

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

May 9, 2011

A special meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Monday, May 9, 2011, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 6:10 p.m. in the Board Room.

I CALL TO ORDER

A. Roll Call – Board of Education

Jose Escarce	Laurie Lieberman
Ben Allen	Ralph Mechur
Oscar de la Torre	Nimish Patel
Maria Leon-Vazquez	

B. Pledge of Allegiance

Led by Ms. Wilson

II PUBLIC COMMENTS

Public Comments is the time when members of the audience may address the Board of Education on items not scheduled on the meeting's agenda. All speakers are limited to three (3) minutes. When there is a large number of speakers, the Board may reduce the allotted time to two (2) minutes per speaker. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during "III. 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 twenty (20) minutes.

III MAJOR ITEMS

6:10 pm	A.01 Approve the Appointment of New Permanent Superintendent – Effective July 1, 2011	1
8:53 pm	A.02 Adopt Resolution No. 10-44 – Implementing Certificated Layoff (Acting upon Proposed Decision of Administrative Law Judge and Terminating Services of Certificated Employees)	2-6

IV DISCUSSION ITEMS

6:42 pm	D.01 Pathway Presentations – John Adams Pathway & Alternative Education	7-9
9:50 pm	D.02 Consider Revising BP 5131.61 – Controlled Substances	10-14

V ADJOURNMENT

It was moved by Mr. de la Torre, seconded by Mr. Mechur, and voted 7/0 to adjourn the meeting at 11:23 p.m. in memory of Angel Martin, a student in the Special Education program, who passed away in April. The next regular meeting will be held on **Thursday, May 19, 2011**, at **6:00pm** at the district office: 1651 16th Street, Santa Monica, CA 90404.

Approved: 5/19/11



President



Superintendent

MAJOR ITEMS

TO: BOARD OF EDUCATION

ACTION/MAJOR
05/09/11

FROM: JOSE ESCARCE / BEN ALLEN

RE: APPROVE THE APPOINTMENT OF PERMANENT SUPERINTENDENT –
EFFECTIVE JULY 1, 2011

RECOMMENDATION NO. A.01

It is recommended that the Board of Education approve the appointment of the following individual to serve as the new permanent Superintendent, beginning July 1, 2011.

NAME

EFFECTIVE

Ms. Sandra Lyon

July 1, 2011

COMMENTS: Mr. Tim Cuneo, SMMUSD’s current Superintendent, is retiring in June 2011.

On October 7, 2010, the Board of Education took action to approve the initiation of the executive search process to attract, select, and hire a qualified search firm to assist the Board of Education in seeking a new superintendent. On October 8, 2010, a letter was sent to nine search firms soliciting search proposals. Interviews of the top three search firms were held on December 13, 2010. On January 3, 2011, the board approved Leadership Associates to conduct the search. On January 20, 2011, the board held a public meeting to outline for the consultants what characteristics and traits they would like in a new superintendent. Community forums were held in both cities in early February to elicit what the public would like in a new superintendent. The public was then invited and encouraged to email the consultants with further thoughts regarding this matter. The consultants used this input to create an online brochure and to recruit candidates for the position. Applications were due March 10, 2011. The consultants then completed comprehensive reference and background checks on the applicants. Following a confidential interview process with the top candidates and a site visit, the board entered into contract negotiations with the lead candidate in April 2011.

***** ***** ***** ***** ***** *****

Public Comments:

- *Harry Keiley thanked Mr. Cuneo for his years of service, congratulated the board on its decision to hire Ms. Lyons, and welcomed Ms. Lyon and her husband, Paul, to the district.*

Dr. Escarce explained the search process and introduced Ms. Lyon. Each board member welcomed Ms. Lyon to the district, commending her professional qualifications and personality. The board thanked Mr. Cuneo for all he has done for the district. Mr. Cuneo also welcomed Ms. Lyon, letting her know that the district’s staff and the Board of Education are dedicated to the success of the district’s students. The board also thanked Ms. Wahrenbrock and Ms. Kamibayashi for their support during the search process.

Ms. Lyon said she was truly thrilled to be here and thanked the board for the opportunity to serve as SMMUSD’s new superintendent. She emphasized her belief in collaboration and culture, adding that she has heard nothing but great things about this district. Ms. Lyon said she was looking forward to meeting and working with everyone in the district.

MOTION MADE BY: Mr. de la Torre
SECONDED BY: Mr. Patel
STUDENT ADVISORY VOTE: N/A
AYES: All (7)
NOES: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR
05/09/11

FROM: TIM CUNEO / DEBRA MOORE WASHINGTON

RE: ADOPT RESOLUTION NO. 10-44 – IMPLEMENTING CERTIFICATED LAYOFF
(ACTING UPON PROPOSED DECISION OF ADMINISTRATIVE LAW JUDGE AND
TERMINATING SERVICES OF CERTIFICATED EMPLOYEES)

RECOMMENDATION NO. A.02

It is recommended that the Board of Education adopt Resolution No. 10-44 – Implementing Certificated Layoff.

COMMENTS: At the Board meeting of February 17, 2011, the Board approved a Particular Kinds of Services (PKS) Resolution to reduce 6.0 FTE teaching services and 5.6 FTE nursing services. Subsequently, on March 3, 2011, the Superintendent recommended to the Board that the teaching services be reduced by 3.0 FTE, rather than the 6.0 FTE formally approved, and that the designated employees be given notice that their services would not be required for the upcoming school year. The notices issued represented 3.0 FTE teaching services and 5.6 FTE nursing services. This layoff process was authorized in order to provide maximum flexibility for staffing for the 2011-2012 school year.

The district has received the decision of the Administrative Law Judge (ALJ) from the evidentiary hearing held on April 25, 2011. The Superintendent recommends to the Board of Education that the judge's decision be accepted, with modifications to correct a minor error made by the judge as to seniority between employee #6668 and #2722, which affects the dismissal and partial dismissal of the Accusation as to both employees. The resolution which follows reflects the correction of the clerical error. The Superintendent recommends to the Board of Education that the employees listed in the decision be given appropriate notice that their employment will be terminated effective upon the close of the 2010-2011 school year. Education Code section 44955(c) requires that final board action and notifications to employees be given no later than May 14, 2011.

Public Comments:

- Harry Keiley said SMMCTA opposes the reduction in nurses.

Ms. Washington explained the statutes outlining dates by which board action to reduce staff must be taken in order to provide flexibility in 2011-12 staffing decisions. Mr. de la Torre asked the district's attorney about replacing certificated positions with classified positions. Ms. Zamora-Mejia said the district has wide discretion regarding options to provide health services. Mr. Allen asked about approving the ALJ's determination, but reducing the number of FTEs listed. Ms. Zamora-Mejia said that was legal, but recommended accepting the ALJ's determination in order to provide maximum flexibility; layoffs can be rescinded in May or June, or reemployment can be offered after July 1. Mr. Allen asked about August lay-offs. Ms. Washington said that if the state does not adopt a budget prior to June 30, districts cannot employ the August lay-off option. Mr. Allen said he was concerned about causing unnecessary stress for those employees listed should the district decide to rescind the layoffs. Mr. Patel emphasized the fact that this resolution was strictly a procedural step and allowed for flexibility. Ms. Lieberman understood Mr. Allen's concerns, but agreed with Mr. Patel's statement given the economic crisis. Mr. Mechur said he did not support the resolution.

*Dr. Escarce **MOVED** to accept the ALJ's determination, to reduce 3.0 FTE teaching services, but to reduce only 2.6 FTE nursing services (rather than 5.6 FTEs). (The resolution has been modified to reflect this change.)*

SECONDED BY: Mr. Allen

STUDENT ADVISORY VOTE: N/A

AYES: Four (4) (Ms. Lieberman, Mr. Patel, Mr. Allen, Dr. Escarce)

NOES: Three (3) (Mr. Mechur, Mr. de la Torre, Ms. Leon-Vazquez)

**BEFORE THE GOVERNING BOARD OF THE
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
COUNTY OF LOS ANGELES, STATE OF CALIFORNIA**

**RESOLUTION NO. 10-44
RESOLUTION IMPLEMENTING CERTIFICATED LAYOFF**

**(Acting Upon Proposed Decision of Administrative Law Judge And
Terminating Services of Certificated Employees)**

WHEREAS, on February 17, 2011, this Board adopted Resolution No. 10-20 which included discontinuing and reducing particular kinds of services not later than the beginning of the 2011-2012 school year, as described and set forth in that Resolution;

WHEREAS, on March 3, 2011, the Superintendent gave notice to this Board recommending that various employees receive notice that their services will not be required for the ensuing school year (2011-2012), pursuant to Education Code sections 44949 and 44955;

WHEREAS, prior to March 15, 2011, the Superintendent's designated representatives served notices to various employees, including those referenced in this Resolution, that it had been recommended that each of their services will not be required for the 2011-2012 school year pursuant to Education Code sections 44949 and 44955;

WHEREAS, said notices advised the recipients that they could request a hearing to determine if there was cause for not reemploying them for the 2011-2012 school year and that if they failed to timely request a hearing, that failure shall constitute a waiver of the right to a hearing and his/her services will accordingly be terminated pursuant to the recommendation, without a hearing;

WHEREAS, various employees who received notice timely requested a hearing (Respondents), and accordingly an evidentiary hearing was held on April 25, 2011, pursuant to Education Code sections 44955 and 44949 before an Administrative Law Judge in accordance with the California Administrative Procedure Act;

WHEREAS, each employee who did not request a hearing within the time allowed to determine if there is cause for not reemploying him or her for the ensuing 2011-2012 school year has thereby waived any rights to a hearing, and the jurisdictional and statutory prerequisites have been satisfied as to all such employees as required by law;

WHEREAS, on May 3, 2011, the Administrative Law Judge submitted a Proposed Decision related to those proceedings, a copy of which has been provided to the Respondents, and attached hereto as Attachment 1;

WHEREAS, this Board has received and considered the proposed decision of the Administrative Law Judge in OAH Case No. 2011030355 and any arguments submitted by or on behalf of the parties regarding that proposed decision;

WHEREAS, the proposed decision inadvertently lists Sandra Cano as having more seniority than Margaret Mahon, such that this Board wishes to correct Factual Findings, paragraph 30; Legal Conclusions, paragraph 7; and the last two sentences of the Order;

WHEREAS, Education Code section 44949, subdivision (c)(3), provides that this Board shall make the final determination as to the sufficiency of the cause and disposition of the layoff;

WHEREAS, Education Code section 44955, subdivision (c), requires final Board action and notifications to employees no later than May 14, unless that date is extended pursuant to Education Code section 44949, subdivision (e);

WHEREAS, although this Board is not required to consider or account for attrition occurring after March 15, 2011 in the implementation of Resolution No. 10-20, the Board nevertheless has determined that such attrition should be recognized and accounted for in order to reduce the number of employees whose services are terminated;

WHEREAS, the particular kinds of services to be discontinued and reduced as referenced in Resolution No. 10-20 are each determined to be a particular kind of service within the meaning of Education Code section 44955;

WHEREAS, the particular kinds of services referenced in Resolution No. 10-20 will be discontinued and reduced within the meaning of Education Code section 44955 not later than the beginning of the 2011-2012 school year;

WHEREAS, except as otherwise authorized by statute, the services of no permanent employee (or other employee) are being terminated, in whole or in part, while any probationary employee, or any other employee with less seniority is being retained to render a service which said permanent (or other) employee is certificated and competent to render, within the meaning of Education Code section 44955(b); the individuals whose employment is being terminated, in whole or in part, are not certificated and competent (within the meaning of Education Code section 44955) to render the service being performed by any employee with less seniority who is being retained;

WHEREAS, sufficient cause exists for the termination of up to 8.6 full-time equivalent (FTE) certificated positions, and pursuant to and within the meaning of Education Code section 44949, said cause relates to the welfare of the schools and the pupils thereof;

NOW, THEREFORE, BE IT RESOLVED that this Board accepts the attached proposed decision of the Administrative Law Judge and adopts that proposed decision (a copy of which is attached) as the decision of this Board, with the following modifications:

- a. At Factual Findings, paragraph 30, the sentence "Ms. Cano is senior to both Ms. Mahon and Ms. Rand" should be corrected to state, "Ms. Mahon is senior to both Ms. Cano and Ms. Rand";
- b. At Factual Findings, paragraph 30, the sentence "The Accusation is, therefore, dismissed as to Ms. Cano, who is in a 0.5 FTE position" should be corrected to state, "Ms. Cano is in a 0.5 FTE position. The Accusation is sustained as to Ms. Cano with respect to 0.1 FTE only, and is dismissed as to Ms. Cano with respect to a 0.4 FTE position";
- c. At Factual Findings, paragraph 30, the sentence "The Accusation is, therefore sustained as to Ms. Mahon with respect to 0.1 FTE only, and is dismissed as to Ms. Mahon with respect to a 0.7 FTE position" should be corrected to state, "The Accusation is, therefore, dismissed as to Ms. Mahon, who is in a 0.8 FTE position."
- d. At Legal Conclusions, paragraph 7, the sentence "The Accusation may be dismissed as to Ms. Cano, and may be dismissed in part as to Ms. Mahon" should be corrected to state, "The Accusation may be dismissed as to Ms. Mahon and may be dismissed in part as to Ms. Cano";
- e. At Order, the last two sentences stating, "The Accusation is dismissed as to respondent Sandra Cano. The Accusation is dismissed in part and sustained in part as to respondent Margaret Mahon" should be corrected to state, "The Accusation is dismissed as to respondent Margaret Mahon. The Accusation is dismissed in part and sustained in part as to respondent Sandra Cano";
- f. That nursing services be reduced by 2.6 FTE, instead of 5.6 FTE.

BE IT FURTHER RESOLVED that sufficient cause exists for the termination of the services of the certificated employees listed in Attachment 2 hereto in the amounts of full-time equivalencies specified (all amounts being 1.0 full-time equivalency unless indicated otherwise), and in the order indicated based on seniority number;

BE IT FURTHER RESOLVED that the employment of each of the certificated employees listed above be and hereby is terminated effective upon the close of this school year, i.e., the end of the last working day as to each employee prior to July 1, 2011;

BE IT FURTHER RESOLVED that this decision is effective immediately and that the Superintendent or his designee(s) may take such actions as are necessary and appropriate to implement this Board's decision, including at least giving appropriate notice to those certificated employees listed above of the termination of their services because of discontinuances and reductions of particular kinds of services to take effect upon the close of this school year, with these notices being given on or before May 14, 2011, in the manner prescribed in Education Code section 44949;

BE IT FURTHER RESOLVED that the Superintendent or designee(s) are authorized to rescind final notices given to any of the above-named employees if, prior to the employee's last working day prior to July 1, 2011, the Superintendent or designee(s) determines (a) attrition occurring after the adoption of this Resolution has created a vacancy in a service for which there is adequate funding to fill; and (b) any of the above-named employees is certificated and competent to render such service, provided that any such rescissions shall be in the order of seniority;

BE IT FURTHER RESOLVED that reemployment rights be afforded in accordance with the Education Code, if and when reemployment is offered and to the extent any reemployment rights are applicable to any of the above referenced employees.

The foregoing Resolution was adopted by the Board of Education of the Santa Monica-Malibu Unified School District on the 9th day of May, 2011 by the following vote:

Ayes: 4
Noes: 3
Absent: 0



Jose Escarce, President
Board of Education of the
Santa Monica-Malibu Unified School District

I, Tim Cuneo, Secretary of the Governing Board of the Santa Monica-Malibu Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its regular meeting held on May 9, 2011.



Tim Cuneo, Secretary
Board of Education of the
Santa Monica-Malibu Unified School District

Attachments:

Proposed Decision
List of Employees to Receive Final Layoff Notices

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

ATTACHMENT 2

Employees to Receive Final Layoff Notices

Probationary Employees:

1. Henry Wadsworth (9/4/09) (1.0 FTE)
2. Aimee Rand (9/4/09) (.40 FTE)

Permanent Employees:

- ~~3. JoAnn Houseman (8/31/98) (1.0 FTE)~~
- ~~4. Nora McElvain (10/16/00) (1.0 FTE)~~
- ~~5. Rachel Bressler Deese (10/15/01) (1.0 FTE)~~
6. Sherry Waldorf (8/30/02) (1.0 FTE)
7. Teri Sachs (9/3/04) (1.0 FTE)
8. Sandra Cano (9/2/05) (0.10 FTE)
9. Elaine Robinson (8/28/08) (1.0 FTE)
10. Jennifer Rodstrom (8/28/08) (1.0 FTE)

DISCUSSION ITEMS

TO: BOARD OF EDUCATION

DISCUSSION
05/09/11

FROM: TIM CUNEO / CHIUNG-SALLY CHOU

RE: PATHWAY PRESENTATIONS – JOHN ADAMS PATHWAY AND ALTERNATIVE EDUCATION

DISCUSSION ITEM NO. D.01

As last year, reports to the Board by the school sites will take the form of a collaborative effort designed and presented by the principals within each of the three pathways. The purpose of these Pathway Presentations is to communicate to the Board of Education and the broader community the thoughtful intentional work that is taking place across each Pathway to accomplish the District’s mission of “Providing each student with extraordinary educational experiences while simultaneously closing the achievement gap.”

The presentations will be anchored in an analysis of pathway data, and include a discussion of work that is currently in progress, as well as future plans. It is also anticipated that the pathway presentations will prove to be an invaluable tool for the principals as they work together to promote deep and meaningful collaboration among their schools about student performance and practices across the pathway. Through the planning process, principals are afforded time to reflect upon the effectiveness, and alignment of efforts to support increased achievement.

Attached is an overview of the Pathway Presentation Planning Process.

The Lincoln and Malibu pathways presented at the May 2 special meeting, and the John Adams pathway and alternative education will present at the May 9 meeting.

The presentations for both the John Adams MS pathway and alternative education programs can be found under Attachments at the end of these minutes. Dr. Chou introduced the pathway presentation planning process and principals.

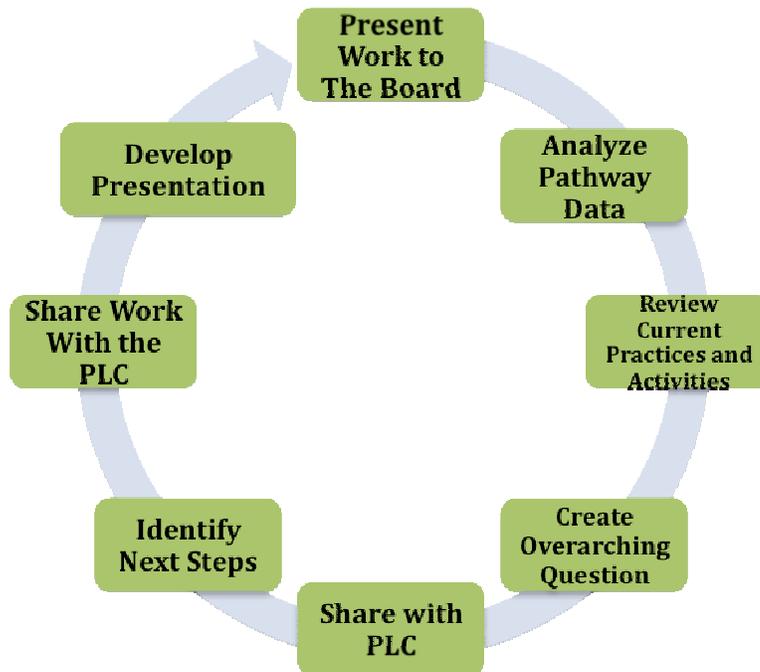
John Adams Middle School Pathway

Mr. Patel asked about the articulation processes. Ms. Orum said constant communication at each level and across the curriculum is necessary. Ms. Mayoral explained collaboration strategies for the immersion programs at all three levels. Dr. Escarce asked about test scores and teaching strategies. Mr. Richardson explained how the schools approach teaching the standards to achieve depth, rather than superficially touching on each one. Mr. Allen asked about the responsibilities and workload of the principals. Ms. Orum remarked that prioritizing tasks and finding time to observe in the classroom can be challenging. Ms. Mayoral emphasized the need for collaboration time among pathway principals. Ms. Leon-Vazquez asked about professional development and funds required to meet the pathway’s needs. Mr. Friedenbergsaid it was important to differentiate between wants and needs – what do these schools require to meet the needs of this specific population of students? Ms. Lieberman and Mr. de la Torre said it would be helpful to the board as it considers the budget for next year if the principals presented a list of priorities of needs versus wants.

Alternative Education Programs

Mr. de la Torre asked about grouping students with troubled backgrounds on one campus. Dr. Gates and Ms. McGregory said it is important to provide structure and a calm environment for the students. Mr. de la Torre asked about drug prevention education. Ms. McGregory summarized the programs Olympic and OCLC offer to prevent/reduce drug use. She explained the school’s graduation and return-to-high-school rates for Dr. Escarce, who also asked how students who graduate from Olympic apply to four-year colleges. Dr. Gates said it can be difficult because the students might not have met the language or science requirements, but the school is examining ways to address this.

PATHWAY PRESENTATION PLANNING PROCESS



- 1) **Analyze Pathway Data** – Working with the Director of Assessment and Evaluation, principals will collaboratively examine multiple sources of data from their pathway to determine performance trends of each of their subgroups. Data sources to be considered include, but are not limited to, standardized test scores, local assessment results, suspension/expulsion rates, parental involvement information, and student participation profiles.
- 2) **Review Current Practices and Activities** – In this step of the planning process, principals discuss instructional and support practices/ activities that are currently implemented within their pathway in light of information gained through their data analysis. The purpose of this discussion is to identify practices and activities that are positively impacting their work to provide all students with an extraordinary educational experience while simultaneously closing the achievement gap.
- 3) **Create Overarching Question** – Based on insight gained from the first two steps, the group works to define an essential question that will propel their work to increase achievement, and frame their presentation to the Board.
- 4) **Share With PLC** – An important element of principals’ work as instructional leaders is the reflection and deepening of thought that takes place in purposeful conversations with other principals. As the principals work to explore and improve their practices together, they have developed into their own PLC – “Principal Learning Community.” At this step of the process, the Pathway administrators share their work from the first

three steps with the entire PLC for feedback and questions for an “outside” collegial perspective on their thinking.

- 5) **Identify Next Steps** – This step of the process provides principals the opportunity to determine the “next steps” they wish to take as a pathway to enhance/ improve effectiveness with subgroups within their pathway. The determination may include identification of practices that should be:
 - a. Continued or expanded;
 - b. Modified or eliminated;
 - c. Newly created.

- 6) **Share Work with Principal Learning Community** –At this step of the process, pathway principals will again share their thinking with principals from the other pathways. The non-presenting principals will be asked to give feedback to, and ask probing questions of the presenting principals. The presenting team of principals can incorporate the insights that emerge as a result of this articulation into the development of their presentation to the Board.

- 7) **Develop Presentation** – The principals work collaboratively to use understandings gained from the first four steps of this process to formulate their presentation to the Board of Education. Using a template provided by Ed Services, the presentation will tell the story of the pathway’s current and future work to accomplish the district’s mission. The presentation will be approximately one hour in length, and include opportunities for questions from Board members at intervals scheduled throughout.

- 8) **Presentation to the Board** – The Pathway Presentations to the Board of Education will take place at specially scheduled workshops on May 2 and 9. Two pathways will present at the May 2nd session, and the third pathway and alternative education will present at the May 19th workshop. Ed Services staff will introduce the presentations. Pathway principals will collaboratively present their pathway’s work, and facilitate the interaction with the Board.

TO: BOARD OF EDUCATION

DISCUSSION

05/09/11

FROM: LAURIE LIEBERMAN

RE: CONSIDER REVISING BP 5131.61 – CONTROLLED SUBSTANCE

DISCUSSION ITEM NO. D.02

At the May 5, 2011, board meeting, Board Member Lieberman requested that this policy come forward for board discussion.

Attached is the existing policy.

Public Comments:

- *Shari Davis, Joy Horowitz, Clea DeCrane, Elizabeth Stearns, Jon Kean, Lisa Balfus, Chloe Director, Debbie Mulvaney, and Rebecca Redman encouraged the board to revise discipline policies.*

Mr. de la Torre expressed his belief that zero-tolerance policies are problematic. Ms. Leon-Vazquez said she was willing to examine the policy, but also remarked that students are aware of what is right and wrong and should be held accountable for their actions. She added that any changes to this policy should not be retroactive; she did not support the idea of taking a student’s pattern of behavior into account when considering discipline for this policy. Mr. Cuneo said he contacted the high school principals and said they could exercise discretion regarding graduation privileges for the seven seniors impacted by this policy. Mr. Patel said he supported the proposed changes. Mr. Mechur cautioned against inadvertently placing more workload on the administrators, who look to board policy for guidance in disciplinary matters. He said that while he is willing to examine discipline for other infractions, he supports zero-tolerance for drug and alcohol use. Mr. Allen supported Ms. Lieberman’s proposed changes. Dr. Escarce thinks a change in discipline philosophy is a longer process that should involve the new superintendent and input from staff and parents. He suggested bringing this back for action with Ms. Lieberman’s proposed changes and Mr. de la Torre’s friendly amendment at the next board meeting. The board agreed to bring the policy back at the next meeting.

CONTROLLED SUBSTANCE**Policy Statement**

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

Definitions of Evidence

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

2. Soft Evidence:

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

Discipline and Counseling Procedures for Governing Use, Possession, Being Under the Influence of a Controlled Substance (Grades 1-12)

1. Hard Evidence: - First Offence:

If the Superintendent or designee determines, in the presence of hard evidence, that the student unlawfully possessed, used, sold, was under the influence of or otherwise furnished to others a controlled substance or alcoholic beverage, or intoxicant of any kind, the following steps shall be taken.

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

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

- b. Students in grades 1-12 shall be placed on academic probation for a period of ten weeks.

The terms of probation include loss of privileges from participating in the following: all sports, dramatic, choral or musical performances, dances, cheerleading, graduation and awards ceremonies.

- (1) Students must complete 24 hours of substance abuse counseling in a program offered by the district, or students must obtain preapproval if counseling will be provided by a private agency or therapist. Parents must attend 12 hours of substance abuse counseling designed for parents.
- (2) Students must complete 40 hours of community service from a list of approved agencies provided by the district, or receive preapproval for community services with other organizations.
- (3) The principal has the option of requiring that the student participate in a 12-step program if the behavior warrants additional intervention.
- (4) If the student does not complete and provide documentation for all of the above measures, he/she will remain on probation with loss of privileges until all are completed. If the student fails to complete all of the above by the last day of the semester in which the 10-week probation was scheduled to end, the student will be transferred to another school in the district for the entire next semester. At the end of that semester, the student will be returned to his/her home school.

c. Hard Evidence - Second Offense:

If the Superintendent or designee determines, in the presence of hard evidence, that for a second time within middle school (Grades 6-8) or a second time within high school (Grades 9-12), the student unlawfully possessed, used, was under the influence of or otherwise furnished to others a controlled substance or alcoholic beverage or intoxicant of any kind, the following steps shall be taken:

- (1) The student shall be suspended for a maximum of five days. The rights and responsibilities section of the district suspension form shall be observed by the principal or designee. This includes the parent's right to have access to student records and the parent's or student's right to appeal following the district's appeal procedures. When make-up work can be reasonably provided, the student shall be allowed to complete all assignments and tests missed during the suspension.
- (2) The principal shall recommend that the student be expelled from the district unless it is determined that expulsion is inappropriate under the particular circumstances of the case. During the period when the student is awaiting the expulsion hearing, make-up work will be provided.
- (3) If a student is attending school in the district on an interdistrict permit, the principal will meet with the parents at the end of the five day suspension, the permit will be revoked and the student will be directed to enroll in his/her neighborhood school.

2. The Santa Monica Police Department or the Los Angeles County Sheriff shall be notified.

Discipline Procedures for Providers of Controlled Substances or Alcoholic Beverage, or Intoxicant of Any Kind To Others (Grades 1-12)

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

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

Soft Evidence Procedures

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

Distribution Guidelines

1. The above policy and procedure shall be distributed to all students Grades 1-12 at the beginning of each school year and to transfer students at the time of enrollment.
2. Within the first 10 days of school each principal shall implement procedures to ensure that all students have acknowledged that they have received a copy of the above policy and indicated their obligation to share the contents of the policy with the parent/guardian.
3. Each principal will ensure that all middle and high school students are explicitly informed of the provisions of the controlled substance policy through assemblies, presentations and/or direct instruction in appropriate classes.

(Legal references on next page)

Legal Reference:

EDUCATION CODE

44049 Known or suspected alcohol or controlled substance abuse by student

51262 Use of anabolic steroids; legislative finding and declaration

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

COURT DECISIONS

Board of Education of Independent School District No. 92 of Pottawatomie County v. Earls, (2002) 122 S.Ct. 2559

Vernonia School District v. Acton, (1995) 115 S.Ct. 2385

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

OFFICE OF NATIONAL DRUG CONTROL POLICY PUBLICATIONS

What You Need To Know About Drug Testing in Schools, August 2002

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Office of National Drug Control Policy: <http://www.whitehousedrugpolicy.gov>

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

Partnership for a Drug-Free America: <http://www.drugfreeamerica.org>

U.S. Department of Education: <http://www.ed.gov>

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: August 19, 2009 Santa Monica, California**

ATTACHMENTS

ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Presentation: “The John Adams Pathway” (*associated with Item No. D.01*)
- Presentation: “Alternative Education Programs” (*associated with Item No. D.01*)

The John Adams Pathway



May 9, 2011

*Extraordinary achievement for all students while
simultaneously closing the achievement gap.*

Outcomes for Tonight's Presentation

- Inform and engage Board members in conversation about:
 - Who we are as a Pathway
 - Highlighted actions taken since last year
 - Current Pathway work
 - Future work
 - Ways our work can be supported

The Adams Pathway Includes:

Three Neighborhood Elementary Schools

Grant
Elementary
631 students



Will Rogers
Learning
Community
497 Students

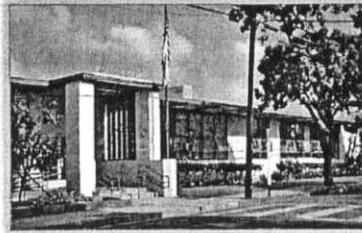
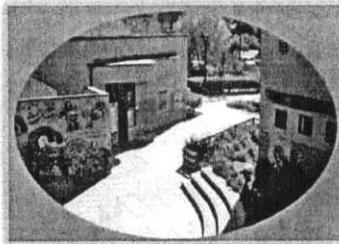


John Muir
Elementary
316 students



Two Schools of Choice

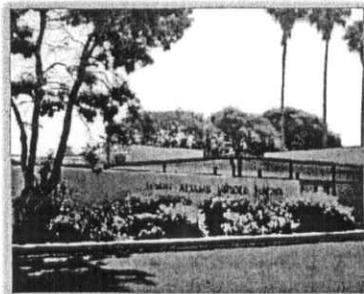
Edison Language Academy
449 students



Santa Monica Alternative School
SMASH K-8
223 students

Two Secondary Schools

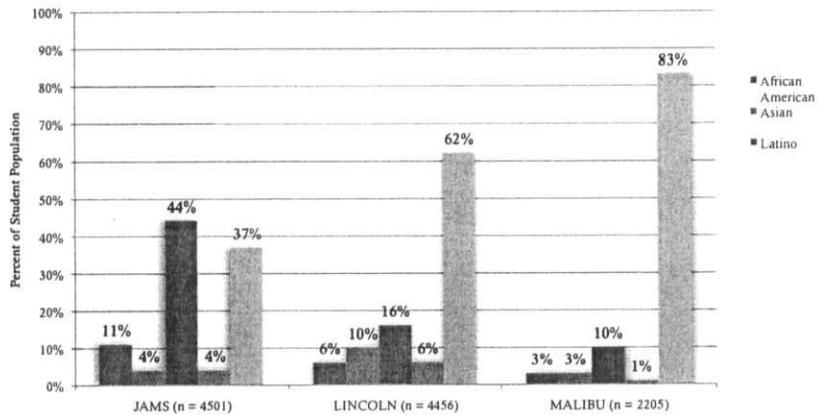
John Adams Middle
1,042 students



Santa Monica High
3,103 students

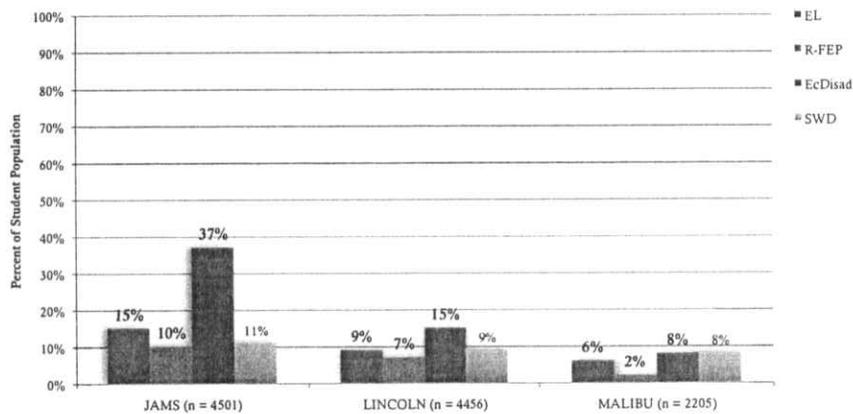
Pathway Demographics: Ethnicity

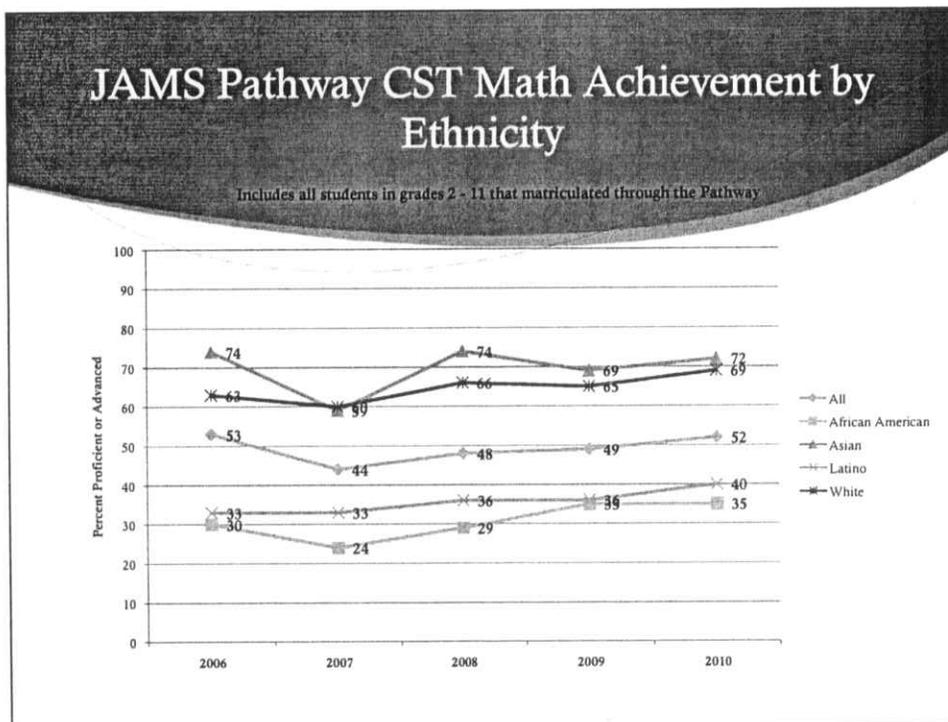
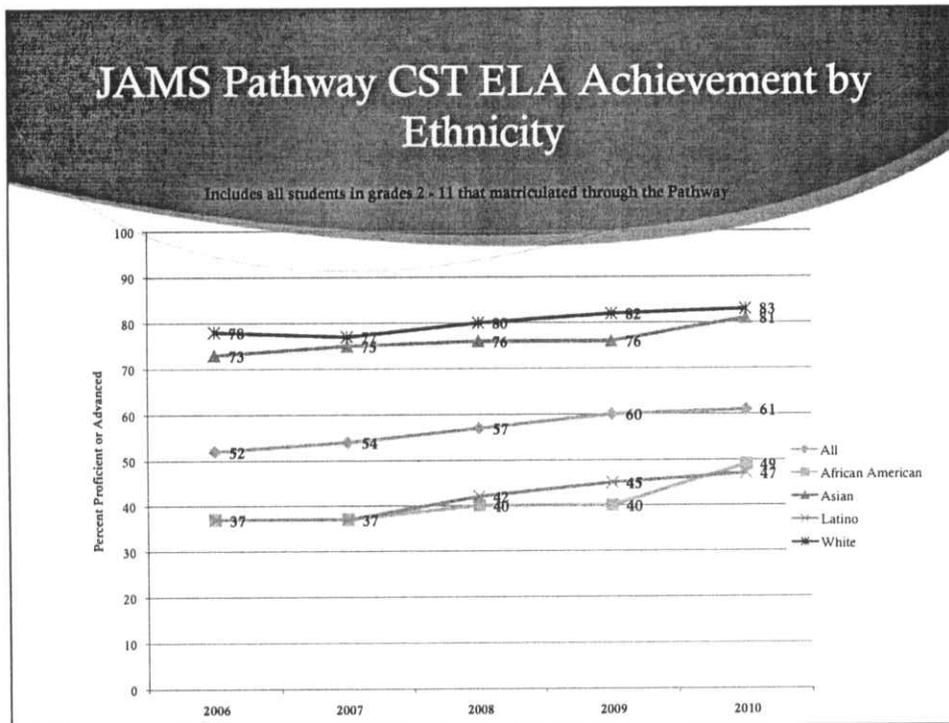
Includes students who are currently enrolled at Samohi, Olympic or Malibu who matriculated from each of the Pathways



Language and Socio-Economic Status

Includes students who are currently enrolled at Samohi, Olympic or Malibu who matriculated from each of the Pathways

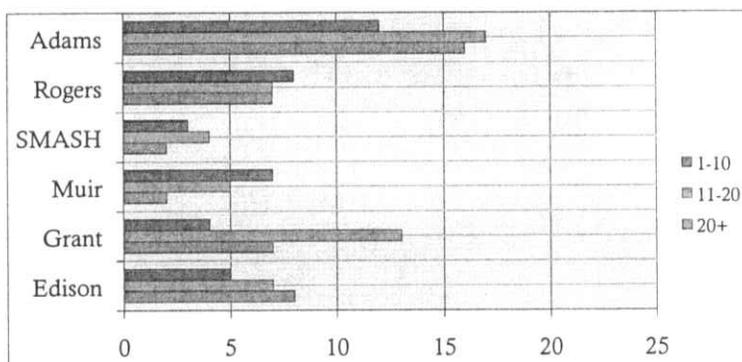
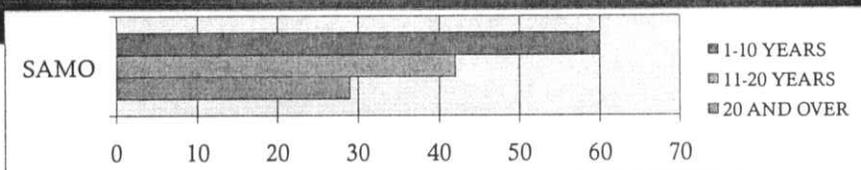




Faculty Resources- Our Staffs are Highly Prepared

- In the JAMS Pathway there are:
 - 23 NBC teachers;
 - 27 Cotsen mentors and fellows;
 - 242/275 Teachers with CLAD/ BCLAD certification;
 - 183 Teachers with Masters degrees; 5 with Doctorates;
 - A number of teachers who are trainers for University-based programs including Writers Workshop, Readers Workshop, CGI, Frontloading;
- Racially, ethnically and linguistically diverse staffs.

Teaching Experience



School Accomplishments

- Our students are thriving!
- Student honors/ accomplishments
 - ❑ Music, Math Olympiad, Math Festival, honor orchestra, mock trial, ballroom madness, hands-on science lessons, real life action research

 - ❑ Ways we provide support:
 - ❑ Homework
 - ❑ Intervention
 - ❑ Culturally responsive practices



Math Festival

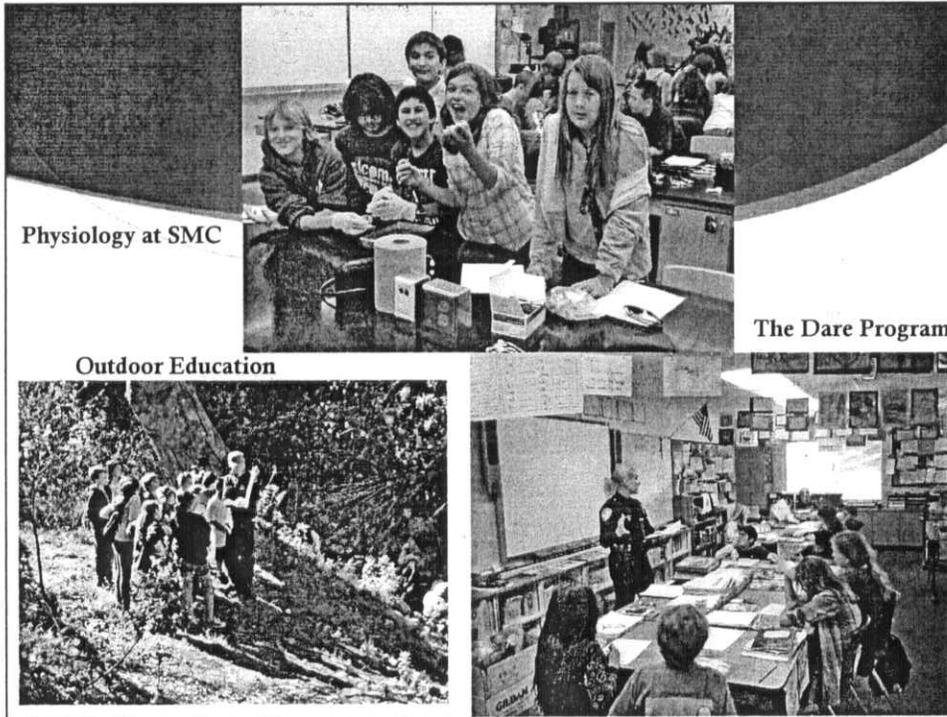


Family Math Night



Elementary Instrumental Music

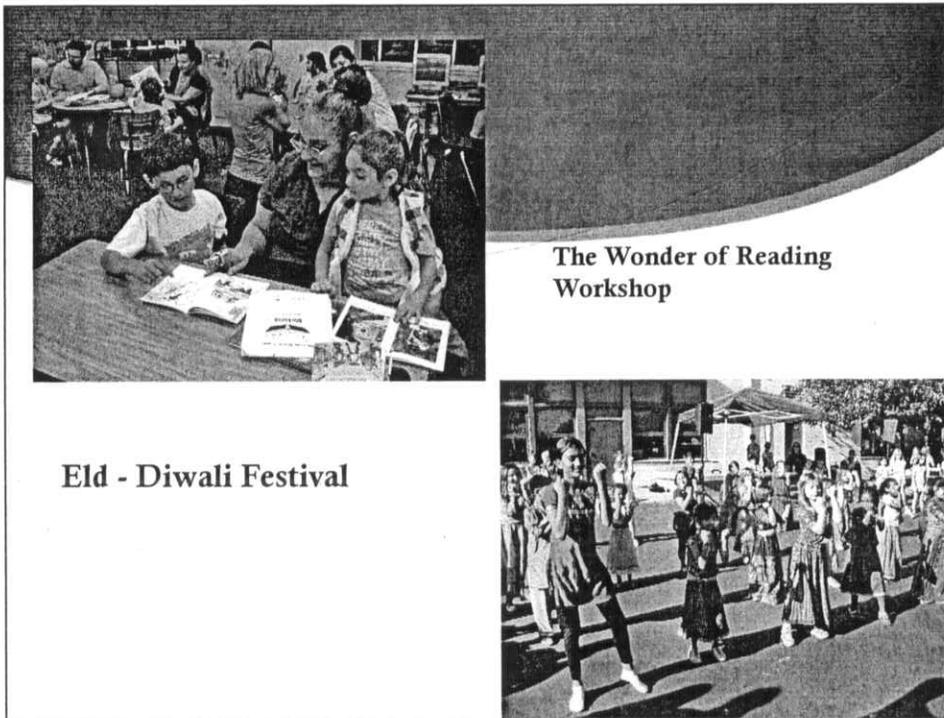
Ballroom Madness



Physiology at SMC

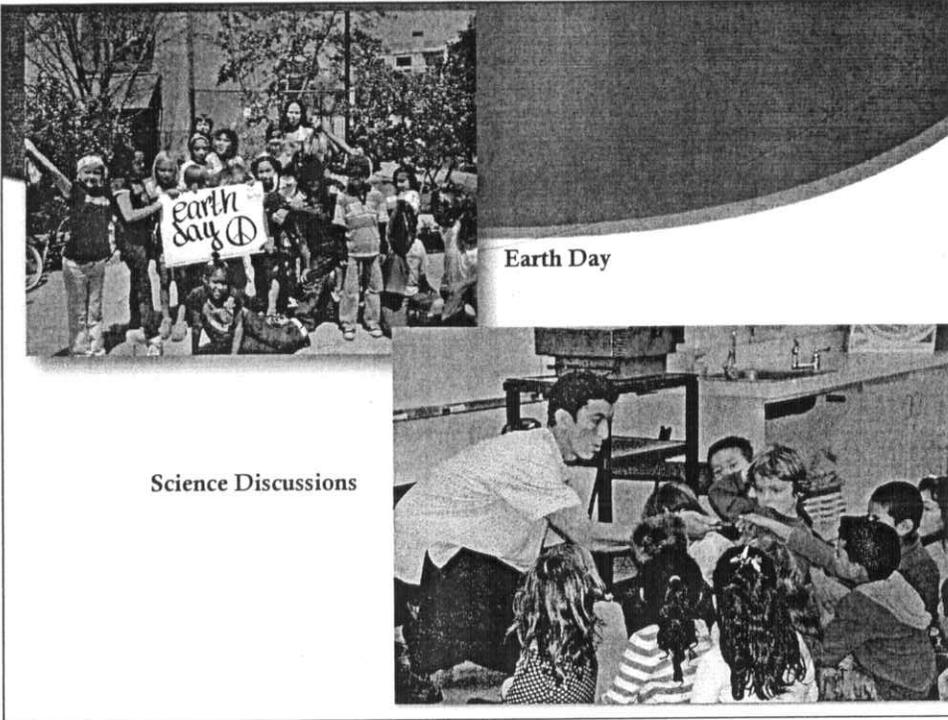
The Dare Program

Outdoor Education



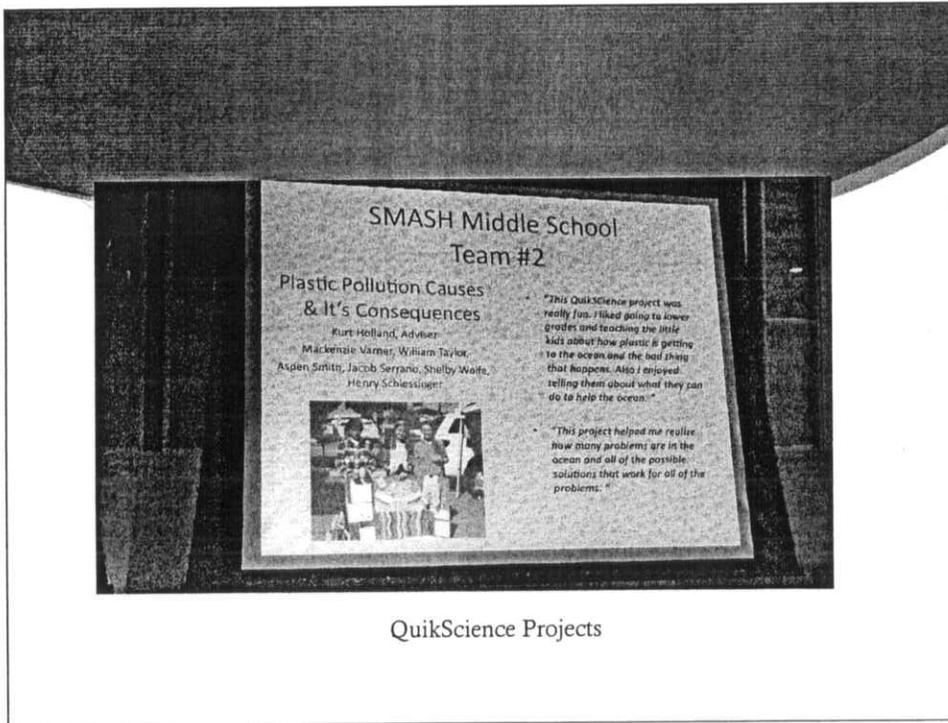
The Wonder of Reading Workshop

Eld - Diwali Festival

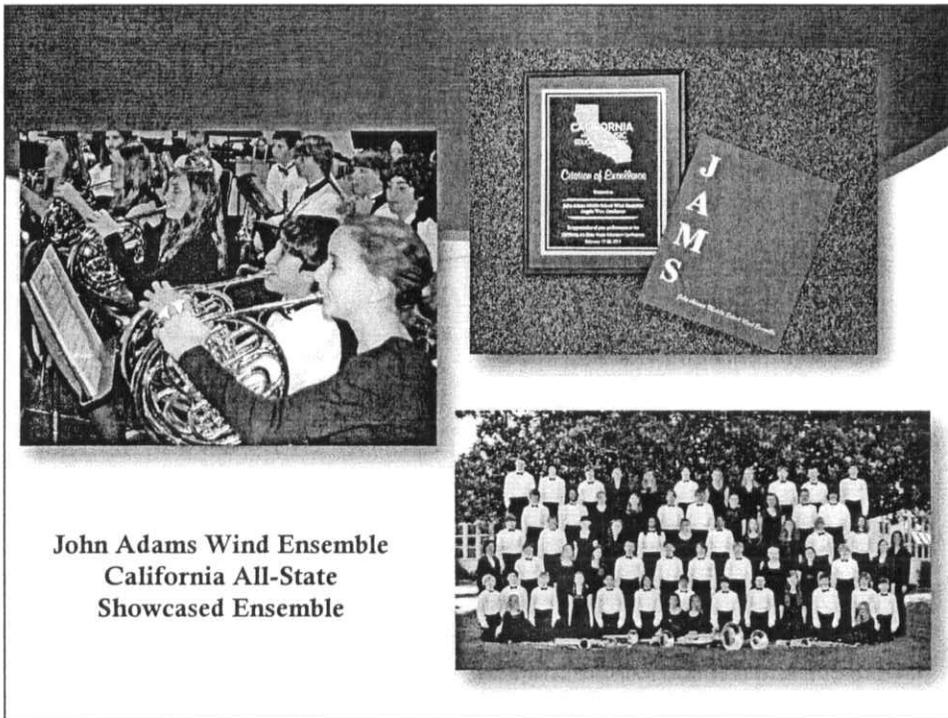


Earth Day

Science Discussions



QuikScience Projects





Actions Taken Since Last Year's Report

- Last year we identified several steps to deepen our work together. From those identified steps we:
 - Began our work as a Pathway Team earlier this year
 - Supported improving the teaching of math by arranging visitations and demonstration lessons for teachers to view CGI and Pictorial math being effectively implemented.
 - Increased our work in developing and sharing research-based lesson design among teachers.

Our Current Work

- As a Pathway, we continue to work together to support students' seamless transitions from one level to another. However this year, we decided to focus our time together on collaborating on improving teaching and learning.
- The common thread that links our work is reflected in the following overarching question:

To what extent are we as a pathway implementing best practices for instruction that support students' deep conceptual learning?

Our Current Work

- Some of the work taking place within the Pathway related to this focus includes:
 - Data Teams
 - Work in Math
 - Cognitively Guided Instruction, Pictorial and Model Drawing/ Singapore strategy
 - Academic language development
 - Pathway Learning Walks:
 - Grant 1/2010; JAMS 11/2011; SAMOHI 3/2011
 - Instructional Leadership Collaboration

Current Work: Instructional Leadership Collaboration

- As instructional leaders, JAMS Pathway principals have been meeting as a professional learning community to read and discuss *Focus: Elevating the Essentials to Radically Improve Student Learning* by Mike Schmoker.
- The book has several key recommendations that we believe are essential to our work of promoting high levels of achievement for all, and closing the achievement gap.



Schmoker Recommends....

Focusing on three essentials:

- Coherent curriculum
- Sound lessons
- Purposeful reading and writing across the curriculum



Our Future Work

- We have identified the following actions we plan to take:
 - Enhance our staffs' ability to deliver effective first teaching through a focused curriculum and effective teaching practices.
 - Deepen our work as a Principal Learning Community by:
 - Collaborating on effective strategies to monitor instruction and conduct focused professional development.
 - Continuing to research and learn best practices

Some Final Thoughts...

- We are increasingly valuing the synergy that takes place as we work together. We plan to continue to leverage our collective resources to address needs and goals. **The District can help us in the following ways:**
 - Provide support for **focused professional development** that develops a teacher tool kit in delivering the kind of **research-based best practices** that can both **promote excellence AND close achievement gaps**.
 - As we look at the new Common Core Standards, provide **support for focusing on fewer high-leverage areas** so that the curriculum is focused on helping **students learn deeply** the **critical literacy** and **problem solving skills** they need to be successful in all content areas.

- Recognize that **being present in the classrooms** on our campus, **monitoring instruction and coaching staff** is perhaps the most important thing that we do as school leaders. Just like teachers need time to work deeply in a few critical areas, so do school leaders.
- In budget deliberations, be cognizant of the fact that there are achievement gaps that are imperative to close and that **even stellar initial teaching may need to be supplemented with additional time and resources**. Response to intervention systems are critical in our schools.

Thank You...

QA

ALTERNATIVE EDUCATION PROGRAMS

Olympic High, Off Campus Learning Center,
Independent Study Program, Adult Education Center

Santa Monica-Malibu Unified School District
May 9, 2011

Alternative Education Programs

SMMUSD MISSION

*Extraordinary achievement for all students while
simultaneously closing the achievement gap.*





Adult Education Center

Students:

- 741 students (42% Hispanic, 7% African American, 27% White)
- Average Weekly Attendance: 280
- English as a Second Language Classes:
Beginning Low - Intermediate - Advanced
- Citizenship



Adult Education Center

- Community Education Program (fee based)
 - Jewelry Classes
- GED Prep/Testing: highest passage rate in state (68%)
- High School Diploma Program (10 earned to date)
- Concurrent Credit Completion: SAMOHI & Olympic

7 teachers + 1 Counselor



Independent Study Program/ISP

Students are referred by Samohi, Malibu HS & Olympic HS

- Caseload of 30 students (ideall)
 - 55 enrolled to date this school year
 - **39 currently active** (56% White, 36% Hispanic, 5% African-American, 3% Asian)
 - 4 high school diplomas earned to date.
 - Eleven seniors are on track to graduate by June.
 - Ninth grade/6 Tenth grade/3 Eleventh grade/13 Twelfth grade/17
 - Samohi/23 Malibu HS/7 Olympic/9
- Placement is voluntary and must be renewed each semester.
- Participants retain their "home school" connection and can ultimately graduate from their referral school.
(No graduation from ISP)



Independent Study Program/ISP

Students are referred for a variety of reasons that include

- Talent area or professional development
(dancing, ballet, acting, modeling, tennis, equestrian, surfing)
- Employment (helping family and/or self-supporting)
- Emotional issues (depression, anxiety etc.)
- Rehabilitation placements that do not provide academic services (Apex)
- Maternity and teen parenting issues
- Extended travel with parents (Apex)
- Medical issues (migraines etc.)
- CHSPE passed, attending SMC and working for their high school diploma
- Need for one-on-one attention and a smaller environment.



Off Campus Learning Center/OCLC

They remain students of the referring high school.

The District's alternative middle/high school program designed to assist students with increasing their problem-solving and decision-making skills in order to improve their overall school behavior:

- Severe emotional and/or behavioral issues, academic challenges, truancy issues, irregular attendance, and/or as an interim placement awaiting an expulsion hearing or upon a student's return from or while awaiting a more restrictive school environment.
- A small, structured behavior-oriented environment with two classrooms, two teachers (1 General Education and 1 Special Education) and two Instructional Assistants.



Off Campus Learning Center/OCLC

- Program Interventions include: a behavioral support system, individualized plans, individual/group counseling, Specialized Academic Instruction, and WorkAbility & Transition services
- Differentiated instruction and access to core curriculum for all students
- Program success rate is commendable and increasing annually



Olympic High School

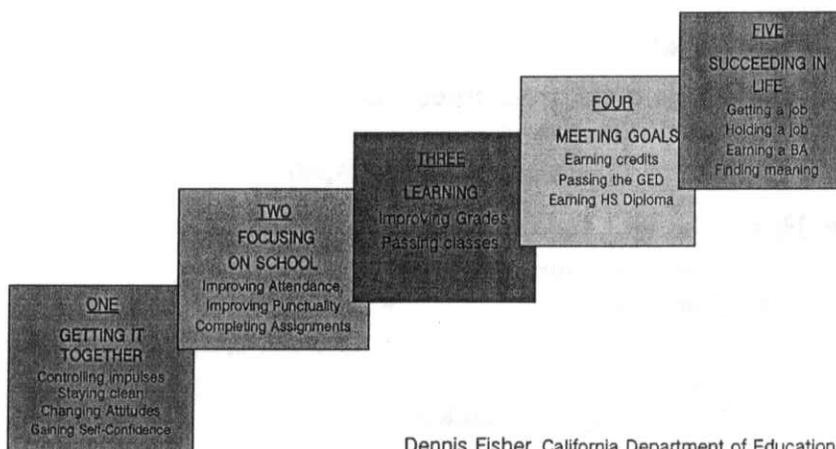


- Continuation High School
- 140 students referred by SAMOHI & Malibu High
- Credit deficient

Focus:

- Engagement
- Diploma completion
- Career planning

Five Stage Model of Achievement



Dennis Fisher, California Department of Education

Student Referrals

2010 - 2011

Olympic High

12th	27%	127	0 to 187	180 to 220
11th	53%	93	0 to 200	120 to 180
10th	20%	48	5 to 116	60 to 120

EX: 12th Graders: $220 - 127 = 93$ credits (18.6 classes)

Each semester = 6 classes (5 credits per class)

Student Referrals

2010 - 2011

Olympic High

- **Intakes: in three week intervals**
 - Fall 31 students
 - Spring 26 students (up through April)
- **Health Issues**
 - Depression/Anxiety
 - Cardiovascular
 - Hearing
 - Endocrine
(diabetes/thyroid disorders)
 - Schizophrenia
 - Pregnancy
 - Asthma
 - Convulsive/Seizure
 - Asperger's

Big Picture

Single Plan for Student Achievement/SPSA Goals:

- Writing proficiency across the curriculum
- Vocabulary development
- Site-based teacher leadership and professional expertise
- The “whole child” approach

Curriculum and Instruction

FOCUS:

- Writing in every content/subject area
- Writing samples:
 - Entrance
 - Fall
 - Spring

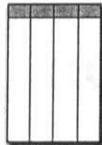
2010-2011 Professional Development

Vocabulary Six sessions

Liz Cochran, Ed Services

Through a series of workshops, teachers explore research-based strategies for teaching academic and domain-specific vocabulary that enable students to:

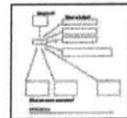
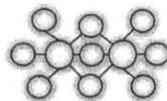
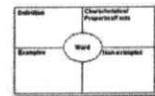
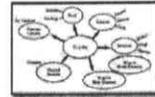
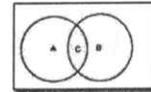
- Discover relationships among and between words
- Visualize the abstractions of language through the use of thinking maps and graphic organizers
- Understand rich word meanings and use them in a variety of contexts
- Develop deep word knowledge through the understanding of Greek and Latin roots
- Construct meaningful comparisons of words and ideas through creating analogies and metaphors
- Engage in activities that promote independent word learning
- Participate in word learning games
- Converse with one another about word meanings



Research-Based Vocabulary Instruction



- | | |
|--|---|
| <input type="checkbox"/> Choosing Words to Teach | <input type="checkbox"/> Vocabulary Games |
| <input type="checkbox"/> Vocabulary Self-Awareness Chart | <input type="checkbox"/> Double Bubble |
| <input type="checkbox"/> List Group Label | <input type="checkbox"/> Venn Diagram |
| <input type="checkbox"/> Word Sort | <input type="checkbox"/> Metaphors |
| <input type="checkbox"/> Explicit Vocabulary Instruction | <input type="checkbox"/> Analogies |
| <input type="checkbox"/> Vocabulary Notebook | <input type="checkbox"/> Jeopardy, Pictionary, etc. |
| <input type="checkbox"/> Concept of Definition Map | |
| <input type="checkbox"/> Frayer Model | |
| <input type="checkbox"/> Semantic Feature Analysis | |



Word	Definition	Characteristics/Properties of use	Example
Word	Definition	Characteristics/Properties of use	Example

2010-2011 Professional Development

- **Benchmark Assessments**, Maureen Bradford, Ed Services
- **APEX Learning**, Ann Bartholomew, APEX
- **Pre-Schizophrenia**, the UCLA CAPPS/Center for the Assessment and Prevention of Prodromal States
- **Teen Violence: warning signs and hints**, Philip Kurman, Ph.D.
- **Asset Building**, Carla Fantozzi, Virginia Ave Park Teen Center

Technology

- **Model Tech Classroom**
 - Laptops
- **EETT ARRA**
 - Laptops
 - Remote responding
 - Multi-media instruction

Community Program Support

Santa Monica-Malibu Education Foundation

- Music Teacher (For The Arts Concert)
- Dance Instruction
- Teacher Grants

City of Santa Monica

- Weekly Group & Individual Counseling, St John's Child and Family Development Center
- SMPD - Criminal Justice Class; DUI training; School Resource Officers; guest speakers; Police Activities League
- Virginia Avenue Park/Teen Center: Dance instructor, PE Weights & Boxing Class, Graphic Arts Class
- City Attorney's Office

Community Program Support

UCLA

- Semel Institute/Imagination Workshop
- Center for Community Learning
 - School Garden Program (FIG Restaurant, Chef Ray Garcia)
- Department of Community Health
 - STRIDES project: strategies for dealing with stress & depression
- UCLA Law School/10 weeks - Street Law, Criminal Justice Class

Westside Family Health Center

- Monthly Clinic - reproductive health support
- Teen Health Education Workshop

The Broad Stage

- Artists in Schools grant application; California Arts Council
- Free tickets to performances

Community Program Support

WISE & Healthy Aging

- Intergenerational Project: 11 senior citizens ⇔ 11 students

Venice Arts

- Digital photography class & transportation

OPCC

- Sojourn - TELA/Teen Education in Liberation Arts
- K9 Connection

Project TRUST (Tobacco Reduction Using Effective Strategies & Teamwork)

- ARRA/American Recovery & Reinvestment Act funding

Westside Comedy Theater

- Improvisation Workshops for Students

Scholarships

- Rotary Club of Santa Monica
- Kiwanis Club of Santa Monica
- Assistance League of Santa Monica
- Santa Monica-Malibu Association of School Administrators
- Santa Monica-Malibu USD PTA

Guest Speakers

- Terry White, Chief Deputy City Attorney
- UCLA CAPPS, *Preschizophrenia*
- Santa Monica College
- Alonzo Hill, FBI Agent
- Lloyd Gladden, SMPD, Criminal Justice Class
- Deborah Shames & David Booth, *Successful Job Interviewing*
- Top 10 Careers, ITT
- Scott Marcano, Graphic Novelist
- Erika Aklufi, Criminal Justice Class, *Bullying*
- Philip Kurman, *Teen Violence: warning signs and hints*
- Marsha Moutrie, City Attorney
- Terry McCarthy, ABC Senior News Correspondent
- Sling Shot

California Department of Education API/Academic Performance Index

Measures the academic performance and growth of schools on a variety of academic measures:

Olympic High School

- 2009-2010 652
- 2008-2009 n/a
- 2007-2008 526
- 2006-2007 553
- 2005-2006 356

**Western Association
of Schools and Colleges**

W A S C

Olympic High earned a
6 year accreditation with a midterm review
expiring on June 30, 2016.
First application since the school opened in 1966.

California Department of Education

Model Continuation High School

January 2011

53 of 507 continuation high schools in the state

Applicants must be accredited by the Western Association of Schools and Colleges and demonstrate exemplary program effectiveness in school management, curriculum, instructional strategies, educational climate, and guidance and counseling.

**Thank you for
your ongoing support!**



Graduation 2011
Monday, June 20th at 6:30 pm
Shutters on the Beach