

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

**UNADOPTED
December 19, 2002**

A regular meeting of the Santa Monica-Malibu Unified School District's Board of Education was held on December 12, 2002, in the Board Room of the District's Administrative Offices, 1651 16th Street, Santa Monica. Following Roll Call, at 5:30 P.M., the Board moved to Closed Session, for reasons listed in Section III, below. The Board reconvened in Open Session at 7:02 P.M. in the Board Room.

THE PUBLIC PORTION OF THE MEETING BEGINS AT 7:02 P.M.

If you wish to address the Board of Education regarding an item that is scheduled for this meeting, you must submit the "Request to Address" card **prior** to discussion of that item. If you wish to address the Board of Education regarding an item that is not scheduled on this meeting's agenda, you may speak during the Public Comments section by submitting the "Request to Address" card at the beginning of the meeting. The same card is used for either option. Cards are located with meeting materials at the back of the room.

I CALL TO ORDER

- A. Roll Call - The meeting was called to order by President Leon-Vazquez at 7:02 P.M. All Board Members were present with the exception of Dr. Jordan and Christine Hoff, who were excused.
- B. Pledge of Allegiance - the Pledge of Allegiance was led by Mr. McLoud.

II PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY. None.

III CLOSED SESSION: There was no action to report out from Closed Session.

- Conference with Real Property Negotiator Regarding Various District Properties pursuant to §CG~~54954.5~~, 54956.8, as cited in the Brown Act.
- Personnel Matters related to Public Employee discipline/dismissal/ release/employment status pursuant to GC§~~54947~~ 54957, as cited Brown Act
- Receipt of Recommendation from the Special Education Administrator to Approve the proposed due process cases pursuant to GC§54954.9 (b), as cited in the Brown Act.
 - (DOB) 06-03-85
 - (DOB) 08-09-86
 - (DOB) 01-13-90

Note: The above item was pulled from the Closed Session Agenda by consensus of the Board.

IV BOARD OF EDUCATION - COMMENDATIONS/RECOGNITIONS.

- Franklin Elementary School Presentation - there was no formal presentation from Franklin School due to the proximity of this meeting to the onset of Winter break. Principal Pat Samarge did announce that Franklin students will make a presentation to the Board before the end of the year. She asked all present to mark their calendars for March 22, 2003, the date of the school's annual fund raiser/ silent auction: Viva Las Vegas. Superintendent Deasy thanked Mrs. Samarge for her strong leadership, quality work and great organizational skills in specific reference to the VALUES program.
- ~~Franklin Elementary School PTA President Report - Leslie Wizen.~~ **None.**

V APPROVAL OF THE AGENDA

The agenda was approved as follows:

Motion Made By:	Ms. Brownley
Seconded By:	Dr. Escarce
Student Advisory Vote:	Aye (Mr. Castillo: on all but Personnel items)
Ayes:	Six (All: Dr. Jordan <i>in absentia</i>)
Noes:	Zero (None)
Abstentions:	Zero (None)

VI APPROVAL OF MINUTES

A.1	1
November 21, 2002	
December 12, 2002	

Note: This item was pulled from the agenda by staff.

VII CONSENT CALENDAR

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

Curriculum and Instruction

A.2 Basic and Supplemental Textbooks to be Approved	2
A.3 Approval of Independent Contractors	3

General Functions

A.4 Expulsion of Student (DOB) 06-03-85	4
A.5 Expulsion of Student (BOB) 08-09-86	5
A.6 Expulsion of Student (DOB) 01-13-90	6

Note: these items were pulled from the agenda by staff.

Business and Finance

A.7	Approval of Purchase Orders	7-7b
A.8	Approval of Special Education Contracts	8-9
A.9	Ratification of Transfer of Funds/Deferred Maintenance	10
A.10	<u>Resolution Number 02-06:Gann Amendment</u>	11-12g
A.11	Approval of the Single Plan for Student Achievement (previously known as The School Improvement Plan)	13-14

Proposition X /State Modernization

None.

Personnel

None.

VIII PUBLIC COMMENTS

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

Tricia Crane, Santa Monica - Mrs. Crane invited all interested to attend the Special Education District Advisory Meetings, which are held the third Tuesday of each month in the District offices. She also advised the Board that the long-awaited, English/Spanish handbook for parents of special needs children will be published in January, 2003. The handbook is being produced by the Tri-City Special Education Local Plan Area (SELPA - Beverly Hills, Culver City and Santa Monica). The Board will receive a copy. Note: A copy of both the English and Spanish versions are attached hereto and made a part hereof of these original Minutes and are also on file with the permanent Minutes.

Berenice Onofre-Mendez, Santa Monica (parent on Samohi 11th grader) - Mrs. Onofre-Mendez reported on the highly visible achievement gap at Samohi, which appears to be based on ethnicity; she stated that she felt the district was failing to develop Latino leaders. She encouraged increased attention and intervention.

Margarita Gonzáles, Santa Monica (translated by Dr. Escarce) -Mrs. Gonzáles suggested that the emerging Samohi redesign offered tremendous potential to address concerns of Latino parents. She also urged that the Board not make cuts in the Bilingual liaison program and finally, that the Board make it its business to ensure that there are qualified people on staff who will coordinate the District's efforts toward equity and equality.

IX COMMUNICATIONS

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

A. Student Board Member Reports

Moises Castillo, Santa Monica High School - Mr. Castillo reported that staff and students are stepping up to address the lack of tutors at Samohi. ASB is very much looking forward to starting a formal tutoring program. It is being suggested that the great new language lab in the Language Building Extension would make a terrific place to tutor. Barnum Hall was open for the orchestra concert. It is truly a beautiful building and adds so much to the campus environment at the school.

B. SMMCTA Report - None.

C. SEIU Report - Keryl Cartee, Chief Union Steward - Ms. Cartee's report is attached hereto and made apart hereof of these original Minutes.

D. Santa Monica-Malibu Education Foundation - none.

E. PTA Council President Report, Cheri Orgel, PTA Council President - Mrs. Orgel stated that the PTA is staying proactive and concerned, working with District senior staff to discover new revenue streams and/or ways of financing important educational programs. It is becoming increasingly evident that there is no one solution to the State's funding dilemmas.

F. Report from the Ad Hoc Parcel Tax Committee- 2003 - Neil Carrey, Santa Monica, Chair Superintendent Deasy took great pleasure in introducing Neil Carrey, who is in his third decade of serving the District in various capacities. Mr. Carrey stated that indeed, if "big is beautiful" this committee must certainly be the most beautiful committee in the District, numbering 30-plus Board-appointed members strong, along with *ex officio* members from the Financial Oversight Committee. Mr. Carrey reported that, since the group was so large, it had divided itself into four subcommittees, all responsible to the committee-of-the-whole; the subcommittees are:

- Purpose/ Reason/ Language/ Need - Gleam Davis, Chair
- Structure/ Exemptions/ Legal Issues - Ralph Mechur and John Petz, Co-chairs
- Finance/ Fiscal/ Length (years of assessment) - Matt Dinolfo
- Lessons Learned - Harley Frankel and Rochelle Fanali, Co-chairs

The subcommittees will meet on an individual basis, reporting findings and recommendations back to the committee-of-the-whole.

Note: As a courtesy to Mr. Carrey and to facilitate possible dialog, by consensus, the Board moved agenda items number A.12, A.13, and A.14 forward to be heard at this time. Please refer to pages 15-19 for comments.

X Superintendent's Report

The Superintendent and/or Assistant Superintendents may report on items not requiring action by the board but are of interest to the Board and public.

✓ Update and Clarification Relative to the Fulfillment of Duties: Insurance Office

Chronological Note: At its meeting of November 7, 2002, the Board voted to approve the Layoff Due to Lack of Funds of Cynthia Tarbell, Risk Management and Benefits Technician, effective December 7, 2002. At its meeting of November 21, 2002, the Board voted to ratify Abolishing the Position (of Risk Management/Benefits Technician) Due to Lack of Funds, effective November 8, 2002. In response to concerns raised by both bargaining units and individual district employees regarding the impact on employees of the perceived elimination of certain insurance services, the Superintendent gave the following report.

Mr. Deasy reported that the District's insurance functions are being fulfilled appropriately, with the more important functions such as time-sensitive correspondence, claims and payments or possible legal matters, being addressed in a timely manner, including adequately meeting any local, state or federal calendar deadlines. Beth Connors, Director of Fiscal Services, is currently enrolled in classes relative to health insurance and employee benefits in order to bring her up to speed in these areas. Robyn Flint, part of the ASCIP consortium, is managing any compliance issues, guiding employee safety and security training and working on programs that will reduce liabilities. While it is true that there may be slowness in fulfilling special requests, filling out forms (the dailiness of insurance operations) it is expected that all processes will return to normal shortly and that the District will not default in any critical domains. Ken Bailey, Chief Operations Officer, concurred with the report.

Items

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

XI MAJOR ITEMS

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

Action Items are submitted to the Board of Education with a recommendation from the Superintendent. They may be tabled or postponed by action of a quorum of the Board. Items pulled from Section VII, Consent Agenda, will be deliberated in Section XI following the scheduled Action Items.

When a member of the Staff presents an item, the Board may ask clarifying questions before the Public is heard on that item. Board discussion of the item will take place after hearing from the Public.

Note: As a courtesy to Mr. Neil Carrey, Chair of the Ad Hoc Parcel Tax (Save Our Schools) Committee, and to facilitate possible Board-committee dialog, by consensus, the Board moved agenda items number A.12, A.13, and A.14 forward to be heard immediately before the Superintendent's Report. Please refer to pages 15-19 for comments.

A.12	Request from the Parcel Tax Committee to Formally Change the Committee Name	15
A.13	Allocation of Funds/ Legal Opinions Regarding New Parcel Tax (or Other Taxing Mechanism)	16-17
A.14	Allocation of Funds/ Community Survey Regarding New Parcel Tax (or Other Taxing Mechanism)	18-19

XII DISCUSSION ITEMS

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

D.1	2003-04 Budget - Tentative Ideas for Reduction	20-21i
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INFORMATIONAL ITEMS

I.1	Demonstration of <u>Cool Tools</u>	22
I.2	Strategic Plan Implementation	23-24

XIV BOARD MEMBER ITEMS. None.

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

XV REQUESTS BY MEMBERS OF THE PUBLIC OR DISTRICT ADVISORY COMMITTEES TO ADDRESS THE BOARD OF EDUCATION. None.

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

XVI CONTINUATION OF PUBLIC COMMENTS. None.

A continuation of Section VIII, as needed.

XVIII FUTURE AGENDA ITEMS. None.

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

XIX CLOSED SESSION. None.

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

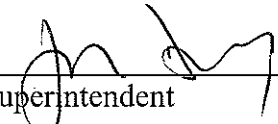
XX ADJOURNMENT

At 12:19 A.M., Friday, December 20, in a motion by Ms. Brownley, seconded by Ms. Bloomfield, Six-Zero-Zero (All [Dr. Jordan *in absentia*]-None-None) this meeting was adjourned to the next regular meeting of the Board of Education, which is scheduled to be held on **Thursday, January 9, 2003**, at 7 P.M., in the District Offices, 1651 16th Street, Santa Monica, California, unless otherwise noticed.

Approved: May 6, 2004



President



Superintendent

Meetings held in Santa Monica are taped for rebroadcast
and played on Cable Channel 16 (City TV) at 11:00 AM
on the Sunday following the Board meeting.

Meetings are rebroadcast in Malibu on Government Access
Channel 15 every Thursday at 2 PM; every Saturday & Sunday at 8 PM

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

Board Of Education Meeting Schedule						
JULY THROUGH DECEMBER, 2002						
Month	1st	2nd	3rd Discussion Meeting	4th	Special	
July					No Meetings in July	
August		8		22	23 - tentative: Board Retreat (29)	
September	5		19 *		19 - Data Review Discussion Session	
October	3 **		17 *		(30) 17- Race and Discipline Workshop	
November	7		21 *		(29)	
December		12	19		(12) Tentative Reschedule of 12/5/02 19 - SIP's Workshop	
JANUARY THROUGH JUNE, 2003						
January		9		23	23: Charter Schools discussion	
February	6 **		20 *		1: Possible Board Retreat 20: Institute for Learning discussion	
March	6		19(W)		20-21: Stairway 19: Standards-based Instruction discussion	
April	3 **		17 *		(Spring break 4/16/03 thru 4/25/03) 17 - Passover 17: Preliminary Budget Planning discussion	
May	1 **		15 *		(29) 15: Budget Planning discussion	
June	5 **			26	W/O 6/16: Graduations	

Agenda Distribution:

A complete distribution list is available in the Office of the Superintendent upon request.

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

Complete Board of Education agendas are also available in pdf format, 24/7, on the District's website, www.smmusd.org.

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
December 19, 2002**

I CALL TO ORDER

- A Roll Call - the meeting was called to order by President Maria Leon-Vazquez at 7:02 P.M. All members were present with the exception of Dr. Jordan and Ms. Hoff, who were excused.

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

Moises Castillo - Santa Monica High School Student Representative (voting)
Christine Hoff - Malibu High School Student Representative - excused
Amelia Tomlin - Olympic High School Student Representative - did not attend

- B Pledge of Allegiance - the Pledge of Allegiance was led by Mr. McLoud.

II CLOSED SESSION - there was no action to report out from Closed Session.

NOTE: THIS ITEM WAS PULLED BY STAFF

TO: BOARD OF EDUCATION

ACTION
12/19/02

FROM: JOHN E. DEASY

RE: APPROVAL OF MINUTES

RECOMMENDATION NO. A.1

~~It is recommended that the Board of Education approve the following Minutes.~~

~~November 21, 2002~~

~~December 12, 2002~~

~~MOTION MADE BY: Ms. Brownley~~
~~SECONDED BY: Dr. Escarce~~

~~STUDENT ADVISORY VOTE: Aye (Mr. Castillo)~~
~~AYES: Six (All: Dr. Jordan in absentia)~~
~~NOES: Zero (None)~~
~~ABSTENTIONS: Zero (None)~~

Consent Calendar

TO: BOARD OF EDUCATION

ACTION/CONSENT

12/19/02

FROM: JOHN E. DEASY

RE: BASIC/SUPPLEMENTAL TEXTBOOKS TO BE ADOPTED

RECOMMENDATION NO. A.2

It is recommended that the following textbook(s) be adopted for use in the Santa Monica-Malibu Unified School District. The Board will take action to adopt these books at the next Board of Education meeting.

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

PIONEER GIRL, by Laura Ingalls Wilder, Grade 4 Social Studies, Linda Catanzano requesting adoption from Roosevelt, SUPPLEMENTAL

THE PIONEERS GO WEST, by George R. Stewart, Grade 4 Social Studies, Linda Catanzano requesting adoption from Roosevelt, SUPPLEMENTAL

MOTION MADE BY: Ms. Brownley
SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: Aye (Mr. Castillo)
AYES: Six (All: Dr. Jordan *in absentia*)
NOES: Zero (None)
ABSTENTIONS: Zero (None)

TO: BOARD OF EDUCATION

CONSENT/ACTION

12/19/02

FROM: SUPERINTENDENT

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.3

It is recommended that Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2002/2003 budget.

Contractor/Contract Dates	Description	Site	Funding
The Adderly School Jan. 1, - June 30, 2003 Cost: Not to exceed \$10,000	To provide all ten 4th & 5th grade classes with 10 sessions of drama and acting for each class culminating/including performances.	Franklin	PTA 01-90150-0-11100-10000-5802-002-4020

MOTION MADE BY: Ms. Brownley

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: Aye (Mr. Castillo)

AYES: Six (All: Dr. Jordan *in absentia*)

NOES: Zero (None)

ABSTENTIONS: Zero (None)

NOTE: THIS ITEM WAS PULLED BY STAFF AND WAS PROPERLY NOTICED

TO: BOARD OF EDUCATION ACTION/CONSENT
12-19-02

FROM: JOHN E. DEASY/ PEGGY HARRIS/ LAUREL SCHMIDT

RE: EXPULSION OF STUDENT (DOB 06-03-85)

RECOMMENDATION NO. A.4

~~It is recommended that the Board of Education expel student
(DOB 06-03-85).~~

COMMENT: ~~The Principal of Olympic High School recommended the
expulsion based on the student's violations of
Education Code Sections 48900(b), 48900(m) and
48915(2):~~

~~"Possessed, sold, or otherwise furnished any firearm,
knife, or explosive, or dangerous object."
Education Code 48900 (b),~~

~~"Possessed an imitation firearm."
Education Code 48900(m),~~

~~"Possession of any knife, explosive, or other
dangerous. Object of no reasonable use to the pupil."
Education Code 48915(2).~~

~~MOTION MADE BY:
SECONDED BY:~~

~~STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:~~

NOTE: THIS ITEM WAS PULLED BY STAFF AND WAS PROPERLY NOTICED

TO: BOARD OF EDUCATION ACTION/CONSENT
12-19-02
FROM: JOHN E. DEASY/ PEGGY HARRIS/ LAUREL SCHMIDT
RE: EXPULSION OF STUDENT (DOB 08-09-86)

RECOMMENDATION NO. A.5

~~It is recommended that the Board of Education expel student
(DOB 08-09-86).~~

COMMENT: ~~The Principal of Olympic High School recommended the
expulsion based on the student's violations of
Education Code Sections 48900(b), 48900(m) and
48915(2).~~

~~"Possessed, sold, or otherwise furnished any firearm,
knife, or explosive, or dangerous object."
Education Code 48900(b),~~

~~"Possessed an imitation firearm."
Education Code 48900(m),~~

~~"Possession of any knife, explosive, or other
dangerous. Object of no reasonable use to the pupil."
Education Code 48915(2).~~

~~MOTION MADE BY:
SECONDED BY:~~

~~STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:~~

NOTE: THIS ITEM WAS PULLED BY STAFF AND WAS PROPERLY NOTICED

TO: BOARD OF EDUCATION ACTION/CONSENT
12-19-02
FROM: JOHN E. DEASY/ PEGGY HARRIS/ LAUREL SCHMIDT
RE: EXPULSION OF STUDENT (DOB 01-13-90)

RECOMMENDATION NO. A.6

~~It is recommended that the Board of Education expel student
(DOB 01-13-90).~~

COMMENT: ~~The Principal of Olympic High School recommended the
expulsion based on the student's violations of
Education Code Sections 489900 (a) (1), 48900(b),
48900(m) and 48915(2).~~

~~"Caused, attempted to cause, or threatened to cause
physical injury to another person."
Education Code 48900 (a) (1)~~

~~"Possessed, sold, or otherwise furnished any firearm,
knife, or explosive, or dangerous object."
Education Code 48900 (b),~~

~~"Possessed an imitation firearm."
Education Code 48900(m),~~

~~"Possession of any knife, explosive, or other
dangerous. Object of no reasonable use to the pupil."
Education Code 48915(2).~~

~~MOTION MADE BY:
SECONDED BY:~~

~~STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:~~

TO: BOARD OF EDUCATION

ACTION/CONSENT

12/19/02

FROM: KENNETH R. BAILEY/ VIRGINIA I. HYATT

RE: APPROVAL OF PURCHASE ORDERS

RECOMMENDATION NO. A.7

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from December 4, 2002, through December 9, 2002, for fiscal year 2002/03.

AGENDA

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

MOTION MADE BY: Ms. Brownley

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: Aye (Mr. Castillo)

AYES: Six (All: Dr. Jordan *in absentia*)

NOES: Zero (None)

ABSTENTIONS: Zero (None)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF DECEMBER 19, 2002

U-GENERAL FUND,UNRESTRICTED R-GENERAL FUND,RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
SF-SPECIAL FINANCING (FLEX) EX-PROP ES and X D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
<u>*** NEW PURCHASE ORDERS ***</u>					
303734	AARDVARK CLAY	INSTRUCTIONAL/CLAY	CHILD DEVELOPMENT CENTER	104.56	CD
303769	ABC-CLIO	LIBRARY BOOKS	MALIBU HIGH SCHOOL	1,476.53	R
303857	ACADEMIC BOOK SERVICES	TEXTBOOKS	STUDENT SERVICES	460.06	U
303786	ACS - IMAGE SOLUTIONS	FILM	STUDENT SERVICES	527.32	U
303566	APPLE COMPUTER CORP	COMPUTERS FOR LIBRARY	MCKINLEY ELEMENTARY SCHOOL	1,866.08	R
303635	APPLE COMPUTER CORP	COMPUTER/YEARBOOK/ASB	JOHN ADAMS MIDDLE SCHOOL	1,027.22	
303665	APPLE COMPUTER CORP	COMPUTER	SANTA MONICA HIGH SCHOOL	885.49	
303773	APPLE COMPUTER CORP	COMPUTER SUPPLIES	MALIBU HIGH SCHOOL	722.03	
303861	ASCD	Publication for C. Atlas	SPECIAL EDUCATION REGULAR YEAR	172.12	R
303825	AWARDS REX	engraving	CURRICULUM AND IMC	162.38	
303691	BAY PRINTING CO	BUSINESS CARDS	STUDENT SERVICES	186.87	
303779	BECKLEY CARDY/SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	144.04	CD
303746	BEK VENTURES INC	CONSULTING LABOR	INFORMATION SERVICES	1,700.00	U
303813	BLOUNT,DOMINQUE	SCHOLARSHIP	OLYMPIC CONTINUATION SCHOOL	500.00	
303814	BMC	SERVICE CALL/REPAIR FAX	FRANKLIN ELEMENTARY SCHOOL	150.00	
303777	BOILER SPECIALIST INC	BOILERS-REPLACE & RETROFIT	FACILITY MAINTENANCE	15,145.73	
303780	BOILER SPECIALIST INC	RETRO-FIT 2 BOILERS @ LINCOLN	FACILITY MAINTENANCE	29,432.30	
303774	BOXLIGHT CORPORATION	TECHNOLOGY SUPPLIES	MALIBU HIGH SCHOOL	917.96	
303761	CANON BUSINESS SOLUTIONS	COPY MACHINE OVERAGE	SANTA MONICA HIGH SCHOOL	102.66	U
303751	CITY OF SANTA MONICA	REIMBURSEMENT/	CHILD DEVELOPMENT CENTER	19,349.38	CD
303745	COMMERCIAL GRAPHICS	inservice supplies	CURRICULUM AND IMC	644.09	U
303827	CONSOLIDATED PLASTICS	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	88.21	R
303808	CRAWFORD, JOAN	REIMB./INSTRUCTIONAL SUPPLIES	LINCOLN MIDDLE SCHOOL	80.00	U
303811	CUNNINGHAM,ALAN	FIELD/FARM TOURS	FOOD SERVICES	2,400.00	F
303765	CUSTOM WINDOW DECOR	BLINDS - ROOSEVELT	ROOSEVELT ELEMENTARY SCHOOL	6,356.73	SM
303622	DANIELS TIRE SERVICE	BUS SERVICE	SANTA MONICA HIGH SCHOOL	808.51	U
303855	DEPARTMENT OF EDUCATION-CALIF	GED TESTING	ADULT EDUCATION CENTER	636.00	A
303815	ECHEVERRIA,BRENDA	SCHOLARSHIP	OLYMPIC CONTINUATION SCHOOL	400.00	
303731	EDUCATIONAL CLEARINGHOUSE INC	INST SUP/EXPLORATORY ART	JOHN ADAMS MIDDLE SCHOOL	55.60	U
303762	ESSELN,RUTH	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	66.16	U
303842	ETS-GED ESSAY SCORING	GED SCORING	ADULT EDUCATION CENTER	484.00	A
303833	FOUR POINTS SHERATON HOTEL	BANQUET ROOM	SANTA MONICA HIGH SCHOOL	200.00	
303771	FREY SCIENTIFIC/SCHOOL SPECIAL	SCIENCE SUPPLIES	MALIBU HIGH SCHOOL	76.30	U
303738	GALE SUPPLY CO	CUSTODIAL SUPPLIES	GRANT ELEMENTARY SCHOOL	392.30	U
303778	GENERAL BINDING CORP	ANNUAL MAINTENANCE	CHILD DEVELOPMENT CENTER	442.00	CD
303806	HARCOURT BRACE	GR.1 MATH BOOKS	ROOSEVELT ELEMENTARY SCHOOL	385.73	R
303768	HEINEMANN LIBRARY	LIBRARY BOOKS	MALIBU HIGH SCHOOL	1,039.80	R
303819	HENRY RADIO INC	REPAIR OF SECURITY RADIOS	JOHN ADAMS MIDDLE SCHOOL	90.93	U
303837	HUMMER CONSTRUCTION	NON-SKID PAINT BATHROOM/LINCOLN	DISTRICT-WIDE	4,800.00	SR
303716	INTELLI-TECH	toner cartridges	SANTA MONICA HIGH SCHOOL	1,180.90	
303725	INTELLI-TECH	PRINTER CARTRIDGES	SANTA MONICA HIGH SCHOOL	876.83	R
303812	INTELLI-TECH	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	146.14	R
303834	INTELLI-TECH	COMPUTER ACCESSORIES	SANTA MONICA HIGH SCHOOL	277.12	
303835	INTELLI-TECH	PRINTER CARTRIDGES	SANTA MONICA HIGH SCHOOL	146.14	U
303798	INTERNATIONAL READING ASSN	N.MULKERN READING ASSOC. RENEW	ROOSEVELT ELEMENTARY SCHOOL	61.00	U
303764	JOSTENS/DIPLOMAS	DIPLOMAS	SANTA MONICA HIGH SCHOOL	5,413.25	U
303822	K & Z CABINET COMPANY INC	LAMINATED CASEWORK-SMASH	FACILITY MAINTENANCE	10,745.00	
303868	KELLY,MARK	PETTY CASH REPLENISHMENT	SANTA MONICA HIGH SCHOOL	400.00	U
301873	LAKESHORE (PICK UP ONLY)	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	250.00	R

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF DECEMBER 19, 2002

U-GENERAL FUND,UNRESTRICTED R-GENERAL FUND,RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
SF-SPECIAL FINANCING (FLEX) EX-PROP ES and X D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
303876	LAKESHORE (PICK UP ONLY)	SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	50.00	
303758	MAC SOLUTIONS	COMPUTER SUPPLIES	INFORMATION SERVICES	1,000.00	U
303736	MARCY COOK MATH	MATH RESOURCE	ROOSEVELT ELEMENTARY SCHOOL	16.86	R
303753	MCKEOWN, KEVIN	NOVEMBER REIMBURSTMENTS	INFORMATION SERVICES	334.12	U
303766	MCLOGAN SUPPLY CO	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	948.00	R
303750	MULLEN, RUSS	REFRESHMENTS/JAZZ BAND/GIFT	JOHN ADAMS MIDDLE SCHOOL	92.97	
303653	NASCO WEST - MODESTO	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	96.40	R
302990	NATIONAL COUNCIL ON ECONOMIC	SOCIAL STUDIES TEXTBOOKS	SANTA MONICA HIGH SCHOOL	1,887.27	R
303797	NEWPORT DIGITAL	Memory for HP939	INFORMATION SERVICES	1,956.85	U
303821	NICK RAIL MUSIC	Musical Instrument Repair	CURRICULUM AND IMC	15,000.00	U
303810	OTIS SPUNKMEYER INC	FOR HOLIDAY COOKIES	FOOD SERVICES	990.00	F
303759	OWENS, CHARLES M	PERFORMANCE PAYMENT	SANTA MONICA HIGH SCHOOL	600.00	R
303869	PACIFIC RIM PRINTERS*MAILERS	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	216.50	U
303799	PARKER PUBLISHING CO	PE ACTIVITIES BOOKS	STATE AND FEDERAL PROJECTS	396.61	R
303740	POST, JOEL	REIMBURSE COMP SUP/7TH APPLE	JOHN ADAMS MIDDLE SCHOOL	85.52	U
303722	RAYVERN LIGHTING	LIGHT BULBS	SANTA MONICA HIGH SCHOOL	103.49	U
303794	RENAISSANCE LEARNING	SOFTWARE UPGRADE KIT	FRANKLIN ELEMENTARY SCHOOL	115.12	
303828	RESOURCES FOR READING	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	145.52	R
303844	RISO INC	INK/MASTERS FOR RISO COPY	WILL ROGERS ELEMENTARY SCHOOL	814.45	R
303832	RUNYON, GREGORY	RADIO BATTERIES	SANTA MONICA HIGH SCHOOL	360.42	U
303742	SAMARGE, SUSAN	FILM PROCESSING FOR AWARDS	WILL ROGERS ELEMENTARY SCHOOL	81.11	R
303824	SAMS U DRIVE RENTALS	EQUIPMENT RENTAL	LINCOLN MIDDLE SCHOOL	325.00	
303739	SANTA MONICA MUN BUS LINES	BUS CARDS FOR RESALE	SAMOH I STUDENT STORE	1,000.00	U
303772	SARGENT WELCH/VWR SCIENTIFIC	SCIENCE SUPPLIES	MALIBU HIGH SCHOOL	32.39	U
303787	SAVIN CORP (FORMER GESTETNER)	GESTETNER MAINTENANCE	PT DUME ELEMENTARY SCHOOL	638.46	
303743	SCHOOL SPECIALTY INC	CLASSROOM SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	74.74	R
303775	SCIENCE KIT & BOREAL LABS	SCIENCE EQUIPMENT	MALIBU HIGH SCHOOL	1,665.19	U
303776	SCIENCE KIT & BOREAL LABS	SCIENCE SUPPLIES	MALIBU HIGH SCHOOL	415.39	U
303755	SECOND SUN	PROJECTOR LAMPS	EDISON ELEMENTARY SCHOOL	73.39	U
303770	SEHI COMPUTER PRODUCTS	COMPUTER PRINTER INK	MALIBU HIGH SCHOOL	1,288.09	
303818	SEHI COMPUTER PRODUCTS	PRINTER TONER/6TH CORES	JOHN ADAMS MIDDLE SCHOOL	98.24	U
301870	SMART & FINAL	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	500.00	
303785	SPEEDO ELECTRIC CO	TACK CHARTS/REGULAR ED. TRANSP	TRANSPORTATION	220.39	R
303843	STAPLES BUSINESS ADVANTAGE	OPEN P.O. FOR 02-03 YEAR	STATE AND FEDERAL PROJECTS	2,000.00	R
303756	STAPLES/P-U/WLA/CUST#240174490	GEN. INST. SUPPLIES	EDISON ELEMENTARY SCHOOL	275.00	R
303744	STAPLES/PICK UP/SANTA MONICA	SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	200.00	
303848	STECK VAUGHN CO.	INCREASE PO	OLYMPIC CONTINUATION SCHOOL	46.00	R
303839	SWIMPOOL SUPPLY CENTER	NON-SKID PAINT	DISTRICT-WIDE	1,500.00	SR
303735	TOYS-R-US (SANTA MONICA)	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	60.00	CD
303749	U S OFFICE PROD/CORPORATE EXP	PEN FOR NBPTS	CURRICULUM AND IMC	52.72	
303831	VIKES INN	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	76.31	R
303795	VONS STORE #2262	Open PO - supplies/workshop	SPECIAL EDUCATION REGULAR YEAR	100.00	R
303789	WEEKLY READER PERIODICALS	WEEKLY READER	WEBSTER ELEMENTARY SCHOOL	324.91	
303783	WILLIAM V MACGILL & CO	HEALTH CHAMPIONS SUPPLIES	HEALTH SERVICES	304.55	
303793	WISHING WELL MEDICAL	Non latex gloves	SPECIAL EDUCATION REGULAR YEAR	93.20	R
303243	WORTHINGTON DIRECT INC	OFFICE FURNITURE	SANTA MONICA HIGH SCHOOL	371.30	U
303767	XEROX CORPORATION	Xerox Base Charge	ROOSEVELT ELEMENTARY SCHOOL	3,000.00	U
				** NEW PURCHASE ORDERS TOTAL:	154,001.95

TO: BOARD OF EDUCATION

ACTION/MAJOR

12/19/02

FROM: JOHN E. DEASY/PEGGY HARRIS

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS

RECOMMENDATION NO. A.8

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2002-2003 as follows:

NPS/NPA

2002-2003 Budget 01-65000-0-57500-11800-5825-043-1400

Nonpublic School/ Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Cheerful Helpers	12-15-94	NPS	#65	\$ 3,666
Pacific Ridge	03-06-88	NPS	#66	\$ 21,200

Amount Budgeted NPS/NPA 02/03	\$ 2,820,000
Prior Board Authorization as of 12/12/02	\$ 2,784,902
Balance	35,098

Positive Adjustment	\$37,500
(See attachment)	72,598
Total Amount for these Contracts	\$ 24,866
Balance	\$ 47,732

Non-Instructional Consultants

2002-2003 Budget 01-65000-0-50010-11800-5890-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Administrative Services Cooperative	09-01- 90	Non-Instr. Consultant - To provide transportation from home to school.	#12	\$ 300
Administrative Services Cooperative	02-14- 88	Non-Instr. Consultant - To provide transportation from home to school.	#13	\$ 4,200

Amount Budgeted Instructional Consultants	\$ 110,000
Prior Board Authorization as of 12/12/02	\$ 82,591
Balance	\$ 27,409

Total Amount for these Contracts	\$ 4,500
Balance	\$ 22,909

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 2002-03 in the amount of \$ 37,500 as of December 12, 2002.					
Nonpublic School/ Agency	Service Description	Contract Number	Reduce ®) Eliminate (E)	Adjusted Amount	Comment
Verdugo Hills Autism Project	NPA	#33 UC03116	R	\$ 37,500	Student Exited District.

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

MOTION MADE BY: Ms. Brownley
SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: Aye (Mr. Castillo)
AYES: Six (All: Dr. Jordan *in absentia*)
NOES: Zero (None)
ABSTENTIONS: Zero (None)

TO: BOARD OF EDUCATION

ACTION/CONSENT

12/19/02

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: TRANSFERRING OF FUNDS

RECOMMENDATION NO. A.9

It is recommended that the Board of Education ratify the following transfers for the 2001-02 fiscal year, from the General Fund-Unrestricted (Fund 01), as follows:

\$405,766 to the Deferred Maintenance Fund (Fund 14) for deferred maintenance requirements.

COMMENTS: The Los Angeles County Office of Education (LACOE) requests Board approval to make transfers between Funds. In order for the District to maximize the matching State funds for deferred maintenance requirements, it is necessary to transfer \$405,766 to the Deferred Maintenance Fund.

MEETING

NOTE: Ms. Brownley asked if the Board had overlooked this transfer and, if so, if it changed the figures in the First Interim Report which was approved at the 12/12/02 meeting.

Mr. Bailey responded that this is the same amount as the amount stated in the First Interim Report and that preparing and approving a separate Board item was a formality that is being done at the request of the Los Angeles County Office of Education, (see above).

MOTION MADE BY: Ms. Brownley

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: Aye (Mr. Castillo)

AYES: Six (All: Dr. Jordan *in absentia*)

NOES: Zero (None)

ABSTENTIONS: Zero (None)

TO: BOARD OF EDUCATION

ACTION/CONSENT

12/19/02

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: RESOLUTION NO.02-06: GANN AMENDMENT

RECOMMENDATION NO. A.10

It is recommended that the Board of Education approve the attached Resolution 02-06: Relative to the Gann Initiative

COMMENT: Under the Gann Initiative which was passed in 1979 by the State electorate, all agencies of the State must calculate an appropriations limit which cannot be exceeded on a year-to-year basis. The formula for the calculation is statutorily set. In the printed agenda, the worksheets are attached

This limit is calculated annually. The statute provides that any excess be returned to the local taxpayers.

AGENDA

NOTE: Electronic copies of the worksheets may be accessed 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 01-02distgann.xls

MOTION MADE BY: Ms. Brownley

SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: Aye (Mr. Castillo)

AYES: Six (All: Dr. Jordan *in absentia*)

NOES: Zero (None)

ABSTENTIONS: Zero (None)

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 02-06
DISTRICT APPROPRIATIONS LIMITS FOR 2001-02
AND PROJECTED LIMITS FOR 2002-03

WHEREAS, in November of 1979, the California Electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriations limitations, commonly called "Gann Limits", for public agencies, including school districts; and,

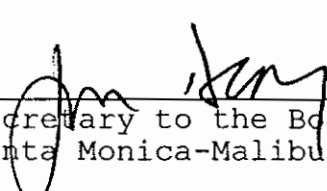
WHEREAS, the District must establish a revised Gann Limit for the 2001-02 fiscal year and a projected Gann Limit for the 2002-03 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2001-02 and 2002-03 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2001-02 and 2002-03 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provide copies of this Resolution along with the appropriate attachments to interested citizens of this District.

Passed and adopted by the Board of Education of the Santa Monica-Malibu Unified School District, Los Angeles County, State of California, this 19th day of December, 2002.



Secretary to the Board of Education
Santa Monica-Malibu Unified School District

2002 SCHOOL DISTRICT APPROPRIATIONS LIMIT CALCULATIONS

NAME		CODE	12/12/2002
COUNTY:	LOS ANGELES	19	
DISTRICT:	Santa Monica-Malibu Unified	64980	<---District Code
=====		=====	=====
		2001-02	2002-03
=====		=====	=====
***** DISTRICT INFORMATION *****			
CONTACT:	Beth Connors		
PHONE:	310-450-8338 ext 212		
=====		=====	=====
***** ** INPUT DATA *****		2001-02	2002-03
		CALCULATIONS	CALCULATIONS
=====		=====	=====
X.PRIOR YEAR DATA (Starting point for calculations)		2000-01 ACTUAL	2001-02 ACTUAL
(2000-01 Actual Appropriations Limit & Gann ADA)			
(are from District's Prior Year Gann report to CDE)		(Preloaded Data)	(Calculated Data)
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT		53,233,294	57,912,703
2.PRIOR YEAR GANN ADA (whole number)		12,224	12,334
ADJUSTMENTS TO PRIOR YEAR LIMIT			ADJ TO 2001-02
3.District Lapses, Reorgs, Other Transfers			
4.Temporary Voter approved increases (+)			
5.Lapses of Voter approved increases (-)			
6.TOTAL ADJUSTMENTS TO LIMIT (3 + 4 + 5)			
7.ADJUSTMENTS TO PRIOR YEAR ADA			
(Only for district lapses, reorgs, other transfers and)			
(only if adjustment to limit is entered in X3 above)			
Y.CURRENT YEAR GANN ADA			
P2 ADA (from J200A)		2001-02 P2 RPT	2002-03 P2 EST
(2001-02 data should tie to P2 J18/19, J18/19C,			
J18/19 CH, J18/19 CH/BG, & J18/19 CH/BG/U			
1.Total K-12 ADA-Line 10		11,673.13	12,183.00
2. ROC/P ADA-Line 12			
3. Charter School ADA-Line 26		415.00	
4.Total Summer School/Supplemental hrs-lines 21+ 27		171,760	181,605
5.Divide line 4, above, by 700		245.37	259.44
6.Sum lines 1 + 2 + 3 + 5		12,333.50	12,442.44
OTHER ADA (from J18/19 & J18/19 CH P2)		2001-02 P2 RPT	2002-03 P2 EST
7.Apprentice hours--Line M--High School			
8.Divide line 7 by 525			
TOTAL CURRENT YEAR GANN ADA			
9.Sum lines 6 + 8		12,333.50	12,442.44
10.Round to Whole Number		12,334	12,442

2002 SCHOOL DISTRICT APPROPRIATIONS LIMIT CALCULATIONS

NAME		CODE	12/12/2002
COUNTY:	LOS ANGELES	19	
DISTRICT:	Santa Monica-Malibu Unified	64980	<---District Code
		2001-02	2002-03
Z.PROCEEDS OF TAXES DATA			
TAXES & SUBVENTIONS (from J201R&E & J210R&E)		2001-02 COL C	2002-03 COL F
1.Homeowners Exemptions-Account 8021		386,743	386,743
2.Timber Yield-Account 8022			
3.Other Subventions-Account 8029		446	504,836
4.Secured Roll-Account 8041		24,146,381	24,310,849
5.Unsecured Roll-Account 8042		1,695,471	1,188,066
6.Prior Year's Taxes-Account 8043		941,894	1,260,143
7.Supplemental Taxes-Account 8044			17,897
8.ERAF-Account 8045		6,503,283	6,478,271
9.Penalties & Interest-Account 8048		184,254	
10.Misc. Funds/In Lieu Taxes-Account 8082			
11.Comm. Redev. Funds-Accounts 8047 & 8625			
(ONLY if not counted in Redevelop. Agcy's Limit)			
12.Parcel Taxes-Account 8621		3,103,818	3,278,121
13.Other Taxes-Account 8622 (Taxes Only), etc.			
14.Penalties & Interest-Account 8629			
(only those for the above taxes)			
15.Charter In-Lieu Taxes Received-Account 8780			
16.Charter In-Lieu Taxes Transferred Out-Acct 7280			
17.TOTAL TAXES/SUBVENTS(sum 1-15, less 16)		36,962,290	37,424,926
OTHER LOCAL REVENUES (from J201O & J210O)		2001-02 COL C	2002-03 COL F
18.Excess Debt Service Taxes-Account 8914			
TOTAL LOCAL PROCEEDS OF TAXES			
19.Sum lines 17 + 18		36,962,290	37,424,926
EXCLUDED APPROPRIATIONS		2001-02 COL C	2002-03 COL F
20.Medicare-Mandated-Accounts 3330 & 3340		905,689	1,101,220
(from J201E, J210E)			
(Only include appropriations made directly or indirectly)			
(from local proceeds of taxes in line Z19, above)			
(or state aid received in line Z36, below)			
(SACS users will have to get data for the above item)			
(from their personnel system, mandated amount only)			
21.Americans with Disabilities Act			
22.Court Mandated Desegregation Costs			
(For court orders imposed on or after November 6, 1979)			

2002 SCHOOL DISTRICT APPROPRIATIONS LIMIT CALCULATIONS

		NAME	CODE	12/12/2002
COUNTY:	LOS ANGELES		19	
DISTRICT:	Santa Monica-Malibu Unified		64980	<---District Code
			2001-02	2002-03
			2001-02 ACTUAL	2002-03 BUDGET
OTHER EXCLUSIONS				
23.Other Unfunded Court/Federal Mandates (Imposed on or after November 6, 1979)				
TOTAL EXCLUSIONS				
24.Sum lines 20 through 23			905,689	1,101,220
STATE AID RECEIVED (from J201R & J210R)			2001-02 COL C	2002-03 COL F
25.Revenue Limit-Current Yr-Account 8011			23,083,433	24,586,886
26.Revenue Limit-Prior Yr-Account 8019				
27.ROC/P-Current Year-Account 8311, (SACS--Resource 6350)				
28.ROC/P-Prior Year-Account 8319, (SACS--Resource 6350)				
29.Charter School General Purpose-Account 8015				
30.Charter Schl Categorical Block Grant-Acct 8480				
31.Class Size Reduction K-3-Account 8434, (SACS--Resource 1300)			3,034,296	2,922,172
32.Class Size Reduction 9-Account 8435, (SACS--Resource 1200)			371,169	362,252
33.TOTAL FROM J201R/J210R (sum 25 - 32)			26,488,898	27,871,310
ADD BACK TRANSFERS TO COUNTY (fr J201RL)			2001-02 ACTUAL	2002-03 BUDGET
34.Special Education SDC Transfer-Line 14			2,226,142	1,515,315
35.County Community Schl Transfer-Line 15				
TOTAL STATE AID				
36.Sum lines 33+ 34 + 35			28,715,040	29,386,625
36A. Supplemental Instruction Funds Included above - (from Form RL - sum lines 17, 18, 22, 23, & 25)			580,549	622,788
DATA FOR INTEREST CALCULATION			2001-02 COL C	2002-03 COL F
37.Total Revenues (from J201 & J210 Line A-5)			94,666,849	94,756,480
38.Total Interest & Return on Investments (from J201R & J210R; Accounts 8660 & 8662)			580,511	823,082

2002 SCHOOL DISTRICT APPROPRIATIONS LIMIT CALCULATIONS

NAME		CODE	12/12/2002
COUNTY:	LOS ANGELES	19	
DISTRICT:	Santa Monica-Malibu Unified	64980	<---District Code
		2001-02	2002-03
		2001-02	2002-03
APPROPRIATIONS LIMIT CALCULATIONS		2001-02	2002-03
I: PRELIMINARY APPROPRIATIONS LIMIT		2001-02 ACTUAL	2002-03 BUDGET
A. REVISED PRIOR YEAR LIMIT (X1 + X6)		53,233,294	57,912,703
B. INFLATION ADJUSTMENT		1.0782	0.9873
C. POPULATION ADJUSTMENT (Y10 / (X2+X7), 4 decs)		1.0090	1.0088
D. PRELIMINARY LIMIT (A * B * C)		57,912,703	57,680,371
II: APPROPRIATIONS SUBJECT TO LIMIT			
E. LOCAL REVENUES EXCLUDING INTEREST (Z19)		36,962,290	37,424,926
F. PRELIMINARY STATE AID CALCULATION			
1. Minimum State Aid in Local Limit (greater of \$2,400 or \$120 times Y10; but not greater than Z36 or less than Zero)		1,480,080	1,493,040
2. Maximum State Aid in Local Limit (lesser of (D - E + Z24), or Z36; but not < zero)		21,856,102	21,356,665
3. Preliminary State Aid in local limit (greater of F1 or F2)		21,856,102	21,356,665
G. LOCAL REVENUES IN PROCEEDS OF TAXES			
1. Interest Counting in Local Limit (Z38 / (Z37 - Z38) times (E + F3))		362,908	515,068
2. TOTAL LOCAL PROCEEDS OF TAXES (E + G1)		37,325,198	37,939,994
H. STATE AID IN PROCEEDS OF TAXES (greater of F1 or (D - G2 + Z24), but not less than Zero & not greater than Z36)		21,493,194	20,841,597
J. TOTAL APPROPRIATIONS SUBJECT TO LIMIT			
1. Local Revenues (Line G2)		37,325,198	
2. State Subventions (Line H)		21,493,194	
3. Less Excluded appropriations (minus Line Z24)		-905,689	
4. TOTAL APPROPRIATIONS SUBJECT TO LIMIT (1+2+3)		57,912,703	

2002 SCHOOL DISTRICT APPROPRIATIONS LIMIT CALCULATIONS

NAME		CODE	12/12/2002
COUNTY:	LOS ANGELES	19	
DISTRICT:	Santa Monica-Malibu Unified	64980	<---District Code
		2001-02	2002-03
		2001-02 ACTUAL	
K.ADJUSTMENTS TO LIMIT PER G.C. 7902.1			
(J4 - D, but not less than Zero)			
IF NOT ZERO REPORT AMOUNT TO:			
DIRECTOR			
STATE DEPARTMENT OF FINANCE			
STATE CAPITOL, ROOM 1145			
SACRAMENTO, CALIFORNIA 95814			
ATTN: SCHOOL GANN LIMITS			
III. SUMMARY		2001-02 ACTUAL	2002-03 BUDGET
L.ADJUSTED APPROPRIATIONS LIMIT (D + K)		57,912,703	57,680,371
M.APPROPRIATIONS SUBJECT TO LIMIT (J4)		57,912,703	

TO: BOARD OF EDUCATION

ACTION/CONSENT
12/19/02

FROM: JOHN E. DEASY

RE: APPROVAL OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
(PREVIOUSLY KNOWN AS SCHOOL IMPROVEMENT PLAN)

RECOMMENDATION NO. A.11

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

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

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

Each of the plans submitted for the Board's approval reflects the 25% reduction in School Improvement Program funds.

AGENDA

NOTE: One public copy of each plan will be available at the Board meeting. Electronic copies of the plans will be posted to each school's website. Hard copies of the plans are available for viewing in the Office of State and Federal Programs.

MEETING

NOTE: Principals were present for this presentation. Consensus among the administrative leaders indicated that the most meaningful part of the new process was the process itself: the bringing together of all parts of the individual school community to ascertain how the reductions would least impact the programs vital to each

school's identity. Other experiences/ events that have highlighted school environments this year include the Hi Places Assessment, best practices initiatives, increased collaboration with after school programs, increased attention to achievement gaps, increased attention to the needs of bilingual students, increased attention to the needs of special needs learners, increased community understanding of effort-based learning, ongoing successes in the Fine Arts and Science programs and the redesign of Santa Monica High School.

Superintendent Deasy stated that he could not be more pleased, humbled, amazed or proud of the work each school is doing. The worthwhile work is going forward and he feels the highest level of confidence in this leadership team. Mr. Deasy also remarked that the models developed by SMMUSD schools serve as models for districts throughout the state using a common pool of language which leads to common understanding. All Board members concurred, praising individual and joint efforts.

Ms. Brownley stated that she would like to have the budget part of the report formatted to include funding sources and columns of expenditures (to be more user-friendly).

Dr. Escarce remarked that he echoed the sentiments already expressed. He lauded the individual school communities for having the courage to take action, indicating that quantitative numerical goals are very difficult to obtain, especially in times of fiscal uncertainty.

Mr. de la Torre suggested that one person at each site be designated as the point person to deal with achievement gaps

MOTION MADE BY: Ms. Brownley
SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: Aye (Mr. Castillo)
AYES: Six (All: Dr. Jordan *in absentia*)
NOES: Zero (None)
ABSTENTIONS: Zero (None)

Major Items

**NOTE: BY BOARD CONSENSUS, THIS ITEM WAS BROUGHT FORWARD
AND HEARD EARLIER IN THE AGENDA**

TO: BOARD OF EDUCATION ACTION/MAJOR
12/19/02
FROM: JOHN E. DEASY on BEHALF OF THE AD HOC PARCEL TAX
COMMITTEE
RE: REQUEST TO FORMALLY CHANGE COMMITTEE NAME

RECOMMENDATION NO. A.12

It is requested that the Board of Education formally change the name of the "Ad Hoc Parcel Tax Committee - 2003", to the "Save Our Schools Committee."

COMMENT: At its meeting of December 9, 2002, the Ad Hoc Parcel Tax Committee reached consensus regarding the need to change the name of the committee.

The concern was expressed that the current nomenclature did not properly reflect the extreme urgency of the district's fiscal plight nor did it afford the psychological leeway to consider alternative mechanisms to increase the district's revenue streams.

MEETING

NOTE:

Neil Carrey, Chair of the "Save Our Schools" committee was present for Board questions.

Ms. Brownley asked Mr. Carrey if the Board could expect any other revenue generating ideas from the committee. Mr. Carrey responded that, while the primary focus of the committee was the parcel tax and the probability of finding new revenue streams was not high, given the combined talent and commitment of committee members, nothing was impossible.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: Aye (Mr. Castillo)
AYES: Six (All: Dr. Jordan *in absentia*)
NOES: Zero (None)
ABSTENTIONS: Zero (None)

**NOTE: BY BOARD CONSENSUS, THIS ITEM WAS BROUGHT FORWARD
AND HEARD EARLIER IN THE AGENDA**

TO: BOARD OF EDUCATION ACTION/MAJOR
12/19/02

FROM: JOHN E. DEASY on BEHALF OF THE AD HOC PARCEL TAX
COMMITTEE

RE: ALLOCATION OF FUNDS/LEGAL OPINIONS REGARDING NEW PARCEL
TAX (OR OTHER TAXING MECHANISM) 2003

RECOMMENDATION NO. A.13

It is recommended that the Board of Education authorize the use of legal services from a lawyer/law firm to be determined by the Save Our Schools Committee to research and provide written opinion regarding specific areas of concern relative to creating the language for a possible parcel tax (or other taxing mechanism) for the June 3, 2003 (or other future) ballot.

COMMENT: At its meeting of December 9, 2002, the Save Our Schools Committee determined that having access to legal opinion relative to taxing mechanisms would be extremely beneficial in preparing the proposed language for a new parcel tax (or other taxing mechanism); this would include, but not be limited to, opinion regarding exemptions and structure of the measure.

Although O'Melveny and Myers currently serves in this capacity for the district, the Save Our Schools committee wishes to be given the latitude to have the Board direct staff to appoint a new (different) organization of the committee's choosing if they deem it appropriate following careful analysis and comparison.

It is understood that the committee may make recommendations only and may not enter into contractual agreements on behalf of the district.

FUNDING INFORMATION:

Source:	General Fund - Administration
Currently Budgeted:	No
Account Number:	01-00000-0-00000-72000-5820-020-1200
Description:	Legal Costs/Board/Superintendent

MEETING

NOTE:

Mr. Carrey stated that the committee felt it was important for them and District staff to have the flexibility to seek alternative legal opinions on issues relating solely to the parcel tax. He also indicated that this item had been brought before the Board to expedite action, given the tight time restrictions and the impending two-week winter break, during which the committee and subcommittees were scheduled to meet.

The Board agreed that access to legal opinion probably would lead to a more informed decision and recommendation. However, after deliberation, the Board stipulated that no new firm and/or individual might be employed for the purpose expressed. The Board further directed that O'Melveny and Myers (and/or other firms currently providing services to staff) could be consulted. Any such consultation would have to be within reason and might even incur a slight supplemental cost, including the cost of possibly meeting with the committee-of-the-whole or the subcommittee dealing with legal issues. It was finally and definitively specified that no large amount of additional funds could be encumbered.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: Aye (Mr. Castillo)
AYES: Six (All: Dr. Jordan *in absentia*)
NOES: Zero (None)
ABSTENTIONS: Zero (None)

NOTE: BY BOARD CONSENSUS, THIS ITEM WAS BROUGHT FORWARD
AND HEARD EARLIER IN THE AGENDA

TO: BOARD OF EDUCATION ACTION/MAJOR
12/19/02

FROM: JOHN E. DEASY

RE: ALLOCATION OF FUNDS/COMMUNITY SURVEY REGARDING NEW PARCEL
TAX (OR OTHER TAXING MECHANISM) 2003

RECOMMENDATION NO.A.14

It is recommended that the Board of Education authorize the purchase of voter surveying services from a polling firm to be determined by the Save Our Schools Committee to research and test voter receptivity to a measure on the June 3, 2003 (or other future) ballot.

COMMENTS: Fairbank, Maslin, Maullin & Associates has been contracted by the District for polling services since 1994 to assess voter receptivity as part of the data gathering and analysis preceding placement of a Parcel Tax Measure on the ballot. The services of this firm have been used for consecutive voter surveys relative to parcel tax and bond measures.

The newly formed Save Our Schools Committee is requesting the latitude to have the Board direct staff to appoint new (different) organization of the committee's choosing if they deem it appropriate following careful analysis and comparison.

It is understood that the committee may make recommendations only and may not enter into contractual agreements on behalf of the district.

FUNDING INFORMATION:

Source:	General Fund - Administration
Currently Budgeted:	No
Account Number:	01-00000-0-00000-720000-5802-020-1200
Description:	Independent/Contractors/Consultants/ Board/Superintendent

Meeting Note:

After deliberation, the Board voted to approve this request. During dialog, it was stated that the amount to be paid the polling company would probably not exceed \$18,000, at the outset.

Regardless of which company is used, it is anticipated that the polls will be taken during the week of January 6th and analyzed during the week of January 13. The Board is to be kept informed at all stages of the committee's work.

It was further stated that, as beneficial as they might be, there was not enough time for focus groups.

Mr. Carrey agreed with the Board's direction that every means should be used to notify the public of both the pending polls and the import of the committee's work. Mr. Carrey stated that the Board could expect a preliminary recommendation at its meeting of January 23rd, 2003. He further stated that there might be a need to add a special meeting of the Board January 30, 2003, pending committee progress and to accommodate the January 31, 2003, deadline for notifying the Los Angeles County Office of Education of the Board's decision to place a measure on the June ballot.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Dr. Escarce

STUDENT ADVISORY VOTE: Aye (Mr. Castillo)
AYES: Six (All: Dr. Jordan *in absentia*)
NOES: Zero (None)
ABSTENTIONS: Zero (None)

Discussion Items

NOTE: DUE TO THE LATE HOUR AND BY CONSENSUS OF THE BOARD,
THE TWO INFORMATION ITEMS, NUMBERED I.1 AND I.2, WERE MOVED
FORWARD AND WERE HEARD BEFORE THE
DISCUSSION ITEM ON THE BUDGET.

TO: BOARD OF EDUCATION DISCUSSION
12/19/02
FROM: JOHN E. DEASY/KENNETH R. BAILEY
RE: 2003/2004 BUDGET - FURTHER DISCUSSION OF POSSIBLE AREAS FOR
REDUCTION

DISCUSSION ITEM NO. D.1

This will be a continuation of the discussion begun at last week's meeting relative to the California State budget, its effects on the school district's budget and the possible areas which may be targeted for reduction. Attached is Los Angeles County Office of Education Informational Bulletin Number 253, Governor's Mid-Year Reduction Proposals.*

AGENDA

NOTE: Because of the daily changes occurring in the state budget picture and other emerging scenarios, materials related to this item's impact on SMMUSD's budget will be prepared in as close a time frame to the actual meeting as allowable/mandated by law.

Any such materials will be available for public review in the Office of the Chief Financial Officer and at the meeting.

- * The attachment is not available in the electronic version of the agenda, but is available for public review as cited above. A copy is attached hereto and made apart hereof of these original Minutes.

Superintendent Deasy reviewed a Memo to The Board, dated December 17, 2002. A copy of that memo is attached hereto and made a part hereof these original Minutes. The memo includes a forecasted impact of the State budget crisis, a list of proposed cuts, the net effect for SMMUSD, a list of possible solutions and a list of possible SMMUSD reductions.

Meeting

Note: At 11:15 P.M., the Board reconvened from a 10-minute break to consider this item.

Possible cost-saving ideas verbally suggested but not specifically delineated in the Superintendent's report included, but were not limited to:

- 1) renegotiating lease agreements to maximize dollars
- 2) holding tight on the spending freeze
- 3) eliminating any non-committed funding
- 4) further reduction of expenses, for example, in the telecommunications area
- 5) rollback of certain programs, such as EDU's
- 6) restructuring of various fee schedules
- 7) taking a strong look at various revenue enhancers (it was noted that most revenue enhancers would not effect the current year)
- 8) contracting out certain services

It was noted that in every crisis there is also the opportunity to educate.

Harry Keiley, SMMCTA President, stated that the leadership team of his bargaining unit has begun to strategize ways to save the schools. Their current thinking is that the solution must be a local solution, that cities must do better in supporting schools. The thinking also includes a belief in spending down the District's reserve to meet obligations. Mr. Keiley indicated that the Board could expect to receive SMMCTA's recommendation for expense reductions on or before January 9, 2004.

Superintendent Deasy stated that the Board could bring pressure on State and local officials through personal contact; he urged all interested parties (PTA, CSBA, ACSA, CTA, SEIU) to coordinate their lobbying efforts. He further stressed the importance of trying to have local conversation.



**Los Angeles County
Office of Education**

**INFORMATIONAL
BULLETIN #**

253

300 Imperial Highway, Downey, California 90242-2890 • (562) 922-6111

Darline P. Robles, Ph.D., *superintendent*

EC 12 11 25 AM '02

December 12, 2002

ORIGINAL TO FISCAL

CC: BETH C.

KEN. B.

WADE R.

TO: Business Administrators
Los Angeles County School Districts

FROM: Deborah L. Simons, Director
Division of Business Advisory Services

SUBJECT: GOVERNOR'S MID-YEAR REDUCTION PROPOSALS

On December 6, 2002, the Governor released a document titled "Mid-Year Spending Reduction Proposals." This document provides the Legislature with the Governor's proposals for \$10.2 billion in mid-year budget cuts for consideration during the Special Legislative Session on the state budget, which began on December 9, 2002. The Governor is proposing \$3.4 billion in statewide cuts in 2002-03 and \$6.8 billion in cuts in 2003-04. Additional reductions are expected in the Governor's Proposed Budget for 2003-04, which will be released on January 10, 2003.

Proposals for Education Cuts

The Governor has proposed the reduction of the 2002-03 K-14 Proposition 98 appropriation by \$1.734 billion, to reflect the decline in 2002-03 estimated General Fund revenues and revised population figures and daily attendance. Of this amount, K-12 appropriations would be reduced by \$1.51 billion. In addition, the 2002-03 \$143 million Proposition 98 set-aside is no longer proposed for appropriation.

The \$1.51 billion reduction would be accomplished by:

- The reduction of K-14 local assistance by 3.66 percent "across the board," including revenue limit apportionments. This reduction would total \$1.078 billion over the two-year period.
- A combination of funding reductions in and funding reversions from various K-12 programs, and further suspension of payment for K-12 mandates.
- The introduction of separate legislation to help districts manage these reductions by "... easing the three percent reserve requirement through June 2004 and expanding the number of categorical programs among which funds can be shifted."

(Over)

Details regarding the Governor's proposals and the manner in which they would be implemented are not yet available. It is expected that legislation introduced during the Special Session will provide the specifics. Attached to this bulletin are **excerpts** from the "Mid-Year Spending Reduction Proposals" document, including the Governor's education-related proposals.

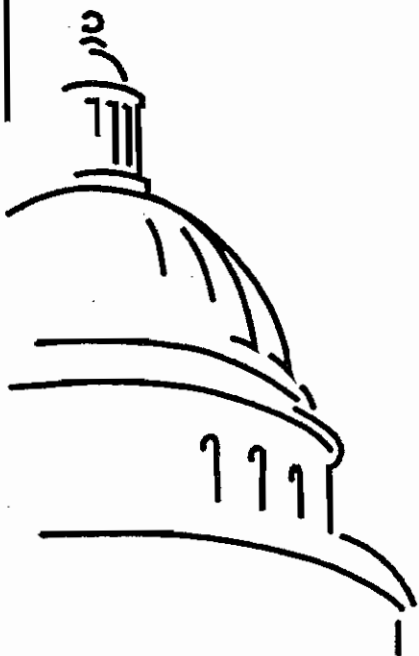
Additional information regarding the Governor's proposals and the Legislature's response will be provided as it becomes available. Questions regarding this bulletin should be directed to me at (562) 922-6131, or Emmanuel Ogunji at (562) 922-6132.

Approved:
Dennis R. Welsh
Assistant Superintendent
Business Services

DLS:grm
Attachment

Informational Bulletin No. 253
BAS-72-2002-03

Mid-Year Spending Reduction Proposals



GRAY DAVIS, GOVERNOR
STATE OF CALIFORNIA

DECEMBER 2002

OVERVIEW

The anticipated recovery of the U.S. and California economies has not yet materialized. The Department of Finance's 2002-03 May Revision economic forecast, on which the current-year budget is based, was more conservative than the consensus of economic forecasts at the time, projecting very slow growth in 2002.

Since the May Revision, the nation has added only 194,000 jobs. Over the last 10 years, the nation would have been expected to add about 200,000 jobs in a single month. Similarly, California has added only 30,000 jobs, about a month and a half's worth of average job growth. The national unemployment rate has hovered between 5.6 percent and 6.0 percent since the May Revision, compared to California's unemployment rate of 6.4 or 6.5 percent every month since the May Revision. Most troubling, the state's important high-tech sector does not appear to have begun to recover. While job losses have slowed considerably in the state's high-tech sector --- from a peak number of 19,200 jobs lost in April 2001 --- they remain a considerable drag on the economy, exceeding 4,000 jobs lost per month, on average, in the most recent four months.

Additionally, the stock market has lost a considerable amount of ground since midyear. When the Department of Finance's May Revision forecast was finalized, the S&P 500 Index closed at 1128.37. By the end of November 2002, the S&P 500 Index had fallen 17 percent to 936.31. The continued slide of the stock market in the summer and early fall and the possibility of military action in Iraq have soured the mood of consumers.

As a consequence of these developments, State General Fund is projected to fall considerably below budgeted levels, necessitating prompt action to curb current-year General Fund spending. On November 26, 2002, the Governor issued Executive Order D-64-02, directing departments to freeze spending where possible and to begin implementing current-year reductions in non-essential functions.

This document proposes a number of current-year General Fund spending reductions and other adjustments totaling \$3.4 billion. These reductions and adjustments would result in additional budget year savings of \$6.8 billion, for a total of \$10.2 billion over the two years. Of this amount, State operations reductions total \$320.8 million for 2002-03 and \$1.6 billion for 2003-04, consistent with the direction pursuant to Control Section 3.90 of the 2002 Budget Act (as added by Chapter 1023, Statutes of 2002) to achieve up to \$750 million in State operations savings in 2002-03.

While the exact magnitude of the budget gap is still unknown, the Administration will present a balanced plan to address the full extent of the shortfall in the Governor's 2003-04 Budget to be released in January. Along with over 40 other states, California faces painful choices in balancing its budget as the national economic and fiscal slump continues, with recent forecasts pushing resumption of normal economic growth well into 2004.

Revenue Update. October General Fund revenue receipts were \$312 million below the 2002 Budget Act forecast. To date, fiscal year 2002-03 General Fund revenues are \$381 million below expectations. Combined with our preliminary estimate of \$1.4 billion in lower-than-projected accrued revenues for the prior fiscal year, the total fiscal year-to-date and prior-year shortfall is about \$1.8 billion.

EXPENDITURE REDUCTIONS

Addressing the Fiscal Challenge

This document proposes reductions and adjustments totaling \$10.2 billion over the two years. The proposed changes are summarized in the following table:

	Amounts (Dollars in Millions)			
	<u>2002-03</u>	<u>2003-04</u>	<u>Total</u>	<u>%</u>
Cuts/Savings	\$2,038.1	\$6,619.9	\$8,658.0	84.9%
Fund Shifts	657.5	158.1	815.6	8.0%
Transfers/Other Revenue	685.6	14.1	699.7	6.9%
Loans/Borrowing	<u>25.4</u>	<u>--</u>	<u>25.4</u>	<u>0.2%</u>
Totals	\$3,406.6	\$6,792.1	\$10,198.7	100.0%

The State operations reductions are summarized in a consolidated statewide issue, and with certain exceptions, are not addressed in the individual departmental expenditure reduction sections.

EDUCATION

Proposition 98

Across-the-Board Reductions: The Administration proposes that K-14 local assistance programs items be reduced across the board by 3.66 percent for a total of \$1.078 billion. The across-the-board reduction, combined with the specific reductions proposed below, reduces total Proposition 98 appropriations to the current estimate of the required minimum Proposition 98 spending level. The Administration proposes separate legislation to help districts manage these reductions by easing the three percent reserve requirement through June 2004 and expanding the number of categorical programs among which funds can be shifted.

The spending required by Proposition 98 has been reduced due to the significant decline in 2002-03 estimated General Fund revenues and has also been adjusted to reflect revised population figures and daily attendance. The total 2002-03 Proposition 98 funding requirement is currently estimated to be \$44.645 billion. Proposition 98 appropriations are proposed to be reduced by a total of \$1.734 billion, which is 3.7 percent of total Proposition 98 revenues including property taxes. K-12 appropriations are reduced by \$1.51 billion, a 3.6 percent reduction of total K-12 revenues, and California Community College programs are reduced by \$135 million, a 2.8 percent reduction of total revenues. Additionally, \$143 million set-aside for Proposition 98 cost increases at the time of Budget enactment is no longer proposed to be appropriated.

Other Proposition 98 reductions in specific programs are summarized below.

Department of Education

Fund Shift: Current Proposition 98 Funding With Prior Year Savings for Regional Occupational Centers and Programs (ROC/Ps): Of appropriations made in 2001-02 and prior years, \$356.8 million of savings has been identified, which can be or has been reverted to the Proposition 98 Reversion Account. The Administration proposes that these funds be shifted to replace an equal amount of current year appropriations from 2002-03 Proposition 98 funding dedicated for the Regional Occupational Centers and Programs (ROC/Ps).

Principal Training Program: The Administration proposes to reduce \$5 million in Proposition 98 General Fund for the Principal Training Program, which provides incentive funding to local education agencies for professional development for principals and vice principals. The remaining \$2.5 million in 2002-03 funding coupled with the \$15 million provided in 2001-02 is sufficient to meet the projected utilization and honors the State's match commitment.

California School Information Services: The Administration proposes to reduce \$1.6 million in Proposition 98 General Fund for the expansion of the California School Information Services Program (CSIS) to a new cohort of districts. Delaying the start up of a new cohort will allow CSIS to focus on implementing the statewide student identifier required by Chapter 1002, Statutes of 2002, and to meet requirements of the federal No Child Left Behind Act. In addition, CSIS is working with the Los Angeles Unified School District to implement a CSIS compatible student information system, and is ensuring that the existing consortia of districts are fully implemented.

Grants for Supplemental Support for Workforce Investment Act (WIA) Youth Services: The Administration proposes to eliminate \$7.0 million in current year non-Proposition 98 General Fund for WIA youth services coordination and outreach. At this time, the grants have not yet been awarded by the State Department of Education.

Property Tax Offset for ROC/Ps: The Administration proposes to reduce \$11.4 million in current year Proposition 98 General Fund for ROC/Ps to capture the estimated current year Proposition 98 savings made available for one-time expenditure purposes through property tax offsets to ROC/Ps pursuant to Education Code Section 52335.2. The Administration proposes separate legislation to accomplish this reduction.

Adult Education and Community College Concurrent Enrollment Audits: The Administration proposes to recapture \$13.5 million in current year Proposition 98 General Fund for Adult Education to reflect the Department of Education's 6,100 ADA reduction to specific programs to implement audit findings related to Adult Education concurrent enrollment during the early 1990s. Additionally, the Administration proposes to recapture \$80 million in Proposition 98 General Fund community college apportionments to reflect estimated non-compliant credit instruction claimed in 2001-02 by community college districts for concurrently enrolled K-12 students. These practices conflict with the restrictions specified in current law for K-12 special admit students in community colleges. The Administration intends to conduct an audit to identify the scope and breadth of these practices in colleges and K-12 districts.

Anticipated Savings in the Adult Education in Correctional Facilities Program: The Administration proposes to revert \$3.0 million of the \$19.1 million Proposition 98 General Fund for the Adult Education in Correctional Facilities program to reflect the amount that is not expected to be claimed based on prior-year reported instruction.

Elimination of CalWORKs Stage 3: The Administration proposes to reduce \$98,806,000 from the Proposition 98 General Fund appropriated for CalWORKs Stage 3 child care to eliminate Stage 3 child care services, effective April 1, 2003. Over \$2.37 billion in child care local assistance funding is still available. All eligible CalWORKs recipients will continue to receive subsidies during the entire period while on cash aid and for two years subsequent to leaving cash aid, for a maximum period of seven years. Additionally, savings in this program of \$10 million resulted from revised estimates, bringing the total reduction in this area to \$108.8 million.

Community Day Schools: The Administration proposes to revert \$10 million of the \$42.2 million in Proposition 98 General Fund to reflect anticipated savings in funds appropriated for the 5th through 8th hours of additional class time for community day school students who are not mandatorily expelled.

Healthy Start Grants: The Administration proposes to reduce \$2 million in Proposition 98 General Fund appropriated for a new cohort of Healthy Start sites, which will not affect existing operational programs. A related \$667,000 reduction in Department of Education State operations is associated with this reduction.

High Risk Youth Education and Public Safety Program: The Administration proposes to revert \$7 million of the \$18 million in Proposition 98 General Fund appropriated for the High-Risk Youth and Public Safety Program to reflect anticipated savings.

College Preparation Partnership Program: The Administration proposes to revert \$5 million in Proposition 98 General Fund appropriated for allocation to public high schools to operate preparation courses for college admissions tests. This action will create one-time savings by aligning the year of appropriation with the year of expenditure.

Academic Improvement and Achievement Act: The Administration proposes to revert \$5 million in Proposition 98 General Fund appropriated to increase the percentage of pupils at qualifying high schools that meet the requirements for admission to the California State University or the University of California. This action will create one-time savings by aligning the year of appropriation with the year of expenditure.

Base Adjustments in Proposition 98: Proposition 98 totals reflect net reductions of \$7.9 million for the allocation of employee compensation funding appropriated in statewide items in the Budget Act of 2002 and elimination of deficiency funding that had been requested.

Mandates: The Administration proposes to defer payment of \$870 million of claims for state mandates for K-14 education agencies in 2003-04. The Controller has identified \$614 million in prior year deficiencies for mandates. This includes \$259.9 million for the School Bus Safety II mandate that was recently shown by a Bureau of State Audits review to reflect large amounts of non-reimbursable costs. Additionally, the Commission on State Mandates has identified new mandates totaling over \$256 million, including both current and prior year costs. Most of these claims have not been audited and in many cases, claim documentation does not provide adequate information to determine if the costs claimed are actually reimbursable. The Administration proposes to review the Commission's processes for determining reimbursable activities, defining what can be claimed and how claims are to be documented with the intent to reform these processes. Additionally the Administration proposes to substantially increase auditing of these claims using the funding authorized in Chapter 1128, Statutes of 2002.

Reversion of Prior-Years Savings: The Administration proposes additional reversions of Proposition 98 savings from prior years into the Proposition 98 Reversion Account to capture a variety of existing savings, which would not otherwise revert until a future date. The reversions total \$241.4 million from Department of Education K-12 programs. When combined with the Controller's balance and savings in the Teacher Credentialing Commission and Community Colleges, \$356.8 million of available funding is provided in the current year. These funds provide the resources to shift funding from Proposition 98 in the current year to the Reversion Account for ROC/Ps in an identical amount. Programs with savings include:

Community Day Schools: \$14 million in 2001-02 program savings.

Tenth Grade Counseling: \$97,000 in 2001-02 program savings.

Pupil Dropout Prevention Program: \$210,000 in 2001-02 program savings.

Academic Improvement and Achievement Act: \$603,000 in 2001-02 program savings.

High Risk Youth Education and Public Safety Program: \$10.1 million in 2000-01 program savings and \$6.4 million in 2001-02 program savings.

College Preparation Partnership Program: \$4.1 million in 2000-01 program savings, \$6.2 million in 2001-02 program savings, and \$6.2 million in savings from Chapter 795, Statutes of 1998.

Opportunity Programs: \$1.2 million in 2001-02 program savings.

Classroom Library Materials/K-4 Classroom Libraries: \$6,000 in 2001-02 program savings.

Education Technology: \$3.8 million in 2000-01 program savings and \$23,000 in 2001-02 program savings.

Digital High School: \$392,000 in 2001-02 program savings.

Mandates: \$20 million in 2001-02 program savings for mandates where claims were less than budgeted.

Mathematics and Reading Professional Development Program: \$31.7 million in 2001-02 program savings. These funds were proposed for reversion during the 2002-03 budget process but were inadvertently deleted from Chapter 99, Statutes of 2002. The 2002 Budget Act will continue to provide \$62.2 million for this program.

Child Care Education Code Section 8278 Carryover: \$79 million of the remaining 2001-02 unliquidated contract savings from Child Care and Development Programs with the exception of CalWORKs child care programs.

CalWORKs Child Care Carryover: \$17.7 million of the remaining 2001-02 unliquidated balances of the General Fund appropriated for CalWORKs Stage 2 and Stage 3.

Child Care Facilities Revolving Fund: \$22 million from the balance established pursuant to Education Code Section 8278.3 which are not anticipated to be committed in the current year.

Child Care Savings: \$6.8 million in 2001-02 program savings.

Charter School Facilities Block Grant: \$5 million in 2001-02 program savings, which are available as a result of a delay in program implementation.

Adults in Correctional Facilities: \$2.8 million in 2001-02 savings.

California Information Technology Academies: \$3.1 million in 2001-02 savings from prior reappropriations for the program.

Information Items

**NOTE: BY CONSENSUS OF THE BOARD, THE FOLLOWING TWO INFORMATION
ITEMS WERE BROUGHT FORWARD AND HEARD BEFORE
THE DISCUSSION ITEM ON THE BUDGET.**

TO: BOARD OF EDUCATION

INFORMATION

12/19/02

FROM: JOHN E. DEASY/PEGGY HARRIS/MAROLYN FREEDMAN

RE: DEMONSTRATION OF COOL TOOLS

INFORMATIONAL ITEM NO. I.1

Marolyn Freedman, the Coordinator of School Safety in the Office of Student Services, will present a demonstration of the Cool Tools program that is currently being used in District elementary schools. The Board originally heard about this program in Lynn Leavitt's Roosevelt School PTA President's report, September 19, 2002.

COMMENT:

Santa Monica-Malibu School District Student and Family Services Department has formed a partnership with UCLA and Seeds University Elementary School (UES) to bring Cool Tools to our district. Cool Tools was developed by health educator and UES teacher Ava de la Sota. Ava is working closely with Safe Schools Coordinator Marolyn Freedman to pilot Cool Tools at Roosevelt and in CDS afterschool programs.

The premise of Cool Tools is that all students have the right to learn in an environment free from worry about their physical or psychological safety. The goal of Cool Tools is to improve student achievement by teaching students skills for handling conflict and peer intimidation. The focus of the program is on prevention and instruction. Students are explicitly taught behavioral strategies--"Tools"-- to both avoid and effectively deal with put-downs. When there is a conflict, students are guided through the process of understanding another person's perspective, helped to express their own views and supported through a mediation process. Cool Tools is the another way that we can help all students achieve extraordinary success.

Meeting Note: The Board thanked Ms. Freedman for the enlightening presentation and samples. Board members were impressed that the process, as explained, is self-sustaining and will carry forward for many years so the evident benefits can be extended to new enrollees.

Cool Tools is on "pilot program" status at Roosevelt Elementary School and CDS. Based on the overwhelming success of the program, other schools will be included on a scheduled basis.

TO: BOARD OF EDUCATION

INFORMATION

12/12/02

FROM: SUPERINTENDENT/KATHY McTAGGART

RE: STRATEGIC PLAN IMPLEMENTATION

INFORMATIONAL ITEM NO. I.2

This is the first of two annual reports to the Board of Education, summarizing briefly the progress toward implementation of the Year 1 goals of the district's Strategic Plan, "Designing the Classroom of the Future."

AGENDA

NOTE: Printed materials were not available at the time the Board Agenda was published. They will be available at the meeting and will be on file in the office of Student and Family Services. A copy is attached hereto and made a part hereof of these original Minutes.

Meeting

Note:

Superintendent Deasy expressed deep gratitude for the work Ms. McTaggart has performed in acting as point person for the Strategic Plan initiatives. He stated that her initial involvement had been at the committee level, serving as staff liaison to the "Schools As Community Centers" Initiative. For all intents and purposes now, Ms. McTaggart has become the overseer of strategic plan implementation.

Ms. McTaggart thanked the Superintendent for his support. She also thanked the staff members to whom the actual implementation work had fallen: specifically, Dr. Joseph Quarles, Ken Bailey, Peggy Harris, Judy Abdo, Lise Reilly and, generally, senior leadership team.

Board members comments included, but were not limited to:

- 1) the need for Board prioritization of Strategic Planning initiatives
 - This will be discussed at an upcoming Board retreat
- 2) an explanation of how fiscal constraints will be meshed with the strategic planning initiatives
 - The Superintendent and Ms. McTaggart will craft a list of priorities and costs; it will be forward to the Board and publicly noticed

- 3) the need to match new revenue sources with priorities
 - This is being discussed at various levels and in various committee settings; any new ideas will be brought before the Board for discussion
- 4) which committees, if any, from the initial Strategic Planning roster are still active in any meaningful ways?
 - Two committees remain quite strong, the Curriculum and the Differentiated Instruction Committees. Members continue to volunteer.

NOTE:

At 11:00 P.M., President Leon-Vazquez called a 10-minute break. The Board reconvened at 11:15 P.M. to Discussion Item Number D.1, 2003-2004 Budget - Further Discussion of Possible Areas for Reduction.

Attachments

S.E.I.U. Board Report

Thursday, December 19, 2002
7:00 P.M.

1. **Budget Cuts:** SEIU Negotiation Committee had its first meeting with the District to discuss the state budget cuts and the impact those cuts have to classified positions and services. The SEIU Negotiation Committee has some serious work ahead with respect to examining the impact the cuts have to contractual agreements. The Negotiation Committee will continue to meet on a regular basis and will have on-going meetings with the District in an effort to work collaboratively in keeping all classified employees whole.
2. **Communications:** It will be necessary to establish and maintain effective communications with all District staff with respect to the reduced services in Operational Support as a result of the current hiring freeze and the "no substitute coverage" policy currently in effect. This freeze has already begun to seriously impact the workload of the remaining classified employees. The teachers and students are also beginning to SEE the impact the freeze is creating in their classrooms and around their schools. SEIU is asking that all District Staff and students take extra care in reducing the clutter and trash left in classrooms and around the school campuses.
3. **Risk Management/Benefits Technician:** Again, it is of critical importance that the District acknowledge the work overload placed upon the Fiscal Services Department as a result of the elimination of the Risk Management/Benefits Technician position. The elimination of this position will be far more costly in increased liability suits and workers' comp claims than the savings gained by the elimination of the position. There is also the issue of monitoring for loss control and employee safety training which is currently not being done.

SEIU will work diligently with the District to factor out the actual overall and long-term savings resulting from any elimination of positions.

Attached hereto and made a part
hereof of these original Minutes

A Message from the Superintendent

(taken from a memo to the Board of Education - 12/16/02)

2002-2003 and 2003-2004 Budget

CURRENT FORECASTED IMPACT OF STATE BUDGET CRISIS

As I am sure you are all aware, the Assembly has been called into emergency session by the Governor to deal with the ever-widening State Fiscal crisis. The State's current budget is in deficit by nearly 10 billion dollars, and next year's budget is currently forecasted to be in deficit by more than 21 billion dollars. This is resulting in numerous proposals and rumors about consequences, plans, and decisions. The purpose of this memorandum is to, in briefest form, outline the facts of our budget as a result of the State crisis, and what is known and expected at this time. These are extraordinary times for the public schools in California, the effects of a State budget crisis of this proportion has not been seen before in our State. This is new territory and will require new and often out of the box thinking to resolve.

Our current budget stands balanced. We cut approximately 2 million dollars from last year's operating budget and brought a balanced budget to the district on July 1, 2002. The State budget was many weeks late and contained additional cuts. We subsequently needed to reduce our budget again. We also renegotiated our labor contracts and gave a very modest raise in 1 year and no raise in the other. These two factors resulted in your recent approval of 1.5 million dollars in further reductions. This being said, the Governor called a special session of the General Assembly beginning on Monday, December 9, 2002. This session was presented with a series of cost cutting measures, which totaled approximately 10 billion dollars. The overwhelming majority of these cuts were targeted at education and in particular pre-K-12 education. This, of course, is our business. Below I will outline the cuts proposed, the effects of these cuts on this year, the expected effects of these cuts on next year, and a set of solution proposals for your consideration. I intend to seek authorization and direction with respect to many of these at our next meeting.

PROPOSED CUTS:

- A cut to all K-12 local assistance programs (i.e. all categorical and revenue limit programs) in the amount of 3.66 % in the **current** year. In addition to the additional cuts listed below, the \$143 million in Proposition 98 funds vetoed by the Governor in the 2002-2003 budget act (funding for equalization, PERs offset, healthy start grants, etc., etc.) and the set aside for future costs all total to \$1.9 billion. This is more than 56% of the total mid-year cuts proposed by the self-proclaimed "education governor."
- Elimination of CalWORKS Stage 3 (98 million)
- Community Day Schools (10 million)
- Healthy Start (2 million additional)
- High Risk Youth Education (5 million)
- College Prep Partnerships (5 million)
- Academic Improvement and Achievement Act (5 million)
- An Adjustment in Prop. 98 (7.9 million)
- Mandate Deferrals (870 million)
- Principal Training Program (2.5 million)

While there are numerous others, these represent the greatest amount of our local effected reduction. The full text

is available in my office.

The net total effect for Santa Monica Malibu Unified is approximately:

\$3.4 MILLION IN REDUCTIONS BEFORE JUNE 30, 2003

The Governor also proposed a number of flexibility options "so that districts can handle this cut" (his words). These include an easement on the mandated 3% reserve requirement and an increase in the number of categorical programs among which funds can be shifted.

It is also very important to realize that the proposed budget for the 2003-2004 fiscal year is not out yet, and will be due on or about January 9, 2003. It is expected that this will contain even greater reductions to education and sustain the previously proposed cuts. One should also be aware that these current cuts also effect future funding formulas in a significantly negative way. So, while it is too early to be specific, it is well within reason to expect additional reductions in the neighborhood of \$6 million next fiscal year. This is coupled with an operating loss of revenue of \$5 million due to previous cuts in state funding. So that for initial planning purposes we must anticipate a net loss of revenue in the neighborhood of \$11 million dollars in the 2003-2004 fiscal year's budget.

Needless to say, all of this news is grave. To give you a bit of perspective, the average bi-weekly payroll for the district (in total) is about \$3.1 million dollars. This assumes a gross set of expenditures for 180 days of instruction (not prorated over a full calendar year).

COMMENTARY

The State has fully abdicated its constitutional responsibility to public education. While it is now clear that the State budget is, and has been, built on a fatally flawed structure of revenue bases, the State remains the custodian of an equal and maintained funding source for public education (sec. Prop 13). We are now well beyond the rhetoric of blame and must be in the mode of solution sets. These will require new thinking and maybe even previously discounted ideas. I maintain that it is our responsibility to maintain the level of service and program that our students currently experience. We cannot tolerate the types of programmatic and personnel cuts that these reductions would constitute. In a way we must say NO. We will simply not allow it. And short of civil disobedience, we must find a way to deliver the same result through alternative means to resolving this real State budget crisis. I am prepared to suggest and advocate actively for any of the following suggestions. These are offered in the spirit of equity and preservation of program. While most will require adjustments to current State and State Education laws and regulations; this simply cannot be a reason for lack of consideration. Any efforts to deal with this year's budget shortfall must not be taken in isolation. We need a multi-year plan. We can no longer do more with less; therefore, we must be opposed to a general across the board reduction. We cannot substitute flexibility for dollars. If funding is cut, then the program requirements must be eliminated as well.

I am fully cognizant of the fact that absent resolution to any of these proposals we must submit a balanced budget for adoption for the upcoming and current fiscal years. These will contain catastrophic cuts and reductions in services to students. These may, in deed, become the reality of our district. Yet, I believe I offer solutions to avoid this situation. (a situation, I am deeply saddened to say, will befall most districts in our State).

SOLUTIONS

I propose that we seek the constitutional and educational codification amendments to allow us to furlough all employees in the district for 2 weeks this year. This means a full closure of the public schools for 10 days. The realization and process for scheduling such an event must be collaborative and negotiated. I recognize the educational harm done by such a measure, yet the result will be that all employees return to their full position, and all students return to a full set of programs and services. We would remain whole. This event would fully clear the mid-year reductions.

I do not support in any way the use of reserves to fund the State's failure to support the public schools. We do not need a reminder that we live in a place of frequent natural disasters. That is why a reserve should and must be kept.

I recommend that all State employees and offices be closed and furloughed for two days in this fiscal year. These savings can be returned to the State education budget as funding to offset reductions in the next year.

I recommend that the County Offices of Education be dramatically downsized, and that the work be offset to local school districts as joint operating agreements for service. These savings can be returned to the State education budget to offset reductions in the next year.

I recommend that the State place a moratorium on any and all new components to the State Testing and accountability program (STAR). While I in NO way wish to suggest or condone in any form that we should reverse course on accountability or the use of a healthy data-driven system for improvement; however, before school districts are forced to eliminate the services to our students to help them demonstrate the achievement to be assessed by these programs, we should either contract or stop any expansion of the program. These savings can be returned to the State education budget to offset reductions for the next year.

I propose a soft-cap on class size reduction with the provision that any such soft cap be included in a sunset provision of the legislative allowance. This should not be permanent. But flexibility is in order until the State can get its financial house in order. A soft cap of 23 may be warranted.

I propose that any across the board reductions in K-12 funding be equally applied to the State Office of Education and each County Office of Education. These savings should be transferred to the State budget for education and be equally shared between K-12 and higher education to offset any reductions for next year.

I propose an immediate resolution to place before the voters a proposition to move the passage of local school district parcel tax initiatives from two-thirds required for passage to 55%. It is an interesting form of government to watch the construction of a methodology, which allows a revenue source (a tax or other such form) to be reduced by a simple majority, yet to impose such a measure requires a 2/3 majority. This actual type of methodology has realized the erosion of more than 8 billion dollars in general fund revenues, yearly, to the State of California, over the past 9 years. We must stop wondering (in part) why there is a State Budget crisis, for which public education is taking the overwhelming majority of the burden!

I propose revenue enhancements by increasing vehicle license fees, reinstating the 9% and 10% personal income tax brackets and increasing the taxes on cigarettes and liquor. These savings can be returned to the State education budget to offset reductions in the next year.

I recommend removing the mandates and restrictions for all textbook programs, deferring the PERS employer retiree benefit increase for next year and canceling summer school programs for 2003-04. These savings can be returned to the State education budget to offset reductions in the next year.

I further recommend canceling the Peer Assistant and Review and Principal Training Programs; rolling back AB 2700 - supplemental STRS contributions and rolling back Workers' Compensation benefits to prior year levels. These savings can be returned to the State education budget to offset reductions in the next year.

I have proposed that you place before our community a revised parcel tax initiative for their consideration on June 3, 2003. The results of this possible election are critical and now hold in the balance the actual fate of our school programs. I have suggested that a new style of tax be considered, one that would affect all residential parcels at a rate of \$144/year, and all commercial/industrial parcels at \$675/year. This does not produce the same amount of income that the other tax did, but we must listen to what the voters said, try to include their good criticism and seek their help for this very real State crisis. I also suggest that the tax be for only six years in length and the expendable items be only four, the first being the replacement of revenues lost by the State cuts. Such a new Parcel tax might also contain the allowable legal age exemption for residential parcel owners of single family units. This will also require us to seek other revenues sources and make additional cuts. We are working on both as I write.

With all this being proposed I seek your direction and support to aggressively pursue any and all of these options at a local and state level. However, I must also inform the Board that we will still need to propose other options to reduce our budget. The following is a list of options, which we will need to also consider:

REDUCTIONS:

Administrative Costs	\$1 million
Special Contract and contracted service costs	\$1 million
General fund contributions to line items	\$1 million
Reductions in non-mandated programs	\$1 million
Reductions in certified work force	\$ 4 million
Reductions in the classified work force	\$ 2 million
Elimination of services/programs	\$ 1 million

These reductions will require all staff to help with the specific finalization. As difficult as this will be, it must be collaborative. I suggest that no actual specifics be fully developed until the Governor's proposed budget for 2003-2004 is presented. This will require a first proposal to the Board in late January and a full February deliberation so that notification to employees for non-renewal may be given within the time frame of the law (March).

We will keep you apprised of all developments throughout this process, both locally and at the State level. While the picture is very grim, there are solutions. Critical is the parcel tax and renegotiation of current lease agreements to provide revenue streams to offset this egregious set of decisions at the State level to abandon our public schools.

“DESIGNING THE CLASSROOM OF THE FUTURE”

2002-03: Interim report to the Board of Education

December 12, 2002

Preface

Throughout the 2001-02 school year, the Santa Monica-Malibu learning community was engaged in developing a five-year Strategic Plan to guide the district toward its vision of “The Classroom of the Future.” The work of the Planning Year, resulting in seven detailed and powerful Initiatives, was facilitated by consultant, Shelley Sweet, with abundant support from Donald Choi and the very dedicated Planning Team. This year, with the funding gone, oversight of the implementation of the Strategic Plan’s seven initiatives was assigned to Kathy McTaggart as “point person.” The actual implementation of the goals of the Strategic Plan have been assumed, for the most part, by staff and progress toward completion of specific tactics is reported accordingly in the attachments to this narrative summary.

Previously engaged as co-chair of one Initiative only — Schools as Community Centers — Kathy has, in a sense, entered into the work of the remaining six Initiative Committees, attending virtually all of their meetings and engaging in frequent dialogue with both staff and Committee members about their activities as they relate to the Strategic Plan. Because, in several instances, the work of the Initiative Committees overlapped with that of District Advisory Groups, Kathy made every effort to participate in these, as well. The following summary report and attached documents are products of these many contacts and conversations. Thanks are due to all of the Committee chairs, members and staff who allowed, and even welcomed this intrusion into their work.

Introduction

Given the state of the economy and its impact on education statewide, on top of the failure locally of the Prop. EE parcel tax measure, some might assume that the extensive work of the 2001-02 Strategic Planning Year might go for naught. Nothing could be further from the truth. The Santa Monica-Malibu Unified School District Strategic Plan is alive and well and, because it voices the community’s vision of what its schools should be and because the district is absolutely accountable to the community, the Strategic Plan must continue to be held up as the guide to the work of the school district, regardless of the size of its budget.

Several factors have ensured that the goals of Year One will be substantially met. First, because the seven Initiative Committees were advised to build their first year plans

around a \$0 budget, many of the goals projected for the first year can be achieved. Second, and most importantly, targeted staffing and a strong emphasis on leadership and staff development around the Principles of Learning directly support the fundamental goals of the Strategic Plan. Third, the infusion of Stupski and RGK monies directly support the goals of the Curriculum and Differentiated Instruction Initiatives, in particular, and others less directly. Finally and perhaps most importantly, the unifying goals of *extraordinary achievement for all* while simultaneously *closing the achievement gap* for those students who are traditionally left behind simultaneously reflect and require that the seven Initiatives identified by the community be achieved.

At the same time, it is clear that more work has been accomplished in some areas than others. This variance can be attributed to several factors. As already alluded to, new and highly qualified staffing, as well as funding for and a strong focus on professional development have helped significantly to propel the Curriculum and Differentiated Instruction Initiatives. Several of the Initiative Planning Committees segued very naturally into Implementation Committees, bringing much of their original membership with them and adding new members as needed. Others have not. Additionally, though the committees were directed to do Year One planning with the expectation of no funding, a number of the proposed tactics actually would require dollars which will simply not be available. And, finally, several of the Initiatives proposed to do substantially more in Year One than is feasible with existing staffing and resources.

With these caveats, the following summary reflects the extensive amount of work which has been accomplished by December of Year One of the SMMUSD Strategic Plan.

Abundant Resources

The Abundant Resources Initiative Committee has dissolved but the work continues, nevertheless. Fully half of the Year One work of the Abundant Resources Committee targeted toward putting a parcel tax measure on the ballot in November 2002 and vigorously supporting that measure with an intensive campaign. While the district did not hire a Public Information Officer as recommended by the Abundant Resources Initiative, it's campaign did benefit from the expertise of Mark Mawrence and David Mowry from DMG and the Mawrence Group. This work was further supported by Jennifer Cornwall and Sarah Veltman, diligent and talented interns from USC. Staff, on their own time, and community members phone banked and precinct walked in the days and weeks prior to election day. Information and about the importance of passing the parcel tax was put forth in multiple venues and various media announcements. Virtually everything was done to support the measure that the Abundant Resources Committee recommended. Yet, as we know, the measure failed to get the 67% vote needed for passage.

As this report is being written, a new Parcel Tax Committee is being convened to consider placing a somewhat different parcel tax measure on a special ballot early in June 2003 or on later date in 2003 or 2004.. A careful analysis of election results is being

conducted to understand the various factors which led to the November ballot measure's defeat and the Parcel Tax Committee is recommending, as well, that a new poll be done to test the viability of any future measure being put before voters. Because the fiscal situation has become much more serious since the original measure was proposed, it is anticipated that the second campaign, if there is one, will explicitly present to the voter what will be lost if the community does not step up to the plate.

Looking ahead to the second half of Year One, the district will not be hiring a Public Information Officer or a Director of Development, both of which were recommended by the Abundant Resources Committee. Nor will the district be able to be contracting with Mark Mawrence or with the USC interns. Existing staff will, to the extent possible, fill the functions of these positions. The unified and coordinated Political Action Committee to perform advocacy and lobbying functions at both local and state levels has not yet emerged. While it might be hoped that, at some point, the various efforts of PTA, CTA, the League of Women Voters, Ed Foundation, the Malibu Foundation for Youth and Families, the Community for Excellent Public Schools (CEPS) and other fundraising groups will come together under a single umbrella, each of these groups is currently working more or less independently to bring attention to the needs of Santa Monica-Malibu schools.

Curriculum

The Curriculum Initiative Committee has reconvened, with some new and some continuing membership. To repeat what has already been said, the work of this Committee, like that of Differentiated Instruction, is closely aligned with the strong district focus on its central goals -- *extraordinary education for all and closing the achievement gap* -- and is moving forward accordingly

Essential to the accomplishment of these goals is the identification and universal awareness of and adherence to a standards-based instructional system throughout the district. The focus this first year is on English Language Arts and Mathematics. Standards for these two curricular areas have been distributed to all teachers in all grades districtwide and are posted in most classrooms. A few schools are waiting to identify *critical* standards before posting, but this should be completed by the Spring semester. District and grade level team meetings have begun to meet to identify those standards regarded as *critical* in both curricular areas and will be continuing to meet for the next several months.

As directed by the Strategic Plan's Curriculum Initiative, Christina Rivera, Director of Curriculum and Instruction, has been assigned to take the lead in developing and implementing curriculum teams. She is supported by Senior Administrative Assistant, Lynda Barrett. The Houghton Mifflin Language Arts series adopted for use in grades K-5 is strongly standards-based. It clearly articulates grade-level standards and provides rich and varied materials for teachers to draw on while working toward these in their classrooms. Elementary school English Language Arts training has already been piloted

at Grant and is scheduled to take place at all Elementary schools by February. The middle schools received Language Arts curriculum training over the Summer of 2002 and it is anticipated that, by the end of the school year, standards-based English Language Arts curriculum will be implemented in all classrooms districtwide K-8.

Professional development critical to the effective implementation of curriculum is occurring regularly for principals and district office leadership, assistant principals and teacher representatives. Leadership coaches have been hired and they meet with instructional leadership for intensive workshops. One literacy coach for grades has already been hired and is currently surveying teachers to identify their areas of greatest interest and need. She and a second literacy coach still to be hired will be working with teachers K-5 during the remainder of this school year to hone and enhance their skills.

While the Strategic Plan stated that strategies to identify critical standards and plan appropriate professional development for world languages, fine arts, technology, humanities, multicultural and environmental studies, and ethics would also be developed during Year One of the Strategic Plan, this may have been overly ambitious. The focus for Year One is, again, English Language Arts and Mathematics. Parallel work in other subject areas will take place in subsequent years.

Differentiated Instruction

The work of the Differentiated Instruction Initiative is closely linked with that of the Curriculum Initiative and has a comparable level of staffing and fiscal support, thanks in part to grants which Superintendent Deasy has brought to the district. With the continuing leadership of volunteer Cynthia Torres, the co-leadership of Director of Professional Development, Jarvis Pahl, and the support of Administrative Assistant, Karen Dahlem, this Initiative Committee remains very active and strongly committed to its goals.

There is, in 2002-03, an intense focus on professional development in Santa Monica-Malibu and all staff development, from the leadership level to the classroom, stresses that, to *close the achievement gap*, there is a critical need for different strategies to address different needs and learning styles. Roosevelt Elementary teachers received training in differentiated instruction from consultant, Nancy Craig, in August 2002 and this same group of teachers will have a follow-up in January 2003. Five additional elementary schools – McKinley, Rogers, Edison, Muir and Franklin – have expressed interest in being pilot schools for differentiated instruction, as has Lincoln Middle School. Identified staff from these sites will receive two days of training by Nancy Craig, either February 25-26 or April 3-4, 2003, with follow-up during the Summer months. Time will be set aside during the second semester for other teachers to observe trained teachers' use of differentiated instruction. Presentations will also be scheduled for parents. Depending upon the availability of funding, additional pilot schools will be identified in late Spring 2003.

The adopted Houghton Mifflin K-5 Language Arts series has what it calls a “universal access plan” which is, in effect, another way of saying it employs differentiated instruction for different learners. The series provides for each teacher at each grade level three teacher guidebooks: a “challenge” one for students working above grade level; another for students working below grade level; and a third for English language learners. These are designed to provide new and experienced teachers with rich and varied learning experiences tailored to the needs of a diverse classroom of students. Additional books and materials to support teacher learning about differentiated instruction are on order and will soon be available at the district Professional Development and Learning Center at the old Washington West site.

With the support of Director of Data and Assessment, Steve Frankel, measurement protocols are being developed which will gather information about levels of teacher implementation of differentiated instructional strategies. Measurement tools are also being created which will compare the learning experiences of students who have been exposed to differentiated instructional techniques with those who have not. These should be in place shortly and some data will be available by the Summer of 2003. Further assessment tools to identify students’ particular learning modalities, as well as agreed upon methods and rubrics for student assessment are projected to be completed by June 2003.

During the second semester, staff and Committee will undertake the work to develop Individual Learning Plans and the processes, procedures, and staff training for effective implementation. These will then be piloted, possibly at Santa Monica High School. Assessment of teaching approaches to achieve enhanced individualized teaching will be ongoing, as will research and review of pertinent texts and tools which might enhance instruction and learning. The projected “Quick Win,” a day for parents to come and observe individualized instruction at work in classrooms, with video taping for distribution and sharing, was originally projected to take place during Year One but will, instead, probably occur in the Fall of 2003.

Equity and Equality of Education

This Initiative was one of the most elaborately crafted of the seven. It arose from the passionate conviction of student participants in the Two Day Planning Conference and permeates, with its intent, both the directions and tactics of all of the other initiatives. The Equity and Equality of Education Initiative is the one which most explicitly challenges the district, once and for all, to *close the achievement gap*.

Some of the specific Year One goals and tasks of Equity and Equality of Education Initiative have stalled due, in part, to dramatically reduced participation but also to budgetary constraints and the resultant hiring freeze. The membership of the Equity and Equality of Education Committee has dispersed, many of the original members to institutions of higher learning and one of the co-chairs to the Board of Education. That being said, a very small but passionate Committee still meets and, by coordinating its

efforts with both the Multicultural Advisory Committee and the Differentiated Instruction Committee, much of the work will forward.

Because there is a hiring freeze, there are no plans to fill the Student Access Coordinator position at this time and no single staff person has been assigned to oversee and implement the goals of this Initiative. But some of the will be done by others. For example, Steve Frankel will be continuing to gather and report on the data which reflect the achievement gap and, hopefully, the impact of endeavors to close it. Though the new Data Assessment Committee called for by this Initiative Committee has not been established, this task can ably be performed by staff, representative Board members and members of the Multicultural Advisory Committee. Judy Abdo, in Child Development, will continue to pursue the goal of quality early childhood education for all children. The Initiative Committee itself, small as it is, remains committed to putting on a first annual summit addressing issues related to equity and equality of education, hopefully by the Summer of 2003. The Committee also plans to administer a modest survey of graduating seniors during the second semester of this year, with follow-up in 2003-04, asking students to assess the strengths and weaknesses of their educational experience in SMMUSD and how well that experience prepared them for post-secondary education and/or work.

Other activities directly proposed by and addressing the fundamental goals of the Equity and Equality of Education Committee for Year One are happening. These include:

- The introduction this year of the AVID program at John Adams Middle Schools. It is expected that, by providing the support and resources of AVID to middle school students and parents, greater numbers of underrepresented students will successfully apply to institutions of higher learning upon graduation from high school
- The Redesign Committee at Santa Monica High School is exploring a range of structural and programmatic changes to turn the large, comprehensive high school into smaller schools-within-a-school where education can be more personalized and every student can be better known.
- Standards are being applied throughout the district, at all grade levels so that expectations are high at all sites for all students, not just at some sites and for some students.
- Honors and AP classes are increasingly more inclusive.
- Child Development Services is working with the sites to provide families with information about kindergarten readiness prior to kindergarten enrollment
- Parents are being exposed to “what it takes” to go to college at parent education events at the middle schools and, in cooperation with the City of Santa Monica, at Virginia Park.

- The new math requirement that all students take algebra by the 8th grade and that all students have four years of math in high school raises the bar for all students, but most particularly supports highest possible post secondary educational goals for underrepresented minority and low income students.

Much remains to be done, but the goals articulated by the passionate members of the Equity and Equality of Education Committee are central to the work of the district and, as noted above, are being addressed by all seven Strategic Planning initiatives.

Optimal Class Size

There is no longer a viable Optimal Class Size Initiative Committee. However, in December 2001, the Board received a report prepared by Superintendent Deasy, Rick Bagley and Jan Williams entitled "SMMUSD Class Size Reduction Analysis." This report took into account the best research about optimal class size and reviewed information about projected population growth for the two cities. It considered, as well, the impact of permit policy and reported on enrollment and class sizes at that time. Potential models for class size reduction were proposed, one which maintained current enrollment but decreased class size, another which decreased both enrollment and class size, with fiscal implications for each model. This information provided background for the revised permit policy introduced during the first semester of this school year.

Much has changed over the past several months and the Board might now need to consider, among other options, whether or not to *increase* class size by bringing in additional permit students. It is unlikely that, for the next several years, the district will be able to move in the direction of reducing class size in additional grades or curricular areas. So, in a sense, the work of this Initiative is on hold.

However, if the district continues to believe that smaller class size in some subject areas and grades is better for students, then the research, the gathering of information which comprises many of the Year One stated tactics of the Optimal Class Size Committee, should continue and they will. With direction from the Board, staff will go back during the second semester of this school year, and update its class size analysis based on what is projected for next school year. Fiscal and Business Services will do a thorough assessment of the school sites, including the availability of classroom space at each site, at the conclusion of Prop. X construction. Once this has been done, we will know the physical capacity of all of the schools. Formulas which take into account enrollment, available space, resources and staffing can then be developed for what is eventually agreed upon as optimal class size in various subject areas and at different grade levels.

These are not optimal times for optimal class size. But, by keeping information current and in front of people, the district will be prepared to tackle the class size issue when monies again become available.

Schools as Community Centers

Not prone to indulge in wishful thinking, the Initiative Committee for the Schools as Community Centers actually developed its Year One plans with the expectation of \$0 and, accordingly, made far more modest commitments than several of the other Initiative Committees. Though participation at Committee meetings is more sporadic than one might wish, the work of Year One work will be done.

While no staff person was officially designated .2 FTE Coordinator of Schools as Community Centers, the Year One work of this Initiative overlaps substantially with that of the Coordinator of School and Community Partnerships and is, therefore, moving forward. The promised survey of existing resources and unmet needs at the sites has been circulated and returns are trickling in. The summary and the content of these will be shared with the Board at the end of this school year. Relationships with existing community partners have been maintained and new ones have been developed, despite the reduction in funding to reimburse the district's community partners for the on site services which they provide. New partners include Promises Substance Abuse Treatment Program which has donated \$12,800 to keep intervention programs going at Santa Monica High School and, at a more modest level, at Lincoln Middle and Malibu High Schools. When, as in one instance, a former agency partner indicated that it would no longer be able to provide counseling services at one of our sites, another agency was approached and agreed to fill the gap – at no cost to the district. When the Student Study Team at John Adams identified a need for a student group for newcomers to this country, contact was made with Children's Institute International and that agency has expressed interest in providing us with a highly skilled and experienced counselor from El Salvador beginning in January, again at no cost to the district.

The identification of possible space available to accommodate additional community resources at school sites is part and parcel of the assessment that Business Services will be conducting after Prop. X construction has been completed. While it is highly unlikely that, in the next several years, any additional classroom space can be freed up during the school day for other uses, Committee and staff have begun to think creatively about both time and space, imagining scenarios in which additional resources and services can be made more accessible to students and families even without the infusion of funds. The fortuitous and generous commitment of the Boys' and Girls' Club to establish a facility at John Adams, for example, as well as the City's reconstruction of Virginia Park should prompt imaginative endeavors to create schools which are strongly connected to and centers of their communities.

The Schools as Community Centers Initiative's original proposal to stage an event at Child Development Services to model what a school as a community center might look like has been modified. Current thinking is to host two of these events, both taking advantage of the generosity of the Boys' and Girls' Club. One of these would be at Malibu High School where the Boys' and Girls' Club already stands as a very visible and concrete model of school/community collaboration. The other would take place at John Adams where there will soon be a similar center. The expectation at this time is that the

Malibu event might take place by Summer 2003. The John Adams event might better be postponed until the new facility is in place and the work at Virginia Park has been completed, some time during the 2003-04 school year.

Universal Access to Quality Early Childhood, Family Support Programs, and After School Care

This Initiative Committee has the longest name and has the largest group of people who remain actively involved in bringing its goals to fruition. Because its membership and goals are substantially the same as the District's Early Childhood Advisory Committee, the DAC has, in effect, become the Initiative Committee. This Initiative also benefits from the expertise and support of the Child Care Task Force which, again, overlaps in both membership and intent.

Most of the actual work of this Initiative is being done by Child Development Services under the leadership of Director, Judy Abdo. Child Development Services has already been profoundly impacted by the fiscal crisis facing the district and state and there are concerns that the cuts could go considerably deeper than in programs and resources for grades K-12. Nevertheless, the goals proposed by the Initiative Committee for Year One will substantially be met.

Work on "desired results" assessment tools has been done and these are currently available for evaluating a child's readiness for kindergarten. Actual implementation will depend upon the receipt of additional funding. While the district's own Prop. 10 grant was not funded, Dr. Chris Heinicke from UCLA has submitted a proposal to the Children and Families First Commission which, if funded, will allow the district to move forward with this Initiative.

While the desire to provide high quality universal early childhood education is as strong as ever, the district currently has the resources to provide full-day preschool to low income families using combined Head Start and state preschool funding. Initial planning has begun to expand full day/full fee preschool for additional families and staff will be assigned the task of identifying available space for such programs. Professional development for early childhood staff is ongoing and the inclusion of all appropriate SMMUSD staff in pre-K to K articulation training will begin during the second semester of 2002-03.

As is the case for several of the other Initiatives, it will be very important to keep the fundamental goals of this Initiative in mind as we move through difficult fiscal times and, eventually, into a time when all that this Committee envisioned can be enacted.

Conclusion

While this report has taken a cup-half-full approach rather than the alternative, there is no question but that the fiscal situation in which the district finds itself will have an impact

on the implementation of the Strategic Plan. The SMMUSD Strategic Plan is a five-year plan. Because Year One was predicated, at least in part, on the assumption that there would be no new monies, many of the goals for Year One are being achieved despite the gloomy financial picture. The challenge will be much greater in subsequent years for which substantial amounts of money were projected as being necessary for the implementation of some wonderful and far-reaching programs and initiatives. Once we have a clearer picture of what we are facing for the next year, it will be time to come together and reassess and prioritize goals for Year Two.

That having been said, the central work of the district will continue and that is to provide an *extraordinary education for all children*, while *closing the achievement gap* between those who have traditionally been successful and those who have not. With or without additional funding, the work toward these goals will continue to be done. The spirit and intent of all seven initiatives will be felt in the efforts of staff and the accomplishments of students. It will just be a little bit more challenging and some of the specific recommendations for future year tactics may not be realized in exactly the way they were intended. Nevertheless, the Strategic Plan created by the Santa Monica-Malibu learning community and adopted by the Board of Education is a good one and needs to be continually held up as our guide to the work that needs to be done.

ATTACHMENTS

The attached matrices differ from those in the bound “Classroom of the Future” document printed in June 2002. Instead of breaking out the goals and activities of the Seven Initiatives by initiative alone, the following tables were designed to show *who*, what staff person or department is now responsible for implementing the proposed tactics for Year One of each of the initiatives.

For those tactics which have already been completed by midyear and which require no explanation, you will see a simple “X” alongside that tactic. For those not yet completed, you will see, in parentheses, either (a projected date of completion) or a (brief comment or explanation.)

JOHN DEASY

Abundant Resources	Curriculum	Differentiated Instruction
<ul style="list-style-type: none"> • Direct all efforts to accomplishing desired goals and outcomes of Strategic Plan. <u>X</u> • Work for passage of state facilities bond Nov. 2002. (not the priority; parcel tax measure placed on Nov. 2002 ballot instead) • Craft SMMUSD communication campaign; must include accomplishments as well as needs. <u>X</u> • Hire PIO (Public Information Officer) or create communication team; tailor "the message" to SM-M voters. <u>X</u> 	<ul style="list-style-type: none"> • Designate a staff person from Educational Services to oversee this initiative. <u>X</u> 	<ul style="list-style-type: none"> • Designate a staff person from Educational Services to oversee this task. <u>X</u>

JOHN DEASY (p. 2)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
<ul style="list-style-type: none"> Assign a staff person from Ed Services to gather data on achievement gaps and current programs related to academic achievement (possibly the Student Access Coordinator.) <u>(Steve Frankel assigned this task)</u> Appoint on-going committee within the district that uses the data gathered to assess the progress being made in achieving outcomes developed by this Committee. <u>(not yet appointed)</u> With above committee, organize an annual Summit on Equity and Equality in Education to inform and engage all stakeholders in developing the Master Plan. <u>(committee not yet appointed)</u> Appoint for two years a Board Member, a designated district staff, teachers students, parents and community members to the committee. <u>(committee not yet appointed)</u> 		<ul style="list-style-type: none"> Designate an existing staff person .2FTE Coordinator to assume initial tasks of realizing schools as Community Centers. <u>(in effect, accomplished)</u> 	

EDUCATIONAL SERVICES

Abundant Resources	Curriculum	Differentiated Instruction
	<ul style="list-style-type: none"> • Ed. Serv. staff to distribute standards to site admins. <u>X</u> • Site Admins. distribute standards to tchrs to be used for grade level planning, looking at student work and staff development. <u>X</u> • Standards posted. (in process; to be completed by 1/03) • Develop process and procedures for districtwide adoption of Language Arts Curric.materials. <u>(ongoing)</u> • Identify reps at school sites, tchr. and admin. <u>X</u> • Identify central office staff to collaborate with sch. sites in developing a curriculum pathway supported by professional development. <u>X</u> • Compile and organize above information. <u>(ongoing)</u> • Convene districtwide grade level/content area teams to begin work on identifying critical content standards. Districtwide grade level teachers from same grade level will identify critical standards to create consistency district wide(ELA and Math). <u>to be done January-March 2003</u> • Convene grade level/content area teams at school sites to continue work on critical content standards. Reps from each grade level/subject matter dept.will attend districtwide meetings and be responsible for further implem'n at sch. sites. <u>to be completed by March 2003</u> • Prepare an interim report of progress on grade level and content work areas, due Jan. '03. <u>X</u> • Provide instr. leadership coaches for admins and teachers. (for prins. and D.O sr. staff; also 1 literacy coach) <u>X</u> 	<ul style="list-style-type: none"> • Include, as part of all applicable professional staff development training programs and curricular roll-outs, differentiated instruction and teaching applications. <u>(ongoing)</u> • Develop an appropriate training program for teachers on what a differentiated curriculum is and how it can be used. Program should include training on learning modalities and how to incorporate real life situations into lessons. Program would include built-in teacher coaches, and trainees putting the training into practice in their classrooms. <u>(ongoing)</u> • Choose several pilot schools whose faculties would undergo the training. Salary credits would be offered as an incentive. <u>(7 pilot sites)</u> • Train pilot schools' faculties. <u>(ongoing)</u> • Develop measurement/accountability process to measure and evaluate trained teachers' use of differentiated education training. Conduct base-line measurement. <u>(in development)</u> • Develop a teacher resource library where teachers can share and access differentiated education lessons and materials. <u>(books on order)</u> • Assign teacher coaches. <u>(Jan.-Feb. 2003)</u>

EDUCATIONAL SERVICES (p. 2)

Abundant Resources	Curriculum	Differentiated Instruction
	<ul style="list-style-type: none"> • Assess needs of school sites and develop professional development plans for standards-based instruction (elem. ELA) <u>(ongoing)</u> • Provide staff development plan to create and support curriculum integration – integrating world languages (including American Sign,) fine arts (dance, music, theater, and visual arts,) technology, humanities, multicultural studies, environmental studies and ethics. <u>(focus currently on ELA and math; work in other subject areas projected to happen in Year 2)</u> • Develop plan for future integration of expanded curriculum across grade levels and content areas. <u>(projected to be done over Summer 2003)</u> • Develop framework for content area specialists to work with district staff in the future. <u>(projected to be done over Summer 2003)</u> 	<ul style="list-style-type: none"> • Allow teachers time to observe master teachers' use of differentiated education techniques. <u>(Spring 2003)</u> • Encourage trained teachers to sue differentiated teaching techniques in at least one subject area/major class project by May '03. <u>(on track)</u> • Prepare and deliver multilingual presentations for parents on (a) changes resulting from the strategic plan, and (b) on differentiated instruction, what it is and how it works. <u>(Spring 2003)</u> • Using measurement protocol, gather data to measure trained teachers' use of differentiated teaching techniques. Conduct measurements against a control group. <u>(in development; gather data Spring 2003)</u> • Share program results at site faculty meetings and at district level; expand pilot program. <u>(Spring 2003)</u> • Recruit group of new pilot school faculties. Salary credits will offered as an incentive. <u>(March-August 2003, contingent on available funding)</u> • Work with Samohi personnel as they develop ILP roll-out; share "best practices" research; help design ILP forms; monitor progress. <u>(work to begin February 2003)</u> • Develop ILP forms and process for implementation. <u>(work to begin February 2003)</u>

EDUCATIONAL SERVICES (P.3)

Abundant Resources	Curriculum	Differentiated Instruction
		<ul style="list-style-type: none"> • Select assessment methods to identify students' learning modalities. (<u>Feb.-June 2003</u>) • Agree on methods used to assess students; develop rubrics. (<u>Spring 2003</u>) • Develop appropriate training for teachers on ILPs and creation/use of student portfolios. (<u>Spring 2003</u>) • Agreement on the ILP format and process by the appropriate body in the district. (<u>Spring 2003</u>) • Define goals and best practices re. individualized instruction. (Refer to "Designing Classroom," p.81) (<u>Spring 2003</u>) • Assess current teaching approaches and opportunities to achieve enhanced individualized teaching. (Refer to "Designing the Classroom," p.82.) (<u>Spring 2003</u>) • Review current texts and tools for hindrance or facilitation of differentiated learning/individualized teaching. (Refer to "Designing the Classroom," p. 82.) (<u>Spring 2003</u>) • Design and develop pilot "Quick Win;" a day for parents to come and observe individualized instruction at work in the classrooms at specific schools; videotape for later distribution. (<u>Fall 2003</u>)

EDUCATIONAL SERVICES (p. 4)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
<ul style="list-style-type: none"> Assign a staff person from Educational Services to gather data on the achievement gaps and current programs related to academic improvement. <u>X</u> Explore benefits and feasibility of using block scheduling, extended instructional time, and evening classes at the Middle and High Schools. <u>X</u> <p><i>With the exception of evening classes, all of these options are being looked at in the secondary schools.</i></p> <ul style="list-style-type: none"> Evaluate, strengthen and implement current academic/social programs throughout the district (e.g. AVID, Project REACH, Xinachtli Tutoring; SMC courses) (evaluation ongoing: <u>AVID expanded to John Adams</u>) Mandatory tutoring. (currently cannot be mandated) Mandatory bi-weekly progress reports and meetings with assigned school staff to assist in accomplishing individualized learning plan. (postponed until ILP's are developed and in place) 			

EDUCATIONAL SERVICES (p. 5)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
<ul style="list-style-type: none"> • Train teachers to administer assessment tools that can be used to assess students' strengths and weaknesses. (<u>Spring and Fall 2003</u>) • Train teachers to respect and honor individual achievement regardless of grades received. (<u>ongoing</u>) • Implement mandatory weekly progress reports and parent meetings for students who drop below a 2.0. (<u>not yet addressed</u>) • Educational Services report on data gathered to Equity and Equality Committee. (<u>July 2003</u>) • Eliminate all honors classes that do not prepare students for college admission, eg. Env'l. Biology. (<u>not yet addressed</u>) 			

EDUCATIONAL SERVICES (p. 6)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
<ul style="list-style-type: none"> • Offer a 2-year KG option if requirements necessary for entering kindergarten are not met. Inclusive educational system (pre-K – 12.) (not yet addressed) • Utilize information gathered from general survey done by consultants of the Master Plan. _____ • Develop survey if additional information is needed after general survey. _____ • Inform parents of school requirements: (in process) • For quick review of such information, make parent information accessible via web, hard copy or other means. (Spring 2003) 			

HUMAN RESOURCES

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
<ul style="list-style-type: none"> • Hire, support and retain administrators, teachers, and staff that can effectively teach a diverse student population. <u>(ongoing)</u> <p><i>It has been the goal of the district to recruit and retain a diverse staff. The recent trip made by the Director of Certificated Personnel to Costa Rica was a very deliberate attempt at recruiting highly qualified staff from a country noted for its excellent teacher training programs.</i></p> <ul style="list-style-type: none"> • Include mandatory pre-employment and ongoing training in anti-bias teaching practices. <u>(remains to be explored by Spring 2003)</u> • Include ethnic studies requirement or bicultural training as a preference in advertisement for new positions. <u>(remains to be explored by Spring 2003)</u> • Create a revised teacher evaluation that includes indicators such as community involvement, student-parent relations and student advocacy. <u>(teacher evaluations in process of being redesigned)</u> • Create a monetary incentive for staff who complete multicultural course work and training. <u>(to be explored, contingent on funds being available)</u> 	<ul style="list-style-type: none"> • To begin determining optimal and equitable class size, a survey of teachers, parents, students and administrators could be conducted to obtain opinions and ideas. This survey could be developed in collaboration between the District and SMMCTA leadership. <u>(need for survey being reassessed in light of research already available)</u> • Survey and analyze local comparative districts to learn what class sizes exist in similar districts. <u>(Spring 2003)</u> • Study research and empirical research to support target class sizes that have been identified as optimal. <u>X</u> • Re-examine school attendance boundaries to determine the extent to which the current student population is distributed in conjunction with the physical capacities of each school site <u>(delayed until 2003-04)</u> • Redraw boundaries as needed to effectively distribute student populations among all school sites throughout district. <u>(delayed until 2003-04)</u> 		

HUMAN RESOURCES (p. 2)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
	<ul style="list-style-type: none"> • Determine current class size levels in each grade level and subject area <u>X</u> • As the number of operational classrooms increases, so will the need for additional resources and support. The development of formulas to determine allocation of resources may be necessary for equitable and fair distribution of resources and support among and between schools. <u>(postponed til funds become available)</u> • Compare current class sizes (as determined above) with what has been defined as "optimal" and "equitable for each grade and subject area, to determine what will be required at each school site to implement class size reduction. <u>(will be done in theory, Spring 2003; in reality, when funds become available)</u> • Determine physical space, support and additional resource needs to operate new classrooms, using formulas. <u>(will be done in theory, Spring 2003; in reality, when funds become available)</u> • Compare what now exists with "optimal" and "equitable" class sizes and related facilities, support and resource needs. <u>(as reported in December 2001; updated and more detailed report will follow in Spring 2003)</u> • Identify existing and ongoing revenue streams that can be allocated to optimal class size implementation. <u>(ongoing)</u> 		

HUMAN RESOURCES (p. 3)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
	<ul style="list-style-type: none"> • Determine fiscal resource shortfall (if any) needed to implement optimal class sizes and related facilities, support and resources. <u>(postponed til funds become available)</u> • Develop strategies to obtain the necessary fiscal resources and a timeline for controlled implementation of the optimal class size program. <u>(ongoing)</u> • Careful analysis and ongoing management of inter-district attendance permits must take place to help stabilize enrollment fluctuations while at the same time being careful not to overcrowd schools and classrooms. <u>(ongoing)</u> • Careful analysis and ongoing management of all master schedules at the secondary level must take place so that teacher resources are utilized in the most effective and efficient manner, while at the same time providing maximum flexibility in providing instructional arrangements for students. <u>(ongoing)</u> • Careful analysis and monitoring of staffing needs at each site must be maintained to provide the most highly qualified staff available in each and every position. <u>(ongoing)</u> 		

FISCAL AND BUSINESS SERVICES

Abundant Resources	Curriculum	Differentiated Instruction
<p>• Conduct a facilities needs assessment. (<u>will be conducted at the conclusion of Prop. X construction.</u>)</p> <p><i>Take note of and, particularly if the Parcel Tax Measure passes, consider the projected costs of implementing this Strategic Planning Committee's goals for 2003-07.</i></p> <ul style="list-style-type: none"> • 2002-03: \$56,000 • 2003-04: \$125,000 • 2004-05: \$220,000 • 2005-06: \$220,000 • 2006-07: \$220,000 	<p><i>Take note of and, particularly if the Parcel Tax Measure passes, consider the projected costs of implementing this Strategic Planning Committee's goals for 2003-07.</i></p> <ul style="list-style-type: none"> • 2002-03: \$65,000 • 2003-04: \$65,000 • 2004-05: \$65,000 • 2005-06: \$65,000 • 2006-07: \$65,000 	<p><i>Take note of and, particularly if the Parcel Tax Measure passes, consider the projected costs of implementing this Strategic Planning Committee's goals for 2002-07.</i></p> <ul style="list-style-type: none"> • 2002-03: \$85,500 • 2003-04: \$92,500 • 2004-05: \$70,000 • 2005-06: \$66,000 • 2006-07: \$60,000

FISCAL AND BUSINESS SERVICES (p. 2)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
<p>Take note of and, particularly if the Parcel Tax Measure passes, consider the projected costs of implementing this Strategic Planning Committee's goals for 2003-07.</p> <ul style="list-style-type: none"> • 2002-03: \$160,000 • 2003-04: \$155,000 • 2004-05: \$155,000 • 2005-06: \$155,000 • 2006-07: \$155,000 <p>While most of the committees know that there is no money in this year's budget to accomplish first year goals (though a budget number for this year is presented anyway,) this committee firmly believes that the district has committed the first year's amount of \$160,000 to them.</p>	<ul style="list-style-type: none"> • As the number of operational classrooms increases, so too will the need for additional resources and support. The development of formulas to determine allocation of resources may be necessary to provide equitable and fair distribution of resources and support among and between the schools. (Research in progress.) • Determine the physical capacities of schools not only in terms of the number of students but also in terms of the number of classrooms that may be made available for instruction. (will be determined by facilities assessment at the conclusion of Prop. X construction.) • Determine physical space, support and additional resource needs to operate new classrooms, using the formulas. (Research in progress.) • Compare what exists now with "optimal" and "equitable class sizes. Calculate fiscal resources needed to implement optimal class size and related facilities, support and resources needed. (Research in progress.) • Identify existing and ongoing revenue streams that can be allocated to optimal class size implementation. (postponed til funds become available.) 	<p>Take note of and, particularly if the Parcel Tax Measure passes, consider the projected costs of implementing this Strategic Planning Committee's goals for 2003-07.</p> <ul style="list-style-type: none"> • 2002-03: \$0 • 2003-04: \$197,000 • 2004-05: \$340,000 • 2005-06: \$340,000 • 2006-07: \$340,000 <p>(this belongs under Optimal Class size; move it later.)</p> <ul style="list-style-type: none"> • Take note of and, particularly if the Parcel Tax Measure passes, consider the projected costs of implementing this Strategic Planning Committee's goals for 2003-07. • 2002-03: \$35,000 • 2003-04: \$557,000 • 2004-05: \$1,002,000 • 2005-06: \$2,002,000 • 2006-07: \$3,002,000 	<p>Take note of and, particularly if the Parcel Tax Measure passes, consider the projected costs of implementing this Strategic Planning Committee's goals for 2003-07.</p> <ul style="list-style-type: none"> • 2002-03: \$75,000 • 2003-04: \$175,000 • 2004-05: \$675,000 • 2005-06: \$675,000 • 2006-07: \$675,000

FISCAL AND BUSINESS SERVICES (p.3)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
	<ul style="list-style-type: none"> • Determine fiscal resource shortfall (if any) needed to implement optimal class sizes and related facilities, support and resources. (<u>postponed til funds become available</u>) • Develop strategies to obtain the necessary fiscal resources and a timeline for controlled implementation of the optimal class size program. (<u>always thinking</u>) 		

COORDINATOR OF SCHOOL AND COMMUNITY PARTNERSHIPS

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
		<ul style="list-style-type: none"> • Assess/identify space availability on or close to each site. <u>(will be done in coordination with Fiscal and Business at the completion of Prop. X construction)</u> • Inventory resources currently in place at each site as well as how these are funded; inventory remaining, unmet needs. <u>(survey developed and distributed)</u> • Maintain relationships and revenue sources that support current programs/services and begin to explore new ones. <u>X</u> • Begin to develop model "school as community center" at Child Development. <u>(will be done in Malibu instead by Summer 2003)</u> • Disseminate information about family resources in newsletters and other existing media. <u>X (and more to be done)</u> 	

CHILD DEVELOPMENT SERVICES

Abundant Resources	Curriculum	Differentiated Instruction
		<ul style="list-style-type: none"> • Identify requirements necessary for entering kindergarten and communicate at school sites via focus forums one year prior to kindergarten roundup. (<u>partially in place; next phase contingent on funding</u>) <p>(Preschool "desired results assessment tools are available now. District Prop. 10 proposal not funded. New proposal submitted by UCLA professor Chris Heinicke will provide kindergarten transition support if funded.)</p> <ul style="list-style-type: none"> • Make quality pre-school available for all children living in SMMUSD. Include as part of educational process and/or system (preK-12.) (<u>see below</u>) <p>Currently, quality preschool is available for low income families through combined Headstart and State Preschool programs for 6 hours/day. Initial planning for expansion to full day/full fee programs has begun.</p> <ul style="list-style-type: none"> • In order that there be an engaged, empowered, informed, supportive parent/mentor community that can effectively communicate and advocate for educational resources and opportunities, information about the requirements of kindergarten and the subsequent grades be given one year prior to kindergarten roundup. (<u>second semester 2002-03</u>) <p>Will probably be a part of kindergarten roundup this year and be expanded next year. While these are not necessarily assigned by the Equity and Equality of Education Committee to Early Childhood, they do fall, at least in part, under that banner.</p>

CHILD DEVELOPMENT SERVICES (p. 2)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
		<ul style="list-style-type: none"> • Begin to explore developing a model of a School as Community Center at Child Development. <u>(begin; further development contingent on funding)</u> <p><i>Playground planning at Washington West has begun. Rehab of South Building is still in the dream stage.</i></p>	<ul style="list-style-type: none"> • Work with Connections for Children, the Cities of Santa Monica and Malibu, and the Task force to estimate and monitor the unmet need for preschool classrooms. <u>(ongoing work of the Task Force)</u> • Study Programs from other states and localities to identify successful strategies for providing universal access to quality early childhood education. <u>(ongoing)</u> <p><i>We are monitoring the process of Prop. 10 Commission as they grapple with this goal.</i></p> <ul style="list-style-type: none"> • SMMUSD will estimate the space and funding requirements to provide an adequate supply of quality preschool programs. <u>(in process)</u> <p><i>This work will be part of the planning for the creation of full fee/full day programs. Once these requirements are identified, we will develop a strategy for obtaining space and an ongoing stable funding stream</i></p> <ul style="list-style-type: none"> • Beginning in September 2002, SMMUSD will assess all incoming kindergartners using existing California Department of education standards for assessing kindergarten and learning readiness. Results will be recorded and compiled by Educational Services so that they may be tracked from year to year and used to measure improvements. <u>(in process)</u>

CHILD DEVELOPMENT SERVICES (p. 3)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
			<p>• All SMMUSD preschool programs will be accredited by Head Start, NAEYC, or another appropriate agency. <u>(2003-04)</u></p> <p><i>This initiative has been put off for at least one year in order to concentrate on Head Start professional development.</i></p> <p>• In order to foster closer relationships among teachers and staff and to integrate preschool programs into the total educational experience, the Board of Education will require all SMMUSD teachers and staff (when appropriate) to participate in preschool-kindergarten articulation programs. Teachers and staff will have access to meaningful professional development programs and will be encouraged to participate in them. <u>(beginning second semester 2002-03)</u></p> <p><i>New administrative staff just hired will make it possible to begin work on the Kindergarten transition process. Unfortunately, the district Prop. 10 proposal was not funded. A new proposal by UCLA professor, Chris Heinicke, will assist in transition process if funded.</i></p>

MISCELLANEOUS AND UNASSIGNED TASKS

Abundant Resources	Curriculum	Differentiated Instruction
<ul style="list-style-type: none"> • Enlist HR/CP (Human Resources/Community Partnerships Committee) from existing groups (DAC's, PTA, BAC, AAPG, Boosters, Prop.X, FOC, SMMEF, Chamber) plus administrators, teachers SMC and SMMUSD staff – Kathy McTaggart, Peggy Harris; City Council Members. (in effect, this is the composition of the reconvened Parcel Tax Committee. no permanent and ongoing body has yet been established to respond to this initiative) • Create a resource database, catalogue talents and interests of volunteers; design recruitment training and utilization of volunteer work force. (not yet assigned to an existing staff person) • Professionalize fundraising efforts districtwide – train, direct and coordinate all parent fundraising efforts. This would be best accomplished by hiring a Development Director. (funding does not exist to hire a Development Director and this task has not been assigned to an existing staff person) • Enlist and train grant writing team (LACOE and other organizations provide training, or Development Director if/when hired. (a number of staff both at district office and at the sites have received grant writing training and have successfully written for a number of grants to support special programs and initiatives.) 		<ul style="list-style-type: none"> • Support establishment of a District Advisory Committee for GATE students. The GATE DAD is to meet at least six times/year to assist in program planning, logistics and assessment. (not yet accomplished)

MISCELLANEOUS AND UNASSIGNED TASKS (p. 2)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
<ul style="list-style-type: none"> • Collaborate with non-profit agencies that offer academic related training for students to receive course credit. <u>(not yet explored.)</u> • Provide students an opportunity to take tests. Use "Mastery Based" model of assesement. <u>(not yet explored)</u> • Develop survey to assess strengths and weaknesses of educational experience at SMMUSD. <u>(Spring 2003)</u> • Promote and encourage attendance in AP and Honors courses. <u>(ongoing)</u> • Provide extra assistance via personalized attention, individual or group tutoring, to students with "C" grade and maintain in class. <u>(assistance offered)</u> • Eliminate all core courses that do not prepare students for college admission, e.g. Environmental Biology. <u>(new math requirements introduced)</u> • Eliminate all honors classes that do not adequately prepare students to compete in regular honors and AP courses. <u>(to be explored)</u> 			

MISCELLANEOUS AND UNASSIGNED TASKS (p. 3)

Equity & Equality	Optimal Class Size	Schools as Community Centers	Universal Access/Early Childhood
<ul style="list-style-type: none"> Implement extension of AVID and Project REACH programs. (AVID has been expanded and is now at John Adams) Expand middle school mentoring program. (to be explored) Strengthen Unidos tutoring and mentoring program to provide peer mentoring to assist in the transition from middle to high school. (to be explored) Implement "visiting scholars" program to expose elementary students to others of similar background who have succeeded. (occurs as initiated by individual teachers) Offer a two-year Kindergarten if requirements necessary for entering kindergarten (sic) are not met. (to be explored) Utilize information gathered from general survey done by consultants of the Master Plan. (needs clarification) Develop (second) survey if additional information is needed after general survey. (see above) 			