

For a Listing of Upcoming Board Meetings see Page vi of this Table of Contents

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

June 24, 2004

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education will be held on Thursday, June 24, 2004 in the Board Room of the District Offices, 1651 16th Street, Santa Monica, CA. The Board will call the meeting to order at **4:30 p.m.** and move to the Board Conference Room to meet in Closed Session for the reason(s) listed in Section III, below. The Board will reconvene the public portion of the meeting at 7 p.m. in the Board Room.

The Public Portion of the Meeting Begins at 7 p.m.

Persons wishing to address the Board of Education regarding an item that is scheduled for this meeting, must submit the "Request to Address" card **prior** to discussion of that item. Persons wishing to address the Board of Education regarding an item that is **not** scheduled on this meeting's agenda, may speak during the Public Comments section by submitting the Request to Address card at the beginning of the meeting. The same card is used for either option and is printed in both Spanish and English. Cards are located with meeting materials at the back of the room. Completed cards should be submitted to the Secretary.

I CALL TO ORDER

- A. Roll Call
- B. Pledge of Allegiance

II PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

III CLOSED SESSION:

- Conference with Superintendent and Assistant Superintendents regarding 2003-2004 Strategies for Negotiations the Santa Monica-Malibu Classroom Teachers Association (SMMCTA), the Santa Monica Chapter, Local 660, of the Service Employees International Union (SEIU) and with Non-Represented Employees (management and confidential) pursuant to GC § 54957.6, as cited in the Brown Act.
- Administrative Appointment - Assistant Superintendent/Chief of Staff, pursuant to GC §54957 as cited in the Brown Act.
- Administrative Appointment - Assistant Principal/House Principal Santa Monica High School, pursuant to GC §54957 as cited in the Brown Act

IV BOARD OF EDUCATION - COMMENDATIONS / RECOGNITIONS

- Franklin Elementary School
- Franklin Elementary School PTA

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.

V APPROVAL OF THE AGENDA

VI APPROVAL OF MINUTES

A.01 Approval of Minutes: (none available) 1

VII CONSENT CALENDAR

Consent agenda items are considered routine, as agreed by the President, Vice President and Superintendent, requiring no discussion, and are normally all approved at one time by the Board of Education. However, members of the Board of Education, staff, or the public may request an item be removed from the consent agenda for clarification and/or discussion. Consideration will occur during Section XI.

Curriculum and Instruction

A.02 Independent Contractors 2
A.03 Authorization of Application for Funding for Gifted and Talented
Education (GATE) Program 3
A.04 Adoption of District Master Plan for English Learners 4
A.05 Consolidated Application - Part I 5

Business and Finance

A.06 Acceptance of Gifts - 2003-04 6-6e
A.07 Conference and Travel Approval/Ratification 7-10
A.08 Award of Purchase Orders 11-11d
A.09 Transferring of Funds 12
A.10 Award of Copier Equipment Bid to Xerox and Approval of Copier Purchased
By the District in Full to be Paid Back Annually by Roosevelt
Elementary PTSA 13
A.11 Award of Copier Equipment Bid to Canon Business Solutions and Approve
the Copier Purchased by the District in Full to be Paid Back Annually
By Malibu High School PTSA 14-14a
A.12 Declaration of Sole Source Vendors for Playground Equipment, Safety
Surfacing and Installation 15
A.13 Authorization to Increase Transportation Fleet by One Vehicle 16

Personnel

A.14 Certificated Personnel - Elections, Separations 17-20
A.15 Approval of Additional Certificated Assignments 21
A.16 Special Services Employees 22
A.17 Classified Personnel - Merit 23-27
A.18 Approval Special Education Positions 28
A.19 Classified Personnel - Non-Merit 29
A.20 Represented Bargaining Unit Members, Unrepresented Management/
Confidential Salaries and Other Unrepresented Salaries for the
2003/2004 School Year Indefinite Salaries 30

VIII PUBLIC COMMENTS

Public Comments is the time when members of the audience may address the Board of Education on items not scheduled on the meeting's agenda. All speakers are limited to three (3) minutes. When there is a large number of speakers, the Board may reduce the

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.

allotted time to two(2) minutes per speaker. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during “VIII, Public Comments” except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff.

This Public Comment section is limited to 20 minutes. If the number of persons wishing to address the Board of Education exceeds the time limit, additional time will be provided in Section **XVI, CONTINUATION OF PUBLIC COMMENTS.**

IX COMMUNICATIONS

The Communications section provides an opportunity for the Board of Education to hear reports from the individuals or Committee representative listed below. All reports are limited to 5 minutes or less. However, if more time is necessary, or if a report will not be presented, please notify the Board secretary eight work days prior to the date of the meeting.

- A. Student Board Member Reports**
- B. School Report**
- C. SMMCTA Report**
- D. SEIU Report**
- E. Santa Monica-Malibu Education Foundation Report**
- F. PTA Council President Report**
- G. Personnel Commission Report**
- H. Malibu Foundation for Youth and Families**
- I. Financial Oversight Committee Report**
- J. DAC Reports:**
 - O Intercultural Advisory Committee Report

X SUPERINTENDENT’S REPORT

- Negotiations Update

MAJOR and DISCUSSION Items

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

XI MAJOR ITEMS

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

- A.21 Approval of Job Description: Assistant Superintendent/
Chief of Staff 31-35
- A.22 Appointment of Assistant Superintendent/Chief of Staff 36
- A.23 Appointment - Assistant Principal/House Principal - Samohi 37
- A.24 Renew Contract - Director of Educational Services 38

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.

NOTE: The Board will hear item BD.1 at this point in the agenda. BD.1 was postponed from the meeting of June 14, 2004

A.25	Approval of Contract with Lozano Smith - Legal Services for Special Education	39-39b
A.26	Approval of Special Education Contracts 2003/2004	40-45
A.27	Public Hearing - Special Tax (Proposition Y) 2004-2005	46
A.28	Adopt Resolution 03-24 /Special Tax (Proposition Y) for 2004-2005	47
A.29	Public Hearing on Proposed 2004-05 Budget	48
A.30	Consideration of Personnel Commission Budget for 2004-2005	49-49b
A.31	2004-05 Final Budget	50-56 'o'
A.32	Revision of Board Policy 5141.21 to Authorize Automatic External Defibrillator	57-59
A.33	Award of Bid #4.07 Districtwide Carpet Replacement and Unit Pricing	60
A.34	Financial Oversight Committee - Member Terms	61

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	Literacy Coaches	62
D.2	Modifications to the Playground Partnership Agreement with the City of Santa Monica	63-66
D.3	SCORE Survey Results	67-69b
D.4	Revision to Policy 5131.61 - Controlled Substances	70-76
D.5	Proposed Policy 3290 - Acceptance of Gifts	77-80
D.6	Staff Response to Special Education Strategic Plan	81

XIII INFORMATIONAL ITEMS

I.1	Letter from Financial Oversight Committee Regarding District Facilities Planning	82-84
I.2	Vending Machine Bids	85
I.3	Basic/Supplemental Textbooks to be Adopted	86-87

XIV BOARD MEMBER ITEMS

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

NOTE: THIS ITEM WILL BE MOVED FORWARD ON THE AGENDA FOLLOWING ITEM A. 24

BD.1	Analysis of and Intervention for Trajectories to Academic Failure at Santa Monica High School	88-89
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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.

XIV BOARD MEMBER ITEMS

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

BD.1 Analysis of and Intervention for Trajectories to Academic Failure at Santa Monica High School 89-90

XV 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).

XVI CONTINUATION OF PUBLIC COMMENTS

A continuation of Section VIII, as needed.

XVII BOARD MEMBER COMMENTS

Board Member Comments is the section where a Board member may make a brief announcement or make a brief report on his or her own activities relative to Board business. There can be no discussion under "BOARD MEMBER COMMENTS".

XVIII 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)**

XIX 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.

XX ADJOURNMENT

Moved by Ms. Bloomfield, seconded by Ms. Leon-Vazquez and voted 5/0 to adjourn the meeting at 1:50 a.m. This meeting adjourned to a closed session scheduled to be held on Friday, June 25 from 10 a.m. to 2 p.m. in the Board Conference Room of the District Offices.

The next regular meeting is scheduled to be held on Thursday, August 19, 2004, at 7 p.m. in Board Room of the District Offices, 1651 16th Street, Santa Monica, CA.

Approved: July 22, 2004

Jose J. Escarce
Jose J. Escarce, President

John E. Deasy
John E. Deasy, 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 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.

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

June 24, 2004

I CALL TO ORDER

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

- B Pledge of Allegiance

II CLOSED SESSION

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

ACTION
06/24/04

RECOMMENDATION NO. A.01

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
 FROM: SUPERINTENDENT
 RE: APPROVAL OF INDEPENDENT CONTRACTORS

ACTION/CONSENT
 06/24/04

RECOMMENDATION NO. A.02

It is recommended that Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2003/2004 budget.

Contractor/Contract Dates	Description	Site	Funding
Center for Performance Assessment Feb 1 - June 30, 2004 (Amended Dates) Cost Not to Exceed: \$25,000	Amendment to contract approved by the Board on 1/22/04 to provide various "Making Standards Work for Leaders" workshops for principals and teacher-leaders	Ed Services	RGK 73-90180-0- 00000-21400- 5802-030-1300
UCLA Center X, Anne Sirota June 17, 2004 Cost Not to Exceed: \$600	To provide a professional development workshop for Language Arts Department. Given by Karen Lopez	JAMS	SI 01-72650-0- 11100-10000- 5802-011-4110
Reptiles for Parties June 8, 2004 only Cost Not to Exceed: \$220	To provide an assortment of reptiles to share with children. Children discuss habitat, life, stages, prey etc... and learn about various animals	CDS	Head Start 12-52101-0- 85000-10000- 5802-070-2700
Bob Baker Marionettes June 18, 2004 Cost Not to Exceed: \$350	To provide a one man show of various children's puppetry. Children engage in educational songs, discussions and dances during this production	CDS	Head Start 12- 52101-0-85000- 10000-5802- 070-2700
Jewish Family Service Sept. 1, 2003- June 30, 2004 Cost Not to Exceed: \$5,000	To provide counseling to individual students and families. Also, to provide parent education and staff inservice training as needed	Webster	Peace Patrol Grant 01-56400-0- 11100-10000- 5802-008-4080

MOTION MADE BY: Ms. Leon-Vazquez
 SECONDED BY: Dr. Jordan
 STUDENT ADVISORY VOTE: N/A
 AYES: All (6)
 NOES: None (0)
 ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/24/04

FROM: JOHN E. DEASY/PEGGY HARRIS

RE: AUTHORIZATION OF APPLICATION FOR FUNDING FOR GIFTED AND
TALENTED EDUCATION (GATE) PROGRAM

ACTION ITEM NO. A.03

It is recommended that the Board of Education authorize the submission of an application for funding for Gifted and Talented Education to the California Department of Education.

Comment: The California Department of education requires districts to submit applications for funding through the Gifted and Talented education (GATE) Program. The GATE program provides state funding to local education agencies (LEA) for implementation of programs for identified GATE students in kindergarten through grade twelve. The criteria for approval of LEA applications for GATE funding is based on the State Board of Education *Recommended Standards for Programs For Gifted and Talented Students*.

* * * * *

Ms. Peggy Harris responded to questions from the Board of Education.

A copy of the Gifted and Talented Education Plan is attached to the permanent Minutes.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION ACTION/CONSENT
06/24/04
FROM: JOHN E. DEASY/LINDA KAMINSKI/PEGGY HARRIS/AIDA DIAZ
RE: ADOPTION OF DISTRICT MASTER PLAN FOR ENGLISH LEARNERS

ACTION ITEM NO. A.04

It is recommended that the Board of Education adopt the Master Plan for English Learners as the basis for programs and services for students acquiring English in SMMUSD schools.

Comment: The California Department of Education, as reflected in the Coordinated Compliance Review instrument, expects each school district to develop and adopt a comprehensive plan for programs and services for English Learner (EL) students. The plan is intended to be a blueprint for shaping instruction, programs, and services that nurture both the academic and personal growth of students who are acquiring English. Consistent implementation of the plan assures district compliance with state and federal mandates related to English Learners. Used as a resource for teachers, administrators, and the broader school community, this document will assist in meeting the state mandate to effectively and efficiently educate students who are English Learners. State guidelines require regular updating of the Plan.

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/24/04

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

RE: CONSOLIDATED APPLICATION - PART I

RECOMMENDATION NO. A.05

It is recommended that the Board of Education approve the submission of the Consolidated Application for federal and state categorical funds for 2004-2005.

COMMENT: The State of California requires each school district to submit an a Consolidated Application detailing the use of federal and state categorical funds for the coming year. The Consolidated Application is completed in two states: Part I by June 30th and Part II by December 30th. This is the regular mechanism that allows school districts to access state and federal entitlement funds. Final determination of funding levels does not occur until late fall.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/24/04

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

RE: 2003-2004 ALTERNATIVE SCHOOLS ACCOUNTABILITY MODEL
(ASAM) THIRD INDICATOR SELECTION FORM

RECOMMENDATION NO. A.05a

It is recommended that the Board of Education approve the submission of the 2003-2004 Alternative Schools Accountability Model (ASAM) Third Indicator Selection Form for Olympic High School. The third accountability indicator selected for the 2003-2004 academic year was attendance.

COMMENT: The State of California requires all schools to be held accountable for student performance. The Alternative Schools Accountability Model (ASAM) provides the accountability structure for Olympic, the district's continuation high school. Each year, the school and the district are asked to select indicators to supplement the mandatory indicator, which include standardized test scores. We will continue to select attendance for the foreseeable future, so as to allow for longitudinal comparison of school and student performance.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

NOES: All (6)

AYES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/KENNETH R. BAILEY
RE: ACCEPTANCE OF GIFTS - 2003-04

ACTION/CONSENT
06/24/04

RECOMMENDATION NO. A.06

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$154,357.26 presented to the Santa Monica-Malibu Unified School District.

It is further recommended that the Fiscal/Business Services Office, in accordance with Educational Code §42602, be authorized to increase the 2003-2004 income and appropriations by \$134,658.73, as described on the attached listing.

COMMENT: The value of all non-cash gifts has been determined by the donors.

Also attached for informational purposes is a report itemizing Cumulative Totals of Gifts and Donations for Fiscal Year 2003-2004.

AGENDA

NOTE: The list of gifts is available on the District's website, www.smmusd.org, as a pdf file; to view the gift report:

- 1) go to www.smmusd.org
- 2) click on "Board Meetings"
- 3) scroll to the date for this meeting
- 4) click on 6-24gif.pdf

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan

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

School/Site Account Number	Gift Amount	In-kind Value	Donor	Purpose
JAMS	\$ 550.00		Various Parents	General Supplies & Materials - "Character Counts"
01-90120-0-00000-00000-8699-011-0000	\$ 500.00		Metro Church	General Supplies & Materials
	\$ 280.38		Coca-Cola Enterprises Bottling Co.	General Supplies & Materials - P.E. Dept.
	\$ 200.00		Volvo of Santa Monica	General Supplies & Materials - AVID Program
	\$ 100.00		Santa Monica Science Magnet	Printing of Science Magnet Forms
	\$ 50.00		Karen A. Ostberg	General Supplies & Materials - "Character Counts"
	\$ 6.20		Infone	General Supplies & Materials
Adult Education	\$ 1,160.00		Various	General Supplies & Materials - Graduation
11-90120-0-00000-00000-8699-090-0000	\$ 700.00		Various	General Supplies & Materials - Graduation
	\$ 505.00		Various	General Supplies & Materials - Graduation
	\$ 450.00		Various	General Supplies & Materials - Graduation
	\$ 255.00		Various	General Supplies & Materials - Graduation
	\$ 50.00		Jack & Veronica Kortz	General Supplies & Materials - Graduation
	\$ 50.00		Malcom & Barbara Munro	General Supplies & Materials - Graduation
	\$ 50.00		Paul & Lisa Polansky	General Supplies & Materials - Graduation
Alternative (SMASH)	\$ 27,000.00		SMASH PTSA	Non-Capital Equipment - Computers
01-90120-0-00000-00000-8699-009-0000				
Cabrillo	\$ 9,820.00		Various Parents	General Supplies & Materials - 5th Grade Camp
01-90120-0-00000-00000-8699-017-0000	\$ 1,156.00		Various	General Supplies & Materials
	\$ 1,106.95		Various	General Supplies & Materials
	\$ 447.81		The O'Neil Family	General Supplies & Materials
	\$ 150.85		Various	General Supplies & Materials
PTA Reim. - Resource #90150				
CDS		\$ 1,030.00	Dan & Jodi Nagy	Laminator, Film, Paper Cutter-Pine St. Preschool Teachers' Workroom
12-90120-0-00000-00000-8699-070-0000				
Edison	\$ 800.00		Orlando Armaswalker	General Supplies & Materials-Rms. 9, 10, 19, 22 & Resource
01-90120-0-00000-00000-8699-001-0000		\$ 350.00	Mark Bernstein & Jill Boberg	HP CPU, Monitor, Printer, Keyboard & Mouse
PTA Reim. - Resource #90150				
Franklin				
01-90120-0-00000-00000-8699-002-0000				
PTA Reim. - Resource #90150				
Grant	\$ 242.15		Target	General Supplies & Materials
01-90120-0-00000-00000-8699-003-0000				

School/Site	Gift Amount	In-kind Value	Donor	Purpose
Account Number				
Lincoln	\$ 20,000.00		Lincoln PTSA	Equipment - P.E. Climbing Wall
01-90120-0-00000-00000-8699-012-0000				
Malibu High School	\$ 12,000.00		Malibu High PTSA	Non-Capital Equipment - Fine Arts Equipment
01-90120-0-00000-00000-8699-010-0000	\$ 4,420.00		MHS Special Education Found.	Independent Contractors - Special Educ. Dance Program
	\$ 2,000.00		Unova Foundation	Non-Capital Equipment - Science Equipment
	\$ 655.00		Various Parents	Field Trip Transportation
	\$ 364.00		Malibu High PTSA	General Supplies & Materials - Paper for Mailings
Shark Fund - Resource #90141				
McKinley	\$ 678.00		Various	General Supplies & Materials
01-90120-0-00000-00000-8699-004-0000				
Muir	\$ 45.00		Jennifer Repo	Equipment
01-90120-0-00000-00000-8699-005-0000				
Olympic HS	\$ 113.14		Coca-Cola Bottling Co./Target	General Supplies & Materials
01-90120-0-00000-00000-8699-014-0000	\$ 62.54		Coca-Cola Bottling Co.	General Supplies & Materials
Rogers	\$ 3,711.00		Various	5th Grade Field Trip - Camp Colby
01-90120-0-00000-00000-8699-006-0000	\$ 2,500.00		Time Warner	General Supplies & Materials - STRINGS Program
	\$ 1,079.00		Washington Mutual	General Supplies & Materials
PTA Reim. - Resource #90150				
Roosevelt				
01-90120-0-00000-00000-8699-007-0000				
PTA Reim. - Resource #90150		\$ 3,866.28	Roosevelt PTA	Auditorium Risers - Wenger Tourmaster 6 x 18
		\$ 3,701.25	Roosevelt PTA	Primary Literacy Materials - "Handwriting without Tears"
		\$ 451.00	Roosevelt PTA	Pressure Washer
		\$ 450.00	Roosevelt PTA	Sharp Copier/Scanner
Samohi	\$ 2,982.36		Samohi PTSA	General Supplies & Materials - Technology
01-90120-0-00000-00000-8699-015-0000	\$ 134.75		Verizon	General Supplies & Materials
	\$ 100.63		Samohi Alumni Assn.	Other Books - Library
		\$ 9,100.00	DoubleTree Guest Suites	Computers & Printers for Classrooms & Computer Labs
		\$ 750.00	Universal Music & Video Distr.	Laptops for Classrooms & Computer Labs
Barnum Hall				
01-91150-0-00000-00000-8699-015-0000				

School/Site Account Number	Gift Amount	In-kind Value	Donor	Purpose
Pt. Dume Marine Science	\$ 10,010.00		Various Parents	5th Grade Field Trip to WOLF Camp
01-90120-0-00000-00000-8699-019-0000	\$ 578.00		Various Parents	4th Grade Field Trip to Sacramento
	\$ 105.00		Parent	5th Grade Field Trip to WOLF Camp
	\$ 50.00		Parent	5th Grade Field Trip to WOLF Camp
PTA Reim. - Resource #90150	\$ 17,000.00		Pt. Dume PTA	Other Books/Non-Capital Equipment -Science Lab Furniture
Webster				
01-90120-0-00000-00000-8699-008-0000				
PTA Reim. - Resource #90150				
Others:				
Superintendent's Office				
01-90120-0-00000-00000-8699-020-0000				
Educational Services	\$ 6,000.00		Gail Dorin Music Foundation	Spec. Serv.-Class.-Dream Strings & General Supp.-T-Shirts
01-90120-0-00000-00000-8699-030-0000	\$ 2,715.00		Various Stairway Parents	General Supplies & Materials - Bus Transportation
	\$ 1,008.97		Honor Orchestra Snack Sales	General Supplies & Materials
	\$ 540.00		Various Stairway Parents	General Supplies & Materials
	\$ 176.00		Various Stairway Parents	General Supplies & Materials
Student & Family Services				
01-90120-0-00000-00000-8699-040-0000				
Special Education				
01-90120-0-00000-00000-8699-044-0000				
Food & Nutrition Services				
01-90120-0-00000-0000-8699-057-0000				
District				
01-90120-0-00000-00000-8699-090-0000				
TOTAL	\$ 134,658.73	\$ 19,698.53		

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
JAMS 01-90120-0-00000-00000-8699-011-0000	\$ 74,745.43	\$ 1,686.58	\$ 76,432.01	\$ -	\$ -	\$ -
Adult Education 11-90120-0-00000-00000-8699-090-0000	\$ 6,420.00	\$ 3,220.00	\$ 9,640.00	\$ -	\$ -	\$ -
Alternative (SMASH) 01-90120-0-00000-00000-8699-009-0000	\$ 14,250.00	\$ 27,000.00	\$ 41,250.00	\$ -	\$ -	\$ -
Cabrillo 01-90120-0-00000-00000-8699-017-0000	\$ 31,566.08	\$ 12,681.61	\$ 44,247.69	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ 38,561.92	\$ -	\$ 38,561.92	\$ -	\$ -	\$ -
CDS 12-90120-0-00000-00000-8699-070-0000	\$ 20.00	\$ -	\$ 20.00	\$ 710.00	\$ 1,030.00	\$ 1,740.00
Edison 01-90120-0-00000-00000-8699-001-0000	\$ 1,954.05	\$ 800.00	\$ 2,754.05	\$ 10,560.00	\$ 350.00	\$ 10,910.00
PTA Reim. - Resource #90150	\$ 28,554.00	\$ -	\$ 28,554.00			
Franklin 01-90120-0-00000-00000-8699-002-0000	\$ 1,742.16	\$ -	\$ 1,742.16	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ -	\$ -	\$ -			
Grant 01-90120-0-00000-00000-8699-003-0000	\$ 39,143.19	\$ 242.15	\$ 39,385.34	\$ 1,415.00	\$ -	\$ 1,415.00
Lincoln 01-90120-0-00000-00000-8699-012-0000	\$ 41,501.35	\$ 20,000.00	\$ 61,501.35	\$ -	\$ -	\$ -
Malibu High School 01-90120-0-00000-00000-8699-010-0000	\$ 32,656.37	\$ 19,439.00	\$ 52,095.37	\$ 175.00	\$ -	\$ 175.00
Malibu Shark Fund - Resource #90141	\$ 63,370.00	\$ -	\$ 63,370.00			
McKinley 01-90120-0-00000-00000-8699-004-0000	\$ 47,166.68	\$ 678.00	\$ 47,844.68	\$ -	\$ -	\$ -
Muir 01-90120-0-00000-00000-8699-005-0000	\$ 64,170.75	\$ 45.00	\$ 64,215.75	\$ 632.00	\$ -	\$ 632.00
Olympic HS 01-90120-0-00000-00000-8699-014-0000	\$ 6,724.46	\$ 175.68	\$ 6,900.14	\$ 50.00	\$ -	\$ 50.00
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 27,483.26	\$ 7,290.00	\$ 34,773.26	\$ 94.00	\$ -	\$ 94.00
PTA Reim. - Resource #90150	\$ 25,775.63	\$ -	\$ 25,775.63			

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
Roosevelt 01-90120-0-00000-00000-8699-007-0000	\$ 47,728.00	\$ -	\$ 47,728.00	\$ 810.79	\$ -	\$ 810.79
PTA Reim. - Resource #90150	\$ 22,087.00	\$ -	\$ 22,087.00		\$ 8,468.53	\$ 8,468.53
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 93,237.68	\$ 3,217.74	\$ 96,455.42	\$ 15,176.00	\$ 9,850.00	\$ 25,026.00
	<i>[See Below for Barnum Hall]</i>					
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000	\$ 57,266.01	\$ 10,743.00	\$ 68,009.01	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ 73,851.92	\$ 17,000.00	\$ 90,851.92			
Webster 01-90120-0-00000-00000-8699-008-0000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ 50,000.00	\$ -	\$ 50,000.00			
ALL OTHER LOCATIONS:						
Superintendent's Office 01-90120-0-00000-00000-8699-020-0000	\$ -	\$ -	\$ -	\$ 400.00	\$ -	\$ 400.00
Educational Services 01-90120-0-00000-00000-8699-030-0000	\$ 57,836.00	\$ 10,439.97	\$ 68,275.97	\$ -	\$ -	\$ -
Student and Family Support Services 01-90120-0-00000-00000-8699-041-0000	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ -	\$ -
Special Education 01-90120-0-00000-00000-8699-044-0000	\$ 1,500.00	\$ -	\$ 1,500.00	\$ -	\$ -	\$ -
Food & Nutrition Services 01-90120-0-00000-00000-8699-070-0000	\$ -	\$ -	\$ -	\$ 5,039.00	\$ -	\$ 5,039.00
District 01-90120-00000-0-00000-8699-090-0000	\$ 250.00	\$ -	\$ 250.00	\$ -		\$ -
TOTAL GIFTS	\$ 964,311.94	\$ 134,658.73	\$ 1,098,970.67	\$ 35,061.79	\$ 19,698.53	\$ 54,760.32
BARNUM HALL - Current Year	Y-T-D Gifts	Current Gifts	Cumulative Gifts	Prev. In-Kind Gifts	Current In-Kind Gifts	Cumulative In-Kind
01-91150-0-00000-00000-8699-015-0000	\$ 28,866.11	\$ -	\$ 28,866.11	Organ (Belt) (Est.)		\$ 250,000.00
Previous Years' Gifts				Organ (Dollinger)		350,000.00
2002-03	\$ 137,110.34			Dollinger Organ donated at 4/11/02 Board Mtg. (Item A.21) to Tucson Fox Foundation		
2001-02	\$ 66,200.00					\$ (350,000.00)
2000-01	\$ 137,863.00				n/a	
1999-00	\$ 175,700.00				n/a	
1998-99	\$ 10,945.00					
1997-98	\$ 26,645.00					\$ 250,000.00
TOTAL CASH GIFTS FOR BARNUM HALL	\$ 554,463.34					
Total Cash Gifts for District, incl. Barnum Hall:		\$ 134,658.73				

TO: BOARD OF EDUCATION

ACTION/CONSENT
06/24/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve/ratify the following Requests for Absence on District Business (Conference and Travel) forms.

COMMENTS: Entries are alphabetical, by employee last name. In addition to the employee's name and site/location, each entry contains the following information: name, location and date (s) of the conference, complete account code, fund and program names, and the total estimated cost as provided by the site administrator. The average cost for substitute teachers is \$130/day. This figure is furnished for informational purposes and does not reflect the actual amount paid for an individual substitute.)

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>ACOSTA, Veronica</u> Lincoln Middle 01-72600-0-11100-10000-5220- 012-4120 General Fund - Resource: SIP K-6	Calif. Middle School Physical Education Workshop Fullerton, CA July 25 - 28, 2004	\$300 Prepay for 04-05
<u>DABASH, Reham</u> Child Development Serv. 12-52101-0-85000-10000-5220- 070-2510 Child Dev. Fund- Resource: Head Start - Basic	Head Start Summer Teacher Inst. San Diego, CA June 1 - 2, 2004	\$603.38
<u>DEASY, John</u> Superintendent 01-00000-0-00000-71500-5220- 020-1200 General Fund - Function: Superintendent	Luncheon Meeting Santa Monica, CA April 20, 2004	\$65.86
<u>DeLaRosa Isaac, Johanna</u> Child Development Serv. 12-94190-0-85000-59000-5220- 070-2700 Child Dev. Fund - Resource: St. John's Infant Family	Program for Infant/Toddler Caregiver San Diego, CA June 22 - 28, 2004	\$100.00
<u>HARRIS, Peggy</u> English Lang. Development 01-91230-0-19200-24950-5220- 032-2560 General Fund - Resource: City of Santa Monica	Pegogies & Practices for Successfully Reaching African- American Students Palo Alto, CA June 20 - 22, 2004	\$750.00

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>HO, Pat</u> Fiscal Services 01-00000-0-00000-72000-5220- 051-2510 General Fund - Function: Other Genl. Admin.	School Services of Calif. 2004 School Finance & Management Conf. July 13, 2004	\$220.00 Prepay for 04-05
<u>HOOS, Juliacheri</u> Malibu High 01-72650-0-11100-10500-5220- 010-4100 General Fund - Resource: SIP 7-12	Stanford Advanced Placement Institute: Government & Politics Stanford, CA July 11 - 16, 2004	\$1,000
<u>MOORE, Judy</u> Special Education No Cost to District	Motivating the Unmotivated Student Pasadena, CA June 24, 2004	0
<u>THOMAS, Susan</u> Malibu High 01-72650-0-11100-10000-5220- 010-4100 General Fund - Resource: SIP 7-12 No Cost to District	Advanced Placement by the Sea Summer Institute (Spanish) San Diego, CA August 1 - 6, 2004	\$725
Adjustments (Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
<u>ZAVALA, Anna</u> Health Services 01-56400-0-00000-39000-5220- 041-1400 General Fund - Resource: Medi-Cal Billing	Calif. Speech & Hearing Assn. 52nd Annual State Convention Long Beach, CA March 4 - 5, 2004	\$117.18 OVERAGE
Group Conference and Travel: In-State * a complete list of conference participants is on file in the Department of Fiscal Services		
<u>BROOKS, Ursula</u> + 4 Additional Staff Malibu High 01-90141-0-11100-10000-5220- 010-4100 General Fund - Resource: Malibu Shark Fund 01-40350-0-11100-10000-5220- 035-1300 General Fund - Resource: IASA Title II	Advancement Via Individual Determination Summer Institute San Diego, CA August 2 - 6, 2004 *LACOE subsidizes part of the costs for middle & high schools	\$2,500 total registr. (03-04) Prepay for 04-05 \$2,500* total misc exp.

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>CROFT, Susan</u> + 4 Additional Staff Grant Elementary 01-72600-0-11100-10000-5220-003-4030 General Fund - <u>Resource:</u> SIP K-6 01-40350-0-11100-10000-5220-035-1300 General Fund - <u>Resource:</u> IASA Title II	Advancement Via Individual Determination Summer Institute San Diego, CA August 2 - 6, 2004	\$2,500 total registr. (03-04) Prepay for 04-05 \$3,950 total misc exp.
<u>DEASY, John</u> + 4 Additional Staff Superintendent No Cost to District	Conversation on Large School Redesign Palo Alto, CA June 28 - 30, 2004	0
<u>DIAZ, Aida</u> + 2 Additional Staff State & Federal Projects 01-40350-0-11100-10000-5220-035-1300 General Fund - <u>Resource:</u> Title II, Teacher Quality	Assistant Superintendent's Network Meeting Alhambra, CA June 2, 2004	\$250 total
<u>DIDION, Kelley</u> <u>GRUBER, Kerrin</u> Pt. Dume Elementary 01-72600-0-11100-10000-5220-019-4190 General Fund - <u>Resource:</u> SIP K-6	Advancement Via Individual Determination Summer Institute Sacramento, CA July 18 - 23, 2004	\$3,000 total
<u>DURAN-CONTRERAS, Martha</u> + 2 Additional Staff State & Federal Projects 01-66600-0-11100-10000-5220-035-1300 General Fund - <u>Resource:</u> Tobacco Use Prevention Education	Too Good for Drugs Workshop Arcadia, CA June 3, 2004	\$225 total + 1 SUB
<u>ESSELN, Ruth</u> + 3 Additional Staff Santa Monica High 01-58100-0-11100-10000-5220-015-4150 General Fund - <u>Resource:</u> Other Federal	Gateway/Graduation Portfolios & Presentations Los Angeles, CA June 3 - 4, 2004	\$300 total + 3 SUBS
<u>GONZALES, Irene</u> + 8 Additional Staff State & Federal Projects 01-40350-0-11100-10000-5220-035-1300 General Fund - <u>Resource:</u> Title II, Teacher Quality	Brad Fulton Mathematics Workshop Downey, CA June 28 - July 1, 2004	\$2,040 total

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>IPIÑA, Elizabeth</u> Edison/Engl. Lang. Dev. <u>LOPEZ, Felicia</u> Rogers/Engl. Lang. Dev. 01-42010-0-47600-10000-5220- 032-2560 General Fund - Resource: Title III - Immigrant Education	Calif. English Language Development Test Training Pico Rivera, CA June 9, 2004	\$108 total
<u>PANISH, Adam</u> <u>SILVA, Alfredo</u> Malibu High 01-72650-0-11100-10000-5220- 010-4100 General Fund - Resource: SIP 7-12	Pacific Advanced Placement Institute Belmont, CA June 21 - 25, 2004	\$2,050 total
Out-of-State Conferences: Individual		
<u>DEASY, John</u> Superintendent 01-00000-0-00000-71500-5220- 020-1200 General Fund - Function: Superintendent	18th Annual High Schools That Work Staff Development Conf. Atlanta, GA July 6 - 9, 2004	\$100 (misc.) Prepay for 04-05
<u>FINSTEN, Beth</u> Lincoln 01-72600-0-11100-10000-5220- 012-4120 General Fund - Resource: SIP - K-6	Ixchel Spanish School Immersion Program Antigua, Guatemala* June 27 - July 10, 2004 (14 days) *One-time approval-Out of country conference policy being reviewed.	\$270 (regis. & lodging only)
<u>THOMAS, Carla Ann</u> State & Federal Projects 01-40350-0-11100-10000-5220- 035-1300 General Fund - Resource: Title II, Teacher Quality	Advancement Via Individual Determination Visitation Denver, CO May 23 - 24, 2004	\$400 total + 1 SUB
Out-of-State Conferences: Group		
NONE		

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/24/04

FROM: KENNETH R. BAILEY/ VIRGINIA I. HYATT

RE: APPROVAL OF PURCHASE ORDERS

RECOMMENDATION NO. A.08

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from May 28, 2004 through June 15, 2004 for fiscal year 2003/04.

AGENDA

NOTE:

The Purchase Order list is not available in the electronic agenda. It is printed in the published agenda. It is available for public review in the Office of the Superintendent and as part of the public copies of the agenda, which are available at the meeting.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/24/04

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. \$200,000 from the Special Revenue Fund (Fund 40) to the General Fund (Fund 01) to cover the cost of the Transportation Lease.
- B. \$140,000 from the General Fund (Fund 01) to the Deferred Maintenance Fund (Fund 14) for the District's ongoing maintenance program cost.

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: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/24/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY/
VIRGINIA I. HYATT

Revised

RE: AWARD OF COPIER EQUIPMENT BID TO XEROX AND APPROVAL OF
COPIER PURCHASED BY THE DISTRICT IN FULL TO BE PAID
BACK ANNUALLY BY ROOSEVELT ELEMENTARY PTSA

RECOMMENDATION NO. A.10

It is recommended that the Board of Education approve Xerox as the awarding bidder for the purchase of a copier for the total amount of \$24,781.59 for Roosevelt Elementary School, and approve funding through District funds for Roosevelt PTSA over a four year term.

Funding Information

Budgeted: Yes

Fund: 01

Source: General Fund

Account number: 01-90150-0-11100-10000-58900-007-4070

Description: Gift Funds - Roosevelt Elementary School

COMMENT: Roosevelt Elementary PTSA wishes to purchase a WCP75 copier for a purchase price of \$24,781.59. As the site wishes to lease the machine over a period of years, and the District no longer takes on long term debt for such purchases, the District has agreed to purchase the equipment outright for the school, using fund 40 and have the PTSA pay the loan back to the District. The interest rate charged will be 7%, for an annual payment of \$6,837.59 with a total loan of \$27,350.36 over the four year term. The copiers will be purchased using Los Angeles County Fair Market Contract #010580113. A letter from Roosevelt School's PTSA follows.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

Roosevelt ELEMENTARY SCHOOL



Jerold K. Harris, Principal

Amy Fowler, Assistant Principal

Santa-Monica Malibu Unified School District
1651 Sixteenth Street
Santa Monica, CA 90404

June 22, 2004

ATTN: Board of Education

In order to support the technical and curricular needs of Roosevelt Elementary School, the Roosevelt PTA requests that the SMMUSD approve the purchase of (1) WCP75 Copier from Xerox. We understand that the total purchase price of this Copier is \$24,781.59.

The Roosevelt PTA hereby commits to gift to Roosevelt Elementary the amount necessary to pay for the lease of this Copier between SMMUSD and Roosevelt Elementary for the first year, of a four-year lease. The gifting for future years on the lease will need to be approved annually by each successive PTA general assembly as demanded by our California PTA bylaws. The term of the lease shall be for a period of 48 months with annualized payments. Roosevelt Elementary School will enter into an annual service contract with Xerox for the maintenance of the WCP75, contingent on district approval of the purchase. The payment of this maintenance contract shall also be gifted to Roosevelt Elementary by the Roosevelt PTA for the first year, and these payments shall be reviewed annually.

Please see the attachment for the general terms and conditions of the lease and specific WCP75 copier. Please note that the negotiations with Xerox are currently on going regarding specific details. Thank you for your kind assistance in this matter.

Sincerely,

A handwritten signature in black ink that reads "Jody Kaster".

Jody Kaster
Roosevelt PTA President

TO: BOARD OF EDUCATION ACTION/CONSENT
06/24/04
FROM: SUPERINTENDENT/KENNETH R. BAILEY/VIRGINIA I. HYATT
RE: AWARD OF COPIER EQUIPMENT BID TO CANON BUSINESS
SOLUTIONS AND APPROVE THE PURCHASE BY THE DISTRICT IN
FULL TO BE PAID BACK ANNUALLY BY MALIBU HIGH SCHOOL
PTSA

RECOMMENDATION NO. A.11

It is recommended that the Board of Education approve Canon Business Solutions as the awarding bidder for the purchase of three (3) copiers for the total amount of \$54,639.19 for Malibu High School, and approve funding through District funds for Malibu PTSA over a 4 year term.

Funding Information

Budgeted: Yes
Fund: 01
Source: General Fund
Account number: 01-90120-0-11100-10000-58900-010-4100
Description: Gift Funds - Malibu High School

COMMENT: Malibu High School PTSA wishes to purchase three (3) Canon IR5020 copiers for a purchase price of \$54,639.19. As the site wishes to lease the three machines over a period of four years, and the District no longer takes on long term debt for such purchases, the District has agreed to purchase the equipment outright for the school, using fund 40 and have the PTSA pay the loan back to the District. The interest rate charged will be 7%, for an annual payment of \$15,075.46, with a total loan of \$60,301.84 over the four year term. The copiers will be purchased using LA County Contract #55387A. letter from Malibu High School's PTSA follows.

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan

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

Malibu High School PTSA
30215 Morningview Drive
Malibu, CA. 90265

June 10, 2004

Santa Monica-Malibu Unified School District
1651 Sixteenth St.
Santa Monica, CA 90404

ATTN: Virginia Hyatt, District Buyer

Dear Virginia,

In order to support the technical and curricular needs of Malibu High School, the Malibu High School PTSA requests that the SMMUSD approve the purchase of three (3) Multi-Functional Peripherals (MFPs, specifically digital copier/printer/scanners) from Canon Business Solutions.

The Malibu High School PTSA hereby commits to enter into and pay for a lease agreement with the SMMUSD for the use of the machines. This lease agreement will need to be approved annually by each successive PTSA general assembly as demanded by our California PTSA bylaws. The term of the lease shall be **for a period of 48 months with annualized payments.** The Malibu High School PTSA will enter into an annual service contract with Canon for the maintenance of the MFPs, contingent on district approval of the purchase.

Please see the attachments for the general terms and conditions of the lease and specific MFPs. Please note that negotiations with Canon Business Solutions are currently ongoing regarding the specific details, as discussed with you on June 8, 2004 by telecon with Malibu High School PTSA representative, Sonia Ottusch. The Malibu High School PTSA hopes to incorporate several elements of your counsel in negotiating the specifics of the lease. Thank you for your kind assistance in this matter.

Very truly yours,



Nancy Bishop

President, Malibu High School PTSA

TO: BOARD OF EDUCATION ACTION/CONSENT
06/24/04
FROM: SUPERINTENDENT/KENNETH R. BAILEY/VIRGINIA I. HYATT
RE: DECLARATION OF SOLE SOURCE VENDORS FOR PLAYGROUND
EQUIPMENT, SAFETY SURFACING AND INSTALLATION

RECOMMENDATION NO. A.12

It is recommended that the Board of Education declare Miracle Recreation, Spectraturf, Inc. and Ortco Inc., sole source vendors for the District's playground equipment, safety surfacing, and installation respectively.

COMMENT: The District has purchased playground equipment from Miracle Recreation, safety surfacing from Spectra-Turf and installation from Ortco over the past ten years on various District bids, Prop ES and Prop X projects. During the November 9, 1997 Board meeting the Board of Education approved Sole Source status for these vendors, and requested that it be brought back to the Board of Education for review after five years. To maintain continuity through out the District, staff recommends that the sole source status remain until it is no longer in the best interest of the District to do so.

* * * * *

Moved by Ms. Bloomfield, seconded by Ms. Brownley and voted 6/0 to add the following statement to the recommendation:

In cases that have special circumstances, the superintendent may waive the sole source provisions, upon notification of the Board of Education.

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan

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

TO: BOARD OF EDUCATION ACTION/CONSENT
06/24/04
FROM: SUPERINTENDENT/KENNETH R. BAILEY/VIRGINIA I. HYATT
RE: AUTHORIZATION TO INCREASE TRANSPORTATION FLEET BY ONE
VEHICLE

RESOLUTION NO. A.13

It is recommended that the Board of Education approve the purchase of an additional vehicle for the District's Transportation Department for an estimated amount of \$53,000, to be acquired through the Board approved bidding process.

Funding Information

Budgeted: Yes
Fund: 40
Source: Special Reserve
Account number: 40-00000-0-00000-82000-6400-000-1500
Description: Equipment

COMMENT: The Transportation Department currently has four (4) wheelchair buses in daily use. Children are currently transported to six sites: Muir, Cabrillo, SAMOHI, Olympic, Lincoln and Pine Street. Due to the increased student population that are wheelchair bound, there is a need for another wheelchair bus to facilitate transportation to all sites and allow for flexibility should one bus goes out of service.

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/24/04

FROM: SUPERINTENDENT/JOSEPH N. QUARLES

RE: CERTIFICATED PERSONNEL - Elections, Separations

RECOMMENDATION NO. A.14

Unless otherwise noted, all items are included in the 2003/04 approved budget.

ADDITIONAL ASSIGNMENTS

EDUCATIONAL SERVICES

Ahmadi, Parisa	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Allen, Sam	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Bon, Nancy	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Dalton, Carrie	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Greenwald, Susan	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Finsten, Beth	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Hamilton, LaDawna	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Hensel, Katja	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Hotz, Diane	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Iwasa, Christine	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Mercy, Dana	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Miller, Michael	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Moore, Jon	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
O'Brien, Lourdes	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
O'Meara, Peggy	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Post, Joel	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Reeves, Dan	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Rosen, Maureen	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Sanschagrin, Marc	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Schaben, Ryan	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Simmer, Heather	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Snow, Angie	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Tio, Caroline	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Tores, Lupe	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
Yook, Emily	6 hrs @\$35.60	05/08/04	Est Hrly/\$214
TOTAL ESTABLISHED HOURLY			\$5,350

Comment: "Algebra for All" with Bill Lombard
01-IASA:Title II Teacher Quality

LINCOLN MIDDLE SCHOOL

Anderson, Judy	4.5 hrs @\$35.60	02/06/04-05/08/04	Est Hrly/\$160
Massa, Darren	10 hrs @\$35.60	02/06/04-05/08/04	Est Hrly/\$356
O'Brien, Marianna	10 hrs @\$35.60	02/06/04-05/08/04	Est Hrly/\$356
Rogers, Alan	8 hrs @\$35.60	02/06/04-05/08/04	Est Hrly/\$285
Seymour, Robert	4 hrs @\$35.60	02/06/04-05/08/04	Est Hrly/\$142
Sinclair, Michele	4 hrs @\$35.60	02/06/04-05/08/04	Est Hrly/\$142
TOTAL ESTABLISHED HOURLY			\$1,441

Comment: SI Planning-Science Department
01-School Improvement Prog, 7-12

ROOSEVELT ELEMENTARY SCHOOL

Carey, Anne	24 hrs @\$35.60	05/03/04-06/11/04	Est Hrly/\$854
Scholder, Holly	24 hrs @\$35.60	05/03/04-06/11/04	Est Hrly/\$854
Trentecoste, Susan	24 hrs @\$35.60	05/03/04-06/11/04	Est Hrly/\$854
TOTAL ESTABLISHED HOURLY			\$2,562

Comment: Intervention - At Risk/Recommends for Retention
01-Unrestricted Resource

SANTA MONICA HIGH SCHOOL

Audet, Amanda	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Beeman-Solano, Amy	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Demirjian, Lisa	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Dresher, Susan	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Gatell, Frank	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Kenney, Michelle	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Le-Cassidy, Linh	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Louria, Meredith	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Mayoral, Eva	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Roberts, Lasonja	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Serratore, Rosa	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Simone, Laura	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Spriggs, Kelli	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
Trundle, Al	6 hrs @\$35.60	05/17/04-06/30/04	Est Hrly/\$214
TOTAL ESTABLISHED HOURLY			\$2,996

Comment: Racial Harmony Workshops/Meetings
01-Medi-Cal Billing Options

STUDENT AND FAMILY SUPPORT SERVICES

Jorgenson, Monica	72 hrs @\$35.60	05/04/05-05/31/04	Est Hrly/\$2563
TOTAL ESTABLISHED HOURLY			\$2,563

Comment: Assist Special Education Dept organize files for State Audit
01-Special Education

EXTENDED DUTY UNITS

<u>LOCATION</u>	<u>RATE</u>	<u>ACTIVITY</u>	<u>EFFECTIVE</u>	<u>TOTAL</u>
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CABRILLO ELEMENTARY

Baltrushes, Susan	1 unit @\$224	Wolf Camp	03/04	\$224
Erlandson, Staci	1 unit @\$224	Wolf Camp	03/04	\$224
Jacobs, Rochelle	1 unit @\$224	Governance	03/04	\$224
Levy, Nancy	1 unit @\$224	Governance	03/04	\$224
Matthews, Jill	.5 unit @\$224	Sacramento	03/04	\$112
Morgan, Barbara	1 unit @\$224	Governance	03/04	\$224
Wiedlin, Meg	2 units @\$224	Chair:Studnt Stdy Tm	03/04	\$448
Young, Susan	2 units @\$224	Student Council	03/04	\$448
Young, Susan	.5 unit @\$224	Sacramento	03/04	\$112
TOTAL EXTENDED DUTY UNITS				\$2,240
01-Unrestricted Resource				

FRANKLIN ELEMENTARY

Normandin, Monique	5 units @\$224	Student Committee	03/04	\$1120
Schwengel, Kurt	3 units @\$224	Student Progress Rprt	03/04	\$672
Silhavy, Dawn	4 units @\$224	Student Committee	03/04	\$896
Skorko, Nancy	5 units @\$224	Student Committee	03/04	\$1120
TOTAL EXTENDED DUTY UNITS				\$3,808
01-Unrestricted Resource				

OLYMPIC HIGH SCHOOL

Casey, Jack	1 unit @\$224	Newspaper	03/04	\$224
Gecht, Marcia	1 unit @\$224	Mtgs/Rep Olympic	03/04	\$224
James, Kimberly	1 unit @\$224	Poetry	03/04	\$224
Miller, Stephanie	1 unit @\$224	Testing	03/04	\$224
Siemer, Deborah	1 unit @\$224	Project Echo	03/04	\$224
TOTAL EXTENDED DUTY UNITS				\$1,120
01-Unrestricted Resource				

WEBSTER ELEMENTARY

Cook, Kristina	2 units @\$224	Yosemite	03/04	\$448
McClure, Katie	2 units @\$224	Yosemite	03/04	\$448
McClure, Katie	1 unit @\$224	Student Council	03/04	\$224

Sanford, Carin	1 unit @\$224	Astrocamp	03/04	\$224
Stevens, Lori	2 units @\$224	Yosemite	03/04	\$448
Stevens, Lori	1 unit @\$224	Jr. Great Books	03/04	\$224
Stewart, Kris	2 units @\$224	Math Club	03/04	\$448
		TOTAL EXTENDED DUTY UNITS		\$2,464
		01-Unrestricted Resource		

TOTAL ESTABLISHED HOURLY and EXTENDED DUTY UNITS

=\$24,544

SUBSTITUTE TEACHERS

Effective

REGULAR DAY-TO-DAY SUBSTITUTES

(@\$120 Daily Rate)

Peters, David 5/17/04

PREFERRED SUBSTITUTES

(@\$142 Daily Rate)

Colvin, Benson 5/27/04

Combes, Evelyne 6/1/04

Eisner, Stephen 5/19/04

Nimoy, Adam 5/27/04

Sias, Jeremy 5/24/04

LONG-TERM SUBSTITUTES

(@\$184 Daily Rate)

Jensen, Louisa 5/10/04-5/21/04

PROBATIONARY CONTRACTS

Name/Assignment

Location

Kerns-Mabbry, Debborah
Special Education/Speech Pathologist

Not to

Exceed

100%

Effective

4/28/04

LEAVES OF ABSENCE (without pay)

Name/Assignment

Location

Ackrich, Deborah
Webster Elementary

Effective

9/3/04-6/24/05

[child care]

Wetmore, Elayne

McKinley Elementary

9/3/04-6/24/04

[child care-20% leave]

RESIGNATIONS

Name/Assignment

Location

Bresnahan, Stephanie
SAMOHI

Effective

06/18/04

Castillo-Quintero, Carolina

CDS/Edison

06/18/04

Herrera, David

SAMOHI

08/08/04

Normandin, Monique

Franklin Elementary

06/18/04

Rossman-Waxman, Tracy

CDS/Muir-SMASH

09/01/04

Shaw, Linda Special Education	07/28/04
Silvus, Renee Malibu HS	06/18/04
Sperber, Heidi McKinley Elementary	07/30/04
Wechsler, Laura Roosevelt Elementary	06/18/04

RETIREMENTS

Name/Assignment <u>Location</u>	<u>Effective</u>
Ferrell, Peggy Sue Franklin Elementary	06/18/04
Fowler, Gloria Franklin Elementary	06/18/04

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/24/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: APPROVAL OF ADDITIONAL CERTIFICATED ASSIGNMENTS

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve the following additional certificated assignments:

1. Site Supervision for permit use of Santa Monica High School on April 15-17, 2004, and,
2. Additional 20 days for Summer Intervention Program management, Community Services management, Permit Management & Permit Policy.

COMMENTS: 1. Hard Time Productions obtained SMMUSD Permit #0268 to film at Santa Monica High School on April 15-17, 2004. Catherine Baxter and Greg Runyon each put in 14 hours of supervision the filming and, upon approval, will be paid \$1500 stipends (\$750/day) for that supervision. The source for funds is from the proceeds of Film Permit #0268.

2. Chris Corliss is working an additional 20 days for project supervision for the following: managing Educational Services Summer Intervention Programs, managing Community Services/Facilities projects, such as reviewing, revising and implementing the 2004-05 Joint Use Agreements with Cities of Santa Monica and Malibu and Santa Monica College; coordinating with the Cities of Santa Monica and Malibu the 2004-05 Community Use Plan for all school sites; implementing new accounting system for Facilities Permit Management Plan; developing and implementing new District Film Permit Policy, including accounting system for Film Permits per Facilities Permit Management Plan.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION
FROM: SUPERINTENDENT/JOSEPH N. QUARLES
RE: SPECIAL SERVICES EMPLOYEES

ACTION
06/24/04

RECOMMENDATION NO. A.16

It is recommended that the following Special Services Employee contracts be approved in accordance with District policies and salary schedules and be assigned pursuant to BP 4213.5. Funding for the positions listed are included in the 2003/04 budget.

ELECTIONS

<u>Name/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>	<u>Rate</u>
Gomez, Vincent	\$6200	05/28/04-06/30/04	\$6200/Mo \$0.365/ mile

Special Education, provide direct services to students per signed IEP's which have occupational therapy goals
FUNDING: 01-33100-0-57500-11900-2917-043-1501-100%
Spec Ed: Idea Basic Grant

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan

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

TO: BOARD OF EDUCATION
 FROM: JOHN E. DEASY/ROBERT SEEDS
 RE: CLASSIFIED PERSONNEL - MERIT

ACTION/CONSENT
 06-24-04

RECOMMENDATION NO. A.17

It is recommended that the following appointments for Classified Personnel (merit system) be approved and/or ratified. All personnel will be properly elected in accordance with District policies and salary schedule.

PROMOTION

BAXTER-LAM, BEATRICE	JOB DEVELOPMENT/PLACE SPEC 5.0 HRS/10 SPECIAL ED FR: INST ASST - SPECIAL ED	05-03-04
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POSITION RECLASSIFICATION INCUMBENT QUALIFIED WITH POSTION

EMHARDT, JANA	ADMINISTRATIVE ASSISTANT 8.0 HRS/12 SAMOHI FR: SR OFFICE SPECIALIST	06-01-04
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MORRIS, TERRY	ADMINISTRATIVE ASSISTANT 8.0 HRS/12 SAMOHI FR: SR OFFICE SPECIALIST	06-01-04
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SUSPENSION WITHOUT PAY

GARDNER, RODNEY	CUSTODIAN I NSI SAMOHI (corrected dates)	06-24 thru 30-2004 07-06 thru 12-2004
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GOMEZ-TAGLE, NANCY	INST ASST - SPECIAL ED SAMOHI	06-02-04 06-08-04
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MEDICAL LEAVE OF ABSENCE

BOLAN, ANETTE	ADMINISTRATIVE ASSISTANT SAMOHI	05-17-04 05-31-04
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DAVIS, JEFFREY	SKILLED MAINTENANCE WORKER MAINTENANCE	05-19-04 05-19-04
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DE CORDOVA, ANGEL	GARDENER GROUNDS	04-27-04 07-30-04
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FATEMI, SOHEILA	CHILDREN CENTER ASSISTANT PT. DUME	05-10-04 09-10-04
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FORD, SPIKES	SKILLED MAINTENANCE WORKER MAINTENANCE	05-26-04 06-01-04
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HURTADO, RENEE	CHILDREN CENTER ASSISTANT GRANT	04-19-04 05-21-04
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MCCREA, KATHY	SR OFFICE SPECIALIST MALIBU	05-24-04 05-31-04
MOTON, WILSON	CUSTODIAN I NSI ROOSEVELT	05-19-04 06-22-04
SCHOELLKOPF, ILLIANA	INST ASST - SPECIAL ED MALIBU	05-19-04 05-24-04
<u>TEMP/ADDITIONAL</u>		
ABRAHAMS, NANCY	INST ASST - CLASSROOM GRANT	06-02-04 06-18-04
ALEJANDRO, VILLA	CUSTODIAN I NSI SAMOHI	04-01-04 06-30-04
ANDERSON, BRUNO	CUSTODIAN I NSI SAMOHI	05-01-04 06-30-04
ARNOLD, ANGELA	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
BABILONIA, CARLOS	OFFICE SPECIALIST SAMOHI	05-19-04 06-30-04
BADLISSI, MARY	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
BARBA, VERONICA	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
BARRERAS-GRACIANO, LAURA	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
BEAVER, GUADALUPE	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
BROWN, JESSICA	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
CORNELL, CONSTANCE	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
DIAZ, CHRISTINA	OFFICE SPECIALIST SPECIAL ED	05-01-04 06-30-04
EDWARDS, SUZANNE	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
ELVIRA, RICARDO	SWIM INSTRUCTOR/LIFEGUARD SAMOHI	05-10-04 06-18-04

EMHARDT, JANA	ADMINISTRATIVE ASSISTANT SAMOHI	05-01-04 06-30-04
FLORES, ARDIS	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
GAUR, SMRITI	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
HARO, PATRICIA	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
INIGUEZ, WILMA	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
JOHNSON, KAREN	ELEM LIBRARY COORD GRANT	05-01-04
LABRIE, MARILYN	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
LOMBERA, JULIO	CUSTODIAN I NSI FRANKLIN	05-14-04 06-30-04
LOUISELL, SHANE	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
MAILANDER, MARK	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
MALIK, KARIN	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
MILLER, SANDY	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
RODRIGUEZ, MARIA	BIL COMMUNITY LIAISON STUDENT & FAMILY SUPPORT	02-09-04 06-11-04
ROMERO, MAURA	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
SMITH, LUZ	TRANSLATOR ED SERVICES	03-08-04 06-30-04
SURLES, RUFUS	CUSTODIAN I DAY FRANKLIN	05-14-04 06-30-04
VARGAS, CYNTHIA	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04

VELASCO, HENRY	CUSTODIAN I NSI OPERATIONS	05-25-04 06-03-04
VIEIRA, NICOLE	INST ASST - CLASSROOM WEBSTER	05-10-04 06-18-04
WOODS, SHELEITA	OFFICE SPECIALIST SPECIAL ED	04-27-04 05-31-04
<u>SUBSTITUTE</u>		
BARRON-REMIGIO, JOSE	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	05-21-04 06-18-04
BUSSE, SARAH	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	05-21-04 06-18-04
CAFARO, SERGIO	SWIM INSTRUCTOR\LIFEGUARD MALIBU	05-03-04 06-30-04
HERNANDEZ, MARITZA	OFFICE SPECIALIST BUSINESS SERVICES	06-03-04 06-30-04
SCHUSTERBAUER, BRETT	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	05-21-04 06-18-04
SMITH, RONALD	CHILDREN CENTER ASST CDS	06-03-04 06-30-04
SMITH, RONALD	INST ASST - SPECIAL ED SPECIAL ED	06-09-04 06-18-04
VALDOVINOS, JESUS	CHILDREN CENTER ASST CDS	05-28-04 06-30-04
<u>RESIGNATION</u>		
BUSSE, SARAH	INST ASST - PHYSICAL ED MCKINLEY	06-18-04
HERNANDEZ III, JUAN	STUDENT OUTREACH SPEC SAMOHI	06-23-04
KIRCH, BRIAN	INST ASST - PHYSICAL ED PT.DUME	06-18-04
NIEBERGALL, BROOKE	INST ASST - SPECIAL ED PT.DUME	06-17-04
RUGGLES, MICHAEL	INST ASST - SPECIAL ED MCKINLEY (CORRECTION TO BOE 06-03-04, RESIGNATION DATE CHANGE FROM 07-09-04)	06-18-04

TERMINATION PER ED CODE

LOW,
MATH EW INST ASST - SPECIAL ED 05-26-04
PINE STREET

RETIREMENT

FISHER,
JACALYN SR OFFICE SPECIALIST 08-30-04
ROGERS

GIBBONS-FLY,
SHEILA INST ASST - SPECIAL ED 06-17-04
MALIBU

DECEASED NOTIFICATION

BARTOLOMEO,
RICHARD VEHICLE & EQUIPMENT MECH 05-15-04
TRANSPORTATION

ESTABLISHED POSTION

ACCOUNTING TECHNICIAN 07-01-04
8.0 HRS/12 FISCAL

ACCOUNTING TECHNICIAN 07-01-04
6.0 HRS/12 BUSINESS SERV 06-30-05

ABOLISH POSITION

VACANT ACCOUNTANT 07-01-04
8.0 HRS/12 FISCAL

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE:N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/24/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: APPROVAL OF SPECIAL EDUCATION POSITIONS

RECOMMENDATION NO. A.18

It is recommended that the Board of Education: 1) authorize a budget increase to the 2003-04 budget in the amount of \$3,021.77, and, 2) authorize a budget increase to the 2004-05 budget in the amount of \$33,550.40, as detailed below:

COMMENTS: **1. Increase the 2003-04 budget:**

A. in the amount of \$1,716.05 for additional help for two Office Specialists needed to set up and organize files in the Special Education Department. The hours are not to exceed 4 hours per day to avoid overtime pay. These assignments are effective from June 1, 2004 - 18, 2004.

B. in the amount of \$1,305.72 for additional help for two Office Specialists needed to set up and organize files in the Special Education Department. The hours are not to exceed 4 hours per day to avoid overtime pay. These assignments are effective from June 14, 2004 - 30, 2004 and June 24 - 30, 2004.

2. Increase the 2004-05 budget:

A. in the amount of \$26,604 for Instructional Assistant, Special Education needed for two students at Malibu High School for the Transition Program.

B. in the amount of \$6,946.40 for additional help for two Office Specialists needed to set up and organize files in the Special Education Department. The hours are not to exceed 4 hours per day. These assignments are effective from July 1, 2004 - August 30, 2004.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

06-24-04

FROM: JOHN E. DEASY/ROBERT SEEDS

RE: CLASSIFIED PERSONNEL - NON-MERIT

RECOMMENDATION NO. A.19

It is recommended that the following be approved and/or ratified for Classified Personnel (Non-Merit). All personnel assigned will be properly elected on a temporary basis to be used as needed in accordance with District policies and salary scheduled.

STUDENT INTERN - ALLIANCE

CASAS, ALBERTO	SAMOHI	05-07-04 - 06-30-04
CRAWFORD, TALIA	SAMOHI	05-01-04 - 06-30-04
POTTS, GRETCHEN	SAMOHI	05-01-04 - 06-30-04

STUDENT HELPER

HUBBELL, SUMMER	WORKABILITY	04-05-04 - 06-30-04
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NOON AIDE

JIMENEZ, MARISELA	MCKINLEY	05-19-04 - 06-18-04
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ASSISTANT COACH

CASILLAS, ANTHONY	SAMOHI	05-25-04 - 06-30-04
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MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/24/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: REPRESENTED BARGAINING UNIT MEMBERS, UNREPRESENTED
MANAGEMENT/CONFIDENTIAL SALARIES AND OTHER
UNREPRESENTED SALARIES FOR THE 2003/2004 SCHOOL YEAR
INDEFINITE SALARIES

RECOMMENDATION NO. A.20

It is recommended that the Board of Education declare all represented bargaining unit members, unrepresented management/confidential and other unrepresented employee salaries indefinite for the 2004/05 school year.

BACKGROUND INFORMATION:

As a result of financial uncertainties, negotiations, legislation and other factors, Boards of Education can declare all represented bargaining unit members, unrepresented management/confidential, and other unrepresented employee salaries indefinite for the 2004/2005 school year.

Salaries for all represented bargaining unit members, unrepresented management/confidential and other unrepresented employees are set by the Board of Education. If the Board of Education declares, in advance of the new fiscal year, that salaries for represented bargaining unit members, unrepresented management/confidential, and other unrepresented employees are indefinite, whether subject to future review, negotiation, financial condition, or other factors, such action will suffice to permit retroactive salary adjustments back to the beginning of the new year.

This action meets the requirements specified in Education Code Section 45032.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/24/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: APPROVAL OF JOB DESCRIPTION:
ASSISTANT SUPERINTENDENT/CHIEF OF STAFF

RECOMMENDATION NO.A.21

It is recommended that the Board of Education approve the attached job description for a certificated management position: Assistant Superintendent/Chief of Staff.

COMMENT: With the departure of the Deputy Superintendent/Chief of Staff on July 1, 2004, the Superintendent is recommending that the job description for an Assistant Superintendent/Chief of Staff be established.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Department of Human Resources

CERTIFICATED JOB DESCRIPTION
ASSISTANT SUPERINTENDENT/CHIEF OF STAFF

DEFINITION

Under professional direction of the Superintendent, provides general supervision of the Human Resources Division of the district through the Director of Human Resources, including classified and certificated personnel, collective bargaining, contract administration and staff development. In addition, the Assistant Superintendent/Chief of Staff supervises, evaluates and supports principals and/or lead administrators of designated programs/departments as assigned by the Superintendent. The Assistant Superintendent/Chief of Staff is designated as Administrator-in-Charge in the absence of the Superintendent.

DISTINGUISHING CHARACTERISTICS

This position classification requires technical expertise and knowledge in all areas of human resources/personnel, as well as general knowledge in all aspects of school district operation. Directly related administrative experience is necessary to assure success in this complex leadership role. The position requires the ability to work effectively within the scope of a broad and complex set of laws, regulations, requirements and other mandates. Decisions are made by the incumbent that have a critical impact on the goals, organization and educational programs and services of the district. The position classification has first-line supervisory responsibility for planning, assigning, reviewing, and evaluating the quality and quantity of work of staff as well as technical and clerical employees. Frequently meets with a broad range of certificated and classified staff, union leaders, business professionals, community members, principals and other administrators to negotiate, influence, motivate and monitor the result objectives of the district and the human resources operation. This is a sedentary position classification that performs light work, but does require walking and standing for extended periods. The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction. An earned doctorate from an accredited institution and experience as a school principal are desirable, but not required.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

EXAMPLES OF DUTIES

- ! Supervise and evaluate the Human Resources Division, including classified and certificated personnel, collective bargaining, contract administration and staff development.
- ! Attends meetings of the Board of Education, Superintendent's Cabinet and other assigned meetings on a regular basis. Provides information at the request of the Board or Superintendent to assist in the decision-making process
- ! Represents the Board of Education and Superintendent in all matters pertaining to contract negotiations and administration with all employee bargaining units and their representatives. This includes the coordination and conduct of the collective bargaining process. Develops, recommends, and implements negotiations strategies as well as all other directives of the Board and/or Superintendent regarding collective bargaining.

- ! As designated by the Superintendent, evaluates, supervises, advises and supports school site principals and/or program/department administrators.
- ! Directs the recruitment and screening of all applicants for certificated and classified positions in order that the administrator or supervisor responsible for selection of the successful applicant shall have a choice of the best-qualified applicants available for employment
- ! Serves as the District's Affirmative Action Officer
- ! Develops and implements staffing allocation formulas for all schools based upon student enrollment projections provided by the Assistant Superintendent of Fiscal/Business Services or his/her designee.
- ! Meets regularly with the Director of Human Resources and the Director of Classified Personnel. Supervises and evaluates the Director of Human Resources and provides feedback to the Personnel Commission relative to the evaluation of the Director of Classified Personnel.
- ! Advises and consults with all administrators with respect to the selection, assignment, training, performance, professional growth and advancement, evaluation, retention, promotion, reprimand, demotion or dismissal of all persons assigned to their staffs
- ! Provides for maintenance of complete and current personnel records on all employees of the District
- ! Provides for carrying out the procedural aspects and formalities of personnel-related actions such as hiring, retention, promotion, demotion, dismissal, etc., for all District employees
- ! Develops and recommends adoption of personnel policies and amendments thereto and, after adoption, interprets and provides advice and consultation to other District personnel as to the application of such policies
- ! Provides counseling and assistance in the resolution of grievances or other job-related difficulties of District certificated and classified employees.
- ! Directs the development of consistent district-wide wage and salary policy administration, for both certificated and classified personnel, including placement of personnel on salary schedules, position classification and reclassification, verification of training and experience, issuance of contracts and authorization of pay under supplemental pay schedules
- ! Directs the District's employer/employee relations program and coordinates the preparation and management of employee contracts, advises personnel in the schools how to respond to potential problems
- ! Provides organizational assistance to the Board committees as designated by the Superintendent by assisting in agenda preparation, meeting organization and resource acquisition
- ! Keeps abreast of governmental status, regulations and rules relating to personnel administration and advises interested parties of the provision of the law

- ! Assigns personnel to all prekindergarten-adult sites and district support services as directed by the Superintendent
- ! Assists in the evaluation of school attendance boundaries, facility and staffing needs in prekindergarten-adult schools
- ! Assume site management coordination of district office personnel and facilities
- ! Provides leadership and support in all areas related to the operation of Adult Education, Child Development Services, Alternative Schooling (SMASH), Continuation High School (Olympic) programs
- ! Provide leadership, support and supervision in the areas of Transportation and Food Services
- ! Directs the preparation of reports for the Board of Education, administration and the public, related to assigned departments.
- ! As assigned by the Superintendent, serves as representative to various community organizations/groups (e.g. NCCJ, Chamber of Commerce Education Sub-Committee, Santa Monica Gems, etc.).
- ! Performs additional duties, special projects and responsibilities as delegated by the Superintendent or conferred by the Board of Education

QUALIFICATIONS

Knowledge of:

- ! All aspects of public school administration and management of school districts.
- ! Laws governing public education in California, particularly the sections of the California Education Code dealing with Certificated and Classified personnel.
- ! State and Federal laws regarding discrimination.
- ! District organization, operation, policies and objectives.
- ! Collective bargaining, contract administration, mediation, arbitration and all matters pertaining to the employment, supervision, evaluation and dismissal of both certificated and classified staff (including management).

Ability to:

- ! Communicate effectively with a diverse and broad range of individuals and groups.
- ! Exercise confidentiality
- ! Work in an environment that at times may be stressful and in conflict.
- ! Communicate effectively, both in writing and verbally.
- ! Be flexible and revise priorities in accordance with the requirements of the Superintendent and/or Board of Education.
- ! Analyze situations accurately and adopt an appropriate and effective course of action.
- ! Establish and maintain cooperative working relationships with others.

DESIRED EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience

Demonstrated experience in school district human resources operations and in working with individuals and groups, both inside and outside the district. Experience as a building-level principal is desired, but not required. Demonstrated experience or training in the management, supervision and evaluation of classified and certificated staff and management personnel..

Education

A Master's degree in educational administration or related area is required, earned doctorate is preferred.

LICENSE/CREDENTIAL REQUIREMENT

Possession of a valid California Administrative Services Credential or other credential authorizing service as a school district administrator is required. Possession of a valid California license authorizing the operation of a motor vehicle is also required.

Job Description Approved: _____

Dated: _____

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/24/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: APPOINTMENT OF ASSISTANT SUPERINTENDENT/CHIEF OF STAFF

RECOMMENDATION NO.A.22

It is recommended that the Board of Education appoint Dr. Michael D. Matthews to serve as the District's Assistant Superintendent/Chief of Staff beginning July 1, 2004.

COMMENT: This item was discussed in Closed Session.

* * * * *

In announcing this appointment, Dr. Deasy briefly highlighted Dr. Matthews career:

- , Principal for 11 years at Malibu High School
- , Principal of Stockton Middle School
- , Assistant Principal at Lodi High School
- , Earned his BA and Master's at Stanford University
- , Earned his Doctorate at Pepperdine University
- , Resident of and has working knowledge of the Malibu Community

Dr. Deasy stated that he knew of no better person to work on the administrative team and looked forward to working with Dr. Matthews as the Assistant Superintendent, Chief of Staff.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/24/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: CERTIFICATED ADMINISTRATIVE APPOINTMENT -
ASSISTANT PRINCIPAL/HOUSE PRINCIPAL, SANTA MONICA
HIGH SCHOOL

RECOMMENDATION NO. A.23

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

Tristan Komlos

Assistant Principal/House Principal
Santa Monica High School

* * * * *

Dr. Deasy stated that Mrs. Komlos will be relocating from
Texas and will be introduced at a future meeting. He also
shared the following information:

, Mrs. Komlos earned her BA at the University of Texas at
Austin
, She earned her Masters at the University of Houston.
, She has been an Adjunct English Professor at San Jacinto
College in Pasadena, Texas since Spring 2001.

Dr. Deasy commented that he and the staff at Santa Monica High
School are thrilled to have Mrs. Komlos join the SAMOHI
administrative staff.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE:N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR
06/24/04

FROM: JOHN E. DEASY/LINDA KAMINSKI

RE: RENEW CONTRACT - DIRECTOR OF EDUCATIONAL SERVICES

RECOMMENDATION NO.A.24

It is recommended that the Board of Education renew the employment agreement negotiated between the Board of Education and Donna Muncey, Ph.D. as the Director of Educational Services of the Santa Monica-Malibu Unified School District, effective July 1, 2004 through June 30, 2005.

COMMENT: The Director of Educational Services' compensation under the renewed contract will be unchanged from her compensation in the current fiscal year. Copies of the negotiated agreement will be made available upon request.

* * * * *

Dr. Deasy stated that Dr. Muncey had done an extraordinary job for the district and that he was pleased to present her contract to the Board of Education for renewal.

MOTION MADE BY: Ms. Leon-Vazquez
SECONDED BY: Dr. Jordan

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

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/24/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: APPROVAL OF CONTRACT WITH LOZANO SMITH - LEGAL SERVICES
FOR SPECIAL EDUCATION

RECOMMENDATION NO. A.25

It is recommended that the Board of Education approve the renewal contract for services, with the law firm of Lozano Smith. The District currently uses Lozano Smith to support the Special Education Department and is currently budgeted for \$250,000.

The agreement is effective July 1, 2004 and allows client to discharge attorney at any time by written notice. Hourly Professional rates are as follows:

Shareholder/Of Counsel	\$205/hour
Senior Attorney	\$195/hour
Associate	\$185/hour
Law Clerk/Senior Paralegal	\$100/hour
Paralegal	\$ 90/hour

The Agreement for Legal Services which includes the complete Schedule of rates is attached. (The agreement will be included in hard copies of the agenda, however, it is not available for electronic transfer.)

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

LOZANO SMITH
ATTORNEYS AT LAW
A Professional Corporation

AGREEMENT FOR LEGAL SERVICES

THIS AGREEMENT is effective July 1, 2004, by and between the Santa Monica-Malibu Unified School District ("Client") and the law firm of Lozano Smith, a professional corporation ("Attorney").

In consideration of the promises and the mutual agreements hereinafter contained, Client and Attorney agree as follows:

Client hires Attorney as its legal counsel with respect to matters the Client specifically refers to Attorney. Attorney shall provide legal services as reasonably required to represent Client in such matters, take reasonable steps to keep Client informed of significant developments and respond to Client's inquiries regarding those matters.

Client agrees to pay Attorney for services rendered based upon the attached rate schedule. Agreements for legal fees on other-than-an-hourly basis may be made by mutual agreement for special projects.

Attorney shall send Client a statement for fees and costs incurred every calendar month. Statements shall set forth the amount, rate and description of services provided. Client shall pay Attorney's statements within thirty (30) days after receipt. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) days past due.

Client may discharge Attorney at any time by written notice. Unless otherwise agreed, and except as required by law, Attorney will provide no further services hereunder after receipt of such notice. Attorney may withdraw its services hereunder with Client's consent or as allowed or required by law, upon ten (10) days written notice. Upon discharge or withdrawal, Attorney shall transition all outstanding legal work and services to others as Client shall direct.

IN WITNESS WHEREOF, the parties have signed this Agreement for Legal Services.

SANTA MONICA-MALIBU UNIFIED
SCHOOL DISTRICT

LOZANO SMITH

Mr. Kenneth R. Bailey
Chief Financial Officer

Peter K. Fagen
Shareholder

Date: _____

Date: _____

PROFESSIONAL RATE SCHEDULE
FOR SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
[Effective July 1, 2004]

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate:

Shareholder/Of Counsel	\$ 205 per hour
Senior Attorney	\$ 195 per hour
Associate	\$ 185 per hour
Law Clerk/Senior Paralegal	\$ 100 per hour
Paralegal	\$ 90 per hour

Travel time shall be charged only from the Attorney's nearest office to the destination and shall be prorated if the assigned attorney travels for two or more clients on the same trip. If a specific attorney is requested by Client, Client agrees to pay for all travel time of that specific attorney in connection with the matter.

2. COSTS AND EXPENSES

In-Office Photocopying	\$ 0.25 per page
Facsimile	\$ 1.00 per page
Postage	Actual Usage
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

3. ON-SITE SERVICES

At District's discretion and by prior arrangement of District and Attorney, Attorney may provide regularly scheduled on-site legal services ("Office Hours") consisting of eight (8) hours at the District's administrative offices to address special education legal issues or general education legal issues. Rates for Office Hours shall be, and District agrees to pay Attorney, as follows:

Shareholder / Of Counsel	\$ 1,500 per day
Senior Attorney / Associate	\$ 1,400 per day

TO: BOARD OF EDUCATION

ACTION/MAJOR
06/24/04

FROM: SUPERINTENDENT/LINDA KAMINSKI/CINDY ATLAS

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS 2003/2004

RECOMMENDATION NO. A.26

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2003-2004 as follows:

NPS/NPA

2003-2004 Budget 01-65000-0-57500-11800-5825-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Heritage School	04-29-88	NPS	#79	\$ 5,596
Linden Center	06-15-87	NPS	#80	\$ 3,136
Logan River Academy	11-22-88	NPS	#81	\$ 1,663
Provo Canyon School	02-21-89	NPS	#82	\$ 5,250
Summitview Westside	03-22-91	NPS	#83	\$ 4,335
Summitview Westside	01-10-91	NPS	#84	\$ 13,625
Village Glen Westside	12-02-94	NPS	#85	\$ 8,640
Vista	10-30-92	NPS	#86	\$ 6,504
Allison Freeman	03-28-96	NPA - DHH Counseling	#166	\$ 375
Beautiful Minds Center for Autism, Inc.	12-26-98	NPA - Behavior Therapy	#167	\$ 2,500
Robert Patterson	01-27-90	NPA - Psychological Assessment	#168	\$ 1,500
Smart Start Preschool	10-31-90	NPA - Behavior Therapy	#169	\$ 1,880
Speech, Language & Educational Associates, Inc.	10-20-92	NPA - Speech	#170	\$ 850
Therapy West, Inc.	08-08-97	NPA - PT	#171	\$ 850
Verdugo Hills Autism	10-11-93	NPA - Behavior Therapy	#172	\$ 7,956
Eras Contract Increase	12-12-85	NPS	#51 UC04189	\$ 2,500
Westmark Contract Increase	03-10-90	NPS	#59 UC04229	\$ 1,500

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Westview Contract Increase	04-10-87	NPS	#38 UC04049	\$ 800
Beautiful Minds Center for Autism, Inc. Contract Increase	07-04-00	NPA - Behavior Therapy	#123 UC04332	\$ 1,920
Elliott Institute Contract Increase	05-21-91	NPA - Speech	#35 UC04130	\$ 2,625
Julia Hobbs Speech Pathology, Inc. Contract Increase	01-20-00	NPA - Speech	#48 UC04162	\$ 2,000
Therapy West, Inc. Contract Increase	01-20-00	NPA - PT/OT	#130 UC04345	\$ 680
Therapy West, Inc. Contract Increase	04-15-95	NPA - OT	#62 UC04177	\$ 170

Amount Budgeted NPS/NPA 03/04	\$ 3,000,000
Prior Board Authorization as of 06/03/04	\$ 3,334,450*
Balance	- \$ 334,450
Positive Adjustment	\$ 143,300
(See attachment)	- \$ 191,150
Total Amount for these Contracts	\$ 76,855
Balance	- \$ 268,005

***Prior Year Authorization (06-12-03) \$3,037,565**

Adjustment

NPS/NPA Budget 01-65000-0-57500-11800-5825-043-1400

There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2003-04 in the amount of \$ **143,300** as of June 24, 2004.

Nonpublic School/ Agency	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Center for Autism & Related Disorders - (C.A.R.D.)	NPA	#116 UC04310	R	\$ 18,000	Ajdustment to ISA.
Kelter Center	NPA	#92 UC04241	E	\$ 4,800	Services ended.
Step by Step	NPA	#49 UC04163	E	\$ 4,200	Student receiving services from another NPA.
Step by Step	NPA	#126 UC04335	E	\$ 2,500	Student receiving services from another NPA.
Wayne Tashjian	NPA	#110 UC04276	R	\$ 6,700	Ajdustment to ISA.
Bridgeport School	NPS	#10 UC04021	R	\$ 4,600	Ajdustment to ISA.
Carousel	NPS	#1 UC04012	R	\$ 2,700	Ajdustment to ISA.
Devereux Cleo Wallace	NPS	#64 UC04288	E	\$ 3,300	Student no longer at NPS (Discharged)
Jeffrey Foundation	NPS	#62 UC04262	R	\$ 6,600	Ajdustment to ISA.
Kayne-Eras Center	NPS	#52 UC04190	R	\$ 1,600	Ajdustment to ISA.
Kayne-Eras Center	NPS	#53 UC04191	R	\$ 2,200	Ajdustment to ISA.
Linden Center	NPS	#68 UC04330	E	\$ 4,500	Student moved out of District (at LAUSD).
Linden Center	NPS	#48 UC04128	E	\$ 5,000	Student moved out of District (at LAUSD).

Nonpublic School/ Agency	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Little Citizens	NPS	#4 UC04015	R	\$ 500	Ajdustment to ISA.
Pacific Ridge	NPS	#7 UC04018	R	\$ 2,500	Ajdustment to ISA.
Summitview Westside	NPS	#12 UC04023	R	\$ 5,300	Ajdustment to ISA.
Summitview Westside	NPS	#13 UC04024	R	\$ 5,700	Ajdustment to ISA.
Summitview Westside	NPS	#16 UC04027	R	\$ 4,800	Ajdustment to ISA.
Tobinworld	NPS	#22 UC04033	R	\$ 500	Ajdustment to ISA.
Village Glen West	NPS	#24 UC04035	R	\$ 1,200	Ajdustment to ISA.
Village Glen West	NPS	#25 UC04036	R	\$ 1,200	Ajdustment to ISA.
Village Glen West	NPS	#27 UC04038	R	\$ 3,500	Ajdustment to ISA.
Village Glen West	NPS	#56 UC04226	R	\$ 1,800	Ajdustment to ISA.
Village Glen West	NPS	#29 UC04040	R	\$ 3,000	Ajdustment to ISA.
Village Glen West	NPS	#30 UC04041	R	\$ 4,600	Ajdustment to ISA.
Village Glen West	NPS	#31 UC04042	R	\$ 5,600	Ajdustment to ISA.
Village Glen Valley	NPS	#32 UC04043	R	\$ 8,400	Ajdustment to ISA.
Vista	NPS	#73 UC04357	E	\$ 3,000	Student transferred to another NPS.
Vista	NPS	#54 UC04192	R	\$ 1,500	Ajdustment to ISA.
Vista	NPS	#33 UC04044	R	\$ 3,100	Ajdustment to ISA.
Vista	NPS	#37 UC04048	R	\$ 900	Ajdustment to ISA.
Westmark	NPS	#58 UC04228	R	\$ 4,800	Ajdustment to ISA.
Westmark	NPS	#60 UC04230	R	\$ 4,500	Ajdustment to ISA.

Nonpublic School/ Agency	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Westview	NPS	#40 UC04051	R	\$ 5,200	Ajdustment to ISA.
Westview	NPS	#41 UC04052	R	\$ 5,000	Ajdustment to ISA.

Instructional Consultants

2003-2004 Budget 01-65000-0-57500-11800-5802-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Adrian Whitchelo-Scott	04-14-93	Instr. Consultant - Assistive Technology	#56	\$ 3,400
Kimberly Singer	02-03-97	Instr. Consultant - Speech/Language Services	#57	\$ 5,250
Larry Sulham	09-20-95	Instr. Consultant - Physical Therapy Services	#58	\$ 2,520
Dr. Trang Nguyen	10-27-94	Instr. Consultant - Vision Assessment	#59	\$ 500

Amount Budgeted Instructional Consultants 03/04 \$ 300,000
Prior Board Authorization as of 06/03/04 \$ 313,619
Balance - \$ 13,619

Total Amount for these Contracts \$ 11,670

Balance - \$ 25,289

Non-Instructional Consultants

2003-2004 Budget 01-65000-0-57500-11800-5890-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
House Ear Institute, Inc.	04-05-93	Non-Instr.Consultant - CAPD Assessment.	#47	\$ 450
Parent Reimbursement	11-01-83	Non-Instr.Consultant - Parent reimbursement for earmolds.	#48	\$ 19,500
Parent Reimbursement	02-08-91	Non-Instr.Consultant - Parent reimbursement for earmolds.	#49	\$ 155
Parent Reimbursement	07-17-92	Non-Instr.Consultant - Parent reimbursement for educational services for school year 2003-2004.	#50	\$ 2,445

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Parent Reimbursement	02-21-89	Non-Instr.Consultant - Travel to NPS for school year 2003-2004.	#51	\$ 1,641
Parent Reimbursement	11-16-99	Non-Instr.Consultant - Parent reimbursement for earmolds.	#52	\$ 90
Parent Reimbursement Contract Increase	01-04-99	Non-Instr.Consultant - Mileage Reimbursement to Parent for school year 2003-2004.	#22 UC04248	\$ 200
Parent Reimbursement Contract Increase	05-28-89	Non-Instr.Consultant - Mileage Reimbursement to Parent for school year 2003-2004.	#45 UC04434	\$ 250
Parent Reimbursement Contract Increase	12-21-90	Non-Instr.Consultant - Mileage Reimbursement to Parent for school year 2003-2004.	#40 UC04371	\$ 400
Parent Reimbursement Contract Increase	09-19-96	Non-Instr.Consultant - Mileage Reimbursement to Parent for school year 2003-2004.	#25 UC04251	\$ 200

Amount Budgeted Non-Instructional Consultants 03/04	\$ 315,000
Prior Board Authorization as of 06/03/04	\$ 321,097
Balance	- \$ 6,097
Total Amount for these Contracts	\$ 25,331
Balance	- \$ 31,428

COMMENT: According to the Education Code SEC.21 Section 56342, prior to recommending a new or continued placement in a non-public, non-sectarian school, the Individualized Education Program (IEP) Team must submit the proposed recommendation to the local governing board for its review and recommendation regarding the cost of such placement.

The recommendation for these severely handicapped students are made by the District IEP Teams in accordance with State and Federal laws. The mandates of IDEA require non-public school services be provided at no expense to parents if there is not an appropriate public school program available. Funding to come from a SELPA-wide non-public school/non-public agency reserve account.

MOTION MADE BY: Ms. Leon-Vazquez
 SECONDED BY: Dr. Jordan
 STUDENT ADVISORY VOTE: N/A
 AYES: All (6)
 NOES: None (0)
 ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/24/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: PUBLIC HEARING - SPECIAL TAX (FORMERLY PROPOSITION "Y")
2004-2005

RECOMMENDATION NO. A.27

It is recommended that the Board of Education hold a public hearing on the matter of applying a Consumer Price Index (CPI-U) increase to the Special Parcel Tax (formerly Proposition "Y"). The hearing is scheduled for Thursday, June 24, 2004 at 8:00 p.m.

COMMENT: A provision of the resolution for the extension of the parcel tax is: "Prior to levying of the special tax in any given year, the Board will conduct a public hearing on the matter. Notice of the time, date and place of hearing shall be published pursuant to Government Code Section §6061 posted at least twice in a newspaper of general circulation in the District, posting shall commence at least fifteen (15) days prior to the hearing. Following said hearing each year, the Board shall adopt a resolution establishing the amount of tax to be raised for that year and the rate per parcel, not to exceed \$98.00 for each parcel, plus annual CPI adjustments. Any tax levied shall become a lien upon the properties against which taxes are assessed and collectable as herein provided." Notice of the public hearing has been properly posted in accordance with Government Code §6061.

The Board of Education will be considering the adoption of a \$106.52 per parcel, increased from the current \$104.13 per parcel rate. The CPI-U for April, 2004 was 191.9, an increase of 2.3% over the past year.

* * * * *

NOTE: At 8 p.m. there were no cards turned in to speak to this item.

12:30 a.m.

12:31 a.m.

OPEN PUBLIC HEARING

CLOSE PUBLIC HEARING

MOTION MADE BY: Ms. Leon-Vazquez

Ms. Leon-Vazquez

SECONDED BY: Ms. Brownley

Ms. Brownley

STUDENT ADVISORY VOTE: N/A

N/A

AYES: All (6)

All (6)

NOES: None (0)

None (0)

ABSTENTIONS: None (0)

None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/24/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: ADOPT RESOLUTION NUMBER 03-24 SPECIAL TAX-2004-2005

RECOMMENDATION NO. A.28

It is recommended that the Board of Education resolve that the amount of the Special Tax be raised for the 2004-05 fiscal year, to the rate of \$106.52 per parcel, which includes a 2.3% CPI-U adjustment.

It is further recommended that the tax levy shall become a lien upon the properties against which taxes are assessed and collectable as provided in the RESOLUTION PROPOSING AN EXTENSION OF A SPECIAL TAX AND CALLING FOR ELECTION FOR VOTER APPROVAL approved by the Board of Education on June 14, 2000.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/KENNETH R. BAILEY
RE: PUBLIC HEARING ON PROPOSED 2004-05 BUDGET

ACTION/MAJOR
06/24/04

RECOMMENDATION NO. A.29

It is recommended that the Board of Education hold a public hearing for the proposed budget for fiscal year 2004-05, in accordance with Education Code Section §42103.

COMMENT: The proposed budget has been made available for public inspection in the Office of the Chief Financial Officer since June 21, 2004. Required public notice has been given by the Los Angeles County Office of Education.

There were no speakers to this item.

	Open 12:45 a.m.	Close 12:26 a.m.
	<u>Public Hearing</u>	<u>Public Hearing</u>
MOTION MADE BY:	Ms. Bloomfield	Ms. Brownley
SECONDED BY:	Ms. Brownley	Mr. de la Torre
STUDENT ADVISORY VOTE:	N/A	N/A
AYES:	All (6)	All (6)
NOES:	None (0)	None (0)
ABSTENTIONS:	None (0)	None (0)

TO: BOARD OF EDUCATION ACTION/MAJOR
06/24/04
FROM: JOHN E. DEASY/JOSEPH N. QUARLES/ROBERT SEEDS previously
06/14/04
RE: CONSIDERATION OF PERSONNEL COMMISSION BUDGET
FOR 2004-2005 FISCAL YEAR

RECOMMENDATION NO. A.30

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 is 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.)

* * * * *

Celia Carroll, Chair of the Personnel Commission, and Robert Seeds, Interim Director, were present to respond to questions from the Board.

Dr. Deasy noted that the analysis of the Human Resources Department, paid for by the District and Personnel Commission, indicates that substantial savings could be achieved if the recommendations are implemented. Because the consultant was not able to attend the meeting, the Board took action to approve the Personnel Commission budget, acknowledging that it may be brought back for modifications or transfers at a future date.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)



Los Angeles County
Office of Education

Division of Business Advisory Services

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

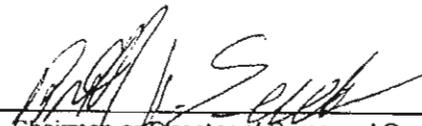
To the Governing Board and District Administration:

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.

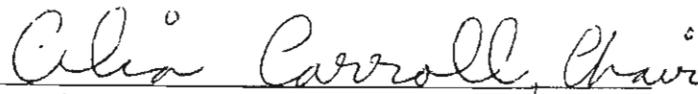
Signed 
Chairman or Director of Personnel Commission

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:
Annual Budget of Personnel Commission
Educational 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 Salaries¹			
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 Contingencies³			
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
FROM: JOHN E. DEASY/KENNETH R. BAILEY
RE: 2004-05 FINAL BUDGET

ACTION/MAJOR
06/24/04

RECOMMENDATION NO. A.31

It is recommended that the Board of Education adopt the 2004-05 Final Budget as presented in the accompanying California Department of Education Format, AB1200. The details of the budget will be highlighted in a powerpoint presentation at the June 24, 2004 Board Meeting.

The Education Deals

In late 2003, when the Governor's 2004-05 Proposed Budget was being prepared, it was determined that K-14 education was owed \$2.8 billion more in Proposition 98 funding than in 2003-04, plus another \$1.22 billion in "settle-up" funding from prior years when Proposition 98 was underfunded. There was concern that the state could not afford to pay to education the additional \$4.02 billion it was entitled to while the rest of the state budget was being cut. With Proposition 98 facing the possibility of suspension, in December 2003, an agreement was negotiated between the education community and the Governor prior to the release of the Governor's Proposed Budget.

The "Deal": Part I

The "Deal" negotiated between the education community and the Governor had three major components:

- , **"Rebasing"**: Proposition 98 appropriations would be "rebased" at approximately \$2 billion less than would otherwise be required for 2004-05.
- , **The "Maintenance Factor"**: The rebasing of Proposition 98 created an additional \$2 billion in "maintenance factor" funding owed to education on top of the \$1.22 billion owed from prior years. The Administration projected that the \$2 billion would be restored to the Proposition 98 guarantee in 2005-06, 2006-07 and 2007-08. The Governor agreed that the \$2 billion, when repaid, would be designated for the following uses, listed in priority order:
 1. Restoration of 2002-03 revenue limit deficits.
 2. Full funding of deferred "approved and legally required" K-14 mandated cost claims.
 3. The remainder to be split, with 75 percent as general purpose discretionary revenues to schools and 25 percent for education uses specified by the Governor and Legislature.

Repayment of Proposition 98 Revenues Owed from Prior Years:

The Governor proposed to begin repayment of the \$1.22 billion in Proposition 98 "settle-up" monies from prior years starting in 2006-07, with appropriations for one-time expenditures (e.g., Instructional Materials, Deferred Maintenance).

Governor's 2004-05 Proposed Budget

While the Governor's Proposed 2004-05 Budget in January reflected the \$2 billion cut to the 2004-05 K-14 Proposition 98 guarantee, it still provided education with a \$769 million increase in revenues. Additional funding was allocated for Equalization Aid, Deferred Maintenance, and Instructional Materials, contradicting the three spending priorities for additional funding contained in the "Deal": Part I. In addition, the proposed budget provided for a cost of living adjustment (COLA) of 1.84 percent and growth, but only for revenue limits and statutorily authorized categorical programs.

The "Deal": Part II

In February 2004, the Administration announced a second agreement with the education coalition to officially amend the Governor's proposed education budget for 2004-05. The amendments reflected the following:

- C Growth and COLA (1.84 percent) would be applied to **all** K-12 categorical programs.
- C Funding to partially reduce the 3.002 percent revenue limit deficit would be appropriated as a priority.
- C The costs of full COLA and growth and partial funding of the revenue limit deficit would come from reductions to funding augmentations proposed in the Governor's Proposed Budget for: K-12 Equalization Aid (\$27.8 million reduction), Deferred Maintenance (\$173.3 million reduction), and Instructional Materials (\$188.0 million reduction).

If additional Proposition 98 funding became available in the May Revision, the cuts in Equalization Aid would be restored first, and funding for Deferred Maintenance and Instructional Materials would be restored second.

May Revision

The May Revision is a composite of the Governor's Proposed 2004-05 Budget and the two education deals. It reflects:

- C A \$2 billion reduction to the 2004-05 K-14 Proposition 98 guarantee.
- C Full COLA (2.41 percent) and growth for K-12 revenue limits and all categorical programs. Funding of a 0.9 percent reduction to the 3.002 percent revenue limit deficit.

- C Increases in funding for Equalization Aid, back to the \$110 million level contained in the proposed budget.
- C Increases in funding for Deferred Maintenance and Instructional Materials greater than the "Deal": Part II level, but less than the proposed budget level.

The Governor's staff has indicated that the basic tenants of the "Deal" are non-negotiable, bur would consider some minor changes to it.

Source: *Los Angeles County Office of Education Urgent Bulletin #357 - "May Revision" Update dated May 25, 2004*

BUDGET ASSUMPTIONS FOR 2004-05

Revenues

1. District Revenue Limit projections reflect the following:
 - , 2.41% COLA, Deficit Factor 2.14%, \$156 per ADA increase
 - , Total Base Revenue Limit of \$5,109
 - , No Equalization Aid
 - , 9.952% PERS employer contribution rate
 - , 8.25% STRS employer contribution rate
 - , 6.20% OASDI contribution rate
 - , 1.45% Medicare contribution rate
 - , .650% SUI contribution rate
 - , 3.00% Workers' Compensation contribution rate
2. District enrollment is estimated to be 12,714 students. The current year's CBEDs count was 12,842. Therefore, the enrollment projection reflects an enrollment reduction of 128 students. We will use 12,188 ADA for Revenue Limit projections.
3. The Lottery allocation is estimated to be \$121 per pupil, of which \$109.50 per pupil is for unrestricted expenditures and \$11.50 per pupil is for Proposition 20-Mandated for Instructional Materials.
4. State Categorical Programs will receive a 2.41% COLA and growth funding:
 - , Economic Impact Aid
 - , School Improvement Program
 - , Transportation
 - , Gifted and Talented Education
 - , CAL-SAFE
 - , Peer Assistance and Review
 - , 10th Grade Counseling
 - , School Library Materials
5. Supplemental Instructional Programs hourly rate \$3.53:
 - , Core Academic Summer School, 5% Cap:
 - C Grades 2-9, 5% Cap, 53% Deficit Factor
 - C Grades 7-12, No Cap
6. Special Education transfer from the Revenue limit is \$2,043,122. Special Education Mandate Settlement at \$4.52 per ADA is \$52,000. The Special Education funding for AB602 Base Funding rate is \$537 per ADA, for an estimated \$6,550,197. The Governor proposed to fund COLA and growth in Special Education enrollment.

7. The Instructional Materials funding is projected to be funded at \$27.00 per CBEDS, reduced from \$64.50. The Beginning Teacher Support and Assistance is reduced by 20% and Tobacco Use and Prevention Education is reduced by 10%.
8. Deferral of this program continues into 2005-06:
, School Safety Block Grant by 100%
9. The legislature continues suspension of all payments for Mandated Cost Reimbursement Claims.
10. The Class-Size Reduction Program is anticipated to be funded at \$928 per pupil for Grades K-3 and at \$180 per pupil for Ninth Grade Class-Size Reduction.
11. The Deferred Maintenance Program will be funded in the 2004-05 year, and the funding and required match have been budgeted at \$400,000.
12. Federal revenues are estimated to be the same as this year.
13. The District estimates the local revenues to be \$106,000 from leases and rentals, \$508,984 from the DoubleTree Hotel, and \$800,000 for the Madison School site.
14. The local Parcel Tax for Measure "Y" at \$106.52 per parcel, which includes a CPI-U adjustment of 2.3%, is estimated to generate \$3,452,633, based on 32,413 parcels. The Measure "S" parcel tax at \$225 per parcel, is estimated to generate a net \$6,581,925, after processing senior exemptions, anticipated to number 3,700.
15. The District will receive \$6,000,000 of financial support from the City of Santa Monica, \$500,000 of which will be designated for multi-cultural education efforts, \$290,348 for the Alliance Program and \$50,000 for ENLACE.

Expenditures

1. Salary and Benefits: The District initiated a certificated teacher layoff of 28.5 FTEs: 4 FTEs at the elementary level and 24.5 FTEs at the secondary level.

Certificated salaries were computed with step increase for all certificated staff and an estimated step/column change for 70 FTEs. A salary increase of 1%, effective July 1, 2004, has been included.

Health Benefits have been increased by 15%, estimating the premium increases effective January 1, 2005.

Staff supported by PTA contributions have not been included in the 2004-05 Budget, with the exception of 5 new positions for computer technicians.

2. The premium rates for District-paid employee medical and dental benefits are budgeted for a 15% increase. **CAL-PERS has not announced the new rates for 2004-05. We will adjust these rates when we receive the official notification. Budget revisions will be posted in the First Interim Report.**
3. The budget for the schools' Formula Money allocation for instructional supplies has been adjusted by a 2.41% COLA:

,	K-5	\$36.48 per pupil
,	6-8	\$46.30 per pupil
,	9-12	\$76.09 per pupil

Lottery Instructional Materials funds (Proposition 20) will be used to partly fund this allocation.

4. The Instructional Materials Fund Realignment Program, (Textbook Fund) will be budgeted at each school at \$27.00 per CBEDs for a total of \$348,000.
5. The school site allocations for Extra Duty Units (EDUs) and athletic transportation will be funded at the same level as 2003-04.
6. Local General Fund Contributions (LGFC) will be required for the following programs:

Special Education - IDEA Basic	\$	18,755
Special Education - Preschool	\$	6,707
Special Education - Preschool Local	\$	23,998
Special Education - Early Intervention	\$	7,127
National Board Certification	\$	175,825
Special Education	\$	9,553,274
Transportation: Regular	\$	39,027

Transportation: Special Education	\$ 405,124
Maintenance	\$ 2,171,736
Alliance - City of Santa Monica	\$ 290,348
Multicultural - City of Santa Monica	\$ 500,000
ENLACE - City of Santa Monica	\$ 50,000
Regional Occupational Program	\$ 8,700
Total:	\$13,250,621

7. Other categorical programs that require a General Fund contribution are being reduced, commensurate with their revenues. New reduced budgets for EIA, Bilingual Education and Science Magnet programs are being budgeted.
8. The category Books & Supplies (4000-4999 object codes) has been reduced by \$1,848,622 from the prior year. The category Services, Other Operating Expenses (5000-5999 object codes) has been reduced by \$36,475 over prior year expenditures.
9. All capital expenditure budgets have been eliminated from the budget (6000 object code series).
10. The payment of approximately \$60,000 debt service payment on the 20-year Certificates of Participation (COPs) issued to fund a portion of Santa Monica High School Phase III will be paid from the Capital Facilities Fund (Fund 25).
11. Due to our participation in the State's School Facilities Modernization Program, we are currently required to budget 3% of the General Fund unrestricted budget for facility maintenance.
12. Payments for retiree benefits will be paid from the General Fund. These benefits include early retirement incentives (the District's 45% Plan), the STRS Golden Handshake, the 2002-03 Service Recognition Program, and health and welfare benefits, for a cost of \$1,009,851.
13. Provisions have been made to budget 1.5% for the Reserve for Economic Uncertainties as required by State Statute. We are currently using a flexibility item which reduces the reserve requirement for this year. For the 2005-06 fiscal year, the Reserve for Economic Uncertainties will return to 3% of the expenditure budget.
14. A contribution of \$400,000 to the Deferred Maintenance Program has been budgeted, representing the estimated District match.

MOTION MADE BY: Ms. Leon-Vazquez	A copy of Mr. Bailey's
SECONDED BY: Dr. Jordan	powerpoint presentation
STUDENT ADVISORY VOTE: N/A	is attached to the permanent
AYES: All (6)	Minutes.
NOES: None (0)	
ABSTENTIONS: None (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)	
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	4,728,833.00	4,878,224.00	0.00	4,544,748.00	4,544,748.00	-6.8%
3) Other State Revenue		8300-8599	5,258,226.00	10,209,341.00	15,467,567.00	5,251,727.00	9,756,164.00	15,007,891.00	-3.0%
4) Other Local Revenue		8600-8799	17,773,513.00	3,705,002.00	21,478,515.00	11,621,859.00	8,767,144.00	20,389,003.00	-5.1%
5) TOTAL, REVENUES			81,526,949.00	20,750,659.00	102,277,608.00	77,304,327.00	25,111,178.00	102,415,505.00	0.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	42,048,119.71	10,071,632.00	52,119,751.71	40,101,061.00	11,119,023.00	51,220,084.00	-1.7%
2) Classified Salaries		2000-2999	10,129,509.50	7,975,237.00	18,104,746.50	9,158,464.00	8,627,885.00	17,786,349.00	-1.8%
3) Employee Benefits		3000-3999	14,148,845.74	5,379,971.00	19,528,816.74	13,988,114.00	6,357,269.00	20,345,383.00	4.2%
4) Books and Supplies		4000-4999	1,397,859.00	4,398,191.00	5,796,050.00	949,908.00	2,581,441.00	3,531,349.00	-39.1%
5) Services, Other Operating Expenses		5000-5999	4,961,303.00	5,380,492.00	10,341,795.00	4,480,621.00	5,824,699.00	10,305,320.00	-0.4%
6) Capital Outlay		6000-6999	18,142.00	223,085.00	241,227.00	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)	(841,172.00)	263,982.00	(577,190.00)	2.6%
9) TOTAL, EXPENDITURES			71,933,689.95	33,644,965.00	105,578,654.95	67,836,996.00	34,774,299.00	102,611,295.00	-2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			9,593,259.05	(12,894,306.00)	(3,301,046.95)	9,467,331.00	(9,663,121.00)	(195,790.00)	-94.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8910-8929	220,000.00	0.00	220,000.00	620,000.00	0.00	620,000.00	181.8%
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	(9,547,415.00)	9,547,415.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(11,195,102.00)	11,367,263.00	172,161.00	(9,327,415.00)	9,547,415.00	220,000.00	27.8%

57a

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)			(1,601,842.95)	(1,527,043.00)	(3,128,885.95)	139,916.00	(115,706.00)	24,210.00	-100.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,565,161.70	2,185,035.90	3,750,197.60	2,310,715.39	657,992.90	2,968,708.29	-20.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,565,161.70	2,185,035.90	3,750,197.60	2,310,715.39	657,992.90	2,968,708.29	-20.8%
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	2,310,715.39	657,992.90	2,968,708.29	-51.3%
2) Ending Balance, June 30 (E + F1e)			2,310,715.39	657,992.90	2,968,708.29	2,450,631.39	542,286.90	2,992,918.29	0.8%
Components of Ending Fund Balance									
a) Reserve for									
Revolving Cash		9711	20,000.00	0.00	20,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	24,049.80	0.00	24,049.80	0.00	0.00	0.00	-100.0%
Prepaid Expenditures		9713	3,745.62	2,782.00	6,527.62	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
General Reserve		9730	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Legally Restricted Balance		9740	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Designated Amounts									
Designated for Economic Uncertainties		9770	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	2,262,919.97	655,210.90	2,918,130.87				
d) Unappropriated Amount		9790				2,450,631.39	542,286.90	2,992,918.29	

E-71A

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									
a) in County Treasury		9110	10,076,424.77	264,623.21	10,341,047.98				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Fund		9130	20,000.00	0.00	20,000.00				
d) with Fiscal Agent		9135	0.00	0.00	0.00				
e) collections awaiting deposit		9140	0.00	0.00	0.00				
2) Investments		9150	149,583.33	0.00	149,583.33				
3) Accounts Receivable		9200	78,283.94	144,690.55	222,974.49				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	489,601.23	0.00	489,601.23				
6) Stores		9320	24,049.80	0.00	24,049.80				
7) Prepaid Expenditures		9330	3,745.62	2,782.00	6,527.62				
8) Other Current Assets		9340	2,107,941.33	0.00	2,107,941.33				
9) Fixed Assets		9400							
10) TOTAL, ASSETS			12,949,630.02	412,095.76	13,361,725.78				
H. LIABILITIES									
1) Accounts Payable		9500	(8,453,463.36)	184,485.47	(8,268,977.89)				
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	0.00	0.00	0.00				
5) Deferred Revenue		9650	0.00	0.00	0.00				
6) Long-Term Liabilities		9660							
7) TOTAL, LIABILITIES			(7,758,485.36)	184,485.47	(7,573,999.89)				
I. FUND EQUITY									
Ending Fund Balance, June 30 (must agree with line F2) (G10 - H7)			20,708,115.38	227,610.29	20,935,725.67				

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/P 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	218,315.00	218,315.00	0.00	247,866.00	247,866.00	13.5%
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	4,728,833.00	4,878,224.00	0.00	4,544,748.00	4,544,748.00	-6.8%

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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	0.00	0.0%
Prior Years	6350-6360	8319	0.00	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	0.00	6,550,197.00	6,550,197.00	2.1%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Gifted and Talented Pupils	7140	8311	0.00	94,970.00	94,970.00	0.00	97,259.00	97,259.00	2.4%
Home-to-School Transportation	7230-7235	8311	0.00	398,920.00	398,920.00	0.00	431,746.00	431,746.00	8.2%
School Improvement Program	7260-7265	8311	0.00	997,665.00	997,665.00	0.00	668,691.00	668,691.00	-33.0%
Economic Impact Aid	7090-7091	8311	0.00	428,133.00	428,133.00	0.00	428,133.00	428,133.00	0.0%
Spec. Ed. Transportation	7240	8311	0.00	369,300.00	369,300.00	0.00	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	0.00	0.0%
All Other State Apportionments - Prior Year	All Other	8319	0.00	(156.00)	(156.00)	0.00	0.00	0.00	-100.0%
Year Round School Incentive		8425	0.00	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	636,172.00	1,107,777.00	-21.2%
TOTAL, OTHER STATE REVENUE			5,258,226.00	10,209,341.00	15,467,567.00	5,251,727.00	9,756,164.00	15,007,891.00	-3.0%

579

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	3,452,633.00	0.00	3,452,633.00	2.3%
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									
Limit 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	1,409,598.00	37,746.00	1,447,344.00	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	2,814,009.00	8,932,833.00	6,466,279.00	1,238,543.00	7,704,822.00	-13.7%
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	3,705,002.00	21,478,515.00	11,621,859.00	8,767,144.00	20,389,003.00	-5.1%
TOTAL, REVENUES			81,526,949.00	20,750,659.00	102,277,608.00	77,304,327.00	25,111,178.00	102,415,505.00	0.1%

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)	
CERTIFICATED SALARIES									
Teachers' Salaries		1100	35,032,766.75	7,851,298.00	42,884,064.75	33,621,644.00	8,252,521.00	41,874,165.00	-2.4%
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	40,101,061.00	11,119,023.00	51,220,084.00	-1.7%
CLASSIFIED SALARIES									
Instructional Aides' Salaries		2100	761,035.00	3,671,193.00	4,432,228.00	137,161.00	4,279,547.00	4,416,708.00	-0.4%
Classified Support Salaries		2200	3,059,381.00	1,688,568.00	4,747,949.00	3,081,768.00	1,796,719.00	4,878,487.00	2.7%
Classified Supervisors' and Administrators' Salaries		2300	938,991.00	349,403.00	1,288,394.00	879,353.00	362,447.00	1,241,800.00	-3.6%
Clerical and Office Salaries		2400	4,554,542.50	455,972.00	5,010,514.50	4,270,766.00	851,990.00	5,122,756.00	2.2%
Other Classified Salaries		2900	815,560.00	1,810,101.00	2,625,661.00	789,416.00	1,337,182.00	2,126,598.00	-19.0%
TOTAL, CLASSIFIED SALARIES			10,129,509.50	7,975,237.00	18,104,746.50	9,158,464.00	8,627,885.00	17,786,349.00	-1.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	3,509,207.00	841,478.00	4,350,685.00	3,295,921.00	917,426.00	4,213,347.00	-3.2%
PERS		3201-3202	990,433.45	410,553.00	1,400,986.45	838,196.00	787,396.00	1,625,592.00	16.0%
OASDI/Medicare/Alternative		3301-3302	1,368,153.17	755,784.00	2,123,937.17	1,288,741.00	816,802.00	2,105,543.00	-0.9%
Health and Welfare Benefits		3401-3402	5,821,888.00	2,375,699.00	8,197,587.00	6,014,529.00	2,783,100.00	8,797,629.00	7.3%
Unemployment Insurance		3501-3502	206,771.56	54,584.00	261,355.56	318,658.00	128,836.00	447,494.00	71.2%
Workers' Compensation		3601-3602	1,043,034.56	546,808.00	1,589,842.56	1,466,580.00	589,076.00	2,055,656.00	29.3%
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	121,142.00	198,068.00	319,210.00	-47.1%
Other Employee Benefits		3901-3902	438,086.00	41,861.00	479,947.00	357,111.00	83,501.00	440,612.00	-8.2%
TOTAL, EMPLOYEE BENEFITS			14,148,845.74	5,379,971.00	19,528,816.74	13,988,114.00	6,357,269.00	20,345,383.00	4.2%
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	176,418.00	188,861.00	2,200.00	51,646.00	53,846.00	-71.5%
Materials and Supplies		4300	1,026,971.00	2,838,503.00	3,865,474.00	816,941.00	2,043,365.00	2,860,306.00	-26.0%

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)	
Noncapitalized Equipment		4400	174,621.00	551,678.00	726,299.00	73,000.00	124,696.00	197,696.00	-72.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,397,859.00	4,398,191.00	5,796,050.00	949,908.00	2,581,441.00	3,531,349.00	-39.1%
SERVICES, OTHER OPERATING EXPENSES									
Travel and Conferences		5200	81,559.00	268,085.00	349,644.00	71,459.00	108,810.00	180,269.00	-48.4%
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	(12,042.00)	7,404.00	(4,638.00)	62,133.00	(62,133.00)	0.00	-100.0%
Transfers of Direct Costs - Interfund		5750	(46,902.00)	(35,684.00)	(82,586.00)	(45,073.00)	(8,000.00)	(53,073.00)	-35.7%
Professional/Consulting Services and Operating Expenditures		5800	1,371,874.00	4,681,201.00	6,053,075.00	891,278.00	5,298,718.00	6,189,996.00	2.3%
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			4,961,303.00	5,380,492.00	10,341,795.00	4,480,621.00	5,824,699.00	10,305,320.00	-0.4%

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	94,768.00	112,910.00	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	223,085.00	241,227.00	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	(263,982.00)	263,982.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(562,732.00)	0.00	(562,732.00)	(577,190.00)	0.00	(577,190.00)	2.6%
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)	(841,172.00)	263,982.00	(577,190.00)	2.6%
TOTAL, EXPENDITURES			71,933,689.95	33,644,965.00	105,578,654.95	67,836,996.00	34,774,299.00	102,611,295.00	-2.8%

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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)	
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	220,000.00	0.00	220,000.00	620,000.00	0.00	620,000.00	181.8%
(a) TOTAL, INTERFUND TRANSFERS IN			220,000.00	0.00	220,000.00	620,000.00	0.00	620,000.00	181.8%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Deferred Maintenance Fund		7615	0.00	0.00	0.00	400,000.00	0.00	400,000.00	New
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	47,839.00	47,839.00	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	47,839.00	47,839.00	400,000.00	0.00	400,000.00	736.1%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionment		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources Transfers from Funds of Lapsed/Reorganized Districts		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	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)	
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	(13,250,621.00)	13,250,621.00	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	(9,547,415.00)	9,547,415.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			(11,195,102.00)	11,367,263.00	172,161.00	(9,327,415.00)	9,547,415.00	220,000.00	27.8%

57 101

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/24/04

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

RE: REVISION OF BP 5141.21 TO AUTHORIZE AUTOMATIC EXTERNAL
DEFIBRILLATOR

RECOMMENDATION NO. A.32

It is recommended that the Board of Education revise BP 5141.21 at school sites in the district to authorize automatic external defibrillator as outlined in said policy.

COMMENT: The AED is used to treat victims who experience sudden cardiac arrest. The average survival rate for sudden cardiac arrest is only 7 percent. Research shows that immediate treatment with a defibrillator increases the survival rate to 45 percent or more.

All the nurses in our district have been trained to use the AED. They will train designated employees at each site, including athletic coaches, to follow the AED protocol while waiting for emergency medical assistance to arrive. Dr. Meyer, the consulting physician for the district, will monitor the implementation and effectiveness of the program.

The AED units will be purchased using MediCal funds earned by the nurses when they provide health services to MediCal eligible students.

New language in BP 5141.21 is underlined.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (6)

NOES: None (0)

ABSTENTIONS: None (0)

ARTICLE Students

TITLE Administering Medication and Monitoring Health Conditions

SUBTOPIC Welfare

DETAIL

The Governing Board recognizes that students may need to take prescribed medication during the school day in order to be able to attend school without jeopardizing their health.

When the district has received written statements from the student's physician and parent/guardian, designated personnel shall assist the student in taking the medication. In addition, upon written request, designated personnel may assist the student in monitoring, testing or treatment of an existing medical condition. (Education Code 49423)

Upon written request by the parent/guardian and with the approval of the student's physician, a student with an existing medical condition that requires frequent monitoring, testing or treatment may be allowed to self administer this service. The student shall observe universal precautions in the handling of blood and bodily fluids.

A. Anaphylactic Injections (EPI-PEN)

The Board recognizes that some students have allergies of such severity that they may require an emergency anaphylactic injection during the course of the school day. Parents/guardians who are aware of this foreseeable need may ask the district to provide such injections in accordance with administrative regulations.

School staff who may be required to administer anaphylactic injections shall receive training from qualified medical personnel. They will be authorized to administer the injections in accordance with administrative regulations and will be afforded appropriate liability protection.

B. Automatic External Defibrillator (AED)

The Board recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health or welfare of a student at school or during school-sponsored activities. Automatic External Defibrillators may be installed at school sites for use in the case of sudden cardiac arrest. School staff who may be required to administer external defibrillation using the AED shall receive training from qualified medical personnel. They will be authorized to administer the AED in accordance with administrative regulations and will be afforded appropriate liability protection.

REFERENCE

Legal Reference

EDUCATION CODE

49407 Liability for treatment

49408 Emergency information

49423 Administration of prescribed medication for student

49423.5 Specialized health care services

49426 School nurses

49480 Continuing medication regimen; notice

BUSINESS AND PROFESSIONALS CODE

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

MANAGEMENT RESOURCES

ADOPTED October, 1995

REVISED October 29, 1998

TO: BOARD OF EDUCATION ACTION/MAJOR
06/24/04
 FROM: SUPERINTENDENT/KENNETH R. BAILEY/VIRGINIA I. Replacement
 HYATT
 RE: AWARD OF BID #4.07 DISTRICTWIDE CARPET REPLACEMENT AND UNIT
 PRICING

RECOMMENDATION NO. A.33

It is recommended that the Board of Education approve Spectra Contract Flooring as the awarding contractor for carpet installation Districtwide, in the amount of \$227,635 and award unit pricing for future projects in the amounts listed below.

Funding Information

Budgeted: Yes
 Fund: 01
 Source: Deferred Maintenance
 Account number: 14-00000-0-00000-81100-6100-060-1500
 Description: Deferred Maintenance

COMMENT: Carpet replacement is necessary to replace worn and damaged carpets through-out the District that are now ten years or older. Additional work needed throughout the school year will be awarded as necessary based on the unit costs listed below. This contract will be renewed annually, up to five years. Six (6) contractors were invited to bid, four (4) attended the job walk, two (2) submitted bids. Bid results are as follows:

	<u>Base Bid</u>
Spectra Flooring	\$227,635
Reliable Floor Covering	\$296,628

Unit Pricing for future projects from Spectra is as follows:

Description	Regular Rate (Day)	Over Time (Week-ends & Evenings)
Carpet, installed per sq. yd.	\$ 15.85	\$ 17.40
Carpet demo, per sq. yd.	\$ 2.10	\$ 2.80
VCT tile installed, per sq. ft.	\$ 1.30	\$ 1.48
VCT tile demo, per sq ft	\$ 0.36	\$ 0.05
Floor prep - hourly rate	\$ 50.00	\$ 67.50
Furniture move per hour	\$ 50.00	\$ 67.50
4" - rubber base, per linear ft. installed	\$ 1.20	\$ 1.38
6" - rubber base, per linear ft. installed	\$ 1.60	\$ 1.82
Transition Strip, per linear ft. installed	\$ 1.85	\$ 2.15

MOTION MADE BY: Ms. Leon-Vazquez
 SECONDED BY: Dr. Jordan
 STUDENT ADVISORY VOTE: N/A
 AYES: All (5)
 NOES: None (0)
 ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/24/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: FINANCIAL OVERSIGHT COMMITTEE - MEMBER TERMS

RECOMMENDATION NO. A.34

It is recommended that the Board of Education appoint/reappoint and establish the following terms for members on the Financial Oversight Committee:

Name	Term	Appoint/Reappointment June 30,		
		2005	2006	2007
Vacancy* -(*Michael Rich resigned - new appointee's term)	38897	x		
Cheryl Stecher	--	x		
Cynthia Torres	--	x		
Craig Hamilton	38897		x	
Christopher Harding	38897		x	
Vacancy* -(*Babette Heimbuch resigned - new appointee term)	38897		x	
Patricia Hoffman	38167			x
Paul Silvern	38167			x
Kathy Wisnicki	38167			x

COMMENT: The rotating terms of membership recommended above will provide the committee with stability as new members are added. Three vacancies will occur each year beginning in June 30, 6005.

Recruitment of individuals is underway to fill the unexpired vacancies. It is planned that an applicant list of candidates would remain viable for up to one year.

MOTION MADE BY: Ms. Leon-Vazquez

SECONDED BY: Dr. Jordan

STUDENT ADVISORY VOTE: N/A

AYES: All (5)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

DISCUSSION

06/24/04

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

RE: LITERACY COACHES

DISCUSSION ITEM NO. D.1

Beginning with the 2003 - 2004 academic year, the two district Literacy Coaches led the implementation of site-based literacy coaching provided by Literacy Teacher Coaches for teachers who volunteered to participate. Results of the coaching process will be discussed with the Board of Education.

* * * * *

A powerpoint presentation was made by Amy Teplin and Cindy Kratzer. Dr. Deasy indicated that the literacy coaching program has been wonderful - 50 teachers have participated. He commended Ms. Teplin and Ms. Kratzer for working above and beyond the expectations and that they had provided incredible leadership.

A copy of the powerpoint presentation is attached to the permanent Minutes.

TO: BOARD OF EDUCATION

DISCUSSION

06/24/04

FROM: SUPERINTENDENT/KEN BAILEY/CHRIS CORLISS

RE: REPORT ON MODIFICATIONS TO PLAYGROUND PARTNERSHIP
AGREEMENT WITH CITY OF SANTA MONICA

DISCUSSION ITEM NO. D.2

It is recommended that the Board of Education approve the modifications to the 2004-05 PLAYGROUND PARTNERSHIP AGREEMENT with the City of Santa Monica for the 2004-05 fiscal year.

COMMENTS: This report provides the Board of Education with a list of proposed modification to the Playground Partnership schedule and maintenance operation with the City of Santa Monica. This information was also transmitted to the Santa Monica City Council as an Information Item for discussion at the June 15, 2004 City Council meeting.

BACKGROUND

Playground Partnership is a community partnership between the City of Santa Monica and Santa Monica B Malibu Unified School District. It allows school age youth and accompanying friends and family unsupervised use of elementary school playgrounds for sports and recreation play during specified non-school hours. The school facilities were opened to the public on May 25, 2002 at Franklin, Grant, McKinley, Roosevelt and Rogers=s elementary schools. Muir/SMASH, which is contiguous with Los Amigos Park, is also a Playground Partnership site.

The Partnership between the City and the District also required the City to be responsible for the maintenance, custodial and trash pick-up at the Playground Partnership sites. The City provides funding to the District for custodial services and contracted with Tru-Green for field maintenance and trash pick-up.

DISCUSSION

In July 2003, an Information Item was presented to the Board of Education and the City Council reporting on the first year of Playground Partnership operation. It included a project evaluation with planned modifications to the original schedule based on participation levels and budgetary constraints. The revised schedule became effective the beginning of fiscal year 2003/2004. Evening hours during May, June and September were eliminated due to low attendance relative to the high cost of staffing those times. Playground representative staffing was also reduced by decreasing the ratio of coverage from one City staff (Playground Partnership representative) to two sites (1:2) to one representative to three sites (1:3) and hours were modified operation accordingly.

Proposed Schedule B FY 2004/2005

At the request of the Board of Education and the City Council, City and District staff have worked together and propose a return to the original Playground Partnership operating schedule. The attached Schedule returns hours of operation to that of May 2002 and will have no fiscal impact due to modification of the monitoring schedule of the representative. Current monitoring allows for one representative to rove among three Playground Partnership sites with two staff being on

duty at all times. The proposed Playground Partnership Staffing Schedule would require periods of time that only one representative would be on duty roving among the six Playground Partnership sites, focusing their time at locations with higher frequencies of rule violations. Staff believes this reduced level of monitoring will not significantly impact participant safety or facility misuse. The Playground Partnership staff person=s cell phone number is posted at each site and participants are encouraged to call when assistance by staff is needed. In addition, during certain hours, back-up coverage will be available from the John Adams Middle School Field Permit Monitor.

Modifications to Maintenance Operation

With the exception of Los Amigos Park at the Muir/SMASH site, District and City staff are proposing that starting November 1, 2004 that the District rather than the City take responsibility for turf maintenance and playground trash pick-up at the Playground Partnership sites. To accomplish this, the City intends to provide the District with \$73,484 in annual funding for five years; the amount and term the City had agreed to pay the Tru-Green Landscaping Company fro these services. This amount will be pro rated for the 2004-05 year to \$49,232. Staff will include an approved scope of work in our agreement outlining maintenance requirements.

Fiscal Impact

The District will receive additional annual funding the amount of \$73,848 per year for five years (totaling \$344,624). In 2004-05 this amount will be pro-rated to \$ 49,232 to reflect the November 1, 2004 proposed date of transfer of responsibility for turf maintenance services at the five Playground Partnership sites. Funding is to continue at this level for at five years with no increase. This change in operational responsibility will add an additional five elementary school playfields to the District Grounds weekly maintenance and yearly renovation schedule. This increase will require additional human and material resources be allocated to the Maintenance and Operations budget for staff and supplies necessary to provide these services.

Attachments:

- A Playground Partnership Schedule of Operation
(page 54a - no electronic file - hard copy only)
- B Playground Partnership Monitoring Staffing Schedule
(page 54b - no electronic file - hard copy only)
- C Santa Monica City Council Information Item

* * * * *
Chris Corliss noted that this agreement returns to last year's hours of operation without adding to the budget.

This item will come back for action in August.

Dr. Deasy publicly thanked Chris Corliss for his diligence in working with the City of Santa Monica on the Playground Partnership Agreement.

Playground Partnership Schedule

		Board and Council Approved FY 2002/2003 SITE ONE		Board and Council Approved FY 2002/2003 SITE TWO		Board and Council Approved FY 03/04 SITE ONE		Board and Council Approved FY 03/04 SITE TWO		Board and Council Approved FY 03/04 SITE THREE		Board and Council Approved FY 2004/2005 SITE ONE		Board and Council Approved FY 2004/2005 SITE TWO	
		Open	Closed	Open	Closed	Open	Closed	Open	Closed	Open	Closed	Open	Closed	Open	Closed
July	Saturday	9:00am	8:30pm	9:30am	9:00pm	9:00am	8:00pm	9:30am	8:30pm	10:00am	9:00pm	9:00am	8:30pm	9:30am	9:00pm
	Sunday	10:00am	8:30pm	10:30am	9:00pm	10:30am	7:30pm	11:00am	8:00pm	11:30am	8:30pm	10:00am	8:30pm	10:30am	9:00pm
	M - F	10:00am	8:30pm*	12:30pm	8:30pm**	12:30pm	8:00pm	1:00pm	8:30pm	1:30pm	9:00pm	10:00am	8:30pm*	12:30pm	8:30pm**
Aug	Saturday	9:00am	8:15pm	9:30am	8:45pm	9:00am	8:00pm	9:30am	8:30pm	10:00am	9:00pm	9:00am	8:15pm	9:30am	8:45pm
	Sunday	10:00am	8:15pm	10:30am	8:45pm	10:30am	7:30pm	11:00am	8:00pm	11:30am	8:30pm	10:00am	8:15pm	10:30am	8:45pm
	M - F	10:00am	8:30pm*	12:30pm	8:30pm**	12:30pm	8:00pm	1:00pm	8:30pm	1:30pm	9:00pm	10:00am	8:30pm*	12:30pm	8:30pm**
Sept	Saturday	9:00am	7:30pm	9:30am	8:00pm	9:00am	7:00pm	9:30am	7:30pm	10:00am	8:00pm	9:00am	7:30pm	9:30am	8:00pm
	Sunday	10:00am	7:30pm	10:30am	8:00pm	10:30am	6:30pm	11:00am	7:00pm	11:30am	7:30pm	10:00am	7:30pm	10:30am	8:00pm
Oct	Saturday	9:00am	6:45pm	9:30am	7:15pm	9:00am	6:30pm	9:30am	7:00pm	10:00am	7:30pm	9:00am	6:45pm	9:30am	7:15pm
	Sunday	10:00am	6:45pm	10:30am	7:15pm	10:30am	6:00pm	11:00am	6:30pm	11:30am	7:00pm	10:00am	6:45pm	10:30am	7:15pm
Nov	Saturday	9:00am	5:30pm	9:30am	6:00pm	9:00am	5:00pm	9:30am	5:30pm	10:00am	6:00pm	9:00am	5:30pm	9:30am	6:00pm
	Sunday	10:00am	5:30pm	10:30am	6:00pm	10:30am	4:30pm	11:00am	5:00pm	11:30am	5:30pm	10:00am	5:30pm	10:30am	6:00pm
Dec	Saturday	9:00am	5:30pm	9:30am	6:00pm	9:00am	5:00pm	9:30am	5:30pm	10:00am	6:00pm	9:00am	5:30pm	9:30am	6:00pm
	Sunday	10:00am	5:30pm	10:30am	6:00pm	10:30am	4:30pm	11:00am	5:00pm	11:30am	5:30pm	10:00am	5:30pm	10:30am	6:00pm
Jan	Saturday	9:00am	5:45pm	9:30am	6:15pm	9:00am	5:00pm	9:30am	5:30pm	10:00am	6:00pm	9:00am	5:45pm	9:30am	6:15pm
	Sunday	10:00am	5:45pm	10:30am	6:16pm	10:30am	4:30pm	11:00am	5:00pm	11:30am	5:30pm	10:00am	5:45pm	10:30am	6:15pm
Feb	Saturday	9:00am	6:15pm	9:30am	6:45pm	9:00am	5:30pm	9:30am	6:00pm	10:00am	6:30pm	9:00am	6:15pm	9:30am	6:45pm
	Sunday	10:00am	6:15pm	10:30am	6:45pm	10:30am	5:00pm	11:00am	5:30pm	11:30am	6:00pm	10:00am	6:15pm	10:30am	6:45pm
Mar	Saturday	9:00am	6:45pm	9:30am	7:15pm	9:00am	6:00pm	9:30am	6:30pm	10:00am	7:00pm	9:00am	6:45pm	9:30am	7:15pm
	Sunday	10:00am	6:45pm	10:30am	7:15pm	10:30am	5:30pm	11:00am	6:00pm	11:30am	6:30pm	10:00am	6:45pm	10:30am	7:15pm
Apr	Saturday	9:00am	7:45pm	9:30am	8:15pm	9:00am	7:30pm	9:30am	8:00pm	10:00am	8:30pm	9:00am	7:45pm	9:30am	8:15pm
	Sunday	10:00am	7:45pm	10:30am	8:15pm	10:30am	7:00pm	11:00am	7:30pm	11:30am	8:00pm	10:00am	7:45pm	10:30am	8:15pm
May	Saturday	9:00am	8:15pm	9:30am	8:45pm	9:00am	7:30pm	9:30am	8:00pm	10:00am	8:30pm	9:00am	8:15pm	9:30am	8:45pm
	Sunday	10:00am	8:15pm	10:30am	8:45pm	10:30am	7:00pm	11:00am	7:30pm	11:30am	8:00pm	10:00am	8:15pm	10:30am	8:45pm
June	Saturday	9:00am	8:45pm	9:30am	9:15pm	9:00am	8:30pm	9:30am	9:00pm	10:00am	9:30pm	9:00am	8:45pm	9:30am	9:15pm
	Sunday	10:00am	8:45pm	10:30am	9:15pm	10:30am	8:00pm	11:00am	8:30pm	11:30am	9:00pm	10:00am	8:45pm	10:30am	9:15pm

* Sites without Summer School ** Sites with Summer School (Times will alter based on summer school schedule.)

BOARD and COUNCIL APPROVED: Site One -Franklin, McKinley, Will Rogers Site Two - Roosevelt, Grant, Muir/SMASH

Attachment "B"

Playground Partnership Staffing Schedule Fiscal Year 2004/05

SUMMER BREAK O4/05

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Hours		
Shift	9:45 - 2:30pm	9:45 - 2:30pm	9:45 - 2:30pm	9:45 - 2:30pm	9:45 - 2:30pm	8:45 - 9pm	9:45am - 9pm	47.25	1 person on duty most of day Mon - Fri.	
Shift	2:30 - 9pm	2:30 - 9pm	2:30 - 9pm	2:30 - 9pm	2:30 - 9pm	8:45 - 1pm	9:45 - 1pm	40	2 people on duty most of Sat - Sun.	
Shift	7pm - 9pm	7pm - 9pm	7pm - 9pm	7pm - 9pm	7pm - 9pm	1:30 - 9:15pm	1:30 - 9:15pm	25.5	Staff rotate among the sites throughout the week.	
Shift - JAMS*	5 - 9:30pm	5 - 9:30pm	5 - 9:30pm	5 - 9:30pm	5 - 9:30pm	9am - 7pm	9am - 7pm	42.5	2 people close 5 sites all week (+ JAMS staff M-F)	
Mon - Fri.	Muir/SMASH, Franklin & Roosevelt open 10am								155.25	
	Rogers opens at 1pm, McKinley & Grant open at 1:30pm								weeks	11
								sub-total hours	1707.75	

WINTER BREAK O4/05

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Hours	
Shift	9:45 - 6:15pm	8:45 - 6:15pm	9:45 - 6:15pm	60.5	1 person on duty between 12 & 4 Mon - Sun.				
Shift	9:45am - 12 n	8:45am - 12 n	9:45am - 12 n	16.75	Staff rotate among the sites throughout the week.				
Shift	4 - 6:15pm	15.75	2 people close 5 sites all week (+ JAMS staff)						
Shift - JAMS*	5 - 9:30pm	9am - 7pm	9am - 7pm	42.5					
								135.5	
								weeks	2
								sub-total hours	271

SPRING BREAK O4/05

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Hours	
Shift	9:45 - 8:30pm	8:45 - 8:30pm	9:45 - 8:30pm	76.25	1 person on duty between 12 & 6:30 Mon - Sun.				
Shift	9:45am - 12 n	8:45am - 12 n	9:45am - 12 n	16.75	Staff rotate among the sites throughout the week.				
Shift	6:30 - 8:30pm	14	2 people close 5 sites all week (+ JAMS staff)						
Shift - JAMS*	5 - 9:30pm	9am - 7pm	9am - 7pm	42.5					
								149.5	
								weeks	2
								sub-total hours	299

SCHOOL YEAR (Sept, May, June) FY O4/05

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Hours	
Shift	6pm -9pm	8:45am - 9pm	9:45 - 9pm	38.5	1 person on duty 12 - 6 Sat - Sun				
Shift	6pm -9pm	8:45 - 12n	9:45 - 12n	18	Staff rotate among the sites throughout the week.				
Shift	6pm -9pm	6pm -9pm	18.5	3 people rotate among 6 sites week-days					
Shift - JAMS*	5 - 9:30pm	9am - 9pm	9am - 9pm	46.5	2 people close 5 sites Sat. Sun (+ JAMS staff)				
								121.5	
								weeks	12
								sub-total hours	1458

SCHOOL YEAR (Oct - April) FY O4/05

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Hours	
Shift						8:45am - 7pm	9:45am - 7pm	19.5	1 person on duty 12 - 4 Sat - Sun
Shift						8:45 - 12n	9:45 - 12n	5.5	Staff rotate among the sites throughout the week.
Shift						4 - 7pm	4 - 7pm	6	2 people close 5 sites (+ JAMS staff)
Shift - JAMS*	5 - 9:30pm	9am - 7pm	9am - 7pm	42.5					
								73.5	
								weeks	25
								sub-total hours	1837.5

* JAMS staff assists with opening and closing of PP sites, plus provides back-up if needed.

TOTAL HOURS	5573.25
Budget	5600
Balance	26.75

(JAMS budget 2449 hrs, PP budget 3151 hrs)

Attachment C

CCS:BS:KL
June 15, 2004

Santa Monica, California

INFORMATION ITEM

TO: Mayor and City Council
FROM: City Staff
SUBJECT: 2004/2005 Proposed Changes to Playground Partnership

INTRODUCTION

This report provides the City Council with an update regarding the Playground Partnership schedule and maintenance operation. This information is also being transmitted to the Board of Education of Santa Monica-Malibu Unified School District for discussion at its meeting of June 24, 2004.

BACKGROUND

Playground Partnership is a community partnership between the City of Santa Monica and Santa Monica - Malibu Unified School District. It allows school age youth and accompanying friends and family unsupervised use of elementary school playgrounds for sports and recreation play during specified non-school hours. The school facilities were opened to the public on May 25, 2002 at Franklin, Grant, McKinley, Roosevelt and Rogers elementary schools. Muir/SMASH, which is contiguous with Los Amigos Park, is also a Playground Partnership site.

The City is responsible for turf maintenance and trash pick-up, at the sites, and provides funding to the District for custodial services.

DISCUSSION

On July 14, 2003, an Information Item was presented to City Council reporting on the first year of Playground Partnership operation and included a project evaluation with planned modifications to the original schedule based on participation levels and budgetary constraints. The revised schedule became effective the beginning of fiscal year 2003/2004. Evening hours during May, June and September were eliminated due to low attendance relative to the high cost of staffing those times. Staffing was reduced by decreasing the ratio of coverage from one staff member to two sites (1:2) to one representative to three sites (1:3) and hours of operation were modified accordingly.

Proposed Schedule - FY 2004/2005: At the request of City Council in January 2004, City staff has worked with District staff to facilitate a return to the original Playground Partnership schedule. The attached draft schedule returns hours of operation to that of May 2002 and will have no fiscal impact due to

modification of the monitoring schedule. Current monitoring provides that a staff member rove among three Playground Partnership sites with two staff being on duty at all times. The proposed schedule would include periods of time that only one representative would be on duty roving among the five Playground Partnership sites, focusing on locations with higher frequencies of rule violations. This reduced level of monitoring should not significantly impact participants. The Playground Partnership staff person's cell phone number is posted at each site and participants are encouraged to call when assistance by staff is needed. In addition, during certain hours, back-up coverage will be available from the field monitor at John Adams Middle School.

Modifications to Maintenance Operation: With the exception of Los Amigos Park at the Muir/SMASH site, District staff has proposed that the District rather than the City handle the responsibility for turf maintenance and trash pick-up at the Playground Partnership sites, beginning on November 1, 2004. To accomplish this, the City would allocate funding, equivalent to the City's current level of funding for contracted services, to the District. Staff would negotiate a scope of work with the District outlining maintenance requirements to ensure that existing service levels and frequencies are maintained. This change in operation would not create a fiscal impact.

Attachments:

- "A" - Playground Partnership Schedule of Operation
- "B" - Playground Partnership Monitoring Schedule

TO: BOARD OF EDUCATION

DISCUSSION

06/24/04

FROM: SMMCTA EXECUTIVE BOARD/SCORE COMMITTEE

RE: ANALYSIS OF SCORE SURVEY - SPRING 2004

DISCUSSION ITEM NO. D.3

The SCORE Committee from Santa Monica High School would like to present the work they have done to the Board at the June 24 meeting. The presentation will include a summary of the committee's mission and purpose, the results of the schoolwide survey administered and compiled late last month, and an overview of next year's goals.

* * * * *

This item was postponed to a future meeting in August.

Analysis of SCORE Survey Spring 2004

Survey Results

The Samohi Committee on Redesign Efficacy (SCORE) reviewed the school-wide data collected in the survey administered Spring 2004. SCORE examined the quantitative data to understand positive and negative dimensions with regard to the current state of Samohi. The summary shown below is taken from the data collected from all houses. The specific survey questions referenced are identical in parentheses.

Positive Trends

- C Teachers agree or strongly agree that they have access and support from their house administrator (#23, #24, 25).
- C Teachers agree or strongly agree that receive and feel supported by their house office assistant, colleagues in their house, and colleagues in their department (#27, #28, #29)
- C Teachers agree or strongly agree that they receive timely responses from their house principal and colleagues (#34, #35).
- C Teachers who were evaluated this year agree that they received constructive feedback from their administrator (#32).
- C Teachers agree that under redesign their house relationship and colleagues value their ideas, thoughts and opinions (#16, #19).
- C Teachers agree that having a house office in their building is helpful (#33).
- C Teachers agree that their house meetings provide school information (#5).

Negative Trends

- C Teachers disagree or strongly disagree that redesign has increased their job satisfaction (#10).
- C Teachers disagree or strongly disagree that redesign reduced tardies or positively impacted attendance (#20, #21).
- C Teachers disagree or strongly disagree that they experience consistent consequences across houses. (#22).
- C Teachers disagree or strongly disagree that school-wide administration and District administration value their ideas, thought, and opinions (#17, #18).
- C Teachers disagree or strongly disagree that under redesign they feel a sufficient connection to whole faculty or to their department faculty (#12, #15).

Observed Trend

- C Questions #3 - #9 dealt with teachers' beliefs about their house meetings. In general, responses covered the range from strongly disagree to strongly agree responses. When examined further, the data suggests responses are correlated to the number of the years a teacher has been at Samohi. In the 1-2 year range, teachers reported responses in the agree to strongly agree range. Teachers in the 3-9 year range reported generally neutral responses. Finally, teachers who have been at Samohi 10+ years indicated responses in the disagree to strongly disagree range.

Summary of SCORE Survey Comments

Material Teaching Needs

- C Comments reflect that *teachers' new rooms are either better or worse from last year
- C Teachers feel there are material and equipment needs still unmet
- C Computers and printers not repaired in a timely manner
- C Cleanliness of classrooms and facilities are still a problem

House Meetings

- C House experiences are house specific
- C More discussion of students needed

School Climate

- C Low morale
- C Not feeling heard/respected
- C Feeling disconnected
- C Ask for central mailbox/meetings

Student Behavior

- C More consistency needed across houses
- C Better tardy policy needed
- C Attendance – some feel that it has improved – others feel that it has gotten worse

Support

- C Close proximity of advisers, support staff, teacher leader, and administrators makes people feel valued and connected
- C Teachers whose House office is not in their building find it frustrating
- C Support is good within houses, but not across houses
- C Feel connected/supported with House Principal

Communication

- C Difficulty communicating across houses
- C Good communication within houses
- C Email is a great tool
- C Several comments about wanting centralized mailboxes
- C Lack of communication due to isolation

*Survey results suggest that Classified Staff appreciated being surveyed but felt most questions did not apply to them.

SCORE Redesign Survey Spring 2004
SAMOHI School Results

Question	Strongly		Neutral	Strongly		Undecided
	Disagree	Disagree		Agree	Agree	
1	Your classroom has the necessary equipment to support instruction.					
	10	54	21	50	21	0
2	The resources and equipment in your classroom are similar or better than your previous location.					
	14	24	22	27	17	0
3	Your house meetings provide you with meaningful professional collaboration.					
	13	45	28	43	11	0
4	Your house meetings give you strategies you can use in your classroom.					
	6	41	33	48	10	0
5	Your house meetings provide you with school information.					
	3	27	26	58	23	2
6	Your house meetings provide you with quality professional development.					
	13	44	24	46	9	2
7	Your house meetings provide you with time to talk about students.					
	23	42	24	53	9	1
8	Your house meetings provide you with effective teaching strategies.					
	9	48	31	39	8	3
9	Your house meetings provide you with meaningful professional collaboration.					
	16	36	26	36	13	2
10	Redesign has increased your job satisfaction.					
	44	34	27	9	6	6
11	Prior to Redesign, you felt sufficient connection to the whole faculty.					
	7	12	23	42	24	7
12	Under Redesign, you feel sufficient connection to the whole school faculty.					
	67	52	9	5	3	0
13	Under Redesign, you feel sufficient connection to your house faculty.					
	11	28	19	54	21	1
14	Prior to Redesign, you felt sufficient connection to your department faculty.					
	3	3	17	37	52	9
15	Under Redesign, you feel sufficient connection to your department faculty.					
	35	42	14	31	12	2
16	Under Redesign, you feel your ideas, thoughts, and opinions are valued by house leadership.					
	13	19	32	42	24	2
17	Under Redesign, you feel your ideas, thoughts, and opinions are valued by school-wide administration					
	45	36	30	9	7	4
18	Under Redesign, you feel your ideas, thoughts, and opinions are valued by district administration.					
	52	24	32	6	2	11
19	Under Redesign, you feel your ideas, thoughts, and opinions are valued by your colleagues.					
	8	11	29	66	15	6
20	Redesign has reduced the tardies in your classroom.					
	67	31	19	1	2	3
21	Redesign has positively impacted the attendance in your classroom					
	43	26	37	4	1	2
22	You experience consistent consequences across the Houses.					
	50	25	21	6	1	14
23	You have access to your House administrator.					
	1	5	9	63	56	1
24	You receive support from your House administrator.					
	3	10	21	54	47	2

SCORE Redesign Survey Spring 2004
SAMOHI School Results

<i>Question</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Undecided
25	You have access to other administrators (outside of your house) as needed					
	16	36	20	46	7	3
26	You receive support from other administrators, as needed.					
	10	30	29	38	12	2
27	You receive support from your House Office assistant.					
	0	6	14	44	69	0
28	You feel supported by colleagues in your house.					
	0	6	25	63	40	1
29	You feel supported by colleagues in your department.					
	4	6	15	57	49	0
30	You experience an administrative presence in your classroom (in addition to evaluation).					
	23	34	22	36	11	1
31	You experience your teacher-leader's presence in your classroom.					
	26	32	35	16	15	4
32	You receive constructive feedback from your administrator through your evaluation process.					
	5	11	35	34	31	1
33	Having a house office in your building is helpful to you.					
	22	7	19	32	39	4
34	You receive responses from your house principal in a timely manner.					
	3	8	16	59	47	0
35	You receive responses from your colleagues in a timely manner.					
	2	10	26	62	40	0

TO: BOARD OF EDUCATION

DISCUSSION

06-24-04

FROM: JOHN DEASY /LAUREL SCHMIDT

RE: REVISION TO POLICY 5131.61 - CONTROLLED SUBSTANCES

DISCUSSION ITEM NO. D.4

It is recommended that the Board of Education approve revisions to the existing Board Policy 5131.61 - Controlled Substances, to change the mandatory involuntary transfer provision to permissive involuntary transfer.

BACKGROUND

Board Policy 5131.61 Controlled Substances indicates that students possessing or being under the influence of a controlled substance shall be transferred to another school within the Santa Monica-Malibu School District until the end of the semester or for 10 weeks, whichever is greater.

Principals in this district have raised concerns that the involuntary transfer provisions of the policy are disruptive to staff and damaging to students who may already be at-risk for school failure. Their concerns include the following:

- # The sudden, unanticipated transfer of students does not provide time for the receiving school to prepare an equivalent academic program or become familiar with the history and needs of the students. Thus, students who require higher levels of adult support and supervision are strangers on a new campus when they need maximum assistance.
- # Academic disruptions caused by transferring students in the middle of a semester decrease the chances of their success, as students must grapple with new classes, unfamiliar staff, different assignments and grading standards.
- # The existing policy mandates a transfer of ten weeks or until the end of the semester, whichever is longer. As a result, students who transfer in the later part of one semester and return to their home school after the following semester has begun may have two disrupted semesters.

- # The distance between the two high schools is a concern. Transferred students who use public or district transportation cannot stay after school for remedial or support programs. District transportation is not always immediately available if the intercity route is full.
- # Parents of transferred students find it harder to establish a working relationship and keep in touch with a new set of teachers who are located in another city.

In response to these concerns, it is recommended that Board Policy 5131.61 be revised to change 'shall' to 'may' in regards to the involuntary transfer provision. Principals would not be *required* to transfer students possessing or under the influence of controlled substances. Principals do have the authority to put in place a full range of interventions and expectations designed to prevent any reoccurrence of substance abuse on campus. If students commit the same violation again, the administrator would recommend expulsion and a hearing would follow.

* * * * *

Public Comments

- Debra Pommer Siegel
- George Hauptman
- Margaret Hauptman
- Sam Bishop, Student, MHS, ASB Incoming President
- Gloria Martinez
- Laura Rosenthal
- Carla McCloskey
- John Cary

Dr. Deasy indicated that this policy would be retroactive and would apply to students currently transferred from their home high school. Each case would be evaluated on an individual basis

The consensus of the Board of Education was that it agreed with the change(s) recommended. Some discretion on the part of the principal was deemed appropriate, especially in the case of a first offense. At the same time, consistency of consequences was also mentioned. Assisting parents in providing information about programs currently available at the schools was raised as a matter to be addressed.

This policy will return to the Agenda for action in August, 2004.

New text in underline.
Deleted text in ~~strikeout~~.

BP 5131.61

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>
5131.61	Students	Controlled Substance

<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
Activities	x		

DETAIL

I. POLICY STATEMENT

Unlawfully possessing, using, selling, being under the influence of, or otherwise furnishing to others a controlled substance or alcoholic beverage, or intoxicant of any kind, at any school activity or on any school district or adjacent property, is considered to be a threat to the educational process. For the offenses indicated, the student, under guidelines indicated below, ~~will~~ may be subject to suspension, transfer to another school, expulsion and/or an obligation to complete the district counseling requirement.

II. DEFINITIONS OF EVIDENCE

A. Hard Evidence

1. An admission by the student of unlawfully possessing, using, selling, being under the influence of, or otherwise furnishing to others a controlled substance or alcoholic beverage, or intoxicant of any kind.
2. Discovery of the controlled substance and/or alcoholic beverage, or intoxicant of any kind, on the student's person or in possessions such as lockers or backpacks under the student's control.
3. Eyewitness testimony of any school personnel of the actual unlawful possession, sale, use or furnishing to others.
4. Eyewitness testimony of two or more students of the actual unlawful possession, sale, use or furnishing to others.

B. Soft Evidence

1. Soft evidence is more subjective; it involves all other forms of evidence and is usually based on observation of student behavior.

III. DISCIPLINE AND COUNSELING PROCEDURES FOR GOVERNING USE,
POSSESSION, BEING UNDER THE INFLUENCE OF A CONTROLLED SUBSTANCE
(GRADES 1-12)

A. Hard Evidence

If the principal or Superintendent determines, in the presence of hard evidence, that the student unlawfully possessed, used, or was under the influence of, a controlled substance or alcoholic beverage, or intoxicant of any kind, the following steps ~~shall~~ may be taken.

1. The student shall be suspended from school for a maximum of five (5) days. (Enrollment at Saturday School cannot be used in lieu of suspension.)

a. The rights and responsibilities section of the school district suspension form shall be observed by the school principal/designee. This includes the parent's right to have access to pupil records and the parent's or pupil's right to an appeal using the district's appeal process. When make-up can be reasonably provided, the pupil shall be allowed to complete all assignments and tests missed during a suspension.

2. Students in Grades 1-8 ~~shall~~ may be transferred to another school within the Santa Monica-Malibu Unified School District or an interdistrict permit placement may be negotiated, if possible.

The transfer shall extend at least until the end of the semester in which the procedure violation occurred, or for 10 school weeks, whichever is greater. The parent or pupil shall have the right to appeal the transfer by following district Transfer Appeal Procedures. In all cases, return to the sending school shall be contingent upon:

a. The recommendation of the two principals involved in the transfer, and

b. completion of the twenty-four (24) counseling sessions (twelve [12] individual - twelve [12] peer support).

Students who decide not to return to the sending school, will be counseled regarding enrollment in a district approved program of drug education and counseling.

3. Students in Grades 9-12 at Santa Monica High School and Malibu High School ~~shall~~ may be transferred to a comparable High School program within the District or an interdistrict permit may be negotiated, if possible.

The transfer shall extend at least until the end of the semester in which the procedure violation occurred, or for 10 school weeks, whichever is greater. The parent or pupil shall have the right to appeal the transfer by following district Transfer Appeal Procedures. In all cases, return to the sending school shall be contingent upon:

- a. The recommendation of the two principals involved in the transfer, and
- b. completion of the twenty-four (24) counseling sessions (twelve [12] individual - twelve [12] peer support).

Students who decide not to return to the sending school, will be counseled regarding enrollment in a district approved program of drug education and counseling.

4. Second time offenders shall be recommended for expulsion unless the principal finds and reports to the Superintendent/designee in writing that expulsion is inappropriate under the particular circumstances of the case.

5. Third time offenders shall be recommended for expulsion.

IV. DISCIPLINE PROCEDURES FOR PROVIDERS OF CONTROLLED SUBSTANCES OR ALCOHOLIC BEVERAGE, OR INTOXICANT OF ANY KIND TO OTHERS (GRADES 1-12)

In cases where the principal or Superintendent determines, in the presence of hard evidence, that the student sold or provided a controlled substance or alcoholic beverage, or intoxicant of any kind, to others, the following steps shall be taken:

- A. The student shall be suspended for a maximum of five (5) days. (Enrollment at Saturday School cannot be used in lieu of suspension.
- B. The Santa Monica Police Department or the Los Angeles County Sheriff shall be notified.
- C. The principal shall inform the Superintendent/designee of the incident and actions taken.
- D. The principal shall recommend that the student be expelled from school, unless the principal finds, and so reports to the Superintendent/designee in writing, that expulsion is inappropriate under the particular circumstances of the case.

V. SOFT EVIDENCE PROCEDURES

Soft evidence cases will usually involve situations in which the student is suspected of being under the influence of a controlled substance, alcoholic beverage or intoxicant of any kind. In such a case, the administrator may consult with the school nurse and may require the completion of the Behavioral Observation form shown in the Discipline Handbook.

VI. DISTRIBUTION GUIDELINES

- A. The above policy and procedures shall be distributed to all students Grades 1-12 at the beginning of each school year and to transfer students at the time of enrollment.
- B. Each principal shall implement procedures to insure that all students have acknowledged that they have received a copy of the above policy and indicated their obligation to share the contents of the policy with their parent/guardian.

REFERENCE

Legal Reference:

BUSINESS AND PROFESSIONS CODE

[25608](#) Alcohol on school property; use in connection with instruction

EDUCATION CODE

[44049](#) Known or suspected alcohol or drug abuse by student

[48900](#) Suspension or expulsion (grounds)

[48900.5](#) Suspension, limitation on imposition; exception

[48901](#) Smoking or use of tobacco prohibited

[48901.5](#) Prohibition of electronic signaling devices

[48902](#) Notification of law enforcement authorities; civil or criminal immunity

[48909](#) Narcotics or other hallucinogenic drugs

[48915](#) Expulsion; particular circumstances

[49423](#) Administration of prescribed medication

[49480](#) Notice to school by parent or guardian; consultation with physician

[49602](#) Confidentiality of pupil information

[51202](#) Instruction in personal and public health and safety

[51203](#) Instruction on alcohol, narcotics and restricted dangerous drugs

[51210](#) Areas of study

[51220](#) Areas of study, grades 7 to 12

[51260](#) Elementary and secondary school instruction in drug education by appropriately trained instructors

[51262](#) Use of anabolic steroids; legislative finding and declaration

[51264](#) CDE assistance for inservice training

[51265](#) Gang violence and drug and alcohol abuse prevention inservice

[51268](#) Collaboration to avoid duplication of effort

HEALTH AND SAFETY CODE

[11032](#) Narcotics, restricted dangerous drugs and marijuana; construction of terms used in other divisions

[11053-11058](#) Standards and schedules

[11353.6](#) Juvenile Drug Trafficking and Schoolyard Act

[11357](#) Unauthorized possession of marijuana; punishment; prior conviction; possession in school or on school grounds

[11361.5](#) Destruction of arrest or conviction records

[11372.7](#) Drug program fund; uses

[11802](#) Joint school-community alcohol abuse primary education and prevention program

[11965-11969](#) The School-Community Primary Prevention Program

[11998-11998.3](#) Drug and Alcohol Abuse Master Plans

[11999-11999.3](#) Alcohol and drug program funding department of Health Services)

PENAL CODE

[13864](#) Comprehensive alcohol and drug prevention education

VEHICLE CODE

[13202.5](#) Drug and alcohol related offenses by person under age of 21, but aged 13 or over; suspension, delay, or restriction of driving privileges

WELFARE AND INSTITUTIONS CODE

[828](#) Disclosure of information re minors

[828.1](#) Disclosure of criminal records; protection of vulnerable staff & students

UNITED STATES CODE, TITLE 20

[5812](#) National education goals

[7101-7184](#) Safe and Drug-Free Schools and Communities Act

MANAGEMENT RESOURCES

WEB SITES

U.S. Department of Education, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpc/>

ADOPTED

June 26, 1989

REVISED

June 3, 2004
April 10, 1997

CSBA DATE

DISTRICT GOAL

Quality Education for All

TO: BOARD OF EDUCATION

DISCUSSION

06/24/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: PROPOSED POLICY 3290 - ACCEPTANCE OF GIFTS

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

Presented for continued Board discussion is proposed policy 3290, Acceptance of Gifts. The policy will be returned to the agenda at the meeting of August 19, 2004, for action, with the policy to be in effect retroactive to July 1, 2004.

* * * * *

The Board of Education did not recommend any changes to the policy as presented.

When the policy is presented for action at the August 19 meeting, the AR will accompany the policy for informational purposes.

Acceptance of Gifts

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

Philosophy

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

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

The Board recognizes that there are differences among various communities in their ability to contribute additional funds for programs and services at their local schools, and these differences perpetuate inequalities in educational opportunities from one district school to another.

Therefore, the Board may not accept gifts by individuals, groups or organizations to specific schools intended to replace personnel, programs or services cut by the Board in the process of budget reduction, unless sufficient funds are received to restore those programs, services or personnel at all sites from which they were cut.

To achieve a greater level of equalization, the Board herewith establishes an Equity Fund, which will be administered by the Santa Monica Malibu Education Foundation. Contributions to this

fund and distributions from this fund will be made in accordance with Administrative Regulations 3290. The Equity Fund will receive contributions both directly from donations made to the fund, and by collecting 15% of all donations made to the district as either site donations/gifts or district donations/gifts. Distributions from the Equity Fund to sites will be made using a weighted formula constructed to acknowledge factors impacting the student population at each site. Distributions will be used for programs and expenditures outlined in AR 3290.

The purpose of the Equity Fund is to improve the achievement of ALL students while simultaneously closing the achievement gap by mitigating the effects of the unequalized enrichment of schools and factors impacting the youth attending district schools.

The Ad Hoc Advisory Committee, established to provide advisory information at the Board's request, will serve as a monitoring committee throughout the first year of implementation of the equity fund. This Committee shall report to the Board on the process, goal attainment, and suggested revisions/amendments to this policy no less than two (2) times during the year.

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

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

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

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

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

Legal Reference:

EDUCATION CODE

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

MANAGEMENT RESOURCES

ADOPTED January 23, 1984

REVISED

CSBA DATE

DISTRICT GOAL

TO: BOARD OF EDUCATION

DISCUSSION

06/24/04

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

RE: STAFF RESPONSE TO THE SPECIAL EDUCATION STRATEGIC PLAN

DISCUSSION ITEM NO. D.6

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. The administration has reviewed the Strategic Plan and will present recommendations for implementation for Board discussion and direction.

* * * * *

Public Comments

Criag Hamilton, Special Education Strategic Plan, Steering Committee

Julia Ting, Special Education Strategic Plan, Steering Committee

(A handout provided by Julia Ting is attached)

Tricia Crane, Special Education DAC

Hyman Katz, Special Education Strategic Plan, Steering Committee

Claudia Landis, Special Education Strategic Plan, Steering Committee

Clara Sturak, Special Education Strategic Plan, Steering Committee

Lee Jones, Special Education Strategic Plan, Steering Committee

Chris Chandler

David Rosman

Barbara Palilis

Sheila Forsander

The staff response was presented by Dr. Kaminski. A copy of the powerpoint is attached to permanent Minutes.

Dr. Deasy indicated that a more comprehensive plan will be presented in August. Staff had such a short time period in which to provide a response prior to the end of the 2003-04 academic year. Quick wins, programmatic pieces, budgets and timelines will be part of the response when it is returned to the agenda.

Dr. Deasy clarified that the Board of Education accepted the Strategic Plan from the Committee, however, individual pieces of the plan will come before the Board for approval.

A number of the speakers objected to another audit being conducted, however, the superintendent clarified that staff is referring to an internal analysis of how funds are being expended currently and whether the funds are being used for the greatest good for students.

TO: BOARD OF EDUCATION

INFORMATION

06/24/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: ATTACHED LETTER FROM FINANCIAL OVERSIGHT COMMITTEE
REGARDING DISTRICT FACILITIES PLANNING

INFORMATION ITEM NO. I.1

Attached is a letter from the Financial Oversight Committee regarding its recommendation that the District prepare a facilities master plan by conducting a comprehensive assessment of its facilities needs.

* * * * *

The superintendent indicated that an item calling for a comprehensive master plan for facilities would be placed on the agenda for discussion at a meeting in September. Dr. Deasy further commented that due to staff time constraints, it may be necessary to hire an outside consultant to conduct the study.

June 16, 2004

Superintendent John Deasy and Board of Education Members
Santa Monica-Malibu Unified School District
1651 Sixteenth St.
Santa Monica, CA 90404

Via U.S. Mail

Dear Superintendent Deasy and Members of the Board of Education:

This letter follows up and elaborates on the Financial Oversight Committee's May 20th presentation concerning District facilities planning.

During the past fifteen years, the District has adopted two general obligation bond measures (Proposition ES in 1990 and Proposition X in 1998). Combining these resources with other capital funds, the District has made substantial improvements and addressed serious deferred maintenance problems at its school sites. Our students have benefited greatly from this community investment in improved school facilities.

Notwithstanding our past efforts, however, the Financial Oversight Committee believes our school facilities require further attention to maintain our investment and meet the goals of our Mission and Strategic Plan. The District needs to develop a comprehensive plan that addresses both the limitations of our existing facilities and the need for new facilities.

The Financial Oversight Committee recommends that the District commence preparation of a facilities master plan by conducting a comprehensive assessment of its facilities needs. We urge the District to retain an independent consulting firm with experience in conducting such surveys for educational institutions. Although such surveys are expensive, we are confident that the funds required for such a survey will be money well spent.

Overall, the District's facilities assessment should be geared toward informing a District facilities plan that reflects the vision and priorities of the District's strategic plan. This assessment should also include potential joint use facilities with the cities of Santa Monica and Malibu as well as other community-serving organizations that would address the needs of students during school hours and the community after hours.

The Financial Oversight Committee recommends that the District commence its facilities assessment by the end of calendar year 2004 and complete this assessment within about nine months. At the same time, the District should assess the available financing options to fund implementation of its master facilities plan. This facilities master plan -- including its facilities assessment and financing options component -- should be completed by the end of calendar year 2005.

Letter to Superintendent Deasy and Members of the Board of Education
RE: Recommendation for Facilities Master Plan and Facilities Needs Assessment
June 16, 2004
Page 2 of 2

In addition to adopting a facilities master plan, the District should consider various approaches to managing implementation of this plan, drawing upon the District's recent experience with Proposition X implementation as well as the experience of other educational institutions which have recently undergone major capital investment efforts. The District needs to assure the public that it will competently and efficiently manage implementation of its facilities master plan.

As the Board is well aware, a recent change in California law allows school districts to enact bond measures by a 55% favorable vote of the local community. Because this legal change is so recent, the District has not yet taken advantage of it. Both of the District's prior bond measures were adopted under former California law which required a two-thirds favorable vote. Because of this two-thirds requirement, prudence dictated that the District shape the size of its bond measures to ensure a realistic chance of adoption rather than seek all the funds necessary to address the District's capital needs. With this recent change in state law, the Financial Oversight Committee suggests this is a particularly appropriate time to develop a facilities master plan and explore various options to finance its implementation including a bond measure.

The Financial Oversight Committee looks forward to working with the Board, the Superintendent and District staff in continuing to explore the District's facilities needs. Although the District's primary focus is and should be on its educational mission and services, the Financial Oversight Committee sees facilities planning as an essential component of the District that affects the quality of our students education. Accordingly, we ask that the District give this recommendation matter serious attention.

Sincerely,

Craig Hamilton, Chair
Financial Oversight Committee

Sincerely,

Paul J. Silvern, Vice Chair
Financial Oversight Committee

TO: BOARD OF EDUCATION INFORMATION
06/24/04
FROM: JOHN E. DEASY/KENNETH R. BAILEY/ORLANDO GRIEGO
RE: VENDING MACHINE BIDS

INFORMATION ITEM NO. I.2

In July 2004, bids will be accepted and a contract will be awarded for the operation of vending machines that are under the supervision of Food and Nutrition Services during the 2004/05 school year.

Food and Nutrition Services will ensure that all vending machines under its supervision are in compliance with Senate Bill 65 (amended California Education Code Section 35182.5) as well as Senate Bills 19 and 677 which govern the type of food and beverages sold.

Food and Nutrition Services is aware that there are in excess of 35 vending machines on various school campuses that are not under Food and Nutrition Services supervision and that may not be in compliance with the aforementioned legislation.

It is recommended that the Board of Education ensure that all vending machines on Santa Monica-Malibu Unified School District's campuses are in compliance with the above legislation.

* * * * *

Mr. Orlando Griego was present to respond to questions from the Board of Education.

TO: BOARD OF EDUCATION INFORMATION
06/24/04
FROM: JOHN E. DEASY/LINDA KAMINSKI First Reading
RE: BASIC/SUPPLEMENTAL TEXTBOOKS TO BE ADOPTED

INFORMATION ITEM NO. I.3

It is recommended that the Board of Education adopt the following textbooks for use in the Santa Monica-Malibu Unified School District. The Board will take action to adopt these materials at the next board meeting.

Comment: In accordance with Board of Education policy, the textbooks listed below will be on display for the next two (2) weeks at Educational Services.

MODERN WORLD HISTORY. PATTERNS OF INTERACTION. McDougal Littell Publishers. Grades 9-12.

FACING HISTORY AND OURSELVES. HOLOCAUST AND HUMAN BEHAVIOR. Facing History and Ourselves National Foundation, Inc. Grades 9-12.

QUICKSAND AND PASSING, by Nella Larsen. Grade 12 African American Literature.

BLACK NO MORE, by George S. Schuyler. Grade 12 African American Literature.

STRANGE FRUIT, by Lillian Smith. Grade 12 African American Literature.

ON OUR WAY TO ENGLISH, Rigby Publishers. Grades K-3 English Language Development

THE LISTENING PROGRAM. Rocky Mountain Learning Systems. Special Education

EAROBICS LITERACY LAUNCH AND SPECIALIST/CLINICIAN SOFTWARE. Cognitive Concepts. Special Education

MASTERS EDITION SEQUENCE SERIES/MULTICULTURAL SERIES/SPANISH SERIES/PHONICS SERIES. Read Naturally. Special Education

EDMARK READING PROGRAM. Riverdeep. Special Education.

MULTIPLE SKILLS SERIES/SPECIFIC SKILLS SERIES/EXPRESSIVE WRITING. SRA., Special Education.

VISUALIZING AND VERBALIZING FOR LANGUAGE COMPREHENSION AND THINKING PROGRAM. Nanci Bell. Special Education.

PACE. PROCESSING AND COGNITIVE ENHANCEMENT. National Speech and Processing Skills. Special Education.

HANDWRITING WITHOUT TEARS TEACHER'S GUIDES. Handwriting Without Tears. Special Education.

READING AND WRITING. SRA. Special Education

DYNAMIC VISION TRAINING. Gemstone. Special Education

LEXIA CROSS-TRAINER: VISUAL-SPATIAL. Lexia Learning Systems, Inc. Special Education

CONNECTING MATH CONCEPTS. SRA. Special Education.

SAXON MATH, GRADES K-3. Saxon Publishers. Special Education.

TOUCHMATH. Innovative Learning Concepts. Special Education.

TO: BOARD OF EDUCATION BOARD MEMBER ITEM
06/24/04
FROM: MARIA LEON VAZQUEZ previously
6/14/04
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.

* * * * *

Public Comments

Margarita Gonzalez
Marlene Herrera
Maria N. Carrillo
Esperanza Caballero

(These parents addressed the Board regarding concerns about a separate house located at a separate site for "at risk" students. Some suggested that these students would be treated differently and would not be part of a traditional high school experience. They also raised concerns about continued behaviors of racism and discrimination against children of color by staff.

Harry Keiley thanked the parents for speaking out for their children. As president of the Union, he emphatically stated that the association would not be supportive of members whose conduct was unprofessional. He further stated that CTA is proud of its work on behalf of human rights and social justice.

Superintendent and Board Members thanked Ms. Leon-Vazquez for bringing this matter before the Board. There was consensus among the members of the Board that staff move ahead with a study.

ATTACHMENTS

RECOMMENDATION NO. A.3 - Attachment
Gifted and Talented Education Program

Santa Monica-Malibu Unified School District
Gifted and Talented Education (GATE) Plan

1: Program Design

1.1. The philosophy of the Santa Monica-Malibu Unified School District is gifted students possess unique characteristics, and it is the mission of the district to provide them with educational experiences that promote and support their maximum intellectual, artistic, social, and emotional development. The GATE program is designed to meet the needs of those students who demonstrate exceptional intellectual capability, are identified as gifted and/or exceed grade level expectations. Through differentiated instruction, GATE students have equal access to the core curriculum and opportunities to not only meet, but to exceed grade level standards. Program goals are:

- To develop a coordinated, well-defined district program that provides all GATE students with differentiated learning experiences that are challenging and self-generating, emphasizing higher level thinking skills including problem-solving and critical analysis, as well as leadership, improved communication and time management skills;
- To provide opportunities for developing social interaction skills and to enhance students' integration in socially diverse populations;
- To provide for effective parent education, participation and program planning;
- To provide program evaluation for effective accountability and decision-making.

The District GATE Plan, as approved by the local School Board, is accessible to parents and the community on the District web site, and in document form, in both Spanish and English.

An assessment of the resources available to the staff, parents and community at each site provides the basis of the plan for services offered to gifted students. Allocation of funds is based on the average daily attendance. The budget is developed, reviewed and adopted by the site governance council.

A GATE Parent/Teacher Committee supports the ongoing needs of the GATE program and is involved in designing and evaluating the program. The Committee has representation from all of the schools and consists of administrators, the GATE coordinator, teachers and parents. The Committee meets three times a year and, when writing the plan or a new survey, ad hoc committees may meet an additional two to five times. The Committee as a whole reviews and makes suggestions for the GATE Plan.

1.2. Administrative structures appropriate for gifted education are available to all GATE-identified students. Structures include differentiated instruction in regular classrooms or clusters. All GATE students have the opportunity to participate in the GATE program at their neighborhood schools.

The program for gifted students is an integral part of the school day. GATE students are provided differentiated curriculum, instruction and assignments in the regular classroom, or in part-time groupings.

The program, through differentiation of curriculum and instruction, ensures continuous progress. Throughout the instructional day, students experience intellectual peer interaction through cooperative learning experiences and opportunities for exchange of ideas. The program, in all settings, provides for flexible grouping in the classroom to meet student needs and abilities. Teachers' assessment of student mastery of core curriculum skills and knowledge guides the fluid structure of the classroom.

Although students are not formally identified until the end of third grade, K-3 students are served in the regular classroom in the belief that giftedness needs to be nurtured in all students.

1.3. The program is articulated with general education. State and district standards as well as district student progress reporting systems provide the common basis for consistency in instruction within the gifted program and with the general education program. Common core curriculum materials support this articulation. As classroom teachers meet for articulation purposes, they are encouraged to exchange practices that challenge and extend GATE students.

Teachers regularly access community agencies as resources for student projects and school programs. Parents are a vital source of experience, knowledge and support in the classrooms. The district coordinator, who has experience in and knowledge of gifted education, oversees the entire GATE program, and works very closely with staff from Educational Services to assure the integration of the needs of gifted students in general education staff development offered in the district.

2: Identification

2.1. The nomination/referral process is ongoing and includes students in grades 4-11 with monitoring of potentially gifted students in K-3. All children are eligible to be nominated regardless of socioeconomic, linguistic or cultural background, and/or disabilities. Consequently identification and qualification criteria that accommodate linguistic and or cultural factors are implemented. The nomination/referral process for GATE identification occurs on an annual basis.

Teachers refer students via a district Screening and Nomination form which includes a Learning/Behavior Characteristics Rating, an Environmental/Other Factors Rating and a comments section. Annually, teachers and counselors of grades four through eleven receive a nomination packet that includes extensive and explicit directions for the nomination process. Training in the identification process, specifically appropriate for administrators, teachers, and support personnel, is provided to ensure that all potential GATE students are nominated.

Students may be nominated for participation more than once and may be nominated on an annual basis. The District maintains data on nominees.

2.2. An assessment/identification process is in place to ensure that potentially gifted students are appropriately assessed for identification as gifted students.

The District has established and implements traditional and nontraditional modes of searching for gifted students. The District keeps apprised of current research to improve identification in a concerted effort to make the GATE population more reflective of the demographics of the District, and actively seeks referrals among underrepresented populations. District identification criteria are multiple and designed to seek out and identify students from every linguistic, socioeconomic and cultural background represented in the District, and include the following categories:

- **Intellectual Ability:** Classroom teacher (current or previous year) recommendation; a performance level of five on the California Standards Test (CST) in English Language Arts and Mathematics for two years.
- **High Achievement:** Classroom teacher (current or previous year) recommendation; a performance level of four or five on the California Standards Test (CST) in both English Language Arts and Mathematics for two or more consecutive years.
- **Specific Academic:** Classroom teacher (current or previous year) recommendation; a performance level of five on the California Standards Test (CST) in English Language Arts OR Math. Students must demonstrate outstanding school performance (in at least the top ten percent of their class) for the two most recent years as noted on report cards, school transcripts, or other school records in the specific academic area under consideration.
- **Fine and Performing Arts:** Student is recommended by an instructor or practitioner knowledgeable in the area of the arts in which the student excels. Student demonstrates extraordinary talent as exhibited by performance or portfolio, and evaluated by a panel of experts in the field.
- **Cultural/Economic/ Linguistic:** In an effort to increase the percentage of underrepresented students in the GATE learning experience, site administrators, in collaboration with teachers, select high-performing underrepresented students for participation on an annual basis. Based on the concept that outstanding talents are present in students from all cultural, economic, and/or linguistic groups, determination is made by the teacher and site administrator that there is a discrepancy between ability and performance on tests that is attributable to cultural, economic, or linguistic factors. Report cards and other data sources are used in the determination..

The district notifies principals of students' eligibility for placement in the program. Principals, in turn, notify teachers. The teachers use the list of eligible students as the basis for generating GATE referrals. Parents are notified by letter of their child's eligibility for the program within two weeks of final determination. They are given

information regarding the district appeal process at the beginning of each school year with test results.

Transfer students are considered in a timely manner for identification and placement. The district accepts identification from another district if the student previously has participated in a program; these students are placed in a GATE program shortly following enrollment.

2.3. Parents are provided information and orientation about student placement and participation options to ensure that student needs are met. With the notification of GATE identification of their child, parents receive a packet describing the GATE program. The packet includes a form for the parent to sign granting permission for program participation. Signed parent permission is kept on file at the district central offices. Upon parent request, the district provides identification information that the parent may take to a new school or district.

Participation in the program is based on the criteria of identification and is not dependent on the perception of a single teacher. Once identified, a student remains identified as a gifted student in the district.

3: Curriculum and Instruction

3.1. Each school site develops a plan for gifted education that is refined to reflect the unique characteristics of the school community while meeting the needs, interests and abilities of gifted students. The plan conforms to State standards and guidelines, district policy and the district general plan. Each school plan specifies how the core curriculum will be differentiated for GATE students, as well as site based enrichment activities.

Although the GATE program does not officially identify students until grade 4, the district recognizes the fact that there are students in grades K-3 whose achievement levels indicate the potential for giftedness. Services for these students are implemented in the regular classroom by the classroom teachers. For students demonstrating mastery of grade level standards at an accelerated rate, the teacher may use a variety of strategies such as:

- a projects approach, i.e., study of a topic in depth and
- opportunities for the students to choose independent, in-class activities including logic games or open-ended exploration.

The focus is on the quality of conceptual development and not on the quantity of work produced.

In grades 4 and 5, the program may be delivered in a cluster in the regular classroom, or partially through a grouping format outside of the regular classroom. The core curriculum is differentiated to provide the depth, complexity, novelty, and acceleration required by students who exceed State performance standards for mastery of the core curriculum. This may be accomplished by compacting the regular curriculum, thus creating time for students to expand ideas in the content areas or to explore areas of interest. Highly

capable students are pre-assessed to eliminate needless instruction about what they already know and instruction of what is not known is accelerated. This allows time for the generation of products commensurate with the students' abilities and interests that may expand and elaborate ideas within or beyond grade level content areas. The sites are cognizant of the need for articulation of the program across grade levels and provide a logical, appropriate progression of course content, skills and student products. The design of the program allows the students to experience various methods of instruction and learning including discussion and debate where ideas can be tested and refined, and individual, self-directed learning through which students can develop a spirit of inquiry leading to a lifetime of learning and exploring ideas. Throughout the program, students are afforded the opportunity to develop self-awareness and a positive self-concept as well as empathy and concern for others. Working collaboratively with others of varying ability levels also builds the concept of one's responsibility to society. GATE students also participate in site and District sponsored enrichment activities that deepen and extend their learning outside of the classroom.

Elementary students identified as gifted in music, may participate in the elementary honor orchestra, where they have the opportunity to play more complex works and perform in the district's annual Stairway to the Stars concerts.

GATE students in grades 6- 8, participate in accelerated math classes and receive differentiated instruction in other content areas, particularly Language Arts/ Humanities. In these classes instruction is differentiated to provide the depth, complexity, novelty, and acceleration that gifted students require.

Students in grades 9-12 have access to a wide variety of honors and advanced placement classes designed to challenge them intellectually. Among the **honors classes offered in district high schools are:** English 9 and 10, Algebra, Geometry, Intermediate Algebra, Pre-Calculus, Physical Science, Chemistry, Biology, Marine Biology, French, Japanese, and Political Science. **Advanced Placement courses offered include:** AP Studio Art, Art History, English, Spanish Language, Spanish Literature, Psychology, Statistics, US History, Government, Economics, Geometry, Intermediate Algebra, AB Calculus, BC Calculus, Biology, Chemistry, and Physics.

Additionally, students who qualify may avail themselves of special arrangements that the district has with Pepperdine University and Santa Monica Community College, both of which are in the District's attendance area. Through this arrangement students may participate in some classes offered at the college campuses while still enrolled in the school district.

The district offers at all middle and high school sites advanced vocal groups, and instrumental bands and orchestras, for students who are musically gifted. These performing groups allow students to study and perform extremely complicated and challenging pieces, as well as extend their understanding of music theory and composition.

3.2. The differentiated curriculum is accessed by gifted students through appropriate structures and resources. The program for gifted students is a regular, integral part of the entire school experience of the student. Providing for learning and instruction in a variety of settings such as teacher or student directed instruction in large, small, homogeneous or heterogeneous groups and independent study is recognized as essential. The teacher may employ instructional techniques such as tiered assignments, interest grouping, skill-level grouping, or grouping by learning style preference depending on the makeup of the class or need based on the program design.

Learning is encouraged and enhanced through student access to instructional tools necessary for successful intellectual pursuit. The school library/media center and resources secured with GATE funding provide printed and non-printed materials offering more breadth and depth to areas of study for the gifted learner. The differentiated curriculum is supported by the use of technology including Hyperstudio, PowerPoint, word-processing, the Internet etc.

4: Social and Emotional Development

4.1. Teachers, counselors, parents, and administrators receive information and training about the characteristics and the related social and emotional development of gifted learners. The district is committed to addressing this aspect of giftedness each year in a variety of ways in an ongoing effort to increase awareness and skills of all school professionals and parents associated with the education and social and emotional development of gifted children. The California Association for the Gifted is a continuing source of information and resources through their publications and training opportunities. As funds permit, teachers and parents attend conferences and workshops sponsored by CAG. The district communicates about programs offered by Professional Advocates for Gifted Education (PAGE) which may address the topic at its monthly meetings and frequently sponsors speakers on the subject. The district makes an effort to arrange one major parent/teacher event each year that addresses the topic, and it informs teachers and parents, through newsletters and other announcements, about meetings where pertinent topics are discussed. A district GATE library contains relevant titles for students, parents and teachers.

Gifted students are provided career and college information and support as they develop their unique strengths and interests. Parental and community resources are used to enhance students' knowledge of career opportunities.

4.2. Teachers are trained to recognize symptoms of at-risk behavior in gifted Students and to refer them to appropriate school personnel. As part of the ongoing educational program, teachers and parents receive training regarding appropriate responses and interventions to at-risk behavior. The District recognizes the importance of teacher training concerning the emotional and social development of the gifted.

Counselors and administrators make referrals to internal or community-based organizations with which the District contracts, as needed. Teachers, parents and counselors work together to implement intervention strategies that may involve the home and the school.

Gifted students considered at-risk and/or under-achieving are not dropped from gifted programs because of related problems. They receive the same counseling and support services as general education at-risk students.

5: Professional Development

5.1. The District provides professional development opportunities related to gifted learners based on an annual needs assessment survey. Specifically, the survey asks teachers to respond to needs regarding identifying characteristics of gifted learners, meeting the social/emotional needs of gifted students, and differentiating instruction including professional development for teachers on classroom activities that are open-ended and independent.

The District has a focus for each year's GATE professional development based on expressed needs of teachers, administrators and parents. The 2004-2005 foci, based on '04 fall survey results, will be one or more of the following: differentiating instruction, the social and emotional development of gifted learners, recognizing characteristics of giftedness, and/or the District GATE identification policy.

Professional development needs of staff will be met in the following ways as budget permits and sites decide:

- Participation in local GATE workshops sponsored by PAGE, as budget permits;
- Review/discussion of videos on GATE from the Association for Supervision and Curriculum Development (ASCD);
- Attendance at District after-school articulation meetings (at least two per year) by teachers on a voluntary basis for collegial support;
- Attendance of the CAG conference by teachers of GATE students and site administrators to prepare teachers to differentiate curriculum for gifted and talented pupils and to improve knowledge of GATE identification;
- Purchase of GATE publication/resources each year with District GATE funds to expand the District GATE resource library.

Following each workshop and at the end of the school year, an evaluation of professional development opportunities is conducted to determine effectiveness. The results, in combination with the annual needs assessment, are used to make decisions for future professional development opportunities.

Individuals selected to conduct inservice for teachers of gifted students have recognized knowledge or expertise in the area of gifted education. The district promotes the concept

of teacher-to-teacher professional development in addition to contracting experts to conduct inservices. This includes applying the training-of-trainers model of inservice.

5.2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training to some extent. A concerted effort is made to make teachers and administrators aware of professional development opportunities offered by outside organizations concerned with GATE including, CAG and PAGE.

The District's Director of Student and Family Support Services coordinates the program. The Director has knowledge of gifted instruction and takes advantage of opportunities to update and extend knowledge and skills in order offer effective leadership for the program.

Administrators, support staff, and counselors, as funding permits, participate in professional development offerings designed to relate specifically to their roles and responsibilities in the GATE program. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted learners.

6: Parent and Community Involvement

6.1 Each fall, a letter describing the qualifying criteria, identification procedure and the programs for identified GATE students is sent to each family with children in grades 4-11. Translations are provided in a continuing effort to qualify underrepresented populations. Additionally, simultaneous translation is provided for limited English speaking GATE parents at all meetings so that they may have an equal opportunity to participate. Both the district's GATE coordinator, and office support staff are bilingual in Spanish, and easily communicate with Spanish dominant GATE parents. Parents are invited to seek additional information, if needed, from the classroom teacher, school office or District office. The district and schools provide periodic updates about programs offered by the district through district and site GATE Parent/Teacher Committee meetings, site and classroom newsletters and conferences.

Parents are involved in the planning and evaluation of the GATE program. Feedback from an annual program evaluation survey, distributed to all parents whose children are enrolled in the program, provides a gauge of the success of the program and information for change and refinement. The district's state application plan is online, and is also available in document form in English and Spanish to parents and the community upon request.

Progress, achievements and products of gifted students are shared with parents through conferences, newsletters, and special presentations and programs. Parents are encouraged to be active partners with the school in the education of their children. Parents and community members are recruited to share specific talents related to the curriculum as

well as to volunteer as helpers in the classrooms. Some sites have ongoing partnerships with business and community organizations.

6.2. Parents participate in the District GATE Parent/Teacher Committee. The Committee meets three times a school year and subcommittees may convene as needed. The Committee is composed of parent and teacher representatives from each school; one kindergarten, grade one, grade two, or grade three district-wide teacher representative; and the District GATE coordinator. Site administrators are encouraged to participate. The meetings are open to all.

The role of this Committee is to encourage dialogue between staff and parents to improve current GATE programs and to make recommendations to program administrators about applications, plans and budgets on an annual basis.

Parents make suggestions of topics for presentations at upcoming meetings. Some meetings include a prepared talk and discussion of current research and issues such as the emotional and social development of the gifted and differentiating instruction. Parents are apprised of current literature in the field, encouraged to use the District GATE library and offered handouts on topics of interest. The District informs parents of conferences and programs offered by the California Association for the Gifted and PAGE. As funds permit, experts in the field are sought out to address all interested parents and staff. Ideas for accommodations to increase representation and participation of underrepresented populations, such as evening meetings, are actively sought and implemented.

7: Program Assessment

7.1. The District provides valid student and GATE program assessments. The Director of Student and Family Support Services, who coordinates the review of the program, is knowledgeable of current GATE philosophy, practice and evaluation. The Director will work in conjunction with the district's Director of Assessment and Professional Development to utilize available data for program evaluation. Consideration is given to suggestions from various sources including teachers, site administrators, parents and the Coordinated Compliance Review Team. A variety of delivery systems operate throughout the district, but monitoring by the site administrator, with input from teachers and parents, ensure that the program's design is sound.

The structure of the learning environment, although somewhat varied from site to site, is designed to meet the needs of gifted students. An emphasis on differentiation of the curriculum as the delivery model is the means through which the needs of gifted students are met regardless of the classroom configuration at the site. Lesson plans, student products, and ongoing formal and informal oral and written assessments are evidence of how well the program is meeting the needs of the students. Portfolios are used to compile evidence of student achievement over time that can be shared with parents and reviewers of the program. Rubrics inform students of what is expected and are effective tools for assessing student products in all disciplines, especially writing and special projects in

history/social science and science. Student success informs instruction and adjustments are made throughout the year based on student need.

District and site administrators and teachers review disaggregated GATE student CAT 6 and California Standards Test scores to determine program component effectiveness. Appropriate program modifications are made, as necessary. Special attention is paid to gifted English Learners to ensure that their needs are being met in the gifted programs.

The district and sites are especially responsive to parent satisfaction indicators in making decisions about programs and program revisions. Informal and formal feedback through yearly surveys are important links to families who want to keep the schools informed of their expectations and their child's needs. Results of all program evaluations are available upon request and outcomes influence decisions for the design and content of programs at the sites.

Santa Monica High School
Athletic Department
Parent Survey Results

March 10, 2004

1

*Santa Monica High School
Athletic Department Parents Survey*

- Parents of SAMO athletes completed surveys at January 13, 2004 PTSA meeting that focused on the Santa Monica High School Athletic Department.
- 125 Santa Monica High School student athletes are reflected in the survey results.
- The presented results are for the *entire* program
- There was great variation in the results on a program by program basis. For example, cross country was rated very differently by parents than basketball or soccer

2

*The Selection Process to Participate
On SAMOHI Athletic Teams*

- How well were tryouts publicized?
 - Very Well: 38%
 - OK: 46%
 - Not very well: 16%
- The selection process was:
 - Fair: 52
 - Somewhat Fair: 28%
 - Not at all Fair: 20%

3

Themes for Open-Ended Parent Responses for the Issue of Selection Process to Participate

• Positive Themes

- Team had extended inter-squad competitions with independent judges for selection to make it fair
- For the most part, those who wanted to participate were allowed on the team. All comers are welcome
- Athletes knew what they needed to do to make the team

4

Themes for Open-Ended Parent Responses for the Issue of Selection Process to Participate (cont.)

• Negative Themes

- Public humiliation being dismissed in front of entire team
- Too much emphasis on past club team participation rather than athletic skill level
- Teams are predetermined and made up prior to tryouts
- Selection is based on parent or athlete knowing coach
- There are no apparent selection criteria
- Players from other sports are discriminate against in participating in a vis-out sport
- Try out period too short so that athletes are not properly looked at
- Too subjective

5

Team Practices and Pre-Season Conditioning

How accommodating were coaches in excusing participation in team practice due to family commitment, injury, illness, etc?

- Excellent: 25%
- Good: 33%
- Needs Improvement: 42%

Did team practices end at the scheduled time?

- Yes: 31%
- Usually: 49%
- Never: 20%

Did your son or daughter ever see an athletic trainer?

- Yes: 20%
- No: 74%
- I don't know: 6%

6

Themes for Open-Ended Parent Responses for the Issue of Team Practices and Pre-Season Conditioning

- Positive themes
 - Coach is flexible with practices and understanding special demands of school

Themes for Open-Ended Parent Responses for the Issue of Team Practices and Pre-Season Conditioning

- Negative themes.
 - Kids are kicked off the team for missing a practice
 - Not enough down time for training
 - Injuries are not dealt with in a formal or correct manner
 - Inflexible about family or other school commitments (i.e., bands)
 - Practices need to end on time
 - Trainers are available in some sports and not others
 - Teams do not need to practice four hours a day. This is not efficient nor good for the athlete
 - Coaches do not have first aid skills

The Coaching of SAMOHI Athletic Teams

- How would you rate the coaching of your child's team?
 - Excellent: 14%
 - Good: 20%
 - Needs improvement: 66%
- How would you rate the communication between coaches and parents?
 - Excellent: 19%
 - Good: 29%
 - Needs improvement: 52%

The Coaching of SAMOHI Athletic Teams

• How would you rate the communication between coaching staff and athletes?

- Excellent 19%
- Good 29%
- Needs improvement 52%

• How would you rate the expertise of the coaching staff in your specific sport?

- Excellent 24%
- Good 37%
- Needs improvement 39%

• If your athlete was injured how would you rate the emergency response of the staff and followup?

- Excellent 21%
- Good 33%
- Needs improvement 46%

10

Themes for Open-Ended Parent Responses for the Issue of Coaching

• Positive Themes.

- Coach is very friendly and positive
- Coach understood that there is more than competition involved in success with SAMO athletics
- Coach was great at making the athlete feel part of a team
- Coaches made it a positive experience

11

Themes for Open-Ended Parent Responses for the Issue of Coaching (cont.)

• Negative Themes

- Coaches are punitive
- Coaches do not treat athletes with respect
- Coaches do not have appropriate expertise, training, and background to be coaching
- Coaches lack understanding of psychological/emotional needs of the athletes
- Coaches need to be credentialled
- Coaches lack gender specific prior experience
- Somebody needs to supervise coaches. Right now they are unaccountable to anyone
- Need independent person to mediate conflicts, eg. Athletic Director
- Parents feel excluded from the program

12

Themes for Open-Ended Parent Responses for the Issue of Coaching (cont.)

• Negative Themes:

- Trainers not available at games
- Coaches have poor communication skills
- Coaches make no effort to help college referrals for athletes
- Coaches do not return phone calls/emails
- Coaches need to be fair
- Coaches do not have ability to work with athletes at different levels
- Coaches are arbitrary or play favorites in assigning playing time
- Coaches do not allow any parent input
- First Aid kits needed at practices and games

Team Participation and School Academics

• How did team participation impact on your child's academic performance?

- It helped performance: 20%
- It made no difference: 56%
- It hurt performance: 24%

• How understanding were coaches when a student needed to miss a practice or game due to academic needs?

- Very understanding: 14%
- Understanding: 45%
- Not understanding: 41%

Themes for Open-Ended Parent Responses for the Issue of Team Participation and Academics

• Positive Themes:

- Diligence in classroom reinforced by coach

Themes for Open-Ended Parent Responses for the Issue of Team Participation and Academics (cont.)

• Negative Themes.

- Missing 5th period for away games is a hardship
- Some SAMO teachers punish kids for missing class.
- Coaches do not understand the academic needs and demands of students
- Program destroyed self-confidence and led to poor academic performance.
- Finals schedules are not considered with scheduling of games and practices.

16

Athletics Fundraising

• Do you currently participate in fundraising activities for the individual team or the Athletic Program?

- Yes: 65%
- No: 35%

• Do you understand the goals and fundraising expectations?

- Clear: 40%
- Somewhat clear: 22%
- Unclear: 38%

17

Themes for Open-Ended Parent Responses for the Issue of Athletic Fundraising

• Positive Themes

- No comments submitted

• Negative Themes:

- There is less fundraising for girls than for boys
- Coaches discourage fundraising
- There are not clear fundraising goals and expectations
- There is less funding for some sports than for others.
- Athletic programs need more financial support

18

Summary of Themes from Parent Surveys for Santa Monica High School Athletic Department

- Need to increase expertise of coaches
- Need to increase training of coaches
- Need to increase supervision of coaches
- Need to follow guidelines of CIF Blue Book for the policies and procedures of the SAMO Athletic Program
- Coaches need better communication skills
- Accurate communication of game schedules and locations should be provided.
- Gender equity issues need to be addressed in the athletic program
- Athletic Trainers are needed for all sports for athletic safety.
- SAMO Athletic programs need increased financial support
- Need to work with 3rd period classes for athletes to coordinate academic performance
- SAMO needs to work harder at increasing spirit and attendance at athletic events.

Next Step Recommendations from Parent Survey Responses

- Select a full time Athletic Director with the supervisory skills to hold all individual coaches accountable.
- SAMO Administration needs to support athletic programs
- Establish written policy and procedures for the SAMO Athletic Department to improve communication and accountability
- All SAMO coaches need appropriate credentials, with documented expertise in their area.
- A full time Athletic Trainer is necessary for the program.

Santa Monica High School Athletics Survey

Santa Monica High School has a long, and distinguished history of providing participation on athletic teams as a valuable part of a student's high school experience. The purpose of the following survey is to gather perceptions from students on their athletic experience at Samohi. Results from this survey will be compiled, and shared. *Your participation is entirely anonymous.*

Please take a few minutes to complete this survey.

I. BACKGROUND QUESTIONS

Please fill in the appropriate background information. Note that this background section is for students who have ever participated or tried out for teams at Samohi.

1. Gender of student

- Male Female

2. How many years on a team?

- 1 2 3 4

3. How many different sports have you been involved with at Samohi?

- 1 2 3 4 5 6 7 8

4. Are you *currently* participating on an athletic team?

- Yes No If not, why? _____

5. What team(s) have you participated on (check all that apply):

- | | | | |
|--|--|---|---|
| <u>Fall</u> | <u>Winter</u> | <u>Spring</u> | <u>Club Teams</u> |
| <input type="checkbox"/> Cross Country | <input type="checkbox"/> Basketball | <input type="checkbox"/> Baseball | <input type="checkbox"/> Crew (Rowing) |
| <input type="checkbox"/> Football | <input type="checkbox"/> Soccer | <input type="checkbox"/> Golf, Boys | <input type="checkbox"/> Fencing |
| <input type="checkbox"/> Golf, Girls | <input type="checkbox"/> Water Polo, Girls | <input type="checkbox"/> Softball | <input type="checkbox"/> Hockey, Roller & Ice |
| <input type="checkbox"/> Pep Squad (year long) | <input type="checkbox"/> Wrestling | <input type="checkbox"/> Swimming | <input type="checkbox"/> Surfing |
| <input type="checkbox"/> Tennis, Girls | | <input type="checkbox"/> Tennis, Boys | |
| <input type="checkbox"/> Volleyball, Girls | | <input type="checkbox"/> Track | |
| <input type="checkbox"/> Water Polo, Boys | | <input type="checkbox"/> Volleyball, Boys | |

II. THE SELECTION PROCESS TO PARTICIPATE ON SAMOHI ATHLETIC TEAMS

1. How well was the time and date of team tryouts publicized?

- Very Well Okay Not very well

How did you find out about tryouts? _____

2. The selection process for Samohi athletic teams was:

- Fair Somewhat fair Not fair, why? _____

3. How were you informed that you did, or did not, make the athletic team?

- The team coach told them A team list was posted Other _____

4. Please comment regarding the team selection process.

III. TEAM PARTICIPATION

The following questions all relate to the experience of participating on a Samohi Athletic Team.

A. Team Practices and Pre-Season Team Conditioning

1. How accommodating were coaches in excusing participation in team practice or pre-season conditioning due to family commitment, injury, illness, or other explanation?

Excellent Good Needs Improvement

2. Did team practices end at the scheduled time?

Yes Usually Never

3. Did you ever see the athletic trainer about an injury related to sports?

Yes No

4. Comments _____

B. Coaching

1. How would you rate the coaching of your Samohi team?

Excellent Good Needs Improvement Comments _____

2. How would you rate the communication between the coaching staff and athletes?

Excellent Good Needs Improvement, how? _____

3. How would you rate the expertise of coaching staff in your specific sport?

Excellent Good Needs Improvement Comments _____

4. If you were injured, how would you rate the emergency response of the staff and the follow up?

Excellent Good Needs Improvement

C. Team Participation and School Academics

1. How did team participation impact your academic performance?

It helped performance It made no difference It hurt performance, why? _____

2. How understanding were coaches when a student athlete needed to miss a practice or game due to academic needs?

Very understanding Understanding Not understanding

3. Comments _____

D. Athletics Fundraising

1. Do you currently participate in fundraising activities for the individual team or the Athletic program?

- Yes No

2. Do you understand the goals and fundraising expectations?

- Clear Somewhat clear Unclear

IV. CONCLUSION

1. What have been your best experiences with Samohi Athletics?

2. What might be done to improve your athletic experience in Santa Monica High School?

Your comments are helpful and most welcome. Thank you for taking the time to complete this survey!

Santa Monica High School Athletics Survey

Santa Monica High School has a long, and distinguished history of providing participation on athletic teams as a valuable part of a student's high school experience. The purpose of the following survey is to gather perceptions from parents and students on their athletic experience at Samohi. Results from this survey will be compiled, and shared. *Your participation is entirely anonymous.* Please fill in a separate survey for each child who has been involved with the Samohi Athletic Program (one per team).

Please take a few minutes to complete this survey.

I. BACKGROUND QUESTIONS

Please fill in the appropriate background information. Note that this background section is for parents of children who have ever participated or tried out for teams at Samohi.

1. Gender of student

- Male Female

2. How many years on a team?

- 1 2 3 4

3. How many different sports has your child been involved with at Samohi?

- 1 2 3 4 Other _____

4. Is your child *currently* participating on an athletic team?

- Yes No If not, why? _____

5. What team(s) has your son or daughter participated on (check all that apply):

- | | | | |
|---|---|---|--|
| <p><u>Fall</u></p> <input type="checkbox"/> Cross Country
<input type="checkbox"/> Football
<input type="checkbox"/> Golf, Girls
<input type="checkbox"/> Pep Squad (year long)
<input type="checkbox"/> Tennis, Girls
<input type="checkbox"/> Volleyball, Girls
<input type="checkbox"/> Water Polo, Boys | <p><u>Winter</u></p> <input type="checkbox"/> Basketball
<input type="checkbox"/> Soccer
<input type="checkbox"/> Water Polo, Girls
<input type="checkbox"/> Wrestling | <p><u>Spring</u></p> <input type="checkbox"/> Baseball
<input type="checkbox"/> Golf, Boys
<input type="checkbox"/> Softball
<input type="checkbox"/> Swimming
<input type="checkbox"/> Tennis, Boys
<input type="checkbox"/> Track
<input type="checkbox"/> Volleyball, Boys | <p><u>Club Teams</u></p> <input type="checkbox"/> Crew (Rowing)
<input type="checkbox"/> Fencing
<input type="checkbox"/> Hockey, Roller & Ice
<input type="checkbox"/> Surfing |
|---|---|---|--|

II. THE SELECTION PROCESS TO PARTICIPATE ON SAMOHI ATHLETIC TEAMS

1. How well was the time and date of team tryouts publicized for your child?

- Very Well Okay Not very well

2. The selection process for Samohi athletic teams was:

- Fair Somewhat fair Not at all fair, why? _____

3. How was your son or daughter informed that they did, or did not, make the athletic team?

- The team coach told them A team list was posted Other

4. Please comment regarding the team selection process.

III. TEAM PARTICIPATION

The following questions all relate to the experience of participating on a Samoan Athletic Team.

A. Team Practices and Pre-Season Team Conditioning

1. How accommodating were coaches in excusing participation in team practice or pre-season conditioning due to family commitment, injury, illness, or other explanation?

Excellent Good Needs Improvement

2. Did team practices end at the scheduled time?

Yes Usually Never

3. Did your son or daughter ever see the athletic trainer about an injury related to sports?

Yes No I don't know

4. Comments _____

B. Coaching

1. How would you rate the coaching of your child's Samoan team?

Excellent Good Needs Improvement Comments _____

2. How would you rate the communication between the coaching staff and parents?

Excellent Good Needs Improvement How was it done? _____

3. How would you rate the communication between the coaching staff and athletes?

Excellent Good Needs Improvement, how? _____

4. How would you rate the expertise of coaching staff in your specific sport?

Excellent Good Needs Improvement Comments _____

5. If your athlete was injured, how would you rate the emergency response of the staff and the follow up?

Excellent Good Needs Improvement

6. Comments _____

C. Team Participation and School Academics

1. How did team participation impact on your child's academic performance?

It helped performance It made no difference It hurt performance, why? _____

2. How understanding were coaches when a student athlete needed to miss a practice or game due to academic needs?

Very understanding Understanding Not understanding

3. Comments _____

D. Athletics Fundraising

1. Do you currently participate in fundraising activities for the individual team or the Athletic program?

- Yes No

2. Do you understand the goals and fundraising expectations?

- Clear Somewhat clear Unclear

E. Parent Involvement

1. What do you think a parent's responsibility is to your athlete and the athletics program?

2. How can parents support Samohi Athletics?

IV. CONCLUSION

1. What have been your child's best experiences with Samohi Athletics?

2. What might be done to improve your child's athletic experience in Santa Monica High School?

Your comments are helpful and most welcome. Thank you for taking the time to complete this survey!

SANTA MONICA MALIBU USD 2004-2005 FINAL BUDGET



Santa Monica
Malibu Schools

PREPARED BY
BUSINESS AND FISCAL SERVICES
JUNE 24, 2004

BUDGET ASSUMPTIONS REVENUES

- Projected P2 ADA 12,188
- Revenue Limit statutory COLA 2.41%
- Revenue Limit increase \$117/ADA
- Base Revenue Limit \$5,108.84/ADA
- Revenue Limit Deficit Factor 2.14%
- No Equalization Aid
- Supplemental Instructional Programs hourly rate \$3.53

BUDGET ASSUMPTIONS REVENUES

- K-3 Class Size Reduction \$928 per pupil
- 9 Grade Class Size Reduction \$180 per pupil.
- Lottery Revenues
- Unrestricted \$109.5 per ADA
- Restricted \$11.5 per ADA
- Projected Deferred Maintenance Revenue \$400,000
- Other Unrestricted State Revenues
- STAR \$24,700
- Staff Dev. And Buy Back \$394,576
- Special Ed Mandated Settlement \$52,000

BUDGET ASSUMPTIONS REVENUES

Categorical Programs:

Federal – No COLA

Drug Free School – 10% cut

State – 2.41% COLA applied to

Economic Impact Aid

School Improvement

Transportation

GATE

10th Grade Counseling

CalSafe

Special Education – 2.41%

\$537.43/ADA

BUDGET ASSUMPTIONS REVENUES

◆ Local Parcel Taxes

MEASURE Y: \$3,452,633

\$106.52 per parcel
(2.3% CPI applied)

MEASURE S: \$6,581,925

\$225 per parcel

◆ Lease Revenues

Doubletree Hotel: \$508,984

SMCC /Madison : \$800,000

Other Leases : \$105,963

BUDGET ASSUMPTIONS REVENUES

■ City of Santa Monica	\$6,000,000
Unrestricted:	\$5,159,652
Multicultural Program:	\$500,000
Alliance:	\$290,348
ENLACE:	\$50,000
■ City of Malibu	\$290,105
General Contribution:	\$155,000
Joint Use Agreement:	\$135,105

BUDGET ASSUMPTIONS REVENUE

■ Saint John's Hospital	
Infant family & Support	\$256,700
Nurse Program:	\$126,174
Health Champion:	\$ 80,000
High School Athletic:	\$ 15,000
Total:	\$477,874

BUDGET ASSUMPTIONS EXPENDITURES

- Layoff 28.5 FTEs teaching position
- 4 FTEs – Elementary Schools
- 24.5 FTEs – Secondary Schools
- A 1% salary increase and step/ column increases have been included.
- Add 5 new Computer Technicians in 04-05 are funded by PTA.
- Projected a 15% increase in Health and Welfare from Jan. 2005

BUDGET ASSUMPTIONS EXPENDITURES

■ The Rate of Statutory Benefits are:

STRS - 8.25%

PERS - 9.95%

OASDI - 6.20%

MEDICARE - 1.45%

SUI - 0.65%

W/C - 3.00%

BUDGET ASSUMPTIONS EXPENDITURES

- **Formula Money Allocation:**

K-5 \$36.48 per pupil

6-8 \$46.30 per pupil

9-12 \$76.09 per pupil

Part of Formula money is funded by Lottery Instructional Materials.

(\$12/K-5,\$24/6-8, and \$36/9-12)

- **Extra Duty Units (EDUs) and Athletic transportation have been budgeted at same level as 03-04 school year.**

BUDGET ASSUMPTIONS EXPENDITURES

- All capital expenditure budgets have been eliminated.
- A budgeted \$60,000 debt services payment on the 20-year COPs issued to fund a portion of Santa Monica High School Phase III in the Capital Facilities Fund (Fund 25).
- Due to our participation in the State's School Modernization Program, we are required to budget 3% of the General Fund unrestricted budget for facility maintenance.
- A \$400,000 matching contribution to Deferred Maintenance Fund (Fund 40) has been budgeted.

BUDGET ASSUMPTIONS EXPENDITURES

■ Retiree Benefits	
45% RIP :	\$114,599
SRP:	\$224,000
STRS Golden Handshake:	\$330,952
Health Benefits:	\$340,300
Total	\$1,009,851

BALANCED BUDGET

Budget adjustments make for a balanced budget after June 14

Board Meeting

0.8 FTE Special Ed. Teacher –Non Serve Reduction \$ 66,823

1.0 FTE Special Ed. Teacher –Preschool Reduction \$ 71,902

9.0 FTE Computer Technician Reduction \$406,253

(5 FTEs are funded by PTA)

Special Ed –Legal Fee Reduction \$100,000

Hi Place Survey Assessment Reduction \$131,000

Total \$775,977

BUDGET ASSUMPTIONS TRANSFERS

- Indirect Rates: 7.92%
- Categorical: 5.59%
- Adult Ed: 5.60%
- Food Services: 5.60%

BUDGET ASSUMPTION TRANSFERS

■ Local General Fund Contribution (LGFC)	
Special Ed – IDEA Basic	\$ 18,755
Special Ed –Preschool	6,706
Special Ed –Preschool Local	23,998
Special Ed –Early Intervention	7,127
Special Ed	9,553,274
National Board Certification	175,825
Transportation –Regular	39,027
Special ED	405,124
Maintenance	2,171,736
Alliance –City of SM	290,348
Multicultural –City of SM	500,000
ENLACE –City of SM	50,000
ROP	8,700

TOTAL CONTRIBUTION: \$13,250,621

BUDGET ASSUMPTIONS RESERVE

- Provisions have been made to budget 1.5% for the Reserve for Economic Uncertainties as required by State Statute. We are currently using a flexibility item which reduces the reserve requirement for this year. For 05-06 fiscal year, the Reserve for Economic Uncertainties will return to 3% of the expenditure budget.

ENROLLMENT PROJECTION

PROJECTED ENROLLMENT STAFFING

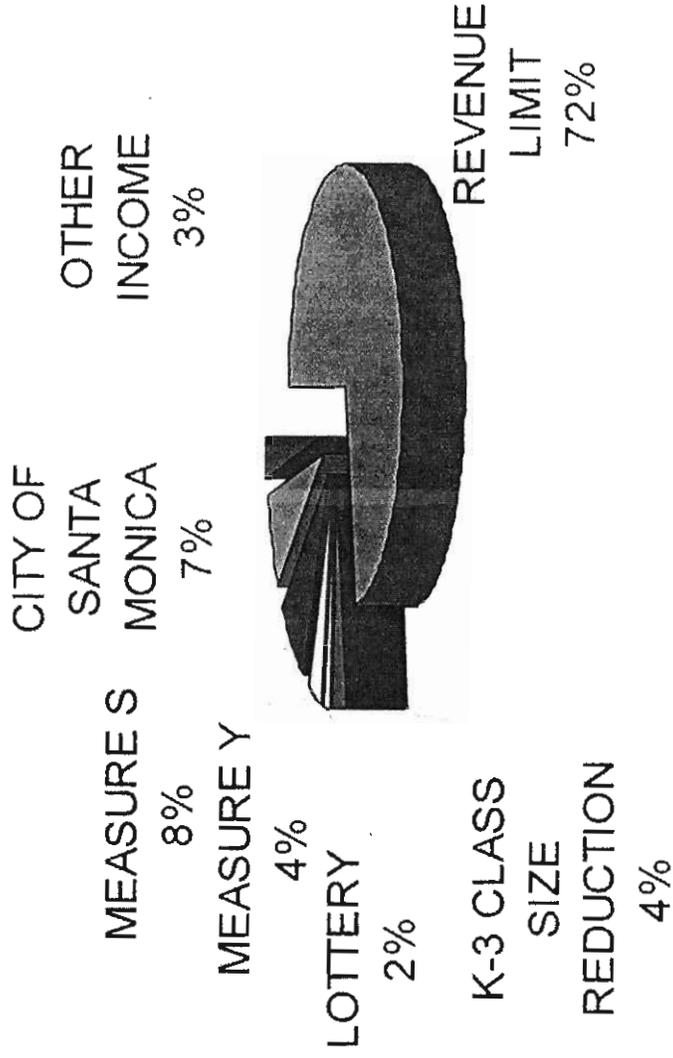
ELEMENTARY	2003-2004			2003-2004			2004-2005			INCR/ DECR FTES
	2003-2004 PROJECTED	2003-2004 ACTUAL	BASE FTES	ACTUAL FTES	PROJECTED					
					K-3	4-5	TOTAL			
EDISON	419	415	21	20	298	134	432	20	0	
FRANKLIN	746	776	35	35	496	254	750	34	-1	
GRANT	648	637	29	29	434	215	649	29	0	
MCKINLEY	399	412	19	19	250	137	387	18	-1	
JOHN MUIR	301	329	15	15	227	99	326	15	0	
ROGERS	599	663	30	30	428	220	648	29	-1	
ROOSEVELT	722	768	33	35	494	261	755	34	-1	
WEBSTER	439	448	20	20	315	135	450	20	0	
CABRILLO	275	307	14	15	208	107	315	15	0	
PT DUME	322	328	15	15	201	119	320	15	0	
SMASH K-5	121	127	6	6	80	43	123	6	0	
TOTAL	4991	5210	237	239	3431	1724	5155	235	-4	

SECONDARY SCHOOLS	2003-2004			2004-2005			INCR/ DECR FTES
	ACTUAL ENROLL	BASE FTE	ADD-ON	TOTAL FTES	PROJECTE		
					PROJ. ENROLL	FTE	
ADAMS 6-8	1150	46	5.8	51.8	1084	47	-4.8
LINCOLN 6-8	1304	52	3.2	55.2	1220	50.2	-5
SMASH 6-8	47	2.5	0	2.5	67	2.5	0
MALIBU 6-12	1182	51.2	0.8	52.6	1301	48.6	-4
SAMOHI 9-12	3246	131.2	0.8	132	3396	121.3	-10.7
OLYMPIC 9-12	105	5	0.4	5.4	132	5.4	0
TOTAL	7034	287.9	11	299.5	7200	275	-24.5

UNRESTRICTED REVENUE

UNRESTRICTED REVENUES	2003-2004	2004-2005
	EST. ACTUALS	FINAL BUDGET
REVENUE LIMIT	58,345,819	60,430,741
CLASS SIZE REDUCTION K-3	3,073,152	3,073,152
CLASS SIZE REDUCTION 9-12	360,000	360,196
LOTTERY	1,353,469	1,346,774
OTHER FEDERAL REVENUE	149,391	-
OTHER STATE REVENUE	471,605	471,605
PARCEL TAX -MEASURE Y	3,375,166	3,452,633
PARCEL TAX -MEASURE S	6,581,925	6,581,925
LEASE AND RENTAL	1,409,598	1,414,947
CITY OF SANTA MONICA	5,558,719	6,000,000
CITY OF MALIBU	390,105	290,105
INTEREST	120,000	120,000
OTHER LOCAL INCOME	338,000	344,174
TOTAL UNRESTRICTED REVENUES:	81,526,949	83,886,252
INTERFUND TRANSFER	20,000	620,000
LOCAL GENERAL FUND CONTRIBUTION	(11,419,092)	(13,250,621)
TOTAL AFTER TRANSFERS:	70,127,857	71,255,631

04-05 UNRESTRICTED REVENUE



- K-3 CLASS SIZE REDUCTION
- MEASURE Y
- ▣ CITY OF SANTA MONICA

- ▣ REVENUE LIMIT
- LOTTERY
- MEASURE S
- OTHER INCOME

CATEGORICAL REVENUES

	2003-2004	2004-2005
FEDERAL PROGRAMS		
TITLE I	1,116,267	1,116,267
TITLE II	416,660	416,660
TITLE III	163,091	164,625
TITLE IV	68,617	61,755
TITLE V	43,964	43,964
VOCATIONAL -CARL PERKINS	51,331	51,331
SMALLER LERARNING COMMUNITIES	166,666	166,666
MEDCARE REIM.	260,000	220,000
SP. ED. IDEA	1,739,306	2,022,123
SP. ED. WORKABILITY	56,114	56,114
DEPT. REHAB. TPP	131,377	131,377
TOTAL FEDERAL REVENUES	4,213,393	4,450,882
STATE PROGRAMS		
SPECIAL ED MASTERPLAN	6,413,568	6,550,197
GIFTED AND TALENTED PUPILS (GATE)	94,970	94,259
HOME TO SCHOOL TRANSPORTATION	398,920	431,746
SCHOOL IMPROVEMENT	668,691	668,691
ECONOMIC IMPACT AID	428,133	428,133
SPECIAL ED TRANSPORTATION	369,300	399,013
LOTTERY -INSTRUCTIONAL MATERIALS	142,498	152,350
INSTUCTIONAL MATERIALS	348,000	346,734
PEER ASSISTANCE AND	41,056	44,552
BEGINNING TEACHER SUPPORT (BTSA)	172,150	137,720
10 GRADE COUNSELING	29,502	26,744
TUBACCO USE PREVENTED (TUPE)	21,251	19,125
SCHOOL SAFETY	181,000	182,405
TOTAL STATE REVENUES	9,309,039	9,481,669

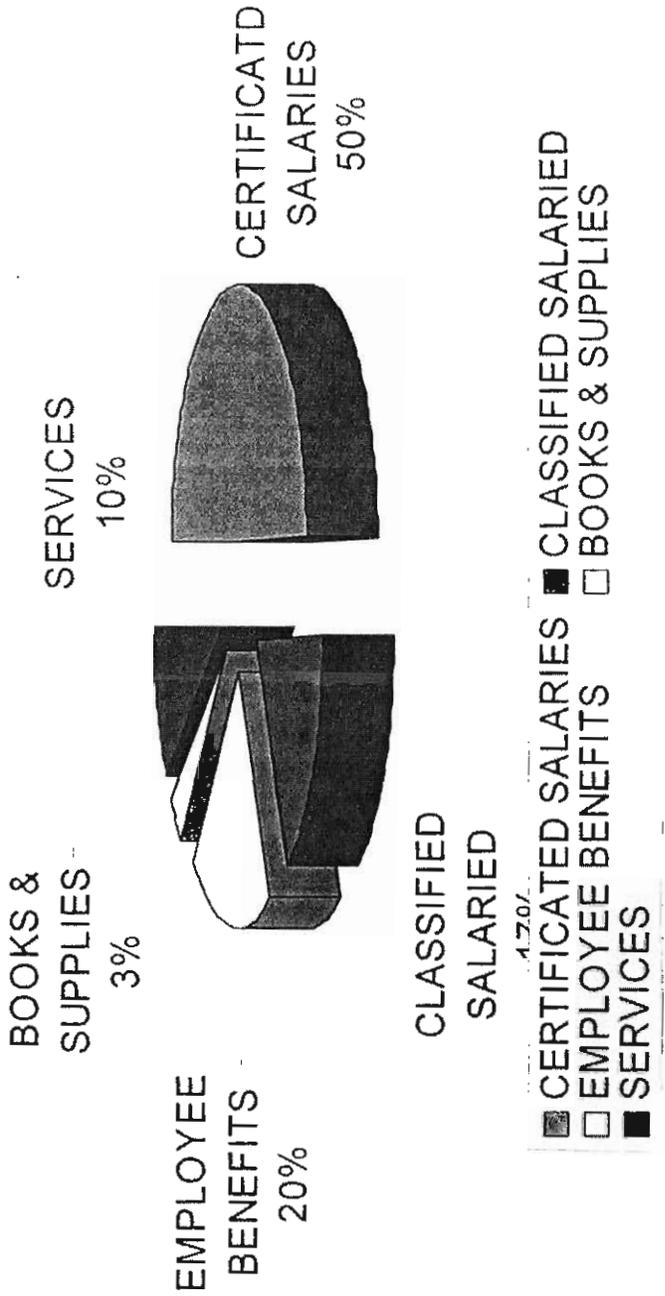
PRIOR YR C/O AND DEFERRED ARE NOT INCLUDED IN THIS WORKSHEET.

GENERAL FUND EXPENDITURES

GENERAL FUND EXPENDITURES

DESCRIPTION	2004-2005	
	EST. ACTUALS	FINAL BUDGET
CERTIFICATED SALARIES		
TEACHERS' SALARIES	42,884,065	41,874,165
CERTI. PUPIL SUPPORT SALARIES	3,762,219	3,765,471
CERTI. SUPERVISORS' & ADMINISTRATORS' SALARIES	5,007,140	5,280,963
OTHER CERTIFICATED SALARIES	466,328	299,485
TOTAL CERTIFICATED SALARIES	52,119,752	51,220,084
CLASSIFIED SALARIES		
INSTRUCTIONAL AIDES' SALARIES	4,432,228	4,416,708
CLASSIFIED SUPPORT SALARIES	4,747,949	4,878,487
CLASSIFIED SUPERVISORS' & ADMINISTRATORS' SALARIES	1,288,394	1,241,800
CLERICAL AND OFFICE SALARIES	5,010,515	5,122,756
OTHER CLASSIFIED SALARIES	2,625,661	2,126,598
TOTAL CLASSIFIED SALARIES	18,104,747	17,786,349
EMPLOYEE BENEFITS	19,528,817	20,345,383
BOOK AND SUPPLIES	5,796,050	3,531,349
SERVICES	10,341,795	10,305,320
CAPITAL OUTLAY	241,227	-
OTHER OUTGO	9,000	-
TRANSFERS OF INDIRECT/DIRECT SUPPORT COST	(562,732)	(577,190)
TOTAL EXPENDITURES	105,578,655	102,611,295

GENERAL FUND EXPENDITURES 2004-2005



CLASSROOM COMPENSATION

CLASSROOM COMPENSATION

	2003-2004 EST. ACTUALS	2003-2004 CURRENT EXP OF EDUCATION	2004-2005 FINAL BUDGET	2004-2005 FINAL BUDGET OF EDUCATION
CERTIFICATED SALARIES	52,119,752	51,603,980	51,220,084	50,679,285
CLASSIFIED SALARIES	18,104,747	17,189,032	17,786,349	16,732,391
EMPLOYEE BENEFITS	18,924,960	17,913,125	20,026,173	19,151,887
BOOKS & SUPPLIES	5,796,050	4,226,233	3,531,349	2,672,536
SERVICES	9,773,063	5,719,896	9,728,130	4,756,514
TOTAL EXPENSED	104,718,572	96,652,266	102,292,085	93,992,613
SALARIES OF TEACHERS	42,327,493	42,327,493	41,337,005	41,337,005
SALARIES OF INST. AIDES	4,342,624	4,342,624	4,324,129	4,324,129
BENEFITS	12,263,038	12,263,038	12,410,081	12,410,081
REDUCTION		(492,462)		(511,020)
TOTAL CLASSROOM COMPENSATION	-	58,440,693	57,560,195	57,560,195
PERCENT OF CURRENT COST OF EDUCATION EXPENDED FOR CLASSROOM COMPENSATION		60.46%		61.24%

Reduction - Nonagency, Community Services, Food services, Fringe Benefits for Retired Persons and facilities Acquisition & Construction.

To avoid the penalty under provision of E.C. 41372, the Classroom Compensation should be equal or exceed the 55% of the total cost of Education for a unified district.

MULTI-YEAR PROJECTION

3-YEAR PROJECTION GENERAL FUND

FACTOR	2004-2005	2005-2006	2006-2007
STATUTORY COLA	2.41%	2.70%	2.80%
REVENUE LIMIT DEFICIT	-2.14%	-2.14%	-2.14%
LOCAL REVENUES	1.00%	1.00%	1.00%
LOTTERY	\$123/ADA	\$123/ADA	\$1223/ADA
ADA PROJECTION	12,188	12,188	12,188
SALARY INCREASE	1%	NO	NO
STEP & COLUMN INCREASE		2%	2%
BENEFITS INCREASE	5%	5%	5%
RESERVE FOR UNCERTAINTIES	1.50%	3%	3%

MULTI-YEAR PROJECTION

CONTINUE

	2004-2005	2005-2006	2006-2007
REVENUES	BUDGET	PROJECTION	PROJECTION
REVENUE LIMIT	62,473,863	64,160,673	65,957,174
FEDERAL REVENUES	4,544,748	4,544,748	4,544,748
OTHER STATE REVENUES	15,007,891	15,402,063	15,833,321
OTHER LOCAL REVENUES	20,389,003	20,505,221	20,622,602
OTHER FINANCING SOURCES	620,000	632,400	645,048
TOTAL REVENUES:	103,035,505	105,245,105	107,602,893
EXPENDITURES			
CERTIFICATED SALARIES	51,220,084	52,244,485	53,289,375
CLASSIFIED SALARIES	17,786,349	18,319,940	18,869,539
EMPLOYEE BENEFITS	20,345,383	21,357,419	22,425,290
BOOKS & SUPPLIES	3,531,349	3,449,908	3,449,908
SERVICES	10,305,320	10,280,621	10,280,621
CAPITAL OUTLAY	-	-	-
DIRECT SUPPORT/INDIRECT COSTS	(577,190)	(577,190)	(577,190)
OTHER FINANCING USES	400,000	400,000	400,000
TOTAL EXPENDITURES	103,011,295	105,475,183	108,137,543
NET INCREASE/DECREASE IN FUND BALANCE	24,209	(230,078)	(534,650)
BEGINNING BALANCE	2,968,708	2,992,839	2,762,839
ENDING BALANCE	2,992,917	2,762,761	2,228,189
RESERVE FOR ECONOMIC UNCERTAINTIES			
3% OF TOTAL EXPENDITURES	3,090,339	3,164,255	3,244,126

ADULT EDUCATION

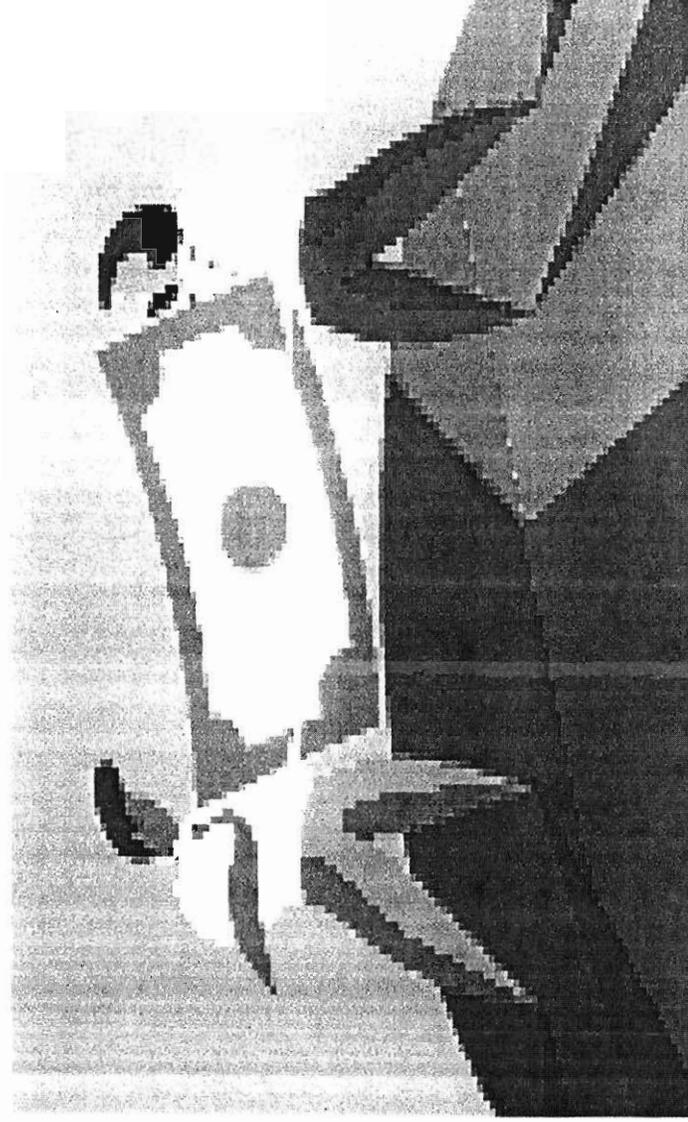
	2003-2004	2004-2005
ADA	342.08	342.08
REVENUE LIMIT ADA	250	256
BASE REVENUE LIMIT/ADA	\$ 2,242.12	\$ 2,295.93
	2003-2004	2004-2005
	EST. ACTUALS	BUDGET
REVENUES:		
REVENUE LIMIT	567,256	587,758
FEDERAL REVENUE	330,600	308,850
OTHER STATE REVENUE	52,843	50,000
OTHER LOCAL REVENUE	77,950	43,625
TOTAL REVENUES	1,028,649	990,233
EXPENDITURES		
CERTIFICATED SALARIES	523,807	437,376
CLASSIFIED SALARIES	186,935	243,100
EMPLOYEE BENEFITS	144,572	159,760
BOOK & SUPPLIES	100,988	77,099
SERVICES	30,296	34,255
CAPITAL OUTLAY	-	-
TRANSFER INDIRECT	34,398	35,294
TOTAL EXPENDITURES	1,020,996	986,884
INCREASE FUND BALANCE	7,653	3,349
BEGINNING FUND BALANCE	5,863	13,521
FUND BALANCE	13,516	16,870

CHILD DEVELOPMENT FUND

	2003-2004 EST. ACTUALS	2004-2005 BUDGET
REVENUES		
FEDERAL REVENUE	1,917,902	1,247,606
OTHER STATE REVENUE	2,338,536	2,092,563
OTHER LOCAL REVENUE	2,878,569	3,001,850
TRANSFER IN	47,839	-
TOTAL REVENUES:	7,182,846	6,342,019
EXPENDITURES		
CERTIFICATED SALARIES	2,304,069	2,182,385
CLASSIFIED SALARIES	1,685,417	1,709,167
EMPLOYEE BENEFITS	1,022,824	1,103,954
BOOKS AND SUPPLIES	1,315,430	562,958
SERVICES	352,319	277,578
CAPITAL OUTLAY	443,066	140,000
TRANSFERS OF INDIRECT	370,995	367,492
TOTAL EXPENDITURES	7,494,120	6,343,534
DECREASE FUND BALANCE	(311,274)	(1,515)
ADJUSTED BEGINNING BAL	395,974	84,700
FUND BALANCE	84,700	83,185

CAFETERIA FUND

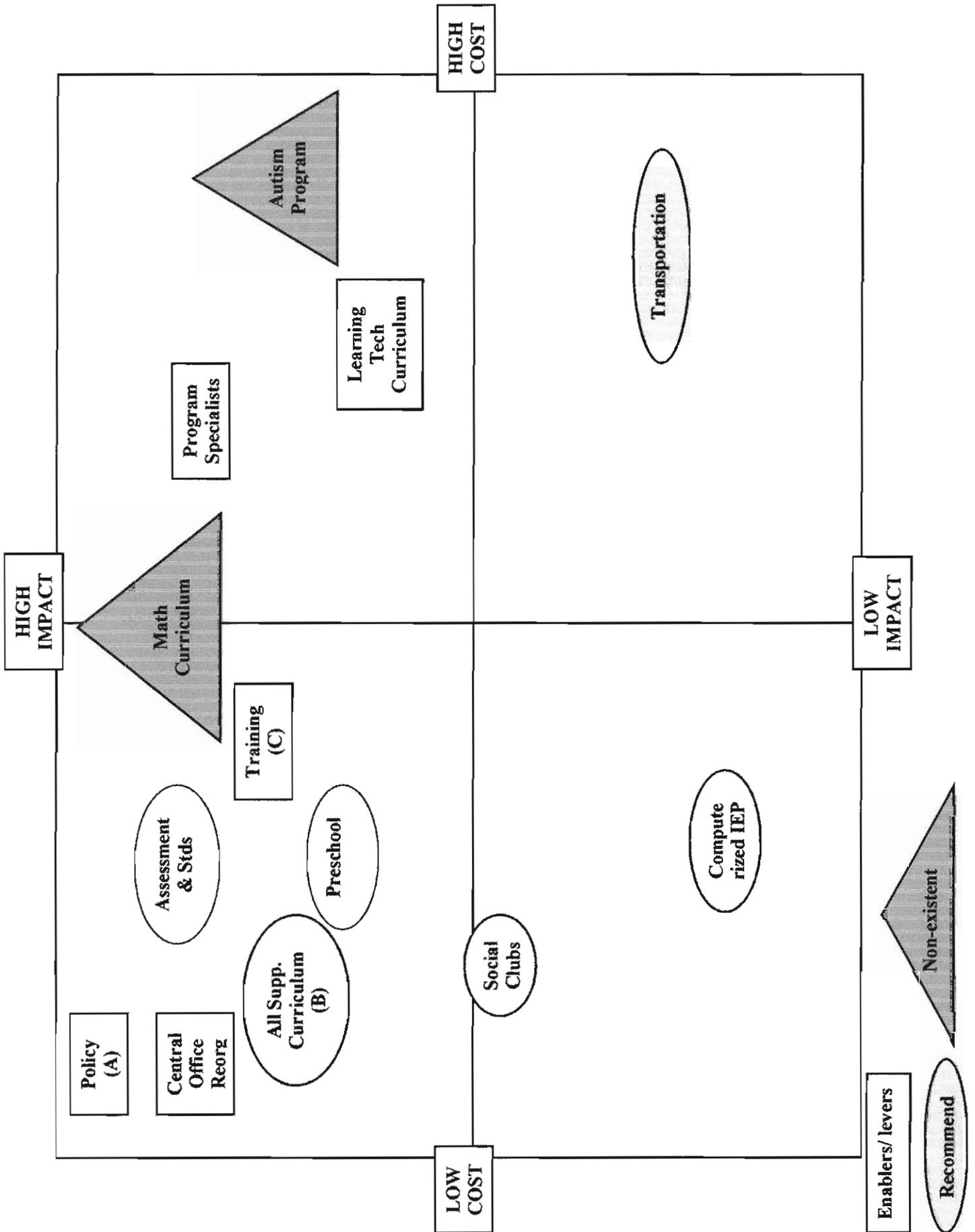
	2003-2004	2004-2005
	EST. ACTUALS	BUDGET
REVENUE		
FEDERAL REVENUE	899,674	921,913
OTHER STATE REVENUE	50,391	50,391
OTHER LOCAL REVENUE	2,345,471	2,380,952
TOTAL REVENUES	3,295,536	3,353,256
EXPENDITURES		
CERTIFICATED SALARIES	-	-
CLASSIFIED SALARIES	1,223,592	1,345,270
EMPLOYEE BENEFITS	398,690	404,226
SUPPLIES	1,281,001	1,318,330
SERVICES	197,060	86,026
CAPITAL OUTLAY	-	5,000
TRANSFER OUT	20,000	20,000
TRANSFER INDIRECT COST	157,339	174,404
TOTAL EXPENDITURES	3,277,682	3,353,256
INCREASE IN FUND BALANCE	17,841	-
BEGINNING BALANCE	101,300	119,141
FUND BALANCE	119,141	119,141



THANKS

QUESTIONS???

DISCUSSION ITEM NO. D.6 - Attachment
 Information provided by Julia Ting



DEFINITIONS:

High impact is defined as the effect the recommendation has toward achieving educational outcomes in the areas of literacy, numeracy and socialization.

Enablers/ Levers: We have used these criteria interchangeably in this chart. Enablers are those actions that allow other actions to occur. Levers are those actions that facilitate other actions.

APPENDIX A

Proposed Policies

Reading Curriculum

- Designate site reading expert and offer consultation
- Reading and written language support will be delivered using Language Program!
- IEP team has authority to determine ratio of instructional time dedicated to remedial interventions and core curriculum access
- Appropriate assistive technology software access will be made available to learners with reading/ written disability
- Ongoing curriculum assessment and data collection in reading and math programs
- Integrate general ed and special ed tech services, hardware and software
- Redefine job description of specialist heading Learning Resource Centers
- Reactivate Reading Task Force

Math Curriculum

- Designate key coordinator of curricular pathways for mathematics
- Assemble ongoing Math Task Force and include parents in task force
- Special Ed teachers will demonstrate competency in pathway-based mathematics curricula
- Ongoing data on mathematics for individual learners to be collected
- Competency in diagnosing problems in mathematics learning trajectory
- Share the acquired math curriculum to remediate at-risk learners and accelerate gifted learners further breaking down barrier between general and special ed and saving on costs
- Parents will be included in teacher training sessions

Functional Curriculum

- Unify functional curriculum materials district-wide
- Develop standards for functional life skills curriculum
- Create transitional curricular pathway between elementary, middle, high school that builds on previously acquired functional skills
- BOE will adopt enrollment caps on all SDC classes district-wide
- All newly hired IS teachers will be informed that they will be required to teach a functional curriculum and collect data
- All SDC students will have a formal functional assessment done
- Adaptive Physical Education class will include life skills related to recreation
- Identify a representative at each school site to implement transitional curricular pathway

Autism

- Develop a comprehensive assessment in the six domains recommended by the National Research Council (computerized checklist)
- Create an external advisory board comprised of renowned experts
- Principals of pilot schools to be given incentives to participate in autism program

APPENDIX A (continued)

- Create an autism resource center
- Partner w/ higher education institutions in college credit programs
- Identify and assess population of children in autistic spectrum
- Create volunteer committee of regional center, therapists and parents to assist families with children on autistic spectrum

Accommodations and Modifications

- Adopt a communications Bill of Rights

Equity & Equality

- Create an organizational chart for special education that shows clear accountability
- Establish uniform policies and procedures for SE staff and set guidelines for teaching learners with disabilities
- Reorganize current Coordinators by severity of disability
- SE Dept will create a log for principals who will be responsible for showing that all teachers who have learners with disabilities will be required to read and agree to terms of IEP's
- Develop guidelines for inclusive students
- IEP teams will recommend general education remedial classes when appropriate
- Direct Education Foundation to commit 13% of all funding to SE
- Develop a menu of instructional strategies for the education of teachers serving struggling learners
- Publish Special Education Parent Handbook in English and Spanish
- Require site governance committees to appoint an SE parent representative
- Work with SELPA to make Parents Rights Booklet more user friendly
- Parent IEP workshop will be held at beginning of each semester in English and Spanish
- Informal "Compliance Complaint" form will be developed for parents
- Develop mandatory behavioral and disciplinary guidelines all staff must adhere to
- Teachers of record will disseminate information on each learner with disability and their behavior and before disciplinary action is taken, determine if behavior is a consequence of their disability

School as Community

- Social interaction clubs should be made available at all schools and training made available to the coordinator of the programs
- Develop a Disability Awareness Curricula
- Consult with Public Libraries to create a disability awareness section
- Volunteer parent facilitators made available to newly identified parents of SE
- Implement a cohesive transition program to jobs and community
- Outreach to local and national corporations for alternative funding

APPENDIX A (continued)

Preschool

- Outside evaluation will be used if district deems a child untestable
- Partner with Regional Center to contract for preschool services before age 3
- Circle of Inclusion model to be used for developing social skills in preschool
- Kindergarten teachers must be present at transition into kindergarten IEPs
- Preschool classes should start several days later than elementary classes to allow for smoother transition
- All calls or emails must be returned/ acknowledged within 48 hours
- Consider lengthening the preschool day to allow for onsite specialists
- Assemble a Preschool Task Force and include parents
- Train high school students as aids/ tutors to work with preschoolers

APPENDIX B

All Supplemental Curriculum*/ Diagnostic Tools

Reading

- DIBELS (English and Spanish)
- Houghton Mifflin screening tool
- Language! Program (already exists)
- Lindamood-Bell
- Read Naturally
- SRA Multiple Skills Series
- Specific Skills Series
- Structure Writing Program (TBD)
- Edmark Reading program

Math

- Making Math Real
- Touch Math
- SRA Connecting Math

Functional

- Syracuse Community Reference Curriculum Guide

Learning Technology

- Fast ForWord
- Kurzweil
- Therapeutic Listening Programs
- Visual-Spatial Cross Trainer
- Dynamic Vision Training
- PACE
- Brain Gym
- Earobics

Preschool

- PDDBI assessment tool
- Iowa Best Practices

* Grants have been/ can be written to acquire several of these curriculums

APPENDIX C

Training

Reading

- General ed teachers to be trained to screen students in kindergarten using Houghton Mifflin Emergent Literacy Survey
- All staff to be trained in DIBELS
- Principals and teachers trained in tracking progress in IEP goals
- Teacher training in adopted SE software
- On site reading expert to be trained

Math

- SE teachers trained in pre-skills mathematics program and supplemental math programs and demonstrate proficiency in full repertoire of math curricula
- SE teachers will learn to write IEP goals relating to learner's deficit in mathematics
- Trained to track progress

Functional

- Professional development in research-based functional curriculum

Accommodations / Modifications

- General and special ed staff will be trained in accommodations and modifications

Equity and Equality

- Coordinators and teachers of records will be trained in the usage of approved computerized IEP system
- Train SE teachers on how to prepare for mainstreaming
- Train general ed teachers on how to include and support learners with disabilities
- Train all SE district personnel and site staff in alternative dispute resolution
- Train staff in providing social competency support

School as Community

- Train high school, middle school and elementary school social clubs in how to facilitate social interaction between SE students and general ed students
- Train volunteer parent facilitators and liaison

Preschool

- Training in early assessment

DISCUSSION ITEM NO. D.6
Powerpoint Presentation - Next Steps in Special Education

Next Steps in Special Education

SMMUSD
Special Education Initiatives
2004 - 2005

The Challenge

- ◆ Respond to CA and Strategic Plan Recommendations
- ◆ Face the Facts
 - Student Needs
 - Programs in Place
 - Fiscal Impact
- ◆ Create a New Standard of Service
 - Prevention
 - Inclusion
 - Cost Containment

10 Initiatives for 2004-2005

◆ Cost/Benefit Planning	◆ Professional Development
◆ Preventive Services	◆ Department Support
◆ Policies and Procedures	◆ Department Reorganization
◆ Curriculum Development	◆ Record-Keeping
◆ Instructional Materials	◆ Accountability

I. Cost/Benefit Planning

- ◆ Financial/Operational Audit
- ◆ Quarterly meetings of the Special Education Strategic Plan Steering Committee
- ◆ Fund-raising Priorities
- ◆ Alternative Dispute Resolution

Cost/Benefit Planning Funding

- ◆ Research costs and budget for external audit.
- ◆ Establish long-term program and budget goals.

II. Preventive Services

- ◆ Diagnostic Screening and Formative Assessment
- ◆ Student Study Teams
- ◆ Reading Intervention Teachers
- ◆ Afterschool Intervention Classes
- ◆ Preschool Diagnostic Assessment Center
- ◆ Maibu Learning Resource Center
- ◆ Autism Pilot
 - Domain Functioning Assessment
 - Program Start and Long-Term Plan

Preventive Services Funding

- ◆ 50% of Ed Services Prof. Dev. Funds
- ◆ CA Intensive Intervention Funds
- ◆ Staffing Reallocations for Malibu LRC
- ◆ Funding Reallocations and Cost Savings Reallocations for Autism Pilot

III. Policies and Procedures

- ◆ Policies and Procedures Manual
 - Pre-identification services
 - Referral Process
 - Assessment Procedures
 - Service Expectations
- ◆ Parent Handbook

Policies and Procedures Funding

- ◆ Budget Printing Costs
- ◆ Ed Services Professional Development Funds

IV. Curriculum Development

- ◆Curriculum Guides for Core Secondary Subjects
- ◆Functional Curriculum Scope/Sequence and Exemplary Lessons

Curriculum Development Funding

- ◆Ed Services Professional Development Funds

V. Instructional Materials

- ◆ELA and Math Standards-Based Materials for Instructional Levels
- ◆ELA and Math Foundational Development Materials
- ◆Functional Curriculum Guide

Instructional Materials Funding

- ◆ School Allocations
- ◆ Education Services Support/CA Funds
- ◆ Lottery Funds
- ◆ Educational Technology

VI. Professional Development

- ◆ Prevention
- ◆ Intervention and SSTs
- ◆ Referrals and IEPs
- ◆ Accommodations and Modifications
- ◆ Behavior and Social Support
- ◆ Differentiation

Professional Development Funding

- ◆ Ed Services Professional Development Funds

VII. Department Support

- ◆ Budget Analyst – Fiscal Services
- ◆ Data Entry – Information Services

Department Support Funding

- ◆ 2004 – 2005 Budget

VIII. Department Reorganization

- ◆ Programs
 - Curriculum Development
 - Professional Development
 - Continuity of Services
 - Site Support
- ◆ Operations

Reorganization Funding

- ◆ Reallocation of current position funds
- ◆ Reallocation of legal expenses

IX. Record-Keeping

- ◆ Clerical Support
- ◆ Annual Records Review
- ◆ Computerized IEPs

Record-Keeping Funding

- ◆ Allocate District Funds

X. Accountability

- ◆ Site Checklist
 - Monitor Key Program Components in both General Education and Special Education
- ◆ Annual Parent Survey
- ◆ Administrative Mentor

Accountability Funding

- ◆ Educational Services Funds
 - Professional Development for Program Implementation
 - Annual Parent Survey
- ◆ Superintendent's Office
 - Administrative Mentor

SPECIAL EDUCATION INITIATIVES FOR 2004 – 2005

Initiative	Rationale/Key Strategies	Funding
<p>Cost/Benefit Analysis and Planning</p>	<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.
<p>Preventive Services</p>	<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.
<p>Policies and Procedures</p>	<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.

<p>Curriculum Development</p>	<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.
<p>Instructional Materials</p>	<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.
<p>Professional Development</p>	<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.
<p>Department Support</p>	<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

<p>Department Reorganization</p>	<p>The Special Education department has two essential components: Programs and Operations. Reorganize the department to clearly support both program development/implementation and operations.</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.
<p>Record-Keeping</p>	<p>The District needs to establish and maintain a functional record-keeping system.</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.
<p>Accountability</p>	<p>All staff members need to meet the obligation to ensure that appropriate services need and support are provided to Special Education students.</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.