

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

ACTION
11/17/05

RECOMMENDATION NO. A.01

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

November 03, 2005

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

TO: BOARD OF EDUCATION
 FROM: SUPERINTENDENT
 RE: APPROVAL OF INDEPENDENT CONTRACTORS

ACTION/CONSENT
 11/17/05

RECOMMENDATION NO. A.02

It is recommended that the Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2005/2006 budget.

Contractor/ Contract Dates	Description	Site	Funding
<p><u>CORRECTION:</u> <i>Albert "Duffy" Miller, Miller Educational Consulting , Inc.</i> September 1, 2005 to June 24, 2006 Cost: Not-to-exceed: <u>\$32,400</u></p>	<p>To provide professional development support and technical assistance to support increased use of research-based instructional strategies and improved student achievement, and effective use of advisory time</p>	<p>John Adams Middle School</p>	<p>Title II Part A 01-40350-0-11100-10000-5802-035-1300</p>
<p><u>CORRECTION:</u> Bernadette Cleland, Teaching and Learning Consultants, Inc. September 1, 2005 to June 24, 2006 Cost: Not-to-Exceed <u>\$30,600</u></p>	<p>To provide professional development support and technical assistance to support increased use of research-based instructional strategies and improved student achievement.</p>	<p>John Adams and Lincoln Middle School</p>	<p>Title II Part A 01-40350-0-11100-10000-5820-035-1300</p>
<p><u>CORRECTION:</u> UCLA GSE&IS Math, Center X September 1, 2005 to June 30, 2006 Cost: Not-to-Exceed <u>\$12,000</u></p>	<p>To develop and enhance teacher's content knowledge and instructional strategies aligned with the California Board of Education adopted standards and frameworks. Expand opportunities for developing a network of teacher leaders for improving mathematics achievement of students in low performing schools.</p>	<p>McKinley and Franklin Elementary</p>	<p>Title II Part A 01-40350-0-11100-10000-5820-035-1300</p>

Contractor/ Contract Dates	Description	Site	Funding
The Center for Non-Violent Education and Parenting September 1, 2005 to June 30, 2006 Cost: Not-to-exceed: \$2,400	To provide parenting classes only (no exposure to children) for the Infant and Family Support Program.	Child Development	12-94190-0-85000-59000-5802-070-2700
Henry Rivera September 1, 2005 to June 30, 2006 Cost: Not-to-exceed: \$3500	To provide computer support, and train staff for FileMaker Pro 6 for Head Start for student enrollment system.	Child Development	12-60550-0-85000-10000-5802-070-2700 - 50% 12-52101-0-085000-10000-5802-070-2700 - 50%
Henry Rivera September 1, 2005 to June 30, 2006 Cost: Not-to-exceed: \$4000	To provide computer support, and train staff for FileMaker Pro 6 to keep track of Enrollment	Child Development	12-50250-0-85000-10000-5802-070-2700: \$500 12-60600-0-085000-10000-5802-070-2700 - \$2000 12-60800-0-85000-10000-5802-070-2700: \$500 12-00000-0-85000-10000-5802-070-2700: \$1000
Music Center Education Division December 1, 2005 to June 6, 2006 Cost: Not-to-exceed: \$6,176.50	To provide six assemblies to our first and 5th grades throughout the year concerning dance, music, storytelling and poetry.	Various Schools	01-90150-0-11100-10000-5802-002-4020 PTA

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/17/05

FROM: JOHN E. DEASY/WINSTON A. BRAHAM

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.03

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>ARNOLD, Angela</u> Roosevelt Elementary 01-73950-0-11100-10000-5220-007-4070 General Fund - Resource: School & Library Improvemt.	21 st Century Strategies for Your School Library Anaheim, CA December 9, 2005	\$179
<u>BALL, Marissa</u> John Muir Elementary 01-30100-0-11100-10000-5220-005-4050 General Fund - Resource: Title I Basic	Lindamood-Bell Learning Processes San Luis Obispo, CA October 24 - 28, 2005	\$386 + SUB (Employee pays \$772 +2 Nec. Days)
<u>BOEWE, Juliette</u> Special Education 01-65000-0-50010-21000-5220- 043-1400 General Fund - Resource: Special Education	Evolution of Psychotherapy Anaheim, CA December 7 - 11, 2005	\$507.20
<u>EGAN, Johanna</u> John Adams Middle Sub Only Cost to District	Using Writing, Inquiry, Collaboration & Reading to Infuse Vigor in Your Curriculum Planning Granada Hills, CA November 3, 2005	SUB ONLY
<u>HO, Pat</u> Fiscal Services 01-00000-0-00000-72000-5220-051-2510 General Fund - Function: Other General Administration	Annual Legislative Update Workshop Downey, CA December 2, 2005	\$40

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>JASON, Michael</u> Special Education 01-65000-0-50010-21000-5220-043-1400 General Fund - Resource: Special Education	Special Education Funding Workshop Garden Grove, CA November 17, 2005	\$175
<u>LIGHT-KANNACK, Lindsay</u> McKinley Elementary 01-30100-0-11100-10000-5220-004-4040 General Fund - Resource: Title I Basic	Creating a Classroom of Algebraic Thinkers Buena Park, CA December 6, 2005	\$179 + SUB
<u>LEE, Chon</u> Lincoln Middle 01-90120-0-47600-10000-5220-012-4120 General Fund - Resource: Gifts	UCLA Writing Project "With Different Eyes" English Conference Westwood, CA November 5, 2005	\$80
<u>MELLY, Kim</u> Fiscal Services 01-00000-0-00000-72000-5220-051-2510 General Fund - Function: Other General Administration	Operating Guidelines for Independent Study Ontario, CA December 1, 2005	\$250
<u>MILLER, Karen Ann</u> McKinley Elementary 01-30100-0-11100-10000-5220-004-4040 General Fund - Resource: Title I Basic	Red Cross - Infant & Child Cardio Pulmonary Resuscitation with First Aid Santa Monica, CA November 8 - 10, 2005	\$45
<u>PAULSON, Janet</u> Special Education 01-65000-0-50010-21000-5220-043-1400 General Fund - Resource: Special Education	Asperger's Syndrome Sherman Oaks, CA September 13, 2005	\$179
Adjustments (Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
<u>HELD, Pamela</u> + 5 Additional Staff State & Federal Projects 01-40350-0-11100-10000-5220-035-1300 General Fund - Resource: Title II Teacher Quality	Kindergarten Conference for California Teachers Anaheim, CA October 3 - 5, 2005	\$431 OVERAGE

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
Group Conference and Travel: In-State * a complete list of conference participants is on file in the Department of Fiscal Services		
<u>ADAMS, Michael</u> + 8 Additional Staff Santa Monica High 01-58100-0-11100-10000-5220-015-4150 General Fund - Resource: Other Federal	Vocabulary Development and Writing Strategies for Under-Prepared Learners Downey, CA January 18 - 19 & February 23 - 24, 2006	\$5,000 + 9 SUBS
<u>AHMADI, Parisa</u> + 5 Additional Staff John Adams Middle 01-72600-0-11100-10000-5220-011-4110 General Fund - Resource: SIP K - 6	California Math Conference Palms Springs, CA November 4 - 5, 2005	\$900 + 6 SUBS
<u>BRAVERMAN, Darci</u> + 5 Additional Staff State & Federal Projects 01-40350-0-11100-10000-5220-035-1300 General Fund - Resource: Title II Teacher Quality	Differentiated Instruction Anaheim, CA December 1 - 2, 2005	\$2,000 + 3 SUBS
<u>BUNAYOG, Jesse</u> <u>HERNANDEZ, Diane</u> Fiscal Services 01-00000-0-00000-72000-5220-051-2510 General Fund - Function: Other General Administration	1099 User Group Meeting Downey, CA November 14, 2005	\$25.32 Total
<u>FARLOW, Diane</u> + 2 Additional Staff Cabrillo Elementary 01-90150-0-11100-10000-5220-017-4170 General Fund - Resource: Reimbursed by PTA	California Reading Association Ontario, CA November 3 - 5, 2005	\$705 Total + 3 SUBS
<u>FINOCCHIO, Amanda</u> <u>SANTOMIERI, Amy</u> Lincoln Middle 01-73950-0-11100-10000-5220-012-4120 General Fund - Resource: School & Library Improvemt.	ABC Disorders Fullerton, CA December 5, 2005	\$129 Total + 1 SUB
<u>JONES, Teri</u> + 20 Students Regional Occupational Program 01-35500-0-380100-10000-5220-080-7800 General Fund - Resource: Carl Perkins II	Virtual Business/Bakersfield Trade Fair Kern, CA November 30 - December 1, 2005	\$450
<u>POST, Joel</u> <u>STEINMETZ, Brigitte</u> John Adams Middle Sub Only Costs to District	Peak Program - Community Energy Partnership Oxnard, CA November 7 - 8, 2005	2 SUBS ONLY

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
Out-of-State Conferences: Individual		
<u>KELLER, Anne</u> Special Education 01-65000-0-50010-21000-5220-043-1400 General Fund - Resource: Special Education	National Council of Trainers National Meeting Savannah, GA January 13 - 16, 2006	\$1,000
Out-of-State Conferences: Group		
<u>DEASY, John</u> <u>MUNCEY, Donna</u> State & Federal Projects 01-72600-0-11100-10000-5220-035-1300 General Fund - Resource: SIP - K-6	RGK Foundation - Presentation to the Board of Directors Austin, TX September 30 - October 2, 2005	\$1,700 Total
<u>SHAFIEY, Mariam</u> + 6 Students Regional Occupational Program 01-35500-0-38000-10000-5220-080-7800 General Fund - Resource: Carl Perkins II	Western Region Leadership Conference Portland, OR November 17 - 19, 2005	\$1,300 + 1 SUB

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/17/05

FROM: JOHN E. DEASY/DONNA E. MUNCEY

RE: RGK FOUNDATION FUNDS FOR 2005-2008 SCHOOL YEAR

RECOMMENDATION NO. A.04

It is recommended that the Board of Education accept the RGK Foundation grant in the amount of \$301,000 for school years 2005-2006 through 2007-2008.

COMMENT: The RFK Foundation grant is to be paid over three (3) years to Santa Monica-Malibu Unified School District to support a Math Coordinator and two professional development initiatives-Lesson Link and Academic Conferences.

MOTION MADE BY:

SECONDED BY :

STUDENT ADVISORY NOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/17/05

FROM: JOHN E. DEASY/DONNA E. MUNCEY

RE: TEACHERS NETWORK FUNDS FOR 2005-2006 SCHOOL YEAR

RECOMMENDATION NO. A.05

It is recommended that the Board of Education accept the Teachers Network grant in the amount of \$10,773 for 2005/2006 school year.

COMMENT: The Teachers Network grant, (NTRP) New Teacher Resource Program, helps support new teachers in the Santa Monica-Malibu Unified School District. The grant covers 133 teachers with New Teachers Handbooks, New Teacher Online Survival Courses, and program implementation and follow-up.

MOTION MADE BY:

SECONDED BY :

STUDENT ADVISORY NOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/17/05

FROM: JOHN E. DEASY/DONNA MUNCEY

RE: BASIC/SUPPLEMENTAL TEXTBOOKS ADOPTION

RECOMMENDATION NO. A.06

It is recommended that the following textbooks listed below be adopted by the Santa Monica-Malibu Unified School District.

A HOPE IN THE UNSEEN, by Ron Suskind. Adoption requested by Ruth Esseln at Samohi for English 11 AP.

HOLT LITERATURE LANGUAGE ARTS, by Beers, Odell. Adotion requested by Carol Jago at Samohi for Grade 11 American Literature.

Comment: In accordance with Board of Education policy, the textbook(s) listed above have been on public display for the last two weeks in the Educational Services Department at 1638 17th Street, Santa Monica, CA. 90405.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/17/2005

FROM: JOHN E. DEASY/JUDY ABDO

RE: CHILD DEVELOPMENT SERVICES - EASTER SEALS
MEMORANDUM OF UNDERSTANDING

RECOMMENDATION NO. A.07

It is recommended that the Board of Education approve the renewal agreement between Easter Seals Southern California, Santa Monica College, and the Santa Monica-Malibu Unified School District for the current fiscal year - 2005-2006.

COMMENT: The Santa Monica Preschool Collaborative has been in operation since July 1, 2002. Easter Seals provides direct program management for the collaborative which is a full day/full year program operating at John Adams, Lincoln Preschool and this year at Washington West (room 1) Preschool. Washington West is operated as a district Head Start program for 3.5 hours each morning staffed by Head Start teacher and assistant, formerly held at John Adams Preschool. SMC provides staff and financial support for the collaborative. The district Special Education program continues sharing space with Easter Seals at Lincoln Preschool as a special ed preschool assessment center.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

Memorandum of Understanding for Santa Monica Preschool Collaborative;
Santa Monica Malibu Unified School District, Santa Monica Community College and Easter
Seals Southern California
FY July 1, 2005 – June 30, 2006

1. This agreement is between Santa Monica Malibu Unified School District (SMMUSD), Santa Monica Community College (SMC) and Easter Seals Southern California (ESSC). The purpose of this agreement is establishment of the responsibilities of each party functioning as the Santa Monica Preschool Collaborative.
2. The mission of the Santa Monica Preschool Collaborative is to provide child care and development services to approximately 111 Santa Monica area children under the age of five.
3. ESSC will be the operational agent for the Collaborative at the John Adams Child Development Center, Lincoln Child Development Center and at the Washington West Preschool in the afternoon . The responsibility of the operational agent will be the management and oversight of the identified centers.
4. Child care and development services will be delivered in three sites through the Collaborative:

John Adams Child Development Center
2320 17th Street
Santa Monica, CA 90405

Lincoln Child Development Center
1532 California Ave.
Santa Monica, CA 90403

Washington West Preschool
2802 4th St.
Santa Monica, CA 90405

All three facilities will be made available throughout the year rent-free, and maintained at no cost to the Collaborative.

5. ESSC will operate the licenses at Adams and Lincoln. ESSC and Child Development Services will each maintain licenses for room 1 at Washington West.
6. Child development services to be provided through the Collaborative will include:
 - a. Full-day (7:30 a.m. to 6:00 p.m. year-round 240 days/year) care will be provided for children from low-income families. Eighty (80) full-time child care slots are funded through a contract between the State Department of Education, Child Development Division and ESSC.

- b. Head Start services will be provided at Washington West (up to 20 children); funded and staffed by SMMUSD.
- c. Extended hours of child care for Head Start; funded through parent fees or subsidies obtained by individual families. The intent is to serve Head Start families that require full-day care at Washington West Preschool.
- d. Child care for up to 25 children of SMC students, faculty and staff; funded through parent fees, CalWORKS and/or other sources. The intent is to make child care available to the children of SMC students, faculty and staff from 7:30 a.m. to 6:00 p.m. every day that the program is operational.

The Collaborative will assure that the child care programs at Lincoln, Adams, and Washington West are of high quality and include developmentally appropriate curriculum, consultation by social services professionals as resources are identified, parent support and education. Nutritious meals and snacks consistent with program hours will be supported by participating in the SMMUSD food program.

- 7. The Collaborative will be guided by the Program Advisory Committee, composed of representatives from ESSC, SMMUSD, and SMC. The Committee will meet at least quarterly and will review the quality of the programs, coordination of curriculum and enrichment activities, staff development, parent education and similar activities.
- 8. With input from the Program Advisory Committee, ESSC will be ultimately responsible for recruiting, selecting, training and supervising the staff at Lincoln, Adams and Washington West in the afternoons with the following exceptions:
 - a. Head Start teachers and aides will be employees of SMMUSD. The District will be responsible for recruiting, selecting, supervising, and evaluating the Head Start staff.
 - b. A preschool teacher on the staff of Santa Monica College will continue to work at one of the sites and will continue as an SMC employee, and will be supervised and evaluated through SMC policies and procedures.
 - c. In the event that personnel issues arise between/among employees of the District, SMC and/or ESSC, the Program Advisory Committee will work with the individuals involved to resolve the issue.
 - d. All teaching staff listed in 8 a, b, and c above are accountable for following Easter Seals site policies under the direction of the site supervisor.
- 9. Facility maintenance and repair will be provided by SMMUSD for all the three sites. Any site improvement proposed by ESSC must have prior approval by the SMMUSD.

10. Daily custodial services will be the responsibility of ESSC at Adams and Lincoln. SMMUSD will be responsible for the daily custodial services for Washington West. Regular grounds keeping and tree trimming will be the responsibility of SMMUSD. Deep cleaning will be done at least annually as a responsibility of ESSC. Head Start will provide custodial supplies and will participate in the cost of annual deep cleaning. Pest control responsibilities will be handled by SMMUSD.
11. The responsibilities of ESSC are set forth below:
 - a. ESSC will offer priority enrollment to students, faculty, and staff of SMC whenever there are vacancies in the program.
 - b. ESSC will maintain a waiting list of children eligible for the State subsidy. SMC will maintain a waiting list of children eligible for the reserved SMC spaces. When there is an opening in the program, the next child of the appropriate age on the relevant waiting list will be enrolled. The intent is to maintain full enrollment, with 80 children funded by the State Department of Education, 20 Head Start/Special Education students, and 25 SMC and/or other community children, recognizing that many are dually enrolled.
 - c. ESSC will work with SMC to establish the Collaborative preschools as work/study sites. The intent is to utilize work/study students to inspire SMC students to enter the field of child development through a positive work experience.
 - d. ESSC and SMC will work together to offer an internship program wherein students can participate and learn with the rules of regulatory setting of 1) a general child care setting, 2) State Department of Education preschool and/or infant toddler programs, 3) the federally supported Head Start program.
 - e. ESSC will work with SMC in the implementation of the Mentor program encouraging and supporting both mentors and protégées at the child development centers encouraging both best practices and a career path in early childhood education.
 - f. It is recognized that some Head Start students need full-day child care. Full-day child care is available for all 20 enrolled Head Start students participating at Washington West. Some of Los Angeles Universal Preschool (LAUP) families attending 3½ hour preschool programs at Washington West room 2 may want to arrange for extended hours of child care. If there is space for additional children at Washington West in the ESSC classroom, ESSC may enroll children from LAUP in the afternoon. The extended hours of child care for the Head Start students at Washington West will be funded through parent fees or subsidies obtained by individual families.
 - g. ESSC will provide the site supervision and the Program Director for Adams and Lincoln and in the afternoons at Washington West.

- h. ESSC will assume responsible for daily operations of the Lincoln and Adams sites including all of the requirements as set forth by licensing. ESSC and SMMUSD will work cooperatively on daily operations and licensing requirements at Washington West.
 - i. ESSC will be responsible for meeting all of the requirements as set forth by the preschool services contract with the Department of Education.
 - j. ESSC will be responsible for encouraging opportunities for inclusion of children with special needs with the typically developing children thereby encouraging best practices for all children.
 - k. ESSC will coordinate therapeutic services for children with the intent that, to the greatest extent possible, children requiring special services will receive them on-site, during their regular hours of attendance.
12. SMMUSD's responsibilities are as follows:
- a. SMMUSD will identify and refer the children, with a special focus on the families who may be in need of full day services, consistent with the community's desire to the build capacity to better serve these families.
 - b. SMMUSD will be responsible for meeting all Head Start requirements.
 - c. SMMUSD will provide the teaching staff for 20 children for a 3.5-hour per day program, up to eleven months per year. Head Start teachers and assistants will be employees of SMMUSD. The District will be responsible for recruiting, selecting, supervising, and evaluating Head Start staff.
 - d. The SMMUSD will provide no compensation to ESSC from Head Start. ESSC will provide the site supervisor, the program director, and the general site management responsibilities for all child care offered at Washington West room 1 during the afternoon hours, and acknowledges the SMMUSD contribution to the financial viability of the collaborative by providing the space at no cost.
 - e. SMMUSD will provide materials and supplies for children in the Head Start program.
 - f. SMMUSD will provide licensing information for district staff working with ESSC at John Adams and Lincoln preschools.
 - g. SMMUSD will use two of the small office spaces and one classroom at Lincoln Preschool as an assessment center and part day class for preschool children from the district who are being assessed for special education services.

13. SMC responsibilities are as follows:

- a. SMC will supervise practicum students from child development and early childhood education classes at all sites.
- b. SMC will provide training on desired results and assist with professional development plans for teachers and assistants.
- c. SMC will coordinate recruitment and child-find efforts with other members of the collaborative.
- d. SMC will underwrite the position of one Site Supervisor/Program Director, replacing the originally agreed upon Site Supervisor/Program Director position.
- e. SMC will continue to assign one SMC employee to teach at one of the sites. In the event that the SMC preschool teacher terminates employment with SMC, the Santa Monica Community College District will augment the Collaborative budget in the amount sufficient to cover the replacement expenses by ESSC.
- f. In addition, SMC will underwrite the Collaborative to assure that ESSC expenses are covered, to a limit of \$100,000 annually. ESSC will provide quarterly accounting to SMC detailing income and expenditures. If there is a deficit, SMC will reimburse ESSC within 60 days. In the event that income exceeds expenses, the excess will be applied to the following quarter. The budget will be evaluated by the College, School District, and ESSC administration at mid-year, and at year- end, and adjusted as necessary. ESSC's intent is to operate the Collaborative on a break-even basis.

14. This agreement shall be in effect for one year, from July 1, 2005 through June 30, 2006.

Signed:

for the Santa Monica-Malibu Unified School District

Date: _____

for Santa Monica-Malibu Unified School District

Date: _____

for the Santa Monica Community College

Date: _____

for Easter Seals Southern California

Date: _____

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/17/05

FROM: JOHN E. DEASY/WINSTON A. BRAHAM/PAT HO

RE: ACCEPTANCE OF GIFTS - 2005-06

RECOMMENDATION NO. A.08

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$52,360.34 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 2005-2006 income and appropriations by \$52,360.34 as described on the attached listing.

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

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 CurrGift111705.pdf

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION ACTION/CONSENT
11/17/03
FROM: JOHN E. DEASY/WINSTON BRAHAM/VIRGINIA I. HYATT
RE: APPROVAL OF PURCHASE ORDERS

RECOMMENDATION NO. A.09

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Order from October 26, 2005 through November 8, 2005 for fiscal year 2005/06.

AGENDA

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

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

TO: BOARD OF EDUCATION ACTION/CONSENT
11/17/05

FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS

RE: CERTIFICATED PERSONNEL - Elections, Separations

RECOMMENDATION NO. A.10

Unless otherwise noted, all items are included in the 2005/2006 approved budget.

ADDITIONAL ASSIGNMENTS

ADAMS MIDDLE SCHOOL

Ahmadi, Parisa	163 hrs @\$50.52	10/3/05-6/26/06	<u>Own Hrly/\$8,235</u>
		TOTAL OWN HOURLY	\$8,235

Comment: 6th Period Assignment
01-Gifted/Talented Educ (GATE)

Brown, Dan	10 hrs @\$36.32	10/18/05-6/26/06	Est Hrly/\$363
Goldberg, Cori	12 hrs @\$36.32	10/11/05-6/26/06	Est Hrly/\$436
Nonhof, Sandy	10 hrs @\$36.32	10/18/05-6/26/06	Est Hrly/\$363
Ruttenberg, Neil	12 hrs @\$36.32	10/11/05-6/26/06	<u>Est Hrly/\$436</u>
		TOTAL ESTABLISHED HOURLY	\$1,598

Comment: Team Leader Meetings with Principal
01-School Improvement Prog 7-12

Ahmadi, Parisa	10.5 hrs @\$36.32	10/1/05-1/27/06	Est Hrly/\$ 381
Avedian, Ray	21 hrs @\$36.32	10/1/05-1/27/06	Est Hrly/\$ 763
Goldberg, Cori	10.5 hrs @\$36.32	10/1/05-1/27/06	Est Hrly/\$ 381
Jacobs, Ed	42 hrs @\$36/32	10/1/05-1/27/06	Est Hrly/\$1,525
Lang, Justine	10.5 hrs @\$36.32	10/1/05-1/27/06	Est Hrly/\$ 381
Lipscomb, Barbara	10.5 hrs @\$36.32	10/1/05-1/27/06	Est Hrly/\$ 381
Sato, Glenn	21 hrs @\$36.32	10/1/05-1/27/06	<u>Est Hrly/\$ 763</u>
		TOTAL ESTABLISHED HOURLY	\$4,575

Comment: After School Computer Lab Supervision
01-School Improvement Prog K-6

Ahmadi, Parisa	72 hrs @\$36.32	10/1/05-6/26/06	Est Hrly/\$2,615
Egan, Johanna	36 hrs @\$36.32	10/1/05-6/26/06	Est Hrly/\$1,308
Hardisty, Apryl	36 hrs @\$36.32	10/1/05-6/26/06	Est Hrly/\$1,308
Murphy, Titia	36 hrs @\$36.32	10/1/05-6/26/06	Est Hrly/\$1,308
Rodriguez, Jesus	36 hrs @\$36.32	10/1/05-6/26/06	Est Hrly/\$1,308
Schopflin, Jennifer	36 hrs @\$36.32	10/1/05-6/26/06	Est Hrly/\$1,308
Vasquez-Mancini, Carmen	72 hrs @\$36.32	10/1/05-6/26/06	<u>Est Hrly/\$2,615</u>
		TOTAL ESTABLISHED HOURLY	\$11,770

Comment: Saturday School
01-Unrestricted Resource

Avedian, Ray	11 hrs @\$36.32	11/18/05-11/20/05	Est Hrly/\$400
Doloso, Tess	11 hrs @\$36.32	11/18/05-11/20/05	Est Hrly/\$400
Jenuwine, Julie	11 hrs @\$36.32	11/18/05-11/20/05	Est Hrly/\$400
Levin, Tracy	11 hrs @\$36.32	11/18/05-11/20/05	Est Hrly/\$400
Sato, Glenn	11 hrs @\$36.32	11/18/05-11/20/05	<u>Est Hrly/\$400</u>
		TOTAL ESTABLISHED HOURLY	\$2,000

Comment: Chaperone 6th Grade Science Trip to Catalina
01-Targeted Instr. Imprvmt BG

EDISON ELEMENTARY SCHOOL

Naranjo, Rocio 52 hrs @\$36.32 10/31/05-5/31/06 Est Hrly/\$1,889
TOTAL ESTABLISHED HOURLY \$1,889

Comment: After School Homework Club
01-Gifts

EDUCATIONAL SERVICES

Davenport, Jeanne 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
Ehrke, Shelly 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
Gies, Gretchen 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
Hart, Sharon 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
Hoos, JuliaCheri 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
LaDuke, Jan 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
Lapajne, Katherine 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
Lee, Chon 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
Leonard, Brigette 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
Loopesko, Lorna 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
Stivers, Susan 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
Whitaker, Catherine 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
Yarber, Mary 10 hrs @\$36.32 10/19/05-6/30/06 Est Hrly/\$363
TOTAL ESTABLISHED HOURLY \$4,719

Comment: District Writing Assessments
01-IASA: Title II Teacher Quality

Allen, Samantha 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Anderson, Terry 42 hrs @\$36.32 9.1/05-6/30/06 Est Hrly/\$1,525
Brown, Anne 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Bui, Jasper 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Frederick, Sarah 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Gonzalves, Diane 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Gusmao, Renata 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Jimenez, Sylvia 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Johnson, Rebecca 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Kiehm, Monique 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Lang, Justine 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Ostrom, Mike 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Prunier, Sarah 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Roberts, La Sonja 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
Rubinstein, Linda 42 hrs @\$36.32 9/1/05-6/30/06 Est Hrly/\$1,525
TOTAL ESTABLISHED HOURLY \$22,875

Comment: Mentor and Support New Teachers
01-IASA: Title II Teacher Quality

LINCOLN MIDDLE SCHOOL

Dileo, Greg 90 hrs @\$36.32 9/7/05-6/26/06 Est Hrly/\$3,269
TOTAL ESTABLISHED HOURLY \$3,269

Comment: Service, Maintain, and Update School Computers
01-School Improvement Prog 7-12

MCKINLEY ELEMENTARY

Lemmon, Cheyenne 9 hrs @\$36.32 9/7/05-6/26/06 Est Hrly/\$327
Sanschagin, Marc 9 hrs @\$36.32 9/7/05-6/26/06 Est Hrly/\$327
Talbot, Deborah 9 hrs @\$36.32 9/7/05-6/26/06 Est Hrly/\$327
TOTAL ESTABLISHED HOURLY \$981

Comment: Monthly Family Forum
01-IASA: Title I Basic-Lw Inc/Neg

Spondike, Jessica	27.5 hrs @\$36.32	9/7/05-6/26/06	<u>Est Hrly/\$999</u>
		TOTAL ESTABLISHED HOURLY	\$999

Comment: SST Preparation
01-IASA: Title I Basic-Lw Inc/Neg

ROOSEVELT ELEMENTARY SCHOOL

Vega, Dolores	232 hrs @\$22.18	10/7/05-6/24/06	<u>Own Hrly/\$5,146</u>
		TOTAL OWN HOURLY	\$5,146

Comment: Tutoring Students After School
01-School and Library Imprvmnt BG

SANTA MONICA HIGH SCHOOL

Rodriguez, Jesus	\$36.32, as needed	10/25/05-6/30/06	<u>Est Hrly/\$----</u>
		TOTAL ESTABLISHED HOURLY	\$----

Comment: Translate documents for parents
01-Tenth Grade Counseling

Jones, Teri	183 hrs @\$57.11	9/1/05-6/30/06	<u>Own Hrly/\$10,451</u>
		TOTAL OWN HOURLY	\$10,451

Comment: Student Store Manager
01-Unrestricted Resource

Bart-Bell, Dana	\$36.32, as needed	9/1/05-6/30/06	<u>Est Hrly/\$----</u>
Rugg, Meredith	\$36.32, as needed	9/1/05-6/30/06	<u>Est Hrly/\$----</u>
		TOTAL ESTABLISHED HOURLY	\$----

Comment: Librarian After-School Library Supervision
01-Reimbursed by PTA

Braunfield, Daniel	20 hrs @\$36.32	9/1/05-6/30/06	<u>Est Hrly/\$726</u>
Jimenez, Jaime	20 hrs @\$36.32	9/1/05-6/30/06	<u>Est Hrly/\$726</u>
Kariya, Emily	20 hrs @\$36.32	9/1/05-6/30/06	<u>Est Hrly/\$726</u>
Morris, Ariel	20 hrs @\$36.32	9/1/05-6/30/06	<u>Est Hrly/\$726</u>
		TOTAL ESTABLISHED HOURLY	\$2,904

Comment: After-School Library Supervision
01-Reimbursed by PTA

Barraza, Pete	6 hrs @\$36.32	8/22/05-8/22/05	<u>Est Hrly/\$218</u>
Scott, Ayanna	6 hrs @\$36.32	8/22/05-8/22/05	<u>Est Hrly/\$218</u>
		TOTAL ESTABLISHED HOURLY	\$436

Comment: Planning Workshop with Administrators
01-Other Federal

Audet, Amanda	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Bart-Bell, Dana	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Bora, Julie	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Davis, Peter	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
De La Cruz, Gilda	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Devincentis-Waul, E.	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Felix, Michael	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Forrer, Brooke	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Garcia-Hecht, Veronica	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Gatell, Frank	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Gleason, Beverly	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Hafft, Ianna	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Hardt, Rebecca	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Harris, John	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Jimenez, Jaime	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Kim, Douglas	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Korvin, Karin	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Lamagna, Brian	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
Lipetz, Sarah	3.58 hrs @\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>

Luong, Theresa	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
Macwan, Vijaya	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
McGee, Richard	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
Pusey, Jon	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
Roman, Berth	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
Rosen, Nance	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
Semik, Renee	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
Serratore, Rosa	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
Skaggs, Debbie	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
Song, Kate	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
Tipper, Geoffrey	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
Trundle, Al	3.58 hrs	@\$36.32	10/15/05-10/15/05	Est Hrly/\$130
Wells, Leslee	3.58 hrs	@\$36.32	10/15/05-10/15/05	<u>Est Hrly/\$130</u>
TOTAL ESTABLISHED HOURLY				\$4,160

Comment: PSAT Proctors
01-Reimbursed by ASB

HOURLY TEACHERS

ADULT EDUCATION

Oyman, Deniz	210 hrs	@\$40.70	9/12/05-6/30/06	Est Hrly/\$8,547
CASAS and Civic Coordinator				
Zax, Kelly	70 hrs	@\$40.70	9/12/05-6/30/06	<u>Est Hrly/\$2,849</u>
Computer Class				
TOTAL ESTABLISHED HOURLY				\$11,396

Comment: Adult School Teachers
01-PL105-22 Engl Literacy/Civics

PT. DUME ELEMENTARY SCHOOL

Gwyn, Melinda	180 hrs	@\$36.32	11/2/05-3/30/06	<u>Est Hrly/\$6,538</u>
TOTAL ESTABLISHED HOURLY				\$6,538

Comment: Reading and Math Intervetion
01-School and Library Imprvmnt BG - 65%
01-School Improvement Prog K-6 - 35%

TOTAL ESTABLISHED HOURLY, AND OWN HOURLY \$103,941

ELECTIONS

PROBATIONARY CONTRACTS

<u>Name/Assignment/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Burleigh, Katherine	100%	11/14/05
McKinley Elem/SDC		

SUBSTITUTE TEACHERS

Effective

CHILD DEVELOPMENT SERVICES

(@\$14.53 Hourly Rate)

Forinash, Richard	10/6/05
Haskin, Dorothy	10/13/05
Nichols, Sharon	10/6/05
Patel, Varsha	9/26/05

LONG-TERM SUBSTITUTES

(@\$188.00 Daily Rate)

Little, Lucius	10/17/05
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REGULAR DAY-TO-DAY SUBSTITUTES

(@\$123.00 Daily Rate)

Marks, Jamie	11/3/05
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CHANGE IN ASSIGNMENT

Reed, Flavia
 CDs/Teacher
From: 50%
To: 100%

Effective

10/31/05

LEAVES OF ABSENCE (with pay)**Name/Location**

Bohannon, Denise
 Child Development Svcs

Bushman, Julie
 Lincoln MS

Carlson, Michelle
 Santa Monica HS

Clark, Julie
 Educational Services

Gormley, Brynn
 Grant Elementary

Govindraj, Kristen
 Franklin Elementary

Henry, Cassy Jhan
 Child Development Svcs

Lapajne, Katherine
 Malibu HS

Lazare, Shernice
 Muir Elementary

Levy Marazzi, Nancy
 Cabrillo Elementary

Effective

9/2/05-9/27/05
 [family medical]

9/2/05-12/31/05
 [maternity]

1/3/06-3/8/06
 [maternity]

10/24/05-12/16/05
 [maternity]

10/31/05-12/17/05
 [maternity]

9/2/05-9/21/05
 [maternity]

9/6/05-11/21/05
 [maternity]

11/28/05-1/6/06
 [maternity]

9/2/05-12/4/05
 [maternity]

9/2/05-10/11/05
 [maternity]

LEAVES OF ABSENCE (without pay)**Name/Location**

Bohannon, Denise
 Child Development Svcs

Bushman, Julie
 Lincoln MS

Carlson, Michelle
 Santa Monica HS

Compton-Sugars
 John Adams MS

Gormley, Brynn
 Grant Elementary

Govindraj, Kristen
 Franklin Elementary

Henry, Cassy Jhan
 Child Development Svcs

Effective

9/28/05-12/16/05
 [family]

1/1/06-1/27/06
 [child care]

3/9/06-6/26/06
 [child care]

9/2/05-6/23/06
 [child care - 20%]

1/3/06-3/3/06
 [child care]

9/22/05-12/31/05
 [child care]

11/22/05-1/2/06
 [child care]

King, Keri Educational Services	9/2/05-6/30/06 [personal - 20%]
Lapajne, Katherine Malibu HS	1/7/06-3/31/06 [child care]
Lazare, Shernice Muir Elementary	12/5/05-1/22/06 [child care]
LeCassidy, Linh Santa Monica HS	8/1/05-6/30/06 [child care -- leave rescinded]
Levin, Debra Ann Roosevelt Elementary	9/2/05-6/26/06 [child care]
Levy Marazzi, Nancy Cabrillo Elementary	10/12/05-11/30/05 [child care]
Neumann, Stephanie Grant Elementary	9/2/05-1/30/06 [child care]
Purcell, Andrea SMASH	9/2/05-6/23/06 [child care - 50%]
Tsujimoto, Vicki Roosevelt Elementary	9/2/05-6/26/06 [personal]
Tymchuk, Marilyn Special Education	9/2/05-6/30/06 [personal medical]
Varner, John John Adams MS	9/2/05-10/2/05 [personal - 50%]
Varner, John John Adams MS	10/6/05-6/23/05 [child care - 50%]
Williams, Heather Santa Monica HS	9/2/05-6/23/06 [personal]

RESIGNATIONS

<u>Name/Location</u>	<u>Effective</u>
Thai, Cindy Adams Middle School	10/3/05

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

TO: BOARD OF EDUCATION
 FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS
 RE: SPECIAL SERVICES EMPLOYEES

ACTION/CONSENT
 11/17/05

RECOMMENDATION NO. A.11

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 2005/06 budget.

ELECTIONS

<u>Name/Location</u>	Not to <u>Exceed</u>	<u>Effective</u>	<u>Rate</u>
Andrews, Dian SMASH; assist classroom teacher in art program FUNDING: 01-90150-0-11100-10000-2917-009-1501 Reimbursed by PTA	\$4,000	10/15/05-6/21/06	\$32.00/hr -100%
Barr, Tim Educational Services; bass lessons for students at Adams Middle School who do not have access to private lessons. FUNDING: 01-90120-0-17000-10000-2917-030-1501 Gifts	\$2,400	11/02/05-06/09/06	\$50.00/hr -100%
Blake, Judith Grant Elementary; instruct 4th and 5th grade GATE students in art. FUNDING: 01-71400-0-11100-10000-2917-003-1501 Gifted/Talented Educ (GATE)	\$2,000	10/07/05-06/26/06	\$50.00/hr -100%
Cavallaro, Kathryn Educational Services; coach string instruments to students at Title I schools who do not have access to private lessons. FUNDING: 01-90120-0-17000-10000-2917-030-1501 Gifts	\$4,800	10/06/05-06/09/06	\$50.00/hr -100%
Davida, Raffa-Leal Grant Elementary School; teach ceramics to students at all grade levels. FUNDING: 01-90150-0-11100-10000-2917-003-1501 Reimbursed by PTA	\$5,520	09/21/05-06/26/06	\$30.00/hr -100%
Dress, Stephen Educational Services; bass lessons for students at Lincoln Middle School who do not have access to private lessons. FUNDING: 01-90120-0-17000-10000-2917-030-1501 Gifts	\$3,200	10/03/05-06/09/06	\$50.00/hr -100%

Hageman, Justin	\$3,200	10/03/05-06/26/06	\$50.00/hr
Educational Services; coach brass students at Adams Middle School and Muir Elementary School.			
FUNDING: 01-90830-0-17100-10000-2917-030-1501			
SMMEF - Dream Winds			
Holland, Julia	\$19,149	9/6/05-6/22/06	\$39.00/hr
Pt. Dume Elementary; teach vocal music to grades K-5 and organize music concerts.			
FUNDING: 01-90150-0-11100-10000-2917-019-1501			
Reimbursed by PTA			
Jacobson-Bennett, Jill	\$795	10/14/05-12/31/05	\$36.12/hr
Educational Services; write and edit visual and performing arts program for the Middle School and Elementary School dance curriculum.			
FUNDING: 01-91251-0-17100-10000-2917-030-1501			
LA County Arts Commission			
Kass, Laura	\$1,600	10/18/05-6/9/06	\$50.00/hr
Educational Services; string lessons for students at Muir Elementary School who do not have access to private lessons.			
FUNDING: 01-90120-0-17000-10000-2917-030-1501			
Gifts			

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

TO: BOARD OF EDUCATION

ACTION/CONSENT

11/17/05

FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS

RE: STUDENT TEACHING AGREEMENTS-CHAPMAN UNIVERSITY AND
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

RECOMMENDATION NO. A.12

It is recommended that the Board of Education enter into a Student Teaching Agreements between the universities listed below and the Santa Monica-Malibu Unified School District.

INSTITUTION: Chapman University
EFFECTIVE: November 1, 2005 through October 31, 2008
PAYMENT: Chapman University will pay \$150 Master Teacher stipend per 9-week session of full-time student teaching.

INSTITUTION: California State University, Northridge
EFFECTIVE: July 1, 2005 through June 30, 2005
PAYMENT: The State shall pay the District \$25 per semester unit, not to exceed a total payment of \$5,000.00 for up to 114 semester units of Practice Teaching.

COMMENT: The District participates with university teacher training institutions in providing classroom teaching situations under the supervision of a master teacher.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION ACTION/CONSENT
11/17/05
 FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS/WILBERT YOUNG
 RE: CLASSIFIED PERSONNEL - MERIT

RECOMMENDATION NO. A.13

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.

<u>ELECTIONS</u>		<u>EFFECTIVE DATE</u>
ALBA, RAUL SANTA MONICA HS	CUSTODIAN I 8 HRS/12 MO/RANGE: 22 STEP:A	10/24/05
BARTSCH, REGINA WEBSTER ELEMENTARY	INST ASST - PHYSICAL ED 3.5 HRS/SY/RANGE: 20 STEP: A	9/6/05
BROTMAN, MARY SPECIAL EDUCATION	CERT OCCUPATIONAL THER ASST 8 HRS/10 MO/RANGE: 34 STEP: F	10/10/05
CORNEJO, SYLVIA SANTA MONICA HS	INST ASST - SPECIAL ED 5 HRS/SY/RANGE: 20 STEP:A	10/31/05
ISACKSON, KARI SPECIAL EDUCATION	CERT OCCUPATIONAL THER ASST 8 HRS/10 MO/RANGE: 34 STEP: F	10/10/05
MENDOZA, VALETTA ROOSEVELT ELEMENTARY	INST ASST - CLASSROOM 3 HRS/SY/RANGE: 18 STEP: D	11/7/05
RYAN, ANDREA WEBSTER ELEMENTARY	INST ASST - CLASSROOM 2 HRS/SY/RANGE: 18 STEP: A	10/20/05
WARD, DIANE FRANKLIN ELEMENTARY	INST ASST - CLASSROOM 2.6 HRS/SY/RANGE: 18 STEP: A	10/19/05
WATTS, KANDICE PT DUME ELEMENTARY	INST ASST - CLASSROOM 4 HRS/SY/RANGE: 18 STEP: A	10/18/05
 <u>PROMOTION</u>		
DONOVAN, MARC FACILITIES/MAINTENANCE	SKILLED MAINTENANCE WORKER 8 HRS/12 MO/RANGE: 13 STEP: C FR: CUSTODIAN; 8 HRS/12 MO	11/1/05
 <u>TEMP/ADDITIONAL ASSIGNMENT</u>		
ARIAS, CHRISTIAN SANTA MONICA HS	INST ASS - AVID TUTOR	10/25/05-6/26/06
BOLAN, ANETTE SANTA MONICA HS	ADMINISTRATIVE ASST	9/7/05-6/20/06
BUCHANAN, TIM ADAMS MS	CUSTODIAN I	9/25/05-9/25/05

		<u>EFFECTIVE DATE</u>
COLES, ROXANNE MCKINLEY ELEMENTARY	INST ASST - SPECIAL ED	9/7/05-10/10/05
CRAWFORD, CYNTHIA ADAMS MS	LIBRARY ASST I	9/12/05-6/26/06
DAVIDSON, WOODROW LINCOLN MS	CUSTODIAN I	9/7/05-6/26/06
EMHARDT, JANA SANTA MONICA HS	ADMINISTRATIVE ASST	9/7/05-6/20/06
HERRADA, JOE LINCOLN MS	CUSTODIAN I	9/7/05-6/26/06
HIROTO, BETTY FRANKLIN ELEMENTARY	INST ASST - CLASSROOM	9/6/05-6/23/06
INIGUEZ, LUCIA MCKINLEY ELEMENTARY	INST ASST - SPECIAL ED	9/7/05-10/10/05
LONG, RAY EDUCATIONAL SERVICES	PHYSICAL ACTIVITIES SPEC	9/6/05-9/6/05
MANGUM, DON SANTA MONICA HS	CAMPUS SECURITY OFFICER	9/1/05-6/30/06
MARTELLE, RACHEL ADAMS MS	INST ASST - AVID	9/14/05-6/26/06
MARTIN, CHARLES LINCOLN MS	CAMPUS SECURITY OFFICER	9/7/05-6/26/06
MCGEE, LESLEE SANTA MONICA HS	ADMINISTRATIVE ASST	9/7/05-6/20/06
MILLER, REGINA STUDENT/FAMILY SERVICES	OFFICE SPECIALIST	10/24/05-6/30/06
MONTE, PERI WEBSTER ELEMENTARY	ELEM LIBRARY COORD	9/26/05-10/12/05
MOORE, EVAN WEBSTER ELEMENTARY	INST ASST - PHYSICAL ED	10/3/05-12/16/05
O'BRIEN, PATRICIA MCKINLEY ELEMENTARY	INST ASST - SPECIAL ED	10/31/05-11/1/05
OZGUVEN, FATMA ADAMS MS	INST ASST - AVID	10/26/05-6/26/06
NUNEZ, SHERRY LINCOLN MS	CAMPUS SECURITY OFFICER	9/7/05-6/26/06
PRECIADO, ELIZABETH FISCAL SERVICES	OFFICE SPECIALIST	11/1/05-6/30/06
SAWAYA, MIGUEL SANTA MONICA HS	INST ASST - SPECIAL ED	9/19/05-6/30/06

		<u>EFFECTIVE DATE</u>
SMITH, DUNELL SANTA MONICA HS	CAMPUS SECURITY OFFICER	9/1/05-6/30/06
SPALDING, JIM ADAMS MS	CUSTODIAN I	9/24/05-9/24/05
TANGUM, CATHY SANTA MONICA HS	CAMPUS SECURITY OFFICER	7/1/05-6/30/05
VARGAS, PATRICIA ADULT EDUCATION	ADMINISTRATIVE ASST	9/27/05-6/30/06
WARD, VICTOR LINCOLN MS	CUSTODIAN I	9/7/05-6/26/06
 <u>SUBSTITUTES</u>		
INIGUEZ, WILMA CHILD DEVELOP SVCS	CHILDREN CENTER ASST	9/6/05-6/30/06
LAMONEA, HANNAH CABRILLO ELEMENTARY	OFFICE SPECIALIST	10/3/05-1/31/06
MEDELLIN, DIANA CHILD DEVELOP SVCS	CHILDREN CENTER ASST	9/7/05-6/30/06
MEJIA, LORENA SPECIAL EDUCATION	INST ASST - SPECIAL ED	9/2/05-6/26/06
PETERSON, INGRID SPECIAL EDUCATION	INST ASST - SPECIAL ED	10/14/05-6/26/06
SANTANA, DAVID SPECIAL EDUCATION	INST ASST - SPECIAL ED	10/14/05-6/26/06
SCOTT, SHANLEY EDUCATIONAL SERVICES	INST ASST - PHYSICAL ED	11/1/05-6/26/06
SMART, HOWARD HUMAN RESOURCES	CAMPUS SECURITY OFFICER	10/7/05-6/30/06
SOMMO, GINA PERSONNEL COMMISSION	OFFICE SPECIALIST	10/4/05-6/30/06
SWEENEY, PAT SPECIAL EDUCATION	INST ASST - SPECIAL ED	9/7/05-6/26/06
TORRES, JOSE GROUNDS	CUSTODIAN I	10/10/05-6/30/06
VITARTAS, CHERYL SPECIAL EDUCATION	INST ASST - SPECIAL ED	9/7/05-6/26/06
WEIJIN, CONRAD SPECIAL EDUCATION	INST ASST - SPECIAL ED	9/7/05-6/26/06
WOLFE, DARCI SPECIAL EDUCATION	INST ASST - SPECIAL ED	9/7/05-6/26/06

INCREASE IN ASSIGNMENT

CLARK PFEIFFER, JULIE WEBSTER ELEMENTARY	INST ASST - CLASSROOM 3 HRS/SY FR: 2 HRS/SY	9/1/05
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PEREZ, ELIZABETH STUDENT/FAMILY SERVICES	INST ASST - BILINGUAL 3.5 HRS/SY FR: 3 HRS/SY	10/11/05
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INVOLUNTARY TRANSFER

DAHLEM, KAREN MUIR ELEMENTARY	ADMINISTRATIVE ASST 8 HRS/10MO+10 FR: 8 HRS/12 MO/EDUCATIONAL SVCS	8/18/05
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GOODWIN, SHERI EDUCATIONAL SERVICES	ADMINISTRATIVE ASST 8 HRS/10 MO+10 FR: 8 HRS/10 MO+10/MUIR ELEM	8/18/05
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VOLUNTARY TRANSFER

KIRBY, CAROLINE CABRILLO ELEMENTARY	INST ASST - SPECIAL ED 6 HRS/SY FR: 6 HRS/SY/LINCOLN MS	9/6/05
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LEAVE OF ABSENCE (PAID)

ALLEN, PAMELA SANTA MONICA HS	COMMUNITY LIAISON MEDICAL	10/3/05-1/19/06
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DROZDOSKI, MANUELA CHILD DEVELOPMENT SRVS	CHILDREN CENTER ASST MEDICAL	9/30/05-10/20/05
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GOLDENBERG, AUDREY ROOSEVELT ELEMENTARY	INST ASST - CLASSROOM MEDICAL	9/6/05-10/3/05
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JOHNSON, MAYRA CHILD DEVELOPMENT SRVS	CHILDREN CENTER ASST MATERNITY	10/17/05-12/14/05
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RIEDERER, ERIN PT DUME ELEMENTARY	INST ASST - SPECIAL ED MEDICAL	9/6/05-10/31/05
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WASHINGTON, CHANEE SANTA MONICA HS	SR OFFICE SPECIALIST FAMILY	10/24/05-10/28/05
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YASHAR, AZITA LINCOLN MS	INST ASST - SPECIAL ED MATERNITY	10/31/05-1/16/06
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LEAVE OF ABSENCE (UNPAID)

JIMENEZ, MARISELA FOOD SERVICES	CAFETERIA WORKER I PERSONAL	9/27/05-10/7/05
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MANJARREZ, MARIA FOOD SERVICES	CAFETERIA WORKER I PERSONAL	10/19/05-10/19/05
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SURLES, RUFUS MAINTENANCE	CUSTODIAN I FAMILY	10/14/05-1/6/06
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<u>STIPEND</u>		<u>EFFECTIVE DATE</u>
CONSTANZA, SIUGEN MALIBU HIGH SCHOOL	BILINGUAL COMM LIAISON \$500 PER SEMESTER AVID FAMILY COORDINATOR	10/1/05-6/30/06
DAVIS, GLORIA SANTA MONICA HS	DATA ENTRY SPECIALIST \$130 - PSAT PROCTOR	10/15/05
DEARN, TIMOTHY SANTA MONICA HS	INST ASST - SPECIAL ED \$130 - PSAT PROCTOR	10/15/05
FAIRCHILD, KATHY SANTA MONICA HS	SR OFFICE SPECIALIST \$130 - PSAT PROCTOR	10/15/05
GARDENER, RODNEY SANTA MONICA HS	INST ASST - SPECIAL ED \$130 - PSAT PROCTOR	10/15/05
JONES, CECELIA SANTA MONICA HS	INST ASST - SPECIAL ED \$130 - PSAT PROCTOR	10/15/05
MCGEE, LESLEE SANTA MONICA HS	ADMINISTRATIVE ASST \$260 - PSAT COORDINATOR	10/15/05
MENDOZA, DINA SANTA MONICA HS	SR OFFICE SPECIALIST \$130 - PSAT PROCTOR	10/15/05
SAVAGE, STEPHANIE SANTA MONICA HS	SR OFFICE SPECIALIST \$130 - PSAT PROCTOR	10/15/05
SLAWTER, MARY SANTA MONICA HS	SR OFFICE SPECIALIST \$130 - PSAT PROCTOR	10/15/05
STRAHM, YVONNE SANTA MONICA HS	SR OFFICE SPECIALIST \$90 - PSAT ASSISTANT	10/15/05
TERRY, SYLVIA SANTA MONICA HS	SR OFFICE SPECIALIST \$130 - PSAT PROCTOR	10/15/05
WASHINGTON, CHANEE SANTA MONICA HS	SR OFFICE SPECIALIST \$130 - PSAT PROCTOR	10/15/05

WORKING OUT OF CLASS

DONOVAN, MARK GROUNDS	SKILLED MAINTENANCE WORKER FR: CUSTODIAN	10/1/05-10/31/05
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ESTABLISH POSITION

CUSTODIAN I 8 HRS/12 MO; OPERATIONS	9/6/05
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ABOLISHMENT OF POSITION

INST ASST - BILINGUAL 3.5 HRS/SY; ROGERS ELEMENTARY	11/17/05
COMMUNITY LIAISON 8 HRS/10 MO; SANTA MONICA HS	12/19/05

EFFECTIVE DATE

ABOLISHMENT OF POSITION (continued)
GARDENER 9/6/05
8 HRS/12 MO; GROUNDS

RETIREMENTS
ROGERS, VERTIE JEAN CAFETERIA WORKER I 12/31/05
SANTA MONICA HS

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

TO: BOARD OF EDUCATION ACTION/CONSENT
11/17/05
 FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS/WILBERT YOUNG
 RE: CLASSIFIED PERSONNEL - NON-MERIT

RECOMMENDATION NO. A.14

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 schedules.

CHILD CARE ASSISTANT

SOLIS, LILLIAN	CHILD DEVELOP SVCS	10/14/05-06/26/06
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COACHING ASSISTANT

DOYLE, MICHAEL	MALIBU HIGH SCHOOL	11/01/05-03/30/06
FISHER, BRETT	SANTA MONICA HS	09/20/05-06/30/06
GRAHAM, MAURICE	SANTA MONICA HS	08/15/05-01/30/06
GREBB, NIKA	MALIBU HIGH SCHOOL	10/03/05-06/30/06
KENNEY, KEVIN	MALIBU HIGH SCHOOL	11/01/05-03/30/06
NAVARRETTE, FERNANDO	SANTA MONICA HS	09/12/05-01/30/06
SIMPSON, DAVID	MALIBU HS	11/01/05-03/31/05
SKEHAN, NIALL	SANTA MONICA HS	09/21/05-10/31/05

NOON SUPERVISION

BARTSCH, REGINA	WEBSTER ELEMENTARY	09/20/05-06/26/06
CARDENAS, LYNDA	GRANT ELEMENTARY	09/07/05-06/26/06
CRUZ, FABIAN	MUIR ELEMENTARY	09/30/05-06/26/06
DOYLE, CATHY	CABRILLO ELEMENTARY	09/06/05-06/26/06
DUNKER, JONATHAN	PT DUME ELEMENTARY	10/28/05-06/26/06
MONTGOMERY, ALEXIS	WEBSTER ELEMENTARY	09/01/05-06/26/06
RAYMOND, EMILY	WEBSTER ELEMENTARY	09/13/05-06/26/06
RECINOS, DELFINA	MCKINLEY ELEMENTARY	10/13/05-06/26/06
VAZQUEZ, ANALIA	ROGERS ELEMENTARY	09/19/05-06/26/06

STUDENT WORKER - WORKABILITY

BARR, MALCOLM	OLYMPIC HIGH SCHOOL	10/17/05-06/30/06
EMERY, AQUARELLE	OLYMPIC HIGH SCHOOL	11/1/05-06/30/06
JOHNSON, CHRISTINA	MALIBU HIGH SCHOOL	11/1/05-06/30/06
MCINTOSH-BROWN, KEIL	MALIBU HIGH SCHOOL	09/15/05-06/30/06

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

TO: BOARD OF EDUCATION

ACTION/MAJOR

11-17-05

FROM: JOHN E. DEASY/DONNA E. MUNCEY

Time Certain

RE: ANNUAL PUBLIC HEARING AND ADOPTION OF RESOLUTION
NO.05-12 ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS AND
WILLIAMS SETTLEMENT INSTRUCTIONAL MATERIALS FUNDS

RECOMMENDATION NO. A.15

It is recommended that the Board of Education hold a public hearing on the sufficiency of instructional materials.

It is further recommended that the Board of Education adopt Resolution No.05-12 on the adequacy of instructional materials and endorse the remedies proposed within the Resolution.

COMMENT: In May 2000, the American Civil Liberties Union filed a lawsuit against the State of California claiming that the state had failed in its duty to provide students with equal educational opportunity. That lawsuit, known as *Williams v. State of California*, was settled in August 2004. This fall, SMMUSD has engaged in several new accountability measures in order to comply with the ongoing rollout of the Williams lawsuit settlement. Among the new measures is the requirement to inventory all Board of Education-adopted core materials, including: English, Mathematics, Social Studies, Science, Foreign Languages, Health, and laboratory science materials.

Assembly Bill 831, Chapter 118, Statutes of 2005, took effect July 25, 2005. AB 831 modified the annual public hearing requirement in Education Code (EC) Section 60119 and modified the expenditure requirements related to Williams instructional materials funds. Under EC Section 60119, the governing board of every local educational agency (LEA) that receives state instructional materials funds must hold an annual public hearing before the end of the eighth week from the first day pupils attend school for that year. At the public hearing, the governing board must make a determination as to whether each pupil in each school has sufficient textbooks or instructional materials, or both, that are aligned to the content standards and are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education in reading/ language arts, mathematics, science, and history-social science. The requirement that the materials be aligned to the content standards is new. In addition, the definition of sufficiency now provides that each pupil, including each English learner, must have a standards-aligned textbook or instructional materials, or both, to use in class and to take home.

Staff in Educational Services have received training and coordinated with principals and teachers to conduct a site-by-site inventory of adopted, standards-based materials. Tonight we will hold the annual public hearing of sufficiency, present our resolution on the adequacy of materials for all students which includes our compliance and non-compliance with the settlement, and propose remedies for our areas of non-compliance. We request that the Board of Education adopt our resolution on the adequacy of materials for all students in the Santa Monica-Malibu Unified School District.

Before we begin, we would like to thank the teachers and principals at our school sites for their cooperation in accomplishing the tasks associated with the changes related to the Williams lawsuit settlement and new legislation.

Open Hearing

Close Hearing

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

Vote to approve Resolution No. 05-12

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

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 05-12
REGARDING SUFFICIENCY OR INSUFFICIENCY
OF INSTRUCTIONAL MATERIALS**

WHEREAS, the governing board of Santa Monica- Malibu Unified School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on Nov, 17, 2005 at 5:30 p.m. and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

WHEREAS, the definition of Asufficient textbooks or instructional materials@ means that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed that insufficient textbooks or instructional materials were provided to pupils in the following subjects and grade levels at district schools:

Cabrillo:

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, Mathematics, Social Studies, Science, and Health.

Edison:

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, Mathematics, Social Studies, and Health.

150 students have insufficient textbooks and/or instructional materials in the following areas of study: Science. These students are distributed by grade across the school:

Grade 1	27	(43% of 1st graders)
Grade 2	55	(29% of 2nd graders)
Grade 3	29	(40% of 3rd graders)
Grade 4	17	(29% of 4th graders)
Grade 5	22	(40% of 5th graders)
Total	150	

Franklin:

No students have insufficient textbooks and/or instructional materials in the following areas of study: Mathematics, Social Studies, Science, and Health.

3 students have insufficient textbooks at grade 2 for English Language Arts. (2% of 2nd grade)

Grant:

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, Mathematics, Social Studies, and Science.

107 students have insufficient textbooks in Health. These students are distributed across the school as follows:

Grade 1	23	(20% of 1st grade)
Grade 2	46	(38% of 2nd grade)
Grade 4	27	(23% of 4th grade)
Grade 5	11	(10% of 5th grade)
Total	107	

McKinley:

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, Mathematics, Social Studies, and Health.

152 students have insufficient textbooks in Science. These students are distributed across the school as follows:

Grade 1	40	(64% of 1st grade)
Grade 2	58	(100% of 2nd grade)
Grade 3	54	(71% of 3rd grade)
Total	152	

Muir:

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, Mathematics, Social Studies, Science, and Health.

Point Dume:

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, Mathematics, Social Studies, Science, and Health.

Roosevelt:

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, Mathematics, Social Studies, Science, and Health.

Rogers:

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, Mathematics, Social Studies, and Health.

238 students have insufficient textbooks in **Science**. These students are distributed across the school as follows:

Grade 3	74	(79% of 3rd grade)
Grade 4	75	(79% of 4th grade)
Grade 5	89	(75% of 5th grade)
Total	238	

Webster:

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, Mathematics, Social Studies, Science, and Health.

John Adams Middle School:

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, English Language Development, Mathematics, Health, and Foreign Language.

33 students in sixth grade (10% of 6th grade) have insufficient textbooks and/or instructional materials in history/social studies.

122 students in sixth grade (36% of 6th grade) have insufficient textbooks and/or instructional materials in science.

94 students in seventh grade (25% of 7th grade) have insufficient textbooks and/or instructional materials in science.

112 students in eighth grade (27% of 8th grade) have insufficient textbooks and/or instructional materials in science.

Lincoln Middle School:

No students have insufficient textbooks and/or instructional materials in the following areas of study: Mathematics, Social Studies, Science, Foreign Language, and Health.

140 students in sixth grade (37% of sixth grade) have insufficient materials in English Language Arts.

130 students in eighth grade (34% of eighth grade) have insufficient materials in English Language Arts.

SMASH (Santa Monica Alternative School House) :

The SMASH staff has mapped the curriculum and determined that the standards for each grade level in each subject area (English Language Arts, Mathematics, Science, Social Studies and Health) are met with the instructional materials that each teachers uses. Every child has sufficient textbooks and/or instructional materials.

Olympic Continuation High School:

The Olympic staff has mapped the curriculum and determined that the standards for each grade level in each subject area (English Language Arts, Mathematics, Science, Social Studies, Foreign Language, and Health) are met with the instructional materials that each teachers uses. Every child has sufficient textbooks and/or instructional materials.

Malibu Middle and High School:

No students have insufficient textbooks and/or instructional materials in the following areas of study: Mathematics, Social Studies, Science, Foreign Language, and Health.

Santa Monica High School:

No students have insufficient textbooks and/or instructional materials in the following areas of study: English Language Arts, Mathematics, Science, Foreign Language, and Health.

290 12th grade students (38% of 12th graders) have insufficient economics textbooks.

600 9th grade students (71% of 9th graders) have insufficient history/social science textbooks.

WHEREAS, sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive, and;

WHEREAS, the insufficient textbooks or instructional materials listed above were not provided at each school due to the following reasons:

Edison Language Academy had utilized classroom sets of science texts.

Franklin Elementary School had an unexpected increase in the number of students and has replaced lost or damaged textbooks.

Grant School had used classroom sets of Health textbooks, rather than individual copies for each child.

McKinley Elementary School had used classroom sets of Science textbooks, rather than individual copies for each child.

Rogers Learning Community had used classroom sets of Science textbooks, rather than individual copies for each child.

John Adams Middle School had used classroom sets of science at all grade levels.

John Adams also had a larger than expected enrollment in sixth grade and more lost and/or damaged textbooks that needed to be replaced.

Lincoln Middle School had used classroom sets of the English Language Arts textbook at grades 6 and 8.

Santa Monica High School had used materials that are not deemed to be standards-based for 12th grade non-Advanced Placement Economics classes.

Santa Monica High School mapped the history-social studies and health curriculum and redesigned its 9th grade course. More textbooks are subsequently needed to supplement classroom sets that had been in use.

THEREFORE, IT IS RESOLVED, that for the 2005-2006 school year, the Santa Monica-Malibu Unified School District office of education has not provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum framework, and;

BE IT FURTHER RESOLVED, that the following actions will be taken to ensure that all students have sufficient textbooks or instructional materials in all subjects consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which the determination is made.

- (1) Purchase of the texts necessary to supplement the classroom sets that have been in use are underway at all sites. That will remedy all of the elementary and middle school sites, except those that needed to purchase additional materials due to larger than expected numbers of students at a grade level. Purchase of those materials has already been completed.
- (2) Purchase of additional, adopted materials is underway. Additionally, we have adopted an additional text and are ordering sufficient copies for all students in Freshman Seminar.

- (3) Adoption of a common, core, standards-based Economics textbook for non-Advanced Placement courses is underway. Textbook money is reserved at Santa Monica High School to effect this purchase as soon as the adoption process is complete.

PASSED AND ADOPTED by the Santa Monica-Malibu Unified School District Board of Education this 17th day of November, 2005.

Emily Bloomfield, President

Julia Brownley, Vice-President

Oscar de la Torre, Member

José J. Escarce, Member

Maria Leon-Vazquez, Member

Shane McLoud, Member

Kathy Wisnicki, Member

John E. Deasy, Superintendent

TO: BOARD OF EDUCATION

ACTION/MAJOR

11/17/05

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: ADOPT RESOLUTION 05-13 COMMENDING SUSAN E. MCCARTHY

RECOMMENDATION NO. A.16

It is recommended that the Board of Education adopt the attached resolution commending Susan E. McCarthy for her years of service to the City of Santa Monica and her commitment to the students of the Santa Monica-Malibu Unified School District.

COMMENT: Susan E. McCarthy, City Manager, is retiring on Thursday December 8, 2006. It is fitting and appropriate that the Board of Education commend Mrs. McCarthy for her service to the community and for her collaboration with the school district on behalf of the students of the Santa Monica-Malibu Unified School District.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 05-13**

**COMMENDING
SUSAN E. McCARTHY**

WHEREAS, Susan E. McCarthy has provided more than 20 years of dedicated service to the City of Santa Monica in a variety of leadership positions; and

WHEREAS, Susan McCarthy has served as the Santa Monica City Manager for the past six years; and

WHEREAS, while serving as the City Manager, Susan McCarthy collaborated with the Santa Monica-Malibu Unified School District to develop a historic funding agreement that established a stable revenue stream to the school district for the next five years; and

WHEREAS, the funding for education programs has had an immediate positive impact on students currently in the Santa Monica-Malibu Unified School District as well as those who will follow in the near future; and

WHEREAS, Susan McCarthy has provided policy leadership within the City of Santa Monica on behalf of our diverse youth population which will pay dividends for these students; and

WHEREAS, Susan E. McCarthy is retiring from her position as City Manager;

NOW, THEREFORE, BE IS RESOLVED that the Board of Education of the Santa Monica-Malibu Unified School District commends Susan E. McCarthy for her dedicated years of service to the citizens and youth of the Santa Monica community. The Board of Education also extends its congratulations and appreciation to Susan and wishes her well in her retirement.

PASSED AND ADOPTED by the Santa Monica-Malibu Unified School District Board of Education on the 17th day of November, 2005.

Emily Bloomfield, President

Julia Brownley, Vice-President

Oscar de la Torre, Member

José J. Escarce, Member

Maria Leon-Vazquez, Member

Shane McLoud, Member

Kathy Wisnicki, Member

John E. Deasy, Superintendent

TO: BOARD OF EDUCATION

ACTION/MAJOR
11/17/05

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: ADJUST TIME FOR PUBLIC MEETING - DECEMBER 8, 2005
BOARD OF EDUCATION MEETING

RECOMMENDATION NO. A.17

It is recommended that the Board of Education adjust the start time for the public portion of the regular Board meeting scheduled to be held on Thursday, December 8, 2005 to 7 p.m.

COMMENT: The above adjustment in the start time for the public portion of the Board meeting is being requested to allow the Superintendent and members of the Board of Education to attend an event honoring outgoing City Manager Susan McCarthy on the occasion of her retirement.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION
FROM: SUPERINTENDENT /MICHAEL D. MATTHEWS
RE: ADMINISTRATIVE APPOINTMENTS

ACTION/MAJOR
11/17/05

RECOMMENDATION NO. A.18

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

CERTIFICATED APPOINTMENTS

Effective

Douglas Staine
Director, Human Resources

December 1, 2005

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

TO: BOARD OF EDUCATION ACTION/MAJOR
11/17/05

FROM: SUPERINTENDENT/MICHAEL D. MATTHEWS/WINSTON A. BRAHAM

RE: RATIFICATION OF AGREEMENT BETWEEN THE SANTA MONICA-
MALIBU UNIFIED SCHOOL DISTRICT AND THE SANTA MONICA-
MALIBU CLASSROOM TEACHERS ASSOCIATION (SMMCTA)

RECOMMENDATION NO. A.19

It is recommended that the Board of Education ratify the Agreement reached with Santa Monica-Malibu Classroom Teachers Association during the collective bargaining process concluded in September, 2005. The Agreement has been ratified by SMMCTA's general membership and has been properly noticed and publicly discussed in accordance with AB 1200. AB 1200 requires public disclosure of all provisions of all collective bargaining agreements before entering a written agreement. The full text of the Agreement is available for view in the Superintendent's office. Additionally, this Agreement was brought to the Board as is required by law as a Discussion Item (D.1) at our Board Meeting on November 3, 2005.

COMMENT: The components of changes to the Agreement are attached. In compliance with the public disclosure requirements of AB1200 (Statutes of 1991, Chapter 1213) the District publicly disclosed from October 20 to November 3, 2005, that no fiscal implications of negative consequences to the operation of the school district were negotiated by the District with SMMCTA. In addition, no agreement was concluded which has any negative fiscal implication upon the District in the immediate succeeding years to the initial year of implementation in July, 2005.

The Board of Education and the Santa Monica-Malibu Classroom Teachers Association, having concluded collective bargaining, present the changes to the current agreement, which go into effect July 1, 2005.

Of note, attached is a copy of LACOE's approval of the AB 1200 analysis.

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

SMMCTA-SMMUSD
TENTATIVE AGREEMENT

Article I: Recognition

- C Substitute Teachers. Substitute Teachers will be SMMCTA members from their first day of employment.

Article VI: Assigned Days and Hours of Work

- C Extra Duty Assignments. Assignments shall be limited to one supervision duty per week and no more than two committee assignments. The principal will work with the Faculty Advisory Committee (FAC) on the committee assignments. Unit members who participate as a SMMCTA Site Representative, a SMMCTA Executive Board member, or on a joint SMMCTA-SMMUSD Committee may have that count for no more than one assignment. New (first-year) unit members shall not be required to be on committees.
- C Professional Development. The principal will convene a professional development committee comprised of department chairs and/or grade level leaders and/or teachers elected by their colleagues. The committee will construct a professional development plan, within the framework of topics provided by SMMUSD Educational Services, for the site. They shall meet at least four times a year and post their plan by September 30.
- C Full-Day Kindergarten. A joint SMMCTA-SMMUSD Committee will investigate the merits of full-day kindergarten and report their findings to the board in March 2006.

Article VII: Summer School

- C Applications for summer school shall be due on a date no later than March 15.
- C Teachers selected to teach summer school shall be required to attend a two-day training and shall be released from their assignment or compensated at the teacher hourly rate. No completion by unit member, no summer school assignment.
- C Teachers shall not be paid for days missed during summer school.
- C Summer School pay for the 2006 Summer Session shall be 80% of the daily salary rate from the 2004-05 school year. A teacher will earn what they earned in summer school for the 2005 Session or what they would have earned for the 2005 session.

Article XII: Evaluation

- C The new standards-based evaluation system shall be used for all teachers hired beginning in the 2001-02 school year.
- C Any permanent teacher may volunteer to the standards-based evaluation system.
- C All teachers shall use the standards-based evaluation system in 2010-11 school year.
- C Beginning in 2005-06 annual trainings/workshops shall be held at all sites. Teachers and administrators that have been experience with the SBES shall participate in the workshops.

Article XV: Safety and Working Conditions

- C A Return to Work Policy will now be in the Agreement.
- C Eliminate all language regarding Special Education, except an agreement to provide regular training on how to best address the needs of Special Education students.

Article XXII: Substitute Teachers

- C Substitutes become temporary teachers after teaching 75% of the year.
- C Day-to-Day will become preferred substitutes on the 46th day of employment.
- C Administrators can perform unannounced evaluation at any site after (2) complaints about a particular substitute teacher.
- C Substitutes become members of SMMCTA Union on 1st day of employment.

Article XXIII: Salary

- C Effective January 1, 2006, all certificated salaries enhanced by 3%.
- C Effective July 1, 2005, the MA stipend shall be \$1600.
- C Effective July 1, 2005, the doctoral stipend shall be \$3000.
- C Effective July 1, 2005, all Special Education unit members (including speech pathologists) shall receive a stipend equal to a Master's degree, in addition to any MA or PHD stipend.
- C Effective July 1, 2005, for any unit member who contributes at least \$200 a year to a Tax Sheltered Annuity (TSA/403(b)), the District shall contribute a maximum of \$200 a year in matching funds to that TSA.

Article XXIV: Additional Compensation

- C Effective July 1, 2005, the second cohort of the National Board Certified Teachers (those who received their certification in fall, 2004) shall have their stipend changed to \$10,000. All following cohorts shall receive \$5,000. This increase is not retroactive to the 2004-05 year.

Article XXVII: Part-Time Assignments

- C Provided that the staff development calendar is posted by September 30, teachers who are on 50% or a 50% job share shall attend all staff development meetings and all faculty meetings. Part-time or job-sharing teachers who teach less than 50% shall attend all staff development meetings.

Article XVII: Consultation

- C Only FAC may determine whether an issue is a restructuring issue.
- C 66% of the faculty must vote in favor of a restructuring change.

Appendix:

- C Eliminate the Malibu Road Closure Appendix

ARTICLE XXXVI
TERM OF AGREEMENT
Revised effective July 1, 2005

- A. This revised Agreement shall remain in effect July 1, 2005-June 30, 2006. The contract thereafter shall continue in effect year by year unless either of the parties notifies the other in writing of its request to terminate the Agreement upon its expiration.
- B. In the event one of the parties notifies the other in writing of its intention to terminate, the following negotiation procedures will apply:
1. The Association shall make its initial proposal to the Board of Education no later than four (4) weeks prior to the initial collective bargaining session.
 2. If the District states its intention to terminate, it will present its initial proposal no later than four (4) weeks prior to the first proposed negotiating session.
 3. The District and Association shall meet and negotiate, provided that all public notice requirements have been met.
 4. Either party may utilize the services of outside consultants.
 5. All unit members, who are part of the SMMCTA Negotiations Team, will be granted release time for preparation, meeting, and negotiating purposes. When the entire contract is due to expire, negotiation team members will be granted up to four (4) days of release time for preparation. In years with limited contract re-opens team members will be granted up to two (2) days of release time for preparation. Such release time will not be taken on a Monday or Friday, during shortened weeks, or from time devoted to staff development without the express permission of the Superintendent.

If the Agreement is approved and ratified by both parties prior to the end of the regularly-scheduled work year, such release time shall be discontinued at that point.
 6. The employer recognizes the duty to bargain in good faith and shall provide all information necessary to the Association to fulfill this duty. The Association recognizes its responsibility to request such information.

IN WITNESS WHEREOF, THE PARTIES HERETO HAVE SET THEIR HANDS AND SEAL THIS 18th DAY OF OCTOBER, 2005.

s/ Harry M. Keiley _____
For SMMCTA

s/ John E. Deasy _____
For the District

TO: BOARD OF EDUCATION ACTION/MAJOR
11/17/05
FROM: JOHN E. DEASY/MICHAEL MATTHEWS/WINSTON BRAHAM
RE: ADOPT SCHOOL YEAR CALENDARS: 2006-2007 AND 2007-2008

RECOMMENDATION NO. A.20

It is recommended that the Board of Education adopt calendars for school years 2006-2007 and 2007-2008.

COMMENT: The school calendar is a negotiated item between the Board of Education and the Santa Monica-Malibu Classroom Teachers' Association (SMMCTA) as per Article VI.A.4 of the current agreement.

The calendars appear in the paper copy of the agenda and are included on the web site with the agenda in pdf format.

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

TO: BOARD OF EDUCATION

ACTION/MAJOR
11/17/2005

FROM: JOHN DEASY/TIM WALKER/LAUREL SCHMIDT

RE: REVISION TO POLICY 5117 - INTERDISTRICT ATTENDANCE

RECOMMENDATION NO. A.21

It is recommended that the Board of Education approve revisions to the existing Board Policy 5117 *Interdistrict Attendance* to specify that all new interdistrict permits will be issued on a year-to-year basis. Parents must reapply and be accepted for continued attendance each year.

COMMENT: In the past, the district has issued PERT permits (Parent Employment Related Transfers) to students whose parents work in the cities of Santa Monica or Malibu, and DERT permits (District Employee Related Transfers) to the children of district employees. PERT and DERT permits convey resident status to these students. Students with PERT and DERT permits typically remain in our schools through graduation, unless they fail to uphold acceptable standards of attendance, behavior or academic effort.

Issuing permits that convey resident status limits the district's ability to respond to fluctuations in enrollment, space, programs and funding. By changing to a practice of only issuing permits that must be renewed annually, the district gains more flexibility in responding to annual changes.

Students currently enrolled on PERT and DERT permits will not be affected by this revision.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

Santa Monica-Malibu District Policy Detail

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>
5117	Students	Interdistrict Attendance Policy

<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
Attendance	X		

DETAIL

A. Although students generally must attend school in the district and school where their residence has been established, the Santa Monica-Malibu School District Governing Board recognizes justifiable reasons for interdistrict permits. Upon request, the Superintendent or designee may accept students from other districts and may allow students who live within the District to transfer to another school within the District or out of the District.

Beginning with the 2005-06 school year permits will be issued on a year-to-year basis. Parents must reapply and be accepted for continued attendance each year. Students enrolled prior to the 2005-06 school year on a PERT or DERT permit will not be affected by this change.

-- Involuntary loss of housing should not interfere with a child completing his/her education in the Santa Monica-Malibu Unified School District.

B. Permits of this type are to be initiated by the student's parent or guardian who attests to the fact or shows evidence that the permit would be in the student's best interests. Cancellation of the permit shall occur if certain provisions are not adhered to by the student or parent/guardian, or if overcrowding should occur at the school of acceptance.

C. The Board is committed to providing a quality education for all District students legally enrolled and will provide fair and consistent treatment for students and parent/guardians regardless of their residence or permit status. All applications for a permit will be treated in a fair and consistent manner.

D. Final approval of permits for all students, including student needing specialized programs, such as GATE, special education, ELL, etc., shall rest at the District and shall be contingent upon space availability. The District will not pay excess costs to provide specialized services to students on permit.

E. Except for the conditions listed below, effective September 2002, there will be a moratorium on the receipt of all new interdistrict attendance permits. This moratorium shall continue through the 2005-2006 school year. Exceptions to the moratorium are as follows:

1. All students currently attending on an interdistrict permit will be allowed to remain in the District until they leave or graduate, assuming that they uphold appropriate standards of behavior and attendance.

2. Guidelines previously applied to SMASH, Edison, including the immersion program through Grade 8, and our preschools will remain in effect.

Requests for permits will be received (granted) in the following order:

1. *Intradistrict permits* allowing children who are residents of the cities of Santa Monica and/or Malibu to attend a school other than their neighborhood school;
 - The District guarantees same-school placement for all siblings in a family once an intradistrict permit has been granted, except in cases where students need a specialized program which is only available on another campus.
2. *Interdistrict permits* for children of employees of the Santa Monica-Malibu Unified School District [certificated, classified, management, full and part-time (a minimum of 15 hours per week)];
 - The District guarantees a seat in a District school to all children of District employees who have requested a new interdistrict permit; staff will do its best to accommodate requests for a specific school but will not guarantee requested placement. On-going permit holders are not effected and will continue in the home school being currently attended.
3. If space and budget permit, staff will do its best to accommodate requests for placement for siblings (of current interdistrict permit holders) who will be entering Kindergarten, 1st, 2nd, 3rd, 4th, 6th or 9th Grade. If a permit is received (granted) there is no guarantee of same-school placement. On-going permit holders are not effected and will continue in the home school being currently attended;
 - Siblings of recent [within the last three (3) years] graduates of the Santa Monica-Malibu Unified School District who attended on interdistrict permits will be allowed to enroll under this section, under the same provisions.
4. If space and budget permit, interdistrict permits for children of employees of the cities of Malibu or Santa Monica.

ADDITIONAL PDF DETAIL

REFERENCE

LEGAL REFERENCE:

EDUCATION CODE

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 Admission of persons including nonresidents to attendance area; workers' compensation for pupils

DISTRICT POLICIES RELATED TO PERMITS:

BP 5116.1 Intradistrict Open Enrollment

BP 5145.3 Desegregation Plan

MANAGEMENT RESOURCES

ADOPTED

January 27, 1994 February 17, 2005

REVISED

November 22, 2002 April 1, 1999

CSBA DATE

February, 1995

DISTRICT GOAL

Quality Education for All

TO: BOARD OF EDUCATION
FROM: JOHN DEASY/ LAUREL SCHMIDT
RE: ADOPTING POLICY 5131.63 - STEROIDS

ACTION/MAJOR
11/17/2005

RECOMMENDATION NO. A.22

It is recommended that the Board of Education adopt Board Policy 5131.63 Steroids, which prohibits the use and abuse of steroids by student athletes.

COMMENT: In May 2005, the California Interscholastic Federation (CIF) adopted bylaws which prohibit coaches and other school personnel from selling, distributing, or promoting to students performance-enhancing supplements that promote muscle building. The CIF further stipulates that districts participating in CIF must, as a condition of membership, adopt a policy prohibiting the use and abuse of steroids by student athletes. Prior to participating in athletics, students and parents/guardians must sign an agreement that the student will abide by the district's steroid prohibition.

In addition, as amended by SB 1444, Health and Safety Code 110423.2 makes it a misdemeanor for any person to sell or furnish certain designated dietary supplements to persons under the age of 18.

Administrative regulations and student/parent agreement form are included for review by the board.

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

Santa Monica-Malibu District Policy Detail

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>
5131.63	Students	Steroids

<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
Anabolic Steroids	x		

DETAIL

The Governing Board recognizes that the use of steroids and other performance-enhancing supplements presents a serious health and safety hazard. As part of the district's drug prevention and intervention efforts, the Superintendent or designee and staff shall make every effort to ensure that students do not begin or continue the use of steroids or other performance-enhancing supplements.

Students in grades 7-12 shall receive a lesson on the effects of steroids as part of their health, physical education, or drug education program.

Students participating in interscholastic athletics are prohibited from using steroids or any other performance-enhancing supplement.

Before participating in interscholastic athletics, a student athlete and his/her parent/guardian shall sign an agreement that the student athlete shall not use steroids, unless the student has a written prescription from a fully licensed physician, as recognized by the American Medical Association, to treat a medical condition.

A student who is found to have violated the agreement or this policy shall be restricted from participating in athletics and shall be subject to disciplinary procedures including, but not limited to, suspension or expulsion in accordance with law, Board policy, and administrative regulation.

Coaches shall educate students about the district's prohibition and the dangers of using steroids and other performance-enhancing supplements.

The Superintendent or designee shall ensure that district schools do not accept sponsorships or donations from supplement manufacturers that offer muscle-building supplements to students.

Legal Reference:

EDUCATION CODE

51260-51269 Drug education, especially:

51262 Use of anabolic steroids; legislative finding and declaration

CIVIL CODE

1812.97 Warning statement; posting in athletic facilities

HEALTH AND SAFETY CODE

110423.2 Dietary supplements

Management Resources:

CALIFORNIA INTERSCHOLASTIC FEDERATION BYLAWS

California Interscholastic Federation Constitution and Bylaws 2005-06

WEB SITES

CSBA: <http://www.csba.org>

California Interscholastic Federation: <http://www.cifstate.org>

National Center for Drug Free Sport: <http://www.drugfreesport.com>

National Institute on Drug Abuse: <http://www.nida.nih.gov>

(12/89 10/96) 7/05

Santa Monica-Malibu District Policy Detail

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>
5131.63	Students	Steroids

<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
Anabolic Steroids		X	

DETAIL

School personnel, including coaches, shall not sell, distribute, or promote to students performance-enhancing dietary supplements that promote muscle-building. School personnel and coaches may provide only non-muscle-building nutritional supplements to student athletes for the purpose of providing additional calories and electrolytes. Permissible non-muscle-building nutritional supplements are identified according to the following classes: carbohydrate/electrolyte drinks, energy bars, carbohydrate boosters, and vitamins and minerals.

School personnel, including coaches, shall follow the manufacturer's recommendations when discussing the use of any drug or food supplement with a student athlete. In order to minimize the health and safety risks to student athletes, school personnel shall not supply or recommend any drug, medication, or food supplement solely to enhance an athlete's performance.

Notice

The principal or designee shall ensure that the following warning, reproduced in 10-point bold type, is posted in every locker room of schools with classes in grades 7-12 and contained in any contracts for the lease or rental of the school's athletic facilities: (Civil Code 1812.97)

WARNING: Use of steroids to increase strength or growth can cause serious health problems. Steroids can keep teenagers from growing to their full height; they can also cause heart disease, stroke, and damaged liver function. Men and women using steroids may develop fertility problems, personality changes, and acne. Men can also experience premature balding and development of breast tissue. These health hazards are in addition to the civil and criminal penalties for unauthorized sale, use, or exchange of anabolic steroids.

(2/89 10/96) 7/05

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

AGREEMENT FOR STUDENT ATHLETE AND PARENT/GUARDIAN
REGARDING USE OF STEROIDS

Print Name of Student Athlete:

Directions: As a condition of membership in the California Interscholastic Federation (CIF), the Governing Board of the Santa Monica-Malibu School District has adopted Board Policy 5131.63 prohibiting the use and abuse of androgenic/anabolic steroids. CIF Bylaw 524 requires that all participating students and their parents/guardians sign this agreement.

By signing below, we agree that the student shall not use androgenic/anabolic steroids without the written prescription of a fully licensed physician, as recognized by the American Medical Association, to treat a medical condition.

We recognize that under CIF Bylaw 200.D the student may be subject to penalties, including ineligibility for any CIF competition, if the student or his/her parent/guardian provides false or fraudulent information to the CIF.

We understand that the student's violation of the district's policy regarding steroids may result in discipline against him/her, including, but not limited to, restriction from athletics, suspension, or expulsion.

Signature of Student Athlete

Date

Signature of Parent/Guardian

Date

7/05

TO: BOARD OF EDUCATION

ACTION/MAJOR
11/17/2005

FROM: JOHN E. DEASY/WINSTON BRAHAM/WALLY BERRIMAN

RE: ADOPTION OF POLICY 3517 - FACILITIES INSPECTION

RECOMMENDATION NO. A.23

It is recommended that the Board of Education adopt Board Policy 3517 Facilities Inspection to insure that school facilities are kept in good repair.

COMMENTS: SB 550 amended Education Code 17070.75 to require each school district to develop a school facility inspection system to ensure that school facilities are kept in good repair. Education Code 17002 defines "good repair" to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional.

In addition, as part of the school accountability report card (SARC), Education Code 33126, requires school districts to make specified assessments of school conditions, including the safety, cleanliness, and adequacy of school facilities, and needed maintenance to ensure good repair.

Education Code 35186 requires districts to establish a complaint procedure relative to the condition of school facilities. The law specifies timelines for investigating and resolving such complaints. This is referred to as the Williams Uniform Complaint Procedure. Notices regarding the Williams Complaint Process have been posted in all schools.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

Santa Monica-Malibu District Policy Detail

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>
3517	Business and Non-instructional Operations	Facilities Inspection

<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
Non-Instructional Operations	x		

DETAIL

The Governing Board recognizes that the condition of school facilities has an impact on student achievement and employee morale and desires to provide school facilities that are safe, clean and functional, as defined in Education Code 17002.

The Superintendent or designee shall develop a facilities inspection and maintenance program to ensure that district schools are maintained in good repair in accordance with law. At a minimum, the inspection program shall determine conditions specified on the state's interim evaluation instrument, including any evidence of:

1. Gas leaks
2. Problems with heating, ventilation, or air conditioning systems, as applicable
3. Broken windows, doors, gates and fences that pose a security risk
4. Unsafe and unclean interior surfaces, such as walls, floors and ceilings
5. Hazardous materials that may pose an immediate threat to students or staff
6. Structural damage that has the potential to create hazardous or uninhabitable conditions
7. Nonfunctioning fire sprinklers and emergency equipment, such as alarms and fire extinguishers
8. Power failure, electrical hazards and inadequate lighting
9. Major pest or vermin infestation
10. Inaccessible and nonfunctioning drinking fountains

11. Inaccessible, unclean and nonfunctioning restrooms during school hours
12. Major sewer line stoppage

The Superintendent or designee shall provide the Board with regular reports regarding the status of district facilities as evidenced by the district's facility inspection program as well as updates as to the status of any visits by the County Superintendent of Schools to district schools.

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties
17002 Definitions
17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998
17565-17591 Property maintenance and control, especially:
17584 Deferred maintenance
17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account
33126 School Accountability Report Card
35186 Williams uniform complaint procedure

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Williams case:
<http://www.cde.ca.gov/eo/ce/wc/index.asp>
State Allocation Board, Office of Public School Construction, Williams settlement:
http://www.opsc.dgs.ca.gov/Programs/William_Legislation_Default.htm

Issue date: 3/05

TO: BOARD OF EDUCATION

ACTION/MAJOR

11/17/05

FROM: SUPERINTENDENT/TIMOTHY R. WALKER

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS

RECOMMENDATION NO. A.24

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2005-2006 as follows:

NPS/NPA

2005-2006 Budget 01-65000-0-57500-11800-5825-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Kayne-Eras Center	12-12-85	NPS	#57	\$ 2,411
Kayne-Eras Center	09-01-90	NPS	#58	\$ 30,355
Augmentative Communication Therapies	09-20-95	NPA - Consultation	#112	\$ 2,300
Augmentative Communication Therapies	04-18-94	NPA - Consultation	#113	\$ 1,150
Augmentative Communication Therapies	02-19-98	NPA - Augmentative Communication Evaluation	#114	\$ 500
Beautiful Minds Center for Autism, Inc.	12-26-98	NPA - Behavior Therapy	#115	\$ 24,098
Can Do Kids, Inc.	10-12-98	NPA - PT	#116	\$ 600
Julia Hobbs Speech Pathology, Inc.	12-26-98	NPA - Speech	#117	\$ 3,510
Julia Hobbs Speech Pathology, Inc.	12-26-98	NPA - Speech	#118	\$ 3,250
Kayne-Eras Center	10-18-87	NPA - GED Instruction	#119	\$ 19,707
Step by Step	02-12-95	NPA - Speech	#120	\$ 1,350
Therapy West, Inc.	12-26-98	NPA - OT	#121	\$ 2,295
Carousel	08-07-97	NPS - add A.P.E.	#2 UC06002	\$ 2,580
Contract Increase				
Kayne-Eras Center	01-23-89	NPS - add 1:1 Aide	#12 UC06012	\$ 16,708
Contract Increase				
Summitview Westside	03-11-92	NPS - add counseling	#56 UC06266	\$ 1,488
Contract Increase				

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Devereux Texas Contract Increase	10-05-89	NPS (2004-2005)	#79 UC05473	\$ 579

Amount Budgeted NPS/NPA 05/06	\$ 3,000,000
Prior Board Authorization as of 11/03/05	\$ 2,864,992
Balance	\$ 135,008
Positive Adjustment (See attachment)	\$ 57,852
	\$ 192,860
Total Amount for these Contracts	\$ 112,881
Balance	\$ 79,979

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 2005-06 in the amount of \$ 57,852 as of November 17, 2005.					
Nonpublic School/Agency	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Provo Canyon	NPS	#49 UC06151	E	\$ 650	Student now at District.
Vista	NPS	#37 UC06036	E	\$ 29,463	Student now at District.
Westmark	NPS	#42 UC06041	E	\$ 25,849	Student graduated June 2005 (ISA not needed).
Verdugo Hills Autism Project	NPA	#55 UC06099	E	\$ 1,890	ISA not needed (no services in the summer)

Instructional Consultants

2005-2006 Budget 01-65000-0-57500-11800-5802-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Adrian Whitchelo-Scott	03-03-92	Instr.Consultant - Assistive Technology Assessment and attend IEP for school year 2005-2006.	#66	\$ 600

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Adrian Whitchelo-Scott	09-03-94	Instr.Consultant - Training on program recommended per IEP.	#67	\$ 300
Trang Nguyen	10-23-95	Instr.Consultant - Vision Assessment.	#68	\$ 500
Adrian Whitchelo-Scott Contract Increase	01-20-00	Instr.Consultant - AT Assessment	#1 UC06102	\$ 45
Carol Atkins Contract Increase	04-18-93	Instr.Consultant - CAPD Assessment	#17 UC06118	\$ 147

Amount Budgeted Instructional Consultants 05/06 \$ 510,000
Prior Board Authorization as of 11/03/05 \$ 351,793
Balance \$ 158,207

Total Amount for these Contracts \$ 1,592

Balance \$ 156,615

NPS - Legal
2005-2006 Budget 01-65000-0-57500-11800-5820-043-1400

Legal Contractor	Service Description	Contract Number	Cost Not to Exceed
Atkinson, Andelson, Loya, Ruud & Romo, Attorneys At Law	Legal Services	#2	\$ 25,000

Amount Budgeted Legal 05/06 \$ 100,000
Prior Board Authorization as of 08/18/05 \$ 25,000
Balance \$ 75,000

Total Amount for these Contracts \$ 25,000

Balance \$ 50,000

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:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/WINSTON A. BRAHAM
RE: BUDGET ADJUSTMENTS

ACTION/MAJOR
11/17/05

RECOMMENDATION NO. A.25

It is recommended that the Board of Education approve the following adjustments in the amount of \$25,298 to the 2005-06 Budget, as follows:

1. An **increase** in the amount of \$12,649 for salary and benefits for a .50 FTE Custodian for the Pt. Dume Elementary School site through June 30, 2006 (80% to be funded from permit proceeds).
2. An **increase** in the amount of \$12,649 for salary and benefits for a 1.00 FTE Custodian for the Malibu High School site through June 30, 2006.

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

TO: BOARD OF EDUCATION

ACTION/MAJOR
11/17/05

FROM: JOHN E. DEASY/WINSTON A. BRAHAM

RE: APPROVAL TO REPAIR ROOF AT DISTRICT ADMINISTRATION
BUILDING

RECOMMENDATION NO. A.26

It is recommended that the Board of Education approve an amount not-to-exceed \$6,000 for repair of the District's Administration Building main roof at 1651 16th St.

COMMENTS: The above-listed amount will eventually be paid out to the District's Contracted Property Management Firm, Charles Dunn Real Estate Services, Inc. This is a result of required ongoing repairs and maintenance to the existing District's Administration Building, in line with the Lessor's obligation to maintain the non-structural portion of the building, i.e., roof, walls, foundation, etc. of the Lessor's Subject facilities.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/SUPERINTENDENT
RE: NOMINATIONS FOR CSBA DELEGATE ASSEMBLY

ACTION/MAJOR
11/17/05

RECOMMENDATION NO. A.27

It is recommended that the Board of Education nominate Julia Brownley (incumbent) for election to the CSBA Delegate Assembly, Region 24.

COMMENT: There are nine seats up for election in Region 24 of the Delegate Assembly, including the seat currently held by Board Member Julia Brownley. Ms. Brownley has indicated that she wishes to run for re-election.

Important dates related to this election are:

Thursday, January 5 - U.S. Postmark or fax deadline for
Nomination Form

Thursday, January 12 - US Postmark or fax deadline for
Nominee's Biographical Sketch

February 1 - March 15 - Boards vote for Delegates

Wednesday, March 15 - Deadline for the ballots to be
returned to CSBA - US Postmark only

By Friday, March 31 - Election results, except for run-offs
posted on CSBA's Web site

Thursday, April 20 - Deadline for run-off ballots - US
Postmark ONLY

Saturday, May 6-May 7 - Delegate Assembly Meeting in
Sacramento

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

TO: BOARD OF EDUCATION

ACTION/MAJOR
11/17/05

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: SUPERINTENDENT'S PERFORMANCE TARGETS FOR 2005-2006

RECOMMENDATION NO. A.27

It is recommended that the Board of Education adopt the 2005-2006 Performance Targets for the Superintendent of Schools.

At the regular meetings held October 6 and 20, 2005, the Board of Education met in Closed Session with the Superintendent and set the following performance targets for 2005-2006:

- 1.) Analysis and the development of a plan for the strategic improvement of math performance, including programmatic, assessment, and professional development considerations K-12.
- 2.) The construction of a set of strategies that will lead to the deep and sharp focus on the improvement of instructional capacity in the district.
- 3.) Undertake an analysis of the science curriculum, offerings, and instruction and then construct a plan for the improvement of our science program K-12.

The Superintendent's Performance Targets are established annually and are adopted as an addendum to the agreement with the Superintendent and the Santa Monica-Malibu Unified School District and Board of Education. The targets listed above are in addition to duties regularly performed by the superintendent.

The 2005-2006 Performance Targets are attached in their entirety.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE: N/A

AYES:

NOES:

Santa Monica-Malibu Unified School District

Superintendent of Schools
2005-2006 PERFORMANCE TARGETS

Addendum to the agreement between the Board of Education of the Santa Monica-Malibu Unified Schools and the Superintendent of Schools, John Deasy, attached hereto and made a part hereof the original employment agreement dated June, 2003, at Santa Monica, California.

In addition to the regularly performed duties of the Superintendent, the following performance targets are identified as optimal desirable deliverables, which when reached, will be compensated according to the agreement of employment between the Board of Education and the Superintendent of Schools.

PERFORMANCE TARGETS

The following three major Performance Targets have been identified as part of our plan to raise the achievement of all students while simultaneously closing the achievement gap.

- 1.) Analysis and the development of a plan for the strategic improvement of math performance, including programmatic, assessment, and professional development considerations K-12.
 - 2.) The construction of a set of strategies that will lead to the deep and sharp focus on the improvement of instructional capacity in the district.
 - 3.) Undertake an analysis of the science curriculum, offerings, and instruction and then construct a plan for the improvement of our science program K-12.
- I. The district assesses students in math in grades K-12 and the State assesses students in Math in grades 2-12. A cursory examination of data from the last 5 years indicates uneven improvement of student achievement in math. Furthermore, the district has made a number of decisions with respect to access to algebra in 8th grade in response to the State's dictum that all students are expected to complete and be proficient in algebra I by the conclusion of 8th grade. Given our results to date it is appropriate to undertake a careful analysis of student achievement, programmatic offerings, and instructional capacity. A careful set of analysis will be undertaken and presented to the Board. As a result of this study staff will construct and suggest a set of plans for the improvement of achievement, course offerings and course pathways, professional development for faculty who teach math, and materials needed for the plan's implementation.

TASKS TO BE COMPLETED

A presentation of the analysis of student achievement to the Board will contain but not be limited to:

- C Correlation of CST results and local grades in 7 – 10 course offerings
- C Analysis of CST results in Algebra for middle school students placed in double-blocked algebra classes
- C Longitudinal analysis of students who have experienced double blocked algebra classes (to the extent possible)
- C Longitudinal analysis for student pathways through algebra
- C Strand analysis for students entering middle level math

Mapping of the K-8 mathematics standards against materials, state blueprints, and performance on formative and summative assessments

Pre-audit of all mathematics AP courses at the high school level

Hire a mathematics coordinator

Develop a three-year plan for professional development to strengthen the instructional skills and range of instructional strategies employed for teaching mathematics in the district

Develop a three-year plan for professional development, curriculum, and instructional improvement in the teaching of mathematics to students with special needs

Undertake a comprehensive review of intervention and support programs for mathematics instruction, particularly for CAHSEE preparation and for the use in summer school and after school programs.

Continue the development of our formative assessment system for all mathematics

- II. A deeper and sharp focus on the improvement of instructional capacity in the district must be the primary focus of our work over the next few years. The gains over the last four years in student achievement have been great, but to maintain this trajectory and to ultimately close the gap between privilege and poverty student achievement an intense focus on strategies to continuously improve instruction will be needed. This will necessitate a plan, set of strategies, and a unified set of expectations, metrics, and professional development aimed at best teaching practices. We have made great strides in a few of these areas: the new teacher and administrator evaluation system, the continued focus and use of the Principles for Learning, and the work on our formative and summative assessment system. The next set of targeted priorities will add to the strategies necessary to achieve our mission.

TASKS TO BE COMPLETED:

1. Begin implementation of *Academic Conferences* district wide.
 - C Develop a three year plan that builds on the Institute For Learning work and uses the *Academic Conference* model to increase the use of data in school and classroom improvement work.
 - C Provide substantive professional development to administrators to help them prepare to facilitate *Academic Conferences* at their sites.
 - C Require each site to engage in at least one *Academic Conference* during the 2005-2006 school year. Engage in rigorous reflection about the conferences and use the conclusions drawn to improve professional development with principals and teachers in 2006-2007.
 2. Begin district wide pilot of *Lesson Link*.
 - C Develop a three-year plan that builds on the formative development undertaken in Spring 2005 and at Elementary Intensive Intervention Summer School and that increases the use of the collaborative, lesson-focused at all school sites.
 - C Provide substantive professional development to all teachers involved in the district wide pilot. Routinely inform principals of the work and encourage their engagement with a team at their level. Provide a full overview of the process to principals once the first (and/or second) cycle of *Lesson Link* is complete.
 3. Continue professional development to build instructional skills and content knowledge of general education and special education teachers concerning research-proven practices for use with students with special needs in an inclusion setting.
 4. Continue professional development concerning research-proven practices for use with English Language Learners in a sheltered and/or in an inclusion setting.
 5. Secure and/or realign funding to provide standards-aligned, rigorous professional development for teachers and administrators.
- III. With the increasing emphasis on science CST results in the determination of API and the impending national certification of all AP science courses, staff will undertake an analysis of the science curriculum, offerings, and instruction and then construct a plan for the improvement of our science program K-12.

TASKS TO BE COMPLETED

- 1.) A pre-audit of all AP science courses will be completed and results and plan of improvement (if needed) will be presented to the Board.

- 2.) An analysis of the science magnet program at JAMS will be completed with a plan for dealing with any recommendations emanating from the study will be presented to the Board
- 3.) The curriculum will be mapped to the standards K-12 and a 3-year plan for professional development to assist faculty in instructional improvement and course offerings alterations will be presented.
- 4.) A plan to hire a science coordinator will be presented in the budget proposals for 2006-2007.

The Improvement of Instructional Practice

Theory of Action: The current trajectory of improvement on student achievement data is not likely to continue or accelerate without a focused and intensive effort on the improvement of classroom instructional practice. A sustained, deep, and focused district-wide effort at the improvement of standards-based instructional practices in K-12 classrooms, but specifically in math, science, and English language arts, will be achieved through the execution of the following theory of action.

Theory of Action: Targeted, sustained, and focused skills on the improvement of instructional practices in English language arts, science, and math are undertaken first. The simultaneous and system-wide professional development to build the capacity of administrator and faculty will be undertaken. The targeted tracking of student achievement data will be undertaken.

The strategies to accomplish this goal are listed in the attached targets.

Targets

Target and Expectation	Execution Strategies	Dates	Persons	Consequence/Evidence	Cost
All schools complete 4 learning walks a year and the communication letter(s) are collected and shared among all principals	C New principals trained C Letters collected quarterly C Master set used during evaluation of principal	9.05 – 6.06	Matthews, Deasy, Muncey	P Letters link successful instructional practices with Principles of Learning	\$0
All principals trained in the use and facilitation of Academic Conferences	P 4 half day professional development sessions offered	8.04 – 12.05	Deasy, and support	P Principals rate quality of sessions, degree of self confidence in activity, 100% participation at all sessions, summative evaluation of professional development by principals will rate as highly useful and helpful	\$0
Each school site will hold one (1) full Academic Conference cycle lead by the principal	P Central Office staff will be available upon request to partner with the principal for the first cycle. Voluntary videotaping of conferences and a review of them will be undertaken	01.06 – 05.06	All	P A summary report and a copy of the plan constructed at each cycle and the final report of results will be submitted to Dr. Muncey for each school site	\$10,000

Target and Expectation	Execution Strategies	Dates	Persons	Consequence/Evidence	Cost
All principals will be introduced to Lesson Link in a professional development session	P Ed Services staff will conduct an introduction and training session for all principals	09.05 – 12.05	Muncey	P Principals will assess the session as highly informative and helpful	\$0
A series of pilot sites will be identified and Lesson Link will be introduced and undertaken	P Cindy Kratzer and Amy Teplin, and various principals and teachers	09.05 – 06.06	Ed. services	P An evaluation of the protocol and implementation will be completed and results shared	\$0
An article about Lesson Link will be created and published and used as professional reading for the SMMUSD staff	P Author	09.05 – 06.06		P Article distributed through the EdServices newsletter	TBD
Expand newly re-constructed summer school program, and use summer school as a focused lab to expand and refine, among other practices, Lesson Link as professional development	P Summer school will be run in the model created last summer and expanded through high school	09.05 – 03.06	Ed Services	P Program implementation complete and evaluated in same format as last summer	TBD
Construct and implement a professional development series to build instructional skills and content knowledge of general education and special education teachers concerning research-proven practices for students with special needs in an inclusion setting with an emphasis on math and ELA	P Professional development calendar created and posted P Education services will collaborate with external consultants and review their work prior to implementation	09.05 – 06.06	T. Walker and staff	P Evaluation of professional development programs undertaken and reported on each. Staff evaluations examined for evidence of new practices being implemented	TBD
Construct and implement a professional development series to build improved research-proven instructional practices for use with English Language Learners in a sheltered and/or inclusive setting	Professional development calendar created and posted It is expected that directors and coordinators will work collaboratively with Dr. Muncey's office on this deliverable	09.05 – 06.06	P. Harris, D. Muncey	P Evaluation of professional development programs undertaken and reported on each. Staff evaluations examined for evidence of improved practices being implemented	TBD

Target and Expectation	Execution Strategies	Dates	Persons	Consequence/Evidence	Cost
A presentation of an analysis of student achievement in mathematics with an emphasis on algebra achievement, course selection and placement, and pre/post algebra achievement to the Board of Education and staff	C Analysis will include a number of strands (see attachment A)	Presentation given on or before December 20 2005	Deasy, Muncey, Fowler, Carey, and Bradford	P After analysis is presented staff will offer a set of recommendations to enhance math achievement and accelerate achievement in post algebra courses	\$0
Map the K-12 Mathematics curriculum against the State standards, current materials, and our local summative and formative assessments	P First draft due on or before the end of Summer '05 P Final draft due September 2006	July 1 and September 30, 2006	Muncey and Staff	P Fully mapped curriculum completed, material(s) adjustments proposed and a full set of formative assessments constructed and in place by the close of the school year	TBD
Hire a Mathematics Coordinator	P Recruit, screen, and hire a coordinator	January 1, 2006	Matthews, Muncey, Deasy	P A coordinator with proven superior qualities in math instruction, professional development, and curriculum and assessment will be hired and working by the second semester	\$110,000
Construct a three-year plan for professional development to strengthen the instructional skills and range of instructional strategies, course placement, course offerings, and achievement of our students and faculty in math	P Proposed calendar will be drafted no later than February 1 2006	Final adopted plan constructed by June 30 2006	New Math coordinator and Muncey and staff	P Plan and calendar will be adopted by the Board no later than June of 2006	TBD
Undertake a comprehensive review of intervention and support programs offered for mathematics, particularly for CAHSEE preparation and remediation, and including summer school and summer programs	P Plan proposed and adopted P Program evaluation completed with recommendations	November 30 May 30, 2006	Math coordinator, Muncey, and staff	P Presentation of program evaluation and any recommendations to the Board by July 1, 2006	\$0

Target and Expectation	Execution Strategies	Dates	Persons	Consequence/Evidence	Cost
Conduct a pre-audit of all AP mathematics courses offered in SMMUSD	P Pre-audit completed and presented with findings and any corrective actions (if needed)	March 1, 2006	Muncey, Math coordinator, high school faculty	Findings presented to the Board by April 1, 2006	\$0
An analysis and program evaluation of the science magnet program at JAMS will be completed	P Program audit and recommendations will be conducted	April 15, 2006	Muncey, and staff	P Findings and any recommendations will be presented to the Board by May 1, 2006	\$0
Construct a plan to hire a Science Coordinator	P Propose the plan to recruit, screen, and hire a coordinator	Budget proposal for the 2006-2007 district budget	Matthews, Muncey, Deasy	P A coordinator with proven superior qualities in science instruction, professional development, and curriculum and assessment will be hired and working by the August 2006	\$110,000
Map the K-8 Science curriculum against the State standards, current materials, and our local summative and formative assessments	P First draft due on or before February 15, 2007 P Final draft due May 15, 2007	March 1 and June 30 (2007)	Muncey, science coordinator, and Staff	P Fully mapped curriculum completed, material(s) adjustments proposed and a full set of formative assessments constructed and in place by the close of the school year	TBD
Construct a three-year plan for professional development to strengthen the instructional skills and range of instructional strategies, course placement, course offerings, and achievement of our students and faculty in science	P Proposed calendar will be drafted no later than February 1 2007	Final adopted plan constructed by June \$030 2007	Muncey, science coordinator, and staff	P Plan and calendar will be adopted by the Board no later than June of 2007	TBD

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/WINSTON A. BRAHAM
RE: UPDATE ON FACILITIES MASTER PLAN

DISCUSSION
11/17/05

DISCUSSION NO. D.1

As part of an ongoing process of exchanges between the Board of Education and Fields Devereaux Architects & Engineers (FDAE) in developing the Board-approved long-term Facilities Master Plan, the following will represent an update of progress to date.

Of note, the attached Exhibit "C" is a matrix and pricing of the revised Scope, Phases & Tasks, as well as a timeline representing a revised project cost of \$1,237,843.00.

Also attached, referred to as Exhibit "B", is the Project Responsibility Matrix which declares the key deliverables and the responsible contractor/subcontractor. Of note, the final Memorandum of Understanding (MOU) agreed upon by both parties (yet to be fully-executed as of the date of this document), but will be on/or prior to the pending first draft of the contract.

In response to the Board request for added information on the Project Management concept and retention of a Communications Expert to review and clear all releases, the Ad Hoc Facilities Committee (AHFC) will meet on November 14, 2005 and will present their report.

The discussion will be led by:

Steven Bingler, AIA, Principal Architect
Bobbie Hill, Project Director
Tania Van Herle, AIA, Principal-in-Charge, Director K-12 Studio
Gary Drucker, Principal-in-Charge, Project Manager

This will include updates on the Environmental Impact Report (EIR)/California Environmental Quality Act (CEQA) Issues.

As we continue to make progress, additional updates will be provided to the Board via the AHFC.

The attachments are not available for electronic transfer to the web posting, but are included in the paper copy of the Agenda.

TO: BOARD OF EDUCATION

DISCUSSION

11/17/05

FROM: JOHN E. DEASY, SUPERINTENDENT

Second Reading

RE: BOARD POLICY 6164.2 - GUIDANCE AND COUNSELING

DISCUSSION ITEM NO. D.2

It is recommended that the Board of Education adopt Board Policy 6164.2 which directs school staffs to provide comprehensive counseling for students, particularly related to academic support and preparation for post-secondary education.

COMMENT: A first draft of the proposed policy regarding the guidance of all high school students in preparing for and completing an application to a four-year university was presented for the Board's consideration on October 6, 2005. As was previously stated, this is part of our effort to further strengthen opportunities for access for all students. While this policy in no way directs students and families to make any decision regarding their post high school career, it does ensure support for students in having as many options as possible for such a decision.

The historical statistics of students accessing four-year colleges and universities for our students of color versus two-year colleges and their eventual persistence rate in obtaining a B.A. is over particular concern. Therefore, I strongly encourage your consideration of a policy that encourages and provides all four-year options for a student to consider.

Nested layers of support necessary for implementation:

The theory of action upon which this policy is built is that students who attend a 2-year college are less likely to achieve a BA than those who attend a 4-year college or university (c/u) when accounting for initial acceptance and attendance. These statistics are dramatically lower for students of color and especially students of color with individual or family indicators of poverty (F/FR program in high school) (Townsend and Denver, 1999). It is well documented that the attainment of a 4-year college degree (BA or similar) is critical to success in today's increasingly knowledge-based workforce and participation in a non-marginally economic independent lifestyle (Townsend, 2001). This is of even greater significance for those populations of students that while in high school were designated as socio-economically impacted. Enormous amounts of research have been published which demonstrate the importance of earning a BA degree to achieving personal economic mobility, and further research shows that the likelihood of degree attainment upon completing a four-year c/u

declines when students begin their post-secondary education in a two-year college (Grub, 1991; Dogherty, 1992; Pascarella & Terenzini, 1991; and Grubb, 1999).

In the year 2000, two-thirds of ALL first time freshmen in California enrolled in a community college. And during the five years leading up to 2000 the total enrollment in California's community colleges grew at about 28%, while the number of students transferring to four-year c/u increased at only 10%. The non-persistence rate for students is markedly different when disaggregated by race. Latino and African-American students post a transfer rate significantly lower than their White and Asian counterparts (Bailey and Weiniger, 2002). Or simply put, White students attend four-year c/u in far greater proportions than do African-American and Latino students of similar cohorts. And when the African-American and Latino students begin post-secondary education in a two-year college, their transfer rate to a 4-year c/u is markedly lower than the White and Asia students of similar cohorts. This has an obvious and clear impact on the opportunities possible for independent economic mobility and it is not positive. This policy seeks to provide support and establish both expectations and strategies to disrupt this trend.

The theory of action to be used in implementing this policy has a number of levels and strategies contained within each level. The levels involve the following:

- 1.) Continued increase in access and success for all students in academically challenging and rigorous coursework (AP, IB, etc.)
- 2.) Identification of student inclinations with respect to college choice by Sophomore year
- 3.) Targeted and intensive information for BOTH students and families on the known data and implications of the choices surrounding college attendance, two-year attendance, and 4-year attendance
- 4.) The establishment of a culture that a four-year college possibility is for every student prior to and extending through high school
- 5.) The re-designing of our college counseling programs, offices, and personnel expectations

- 6.)The embedded placement into existing coursework of college decision making, college application process, completion of the college essay, completion of FAF, completion of a four-year college application, and the management of pre-requisites for successful completion of a four-year application process
- 7.)The strengthening of group and individual counseling in the areas of college choice and decision making, navigating the financial support world for students and their families, and family support when considering a new pathway and first-time four-year college attendance by a family member

Such a policy and attendant levels of support and strategies will be found in administrative regulations that will be developed for this policy. It is recommended that this policy be phased in over time and would follow the proposed course of action leading to full implementation for the entering class of Freshmen in 2006 and graduating in 2010. This will allow for both the structure to be in place to ensure successful implementation and the building of 'that culture' of four-year c/u for every student.

Santa Monica-Malibu District Policy Detail

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>
6164.2	Instruction	Guidance and Counseling			
			x		

DETAIL

The Governing Board recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of district students. Students shall be encouraged to arrange meetings with counseling staff to discuss academic, social or personal problems and other issues that may impact student learning.

Academic and Career Counseling

The Board expects academic counseling to help students establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities and interests. High schools students will have individual counseling sessions to determine long-range academic goals and devise academic plans to meet those goals. Insofar as possible, parents/guardians shall be included when making educational plans.

Counseling staff shall help students plan for the future and become aware of their career potential. All students will have assistance in planning their post-secondary education. Academic planning for higher education shall include a systematic, comprehensive presentation of information about college and university admission to all students each year, beginning in 9th grade. This will include information about courses needed for admission to colleges and universities, required standardized admission tests, testing schedules and locations, waivers for fees on admission tests and college applications, financial aid, and scholarships.

Students will be given information about a broad range of post-secondary educational opportunities including historically black colleges, tribal colleges and other institutions that offer culturally relevant programs for students of color.

High schools will sponsor regular parent education events to promote college attendance and share information about college admission requirements, tests, fee waivers, financial aid and scholarships, beginning with parents of ninth grade students.

All students will be required to complete the application process to attend a four-year college or university as a condition of graduation, and will be given appropriate support in that process.

Colleges, employers and prospective employers, including military services representatives, shall have access to students for recruiting purposes. (20 USC 7908; 10 USC 503)

Personal Counseling

Counseling staff shall identify and work with students whose personal problems may prevent them from functioning up to their potential. As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

Counselors shall respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's personal problem. Parental consultation and consent shall be obtained as appropriate.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the implementation of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students before and after a crisis.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in appropriate response techniques and/or to directly help students cope with such crises if they occur.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

Teacher-Based Advisory Program

The Board recognizes that a supportive ongoing relationship with a caring adult can provide a student with valuable advice and security. The Board desires to establish a teacher-based advisory program in which teachers, with supervision and support from a credentialed school counselor, advise students in such areas as character development, conflict resolution and

self-esteem. The Board expects this program to enhance student-teacher relationships and give students positive adult role models. The Superintendent or designee and a credentialed school counselor shall design this program and submit it to the Board for adoption.

Legal Reference:

EDUCATION CODE

221.5 Prohibited sex discrimination
48431 Establishing and maintaining high school guidance and placement program
48431.6 Academic progress and counseling review program
49600-49604 Educational counseling
51513 Personal beliefs

PENAL CODE

11166-11170 Reporting known or suspected cases of child abuse

CODE OF REGULATIONS, TITLE 5

4930-4931 Counseling

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act
7908 Armed forces recruiter access to students and student recruiting information

UNITED STATES CODE, TITLE 10

503 Military recruiter access to directory information

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

Management Resources:

WEB SITES

United States Department of Education: <http://www.ed.gov>
CDE: <http://www.cde.ca.gov>
California Association of School Counselors: <http://www.schoolcounselor-ca.org>
American School Counseling Association: <http://www.schoolcounselor.org>

TO: BOARD OF EDUCATION

INFORMATION

11/17/05

FROM: JOHN E. DEASY/WINSTON A. BRAHAM

RE: REIMBURSEMENT OF \$650,000 FROM CHILD DEVELOPMENT FUND TO
GENERAL FUND

INFORMATIONAL COMMUNICATION NO. I.1

At the Board Meeting of September 8, 2005, the Board of Education approved Recommendation No. A.17, *Temporary Interfund Transfer from Other Funds*, which allowed the temporary borrowing of funds to Child Development Services. This will serve to inform that the Subject loan has been repaid.

TO: BOARD OF EDUCATION

INFORMATION

11/17/05

FROM: JOHN E. DEASY/WINSTON A. BRAHAM

RE: FEDERAL EMERGENCY MANAGEMENT AGENCY (FEMA) APPROVAL OF
DISTRICT'S HAZARD MITIGATION PLAN

INFORMATIONAL COMMUNICATION NO. I.2

At the August 18, 2005 Board Meeting (see attached *Board Recommendation A.18* from that Meeting), in response to the Disaster Mitigation Act of 2000 (*Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 93-288 and PL 100-707*), the Board authorized the development of a multi-jurisdictional Hazard Mitigation Plan with Santa Monica College (SMC). The Subject Plan was developed and submitted to both the California State and U.S. Department of Emergency Services and has now received its final approval.

This will remain on-site and in effect pending any future Federally-mandated revisions. Attached is a copy of the letter from FEMA approving the Hazard Mitigation Plan.

The letter is not available for electronic transfer to the web posting, but is included in the paper copy of the Agenda.