoud

- B Pledge of Allegiance
Led by Mr. Oscar de la Torre

II CLOSED SESSION

No action was taken in Closed Session and there was nothing to report out.

TO: BOARD OF EDUCATION

ACTION
06/14/04

FROM: JOHN E. DEASY

RE: APPROVAL OF MINUTES

RECOMMENDATION NO. A.1

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

No Minutes Available

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/14/04

FROM: JOHN E. DEASY/JOSEPH N. QUARLES

RE: CERTIFICATED ADMINISTRATIVE APPOINTMENT -
PRINCIPAL, JUAN CABRILLO ELEMENTARY SCHOOL

RECOMMENDATION NO. A.02

It is recommended that the Board of Education approve the following certificated administrative appointment:

John Davis

Principal

Juan Cabrillo Elementary School

MOTION MADE BY: Ms. Leon Vazquez

SECONDED BY: Mr. McCloud

STUDENT ADVISORY VOTE: -

AYES: All (7)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION
06/14/04

FROM: JOHN E. DEASY/JOSEPH N. QUARLES

RE: CERTIFICATED ADMINISTRATIVE APPOINTMENT -
PRINCIPAL, OLYMPIC HIGH SCHOOL

RECOMMENDATION NO. A.03

It is recommended that the Board of Education approve the following certificated administrative appointment:

Jane Gates

Principal
Olympic High School

MOTION MADE BY: Ms. Leon Vazquez
SECONDED BY: Mr. McCloud

STUDENT ADVISORY VOTE: -
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/14/04

FROM: JOHN E. DEASY/JOSEPH N. QUARLES

RE: RENEW CONTRACT - CHIEF FINANCIAL OFFICER - ASSISTANT
SUPERINTENDENT, BUSINESS AND FISCAL SERVICES

RECOMMENDATION NO. A.04

It is recommended that the Board of Education renew the employment agreement negotiated between the Board of Education and Kenneth R. Bailey as Assistant Superintendent of the Santa Monica-Malibu Unified School District, effective July 1, 2004 through June 30, 2007.

COMMENT: The Assistant Superintendent's compensation under the renewed contract will be unchanged from his compensation in the current fiscal year. Copies of the negotiated agreement will be made available upon request.

MOTION MADE BY: Ms. Leon Vazquez

SECONDED BY: Mr. McLoud

STUDENT ADVISORY VOTE: -

AYES: All (7)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/14/04

FROM: JOHN E. DEASY/LINDA KAMINSKI/CINDY ATLAS

RE: ACCEPTANCE OF SPECIAL EDUCATION STRATEGIC PLAN REPORT

RECOMMENDATION NO. A.05

It is recommended that the Board of Education accept the Special Education Strategic Plan for discussion and direction to staff.

COMMENT: At the request of the Board of Education, a committee of parents, teachers and administrators have conducted surveys, interviews, and community meetings to develop a Strategic Plan for services to students with Special Education needs. This Strategic Plan will be presented to the Board of Education for discussion and further direction.

* * * * *

As Dr. Deasy presented this item to the Board, he commented on the remarkable group of parents, teachers and administrators and commended them for the many, many hours worked to complete the Special Education Strategic Plan for presentation to the Board of Education at this meeting.

PUBLIC COMMENTS

Student Speakers:

Danny Sills
Rex Lewis-Clack
Tiana Fazio
Allie Beaton
Kyra Sweeney
Kathy Sherrard
spoke for son, Jackson
Iliana Schoellkoph
spoke for daughter,
Corinthia
Lawrence Lee
Julian Katz

Adult Speakers:

David Kramer
David Rosman
Daniel Nagy
Claudia Landis
Chris Chandler
Clara Sturak
Tricia Crane
Bob Brode
Cork Corman
Linda Konzelman

Mr. Craig Hamilton and Julia Ting presented a powerpoint report to the Board (attached to permanent Minutes).

Following the report, Board members commented on the thoroughness of the work done by the Committee members and congratulated them for the comprehensive Plan.

District staff will present a response and a plan for implementation of the tasks and strategies as well as cost/benefits at the June 24, 2004 Board meeting.

MOTION MADE BY: Ms. Leon Vazquez

SECONDED BY: Mr. McCloud

STUDENT ADVISORY VOTE: -

AYES: All (7)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR DISCUSSION

6/14/04

FROM: JOHN E. DEASY/LINDA KAMINSKI

RE: APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN THE
ENERGY COALITION AND THE SANTA MONICA-MALIBU UNIFIED
SCHOOL DISTRICT

RECOMMENDATION NO. A.06

It is recommended that the Board of Education approve a memorandum of understanding between the Energy Coalition and the Santa Monica-Malibu Unified School District for 2004 - 2005 and 2005 - 2006.

COMMENT: In addition to the on-going work between PEAK and our middle school, this agreement will provide standards-based lessons in energy use and efficiency for all fourth grade students as an important component in preparation for California Standards Tests in Science at the elementary level.

* * * * *

This item was approved by Board action at the regular meeting held May 20, 2004. At the meeting of June 14, this item was to be agendized for discussion, and the Board of Education re-ordered the Agenda item accordingly.

Donna Muncey, Director of Professional Development and Assessment, introduced Ms. Virginia Nichols and Mr. Kevin Gaines from The Energy Coalition's PEAK Student Energy Action Program. They indicated that the need to reduce the demand for energy will continue. PEAK has been working with the district for at least five (5) years. Dr. Muncey indicated the all 4th grade teachers will receive training in the PEAK electricity unit on the district-wide staff development day on September 3, 2004.

AGREEMENT IN PRINCIPLE
Between
THE ENERGY COALITION
And
THE SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

June 2004

This Agreement in Principle (AIP) between The Energy Coalition (Coalition) and the Santa Monica-Malibu Unified School District (SMMUSD) addresses the continuation of a promising energy efficiency partnership through the use of the Coalition's PEAK Student Energy Action program in elementary and secondary schools within the Santa Monica-Malibu Unified School District.

PEAK is a program developed by the Coalition and is provided to the SMMUSD as part of the Community Energy Partnership (Partnership), a demonstration project of a statewide model for the sustainable delivery of energy efficiency in California. The Partnership focuses energy efficiency services in discreet "energy districts," targeting traditionally underserved energy users such as low-income residents, senior citizens, and small businesses.

PEAK is at the core of the Partnership program, building awareness from the bottom-up and working to educate tomorrow's consumers about the merits and compelling reasons for wise energy management. The Community Energy Partnership is a partnership between the cities of Irvine, Santa Monica, Moreno Valley, Palm Desert, Brea, Cathedral City, Santa Clarita, Corona, and San Bernardino, managed by The Energy Coalition and supported by the ratepayers of Southern California Edison and Southern California Gas through the direction of the California Public Utilities Commission.

The Coalition, as the developer of PEAK and the architect of the Partnership, has been engaged with the cities of Santa Monica and Irvine for many years as they began defining their respective energy futures. PEAK was initially developed in the late 1970s to establish an energy efficiency ethic in elementary school students. In the past two years, the Coalition has redefined PEAK to provide an integrated curriculum and software capability that will meet SMMUSD, City, student, and family energy efficiency needs.

The Agreement in Principle meets the following goals for the 2004-2005 and 2005-2006 school years.

The Coalition will provide the PEAK Student Energy Action program at no cost for use in SMMUSD schools as part of the Community Energy Partnership during the 2004-2005 and 2005-2006 school years.

The SMMUSD will integrate the PEAK Student Energy Actions program into its elementary and secondary schools, initiating energy efficiency savings in approximately 2000 households and in the school facilities in Santa Monica.

The SMMUSD will enable and encourage its teachers to use PEAK and specifically to teach a core lesson plan of smart energy management that will assure that the energy efficiency focus of PEAK is taught to students for use in reducing energy use in their homes and at school.

Interested SMMUSD teachers will receive training by the Coalition on the effective use of the curriculum, software, and website.

The Coalition will work with SMMUSD to develop and support a network of PEAK Program Coordinators in each participating school.

The Coalition will make its proprietary curriculum and software available to all SMMUSD students participating in the PEAK Student Energy Actions program. Students will be provided PEAK software and lesson plans so that they can use PEAK at home to further energy efficiency educational benefits with their families. PEAK's website will be available to students and their families.

The Coalition, in concert with the City of Santa Monica, Southern California Edison and Southern California Gas, will provide every student enrolled in the program with a compact fluorescent lightbulb. A fact sheet provided to each student explains the symbolism of the lightbulb for his or her family's opportunity to leverage greater savings through energy efficiency. In addition, the Coalition will explore the opportunity to provide additional compact fluorescent lightbulbs that students can sell in their communities to raise funds for their schools and specific activities approved by SMMUSD.

By distributing flyers and by providing specific teacher resources, the Coalition will link participating families with other Southern California Edison and Southern California Gas programs and incentives and with other utility programs as necessary for electric, gas, and water efficiency opportunities in student homes.

The Coalition will work with the SMMUSD to develop appropriate rewards and incentives for exemplary student behavior in saving energy at home and at school, potentially in concert with interested local businesses eager to support education. Teacher recognition will also be explored and potentially introduced and awarded.

As part of the Partnership demonstration project, the Coalition will also support SMMUSD in saving energy and money at schools. The Coalition will provide a range of technical services to support saving energy at school activities.

The Coalition will work with SMMUSD facilities staff and District officials to assist in developing mechanisms to determine the real energy and monetary savings from energy efficiency, specifically to help sort out the effects of rate increases and changes in building use patterns and occupancy schedules that affect baseline usage. The Coalition will advocate that a portion of the verified monetary benefits that accrue be reinvested in SMMUSD facilities for deeper levels of energy management.

The Coalition will work with SMMUSD to develop a shared-savings program such that verified energy and dollar savings are split between the school district for general purposes, specific schools for reinvestment to leverage ever-greater efficiency gains, and the maintenance staff that plays a critical role in effective building operation and thus wise energy management on campus.

While providing for complete student and family confidentiality, SMMUSD agrees that the Coalition and Southern California Edison and Southern California Gas shall have access to PEAK results in order to document benefits and to highlight the Partnership case study that will be built.

The Coalition will work with the Santa Monica-Malibu Unified School District and the City of Santa Monica to publicize the results of the PEAK program and its integration with existing school facility energy efficiency programs throughout the community, the City, and the State of California to propel the energy efficiency works at home and at school and to sustain the effort for years to come.

SMMUSD and the Coalition agree that during the school year of 2005-2006 they will review PEAK to determine its further use in sustaining SMMUSD's energy future.

The above represents the Agreement In Principle between The Energy Coalition and the Santa Monica-Malibu Unified School District.

This 14th day of June 2004.

Ted Flanigan
Managing Director
California Energy Coalition

s/_____
John Deasy, Superintendent
Santa Monica-Malibu
Unified School District

(Signed copies of the contract are on file in the Educational Services Office.)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/14/04

FROM: JOHN E. DEASY/LINDA KAMINSKI

RE: APPROVAL OF MEMORANDUM OF UNDERSTANDING BETWEEN THE
COTSEN FAMILY FOUNDATION AND THE SANTA MONICA-MALIBU
UNIFIED SCHOOL DISTRICT

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve a memorandum of understanding between the Cotsen Family Foundation and the Santa Monica-Malibu Unified School District for the ART of TEACHING Mentoring Program at Roosevelt Elementary School and Will Rogers Elementary School for 2004-2006.

COMMENT: The long term goal of the Cotsen Family Foundation is to transform good teachers into great teachers showing promise of becoming exceptional in the art of teaching and reaching the top of their profession. This is a selective program focused on enabling quality teachers already in the school system to become the best they can with the help of a gifted mentor.

(The MOU documents were not available for electronic transfer, however, they are on file in the Educational Services office and a copy is attached to the permanent Minutes.)

MOTION MADE BY: Ms. Leon Vazquez

SECONDED BY: Mr. McCloud

STUDENT ADVISORY VOTE: -

AYES: All (7)

NOES: None (0)

ABSTENTIONS: None (0)

COTSEN FAMILY FOUNDATION

1511 Santa Monica
00025

Cotsen Family Foundation
and
The Santa Monica-Malibu Unified School District
and
Will Rogers Elementary School

Memorandum of Understanding

May 18, 2004

This is a Memorandum of Understanding between the Cotsen Family Foundation on the one hand, and the Santa Monica-Malibu Unified School District (the "District"), and Will Rogers Elementary School (the "School") on the other.

The goal of this partnership is to develop a program for teacher mentoring. The long term goal of the Cotsen Family Foundation is to transform good teachers into great teachers showing promise of becoming exceptional in the art of teaching and reaching the top of their profession. This is a selective program focused on enabling quality teachers already in the school system to become the best they can with the help of a gifted mentor.

The Cotsen Family Foundation will provide a two-year grant to the district. It is expected that measurable progress will be demonstrated in order to continue the partnership beyond the first year.

ANTICIPATED OUTCOMES OF THIS AGREEMENT:

Cotsen Family Foundation will assist the District and the School in the selection of the mentor teacher.

Cotsen Family Foundation will assist the District and the School in the selection of participating teachers, also known as Cotsen Fellows.

Cotsen Family Foundation is attempting to develop teachers skilled in the "art of teaching." It is hoped that after the two-year period, Fellows will become truly gifted teachers.

All teachers involved in the project will establish professional goals aligned with the California Standards for the Teaching Profession.

All participating teachers will have the opportunity to attend at least one conference related to programs being taught in the classroom during the school year.

Participating Cotsen Fellows may want to pursue the National Board Certification after the completion of the two-year period. This is not a requirement, but a sought after outcome.

COTSEN FAMILY FOUNDATION AGREES TO:

Reimburse the District for the full-time salary and cost of benefits for the selected Mentor for the School beginning July 1, 2004 who will remain a District employee with the rights and benefits normally provided by the District.

Reimburse the District to the extent a mentor is entitled to, and paid for sick leave, authorized vacation days, holidays, and other authorized leave which falls within the period of a mentor's engagement under this agreement (hereinafter "time off"). Provided, however, Cotsen Family Foundation shall not reimburse the District for more than thirteen (13) days "time off" during the period of engagement, nor for any "time off" which is normally not compensated consistent with District policies.

Provide the training programs and materials to support the Mentor and Fellows.

Provide ongoing coaching and training to support the Cotsen Mentor and Fellows.

Consult with the District and the School in developing and/or revising program design.

Consult with the District in the design of teacher recruitment, teacher evaluation and staff development programs for this grant.

Conduct research and evaluation activities in order to inform the partnership.

THE DISTRICT AND THE SCHOOL AGREE TO:

Acknowledge Cotsen Family Foundation when discussing the grant and program both orally and in written documents.

Avoid entering into a partnership/program substantially similar to this program without the prior written consent of Cotsen Family Foundation.

Consult with Cotsen Family Foundation in the selection of program participants. All teachers selected must be credentialed and in at least their third year of teaching at the time they begin the program.

Ensure full cooperation and participation of its staff in program activities to include:

- On-line communication and coordination.
- Full participation in program evaluation and research activities.

Provide permission for Cotsen Family Foundation to videotape any and all aspects of the program during the school year. Cotsen Family Foundation shall own all copyrights to the videotapes for all purposes. Regular videotaping will be taken of Fellows teaching in their classrooms, including student and teacher interactions. The District and the School will obtain any required consents from students' parents or guardians and the teachers on a form to be provided by Cotsen Family Foundation. Fellows will be provided with copies of their videotapes.

The mentor teacher filling that role funded by Cotsen Family Foundation will be solely responsible for mentoring during 100% of the workday. Mentors are not available for extra activities unrelated to their mentoring position during 100% of their workday dedicated to the Cotsen Family Foundation.

BOTH PARTIES AGREE:

Cotsen Family Foundation and the District shall indemnify and hold harmless the other party's Board of Trustees, officers, agents, employees and volunteers from and against any and all losses, claims or expenses arising out of any liability or claim for liability for personal injury, bodily injury to persons, contractual liability and damage to property sustained or claimed to have been sustained arising out of actions or omissions of either party, except for liability resulting from the negligence or willful misconduct of other party and/or their own Board of Trustees, officers, agents, employees and volunteers. Cotsen Family Foundation and the District will assume workers' compensation liability for injury or death of it's own Board of Trustees, officers, agents, employees and volunteers.

Cotsen Family Foundation shall provide the District with a certificate of insurance designating the District as "additional insured" for the term of this Agreement for all programs conducted by the Foundation on District properties. The minimum limits shall be as follows: Bodily injury - \$500,000/\$1,000,000 per occurrence; property damage \$250,000; and extended coverage ("umbrella") of \$5,000,000. Cotsen Family Foundation shall provide the District proof of workers' compensation coverage evidencing statutory limits and employer liability limits of not less than \$1,000,000 per occurrence.

If, at any time, after the first year of the partnership, either party decides, in good faith, that no measurable progress has been, or is likely to be demonstrated, the partnership and all programs shall terminate within thirty days of notice to the other party. Death, termination or disability of a Mentor teacher may, at the discretion of Cotsen Family Foundation, result in termination of the program in whole or in part.

In the event of a dispute the parties agree to enter into binding arbitration under the then current rules of the American Arbitration Association.

SIGNATURES TO AGREEMENT:

Judy Johnson, Executive Director, Cotsen Family Foundation

John Deasy, Superintendent, Santa Monica-Malibu Unified School District

COTSEN FAMILY FOUNDATION

Cotsen Family Foundation
and
The Santa Monica-Malibu Unified School District
and
Roosevelt Elementary School

Memorandum of Understanding

May 18, 2004

This is a Memorandum of Understanding between the Cotsen Family Foundation on the one hand, and the Santa Monica-Malibu Unified School District (the "District"), and Roosevelt Elementary School (the "School") on the other.

The goal of this partnership is to develop a program for teacher mentoring. The long term goal of the Cotsen Family Foundation is to transform good teachers into great teachers showing promise of becoming exceptional in the art of teaching and reaching the top of their profession. This is a selective program focused on enabling quality teachers already in the school system to become the best they can with the help of a gifted mentor.

The Cotsen Family Foundation will provide a two-year grant to the district. It is expected that measurable progress will be demonstrated in order to continue the partnership beyond the first year.

ANTICIPATED OUTCOMES OF THIS AGREEMENT:

Cotsen Family Foundation will assist the District and the School in the selection of the mentor teacher.

Cotsen Family Foundation will assist the District and the School in the selection of participating teachers, also known as Cotsen Fellows.

Cotsen Family Foundation is attempting to develop teachers skilled in the "art of teaching." It is hoped that after the two-year period, Fellows will become truly gifted teachers.

All teachers involved in the project will establish professional goals aligned with the California Standards for the Teaching Profession.

All participating teachers will have the opportunity to attend at least one conference related to programs being taught in the classroom during the school year.

Participating Cotsen Fellows may want to pursue the National Board Certification after the completion of the two-year period. This is not a requirement, but a sought after outcome.

COTSEN FAMILY FOUNDATION AGREES TO:

Reimburse the District for the full-time salary and cost of benefits for the selected Mentor for the School beginning July 1, 2004 who will remain a District employee with the rights and benefits normally provided by the District.

Reimburse the District to the extent a mentor is entitled to, and paid for sick leave, authorized vacation days, holidays, and other authorized leave which falls within the period of a mentor's engagement under this agreement (hereinafter "time off"). Provided, however, Cotsen Family Foundation shall not reimburse the District for more than thirteen (13) days "time off" during the period of engagement, nor for any "time off" which is normally not compensated consistent with District policies.

Provide the training programs and materials to support the Mentor and Fellows.

Provide ongoing coaching and training to support the Cotsen Mentor and Fellows.

Consult with the District and the School in developing and/or revising program design.

Consult with the District in the design of teacher recruitment, teacher evaluation and staff development programs for this grant.

Conduct research and evaluation activities in order to inform the partnership.

THE DISTRICT AND THE SCHOOL AGREE TO:

Acknowledge Cotsen Family Foundation when discussing the grant and program both orally and in written documents.

Avoid entering into a partnership/program substantially similar to this program without the prior written consent of Cotsen Family Foundation.

Consult with Cotsen Family Foundation in the selection of program participants. All teachers selected must be credentialed and in at least their third year of teaching at the time they begin the program.

Ensure full cooperation and participation of its staff in program activities to include:

- On-line communication and coordination.
- Full participation in program evaluation and research activities.

Provide permission for Cotsen Family Foundation to videotape any and all aspects of the program during the school year. Cotsen Family Foundation shall own all copyrights to the videotapes for all purposes. Regular videotaping will be taken of Fellows teaching in their classrooms, including student and teacher interactions. The District and the School will obtain any required consents from students' parents or guardians and the teachers on a form to be provided by Cotsen Family Foundation. Fellows will be provided with copies of their videotapes.

The mentor teacher filling that role funded by Cotsen Family Foundation will be solely responsible for mentoring during 100% of the workday. Mentors are not available for extra activities unrelated to their mentoring position during 100% of their workday dedicated to the Cotsen Family Foundation.

BOTH PARTIES AGREE:

Cotsen Family Foundation and the District shall indemnify and hold harmless the other party's Board of Trustees, officers, agents, employees and volunteers from and against any and all losses, claims or expenses arising out of any liability or claim for liability for personal injury, bodily injury to persons, contractual liability and damage to property sustained or claimed to have been sustained arising out of actions or omissions of either party, except for liability resulting from the negligence or willful misconduct of other party and/or their own Board of Trustees, officers, agents, employees and volunteers. Cotsen Family Foundation and the District will assume workers' compensation liability for injury or death of it's own Board of Trustees, officers, agents, employees and volunteers.

Cotsen Family Foundation shall provide the District with a certificate of insurance designating the District as "additional insured" for the term of this Agreement for all programs conducted by the Foundation on District properties. The minimum limits shall be as follows: Bodily injury - \$500,000/\$1,000,000 per occurrence; property damage \$250,000; and extended coverage ("umbrella") of \$5,000,000. Cotsen Family Foundation shall provide the District proof of workers' compensation coverage evidencing statutory limits and employer liability limits of not less than \$1,000,000 per occurrence.

If, at any time, after the first year of the partnership, either party decides, in good faith, that no measurable progress has been, or is likely to be demonstrated, the partnership and all programs shall terminate within thirty days of notice to the other party. Death, termination or disability of a Mentor teacher may, at the discretion of Cotsen Family Foundation, result in termination of the program in whole or in part.

In the event of a dispute the parties agree to enter into binding arbitration under the then current rules of the American Arbitration Association.

SIGNATURES TO AGREEMENT:



Judy Johnson, Executive Director, Cotsen Family Foundation

John Deasy, Superintendent, Santa Monica-Malibu Unified School District

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/14/04

FROM: JOHN E. DEASY/JOSEPH N. QUARLES/ROBERT SEEDS

RE: CONSIDERATION OF PERSONNEL COMMISSION BUDGET FOR
2004-2005 FISCAL YEAR

RECOMMENDATION NO. A.08

It is recommended that the Board of Education consider the Personnel Commission budget submitted by interim director, Robert Seeds. The total budget amount is \$620,350 which exceeds the 2003-04 budget by \$9,597.

COMMENT: The Board, in its consideration, may concur with the budget, reject the proposed budget or may recommend modifications to the Personnel Commission based on the budgetary conditions in the district.

Attached for your review is a copy of the proposed budget for the 2004-05 school year.

(The budget was not available for electronic transfer. It will be printed in the hard copy of the agenda and available for review in the Personnel Commission office.)

* * * * *

Dr. Deasy indicated that item D.3 on the evening's agenda (Study of Personnel Department - Reorganization) has an impact on the Personnel Commission budget for 2004-05. He further indicated that the Chair of the Personnel Commission, Celia Carroll, had contacted the Superintendent's Office to request that D.3 be tabled, since the consultant and members of the Personnel Commission would not be available to attend the meeting.

In order to discuss the implications of the reorganization study at a meeting where Personnel Commissioners and the consultant could be present, the Superintendent requested that the Personnel Commission budget be tabled.

It was moved by Ms. Brownley, seconded by Dr. Escarce and voted 7/0 to TABLE this item.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Mr. McLoud

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:



Annual Budget of Personnel Commission
Fiscal Year 2004-2005
(Education Code Section 45253)

Santa Monica-Malibu Unified School District, Los Angeles County, California.

Notice of Public Hearing by the Personnel Commission

To the Governing Board and District Administration:

The Public Hearing on this proposed budget will be held at

1651 16th Street, Santa Monica, California 90404
(Place)

on May 25, 2004 at 5 O'Clock P. M.

You are invited to attend and present your views.

Signed

Chairman or Director of Personnel Commission

Adopted Annual Budget of Personnel Commission

To: Los Angeles County
Office of Education

This proposed budget was adopted subsequent to a public hearing by the Personnel Commission of the District.

Date of meeting May 25, 2004

Signed

Chairman or Director of Personnel Commission

Approval of Annual Budget of Personnel Commission

To The Governing Board and Personnel Commission:

This report has been examined and approved by

Los Angeles County Office of Education

By _____, Deputy

Attachment No. 3 to:
National Bulletin No. 275
52-2003-04

Date May 25, 2004

Annual Financial and Budget Report
Fiscal Year 2004-2005

Expenditure by Object	Column I 2002-2003 Actual (dollars only)	Column II 2003-2004 Actual or Estimated (dollars only)	Column III 2004-2005 Budget (dollars only)
2000 Classified Salaries ¹			
Commission Members ²	\$ 950	\$ 1400	\$ 5400
Director	99439	99421	88960
Secretaries, Clerks	283291	284444	284340
Other-Clerical Subs	12253	1000	1000
3000 Employee Benefits	119054	139488	144650
Subtotal	514987	525753	524350
4000 Supplies and Equipment Replacement	10022	5000	13500
5000 Operating Expense	71174	80000	80000
6000 Equipment	0	0	2500
Subtotal	81196	85000	96000
Appropriation for Contingencies ³			
Total Expenditures	\$ 596183	\$ 610753	\$ 620350
	Actual Expense	\$	
		Amount Budgeted	\$ 620350

¹ Do not include those expenditures not directly attributable to the activities of the Commission and their employees. For example, salaries of administrators having a line responsibility for all district operations should not be prorated even though some time may be spent working with the personnel director.

² Salaries for Commission members should not be included without prior and specific authorization by the Governing Board. (E. C. Section 45250)

³ Include as Appropriation for Contingencies only such amount as may seem necessary for unforeseen requirements.

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/14/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY/BETH CONNORS

RE: TRANSFERRING OF FUNDS

RECOMMENDATION NO. A.09

It is recommended that the Board of Education approve the following transfers for the 2003/2004 fiscal year, from the following Funds as listed below:

- A. \$20,000 from the Cafeteria Fund (Fund 13) to the General Fund (fund 01) to cover the cost of noon aides.
- B. \$47,839 from the General Fund (Fund 01) to the Child Development Fund (Fund 12) for the transfers of St. Johns Infant Family Support to the correct Fund.
- C. \$247,558 from the Special Reserve Fund Capital Outlay Project (Fund 40) to the Flex [Capital Servicing] Fund (Fund 56) for debt service payments.
- D. \$1,000,000 from the Deferred Maintenance Fund (Fund 14) to the State School Building Fund (Fund 30).
- E. \$140,000 from the State School Building Fund (Fund 21) to the General Fund (Fund 01) for the District's ongoing maintenance program cost.
- F. 2,000,000 from the State School Building Fund (Fund 21) to the State School Building Lease Purchase Fund (Fund 30) and to cover modernization construction expenditures paid from (Fund 30).

COMMENTS: The Los Angeles County Office of Education (LACOE) requires Board approval to make transfers between Funds.

MOTION MADE BY: Ms. Leon Vazquez

SECONDED BY: Mr. McCloud

STUDENT ADVISORY VOTE: -

AYES: All (7)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/14/04

FROM: SUPERINTENDENT/KENNETH R. BAILEY/BETH CONNORS

RE: APPROPRIATION TRANSFERS AT SCHOOL YEAR-END

RECOMMENDATION NO. A.10

It is recommended that the Board of Education approve the attached authorization to make appropriation transfers.

COMMENTS: The Los Angeles County Office of Education encourages District's Governing Boards to authorize the County Office to make appropriation transfers. The District will identify the source of the funds to be transferred. Copies of transfers will be sent to Santa Monica-Malibu Unified School District as they occur. This action is recommended by the Los Angeles County Office of Education and is a routine occurrence.

Section §42601 of the Education Code as amended states:
"At the close of any school year a school district may, with the approval of the governing board, identify and request the County Superintendent of Schools to make the transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification or classifications, or balance any expenditure classifications of the budget of the district for that school year as necessary to permit the payment of obligations of the district incurred during that school year. For each elementary, high school, and unified school district that during the preceding school year, had an average daily attendance less than the level, as appropriate, specified in subdivision (a) of EC §41301, the County Superintendent of Schools, with the consent of the Governing Board of the School District, may identify and make the transfers, and shall notify the districts."

Fiscal year-end posting of warrants or liabilities, or both, may cause overdraft in appropriation accounts, which will need budget transfers between major objects or reserve accounts.

MOTION MADE BY: Ms. Leon Vazquez

SECONDED BY: Mr. McCloud

STUDENT ADVISORY VOTE: -

AYES: All (7)

NOES: None (0)

ABSTENTIONS: None (0)

SCHOOL DISTRICTS WITH ADA ABOVE EC 41301 LEVEL
YEAR-END APPROPRIATION TRANSFERS

TO: Los Angeles County Office of Education
Division of School Financial Services
Accounting Section, EC 2nd Floor

FROM: Santa Monica-Malibu USD School District

SUBJECT: AUTHORIZATION TO MAKE APPROPRIATION TRANSFERS

Our school district has ADA equal to above the level specified in EC 41301. The governing board, in accordance with the provisions of EC 42601, hereby authorizes the county superintendent of schools to make appropriate transfers necessary at the close of the school year 2003-04, to permit payment of obligations of the district incurred during such school year.

Please identify sources by entering 1, 2, 3, etc., to indicate 1st source, 2nd source, etc.

Authorization approved by governing board for transfers:

- ☒ Between major objects of expenditure
- ☒ From unappropriated fund balances, if any
- ☒ From designated fund balances
- ☐ NOT APPROVED*

Signature _____ Date June 14, 2004
Clerk of the Governing Board

* Specific budget revisions to cover all overdrafts should be approved by district governing board, entered into PSFS, and submitted to the Division of Business Advisory Services, EC 2nd Floor, no later than June 30, 2004.

Attachment No. 2
Bul. No. 370
SFS-A83-2003-04

TO: BOARD OF EDUCATION

DISCUSSION

06/14/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: PROPOSED BUDGET FOR 2004-05

DISCUSSION ITEM NO. D.1

Attached is Form 01 of the J-200 Report which lists both the unrestricted and restricted portions of the General Fund (Fund 01), broken down by object code.

* * * * *

NOTE: Form 01 is included in the printed copy of the minutes, however, it is not available for electronic transfer into this document. The entire J200, 2004-2005 budget detail is available on the district's web site.

TO: BOARD OF EDUCATION

DISCUSSION

6/14/04

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

RE: CALIFORNIA HIGH SCHOOL EXIT EXAMINATION RESULTS

DISCUSSION ITEM NO. D.2

In July 2003, the State Board of Education decided that all public high school students beginning with the Class of 2006 must pass the California High School Exit Examination (CAHSEE) in order to receive a high school diploma. Current 10th grade students (Class of 2006) had their first opportunity to pass the CAHSEE in March or May, 2003. Results of this first administration of the CAHSEE for the Class of 2006 as well as pre-test preparation and post-test intervention and support will be presented to the Board of Education.

* * * * *

Drs. Linda Kaminski and Donna Muncey presented this item. A copy of the powerpoint presentation is attached to the permanent Minutes.

TO: BOARD OF EDUCATION

DISCUSSION

06/14/04

FROM: JOHN E. DEASY/JOSEPH N. QUARLES /ROBERT SEEDS

RE: REPORT OF REORGANIZATIONAL STUDY OF HUMAN RESOURCES
DEPARTMENT

DISCUSSION ITEM NO. D.3

In December, 2002, Superintendent Deasy sent a memo to the Personnel Commission, requesting to discuss the possible consolidation of the Personnel Departments. At that time, public education in general, including Santa Monica-Malibu Unified School District, was experiencing a very difficult budget situation. In that memo, Dr. Deasy listed the reasons why consolidation might be cost effective.

It wasn't until late 2003 that the District and Personnel Commission agreed to share the cost of a reorganizational study of human resources. Each party agreed to equally fund the study with the total cost not to exceed \$20,000.

In mid January, 2004, Dr. Quarles met with Bob Seeds, Interim Director, to determine the specific objectives of the study and the elements to be included. A time line for the study was also developed, and a request for proposals was sent to prospective consulting agencies. In early March the applications were screened by committee and three consulting agencies were interviewed.

Deberie L. Gomez, Ph.D. of Gomez-Grobe Research Services in Coronado, California, was unanimously selected to conduct the study. Dr. Gomez performed her work during the months of April and May and has submitted her report for the review of the Board and Personnel Commission.

Copies of the report have been made available to the Board under separate cover. The report will be made available for review in the Human Resources Department and will be available at the meeting.

* * * * *

Moved by Ms. Bloomfield, seconded by Ms. Brownely and voted 7/0 to table this item.

TO: BOARD OF EDUCATION

DISCUSSION

06/14/04

FROM: JOHN E. DEASY/KENNETH BAILEY/CHRIS CORLISS

FIRST
READING

RE: PLAYGROUND PARTNERSHIP AGREEMENT WITH THE CITY
OF SANTA MONICA

DISCUSSION ITEM NO. D.4

It is recommended that the Board of Education authorize the Superintendent and/or his designee to approve the 2004-05 PLAYGROUND PARTNERSHIP AGREEMENT (see Attachment AA@) with the City of Santa Monica for fiscal years 2004-05 and 2005-06.

COMMENTS: In March, 2004 the Board asked staff to review the 2003-04 PLAYGROUND PARTNERSHIP AGREEMENT and to make a recommendation as to how to return to the schedule of operation originally approved by the Board in 2001 while still maintaining the staffing level needed to support the safe operation of playgrounds and security of school sites opened during non-school hours.

City of Santa Monica and District staff have worked together in analyzing the schedule and available staffing to meet this criteria and have produced a Schedule of Operation and Staffing for the fiscal years 2004-05 and 2005-06 (see EXHIBIT AA@) that returns operating hours to those of the original schedule while maintaining a staffing pattern adequate to support it.

Substantive changes in the Agreement and Operating Staffing Schedules are highlighted for Board review and discussion. They include:

1. District Grounds Staff assuming responsibility for the maintenance of the playgrounds and fields at the all Playground Partnership sites (except Muir/SMASH which shares Los Amigos Park which is maintained by City of Santa Monica) in return for an annual payment of \$65,000 from the City of Santa Monica for providing such services;
2. Extending the Agreement through the 2005-06 fiscal year.
3. Providing Permit Monitoring staff available at John Adams Middle School fields whenever it is permitted for community use through the City B District permit process.

4. Preparing operating and staffing SCHEDULES should Edison Elementary School decide to accept and complete proposed facilities improvements and approve its inclusion as a Playground Partnership. It is currently the only District elementary school site in Santa Monica that has chosen not to participate and open it's playground to community youth and family use during non-school hours.

NOTE: At the time the agenda went to print, the proposed agreement was not available for duplication. It will be made available at the meeting.

* * * * *

This item was pulled from the agenda by staff. The agreement will be returned to a future meeting agenda.

TO: BOARD OF EDUCATION

DISCUSSION

06/14/04

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, 3/25/05 05/06/04

DISCUSSION ITEM NO. D.5

The Board of Education will continue its discussion of Proposed Policy 3290 - Acceptance of Gifts, from the May 6, 2004 meeting.

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

At the time the agenda was printed, the revised draft was not available. It will be made available when the edits have been completed.

* * * * *

This item was pulled by staff and will be returned to a future agenda.

TO: BOARD OF EDUCATION

BOARD MEMBER ITEM

06/14/04

FROM: MARIA LEON VAZQUEZ

RE: ANALYSIS OF AND INTERVENTION FOR TRAJECTORIES TO
ACADEMIC FAILURE AT SANTA MONICA HIGH SCHOOL

BOARD MEMBER ITEM NO. 01

It is recommended that the Board of Education direct District staff to: (1) conduct an analysis of the educational trajectories that lead students to experience academic failure upon entering Santa Monica High School, and (2) develop and recommend options for interventions to modify those trajectories based on analysis of our own data and study of other Districts.

Staff will present an analysis plan by the start of the 2004-05 school year and report their findings in January 2005 to enable discussion of recommended options during the spring of 2005 and implementation of selected interventions for the 2005-06 school year. The interventions considered by staff will include creating a 7th house at Samohi.

COMMENT: Historically, approximately 150 9th grade students at Samohi have failed core academic courses during their first semester. It is likely that the majority of these students were academically unsuccessful during middle school. Despite redesign and the availability of intervention programs (e.g., AVID, Alliance, tutoring, etc.) at Samohi, these students begin as failures and lose hope for any type of success on the huge campus. A pattern of truancy, not doing the work, and further disengaging from learning often ensues. After one and a half or two years of struggling at Samohi, these students are so far behind in credits that a recommendation to transfer to Olympic High School is well received by students and parents. At Olympic the students may experience some success and graduate or drop out altogether.

Ed Services will conduct an analysis of the educational trajectories that lead students to experience academic failure upon entering Samohi: At what points in their school careers do these students begin to experience failure? What key skills do they fail to acquire in elementary or middle school? What factors outside school contribute to these trajectories (e.g., substance abuse)? How well can we identify prospectively the students who will fail upon entering Samohi?

Ed Services will also conduct a study of other Districts that have addressed this problem and, based on our own data and the study findings, develop and recommend options for

interventions to modify the trajectories to failure. The options will include interventions at the elementary, middle and high school levels. The options considered will include creation of a 7th house at Samohi for students who are targeted as "at risk" upon high school entry. Such a house could emphasize especially recruited teachers; a student-centered, standards-based curriculum; parental involvement; support services; and IEPs for all students.

* * * * *

Due to the lateness of the hour, the Board of Education postponed this item until June 24, 2004, at which time it will be scheduled early in the meeting.

TO: BOARD OF EDUCATION

PUBLIC REQUEST

06/14/04

FROM: DR. PIEDAD ROBERTSON, PRESIDENT/SUPERINTENDENT,
SANTA MONICA COLLEGE

RE: REQUEST TO ADDRESS BOARD OF EDUCATION

PUBLIC REQUEST NO. 01

Dr. Piedad Robertson, President and Superintendent of Santa Monica College, has requested a place on the agenda to address the Board of Education about a pending capital bond issue.

* * * * *

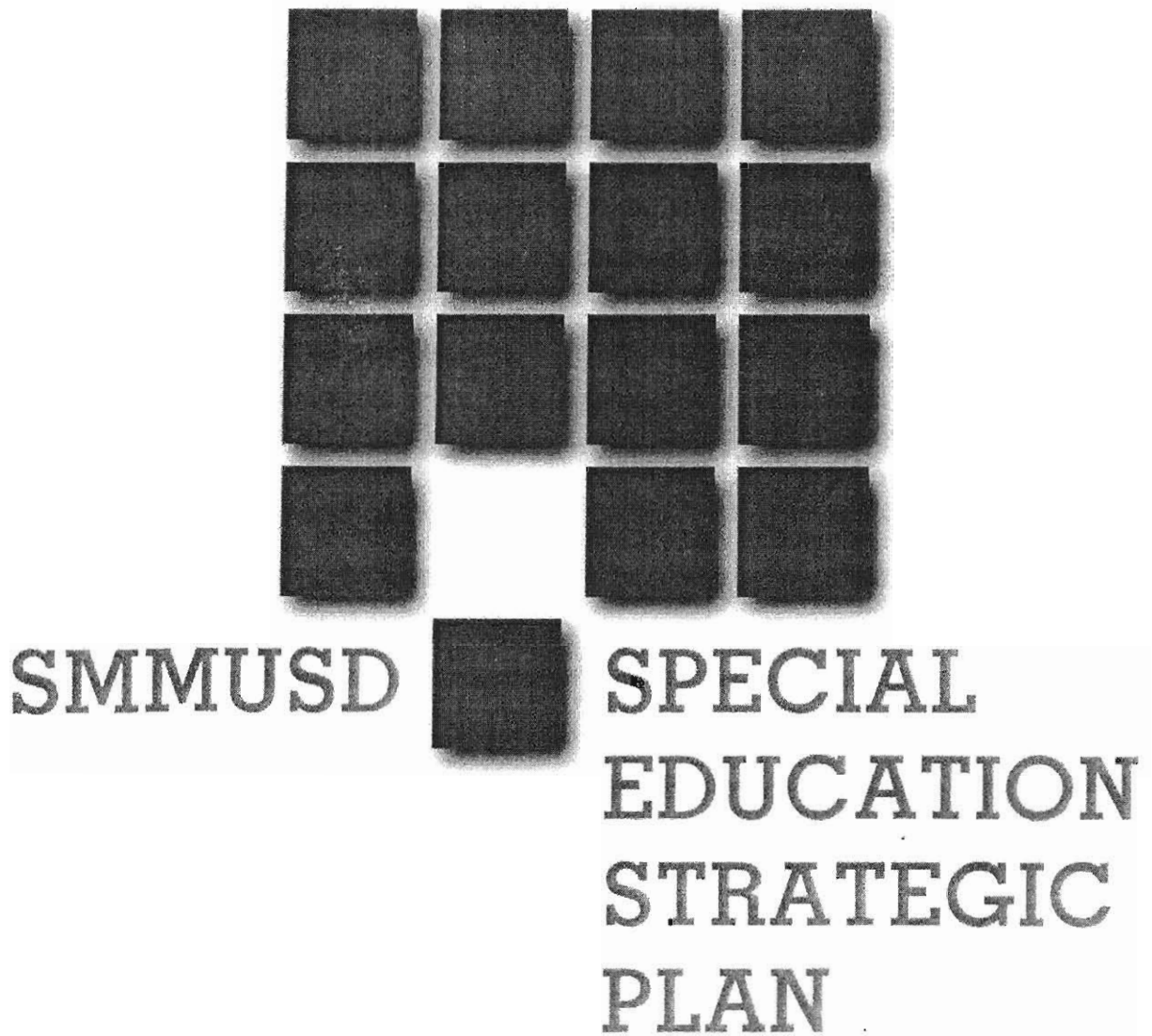
Dr. Piedad Robertson and Mrs. Carole Currey, Chair of the Board of Trustees presented a proposal for a \$175 million bond measure that would involve the Cities of Santa Monica and Malibu, Santa Monica-Malibu Unified School District and Santa Monica College.

A briefing paper, *Santa Monica College Facilities Assessment Report* that provides more information about the "Cooperative Partnership" proposed by the College was distributed at the meeting and is attached to the permanent Minutes.

Dr. Robertson is working to place this measure before the voters in the November 2004 election.

This was the Board of Education's first look at the proposal. This item will come back to the Board of Education for further discussion. It will also be discussed at the June 30, 2004 Liaison Meeting which includes representatives from the College, City of Santa Monica and School District.

ATTACHMENTS



June 2004

Board Presentation
June 14, 2004



June 14, 2004

Special Education Strategic Plan Report

June 14, 2004



Us,
Tool



June 14, 2004

Presentation Overview:

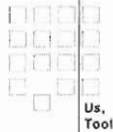
- Introduction
 - Acknowledgements
 - Context: History, Process, Findings
- Key Elements of the Plan:
 - Vision: The Prevention Model
 - Guiding Principle: The Paradigm Shift
 - The Action Plans
 - The Cost Question
 - Next Steps
- Closing Remarks
- Questions and Discussion



Us,
Tool

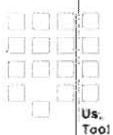
Adopted Policy:

- ***SMMUSD Mission Statement:***
 - Extraordinary achievement for ALL students while simultaneously closing the achievement gap
- ***SMMUSD Beliefs Include:***
 - 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 specified learning needs.



Acknowledgements:

- Board of Education
 - Jose Escarce, President
 - Emily Bloomfield, Vice President
 - Julia Brownley
 - Oscar De La Torre
 - Mike Jordan
 - Maria Leon-Vazquez
 - Shane McCloud
- Administration
 - John Deasy, Superintendent
 - Linda Kaminski, Chief Academic Officer
 - Cindy Atlas, Director of Special Education

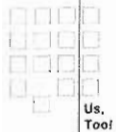




June 14, 2006

Acknowledgements:

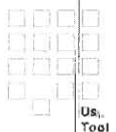
- Steering Committee
 - Craig Hamilton, Chair
 - Julia Ting, Co-chair
 - Cindy Atlas, Director of Special Education
 - Tricia Crane, Chair Special Education DAC
 - Lenora Willette Flores
 - Lee Mayhew Jones
 - Hyman Katz
 - David Kramer
 - Claudia Landis
 - Lora Morn
 - Christine Roussos



June 14, 2006

Acknowledgements:

- Curriculum Workgroup
 - Gina Kittel, Chair; Tricia Crane, Co-chair
- Differentiated Learning Workgroup
 - Elaine Katz, Linda Karr O'Connor, Daniel Nagy, Co-chairs
- Equity and Equality in Education Workgroup
 - Lee Mayhew Jones, Chair
- Schools and Community Centers/ Universal Access Workgroup
 - Hyman Katz, Clara Sturak, Co-chairs



Findings

- Who is Special Education?
- What is Special Education?
- Using Special Education to remediate General Education?
- Data:
 - Source: CA Special Education Management Information System (CASEMIS), 03-04

Us, Tool

Santa Monica-Malibu Special Education Population

Ethnicity	Number of Students	% of Total
White	941	52%
Hispanic	513	31%
African-american	203	12%
Asian	65	4%
Other	10	1%
Total	1828	100%
Disability		
Specific Learning Disability	682	42%
Speech or Language Impairment	462	28%
Other Health Impairment	164	10%
Emotional Disability	109	7%
Autism	94	6%
Mental Retardation	35	2%
Multiple Disabilities	33	2%
Other	87	3%
Total	1828	100%
Services		
General Ed w/ DYS Services	360	22%
General Ed w/ Resource Services	727	45%
SDC - All categories	468	29%
SDC - NPS	59	4%
Other	13	1%
Total	1828	100%
Grade Level		
Preschool	139	9%
Elementary	649	40%
Junior high	396	24%
High School	442	27%
Transition	0	0%
Total	1828	100%

Findings

- Responses similar to Board request
- Helped prioritize Workgroup effort
- Data:
 - Surveys to all Special Ed parents
 - Surveys to all General Education and Special Education teachers, and other staff

Us, Tool

COMBINED RESULTS FROM THE SURVEYS

Category	Total Responses		Total Responses		Total Responses	
	Parents		Teachers		Combined	
	Priority # 1	Total	Priority # 1	Total	Priority # 1	Total
Teacher training	1	30	3	37	1	67
Aide training		13		33		46
Inclusion	3	19		22	2	41
Behavior		7	1	33	2	40
Social skills		18		17		35
Reading instruction	3	17		15		32
Accommodations		11		21		32
Special Day Class curriculum		10		17		27
Autism	2	10		14	2	24
Central office support	4	4	2	20	3	24
Modifications		6		17		23
Core curriculum access		5		15		20
Math Instruction		13		4		17
Assessment		7		7		14
Other		7		5		12
Standardized testing		6		5		11
Grading		4		7		11
Self Advocacy		5		4		9
Preschool		4		5		9
College counseling		8				8
Workability		6		2		8
PECS / Commun Systems		5		1		6

Priority # ranks by the number of times mentioned in top 3 choices

Findings

- Placed ALL findings into a workgroup
- Actual grouping evolved in Workgroup process

June 14, 2004

Survey and Report Findings			Survey and Findings by Strategic Initiative			
	Priority	Total Response	Equity and Quality of Education	Quality of Curriculum	Differentiated Learning	Universal Pre-school
FROM THE SURVEYS						
Teacher training	1	67		0		
Aide training		46		0		
Inclusion	2	41	0	0		
Behavior	3	40			0	
Social skills		35	0			
Reading instruction		32		0		
Accommodations		32			0	
Special Day Class curriculum		27		0		
Autism	2	26			0	
Central office support	3	24	0			
Modifications		13			0	
Core curriculum access		20	0			
Math instruction		17		0		
Assessment		14		0		0
Other		13				
Standardized testing		13	0			
Grading		13	0			
Self Advocacy		9		0		
Preschool		8				0
College counseling		8		0		
Workability		8		0		
PECS / Commun Systems		6			0	
CINDY ATLAS REPORT						
Preschool			0	0	0	0
Elementary School			0	0	0	
Secondary School			0	0	0	
Full Inclusion			0	0		
Reading specialists			0	0		
Extended School Year			0		0	
Curriculum				0		
Transportation			0			
Legal			0			
Due Process			0			
Complaint			0			
Personnel			0			
Office Staff			0			
MIS			0			
Fiscal Services			0			

Key Elements

- Vision for Special Education: The Prevention Model
- Guiding Principle: The Paradigm Shift
- The Action Plans
- The Cost Question
- Next Steps



June 14, 2004

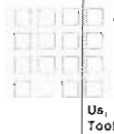
Our Vision: The Prevention Model

Retooling the Factory

- "Districts with successful and cost effective special education programs have committed to a single educational program with alternatives, one of which is special education."

-Paul Goldfinger, Vice President, School Services of California, Inc. and Maureen O'Leary Burness, Assist. Superintendent of the Placer Nevada SELPA

- The old modes of special education being a separate program leads to higher costs and inappropriate placements
- It's time to retool the factory.



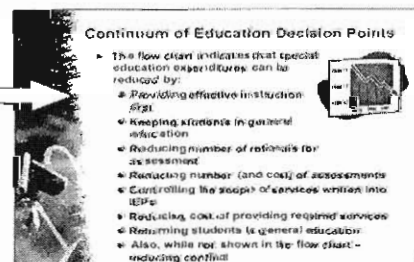
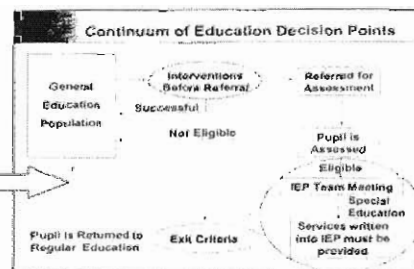
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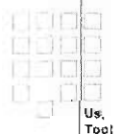
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The Prevention Model

- General Education and Special Education are one system
- Other districts are embracing
- Providing effective instruction first reduces expenditures



Source: School Services of California, Inc. Workshop



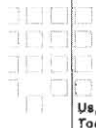
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The Paradigm Shift: *We are all learners*

- All children are learners
- History: Special Education built on belief that brain function was fixed
 - Lower expectations
 - Training, not educating
- Current: Major advances in Neuroscience research
 - Brain plasticity - the brain can, and does change
 - Higher expectations
 - Educating, not training



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June 14, 2004

The Paradigm Shift: *We are all learners*

- The New Paradigm
 - All children can learn
 - Focus on development, pre-skills
 - Requires specific curricula, approaches and supports
 - Offers methods for all learners
 - Is now considered "appropriate"
 - Is more effective and efficient
- Consequence of following old model:
 - Continuation of Opportunity and Achievement Gaps
 - Continued use of NPA / NPS services (who have made the paradigm shift)



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The Action Plans—*Overview*

- Modeled after SMMUSD Strategic Plan
- Framework for further work / critical areas still to be addressed, including implementation
- Includes:
 - General framework
 - Outcomes, with measures, strategies and accountability
 - Quick wins
 - Initial actions (tactics)
- Workgroup effort edited by steering committee

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The Action Plans—*The Initiatives*

- **Curriculum**
 - Reading and Written Language
 - Mathematics
 - Functional
 - Learning Technology
- **Differentiated Learning**
 - Autistic Spectrum Disorder
 - Communication, Accommodation and Modification
- **Equality and Equality in Education**
- **Schools as Community**
- **Universal Access: Preschool, after School, Family Support**
 - Access to Preschool Assessment, Diagnostics, Transition to Kindergarten



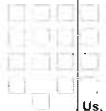
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Curriculum Initiative

- Utilize specific, researched-based curricular pre-skills supporting / leading to core curriculum
- Implement unique curriculum, not “dumbed down” general ed curriculum
- Apply consistent curricular pathways across district
 - Horizontal: school-to-school
 - Vertical: Preschool / Elem / MS / HS / Transition



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Differentiated Learning Initiative – *Autism*

- Develop research-based program model
- Utilize model that follows six functional domains as recommended by the National Research Council
- Implement site-based, child centered approach

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Differentiated Learning Initiative – *Communication*

- Adopt communication Bill of Rights from the National Joint Committee for the Communication Needs of Persons with Severe Disabilities
- General Education teachers will be trained in how to follow specified Accommodations / Modifications as required by law



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Equity and Equality Initiative

- Central Office:
 - Computerized IEP
 - Reorganize central office staff for efficiency
 - Clear delineation of organizational roles and responsibilities of Board, Superintendent, Administration, Staff
- Full Participation:
 - Inclusion
 - Disability Awareness
 - Site accountability
- Address behavioral / discipline guidelines for special education students
- Coordinate Assistive Technology for consistent access and effective implementation

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Schools As Community Initiative

- Create / enhance programs that support the development of friendships
- Develop a comprehensive transition program (18-22 yr olds)
- Outreach to community for funding sources and disability awareness



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Universal Access Initiative – *Preschool*

- Create transdisciplinary assessment process
- Partnering with Regional Center
- Model of curricular pathway starts at preschool



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Action Plans—Common Themes

- Policy
- Training
 - Leads to effective use of existing personnel
 - Will need appropriate administrative support and supervision
 - Invest now = future benefits
- Capacity (NPA / NPS)



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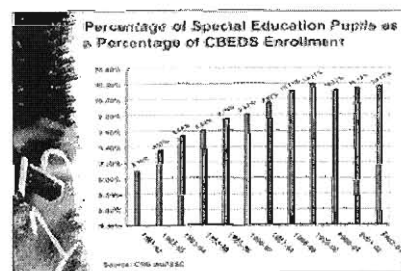
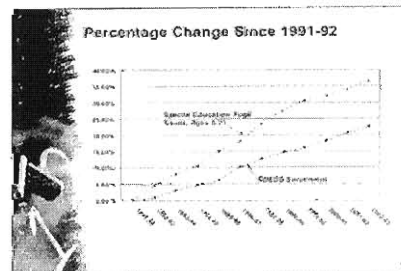
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Cost Context

- School Services of California, Inc. Workshop:
- **% of children in Special Education in CA is rising (1986/87 to 2002/03) :**
 - K-12 enrollment growth – 42%
 - Special Ed growth – 60%
- **Major reasons:**
 - Rise in Autism
 - Better medicine and infant survival



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Cost

- Appropriate programs and services are mandated by law
- It costs just as much to teach ineffective programs as it does to teach effective programs
- Consider Special Education part of the overall District cost system
- Prevention Model benefits ALL learners
- Primary needs: Policy and Training
- Invest now = future benefits

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Cost Control

- School Services of California, Inc. Workshop:

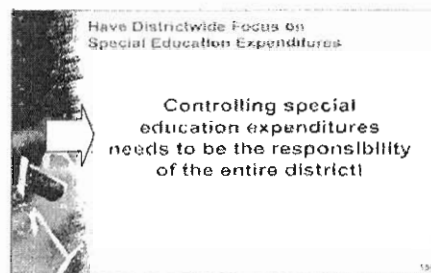
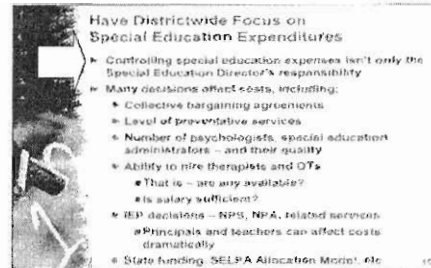
"The all too prevalent view of special education being a separate program can lead to inappropriate placements and higher costs."



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Cost Control

- School Services of California, Inc. Workshop:
 - How to approach expenditures



Cost Findings

- Where curriculum is working: maintain, expand
 - Ex: McKinley Learning Resource Center
- Where curriculum is lacking: choose, invest, train, implement
 - Ex: No appropriate Special Ed math curriculum exists
- Where programs do not exist: choose, invest, hire, find space, train, implement
 - Ex: Autism-- no comprehensive approach
- Where programs are serving failed general ed students, embrace Prevention/Intervention model to reduce referrals
 - Ex: students who receive RSP because failure and lack of early intervention and support in General Ed.



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Cost: Recurring Themes in Initiatives

- Invest:
 - Policy – little or no cost
 - Training – some cost
- Result:
 - More effective teaching using existing personnel
 - Leverages 85-90% of current budget
- Capacity – (NPA/NPS) – cost now for future benefit



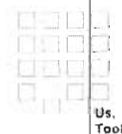
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Next Steps:

- Acknowledge the Problem, *without blame*
- Assume Responsibility
- Accept the Prevention Model and Paradigm Shift
- Support Implementation Process
- *Plus*
 - *Accept the Report*
 - *Agendize Discussion*



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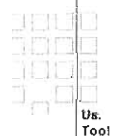
The Challenge:

- Context: Time of Continued Fiscal Challenges
- History: The District Strategic Plan
 - Created in period of financial optimism
 - Implemented in period of financial constraint
 - District rose to the challenge before
- LET'S DO IT, AGAIN!



June 14, 2004

Discussion and questions:



SPECIAL EDUCATION INITIATIVES FOR 2004 – 2005

Initiative	Rationale/Key Strategies	Funding
Cost/Benefit Analysis and Planning	<p><i>The District needs to initiate an external audit of current operations and programs and develop long-term plans to implement cost effective programs and services.</i></p> <ul style="list-style-type: none"> Conduct a financial/operational audit of the Special Education Department and programs. Convene quarterly meetings of the Strategic Plan Steering Committee to recommend annual and long-term priorities. Identify fund-raising priorities for the Santa Monica and Malibu Special Education Foundations and others. Train staff to implement an Alternative Dispute Resolution program to reduce mediations and legal fees. 	<ul style="list-style-type: none"> Research costs to implement external audit in 2004-2005. Establish long-term program and budget goals for 2005-2010.
Preventive Services	<p><i>Programs for prevention and early intervention as well as programs to address specific needs should be implemented as soon as possible to limit referrals to Special Education and non-public agencies/schools.</i></p> <ul style="list-style-type: none"> Expand diagnostic screening for at-risk students and implement formative assessment for all Special Ed students. Establish districtwide expectations and training for Student Study Teams. Identify and train a reading intervention teacher at each site. Implement afterschool intervention classes for students retained/recommended for retention. Establish a Preschool Diagnostic Assessment Center. Establish a Learning Resource Center at Malibu High School. Develop Year 1 Autism Pilot (assessment of domain functioning, initial program components, Year 2-5 implementation plan, budget planning). 	<ul style="list-style-type: none"> Educational Services has allocated 50% of its professional development budget to support curriculum/ professional development for Special Education during 2004-2005. Expand use of state funds to provide early intervention for students retained/ recommended for retention. Reallocate staffing to implement a Learning Resource Center at Malibu High School. Include domain functioning assessment in annual assessment of students with autism. Use cost/benefit analysis to reallocate funds to begin program implementation.
Policies and Procedures	<p><i>District expectations for program operation and service to Special Education students need to be clearly communicated and understood by staff and parents.</i></p> <ul style="list-style-type: none"> Develop a Policies and Procedures manual during summer 2004 that includes pre-identification, referral, assessment and service expectations. Publish the Parent Handbook during summer 2004. Request duplication permission from other districts as necessary. 	<ul style="list-style-type: none"> Printing and distribution costs need to be budgeted. Educational Services professional development funds.

Curriculum Development	<p>Special education students require instructional programs that both target the skills and strategies needed to overcome identified disabilities as well as provide access to the standards-based core curriculum. Additionally, these curricula need to be distinguished for students with high or low incidence disabilities.</p> <ul style="list-style-type: none"> ▪ Develop standards-based curriculum guides for core secondary subjects. ▪ Develop functional curriculum scope/sequence and exemplary lessons. 	<ul style="list-style-type: none"> ▪ Educational Services professional development funds.
Instructional Materials	<p>Classrooms serving high incidence students need standards-based core and remediation curriculum programs.</p> <ul style="list-style-type: none"> ▪ Purchase sufficient English-Language Arts and mathematics standards-based core materials to meet instructional levels and remediation needs. ▪ Identify and purchase research-based remediation instructional materials to support development of foundational skills. ▪ Identify and purchase functional curriculum guide. 	<ul style="list-style-type: none"> ▪ Require schools to allocate a proportional share of textbook and categorical funds for special education instructional materials. ▪ Educational Services will help support purchase of standards-based core and remediation instructional materials. Increase funding pending state budget increases for instructional materials. ▪ Reallocate a portion of lottery textbook funds to Educational Services to provide the flexibility to help purchase non-standards-based instructional materials for foundational skill development. ▪ Include software for Special Education students in Educational Technology budget.
Professional Development	<p>Both general and special education staff need a clear understanding of District policies and procedures for identifying and serving students with special needs.</p> <ul style="list-style-type: none"> ▪ Develop and implement professional development on the following topics: Prevention, intervention and SSTs; referrals and IEPs; accommodations and modifications, behavior intervention and social support, and differentiation for foundational skill development. ▪ Monitor school site participation in professional development. 	<ul style="list-style-type: none"> ▪ Educational Services has budgeted 50% of its professional development funds to support curriculum/ professional development for Special Education during 2004-2005.
Department Support	<p>Special Education Department requires full clerical and budget staff.</p> <ul style="list-style-type: none"> ▪ For 2004-2005, the Special Education department will operate with support of two positions that were unfilled during the current year. Fiscal Services will support the budget analyst functions. Information Services will support data entry. 	<ul style="list-style-type: none"> ▪ Budgeted 2004-2005

Department Reorganization	<p><i>The Special Education department has two essential components: Programs and Operations. Reorganize the department to clearly support both program development/implementation and operations.</i></p> <ul style="list-style-type: none"> ▪ Reorganize departmental positions to clearly support curriculum development, professional development, site support and operations. 	<ul style="list-style-type: none"> ▪ Reallocate current position funding to support department reorganization. ▪ Reallocate funds saved from reduced legal expenses to support department reorganization.
Record-Keeping	<p><i>The District needs to establish and maintain a functional record-keeping system.</i></p> <ul style="list-style-type: none"> ▪ Continue extra-hourly clerical to support transfer of files to new filing system. ▪ Require Special Education teachers to review site and district files for their students each year. ▪ Implement a computerized IEP system to reduce clerical errors on IEP and allow rapid transfer of information to student information system. 	<ul style="list-style-type: none"> ▪ Continue District funding to establish new filing system. ▪ Allocate district funding to implement computerized IEP system.
Accountability	<p><i>All staff members need to meet the obligation to ensure that appropriate services and support are provided to Special Education students.</i></p> <ul style="list-style-type: none"> ▪ Establish a site checklist that outlines district expectations for the student interventions, identification, program participation, implementation and funding, and academic and social service delivery. ▪ Include expectations for appropriate instruction/accommodations/modifications in teacher and administrator evaluation system. ▪ Implement an annual parent satisfaction survey. ▪ Provide an administrative mentor to enhance site support for Special Education. 	<ul style="list-style-type: none"> ▪ Educational Services will cover the cost of the annual parent satisfaction survey. ▪ Superintendent's office will cover the cost of an administrative mentor.

PROPOSED BUDGET FOR 2004-2004

Presented: June 14, 2004

Form 01 of the J200

2004/05 Budget									
Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) Revenue Limit Sources		8010-8099	58,345,819.00	2,107,483.00	60,453,302.00	60,430,741.00	2,043,122.00	62,473,863.00	3.3%
2) Federal Revenue		8100-8299	149,391.00	4,822,359.00	4,971,750.00	0.00	4,544,748.00	4,544,748.00	-8.6%
3) Other State Revenue		8300-8599	5,258,226.00	10,209,341.00	15,467,567.00	5,251,727.00	9,745,414.00	14,997,141.00	-3.0%
4) Other Local Revenue		8600-8799	17,773,513.00	3,576,432.00	21,349,945.00	11,544,218.00	8,097,889.00	19,642,107.00	-8.0%
5) TOTAL REVENUES			81,526,949.00	20,715,615.00	102,242,564.00	77,226,686.00	24,431,173.00	101,657,859.00	-0.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	42,048,119.71	10,071,632.00	52,119,751.71	40,111,740.00	11,167,478.00	51,279,218.00	-1.6%
2) Classified Salaries		2000-2999	10,129,509.50	7,969,837.00	18,099,346.50	9,538,437.00	8,173,621.00	17,712,058.00	-2.1%
3) Employee Benefits		3000-3999	14,148,845.74	5,379,927.00	19,528,772.74	14,183,951.25	6,235,983.00	20,419,934.25	4.6%
4) Books and Supplies		4000-4999	1,399,459.00	4,345,454.00	5,744,913.00	949,908.00	2,535,807.00	3,485,715.00	-39.3%
5) Services, Other Operating Expenses		5000-5999	4,959,953.00	5,357,803.00	10,317,756.00	4,499,354.00	5,919,299.00	10,418,653.00	1.0%
6) Capital Outlay		6000-6999	18,142.00	203,040.00	221,182.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect/ Direct Support Costs)		7100-7299 7400-7499	0.00	9,000.00	9,000.00	0.00	0.00	0.00	-100.0%
8) Transfers of Indirect/Direct Support Costs		7300-7399	(770,089.00)	207,357.00	(562,732.00)	(839,153.00)	260,226.00	(578,927.00)	2.9%
9) TOTAL EXPENDITURES			71,933,939.95	33,544,050.00	105,477,989.95	68,444,237.25	34,292,414.00	102,736,651.25	-2.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			9,593,009.05	(12,828,435.00)	(3,235,425.95)	8,782,448.75	(9,861,241.00)	(1,078,792.25)	-66.7%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8910-8929	20,000.00	0.00	20,000.00	620,000.00	0.00	620,000.00	3000.0%
b) Transfers Out		7610-7629	0.00	47,839.00	47,839.00	400,000.00	0.00	400,000.00	736.1%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(11,415,102.00)	11,415,102.00	0.00	(9,749,341.00)	9,749,341.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(11,395,102.00)	11,367,263.00	(27,839.00)	(9,529,341.00)	9,749,341.00	220,000.00	-890.3%

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E: NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,802,092.95)	(1,461,172.00)	(3,263,264.95)	(746,892.25)	(111,900.00)	(858,792.25)	-73.7%
F: FUND BALANCE, RESERVES									
1) Beginning Fund Balance		9791	1,565,161.70	2,185,035.90	3,750,197.60	2,110,465.39	723,863.90	2,834,329.29	-24.4%
a) As of July 1 - Unaudited		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Audit Adjustments									
c) As of July 1 - Audited (F1a + F1b)			1,565,161.70	2,185,035.90	3,750,197.60	2,110,465.39	723,863.90	2,834,329.29	-24.4%
d) Other Restatements		9795	2,347,396.64	0.00	2,347,396.64	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,912,558.34	2,185,035.90	6,097,594.24	2,110,465.39	723,863.90	2,834,329.29	-53.5%
2) Ending Balance, June 30 (E + F1e)			2,110,465.39	723,863.90	2,834,329.29	1,363,573.14	611,963.90	1,975,537.04	-30.3%
Components of Ending Fund Balance									
a) Reserve for		9711	20,000.00	0.00	20,000.00	0.00	0.00	0.00	-100.0%
Revolving Cash		9712	24,049.80	0.00	24,049.80	0.00	0.00	0.00	-100.0%
Stores		9713	3,745.62	2,782.00	6,527.62	0.00	0.00	0.00	-100.0%
Prepaid Expenditures		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9730	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
General Reserve		9740	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Legally Restricted Balance									
b) Designated Amounts		9770	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Designated for Economic Uncertainties									
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Designations		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) Undesignated Amount		9790	2,062,669.97	721,081.90	2,783,751.87				
d) Unappropriated Amount		9790				1,363,573.14	611,963.90	1,975,537.04	

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash		9110	22,536,561.22	(7,466,770.42)	15,069,790.80				
a) in County Treasury		9111	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9120	0.00	0.00	0.00				
b) in Banks		9130	20,000.00	0.00	20,000.00				
c) in Revolving Fund		9135	0.00	0.00	0.00				
d) with Fiscal Agent		9140	0.00	0.00	0.00				
e) collections awaiting deposit		9150	5,149,583.33	0.00	5,149,583.33				
2) Investments		9200	125,279.99	144,690.55	269,970.54				
3) Accounts Receivable		9290	0.00	0.00	0.00				
4) Due from Grantor Government		9310	489,601.23	0.00	489,601.23				
5) Due from Other Funds		9320	24,049.80	0.00	24,049.80				
6) Stores		9330	3,745.62	2,782.00	6,527.62				
7) Prepaid Expenditures		9340	2,107,941.33	0.00	2,107,941.33				
8) Other Current Assets		9400							
9) Fixed Assets									
10) TOTAL ASSETS			30,456,762.52	(7,319,297.87)	23,137,464.65				
H. LIABILITIES									
1) Accounts Payable		9500	(8,389,715.76)	183,988.61	(8,205,727.15)				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	694,978.00	0.00	694,978.00				
4) Current Loans		9640	15,000,000.00	0.00	15,000,000.00				
5) Deferred Revenue		9650	0.00	0.00	0.00				
6) Long-Term Liabilities		9660							
7) TOTAL LIABILITIES			7,305,262.24	183,988.61	7,489,250.85				
I. FUND EQUITY									
Ending Fund Balance, June 30 (must agree with line F2) (G10 - H7)			23,151,500.28	(7,503,286.48)	15,648,213.80				

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
REVENUE LIMIT SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	21,733,883.00	0.00	21,733,883.00	23,699,287.00	0.00	23,699,287.00	9.0%
Charter Schools General Purpose Entitlement - State Aid		8015	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	386,382.00	0.00	386,382.00	381,584.00	0.00	381,584.00	-1.2%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	17.00	0.00	17.00	New
County & District Taxes									
Secured Roll Taxes		8041	27,805,720.00	0.00	27,805,720.00	28,030,036.00	0.00	28,030,036.00	0.8%
Unsecured Roll Taxes		8042	1,682,747.00	0.00	1,682,747.00	2,079,791.00	0.00	2,079,791.00	23.6%
Prior Years' Taxes		8043	1,072,732.00	0.00	1,072,732.00	492,382.00	0.00	492,382.00	-54.1%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	7,460,472.00	0.00	7,460,472.00	7,417,807.00	0.00	7,417,807.00	-0.6%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest on Delinquent Revenue Limit Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, Revenue Limit Sources			60,141,936.00	0.00	60,141,936.00	62,100,904.00	0.00	62,100,904.00	3.3%
Revenue Limit Transfers									
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	(2,107,483.00)	0.00	(2,107,483.00)	(2,043,122.00)	0.00	(2,043,122.00)	-3.1%
Continuation Education ADA Transfer	2200	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Day Schools Transfer	2430	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education ADA Transfer	6500	8091	0.00	2,107,483.00	2,107,483.00	0.00	2,043,122.00	2,043,122.00	-3.1%

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
ROC/JP Apprentice Hours Transfer	6350	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	311,366.00	0.00	311,366.00	372,959.00	0.00	372,959.00	19.8%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL REVENUE LIMIT SOURCES			58,345,819.00	2,107,483.00	60,453,302.00	60,430,741.00	2,043,122.00	62,473,863.00	3.3%
FEDERAL REVENUE									
Maintenance and Operation		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	1,520,991.00	1,520,991.00	0.00	1,774,237.00	1,774,237.00	16.7%
Discretionary Grants		8182	0.00	311,841.00	311,841.00	0.00	247,866.00	247,866.00	-20.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB/IASA	3000-3299, 4000-4135, 4201-4215, 4610, 5510	8290	0.00	2,311,536.00	2,311,536.00	0.00	1,891,516.00	1,891,516.00	-18.2%
Vocational and Applied Technology Education	3500-3699	8290	0.00	51,331.00	51,331.00	0.00	51,331.00	51,331.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	68,617.00	68,617.00	0.00	61,755.00	61,755.00	-10.0%
JTPA / WIA	5600-5625	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Federal Revenue	All Other	8290	149,391.00	558,043.00	707,434.00	0.00	518,043.00	518,043.00	-26.8%
TOTAL FEDERAL REVENUE			149,391.00	4,822,359.00	4,971,750.00	0.00	4,544,748.00	4,544,748.00	-8.6%

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Current Year	6350-6360	8311	0.00	0.00	0.00		0.00	0.00	0.0%
Prior Years	6350-6360	8319	0.00	0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311	0.00	6,413,568.00	6,413,568.00		6,550,197.00	6,550,197.00	2.1%
Prior Years	6500	8319	0.00	0.00	0.00		0.00	0.00	0.0%
Gifted and Talented Pupils	7140	8311	0.00	94,970.00	94,970.00		97,259.00	97,259.00	2.4%
Home-to-School Transportation	7230-7235	8311	0.00	398,920.00	398,920.00		431,746.00	431,746.00	8.2%
School Improvement Program	7260-7265	8311	0.00	997,665.00	997,665.00		668,691.00	668,691.00	-33.0%
Economic Impact Aid	7090-7091	8311	0.00	428,133.00	428,133.00		428,133.00	428,133.00	0.0%
Spec. Ed. Transportation	7240	8311	0.00	369,300.00	369,300.00		399,013.00	399,013.00	8.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Prior Year	All Other	8319	0.00	(156.00)	(156.00)		0.00	0.00	-100.0%
Year Round School Incentive		8425	0.00	0.00	0.00		0.00	0.00	0.0%
Class Size Reduction K-3		8434	3,073,152.00	0.00	3,073,152.00	3,073,152.00	0.00	3,073,152.00	0.0%
Class Size Reduction, Grade 9		8435	360,000.00	0.00	360,000.00	360,196.00	0.00	360,196.00	0.1%
Charter Schools Categorical Block Grant		8480	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Lottery Revenue		8560	1,353,469.00	142,498.00	1,495,967.00	1,346,774.00	152,350.00	1,499,124.00	0.2%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miller Unruh Reading Program	7200	8590	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Demo Program, Reading & Math	7050	8590	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Instructional Materials									
Elementary	7155	8590	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Secondary	7160	8590	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other	7156, 7170, 7180	8590	0.00	348,000.00	348,000.00	0.00	346,734.00	346,734.00	-0.4%
Staff Development	7285, 7292, 7294, 7295, 7305, 7315	8590	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tenth Grade Counseling	7375	8590	0.00	29,502.00	29,502.00	0.00	26,744.00	26,744.00	-9.3%
Mentor Teacher	7270	8590	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Educational Technology Assistance Grants	7100-7125	8590	0.00	31,381.00	31,381.00	0.00	0.00	0.00	-100.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6605-6680	8590	0.00	21,251.00	21,251.00	0.00	19,125.00	19,125.00	-10.0%
Healthy Start	6240-6245	8590	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	471,605.00	934,309.00	1,405,914.00	471,605.00	625,422.00	1,097,027.00	-22.0%
TOTAL, OTHER STATE REVENUE			5,258,226.00	10,209,341.00	15,467,567.00	5,261,727.00	9,745,414.00	14,997,141.00	-3.0%

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	3,375,166.00	0.00	3,375,166.00	3,375,166.00	0.00	3,375,166.00	0.0%
Other		8622	6,581,925.00	0.00	6,581,925.00	0.00	6,581,925.00	6,581,925.00	0.0%
Community Redevelopment Funds									
Not Subject to RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-Revenue									
Lump Taxes		8629	73,000.00	0.00	73,000.00	73,000.00	0.00	73,000.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
All Other Sales		8639	75,000.00	0.00	75,000.00	75,000.00	0.00	75,000.00	0.0%
Leases and Rentals		8650	1,409,947.00	37,746.00	1,447,693.00	1,414,947.00	80,000.00	1,494,947.00	3.3%
Interest		8660	120,000.00	0.00	120,000.00	120,000.00	0.00	120,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	146,018.00	146,018.00	0.00	150,000.00	150,000.00	2.7%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services	All Other	8677	0.00	707,229.00	707,229.00	0.00	716,676.00	716,676.00	1.3%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Plus: Misc Funds Non-Revenue Limit (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	6,118,824.00	2,685,439.00	8,804,263.00	6,466,105.00	569,288.00	7,035,393.00	-20.1%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Charter Schools Funding In-Lieu of Property Taxes		8780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments									
Special Education SELPA Transfers From Districts	6500	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers From Districts	6350, 6360	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6350, 6360	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6350, 6360	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments From Districts	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In From All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			17,773,513.00	3,576,432.00	21,349,945.00	11,544,218.00	8,097,889.00	19,642,107.00	-8.0%
TOTAL, REVENUES			81,526,949.00	20,715,615.00	102,242,564.00	77,226,686.00	24,431,173.00	101,657,859.00	-0.6%

General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Teachers' Salaries		1100	35,032,766.75	7,851,298.00	42,884,064.75	33,632,323.00	8,300,976.00	41,933,299.00	-2.2%
Certificated Pupil Support Salaries		1200	2,661,846.00	1,100,373.00	3,762,219.00	2,217,101.00	1,548,370.00	3,765,471.00	0.1%
Certificated Supervisors' and Administrators' Salaries		1300	4,199,799.96	807,340.00	5,007,139.96	3,985,831.00	1,295,132.00	5,280,963.00	5.5%
Other Certificated Salaries		1900	153,707.00	312,621.00	466,328.00	276,485.00	23,000.00	299,485.00	-35.8%
TOTAL, CERTIFICATED SALARIES			42,048,119.71	10,071,632.00	52,119,751.71	40,111,740.00	11,167,478.00	51,279,218.00	-1.6%
CLASSIFIED SALARIES									
Instructional Aides' Salaries		2100	761,035.00	3,671,193.00	4,432,228.00	137,161.00	4,062,146.00	4,199,307.00	-5.3%
Classified Support Salanes		2200	3,059,381.00	1,688,568.00	4,747,949.00	3,081,768.00	1,791,719.00	4,873,487.00	2.6%
Classified Supervisors' and Administrators' Salaries		2300	938,991.00	349,403.00	1,288,394.00	928,313.00	362,447.00	1,290,760.00	0.2%
Clerical and Office Salaries		2400	4,554,542.50	455,972.00	5,010,514.50	4,327,022.00	851,990.00	5,179,012.00	3.4%
Other Classified Salaries		2900	815,560.00	1,804,701.00	2,620,261.00	1,064,173.00	1,105,319.00	2,169,492.00	-17.2%
TOTAL, CLASSIFIED SALARIES			10,129,509.50	7,969,837.00	18,099,346.50	9,538,437.00	8,173,621.00	17,712,058.00	-2.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	3,509,207.00	841,478.00	4,350,685.00	3,296,802.00	921,420.00	4,218,222.00	-3.0%
PERS		3201-3202	990,433.45	410,553.00	1,400,986.45	875,146.00	762,263.00	1,637,409.00	16.9%
OASDI/Medicare/Alternative		3301-3302	1,368,153.17	755,753.00	2,123,906.17	1,316,418.53	782,443.00	2,098,861.53	-1.2%
Health and Welfare Benefits		3401-3402	5,821,888.00	2,375,699.00	8,197,587.00	6,123,560.00	2,742,823.00	8,866,383.00	8.2%
Unemployment Insurance		3501-3502	206,771.56	54,583.00	261,354.56	320,747.50	126,170.00	446,917.50	71.0%
Workers' Compensation		3601-3602	1,043,034.56	546,796.00	1,589,830.56	1,478,040.22	576,779.00	2,054,819.22	29.2%
Retiree Benefits		3701-3702	517,700.00	2,919.00	520,619.00	287,236.00	53,064.00	340,300.00	-34.6%
PERS Reduction		3801-3802	253,572.00	350,285.00	603,857.00	128,890.00	190,320.00	319,210.00	-47.1%
Other Employee Benefits		3901-3902	438,086.00	41,861.00	479,947.00	357,111.00	80,701.00	437,812.00	-8.8%
TOTAL, EMPLOYEE BENEFITS			14,148,845.74	5,379,927.00	19,528,772.74	14,183,951.25	6,235,983.00	20,419,934.25	4.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	183,824.00	831,592.00	1,015,416.00	57,767.00	361,734.00	419,501.00	-58.7%
Books and Other Reference Materials		4200	12,443.00	166,318.00	178,761.00	2,200.00	51,646.00	53,846.00	-69.9%
Materials and Supplies		4300	1,028,571.00	2,815,366.00	3,843,937.00	816,941.00	2,024,731.00	2,841,672.00	-26.1%

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	174,621.00	532,178.00	706,799.00	73,000.00	97,696.00	170,696.00	-75.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,399,459.00	4,345,454.00	5,744,913.00	949,908.00	2,535,807.00	3,485,715.00	-39.3%
SERVICES, OTHER OPERATING EXPENSES									
Travel and Conferences		5200	79,959.00	267,085.00	347,044.00	71,459.00	108,810.00	180,269.00	-48.1%
Dues and Memberships		5300	32,565.00	1,670.00	34,235.00	28,905.00	4,450.00	33,355.00	-2.6%
Insurance		5400 - 5450	736,059.00	0.00	736,059.00	745,975.00	0.00	745,975.00	1.3%
Operation and Housekeeping Services		5500	1,981,431.00	706.00	1,982,137.00	1,972,545.00	9,358.00	1,981,903.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	493,792.00	432,125.00	925,917.00	436,491.00	459,852.00	896,343.00	-3.2%
Transfers of Direct Costs		5710	(11,942.00)	7,304.00	(4,638.00)	62,533.00	(82,533.00)	0.00	-100.0%
Transfers of Direct Costs - Interfund		5750	(46,752.00)	(35,684.00)	(82,436.00)	(45,073.00)	(8,000.00)	(53,073.00)	-35.6%
Professional/Consulting Services and Operating Expenditures		5800	1,371,874.00	4,659,612.00	6,031,486.00	909,611.00	5,393,718.00	6,303,329.00	4.5%
Communications		5900	322,967.00	24,985.00	347,952.00	316,908.00	13,644.00	330,552.00	-5.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			4,959,953.00	5,357,803.00	10,317,756.00	4,499,354.00	5,919,299.00	10,418,653.00	1.0%

Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CAPITAL OUTLAY									
Sites and Improvements of Sites		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	128,317.00	128,317.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	18,142.00	74,723.00	92,865.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			18,142.00	203,040.00	221,182.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect/Direct Support Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficits Payments Payments to Districts		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts		7211	0.00	9,000.00	9,000.00	0.00	0.00	0.00	-100.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts	6500	7221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts	6350, 6360	7221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6350, 6360	7222	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6350, 6360	7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools Funding In-Lieu of Property Taxes		7280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect/Direct Support Costs)			0.00	9,000.00	9,000.00	0.00	0.00	0.00	-100.0%
TRANSFERS OF INDIRECT/DIRECT SUPPORT COSTS									
Transfers of Indirect Costs		7310	(207,357.00)	207,357.00	0.00	(260,226.00)	260,226.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(562,732.00)	0.00	(562,732.00)	(578,927.00)	0.00	(578,927.00)	2.9%
Transfers of Direct Support Costs		7370	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Support Costs - Interfund		7380	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, TRANSFERS OF INDIRECT/DIRECT SUPPORT COSTS			(770,089.00)	207,357.00	(562,732.00)	(839,153.00)	260,226.00	(578,927.00)	2.9%
TOTAL EXPENDITURES			71,933,939.95	33,544,050.00	105,477,989.95	68,444,237.25	34,292,414.00	102,736,651.25	-2.6%

California Dept of Education
SACS Financial Reporting Software - 2004.1.0
File: FINRPT6 / REP000012004

Description	Resource Codes	Object Codes	2003/04 Estimated Actuals			2004/05 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers from Funds of Lapsed/Reorganized Districts		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(11,419,092.00)	11,419,092.00	0.00	(13,452,547.00)	13,452,547.00	0.00	0.0%
Contributions from Restricted Revenues		8990	3,990.00	(3,990.00)	0.00	3,703,206.00	(3,703,206.00)	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Categorical Flexibility Transfers per Budget Act Section 12.40		8998	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(11,415,102.00)	11,415,102.00	0.00	(9,749,341.00)	9,749,341.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			(11,395,102.00)	11,367,253.00	(27,839.00)	(9,529,341.00)	9,749,341.00	220,000.00	-890.3%

California High School Exit Examination Results

March 2004 – Census Administration

Key facts about the CAHSEE

- ✦ Students in the graduating class of 2006 must pass both the English-Language Arts and Mathematics components of the exam.
- ✦ Students take the CAHSEE during the 10th grade. There are two administrations for 10th grade students:
 - March – census administration
 - May – make-up for those absent from testing in March

Preparation for the CAHSEE, 2003-2004

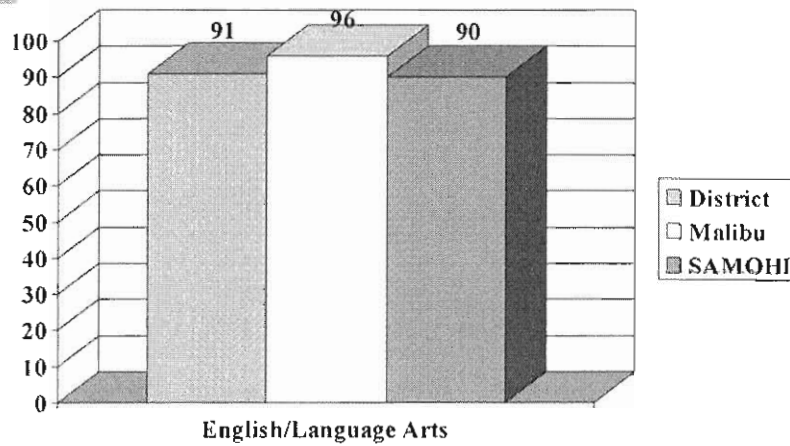
- # The California Department of Education sent all 10th grade students two study guides
 - English-Language Arts and Mathematics
 - to help them prepare for the test.
- # SMMUSD used released test items to develop a CAHSEE Mathematics Pretest that was administered to all 10th graders in late January.

CAHSEE Results – Census Administration, March 2004

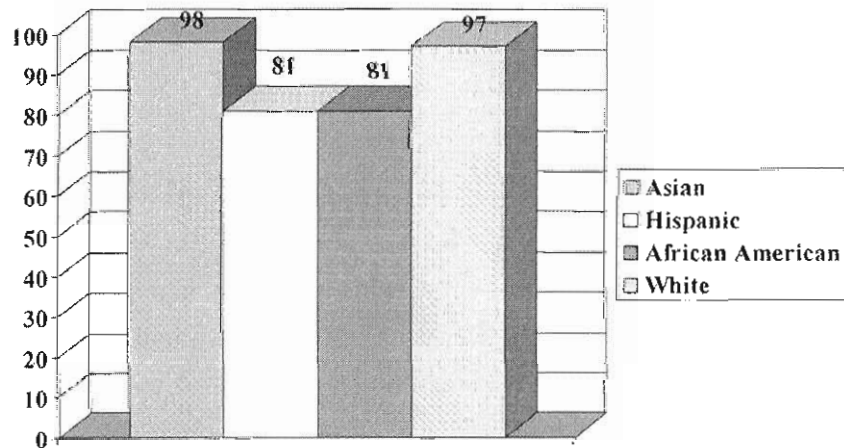
Number of Students Tested

■ English-Language Arts	963
■ Mathematics	958

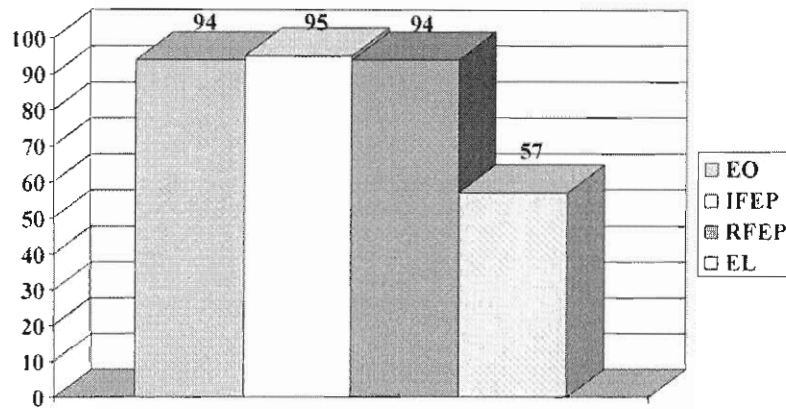
English-Language Arts Results Percentage Passing



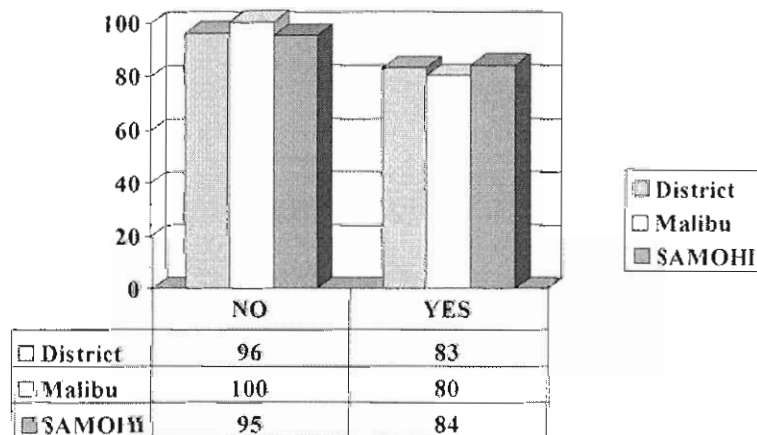
English-Language Arts Results Race/Ethnicity



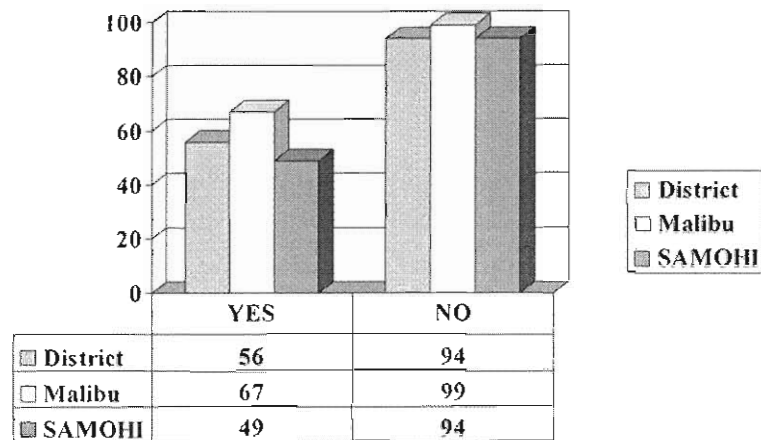
English-Language Arts Results Language Fluency



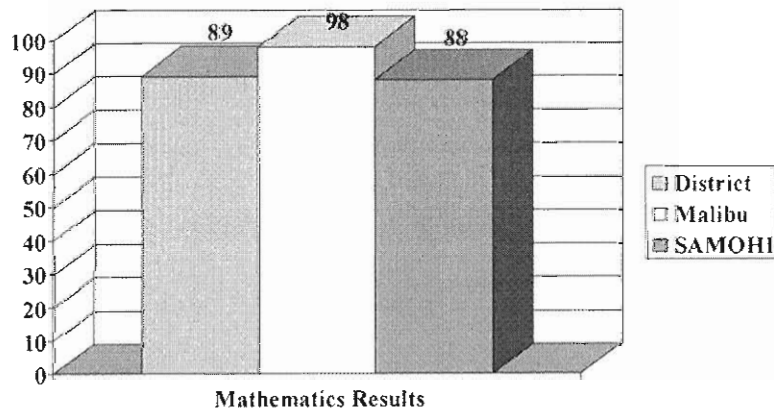
English-Language Arts Results Economically Disadvantaged



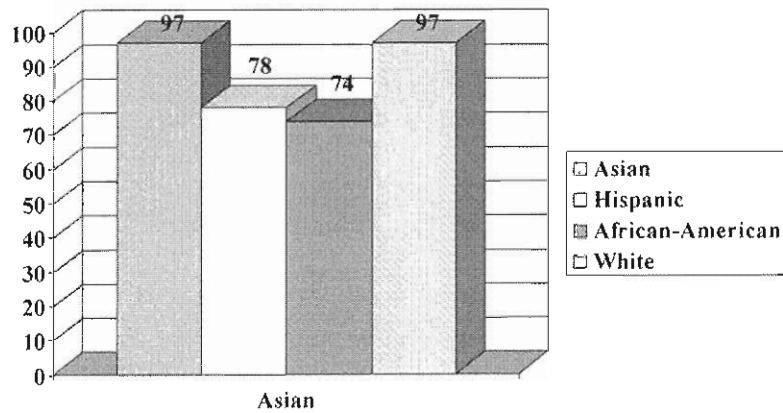
English-Language Arts Results Special Education Program Participation



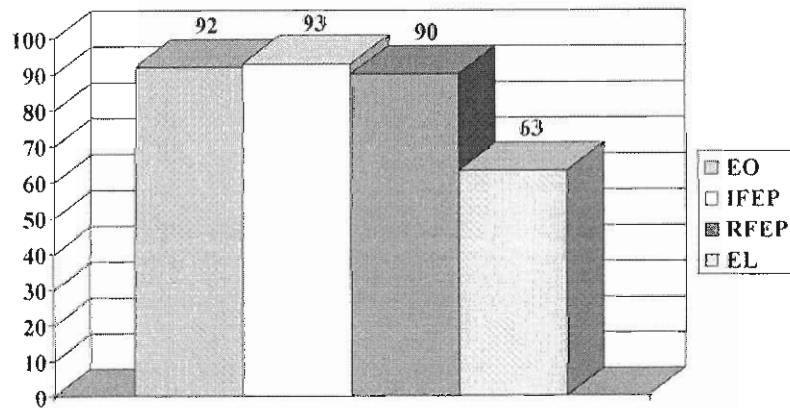
Mathematics Results Percentage Passing



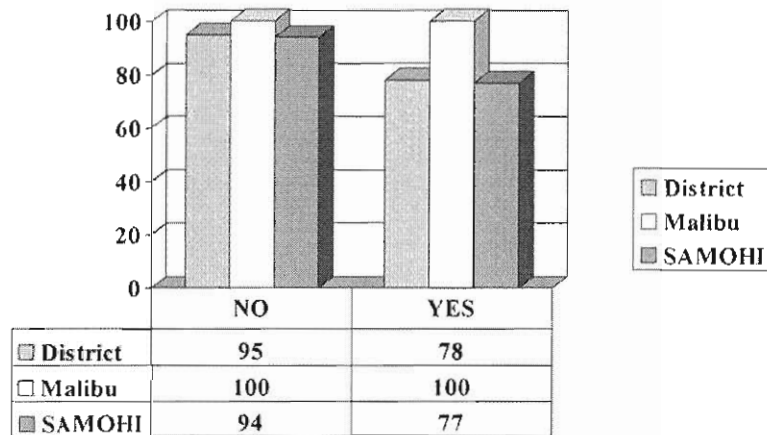
Mathematics Results Race/Ethnicity



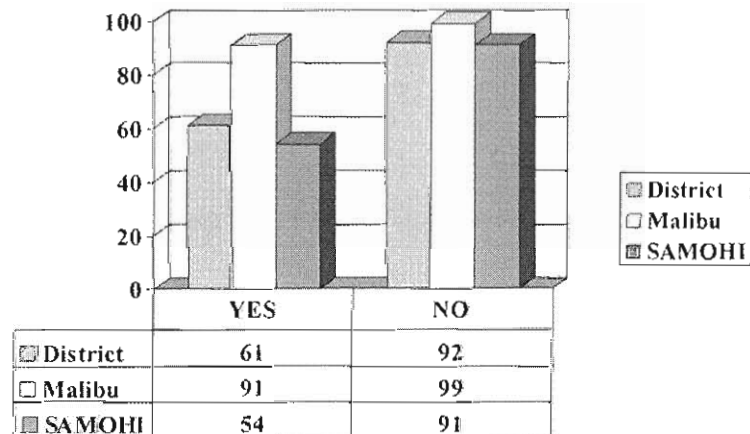
Mathematics Results Language Fluency



Mathematics Results Economically Disadvantaged



Mathematics Results Special Education Program Participation



CAHSEE Support and Intervention

- Intensive Intervention Summer School, 2004
 - 6 weeks of classroom instruction
 - Web-based support program, Practice to Achieve (Pacific Metrics)
- CAHSEE Preparation Course, 2004-2005
- Study Guides and Math Pretest

Retest Opportunities, 2004-2005

- Students only retest in the areas they have not yet passed.
- 11th grade retest opportunities
 - September 21 and 22, 2004
 - May 10 and 11, 2005

Next Steps

- # We must examine the available data for sub-components of the tests to help prioritize professional development for teachers and areas of emphasis for instruction and formative assessment for students.

Strand Summaries – ELA Average Percent Correct

Reading

- Word Analysis – 86%
- Reading Comprehension – 83%
- Literary Response and Analysis – 85%

Writing

- Writing Strategies – 73%
- Writing Conventions – 80%
- # Essay
 - 2.9 out of 4.0

Strand Summaries –Mathematics

Average Percent Correct

Mathematics

- Probability and Statistics – 77%
- Number Sense – 78%
- Algebra and Functions – 78%
- Measurement and Geometry – 75%
- Algebra I – 69%

Next Steps

- # We await the results for 10th grade students who tested in May.
- # Once those are available:
 - We will know for certain whether we made our AYP participation rates.
 - We can prepare comparative analysis for first-time test-takers from previous years.
 - We can undertake comparative analysis for state, county, and like schools.

SANTA MONICA COLLEGE FACILITIES ASSESSMENT REPORT

MASTER PLAN UPDATE

- Task: Complete survey of existing buildings. Report: Replacement recommended for Physical Education building and childcare center. Improvements recommended for Music complex.
- Task: Address remaining campus deficiencies. Report: Inadequate field space; no instructional site in Malibu; no instructional site that uses 26-mile coastline as resource; no facility to support programs in emerging technologies.
- Task: Address partnership opportunities in physical education, recreation, culture, social welfare, and transportation. Report: A series of appendices provide context for recommended partnership projects.

FINDINGS

- The City of Santa Monica has a population density greater than 99.4% of all other cities, towns, and places in America.
- The City of Santa Monica would require 75 more acres of parks to reach the average amount available to residents of other cities in Los Angeles and Orange counties.
- 61% of Santa Monica youth ages 5 to 19 and 66% of young adults ages 20 to 24 live in the 90404 and 90405 zip code areas.
- Malibu has a well-documented need for additional field space.
- Santa Monica College annually serves 8.7% of Santa Monica residents and 4.0% of Malibu residents. The average in California is 5.4%.

PROPOSED "COOPERATIVE PARTNERSHIP" PROJECTS

"Cooperative Partnerships involve a pooling of resources. Each agency makes a partial contribution and in turn is relieved of the burden of making the entire contribution. This permits the College to leverage its investment in projects in a way not otherwise possible."

1. Site acquisition and improvements in Santa Monica for field space, especially for women's soccer.
2. Site acquisition and improvements in Malibu for instructional facility and field space.
3. Retrofit existing Santa Monica fields to support year-round usage, for physical education.
4. Improvements at 415 Pacific Coast Highway, for physical education, especially for seniors; geography; natural history; and marine biology.
5. Improvements at the Santa Monica Pier Aquarium, for natural history and marine biology.
6. Improvements at the Santa Monica Civic Center Palisades Garden Arboretum, for life sciences.
7. Improvements at the Santa Monica Civic Center, for childcare and early childhood studies.
8. Improvements at the SMMUSD West Washington site, for childcare and early childhood studies.

PROPOSED "PARTNERSHIP BENEFIT" PROJECTS

"Partnership Benefit Projects provide a partnership benefit to other agencies and individuals, but do not anticipate partnership contributions."

9. Replacement of 1950s-era shower and locker room facility with new indoor fitness center and physical education center.
10. New Children's Outdoor Fitness Park adjacent to SMC's track and stadium, for continuing and community education.
11. Replacement of earthquake-destroyed tennis courts at an off-site location, for physical education.
12. New performing arts complex to remedy existing deficiencies; use of bond funds in lieu of private capital funds to be able to operate theater at community-affordable rates.

PROPOSED "OTHER LOCAL FACILITY" PROJECTS

"These projects provide cost benefits and will assist the College in competing for Federal and State grants."

13. Various upgrades to existing and future projects for energy efficiency and to meet new sustainability practices.
14. New Career Opportunity Center to support programs in emerging technologies and to compete for State and Federal grants.

PROPOSED PARTNERSHIP PROJECTS NOT REQUIRING BOND FUNDS

"These projects were identified as having potential partnership benefit but do not require funding from the proposed bond measure."

15. Improve the civic center use of planned SMC Literacy Center at 14th Street and Pico Boulevard.

16. Potential cooperative parking facility opportunities at the Madison campus, the SMC main campus, and the future Bundy campus.

PROPOSED BOND MEASURE

- \$175 million total
- \$100 million for "Cooperative Partnership" projects – \$75 million in Santa Monica and \$25 million in Malibu
- Balance for "Partnership Benefit" projects and other local facility projects
- Issued in five series, over 10 years
- Proposition 39 election for Nov. 2, 2004
- Requires 55% "Yes" vote
- Requires adopted project list
- Requires citizen's bond oversight committee
- Sets a cap of \$25 per \$100,000 assessed valuation
- Would cost the average homeowner about \$6.40 per month
- Would cost the average renter about \$1.12 per month
- College staff will present proposal to Santa Monica City Council, Malibu City Council, SMMUSD Board of Education, and Liaison Committee for public discussion
- College staff will present proposal to College constituent groups for information and discussion
- Will return to Board of Trustees with possible recommendations for July 7, 2004 meeting

Thank you to the City of Santa Monica, the City of Malibu, and the Santa Monica-Malibu Unified School District for their consideration.