

BOARD MEETING NOTICE AND AGENDA

CULVER CITY UNIFIED SCHOOL DISTRICT Regular Meeting of the Board of Education to "Conduct the District's Business in Public" CLOSED SESSION – 6:00 p.m. OPEN SESSION – 7:00 p.m.

District Office Board Room
4034 Irving Place, Culver City, CA 90232

February 24, 2015

Persons in the audience during the meeting of the Board of Education are asked not to talk during presentations or the meeting. If conversation with another person needs to take place, please do so outside the Board Room so as not to disrupt others or the meeting. *Please make sure your cell phone is turned off or silenced at this time.*

PRESENTATIONS AND PUBLIC COMMENTS

Persons wishing to address the Board on any item on the agenda will be granted three (3) minutes at the time the item appears on the agenda. In the case of a non-agenda item, persons are invited to comment under "Public Recognition." In the interest of time and order, presentations from the public are limited to three (3) minutes per person. The total time for non-agenda items shall not exceed twenty (20) minutes. Prior to addressing the Board, please complete a card (located on the table at the rear entrance) and give the card to the Superintendent's Executive Assistant. Persons addressing the Board are asked to do so from the podium. Please state your name, address, and organization before making your presentation.

1. CALL TO ORDER

The meeting was called to order by _____, at _____ p.m.

Roll Call – Board of Trustees

Nancy Goldberg, President
Steven M. Levin, Ph.D., Vice President
Katherine Paspalis, Esq., Clerk
Susanne Robins, Member
Laura Chardiet, Member

2. PUBLIC COMMENT ON CLOSED SESSION ITEMS

3. RECESS TO CLOSED SESSION

- 3.1 Stipulated Expulsion of School and Family Support Services Case #05-14-15
- 3.2 Conference with Legal Counsel – Anticipated Litigation – Significant exposure to litigation (Pursuant to subdivision (b) of GC §54956.9)
2 Potential Cases
- 3.3 Conference with Labor Negotiator (Pursuant to GC §54957.6)
Agency Designated Representatives: Leslie Lockhart, Assistant Superintendent of Human Resources; Mike Reynolds, Assistant Superintendent Business Services; David LaRose, Superintendent

Employee Organizations: Culver City Federation of Teachers (CCFT);
Association of Classified Employees (ACE); and Management
Association of Culver City Schools (MACCS)

- 3.4 Public Employee Performance Evaluation (Pursuant to GC §54957)
Title: 2 Secondary Certificated Employees; 1 Certificated Employee
- 3.5 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54957)
- 3.6 Public Appointment/Employment (Pursuant to GC §54957)
Certificated Personnel Services Report No. 12
Classified Personnel Services Report No. 12

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

5.1 Roll Call – Board of Trustees
Nancy Goldberg, President
Steven M. Levin, Ph.D., Vice President
Katherine Paspalis, Esq., Clerk
Susanne Robins, Member
Laura Chardiet, Member

5.2 Flag Salute

6. **PUBLIC ANNOUNCEMENT OF ACTIONS TAKEN BY THE BOARD IN
CLOSED SESSION**

7. **PUBLIC HEARING - None**

8. **ADOPTION OF AGENDA**

Recommendation is made that the agenda be adopted as submitted.
Motion by _____ Seconded by _____
Vote _____

9. **CONSENT AGENDA**

All matters listed under the Consent Agenda are those on which the Board has previously deliberated or that can be classified as routine items of business. An Administrative Recommendation on each item is contained in the agenda supplements. There will be no separate discussions of these items prior to the time the Board of Trustees votes on the motion unless members of the Board, staff, or public request specific items to be discussed or pulled from the Consent Items.

- 9.1 Approval is Recommended for the Minutes of Regular Meeting –
February 10, 2015
- 9.2 Approval is Recommended for Purchase Orders
- 9.3 Approval is Recommended for the Certificated Personnel Reports No. 12
- 9.4 Approval is Recommended for the Classified Personnel Reports No. 12

- 9.5 Approval is Recommended for CCHS Teacher Rachel Snyder to Attend the College Board Reading in Kansas City, Missouri on June 1 -9, 2015
- 9.6 Approval is Recommended for CCMS Teacher Danielle Koplinka-Loehr to Attend the 2015 Music Edventures in Denver, Colorado, April 9-11, 2015
- 9.7 Approval is Recommended for El Rincon Single Plan for Student Achievement
- 9.8 Acceptance of Board Compensation Report

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 American Citizenship Awards
- 10.2 Spotlight on Education – El Marino Language School
- 10.3 Safe Routes to School

11. PUBLIC RECOGNITION

Public recognition is the time when members of the audience may address the Board on matters not listed on the agenda. Those persons wishing to speak should complete a Speaker's Card and submit it to the Superintendent's Executive Assistant. In the interest of time and order, presentations from the public are limited to three (3) minutes per person. The total time for non-agenda items shall not exceed twenty (20) minutes. Board members will be allotted fifteen (15) minutes to comment during this portion of the agenda. The Board of Trustees may reduce the time limit(s) if there are a large number of individuals desiring to address the Board.

- 11.1 Superintendent's Report
- 11.2 Assistant Superintendents' Reports
- 11.3 Student Representatives' Reports
- 11.4 Members of the Audience
- 11.5 Members of the Board of Education

12. INFORMATION ITEMS

Information items are generally included on the agenda for two reasons: to solicit reactions from the Board and the public on matters which may require Board action at a later date; and to provide information on a wide range of matters of interest to the Board and public. Comments by the public shall be limited to three (3) minutes per person and twenty (20) minutes per agenda item unless the Board, by majority vote, agrees to extend or reduce the time.

- 12.1 Update on Phase II of Athletic Complex
- 12.2 Measure CC Summer 2015 Project Discussion
- 12.3 First Reading of Revised Board Policy and Administrative Regulation 6159, Instruction – Individualized Education Program
- 12.4 First Reading of New Board Policy and Administrative Regulation 6164.41, Instruction – Children with Disabilities Enrolled By Their Parents in Private School
- 12.5 First Reading of Revised Board Policy and Administrative Regulation 6161.1, Instruction – Selection and Evaluation of Instructional Materials
- 12.6 First Reading of Revised Board Policy and Administrative Regulation 5113.1, Students – Chronic Absence and Truancy

13. **RECESS (10 Minutes)**

14. **ACTION ITEMS**

This is the time of the meeting when members of the audience may address the Board on matters that are on the agenda. Those persons wishing to speak should complete a Speaker's Card and submit it to the Superintendent's Executive Assistant. Routine Board procedure on action items includes: receiving additional background information or analysis from staff; receiving comments from members of the audience; receiving additional information from the Superintendent or other resource personnel; introducing a motion on the item; taking action on the agenda item. Comments by the public will be limited to three (3) minutes per person and twenty (20) minutes per agenda item unless the Board, by majority vote, agrees to extend or reduce the time.

14.1 **Superintendent's Items - None**

14.2 **Education Services Items**

14.2a Approval is Recommended for the Stipulated Expulsion of School and Family Support Services Case #05-14-15

14.3 **Business Items**

14.3a Approval is Recommended for the Memorandum of Understanding with LACOE

Motion by _____ Seconded by _____ Vote _____

14.4 **Personnel Items**

14.4a Approval is Recommended for the Agreement Between Culver City Unified School District (CCUSD) and the Management Association of Culver City Schools (MACCS) Regarding Longevity

Motion by _____ Seconded by _____ Vote _____

14.4b Approval is Recommended for the Premier Partners Scholarship Program Agreement Between Culver City Unified School District and Brandman University

Motion by _____ Seconded by _____ Vote _____

15. **BOARD BUSINESS**

15.1 Discussion Regarding Candidates for the 2015 CSBA Delegate Assembly Election

15.2 Board Self-Evaluation

16. **ADJOURNMENT**

Motion by _____ Seconded by _____ Vote _____

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY. Any individual with a disability who requires reasonable accommodation to participate in a board meeting, may request assistance by contacting the Superintendent's Office at 4034 Irving Place, Culver City, CA 90232. Phone Number: (310)842-4220 Fax Number: (310)842-4205

FUTURE MEETINGS

March 10 – 7:00 p.m. – Regular Public Meeting (6:00 p.m. Closed Session), District Office (Board Room), 4034 Irving Place
March 24 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office (Board Room), 4034 Irving Place

NOTE: The CCUSD TIP Hotline is (310) 535-2590. Culver City Unified School District meetings are regularly scheduled for the second and fourth Tuesdays of every month. Public records related to the public session agenda, that are distributed to the Governing Board less than 72 hours before a regular meeting, may be inspected by the public at the District Office, 4034 Irving Place in Culver City during regular business hours (8:00 a.m. to 4:30 p.m.) A complete agenda is available for review in each school office and also available for pickup at the District Office. Visit the Culver City Unified School District Website at www.ccusd.org. Each school office has a suggestion box. We look forward to receiving your comments and suggestions.

**CULVER CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
UNADOPTED MINUTES**

Meeting:	<u>Regular Meeting</u>	Date:	<u>June 11, 2013</u>
Place:	<u>District Administration Office</u> <u>4034 Irving Place</u> <u>Culver City 90232</u>	Time:	<u>6:00 p.m. – Public Meeting</u> <u>6:01 p.m. – Closed Session</u> <u>7:00 p.m. – Public Meeting</u>

Board Members Present

Nancy Goldberg, President
Steven M. Levin, Ph.D., Vice President
Katherine Paspalis, Esq., Clerk
Susanne Robins, Member
Laura Chardiet, Member

Staff Members Present

David LaRose, Superintendent
Kati Krumpe
Leslie Lockhart
Mike Reynolds

Call to Order

Board President Ms. Goldberg called the meeting of the Culver City Unified School District Board of Education to order at 6:00 p.m. The Board adjourned to Closed Session at 6:01 p.m. and reconvened the public meeting at 7:02 p.m. with all Board members in attendance. Natalia Saucedo led the Pledge of Allegiance.

Report from Closed Session

Ms. Goldberg reported that the Governing Board met in Closed Session regarding issues listed on today's Closed Session agenda and announced that the following reportable actions were taken. The Board to action to release twenty two temporary and three long term substitute certificated employees effective as of the end of the 2014/2015 school year. The vote was 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays. The Board also took action to release seven temporary Adult School teachers effective as of the end of the 2014/2015 school year. The vote was 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

8. Adoption of Agenda

It was moved by Ms. Robins and seconded by Ms. Paspalis that the Board adopt the February 10, 2015 agenda as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

9. Consent Agenda

Ms. Goldberg called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. No items were withdrawn from the audience or Board members. It was moved by Ms. Paspalis and seconded by Ms. Chardiet to approve Consent Agenda Items 9.1 – 9.5 as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

- 9.1 Minutes of Regular Meeting – January 27, 2015
- 9.2 Purchase Orders
- 9.3 Acceptance of Gifts – Donations
- 9.4 Certificated Personnel Reports No. 11
- 9.5 Classified Personnel Reports No.11

10. Awards, Recognitions and Presentations

10.1 Immersion Presentation – Mina Shiratori

Mina Shiratori, Assistant Principal and Program Specialists at El Marino Elementary, provided the Board with information on the progression of the Immersion Program in the District. She spoke about what steps have been taken this year to align the Dual Language Programs with the District's focus of student success and family engagement, and what steps will be next taken over the next few years for both the Spanish Immersion Program and the Japanese Immersion Program. Ms. Shiratori spoke about the number of students that will be entering the

Middle School Spanish Immersion Program. She presented information on placement assessments, systems, and structures to support student success, and the guiding principles of dual language education.

Ms. Paspalis stated that she was happy to see that the District has a strong K-8 Spanish Immersion Program. She is hoping to see more support for the SIP at the iAcademy. Ms. Paspalis wondered about the level of rigor at the High School end of the program. Dr. Krumpke stated that one of the goals of the state was to get students to want to continue down the system and pathways to continue through the program. Dr. Krumpke also stated that at this time the District is trying to find qualified personnel for the JIP. Ms. Goldberg stated that having conversations between the students would help with learning the languages. Further discussion ensued. Mrs. Lockhart spoke about a virtual job faire that the District will participate in on March 5th to proceed in looking for qualified teachers for the JIP. She stated that we have to look beyond California for these specialized positions. Dr. Levin asked if we are able to accept more students into the program that apply. Dr. Krumpke stated that there is still a waiting list. Dr. Levin asked if there were any issues at La Ballona since there are two different programs at that particular school. Jennifer Slabbinck, Principal at La Ballona, responded saying that there have been minor challenges but they are working through it well. Discussion ensued about instructional time.

10.2 Spotlight on Education - Farragut Elementary School

Dr. Rebecca Lynch presented information to the Board about recent events and ongoing events at her school. She informed the Board about the staff professional development. She spoke about the school having an arts and technology focus. They participate in CGI which is creating a stronger mathematics element to the school. All K-5 students are using their iPads to create projects. The fifth grade has their own cart of iPads, but third and fourth grade share a cart. The younger grades are getting iPad minis and Chromebooks are also used. Shea Cunningham asked if the other schools were getting iPads. She is a parent at Linwood Howe. Dr. Krumpke stated that the schools have a certain amount of Chromebooks and right now it is evidence based on whether or not it helps the students to have access to iPads. Dr. Levin, as a parent of Farragut, stated that after looking at the District's technology plans a few years ago the parents got together and purchased iPads for the students.

10.3 PTA Reflections Award Winners

Jody Reichel, PTA Council President, provided the Board with the history of the Reflections Contest. The PTA Reflections Program encourages students to explore the arts and express themselves by giving positive recognition for their artistic efforts. Students Pre-K through grade twelve create theme-based artwork in dance choreography, film production, literature, musical composition, photography or visual arts. Ms. Reichel read the names of the students that were award winners and they were presented with the award.

11. Public Recognition

11.1 Superintendent's Report

Mr. LaRose began his report by sharing one of the award winning poems from the Reflections Program written by Sara Grace who was in the audience with her parents. Mr. LaRose reported on his meeting with Gabe Garcia from the City of Culver and Mr. Reynolds. The met regarding additional plans for traffic control on Elenda Street, and other traffic/parking issues surrounding our schools. Mr. LaRose also attended an ROP meeting that was held during the Superintendent Symposium weekend in Monterey, California. At the ROP meeting Mr. Nichols from Duarte Unified put out a message that LACOE was not showing a sense of urgency regarding the ROP issues that districts are facing. Mr. LaRose stated that his communication regarding safeguards for the recent measles outbreak in Los Angeles County should be going out today or tomorrow to all of the District families. The letter has gone through a number of revisions but it is finally ready to go out.

11.2 Assistant Superintendents' Reports

Dr. Krumpke stated that she spent the last two weeks visiting elementary school classrooms and conducting observations with the principal on the guided reading. She shared a story about one of the students she observed in an intervention class. Dr. Krumpke thanked Dr. Lynch of Farragut Elementary and her staff for all of their hard work. Tomorrow at 6:30 p.m. and Thursday at 9:30 a.m. there will be a parent preview of the math textbook selections. On February 19th there will be an elementary GATE Parent Night in the Multi-Purpose Room. Dr. Krumpke spoke about the acceleration pathways opened up for students to take Spanish 1, Japanese 1, Algebra 1 and/or Geometry Honors in grade eight.

Mrs. Lockhart reported on the District participating in the virtual job Faire and also posting jobs in Education Job Weekly. There is a shortage of teachers nationwide in math, science, immersion, and speech pathologists. She stated she is interested to see how the virtual job faire works out. She informed the Board that the school calendars for the next two years are on the agenda for approval. She thanked CCFT, MACCS, and ACE for their input on the calendars and for their partnerships in general. Mrs. Lockhart stated she met with the Good News Network (GNN) at the High School and the meetings have been enjoyable. She thanked Carlos Valverde for his work with the students and for getting the group together.

Mr. Reynolds reported that at the next Board meeting Charles Wren will provide an update on the bond and capital improvements. He stated that on May 1st Sony Entertainment will be at La Ballona for beautification in recognition of Earth Day.

11.3 Student Representatives' Reports

Middle School Student Representative

Falon Legeaux, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the Valentine's Dance taking place this Friday. Bike Walk to School Day is coming up and registration will be next week. Students will be able to earn points for prizes. Fix It Day will take place on February 20th. Chubby's Bike Shop will be coming to the Middle School to fix bikes. There will be music, games, and raffles. February 17th is the 6th grade orientation. Miss Legeaux spoke about the OLWEUS Program activities taking place. Each month is a different activity and this month is Reflections. The top twenty projects will be in the school yearbook. The Green 5 is up and running at the Middle School and students are being very conscientious about getting their trash in the right recycling bin. She also followed up with the Board regarding the baseball field.

Culver Park Student Representative

Ya'Elle Wright, Culver Park High School Student Representative, was not present.

Culver City High School Student Representative/Student Board Member

Natalia Saucedo, Student Board Member, began by thanking staff and the Board for speaking to the City staff about the intersections that she previously brought to the Boards' attention regarding safety. Miss Saucedo reported on activities at Culver City High School including the Non-Profit Faire and a student who is going around collecting shoes for the homeless which she thinks is great. She stated that the Centaur Plus intervention program has been implemented. She has heard that it is very effective. Students are studying in the classroom. The study halls are more crowded. There has been Ted Talks events which is a forum for the students and community to speak. She shared her idea of a visual representation at the school sites. Miss Saucedo informed the Board that the High School Cheerleading Team has won second place in the nation. The school Talent Show will take place on the 20th.

11.4 Members of the Audience

Members of the audience spoke about:

- Leslie Gardner and Jami Wallace, PTA Council Co-Chairs, spoke about the District Back Pack Program. They thanked the Secretaries at the school sites and the Middle School ASB for all of their hard work to make the program a success. They thanked District Office staff for holding their own food drive, and all PTA and Booster Clubs; and CCEF. They also thanked Mark Weiss, Martin Weiss and Marlene Winston for their donation of \$5,000 this year to the Program. Mr. LaRose thanked Ms. Gardner and Ms. Wallace for their time and dedication to the program.

11.5 Members of the Board

Board Members spoke about:

- Dr. Levin reported on his attendance at the Middle School Improv which was really great. He announced that the Sandy Segal Youth Health Center Fundraiser would be taking place on February 20th. He will be absent at the April 28th Board meeting due to work. Dr. Levin requested to get the next year's Board Meeting calendar together since the school calendar is done. He stated that Sue Robins suggested a book

“Smartest Kids in the World” that he found to be really valuable. He shared some of the highlights that he found interesting.

- Ms. Paspalis stated that she visited a couple of school sites last week. She visited Linwood Howe and hopefully some of the summer projects will include projects at the school that have not been done yet. She also visited Farragut Elementary. Ms. Paspalis attended the High School Non-Profit Faire which was great and there are really wonderful things going on at that site.
- Ms. Chardiet stated that she has heard from parents about the summer homework at the High School for the AP classes. She is hearing that the work is more like “busy work.” Miss Saucedo agreed. Dr. Krumpke stated that she will review the information with the teachers. Board members shared their thoughts on the summer homework. Ms. Robins stated that if it was as a review of the year than she was in agreement with that, but not in agreement with just “busy work.” Ms. Chardiet loves the idea of 8th grade students taking a science and foreign language class at the High School. She loves the idea of health class at the iAcademy. Ms. Chardiet thanked Council Member Jim Clark for his continued support of the Non-Profit Faire. She also requested for staff to bring a Project Labor Agreement on a future agenda.
- Ms. Robins stated that there is so much learning that happens in the Improv Program. She loves all the lessons that are being learned there. Ms. Robins attended the Spelling Bee and there was such an “abundance of adorableness.” She reported on her attendance at the LACSTA meeting and provided an update on one of the topics which was dual enrollment. She is very interested in dual enrollment and would like to look at the topic closer. She is very supportive of bioscience in the 8th grade so she is happy to hear about it. She thanked Mr. LaRose for his thoughtfulness in handling the concern of parents and staff regarding the measles outbreak.
- Ms. Goldberg reported on her attendance at the Non-Profit Faire which she thought was great and the Improv Night.

13. Recess

The Board moved up the recess on the agenda and recessed at 9:00 p.m. They reconvened at 9:06 p.m.

12. Information Items

12.1 Environmental Sustainability Committee Report

Todd Johnson provided an update on the progress throughout the District on energy efficiency and recycling, and gave recommendations. The ESC was established in 2010 and he reported that since the solar PV system went live the District has saved \$472,000 in energy plus \$240,000 in incentives. Shea Cunningham reported on the Green 5 Program. Through the Green 5 Program the ESC was working on making the District uniform on recycling/disposing the food, waste, and composting starting at the elementary schools. On April 19th there will be an Earth Festival at Linwood Howe. Ms. Cunningham reported that the District received a large grant in 2014 and spoke about the items purchased with some of the money which included a new waste bin system that was designed and distributed at the Middle School and High School. Tyler Macintosh, student at the High School, spoke about the new system. He stated that the school had a Recycling Rally where there was music relating to recycling such as “Beat It”, and games. Ms. Cunningham reported on the Middle School and High School baseline recycling audit. Most of the audit found that most of the trash was paper. At this time the ESC is recommended that the District switch to thirty percent recycled content paper. She informed the Board about recommendations for the District to apply for the Green Ribbon Award. Mr. Johnson informed the Board about the need to recruit for new ESC members. A representative from Power Save gave a brief presentation and answered questions from Board members about students that choose to take a career path into the environmental field.

RECESS THE REGULAR MEETING OF THE BOARD OF EDUCATION AND CONVENE THE MEETING OF CULVER CITY SCHOOL FACILITIES FINANCING AUTHORITY (CCSFFA)

Ms. Goldberg recessed the Regular Meeting at 9:44 p.m. and opened the meeting of the Culver City School Facilities Financing Authority.

1.0 Approval of Payments to Balfour Beatty for Current Construction Projects

It was moved by Ms. Goldberg and seconded by Ms. Paspalis that the Board of Directors of Culver City School Facilities Financing Authority approve Payments to Balfour Beatty for Current Construction Projects as presented. The motion was unanimously approved with a vote of 5 – Ayes by Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

Ms. Goldberg adjourned the Meeting of the Culver City School Facilities Financing Authority at 9:45 p.m. and re-opened the Regular Meeting of the Board of Education.

14. Action Items**14.1 Superintendent's Items - None****14.2 Education Services Items - None****14.3 Business Services Items****14.3a Approval is Recommended for Resolution #13/2014-2015 – Purchase of Chromebooks and Carts**

It was moved by Ms. Robins and seconded by Ms. Paspalis that the Board approve Resolution #13/2014-2015 – Purchase of Chromebooks and Carts as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.3b Proposal to Increase Office of Child Development Program Fees in FY2015-16 and Beyond

It was moved by Ms. Paspalis and seconded by Ms. Robins that the Board approve the Increase in Office of Child Development Program Fees in FY2015-16 and Beyond as presented. Dr. Levin stated that he wanted to make sure that the amounts are the correct amounts. He stated that he wanted to make sure that we do not have to come back in a few years for another price increase. Audrey Stephens, Director of the Office of Child Development, explained the process that she, along with Fiscal Services, took to arrive at the presented fees. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.4 Personnel Items**14.4a Approval is Recommended for the 2015/2016 School Year Calendar**

It was moved by Dr. Levin and seconded by Ms. Chardiet that the Board approve the 2015/2016 School Year Calendar as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.4b Approval is Recommended to Revise the Observance of Lincoln's Day for the 2016/2017 School Year Calendar

It was moved by Ms. Paspalis and seconded by Ms. Chardiet that the Board approve the 2016/2017 School Year Calendar as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.4c Approval is Recommended for the 2016/2017 School Year Calendar

It was moved by Ms. Chardiet and seconded by Ms. Paspalis that the Board approve the 2016/2017 School Year Calendar as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.4d Approval is Recommended for the New Certificated Administrative Job Classification and Job Description – Director of Tri-City SELPA

It was moved by Ms. Paspalis and seconded by Ms. Chardiet that the Board approve the New Certificated Administrative Job Classification and Job Description – Director of Tri-City SELPA as presented. The motion

was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

14.4e Approval is Recommended for the New Classified Job Classification and Job Description – District Office Lobby Attendant

It was moved by Dr. Levin and seconded by Ms. Chardiet that the Board approve the New Classified Job Classification and Job Description - District Office Lobby Attendant as presented. The motion was unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays.

15. Board Business

15.1 Board Self-Evaluation

Ms. Chardiet completed the Board Self-Evaluation. She answered most of the items as number five which is commendable except for one item which she scored a four which is good. The item asked if the Board followed the agenda and not get sidetracked.

Adjournment

There being no further business, it was moved by Ms. Paspalis, seconded by Ms. Chardiet and unanimously approved with a vote of 5 – Ayes from Ms. Chardiet, Ms. Goldberg, Dr. Levin, Ms. Paspalis, and Ms. Robins; and 0 – Nays to adjourn the meeting. Board President Ms. Goldberg adjourned the meeting at 9:55 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

BOARD REPORT

2/24/15

9.2

9.2 PURCHASE ORDERS

The attached purchase order list is submitted to the Board of Education for ratification. No other purchase orders have been issued other than those previously approved or included in the attached list.

The intent of this report is to provide the Board of Education and the community with more definitive information relative to purchasing and disbursement of monies by fund and account.

Purchase order grand total from February 1, 2015 through February 14, 2015 is \$424,742.78.

BUDGET NUMBER LEGEND FOR FUNDS

01.0 general fund
01.7 tri-city selva
11.0 adult education fund
12.0 child development fund
13.0 cafeteria fund
14.0 deferred maintenance fund
21.0 building fund
25.0 capital facilities fund
40.0 redevelopment
76.0 warrant pass-through fund
96.0 general fixed asset account

RECOMMENDED MOTION: That purchase orders from February 1, 2015 through February 14, 2015 in the amount of \$424,742.78 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

Report ID: LAPO009C

District: 64444

Purchase Orders/Buyouts To The Board for Ratification From : 2/1/2015 To 2/14/2015
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Page No. 1
Run Date: 02/14/2015
Run Time: 12:29:48AM
FY: 14-15
WEEKLY

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
02/13/15	63273M	A		02/13/2015	JOHNSON CONTROLS	MAINTENANCE SUPP/EQUIP 02/13/2015	63273M	01.0	81500.0	00000	81100	4380	0005040	14-15		666.58	666.58
02/05/15	63281M	C		02/05/2015	B & M LAWN AND GARDEN, INC.	MAINTENANCE SUPP/EQUIP 02/05/2015	63281M	01.0	00000.0	00000	82000	4380	0005043	14-15		505.71	505.71
02/05/15	63282M	A		02/05/2015	ONE STOP ROOTER & PLUMBING	REPAIRS - OTHER 02/05/2015	63282M	01.0	81500.0	00000	81100	5630	0005040	14-15		5,000.00	5,000.00
02/05/15	63283M	A		02/05/2015	B & M LAWN AND GARDEN, INC.	MAINTENANCE SUPP/EQUIP 02/05/2015	63283M	01.0	00000.0	00000	82000	4380	0005043	14-15		500.00	500.00
02/05/15	63285M	A		02/05/2015	FAST DEER BUS CHARTER, INC.	TRANSPORTATION SUPP/EQUIP/SERV 02/05/2015	63285M	01.0	00000.0	00000	36000	5871	0005041	14-15		589.43	589.43
02/05/15	63286M	C		02/05/2015	IRONMAN	REPAIRS - OTHER 02/05/2015	63286M	01.0	72400.0	57500	36000	5630	0005500	14-15		719.90	719.90
02/11/15	64246	A		02/11/2015	SCHOOL SERVICES OF CALIFORNIA, INC.	CONFERENCE AND TRAVEL 02/11/2015	64246	01.0	00000.0	00000	73002	5220	0005010	14-15		780.00	780.00
02/03/15	64324	C		02/03/2015	CAPTURE MARKETING	OFFICE SUPPLIES 02/03/2015	64324	01.0	00000.0	00000	73000	4350	0005010	14-15		984.84	984.84
02/13/15	64428	A		02/13/2015	PEARSON EDUCATION	BOOKS 02/13/2015	64428	11.0	90139.0	41100	10000	4110	0000010	14-15		395.35	395.35

Stat: P=Pending, A=Active, C=Completed, X=Canceled

* Prior Year Payments

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Report ID: LAPO009C
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Purchase Orders/Buyouts To The Board for Ratification From : 2/1/2015 To 2/14/2015
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Change

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
02/13/15	64449	A		02/13/2015	CLASSROOM DIRECT	INSTRUCTIONAL SUPPLIES 02/13/2015	Linwood Howe Elementary 64449	01.0	91400.0	11100	10000	4310	2020000	14-15		99.24	99.24
																	99.24
02/13/15	64451	A		02/13/2015	ORIENTAL TRADING CO., INC.	INSTRUCTIONAL SUPPLIES 02/13/2015	Linwood Howe Elementary 64451	01.0	91400.0	11100	10000	4310	2020000	14-15		49.82	49.82
																	49.82
02/13/15	64465	A		02/13/2015	SCHOOL SPECIALTY	OFFICE SUPPLIES 02/13/2015	Special Projects 64465	01.0	40350.0	00000	21000	4310	0004030	14-15		54.18	54.18
																	54.18
02/13/15	64467	A		02/13/2015	LAKESHORE LEARNING	INSTRUCTIONAL SUPPLIES 02/13/2015	Linwood Howe Elementary 64467	01.0	91400.0	11100	10000	4310	2020000	14-15		803.69	803.69
																	803.69
02/05/15	64473	A		02/06/2015	UZIBULL	INSTRUCTIONAL SUPPLIES 02/05/2015	Farragut 64473	01.0	00000.0	11100	10000	4310	2050001	14-15		1,012.88	1,012.88
																	1,012.88
02/11/15	64474	A		02/11/2015	TROXELL COMMUNICATIONS	COMPUTER SUPP/EQUIP 02/11/2015	Farragut Elementary 64474	01.0	00000.0	16006	10000	4410	2050000	14-15		1,134.42	1,134.42
																	1,134.42
02/11/15	64476	A		02/11/2015	CDW-G	COMPUTER SUPP/EQUIP 02/11/2015	Technology 64476	01.0	74050.0	11100	10000	4410	0005020	14-15		16,939.58	16,939.58
																	16,939.58
02/13/15	64477	A		02/13/2015	HEALTHMASTER	SOFTWARE 02/13/2015	Nurses-Health Aides 64477	01.0	56400.0	00000	31400	4340	0004027	14-15		5,399.00	5,399.00
																	5,399.00
02/11/15	64480	A		02/11/2015	COMMITTEE FOR CHILDREN	INSTRUCTIONAL SUPPLIES 02/11/2015	EI Marino Language 64480	01.0	07395.0	11100	10000	4310	2030000	14-15		2,112.26	2,112.26
																	2,112.26

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District: **64444**
Purchase Orders/Buyouts To The Board for Ratification From : **2/1/2015 To 2/14/2015**
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
02/11/15	64481	A		02/11/2015	TARA & TAMI FITZKOFF	CONTRACT SERVICES RENDERED 02/11/2015	Special Education 64481	01.0	33100.0	57500	39000	5890	0004040	14-15		870.00	870.00
					TARA & TAMI FITZKOFF											870.00	
02/05/15	64482	A		02/05/2015	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP 02/05/2015	Special Education 64482	01.0	56400.0	50010	21000	4410	0004040	14-15		2,233.15	2,233.15
					DELL COMPUTER CORP.											2,233.15	
02/11/15	64484	A		02/11/2015	CALIFORNIA TELEPHONY, INC.	REPAIRS - OTHER 02/11/2015	Technology 64484	01.0	00000.0	00000	77000	5630	0005020	14-15		613.00	613.00
					CALIFORNIA TELEPHONY, INC.											613.00	
02/02/15	64488	C		02/02/2015	CHASE CARD SERVICES	INSTRUCTIONAL SUPPLIES	Superintendent's Office	01.0	00000.0	00000	71000	5310	0001000	14-15		217.89	217.89
					CHASE CARD SERVICES											217.89	
						MEMBERSHIPS		01.0	00000.0	00000	71000	5220	0001000	14-15		635.82	635.82
						MEMBERSHIPS		01.0	00000.0	00000	71000	5890	0001000	14-15		9.59	9.59
						MEMBERSHIPS		01.0	00000.0	00000	71000	5220	0001000	14-15		181.21	181.21
						MEMBERSHIPS		01.0	00000.0	00000	71000	5890	0001000	14-15		2.73	2.73
						MEMBERSHIPS		01.0	00000.0	00000	71000	5890	0001000	14-15		34.41	34.41
						MEMBERSHIPS		01.0	00000.0	00000	71000	5310	0001000	14-15		782.45	782.45
						MEMBERSHIPS		01.0	00000.0	00000	71000	5220	0001000	14-15		2,283.18	2,283.18
02/02/2015	64488				CHASE CARD SERVICES	MEMBERSHIPS	64488	01.0	00000.0	00000	71000	5310	0001000	14-15		62.10	62.10
					CHASE CARD SERVICES											4,209.38	4,209.38
02/02/15	64489	C		02/02/2015	JOSEPHSON INSTITUTE OF	CONFERENCE AND TRAVEL 02/02/2015	Superintendent's Office 64489	01.0	00000.0	00000	21000	5220	0001000	14-15		3,000.00	3,000.00
					JOSEPHSON INSTITUTE OF											3,000.00	
02/02/15	64490	C		02/02/2015	A.T.A.C. INC.	SOFTWARE 02/02/2015	Security 64490	01.0	00000.0	00000	83000	4410	0001050	14-15		17,500.00	17,500.00
					A.T.A.C. INC.											17,500.00	

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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt	
02/03/15	64491	A		02/03/2015	PHONAK HEARING SYSTEMS	INSTRUCTIONAL SUPPLIES 02/03/2015	Special Education 64491	01.0	33100.0	57700	11100	4410	0004040	14-15		1,907.00	1,907.00	
																		1,907.00
02/04/15	64491A	A		02/04/2015	CDW-G	DATA PROC SUPP/EQUIP/SERVICE 02/04/2015	Technology 64491A	01.0	00000.0	00000	77000	4410	0005020	14-15		1,164.37	1,164.37	
																		1,164.37
02/13/15	64493	A		02/13/2015	LASERCARE	REPAIRS - OTHER 02/13/2015	Adult School 64493	11.0	06390.0	41100	27000	5630	0000010	14-15		162.51	162.51	
																		162.51
02/05/15	64494	A		02/05/2015	CDW-G	OFFICE SUPPLIES 02/05/2015	Ei Rincon 64494	01.0	00000.0	11100	10000	4350	2040001	14-15		139.84	139.84	
																		139.84
02/13/15	64495	A		02/13/2015	FREESTYLE SALES CO	INSTRUCTIONAL SUPPLIES 02/13/2015	Culver City High School 64495	01.0	00000.0	16001	10000	4310	4010000	14-15		634.37	634.37	
																		634.37
02/13/15	64496	A		02/13/2015	COMPLETE BUSINESS SYSTEMS	INSTRUCTIONAL SUPPLIES 02/13/2015	Culver City Middle School 64496	01.0	00000.0	11100	10000	4310	3010001	14-15		1,447.81	1,447.81	
																		1,447.81
02/13/15	64497	A		02/13/2015	CDW-G	INSTRUCTIONAL SUPPLIES 02/13/2015	Culver City Middle School 64497	01.0	00000.0	11100	10000	4310	3010001	14-15		42.37	42.37	
																		42.37
02/13/15	64498	A		02/13/2015	J.R. INSTRUMENTS	REPAIRS - OTHER 02/13/2015	High School 64498	01.0	00000.0	11100	10000	5630	4010001	14-15		1,690.00	1,690.00	
																		1,690.00
02/04/15	64499	A		02/04/2015	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES 02/04/2015	High School 64499	01.0	00000.0	11100	10000	4310	4010001	14-15		2,684.62	2,684.62	
																		2,684.62

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Purchase Orders/Buyouts To The Board for Ratification From : 2/1/2015 To 2/14/2015
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
02/13/15	64500	A		02/13/2015	BAUDVILLE, INC.	OFFICE SUPPLIES	Human Resources 64500	01.0	00000.0	00000	74000	4350	0003000	14-15	707.53	707.53	
																	707.53
02/13/15	64501	A		02/13/2015	LAPEL PINS PLUS	OFFICE SUPPLIES	Human Resources 64501	01.0	00000.0	00000	74000	4350	0003000	14-15	536.55	536.55	
																	536.55
02/05/15	64504	A		02/05/2015	PORTABLE PARTITIONS.COM	FURNITURE, SCHOOL SUPPLIES	Special Education 64504	01.0	33100.0	57700	11100	4400	0004040	14-15	1,192.81	1,192.81	
																	1,192.81
02/13/15	64505	A		02/13/2015	AMAZON.COM	INSTRUCTIONAL SUPPLIES	Culver City Middle School 64505	01.0	02222.0	11100	10000	4310	3010000	14-15	15.42	15.42	
																	15.42
02/05/15	64506	A		02/05/2015	US-TICKET	INSTRUCTIONAL SUPPLIES	Culver City Middle School 64506	01.0	02222.0	11100	10000	4310	3010000	14-15	217.95	217.95	
																	217.95
02/05/15	64507	C		02/05/2015	ASSOCIATION OF CALIFORNIA	CONFERENCE AND TRAVEL	Culver City Middle School 64507	01.0	02222.0	11100	10000	5220	3010000	14-15	349.00	349.00	
																	349.00
02/05/15	64509	C		02/05/2015	ACSA'S FOUNDATION FOR	CONFERENCE AND TRAVEL	Human Resources 64509	01.0	00000.0	00000	74000	5220	0003000	14-15	1,040.00	1,040.00	
																	1,040.00
02/06/15	64510	C		02/06/2015	PMA CONFERENCE MANAGEMENT	CONFERENCE AND TRAVEL	Human Resources 64510	01.0	00000.0	00000	74000	5220	0003000	14-15	3,594.00	3,594.00	
																	3,594.00
02/06/15	64511	A		02/06/2015	CUE	CONFERENCE AND TRAVEL	Linwood Howe Elementary 64511	01.0	02222.0	11100	10000	5220	2020000	14-15	2,100.00	2,100.00	
																	2,100.00

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* Prior Year Payments

Board List Purchase Order Report
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Purchase Orders/Buyouts To The Board for Ratification From : 2/1/2015 To 2/14/2015
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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
02/10/15	64512	A		02/10/2015	CDW-G	COMPUTER SUPP/EQUIP 02/10/2015	64512 Technology	01.0	90141.0	11100	10000	4410	0005020	14-15		991.47	991.47
02/11/15	64515	A		02/11/2015	MELROSEMAC, INC.	COMPUTER SUPP/EQUIP 02/11/2015	64515 El Rincon Elementary	01.0	02222.0	11100	10000	4410	2040000	14-15		7,829.25	7,829.25
02/11/15	64516	A		02/11/2015	CDW-G	CARTS 02/11/2015	64516 El Rincon Elementary	01.0	02222.0	11100	10000	4410	2040000	14-15		1,971.00	1,971.00
02/11/15	64523	A		02/11/2015	NATIONAL SEATING & MOBILITY, INC.	HEALTH SUPP/EQUIP 02/11/2015	64523 Undistributed SEL,PA	01.7	65003.0	50500	22000	4410	0000000	14-15		256.93	256.93
02/11/15	64526	A		02/11/2015	CDW-G	COMPUTER SUPP/EQUIP 02/11/2015	64526 Technology	01.0	74050.0	11100	10000	4410	0005020	14-15		10,840.50	10,840.50
02/13/15	64527	A		02/13/2015	AVID CENTER - SI PAYMENT	CONFERENCE AND TRAVEL 02/13/2015	64527 Special Projects	01.0	30100.0	00000	21000	5220	0004030	14-15		1,398.00	1,398.00
02/13/15	64528	A		02/13/2015	AVID CENTER - SI PAYMENT	CONFERENCE AND TRAVEL 02/13/2015	64528 Special Projects	01.0	30100.0	00000	21000	5220	0004030	14-15		3,495.00	3,495.00
02/11/15	64530	A		02/11/2015	STAPLES ADVANTAGE	INSTRUCTIONAL SUPPLIES 02/11/2015	64530 La Ballona Elementary	01.0	91400.0	00000	27000	4310	2060000	14-15		4,144.36	4,144.36
02/11/15	64533	A		02/11/2015	CDW-G	COMPUTER SUPP/EQUIP 02/11/2015	64533 Technology	01.0	74050.0	11100	10000	4410	0005020	14-15		302,293.20	302,293.20

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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
02/13/15	64540	A		02/13/2015	MELROSEMAC, INC.	COMPUTER SUPP/EQUIP	Special Education	01.0	33100.0	57700	11100	4340	0004040	14-15	498.28		
						SOFTWARE		01.0	33100.0	57700	11100	4410	0004040	14-15	26.23		
								01.0	33100.0	57700	11100	4340	0004040	14-15	23.75		
								01.0	33100.0	57700	11100	4410	0004040	14-15	1.25		
								MELROSEMAC, INC.									549.51
02/13/15	64747	A		02/13/2015	NICOLE STOLTZ	CONTRACTED SERVICES	Linwood Howe Elementary	01.0	91202.0	16002	10000	5850	2020000	14-15	5,175.00		
								NICOLE STOLTZ									5,175.00

Total by District : 64444 424,742.78 424,742.78

End of Report LAPO009C

NONPUBLIC SCHOOLS:
APPROVED YTD: \$2,092,122.00

BOARD REPORT

9.3 Financial Implication for Certificated Services Report No. 12

Total Fiscal Impact per Funding Source:

Los Angeles County Office Regional Occupational Program (LACOROP-CTE)	\$ 3,090.60
SELPA	\$ 36,563.85
Special Education	\$ 14,389.02
Summer Enrichment	\$ 516.00

BOARD REPORT

9.3 Certificated Personnel Services Report No. 12

I. Authorization and Ratification of Employment

A. Clinical Counselor - District Office
Effective February 23, 2015
Funding Source: SELPA
Total Cost: \$36,563.85

1. Low, Stacy

B. Additional 10% Assignment – Middle School, Excess Caseload
Effective January 21, 2015 through June 12, 2015 at additional 10% of current rate of pay
Funding Source: Special Education
Total Cost: \$14,389.02

1. Allen, Arlis \$45.43 per day
2. Bosler, Michael \$33.63 per day
3. McVay, Leslie \$46.31 per day
4. Richardson, Daniel \$34.51 per day

C. Regional Occupational Program Instructor – High School, Spring 2015
Effective January 27, 2015 through June 12, 2015 at \$34.34 per hour, not to exceed 5 hours a week for a total of 90 hours
Funding Source: LACOROP-CTE
Total Cost: \$3,090.60

1. Katayama, Gary

D. Extra Assignment – Adult School, Attend Department Meetings
Effective January 14, 2015 through June 19, 2015 at \$43.00 per hour, not to exceed 12 hours
Funding Source: Summer Enrichment
Total Cost: \$516.00

1. Mendelson, Aaron

II. Leaves

1.	Delaney, Sarah Language Arts Teacher – CCMS	Extended Personal Leave of Absence Without Pay Effective March 2, 2015 through June 12, 2015
2.	Sharp, Carrie Elementary Teacher - El Rincon	Child Care Leave of Absence Without Pay Effective February 5, 2015 through June 12, 2015

BOARD REPORT

9.3 Certificated Personnel Services Report No. 12 – Page 2

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 12

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.4 Financial Impact for Classified Personnel Services Report No. 12

Total Funding Fiscal Impact:

General Fund Total:	\$86,997.03
	\$16.05 per hour, as needed
	\$15.54 per hour, as needed
CCHS Booster Total:	\$7,559.00

BOARD REPORT

9.4 Classified Personnel Services Report No. 12

I. Authorization, Approval & Ratification of Employment

A. Clerical & Fiscal

1. Liggins, Robin
Senior Office Assistant
Middle School
8 hours per day, 10 1/2 months per year
Funding Source: General Fund
Effective March 2, 2015
Range 19 – \$3,132.66 per month
Total Cost: \$32,892.93
2. Hogan, Jamie
Substitute Clerk Typist
District Office
Funding Source: General Fund
Effective February 23, 2015
Hourly, as needed – \$15.54 per hour
3. Nannini, Rachel
Substitute Clerk Typist
District Office
Funding Source: General Fund
Effective February 23, 2015
Hourly, as needed – \$15.54 per hour
4. Campos, Veronica
Substitute Clerk Typist
High School – Extra Assignment
Not to exceed 8 hours
Funding Source: General Fund
Effective February 2, 2015
Hourly, as needed – \$15.54 per hour
Total Cost: \$124.32
5. Contreras, Cynthia
Senior Office Assistant/Bilingual
El Rincon – Extra Assignment –
Kindergarten Orientation Night
Not to exceed 3 hours
Funding Source: General Fund
Effective February 4, 2015
Range 19 – \$22.64 per hour
Total Cost: \$67.92

BOARD REPORT

9.4 Classified Personnel Services Report No. 12 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

A. Clerical & Fiscal – continued

6. Campos, Josie
Secretary II/Bilingual
Middle School – Extra Assignment –
6th Grade Parent Night
Not to exceed 1.5 hours
Funding Source: General Fund – LCFF
Effective February 4, 2015
Range 22 – \$24.36 per hour
Total Cost: \$36.54

7. Herrera, Susan
Secretary II/Bilingual
Middle School – Extra Assignment –
Parent Night
Not to exceed 1.5 hours
Funding Source: General Fund – LCFF
Effective February 4, 2015 through
May 22, 2015
Range 22 – \$24.36 per hour
Total Cost: \$36.54

8. Morales, Mayra
Health Technician/Bilingual
Secondary Nurse’s Office – Extra Assignment
Immunization Review
Not to exceed 1 hour per day
Funding Source: General Fund
Effective February 11, 2015 through
June 12, 2015
Range 19 – \$22.64 per hour
Total Cost: \$1,720.64

9. Enoch, Denise
Health Technician
Elementary Nurse’s Office – Extra Assignment
Immunization Review
Not to exceed 2 hours per day
Funding Source: General Fund
Effective February 11, 2015 through
June 12, 2015
Range 19 – \$20.96 per hour
Total Cost: \$3,605.12

BOARD REPORT

9.4 Classified Personnel Services Report No. 12 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

A. Clerical & Fiscal – continued

10. Bellante, Dorothy
Elementary School Secretary
El Marino – Extra Assignment –
Kindergarten Orientation Night
Not to exceed 3 hours
Funding Source: General Fund –
Student Achievement Allocation
Effective February 5, 2015
Range 21 – \$21.92 per hour
Total Cost: \$65.76

11. Katz, Ruth Ann
Senior Office Assistant
El Marino – Extra Assignment –
Kindergarten Orientation Night
Not to exceed 3 hours
Funding Source: General Fund –
Student Achievement Allocation
Effective February 5, 2015
Range 19 – \$20.96 per hour
Total Cost: \$62.88

12. Yanase Winterer, Mika
Clerk Typist II/Bilingual
El Marino – Extra Assignment –
Kindergarten Orientation Night
Not to exceed 3 hours
Funding Source: General Fund –
Student Achievement Allocation
Effective February 5, 2015
Range 17 – \$21.54 per hour
Total Cost: \$64.62

B. Instructional Assistants

1. McCaffrey, Kristin
Instructional Assistant – Special Education IIA
El Rincon – Extra Assignment
After School Tutor for Immigrant Students
Not to exceed 3 hours per week
Funding Source: General Fund –
New Immigrant Program
Effective February 10, 2015 through
June 12, 2015
Range 16 – \$19.40 per hour
Total Cost: \$931.20

BOARD REPORT

9.4 Classified Personnel Services Report No. 12 – Page 4

I. Authorization, Approval & Ratification of Employment – continued

B. Instructional Assistants – continued

2. Instructional Assistant – Bilingual
Extra Assignment – CELDT Information Night
Not to exceed 3 hours per person
Funding Source: General Fund – Supplemental Grant Fund
Effective February 12, 2015
Range 16 – \$19.40 per hour per person
Total Cost: \$232.80

- | | | |
|----|----------------------|-----------------|
| a. | Castañeda, Margarita | Middle School |
| b. | Dordoni, Alicia | Secondary Sites |
| c. | Lopez, Maria | High School |
| d. | Ortega Lopez, Brenda | Linwood Howe |

C. Security

1. Perello, Christy
Substitute Security Guard
Security
Funding Source: General Fund
Effective February 17, 2015
Hourly, as needed – \$16.05 per hour

D. Coaches

1. Aceves, George
Temporary Assistant Baseball Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$2,104.00
2. Benson, Steve
Temporary Assistant Baseball Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$2,104.00
3. Kocker Jr., Jon
Temporary Assistant Baseball Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$2,104.00

BOARD REPORT

9.4 Classified Personnel Services Report No. 12 – Page 5

I. Authorization, Approval & Ratification of Employment – continued

D. Coaches – continued

4. Wallace, Devaughn
Temporary Assistant Baseball Coach
High School
Funding Source: CCHS Booster Club
Effective February 17, 2015 through
May 15, 2015
Stipend of \$2,104.00
5. Sargent, John
Temporary Softball Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$4,020.00
6. Ayon, Jesus
Temporary Assistant Softball Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$3,156.00
7. Dordoni Jr., Nestor
Temporary Girls' Swimming Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$4,000.00
8. Dordoni, Nestor
Temporary Boys' Swimming Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$4,000.00
9. Kocker, Jon
Temporary Boys' Assistant Swimming Coach
High School
Funding Source: CCHS Booster Club
Effective February 17, 2015 through
May 15, 2015
Stipend of \$2,955.00

BOARD REPORT

9.4 Classified Personnel Services Report No. 12 – Page 6

I. Authorization, Approval & Ratification of Employment – continued

D. Coaches – continued

10. Lewkow, Seth
Temporary Boys' Assistant Tennis Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$2,955.00
11. Beaton, Rayfield
Temporary Girls' Track Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$4,000.00
12. Zambrano, Leo
Temporary Girls' Assistant Track Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$1,477.00
13. Huezo, Derrick
Temporary Boys' Assistant Track Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$2,955.00
14. Manzo, Joe
Temporary Boys' Volleyball Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$4,000.00
15. Inada, Jeff
Temporary Boys' Assistant Volleyball Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$2,955.00

BOARD REPORT

9.4 Classified Personnel Services Report No. 12 – Page 7

I. Authorization, Approval & Ratification of Employment – continued

D. Coaches – continued

16. Campos, Andy
Temporary Boys' Assistant Lacrosse Coach
High School
Funding Source: CCHS Booster Club
Effective February 17, 2015 through
May 15, 2015
Stipend of \$1,000.00
17. Eskridge, Adam
Temporary Boys' Assistant Lacrosse Coach
High School
Funding Source: CCHS Booster Club
Effective February 17, 2015 through
May 15, 2015
Stipend of \$1,500.00
18. Maxwell, Devin
Temporary Boys' Assistant Lacrosse Coach
High School
Funding Source: General Fund – Athletics
Effective February 17, 2015 through
May 15, 2015
Stipend of \$2,955.00

II. Authorization, Approval & Ratification of Change of Assignments

1. Jauregui, Sylvia
From: Executive Assistant
To: Executive Assistant/Bilingual
District Office – Educational Services
8 hours per day, 12 months per year
Funding Source: General Fund
Effective February 25, 2015
Confidential Salary – \$4,917.11
Total Annual Increase: \$4,370.76

BOARD REPORT

9.4 Classified Personnel Services Report No. 12 – Page 8

III. Authorization, Approval & Ratification of Revision of Resignation Effective Date

1. Pocasangre, Claudia

Instructional Assistant – Special Education IIA
High School
3.9 hours per day, school year
Accepted position outside of district
Funding Source: General Fund – Special Ed
From: Effective February 4, 2015
To: Effective February 3, 2015
Range 16 – \$16.68 per hour

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 12

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/27/15

9.5

9.5 **Approval is Recommended for CCHS Teacher to Attend the College Board Reading in Kansas City, Missouri, June 1-9, 2015**

Board Policy 4133 states that all out-of-state travel must have Board approval.

Rachel Snyder, Culver City High School teacher, seeks approval to attend the AP College Board Reading in Kansas City, Missouri, June 1st through June 9th, 2015. Costs of travel and accommodations are paid by the College Board. Sub costs will be paid by general fund and School Improvement funds.

RECOMMENDED MOTION: That the Board approves Rachel Snyder, CCHS Teacher, to attend the College Board Reading in Kansas City, Missouri, June 1-9, 2015.

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/27/15

9.6

9.6 Approval is Recommended for CCMS Teacher to Attend the 2015 Music Edventures Conference in Denver, Colorado, April 9-11, 2015

Board Policy 4133 states that all out-of-state travel must have Board approval.

Danielle Koplinka-Loehr, Culver City Middle School teacher, seeks approval to attend the 2015 Music Edventures Conference in Kansas Denver, Colorado, April 9th through April 11th, 2015. Costs of travel and accommodations are paid by Sony Grant monies. Sub costs will be paid by Sony Grant monies.

RECOMMENDED MOTION: That the Board approves Danielle Koplinka-Loehr, CCMS Teacher, to attend the 2015 Music Edventures Conference in Denver, Colorado, April 9-11, 2015.

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/24/15

9.7

9.7 Approval is Recommended for the Single Plan for Pupil Achievement for El Rincon Elementary School

Annually, school plans are required by Education Codes 52853 and 52855 to be reviewed, revised and submitted to the Board of Education for approval. El Rincon Elementary School is submitting the Single Plan for Pupil Achievement revisions.

RECOMMENDED MOTION: That the Board approve the Single Plan for Pupil Achievement revisions, as submitted, for El Rincon Elementary School.

Moved by:

Seconded by:

Vote:

Single Plan for Student Achievement

2014-2015 School Year



El Rincon

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of our instructional programs for all students to meet local, state and federal targets. As a result, we have adopted the following school goals, related actions, and expenditures to raise the academic performance for all students:

This plan will be considered valid upon the approval from the Culver City Unified School District's Board of Education. Upon approval, this plan will remain in place for the school year that it was approved, and it will act as an interim plan until a new plan is submitted and approved in the coming school year.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Annual Evaluation/Review

Identify each of the goals from the previous year's plan, and using student performance data, specify the progress the school has made in attaining each of these goals.

Goal 1

First through fifth grade teachers will administer a minimum of three (kindergarten two) writing prompts aligned to their grade-level writing standards where 95% of their students will achieve a Meets Standard for the 2013-2014 school year. (Partially met: Teachers spent the year identifying Essential Standards and developing assessments and rubrics. On other measures, post-test data assessments indicate that 78% of students in K-5

Goal 2

Science - 100% of all students in Kindergarten-5th grade will achieve a Meets Standard one grade level essential standard by June 2, 2014

Goal 3

Mathematics - 100% of all students in Kindergarten-5th grade will achieve a Meets Standard on the grade level essential standard by June 2, 2014
Partially met: Teachers spent the year identifying Essential Standards and developing assessments and rubrics. On other measures, post-test data assessments indicate that 78% of students in K-5

Goal 4

Science - 100% of all students in Kindergarten-5th grade will achieve a Meets Standard on the grade level essential standard by June 2, 2014

Goal 5

The 100% percentage of English Language Learners (ELL) in grades K-5 will show improvement based on CELDT.

Planned Improvements in Student Performance

Identified District Metric		Identified Site Metric		Expenditures		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Detail			Expenditure Amount			
<p>Goal 1: All CCUSD students will learn from properly credentialed teachers and administrators in their authorized area of instruction utilizing standards-aligned instructional materials in school facilities that are in good repair (Conditions of Learning).</p>						
Rate of teachers that are credentialed in their area of instruction (currently 100%)	Rate of teachers that are credentialed in their area of instruction (currently 100%)					
Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)	Rate of CCUSD students utilizing state adopted curriculum as their core instructional material (currently 100%)					
Rate of CCUSD facilities in a state of exemplary repair based on the 2013-2014 School Accountability Report Card (Overall facility rate showed that 75 % of sites received a rating of good and 25% of sites received a rating of exemplary)	Facilities rated in "good" or "fair" repair status in all areas of Repair Status based on the 2013-2014 School Accountability Report Card.					
Professional Learning Communities will use the four questions to drive discussions and make decisions based on data. What do we want them to learn? How do we know if they learned it? What do we do when they don't learn? What do we do if they don't learn?	By Grade, By Student, By Standard	Agendas, Observations, Teacher surveys	Books and Supplies			
Continued Professional Development focused on 21st century learning skills. Communication, Collaboration, Critical Thinking, Creativity during PLC meeting. Purchase Chromebooks for all Gen Ed teachers. Beginning teacher support in the area of 21st century learning skills provide monthly meetings with site administration and quarterly release time to observe other teachers in the grade level.	Use of Google Drive for Collaboration and data analysis of student assessments.	Agendas, Observations, Teacher surveys	Books and Supplies			8609.87
The site principal will attend conferences, professional development and work with a Principal Coach to ensure high quality leadership and mentoring will take place at the school site for all staff.	ACSA, STEM Conference, Scheduled Monthly meetings.	Principal's use of leadership skills and knowledge will be imparted on staff at PLCs and staff meetings	Services and Operating Costs Books and Supplies			
Teachers will continue to learn and implement best instructional practices and instructional rigor.	Chromebook Carts, Computer Lab, Science Lab	Google Drive logins, Observations, Student and Teacher Surveys	Books and Supplies			Common Core
El Rincon teachers are participating in the math adoption committee. Information and data collection is shared with site staff through PLCs and staff meeting.	New math curriculum adoption	Principal and teaching staff.	Certificated Books and Supplies			
Professional Development in Technology	Increase use of Technology for	Agendas, Observations, Teacher	Certificated			5000

Planned Improvements in Student Performance

Identified District Metric		Identified Site Metric		What will be different/improved for students?	
Goal 2: All staff will receive professional development to enhance PLC collaboration, share best instructional practices and programs, and implement effective 21st century classroom instruction aligned to the California adopted Common Core State Standards (Conditions of Learning).					
Percentage of teachers that participate in PLC focused on student learning (currently 91%).	Percentage of teachers that participate in PLC focused on student learning (districtwide currently 91%).			The percentage of students that will be taught by teachers that will participate in PLC focused on student learning will increase from 91% to 100%.	
Percentage of staff that are provided regular professional development opportunities in order to enhance collaboration (currently 53%).	Percentage of staff that are provided regular professional development opportunities in order to enhance collaboration (districtwide currently 53%).			The percentage of students that will be taught by core staff that are in regular professional development opportunities will increase from 53% to 63%.	
Percentage of staff that are provided regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards (currently 42%).	Percentage of staff that are provided regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards (districtwide currently 42%).			The percentage of students that will be taught by core teachers that participate in regular professional development opportunities on effective instruction aligned to the California adopted Common Core State Standards will increase from 42% to 52%.	
Percentage of staff that are trained on the effective use of technology (currently 31%).	Percentage of staff that are trained on the effective use of technology (districtwide currently 31%).			The percentage of students that will be trained on the effective use of technology will increase from 31% to 41%.	
Expenditures					
Action		Detail		Expenditure Amount	
Indicator	Monitoring	Type of Expenditure	S.A.	LCOFF	Title I
Use PLC time (Mattos and Muhammad) to continue to improve our emphasis on 21st century learning skills. Communication, collaboration, creativity, Critical thinking skills. Based on data we will implement intervention during a "no new teaching time".	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST. PLC Agenda	Certificated			
Balanced Literacy training provided by CCUSD	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST. Grade Level Common Assessments	Certificated	District Funded		
Implement no new teaching time. Identify students that need academic support in ELA or Math. Also give students time for practice or enrichment.	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST. Grade Level Common Assessments	Certificated	District Funded		
Writing training provided by CCUSD	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST. Grade Level Common Assessments	Certificated	District Funded		
Next Generation Science Standards training provided by STAR education.	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST. Observations, Student Science Journals	Books and Supplies		5500	

Sub days for teachers on site and off site professional development.	Reclassification of EL is at 31.5 percent. Achievement gap between White and combined African American/ Hispanic is 4% based on CST.	Agendas	Certificated	2,000
Total Expenditures for Goal 2	0	5500	2000	2000
Total Expenditures	36,129	64,144	44,396	44,396
Total Budget	36,129	64,144	44,396	44,396
Remaining				

Planned Improvements in Student Performance

Identified District Metric		Identified Site Metric		What will be different/improved for students?	
Goal 3: To ensure open access to all courses, all students will be enrolled in all required areas of study to successfully prepare them for college and career (Conditions of Learning).					
Percentage of students that have access to courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 100%).	Percentage of students that have access to courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 100%).				
Percentage of students that complete courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 41%).	Percentage of students that complete courses which prepare them for the transition to college and career readiness as shown in course descriptions and published student pathways (currently 41%).				
Percentage of students that graduate (currently 91%).	Percentage of students that graduate (currently 91%).				
Expenditures					
Action		Detail		Expenditure Amount	
Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I
Students and teachers will have access to Next Generation Science Standards through hands on experiments. Followed by journaling in science logbook. Student will also you Trash 4 Teaching as a way to extend their knowledge of science through art.	All students will participate in the NGSS Science lab experiments.	Student assessments and or projects.			
Overnight Science fieldtrip to increase science knowledge and student engagement based on Next Generation Science Standards.	Open to all 5th grade students	Fieldtrip to take place on November 12-13, 2014		11,454.30	2000
Growing Great Garden and Nutrition Program to increase student awareness of earth and life science based on Next Generation Science Standards.	All students will plant seeds and observe germination and participate in harvesting.	Farmers Market			
Music Instruction for student supported by Symphonic Jazz Orchestra, Rockin Rockets (School Chorus) and District Sponsored Music teacher.	Student meet with music teachers during the school day.	Winter and Spring Concerts, perform for school events and holiday celebrations.	District Funded		
			PTA/CCEF		
Total Expenditures for Goal 3				0	11454.3
Total Expenditures				36,129	64,396
Total Budget				36,129	64,144
Remaining					44,396

Planned Improvements in Student Performance

Goal 4: Every student will progress academically through each grade level ensuring college and career readiness by the end of 12th grade (Pupil Outcomes).		Identified District Metric	Identified Site Metric	What will be different/improved for students?				
		Percentage of students completing a-g (currently 41%)	Percentage of students completing a-g (currently 41%)	The percentage of students that will complete all a-g coursework will increase from 41% to 43%.				
		Percentage of students graduating (currently 91%)	Percentage of students graduating (currently 91%)	The percentage of students that will graduate will increase from 91% to 92%.				
		EL Reclassification rate (currently 19.7%)	EL Reclassification rate (currently 4.2%)	The percentage of students that will reclassify will increase from 4.2% to 8%.				
		Students earning a 3 or better on the Advanced Placement exams (currently 76%)	Students earning a 3 or better on the Advanced Placement exams (currently 76%)	The percentage of students that earn a 3 or better on the Advanced Placement exams will increase from 76% to 77%.				
		Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)	Percentage of students "Ready for College" in ELA based on the EAP (currently 39%)	The percentage of students that will be "Ready for College" in ELA based on the EAP will increase from 39% to 41%.				
		Percentage of students "Proficient" in math based on state testing (currently 74%)	Percentage of students "Proficient" in math based on state testing (currently 73.5%)	The percentage of students "Proficient" in math will not be measured this year. (No metric available)				
		Percentage of students "Proficient" in ELA based on state testing (currently 72%)	Percentage of students "Proficient" in ELA based on state testing (currently 70.7%)	The percentage of students "Proficient" in ELA will not be measured this year. (No metric available)				
		Percentage of students "Ready for College" in math based on the EAP (currently 34%)	Percentage of students "Ready for College" in math based on the EAP (currently 34%)	The percentage of students that will be "Ready for College" in Math based on the EAP will increase from 34% to 36%.				
		Percentage of students "Proficient" on district common assessments of essential standards (no current data)	Percentage of students "Proficient" on district common assessments of essential standards (no current data)	The percentage of students "Proficient" on district common assessments of essential standards baseline data will be determined.				
Expenditures								
Action		Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Expenditure Amount	Title I
Instructional aides to support students during Intervention and No New Teaching time.	3 instructional assistants		Intervention data after reassessments.	Classified		33,875	15,875	
Teachers will participate in District Sponsored Professional Development in Guided Reading, Running Records and Writing.	Professional Development calendar		Observations					
Students will use SuccessMaker Data in Language Arts and Math to progress at their academic level.	Students will be leveled and increase based on computer generated assessments.		On-line progress of student achievement	Books and Supplies			2,000	
Type to Learn software for all students K-5			Online progress of student achievement					
Students will master grade level appropriate technology skills.	Technology Lab aide		Technology Projects	Classified				

Intervention for students not meeting Learner Behavior Expectations	District Behaviorist	Student Report cards						
Increase copy limit to accommodate for Common Core, Engage New York, Guided Reading, Writers Workshop.			Services and Operating Costs			5,000		
Hire .5 FTE teacher to support at risk students with intervention during the school day.	Additional .5 teacher	Additional .5 teacher will meet during grade level PLC to share data and instructional strategies.						
Provide supplemental materials to students that are at risk to increase their ability to achieve grade level standards.	Students that are performing below grade level standards.	Report cards, benchmarks, and assessments	Books and Supplies	2,254	16,190		8,111	
Purchase 25 iPads, storage and security cart for K-2 intervention.	Based on data from K, 1st and 2nd Grade teachers many students need support on basic Language Arts and Math skills. This support would be provided during our "No New Teaching Time".	Use of technology will be monitored by Pre and Post assessments during "No New Teaching Time".				18,000		
Total Expenditures for Goal 4				36,129	39,190		25,986	
Total Expenditures				36,129	64,144		44,396	
Total Budget				36,129	64,144		44,396	
Remaining								

Planned Improvements in Student Performance

Goal 5: Engage, inform, and educate all stakeholders (Engagement).		Identified District Metric		Identified Site Metric		What will be different/improved for students?		
Survey results on the district's efforts to seek parent input for decisions and parent participation (currently 59% of respondents agree that CCUSD seeks community input and promotes participation of all stakeholders in the decision making process for identifying, planning and implementing the educational program.)		Survey results on the district's efforts to seek parent input for decisions and parent participation (currently 59% of respondents agree that CCUSD seeks community input and promotes participation of all stakeholders in the decision making process for identifying, planning and implementing the educational program.)		Survey results on the district's efforts to seek parent input for decisions and parent participation (currently 59% of respondents agree that CCUSD seeks community input and promotes participation of all stakeholders in the decision making process for identifying, planning and implementing the educational program.)		Survey results on the district's efforts to seek parent input for decisions and parent participation will increase from 59% to 61%.		
Expenditures								
Detail			Monitoring			Expenditure Amount		
Action	Indicator	Monitoring	Type of Expenditure	S.A.	LCFF	Title I		
Sponsor parent expo which offers a variety of opportunities for parents to learn ways to help their children as well as themselves.	EL Rincon School Climate Survey 2013-2014	Survey results	Services and Operating Costs					800
Movie Night, Bingo Nights, Science Rocks Events	Booster Club Website	Parent feedback		Booster Club				
Use of School Messenger to share information via phone recording or email.	EL Rincon School Climate Survey 2013-2014	Phone and email Logs		District funded				
Red Ribbon Week Panel Discussion for Parents		Agenda		PTA/Booster				
ELAC Meetings, Monthly Coffee and Chat, Parent Information Night for new transitional Report Card.	EL Rincon School Climate Survey 2013-2014	Agenda						
Total Expenditures for Goal 5					0		0	800
Total Expenditures					36,129		64,144	44,396
Total Budget					36,129		64,144	44,396
Remaining								

Planned Improvements in Student Performance

Identified District Metric		Identified Site Metric		What will be different/improved for students?			
Goal 6: Ensure every student is connected to school through academics, athletics, activities, the arts and/or a relationship with a caring adult (Engagement).							
Percentage of student engagement based on stakeholder surveys (currently 81%)	Percentage of student engagement based on stakeholder surveys (districtwide currently 81%)	Percentage of student engagement based on stakeholder surveys (currently 81%)	Percentage of student engagement based on stakeholder surveys (districtwide currently 81%)	increase from 81% to 82%	Percentage of student engagement based on stakeholder surveys increase from 81% to 82%		
School attendance rate (currently 96.24%)	School attendance rate (currently 95.92%)	School attendance rate (currently 95.92%)	School attendance rate (currently 95.92%)	School attendance will increase to 96%	School attendance will increase to 96%		
EL Reclassification rate (currently 19.7%)	EL Reclassification rate (currently 4.2%)	EL Reclassification rate (currently 4.2%)	EL Reclassification rate (currently 4.2%)	EL Reclassification rate will increase to 6%	EL Reclassification rate will increase to 6%		
Chronic absenteeism of 3.41%	Chronic absenteeism of 8.79%	Chronic absenteeism of 8.79%	Chronic absenteeism of 8.79%	Percentage of chronic absenteeism will decrease to 7.5%	Percentage of chronic absenteeism will decrease to 7.5%		
Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%	Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%	Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%	Culver City High School annual adjusted grade 9-12 dropout rate of 2.1%	The Culver City High School annual adjusted Grade 9-12 dropout rate will decrease from 2.1% to 1.5%	The Culver City High School annual adjusted Grade 9-12 dropout rate will decrease from 2.1% to 1.5%		
High school graduation rate 91%	High school graduation rate 91%	High school graduation rate 91%	High school graduation rate 91%	High school graduation rate increase from 91% to 92%	High school graduation rate increase from 91% to 92%		
Expenditures							
Action	Indicator	Detail	Monitoring	Type of Expenditure	SA	LCFF	Title I
Next Generation Science Standards training provided by STAR education.	Science lab and Professional Development Calendar		Agendas, Lesson plans, photos	Services and Operating Costs		8,000	
Students receive intervention or enrichment they need, with no new teaching time.	Student Data,		Teacher PLC agendas				
Total Expenditures for Goal 6					0	8,000	0
Total Expenditures					36,129	64,144	44,396
Total Budget					36,129	64,144	44,396
Remaining							

Identified District Metric		Identified Site Metric		What will be different/Improved for students?				
Student Suspension rate (currently 2% districtwide)	Student Suspension rate 2.9%	Student Suspension rate 2.9%	Student Suspension rate 2.9%	We will decrease to 2.0%				
Student Expulsion rate (currently 3 students districtwide or .04%)	Student Expulsion rate 0%	Student Expulsion rate 0%	Student Expulsion rate 0%	We will remain at 0%.				
The California Healthy Kids Survey showed that, on the average, 71% of students felt safe or very safe at school.	The California Healthy Kids Survey showed that, on the average, 71% of students felt safe or very safe at school.	The California Healthy Kids Survey showed that, 71% of CCHS students felt safe or very safe at school.	The California Healthy Kids Survey showed that, 71% of CCHS students felt safe or very safe at school.	Based on survey results, students reporting feeling safe will increase from 71% to 73%.				
The California Healthy Kids Survey showed that, on the average, 62% of students responded "Pretty much true" or above to the statement "At my school, there is a teacher or some other adult who really cares about me."	The California Healthy Kids Survey showed that, on the average, 62% of students responded "Pretty much true" or above to the statement "At my school, there is a teacher or some other adult who really cares about me."	The California Healthy Kids Survey showed that 63% of CCHS students responded "Pretty much true" or above to the statement "At my school, there is a teacher or some other adult who really cares about me."	The California Healthy Kids Survey showed that 63% of CCHS students responded "Pretty much true" or above to the statement "At my school, there is a teacher or some other adult who really cares about me."	Based on survey results, students reporting that there is a teacher or some other adult who really cares about them will increase from 62% to 64%.				
According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."	According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."	According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."	According to the CCUSD created survey, 78% of the respondents agree that "CCUSD schools provide a physically safe environment."	Based on survey results, students reporting that CCUSD schools provide a physically safe environment will increase from 78% to 80%.				
According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."	According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."	According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."	According to the CCUSD created survey, 64% of the respondents agree that "CCUSD schools provide an environment which cultivates emotional security."	Based on survey results, students reporting that CCUSD schools provide an environment which cultivates emotional security will increase from 64% to 66%.				
According to the CCUSD created survey, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making."	According to the CCUSD created survey, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making."	According to the CCUSD created survey, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making."	According to the CCUSD created survey, 69% of the respondents agree that "CCUSD schools provide a school environment which encourages responsible decision-making."	Based on survey results, students reporting that CCUSD schools provide a school environment which encourages responsible decision-making will increase from 69% to 71%.				
According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."	According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."	According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."	According to the CCUSD created survey, 89% of the respondents agree that "CCUSD provides a school environment centered on learning."	Based on survey results, students reporting that CCUSD provides a school environment centered on learning will increase from 89% to 90%.				
Expenditures								
Action	Indicator	Detail	Monitoring	Type of Expenditure	S.A.	LCFF	Expenditure Amount	Title I
All students will have access to Olweus instruction and Community of Caring Curriculum.	Classroom pacing guide		Student office referrals	Certificated				
				Certificated				
Morning assembly where School Rules and Anti-Bullying is addressed and discussed.	Students and parent participation during morning assembly		Student office referrals	Certificated				
				Certificated				
Total Expenditures for Goal 7						0	0	0
Total Expenditures						36,129	64,144	44,396
Total Budget						36,129	64,144	44,396
Remaining								

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the ELAC.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on:

12/5/2014

Reginald Brunson

Typed Name of Principal

Signature of Principal

12/5/2014

Date

Steve Zee

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Name	Site Council Membership				
	Principal (1)	Teacher (3)	Other Staff (1)	Parent (5)	
Reginald Brunson	X				
Janet Ames		X			
Linda Carpenter		X			
Anne Tseng		X			
Cynthia Contreras			X		
Jeanne Min				X	
Dr. Karma Nicolis				X	
Emma Stashin				X	
Mon-Sherrie Woods				X	
Steve Zee				X	

BOARD REPORT

2/24/15

9.8

9.8 Compensation Report of the Members of the Board of Education

The attached report lists the cost to the District of all expenditures paid out on behalf of each Board Member from October 1, 2014 through December 31, 2014.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District accept the Compensation Report for the period of October 1 through December 31, 2014.

Moved by:

Seconded by:

2014-15
Quarterly Compensation and Expenditure Report
of the
Members of the Board of Education

October 1, 2014 to December 31, 2014

Board Member	Stipend	Statutory Benefits	Health & Welfare	Other Expenditures	Quarterly Total	Coverage
Chardiet, Laura J	\$ 752.76	\$ 90.92	\$ -	\$ -	\$ 843.68	
Goldberg, Nancy	\$ 752.76	\$ 90.92	\$ -	\$ -	\$ 843.68	
Levin, Steven	\$ 752.76	\$ 79.64			\$ 832.40	
Paspalis, Katherine	\$ 752.76	\$ 42.39	\$ 3,844.74	\$ -	\$ 4,639.89	Medical, Dental, Vision & Life
Robins, Susanne	\$ 752.76	\$ 42.39	\$ 4,460.44		\$ 5,255.59	Medical, Dental, Vision & Life
TOTAL	\$ 3,763.80	\$ 346.26	\$ 8,305.18	\$ -	\$ 12,415.24	

This report represents all expenditures made by the District to, or on behalf of, Members of the Board of Education:

- A Stipend is "compensation" made to elected officials for the public service they provide pursuant to Education Code 35120.
- Statutory Benefits are expenditures paid by the District related to the Stipend.
- Health & Welfare represents expenditures for medical, dental and life insurance.
- Other Expenditures are travel/conference related expenses while on District business.
- At the end of each Fiscal Year, Staff will present the annual board compensation report.

District Cap on Benefits

Medical Insurance	\$10,000.50
Dental Insurance	\$2,444.00
Vision Insurance	\$306.50
Life Insurance	\$96.00

BOARD REPORT

2/24/15

10.1

10.1 American Citizenship Awards

The American Citizenship Award Program is designed to recognize the students who consistently exhibit the kinds of behavior we want to see displayed in our schools and in our communities. Examples of this behavior include:

- Participating in school and/or community service.
- Showing a positive attitude toward classmates, school, and community.
- Displaying an understanding and appreciation of civic responsibility.
- Possessing strength of character and the courage to do what is right.
- Promoting citizenship with school or community through other activities.

This month eight students will be recognized for their good citizenship.

BOARD REPORT

2/24/15

10.2

10.2 Spotlight on Education – El Marino School

Tracy Pumilia, Principal, will share some highlights of El Marino School, emphasizing PLC's, Intervention and Music.

BOARD REPORT

2/24/15
10.3

10.3 Safe Routes to School

Mr. Jim Shanman, Culver City Safe Routes to School Coordinator, will present information on the Culver City Walk & Rollers Safe Routes to School Program.

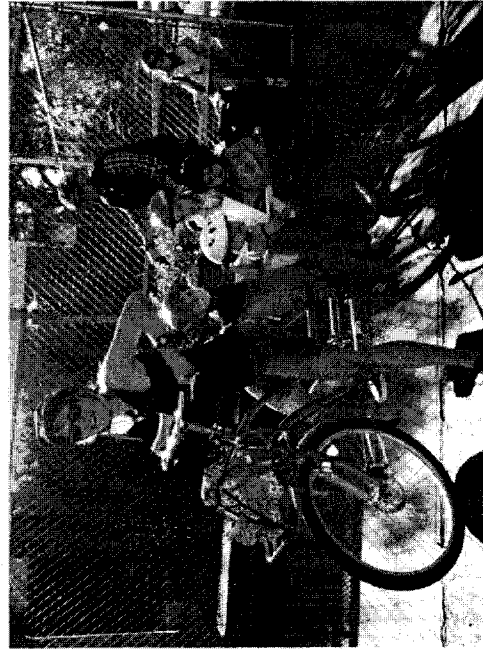
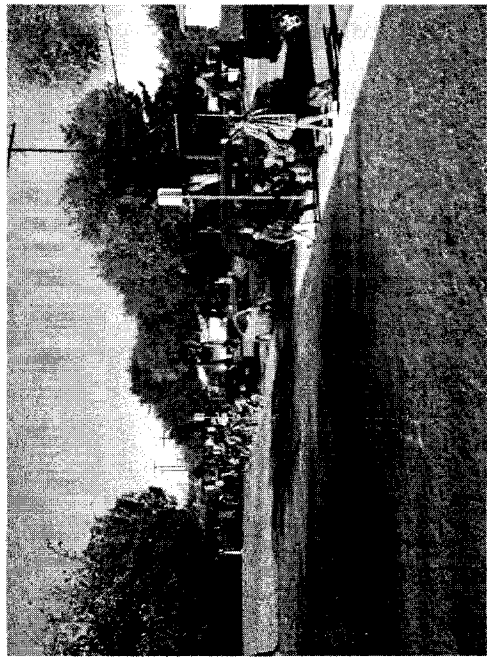
Culver City Safe Routes to School Program

Culver City
**WALK &
ROLLERS**
B Safe • B Green • B Healthy

Bike, walk, skate, scoot, carpool... more!

Presented by
Jim Shanman
Culver City Safe Routes to School Coordinator

©2015 Walk 'n Rollers

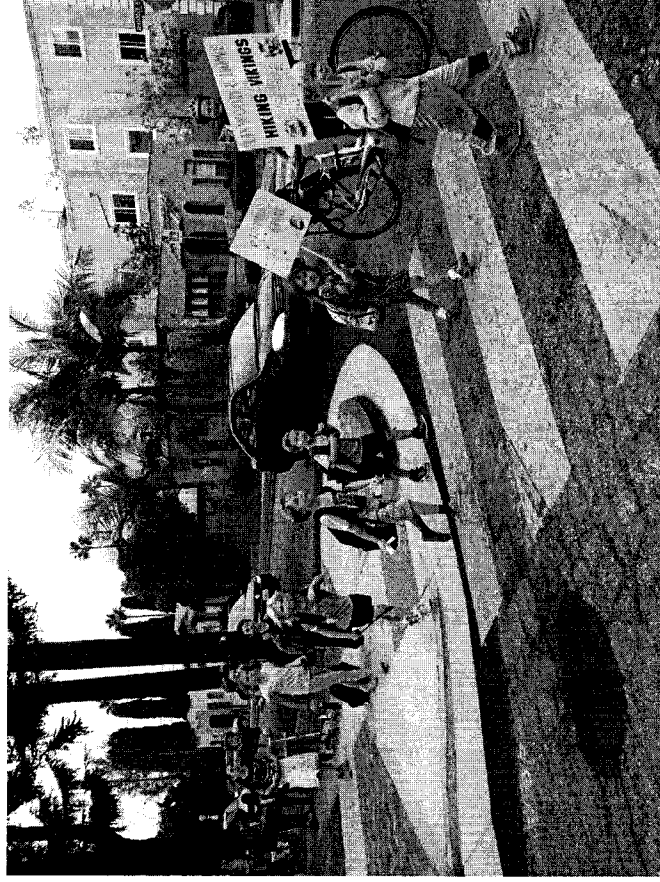




CC SRTS

Walk-Bike to school does not mean
door-to-door or even everyday

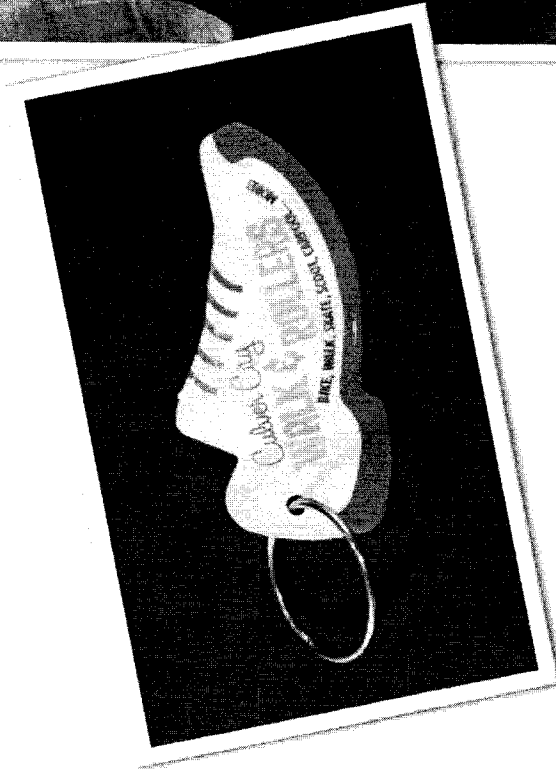
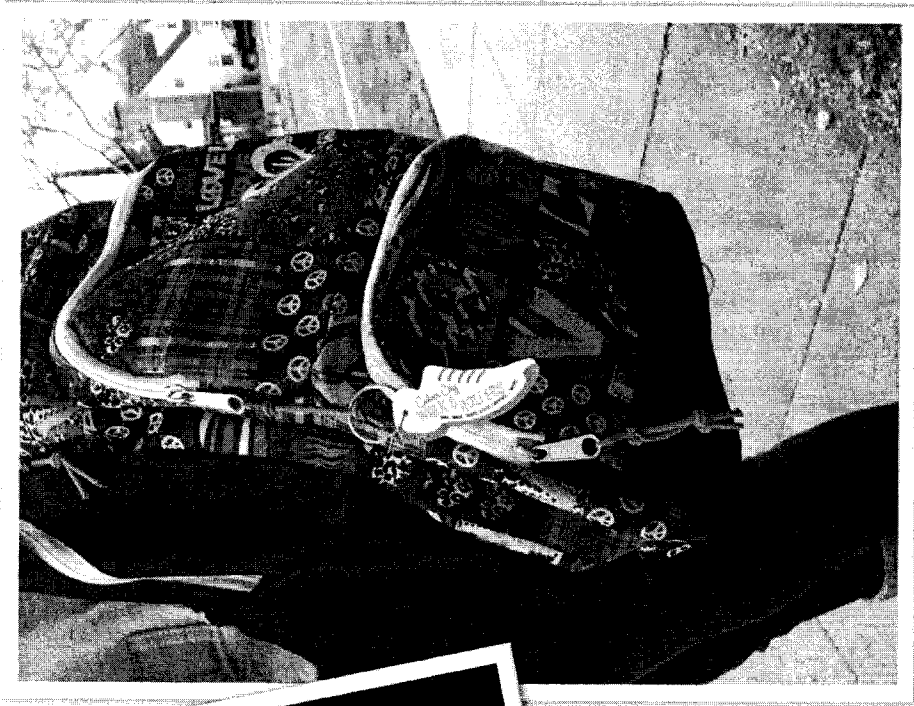
Every day and each block really does matter.





CC SRTS: Education

Incentive Program



www.ccWalkAndRoll.com

CCMS Workshop

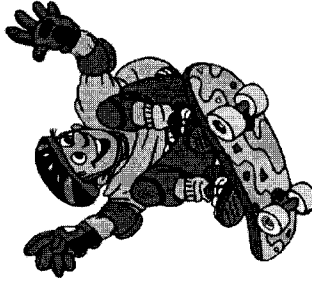
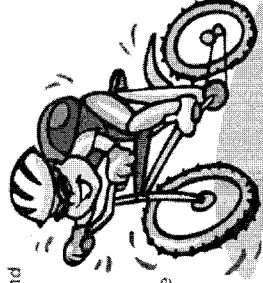
- Monthly Group Ride
- Tips and Tricks
- Safety & Skills Courses
- Demos

CCMS BIKE/SKATEWORKSHOP **Bike, Skate, Scoot Skills Class - After School, Thursdays** **Group Rides • Repair clinics • Skills Lessons**

▶ Learn how to have more fun with your wheels and be smarter and safer too.

Each week will feature a different activity, including:

- A monthly group ride
- Tips and tricks to keep your bike or scooter rolling smoothly
- Test your skills on skills courses
- Guest speakers
- Demos
- and more!



All skill levels welcome!

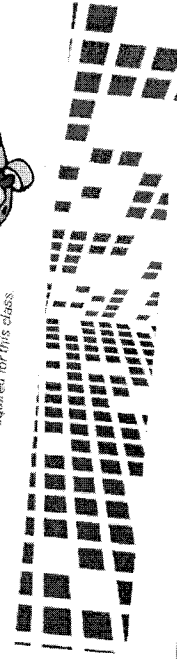
Workshop taught by Jim Shanman, Culver City's Safe Routes to School Coordinator and League Cycling Instructor.

First class: bring your bike, skateboard, scooter and helmet for evaluation and fitting.
Classes start Jan. 29th.

\$120 for 17-week 1-1/2 hour class

Register in the front office with Marybeth Paris, using the After School Classes Registration Form.

A signed waiver will be required for this class.

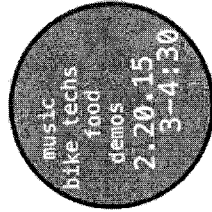




CC SRTS: Education

Fix-It Day, II

- All kids welcomed
- Bikes, skateboards, scooters
- Sponsored by CCMS ASB
- Great community relations



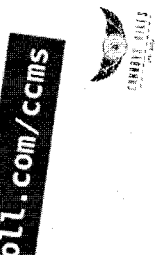
FREE FREE FREE FREE FREE FREE FREE FREE FREE FREE FREE FR

BIKE-SKATE-SHOOT FIX-IT DAY FEBRUARY 2015

You can't bike, skate or
scoot to school if your rig isn't
working. **STOP BY PANTHER PLAZA**
techs on hand to make sure your rig is rolling right.

PLUS, Learn **HOW** to keep your wheels rolling all year
long with our tech demos!

www.ccwalkandroll.com/ccms



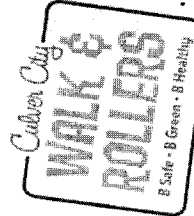
CC SRTS: Education

Parent Workshops

- Helmet safety and fitting
- ABC Quick Check
- Rules of the road
- Lights, gears and other equipment
- Bike Paths and more (riding with kids, emergency prep)
- Road Skills: Starting, stopping, scanning, turning

Bike Safe, Bike Smart!

WHAT YOU NEED TO KNOW TO RIDE SAFELY WITH YOUR KIDS AND OTHERS!



Classes include classroom discussion, on-bike skills & group ride!



SIGN UP TODAY!

www.ccwalkandroll.com/registration

Safety Essentials for Parents

- Helmet safety and fitting
- ABC Quick Check
- Rules of the road
- Lights, gears and other equipment
- Bike Paths and more (riding with kids, emergency prep)
- Road Skills: Starting, stopping, scanning, turning

Fun Times by Bike for Families

- Helmet safety and fitting
- ABC Quick Check
- Rules of the road
- Lights, gears and other equipment
- Bike Paths and more (riding with kids, emergency prep)
- Road Skills: Starting, stopping, scanning, turning

Safety Essentials:

Wed, Mar 14 - El Segundo Room 18
Sat, Apr 19 - Encinitas Room 18
Sun, May 19 - Ranajita/CLAS Room 18
Sat, Mar 15 - CLAS Room 18

Fun Times by Bike:

Wed, Mar 14 - El Segundo Room 18
Sat, Apr 19 - Encinitas Room 18
Sun, May 19 - Ranajita/CLAS Room 18
Sat, Mar 15 - CLAS Room 18

For more information:
www.ccwalkandroll.com



Quality for Kids:
The quality of the program is the most important factor in determining the success of the program.

All participants are invited to attend. Participants are encouraged to bring a child to the program. All participants are invited to attend. Participants are encouraged to bring a child to the program.

CC SRTS: Education

Family Fun Rides

- Upcoming Rides:
- Feb 28: Gardening Workshop
 - Mar 14: Play del Rey Farmers Market
 - April 18: Yoga in the park

The Culver City Walk & Rollers present

Family Fun Rides

UPCOMING RIDES

- Feb 28: Ride with us to the Smart Gardening Workshop @ Vets (meet in front of Linwood E. Howe at 9 a.m.)
- March 14: Ride with us to the Playa del Rey Farmers Market (meet in front of El Marino Language School at 10 a.m.)
- April 18: Ride with us to Lindeberg Park for a FREE Yoga Class (meet in front of El Rincon at 7 p.m.)

Join us each month for a fun, family-friendly bike ride as we explore Culver City's best routes lead by experienced ride leaders.

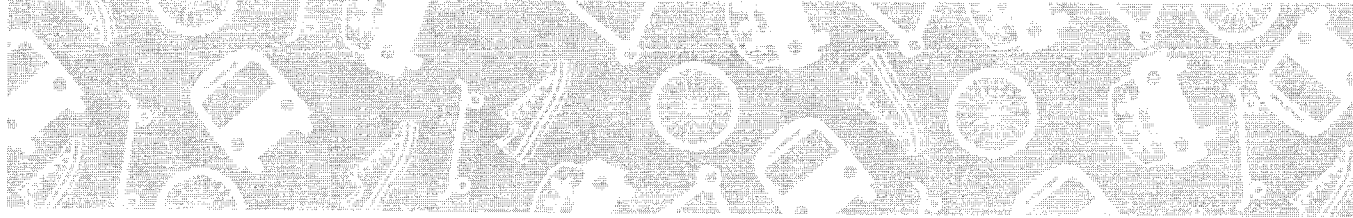
For details, visit www.ccWalkAndRoll.com

Helmets required for all rides.
Culver City Safe Routes to School
Bike, walk, stroller, street, carpool... more!

Culver City WALK & ROLLERS
8 Safe • 8 Green • 8 Healthy

Culver City

www.ccWalkAndRoll.com



CC SRTS: Education

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Upcoming Events

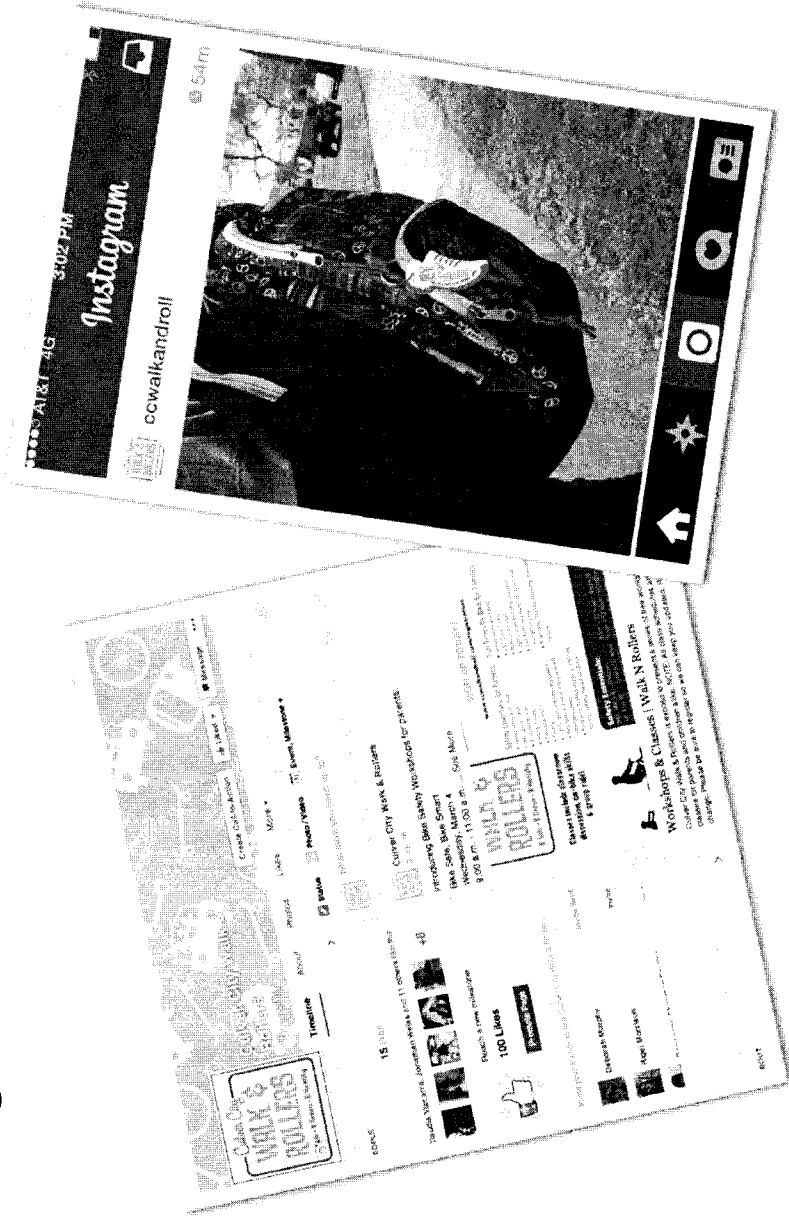
- Feb 28: Family Ride + Gardening Workshop
- Mar 4: Bike Safe, Bike Smart #1
- Mar 7: Leadership Program #1
- Mar 14: Family Ride: Playa del Rey
- Mar 12-13: Bike Smarts @ El Marino
- Mar 20: Bike Smarts @ Lin Howe
- Spring Break: Bike Smarts: El Marino, La Ballona, Farragut
- April 18: Leadership Program#2; Bike Safe, Bike Smart #2;
Family Ride + Yoga in the Park
- May 3: Walk 'n Roll Festival
- May 6: Bike to School Day
- May 17: Bike Safe, Bike Smart, #3



CC SRTS: Education

Social Media

- Facebook: www.facebook.com/ccwalkandroll
- Instagram: ccwalkandroll



www.ccWalkAndRoll.com

Culver City

WALK & ROLLERS

B Safe • B Green • B Healthy

Bike, walk, skate, scoot, carpool... more!

www.ccWalkAndRoll.com

www.ccWalkAndRoll.com

BOARD REPORT

2/24/15

12.1

12.1 Update on Phase II of Athletic Complex

Mr. Rand Nicholl, Operations Partner at Westberg + White, will provide an update on Phase II of the Athletic Complex.

DSA timeframes

24 Feb 2014 Agreement Letter with DSA - Carlos
20 June 2014 Agreement Letter with DSA – Frank
23 June 2014 DSA initial submittal
17 July 2014 DSA Corrections received back
22 Aug 2014 Resubmitted to DSA
30 Sept 2014 DSA Corrections received back
6 Oct 2014 Meeting with DSA to discuss scope additions
21 Nov 2014 DSA back check meeting with FLS regarding stadium fire alarm/exiting & ACC for path of travel and gates. Retuned for additional comments on new scope items.

Scope additions:

Phase 1

Construction had 16 bulletins which have been incorporated into the DSA revision set initial submittal for review and approval.

Phase 2

- Bul 1 Additional concrete walkway & irrigation system revisions
- Bul 2 New batting cages at baseball and softball
- Bul 3 Re-sod baseball infield with new irrigation system
- Bul 4 New basketball courts with irrigation system revisions
- Bul 5 New fencing and gates
- Bul 6 New ball wall at playground
- Bul 7 New egress pathway lighting (DSA required)
- Bul 8 New scoreboard at synthetic turf field
- Bul 9 New fire alarm evacuation speaker system (DSA required)
- Bul 10 Raise southwest corner of the synthetic turf field and add fencing

Mr. Carlos Araujo
DSA Los Angeles Basin Region
700 N. Alameda Street, Suite 5-500
Los Angeles, CA 90012

Re: Culver City High School – Athletic Field Improvements
App. No. 03-114401
File: No. 19-H30

Carlos,

Thank you for meeting with me regarding this project. I have assembled the minutes with key items of revision along with a colored site plan to define our discussions. As discussed, this project started construction May, 2013, however, with no funding from the State only part of the project was bid and ultimately built to current date. This first construction phase completed last October 2013 with scope outlined below.

Summer 2013 (Currently completed - May thru October 2013)

- New synthetic turf football/soccer field.
- New rubber running track.
- New electronic scoreboard.
- New visitor side toilet facilities.
- New home side ticket/concessions/toilet facilities.

These scope areas are to be removed from the package through a revision set to be submitted in March 2014.

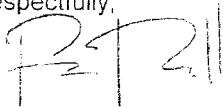
Scope to be removed from approved drawings

- New Parking lot along Harter Street
- New Musco lighting and poles
- New storage Building "B" (north of field).
- New renovation of existing natural turf play fields, baseball field, and softball field
- New baseball outfield field fence line with scoreboard
- New chain link batting cage.
- New home grandstands
- New visitor grandstands.
- New tennis courts.

Summer 2014, the District wishes to complete the project with the additional scope below
(June through October 2014)

- New synthetic turf field practice field.
- New ADA accessible platforms at home & visitor bleachers.
- All remaining ADA travel paths per currently approved drawings.
- New ADA parking with signage per currently approved drawings.

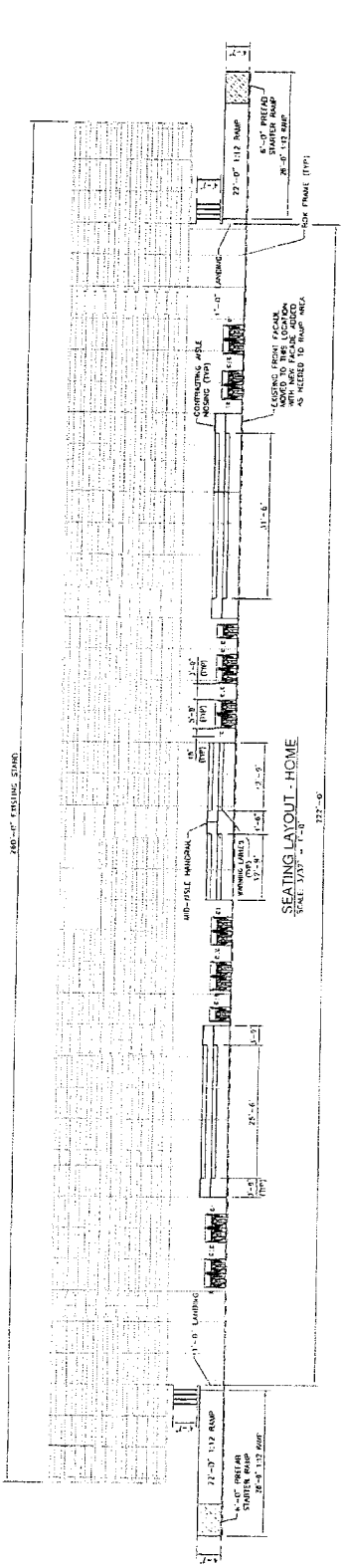
Respectfully,



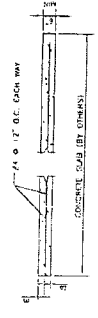
Rand Nicholl, Architect
Westberg White, Inc.

108 TOTAL NET 16" SEATS
 18 TOTAL NET 18" WALKWAY SPACES
 144 TOTAL SEATING CAPACITY

140'-0" EXISTING DIM.

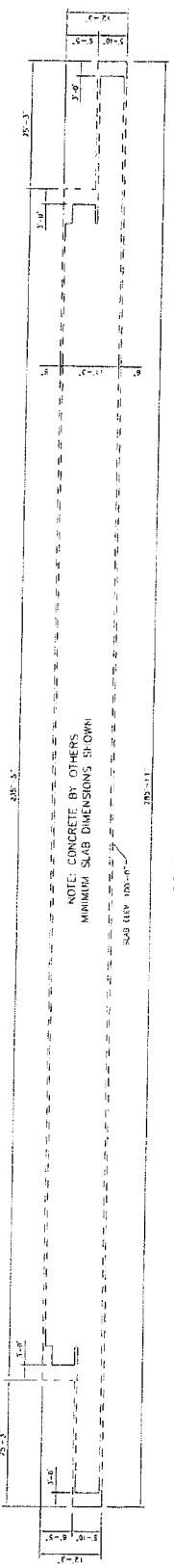


SEATING LAYOUT - HOME
 SCALE: 1/4" = 1'-0"



CONCRETE SLAB DETAIL
 NOT TO SCALE

IT IS HIGHLY RECOMMENDED THAT THE FRAME TYPE AND SIZE BE LIMITED TO A FLAT, LEVEL CONCRETE SLAB



CONCRETE SLAB LAYOUT
 SCALE: 1/4" = 1'-0"

--- CONCRETE BY OTHERS
 --- CONCRETE BY GRANDSTAND

NOT FOR CONSTRUCTION

Southern
 BLEACHER COMPANY

FOR THE ARCHITECT: [Redacted]
 PROJECT: WHEELCHAIR PLATFORM

DATE: [Redacted]
 DRAWING NO.: [Redacted]

SEATING & FOOTING LAYOUTS
 222'-0" X 2 ROWS / 24' TREAD

CULVER CITY UNITED SCHOOL DISTRICT
 WHEELCHAIR PLATFORM ADDITION
 CULVER CITY, CALIFORNIA

NO.	DATE	DESCRIPTION
1	11/17/17	ISSUED FOR PERMITS
2	11/17/17	ISSUED FOR PERMITS

DESIGN ASSUME

TRUSS & GIRDERS ARE TO BE IN THE SAME LINE LONG
 FOR (VERTICAL) TO BE IN THE SAME LINE SHORT

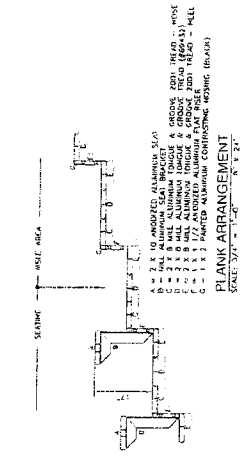
ALL CONNECTIONS TO BE MADE IN THE SAME LINE LONG
 AND IN THE SAME LINE SHORT

ALL CONNECTIONS TO BE MADE IN THE SAME LINE LONG
 AND IN THE SAME LINE SHORT

ALL CONNECTIONS TO BE MADE IN THE SAME LINE LONG
 AND IN THE SAME LINE SHORT

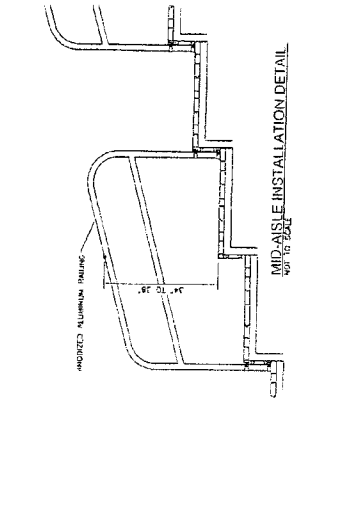
ALL CONNECTIONS TO BE MADE IN THE SAME LINE LONG
 AND IN THE SAME LINE SHORT

- NOTES**
- 1. ALL CONNECTIONS AND MECHANICALS SHALL BE MADE IN THE SAME LINE LONG AND IN THE SAME LINE SHORT.
 - 2. ALL CONNECTIONS AND MECHANICALS SHALL BE MADE IN THE SAME LINE LONG AND IN THE SAME LINE SHORT.
 - 3. ALL CONNECTIONS AND MECHANICALS SHALL BE MADE IN THE SAME LINE LONG AND IN THE SAME LINE SHORT.
 - 4. ALL CONNECTIONS AND MECHANICALS SHALL BE MADE IN THE SAME LINE LONG AND IN THE SAME LINE SHORT.
 - 5. ALL CONNECTIONS AND MECHANICALS SHALL BE MADE IN THE SAME LINE LONG AND IN THE SAME LINE SHORT.
 - 6. ALL CONNECTIONS AND MECHANICALS SHALL BE MADE IN THE SAME LINE LONG AND IN THE SAME LINE SHORT.
 - 7. ALL CONNECTIONS AND MECHANICALS SHALL BE MADE IN THE SAME LINE LONG AND IN THE SAME LINE SHORT.
 - 8. ALL CONNECTIONS AND MECHANICALS SHALL BE MADE IN THE SAME LINE LONG AND IN THE SAME LINE SHORT.
 - 9. ALL CONNECTIONS AND MECHANICALS SHALL BE MADE IN THE SAME LINE LONG AND IN THE SAME LINE SHORT.
 - 10. ALL CONNECTIONS AND MECHANICALS SHALL BE MADE IN THE SAME LINE LONG AND IN THE SAME LINE SHORT.



PLANK ARRANGEMENT
 SCALE: 3/4" = 1'-0"

1 - 2" x 4" WELDED ALUMINUM STRIP
 2 - 2" x 4" WELDED ALUMINUM STRIP
 3 - 2" x 4" WELDED ALUMINUM STRIP
 4 - 2" x 4" WELDED ALUMINUM STRIP
 5 - 2" x 4" WELDED ALUMINUM STRIP
 6 - 2" x 4" WELDED ALUMINUM STRIP
 7 - 2" x 4" WELDED ALUMINUM STRIP
 8 - 2" x 4" WELDED ALUMINUM STRIP
 9 - 2" x 4" WELDED ALUMINUM STRIP
 10 - 2" x 4" WELDED ALUMINUM STRIP

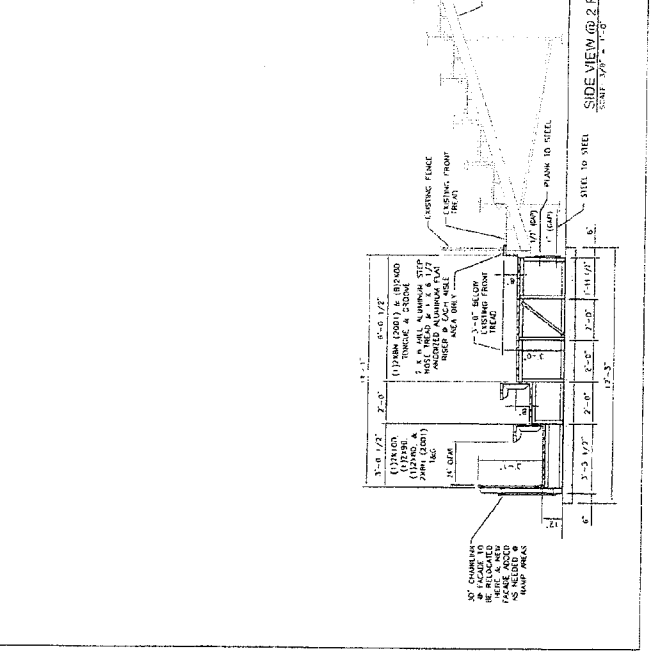
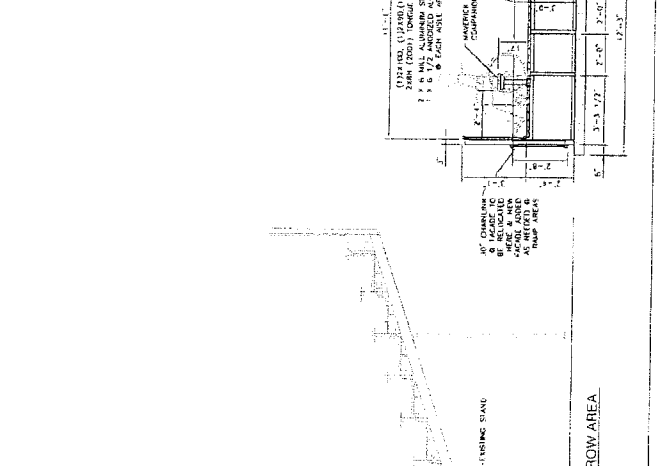
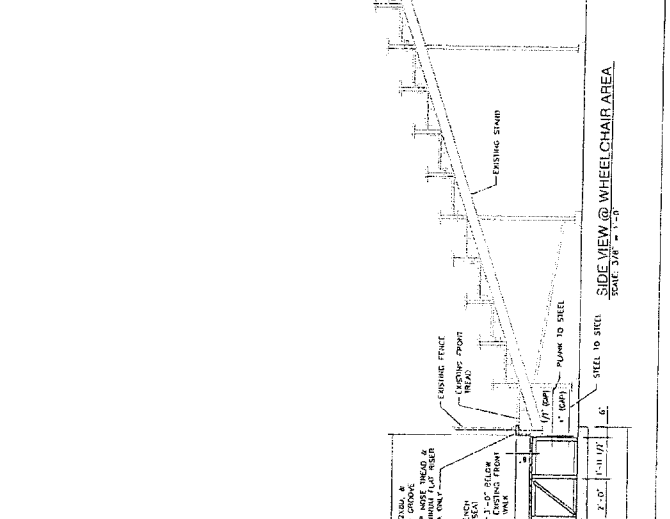


NOT FOR CONSTRUCTION

Southern
 BLEACHER COMPANY

1/2" x 4" WELDED ALUMINUM STRIP
 2" x 4" WELDED ALUMINUM STRIP
 3" x 4" WELDED ALUMINUM STRIP
 4" x 4" WELDED ALUMINUM STRIP
 5" x 4" WELDED ALUMINUM STRIP
 6" x 4" WELDED ALUMINUM STRIP
 7" x 4" WELDED ALUMINUM STRIP
 8" x 4" WELDED ALUMINUM STRIP
 9" x 4" WELDED ALUMINUM STRIP
 10" x 4" WELDED ALUMINUM STRIP

NO.	DESCRIPTION	DATE
1	1/2" x 4" WELDED ALUMINUM STRIP	1/1/17
2	2" x 4" WELDED ALUMINUM STRIP	1/1/17
3	3" x 4" WELDED ALUMINUM STRIP	1/1/17
4	4" x 4" WELDED ALUMINUM STRIP	1/1/17
5	5" x 4" WELDED ALUMINUM STRIP	1/1/17
6	6" x 4" WELDED ALUMINUM STRIP	1/1/17
7	7" x 4" WELDED ALUMINUM STRIP	1/1/17
8	8" x 4" WELDED ALUMINUM STRIP	1/1/17
9	9" x 4" WELDED ALUMINUM STRIP	1/1/17
10	10" x 4" WELDED ALUMINUM STRIP	1/1/17



17' x 36' (17x17) - 1/2" WELDED ALUMINUM STRIP

WHEELCHAIR PLATFORM ADDITION

CULVER CITY UNIFIED SCHOOL DISTRICT

CULVER CITY, CALIFORNIA

6" RISE x 24" TREAD / 2 ROWS

1 SIDE VIEW

1 1

2 2

10380119

DATE: 1/1/17

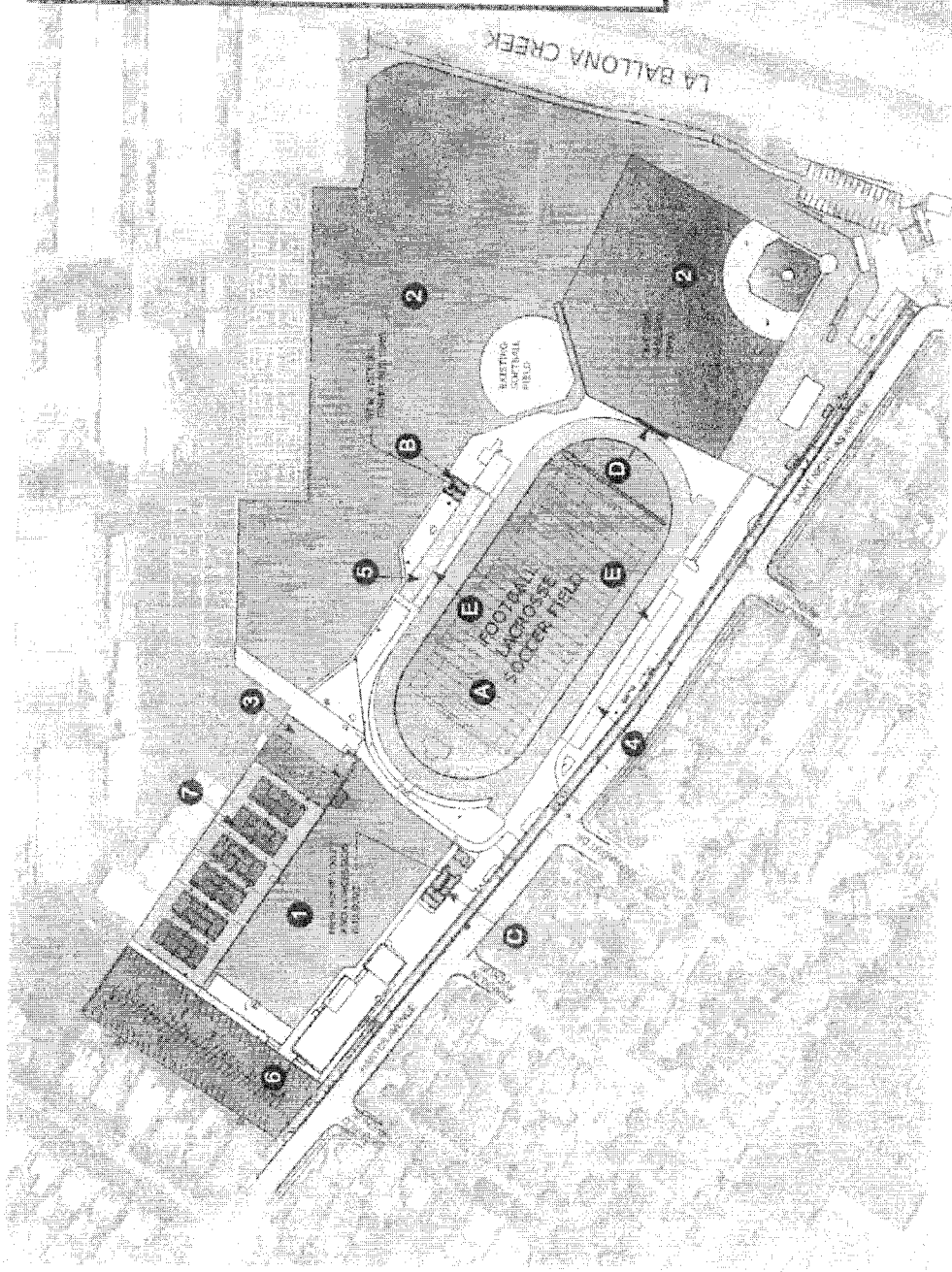
BY: [Signature]

CHECKED: [Signature]

APPROVED: [Signature]

LEGEND

- 1 NON SYNTHETIC TURF PRACTICE FIELD TO REMAIN IN SCOPE, SUMMER 2014.
- 2 EXISTING NATURAL TURF FIELDS TO REMAIN, NO NEW WORK
- 3 EXISTING MAINTENANCE BUILDING TO REMAIN, NO NEW WORK
- 4 NEW HOME GRANDSTAND TO BE RELOCATED FROM SOUTH EXISTING GRANDSTAND TO REMAIN
- 5 NEW VISITOR GRANDSTAND TO BE REMOVED FROM SOUTH EXISTING GRANDSTAND TO REMAIN
- 6 NEW ACCESSIBLE PARKING TO REMAIN IN SCOPE
- 7 EXISTING TENNIS COURTS TO REMAIN, NO NEW WORK
- 8 SYNTHETIC TURF FIELD AND CURBED TRACK SURROUNDING TO REMAIN IN SCOPE FOR FOOTBALL, SOCCER, THE PROPOSED SYNTHETIC PRACTICE FIELD TO BE REMOVED AND REMAINING NATURAL GRASS AND NEW TENNIS COURTS TO BE BUILT, COMPLETED SUMMER 2013
- 9 NEW RESTROOM BUILDING TO REMAIN IN SCOPE, COMPLETED SUMMER 2013
- 10 NEW RESTROOM CONCESSIONS AND DAP, COMPLETED SUMMER 2012
- 11 NEW SCOREBOARD TO REMAIN IN SCOPE, COMPLETED SUMMER 2010
- 12 NEW GRANDSTAND AND ADA ACCESSIBLE PLAY TOPS, COMPLETED SUMMER 2013

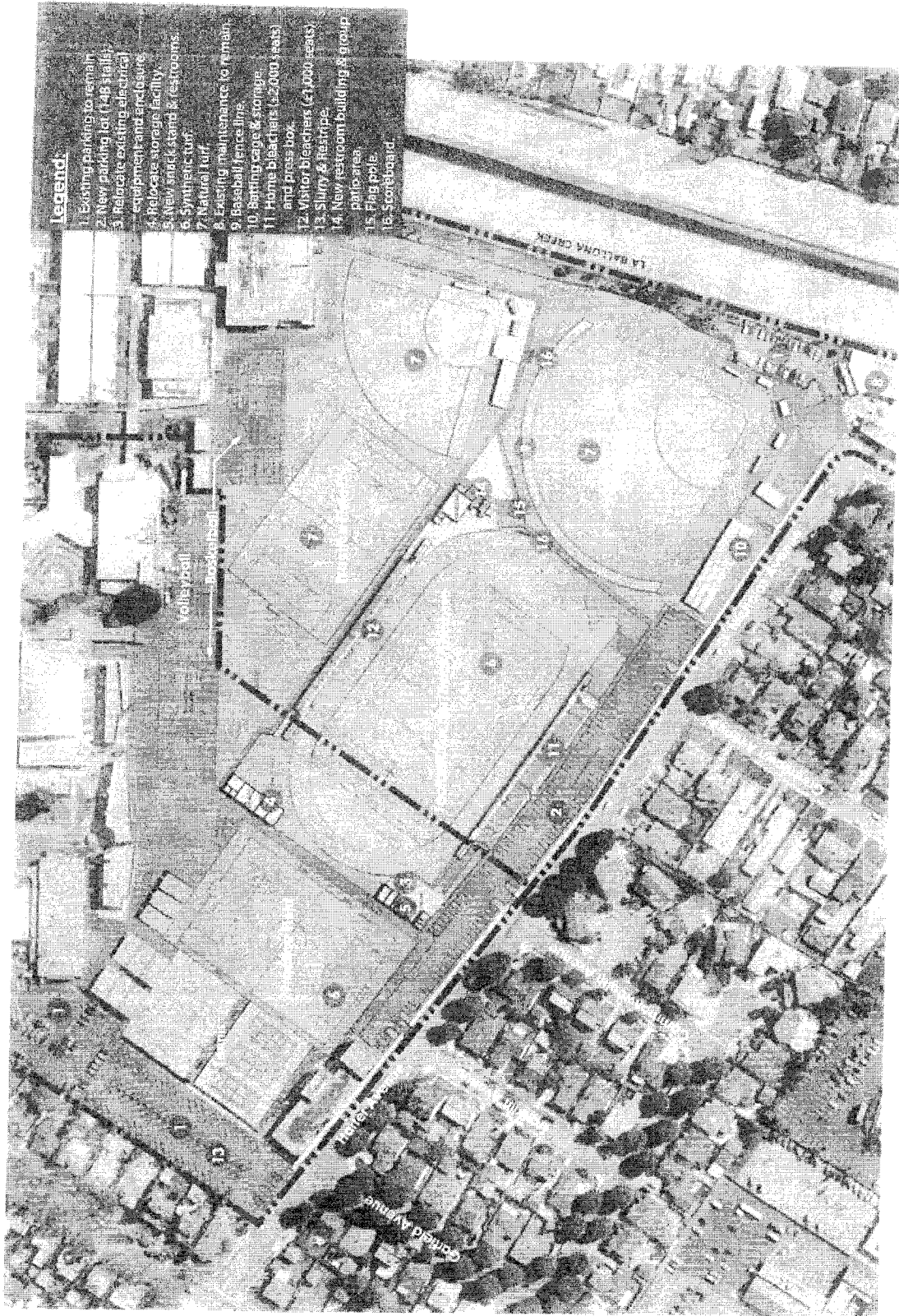


Westberg + White, Inc.

Culver City High School

2-24-2014





Legend:

1. Existing parking to remain
2. New parking lot (148 stalls)
3. Relocate existing electrical equipment and add bus stop
4. Relocate storage facility
5. New snack stand & restrooms
6. Synthetic turf
7. Natural turf
8. Existing maintenance to remain
9. Baseball fence line
10. Barring cage & storage
11. Home bleachers (2,000 seats) and press box
12. Visitor bleachers (1,000 seats)
13. Slurry & restripe
14. New restroom building & group patio area
15. Flag pole
16. Scoreboard

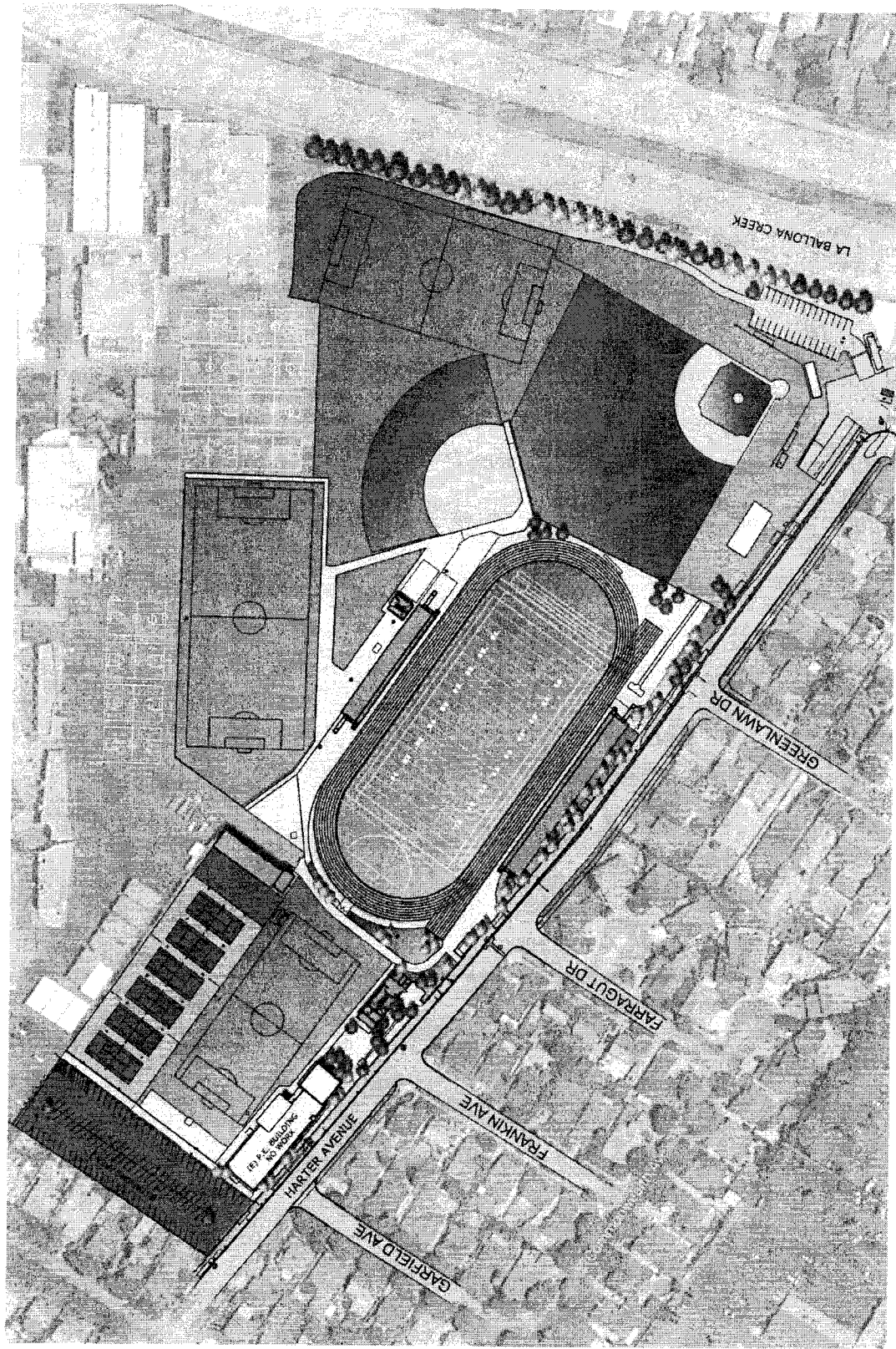
Final Site Plan

Westberg + White, Inc.

Culver City High School



APPROVED SITE PLAN (FOR REFERENCE ONLY)



Westberg + White, Inc.

Culver City High School

12-15-2014

BOARD REPORT

2/24/15
12.2

12.2 Measure CC Summer 2015 Project Discussion

Mr. Charles Wren, Deputy Project Director at Harris & Associates, will present information on the proposed Measure CC projects for Summer, 2015.

BOARD REPORT

2/24/15

12.3

12.3 **First Reading of Revised Board Policy and Administrative Regulation 6159, Instruction – Individualized Education Program**

It is recommended practice that the Board of Education regularly review Board Policies and Administrative Regulations that are significant to the operation of the District.

Revised Board Policy and Administrative Regulation 6159, Instruction – Individualized Education Program are being presented for a first reading.

INDIVIDUALIZED EDUCATION PROGRAM

~~Students with disabilities shall be placed in the least restrictive environment which meets their needs. The Governing Board provides a full range of educational alternatives to facilitate this placement so that these students may interact with children without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student's specific needs cannot be met in that setting.~~

The Governing Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

~~Upon the identification of a student's exceptional need(s), the Superintendent or designee shall appoint an individualized education program (IEP) team. This team shall consider the student's needs, determine the content of his/her IEP, and make placement decisions. Students and parents/guardians shall have the right to participate in the development of the IEP.~~

~~The IEP team shall consider the educational and nonacademic benefits of placing the student in a regular class and shall determine what support services would be needed in order to maintain this placement. All placement decisions should promote maximum social interaction between students with disabilities and their nondisabled peers, in a manner that is appropriate to the needs of both.~~

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

~~Each IEP shall be consistent with the curriculum and course of study pursued in the regular education program. Students with exceptional needs should also receive instruction which fosters their independence and integration into the community provided in Education Code 56506.~~

~~Students and parents/guardians shall have the right to approve the student's placement in a special education program, and written parental consent shall be obtained before any such placement is made unless a due process hearing officer authorizes the placement. Once an IEP team has determined an appropriate placement with the parent/guardian's approval, that placement remains in effect unless the parties agree otherwise or a due process hearing officer so orders.~~

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

A special education or regular education teacher may request a review of the classroom assignment of an individual with exceptional needs in accordance with procedures set forth in administrative regulations.

{cf. 0430 -Comprehensive Local Plan for Special Education)
{cf. 1312.3 -Uniform Complaint Procedures)
{cf. 3541.2 -Transportation for Students with Disabilities)
{cf. 4112.23 -Special Education Staff)
{cf. 5144.2 Suspension and Expulsion/Due Process {Students with Disabilities))
{cf. 6146.4 Differential Graduation and Competency Standards for Individuals with Exceptional Needs)
{cf. 6159.1 -Procedural Safeguards and Complaints for Special Education)
{cf. 6159.2 -Nonpublic Nonsectarian School and Agency Services for Special Education)
{cf. 6159.3- Appointment of Surrogate Parent for Special Education Students)
{cf. 6164.4 -Identification of Individuals for Special Education)

Legal Reference:

EDUCATION CODE

51225.3 Requirements for high school graduation and diploma

56055 Rights of foster parents pertaining to foster child's education

56136 Guidelines for low incidence disabilities areas

56195.8 Adoption of policies

56321 Development or revision of IEP

56321.5 Notice to include right to electronically record

56340.1-56347 Instructional planning and individualized education program

56350-56352 IEP for visually impaired students

56380 IEP reviews; notice of right to request

56390-56392 Certificate of completion, special education

56500-56509 Procedural safeguards

60640-60649 California Assessment of Student Performance and Progress

60850 High school exit examination, students with disabilities

60852.3 High school exit examination, exemption for the class of 2006

FAMILY CODE

6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient

602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

853-853.5 State assessments, accommodations

1215.5-1218 High School Exit Examination, accommodations for students with disabilities

3021-3029 Identification, referral and assessment

3040-3043 Instructional planning and the individualized education program

3068 Review of individualized education program

UNITED STATES CODE. TITLE 20

232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Individuals with Disabilities Education Act

Education ACT CODE OF FEDERAL REGULATIONS, TITLE 34

300.340-349 Individualized education programs

300.503 Independent educational assessment

300.533 Placement procedures

300.550-300.553 Least restrictive environment; alternative placements; placement; nonacademic settings

Sacramento City School District v. Rachel H 14 F.3d 1398 (9th Cir. 1994)

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 157 (2002)

COURT DECISIONS

Marshall v.Monrovia Unified School District, (9th Circuit, 2010) 327 f.3d 773

Schaffer v. Weast (2005) 125 S. Ct. 528

Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072

Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

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

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers/osep>

Policy

adopted: June 16, 1998

Reviewed: February 24, 2015

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344; 34 CFR 300.323)

Members of the Individualized Education Program (IEP) Team

The IEP team for any student **with a disability** shall include at least the following members: (Education Code 56341; **56341.5**; 34 CFR 300.344) **20 USC 1414(d)(1)**

- ~~1. An administrator, program specialist or other specialist who is knowledgeable of program options appropriate for the student and qualified to provide or supervise the provision of special education.~~
- ~~2. The student's present teacher. If the student does not presently have a teacher, this member shall be:
 - ~~a. The teacher with the most recent and complete knowledge of the student, one who has also observed the student's performance in an appropriate setting.~~
 - ~~b. If the teacher described in #a above is not available, a regular classroom teacher or a special education teacher qualified to teach at the student's age level.~~~~
- ~~3. One or both of the student's parents/guardians and/or a representative chosen by the parent/guardian pursuant to the Code of Federal Regulations, Title 34, Part 300.345.~~

~~When appropriate, the IEP team also shall include: (Education Code 56341; 34 CFR 300.344)~~

- ~~4. The student with disability.~~
- ~~5. Other individuals at the discretion of the parent/guardian, district SELPA or county office of education.~~
- 1. One or both of the student's parents/guardians and/or a representative selected by them.**
- 2. If the student is or may be participating in the regular education program, at least one of the student's regular education teachers designated by the Superintendent or designee to represent the student's teachers. The regular education teacher shall, to**

the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

3. **At least one of the student's special education teachers or, where appropriate, special education providers.**
4. **A representative of the district who is:**
 - a. **Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.**
 - b. **Knowledgeable about the general education curriculum.**
 - c. **Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources.**
(cf. 0430 - Comprehensive Local Plan for Special Education)
5. **An individual who can interpret the instructional implications of assessment results. This individual may already be a member of the team as described in items #2-4 above or in item #6 below.**
6. **At the discretion of the parents/guardians or the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.**
7. **Whenever appropriate, the student with a disability.**

In accordance with 34 CFR 300.310, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

For a student who has been evaluated for the purpose of developing, reviewing or revising the IEP, a member of the evaluation team shall be present, or at least one of the persons present shall be knowledgeable about the evaluation (assessment) procedures, familiar with the results of the student's previous assessment, if any, and qualified to interpret the results of the assessment which are significant to development of the student's IEP.
(Education Code 56341; 34 CFR 300.344)

~~For students with suspected learning disabilities, at least one member of the IEP team shall be a person other than the student's regular teacher who has observed the student's educational performance in an appropriate setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an appropriate environment. (Education Code 56341)~~

~~Any of the following may participate, as appropriate:~~

- ~~1. A regular teacher of the student whenever the student is transferred to a regular class or when the services of a regular teacher are included as part of the student's IEP.~~
- ~~2. The program specialist, school psychologist, school nurse, school social worker, counselor, or other student services worker who has conducted an assessment of the student, when the assessment is significant to the development of the IEP.~~
- ~~3. Any other person whose competence is needed because of the nature and extent of the student's disability.~~
- ~~4. A public agency representative fluent in the student's primary language.~~

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

- 1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings. (Education Code 56341.2)**
- 2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist him/her in reaching the goals as stated in Education Code 56345(a)(8), the following individuals shall be invited to attend: (34 CFR 300.321)**
 - a. The student, regardless of his/her age. If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.**
 - b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for the transition services.**
- 3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414(d)(1)(D); 34 CFR 300.321)**

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team

member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

Individualized Education Program (IEP)

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include at least the following: (Education Code 56345, 34 CFR 300.346)

Contents of the IEP

The IEP shall include, but not be limited to, all of the following: (Education Code 56043, 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.320)

1. **A statement of the** ~~The present levels of the student's educational~~ **academic achievement and functional performance, including:**
 - a. **The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students).**
 - b. **For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities.**
 - c. **For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.**
2. **A statement of measurable annual** ~~Annual goals, including short-term instructional objectives.~~ **academic and functional goals, designed to:**
 - a. **Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum.**
 - b. **Meet each of the student's other educational needs that result from his/her disability.**
3. **A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards.**
4. ~~The specific special education instruction and related services required by the student. (cf. 3541.2-Transportation for Students with Disabilities)~~
5. ~~The extent to which the student will be able to participate in regular education programs.~~
6. ~~The projected date for initiation and anticipated duration of such programs and services.~~

7. ~~Appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether short-term instructional objectives are being achieved.~~
8. ~~The IEP team's determination as to whether differential proficiency standards shall be developed for the student. When developed, these standards shall be included in the IEP.~~
9. ~~A plan to transition the student into post-school activities for all students 16 years of age, and for all students 14 years of age whose IEP team deems it appropriate on an individual basis. (Education Code 56345.1, 20 U.S.C. 1401)~~

4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:

a. Advance appropriately toward attaining the annual goals.

b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.

c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the IEP.

(cf. 3541.2 - Transportation for Students with Disabilities)

5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the IEP.

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments.

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications.

8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:

- a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
- b. The transition services, including courses of study, needed to assist the student in reaching those goals

9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18, pursuant to Education Code 56041.5

Where appropriate, the IEP shall also include: {Education Code 56345):

1. Prevocational career education for students in grades K-6 or students of comparable chronological age.
2. Vocational education, career education or work experience education in preparation for remunerative employment, including independent living skill training, for students in grades 7-12 or of comparable chronological age who require differential proficiency standards.
3. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.4 -Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

4. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English. **(cf. 6174 - Education for English Language Learners).**
5. Extended school year services when needed, ~~as determined by the IEP team~~ **determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)**
(cf. 5148.2 - Before/After School Programs)
(cf. 6177 - Summer School)
6. Provision for transition into the regular education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a regular education program in a public school for any part of the school day, **including descriptions of activities intended to:**

~~The IEP shall include descriptions of activities intended to:~~

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.

b. Support the transition of the student from the special education program into the regular education program.

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6178 - Career Technical Education)

(cf. 6181 - Alternative Schools/Programs of Choice)

7. Specialized services, materials and equipment for students with low incidence disabilities, consistent with the guidelines of Education Code 56136.

~~To meet the unique needs of a deaf or hard-of-hearing student in the least restrictive environment, the IEP team shall also consider services and program options that provide the student with an equal opportunity for communication access. The IEP team shall discuss:~~

- ~~1. The student's primary language mode and language, which may include the use of spoken language with or without visual cues, and/or the use of sign language.~~
- ~~2. The availability of a sufficient number of age, cognitive and language peers of similar abilities.~~
- ~~3. Appropriate, direct and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language. Services necessary to ensure communication-accessible academic instructions, school services and extracurricular activities.~~

Development of the IEP

Within 30 days of a determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted. (34 CFR 300.323)

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code 56344)

However, when the IEP is required as a result of an assessment of a student for whom a referral has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.324)

1. The strengths of the student.
2. The concerns of the parents/guardians for enhancing the education of their child.
3. The results of the initial or most recent assessment of the student.
4. The academic, developmental, and functional needs of the student.

- 5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior.**
- 6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP.**
- 7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille. However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.**
- 8. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.**
- 9. Whether the student requires assistive technology devices and services**

If, in considering the special factors in items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

Due Process/Mediation

All parts of the IEP to which the parent/guardian has consented in writing shall be implemented without delay. If the Superintendent or designee determines that a part of the proposed IEP to which the parent/guardian does not consent is necessary in order to provide a free and appropriate public education to the student, he/she shall either initiate a due process hearing or a prehearing mediation conference with the state pursuant to Education Code 56500.3. While the due process hearing or prehearing — mediation conference is pending, the student shall remain in his/her current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 56346)

While a due process hearing is pending, the Superintendent or designee may choose to meet informally with the parent/guardian pursuant to Education Code 56502 or may hold a mediation conference pursuant to Education Code 56503. If a due process hearing is held, the hearing decision shall be the final administrative determination and shall be binding upon the parties. (Education Code 56346)

Provision of Special Education and Related Services

The district shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (Education Code 56344; 34 CFR 300.323)

The Superintendent or designee shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Superintendent or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

IEP Team Meetings

The IEP team shall meet: (Education Code 56343)

1. ~~Whenever a student has received an initial formal assessment. The team may meet when a student receives any subsequent formal assessment~~
2. ~~Whenever the student demonstrates a lack of anticipated progress.~~
3. ~~Whenever the parent/guardian or teacher requests a meeting to develop, review, or revise the IEP.~~
4. ~~At least annually, to review the student's progress, the IEP, and the appropriateness of placement; and to make any necessary revisions. The IEP team shall conduct this review. Others may participate if they have essential expertise or knowledge.~~

~~When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days in July and August. (Education Code 56343.5)~~

~~A regular education or special education teacher may request a review of the classroom assignment of a special education student by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days in July and August. If his/her review indicates a change in the student's placement, instruction and/or related services, the Superintendent or designee shall convene an IEP meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days in July or August, unless the student's parent/guardian consents to an extension of time.~~

~~At each IEP meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321.~~

Review and Revision of the IEP

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but

at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved.
2. Revise the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate.
 - b. The results of any reassessment conducted pursuant to Education Code 56381.
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b).
 - d. The student's anticipated needs.
 - e. Any other relevant matter.
3. Consider the special factors listed in items #5-9 above under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply.

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6173.1 - Education for Foster Youth)

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of the case progress, the continuing need for out-of-home placement, the extent of compliance with the IEP, and progress toward alleviating the need for out-of-home care. (Education Code 56043)

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

Parents/guardians and the ~~district~~ **Superintendent or designee** shall have the right to ~~audiotape~~ **audio record** the proceedings of IEP meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the ~~district~~ **Superintendent or designee** gives notice of intent to ~~audiotape~~ **audio record** a meeting, and if the parent/guardian objects or refuses to attend because the meeting would be ~~audiotaped~~ **audio recorded**, the meeting shall not be ~~audiotaped~~ **audio recorded**. Parents/guardians also have the following rights **right to**:

{Education Code 56341, **56341.1**}

1. ~~To inspect~~ **Inspect** and review the ~~audiotapes~~ **audio recordings**.
2. ~~To request~~ **Request** that the ~~audiotapes~~ **audio recordings** be amended if the parent/guardian believes they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights.
3. ~~To challenge~~ **Challenge**, in a hearing, information that the parent/guardian believes is inaccurate, misleading, or in violation of the student's privacy rights or other rights.

Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that:

(Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:
 - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6).
 - b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004).

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)
2. An indication that the student is invited to the IEP team meeting
3. Identification of any other agency that will be invited to send a representative (cf. 5145.6 - Parental Notifications)

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)
(cf. 5125 - Student Records)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other

methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall give the parents/guardians of a student with a disability a copy of his/her child's IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

Parent/Guardian Consent for Provision of Special Education and Services

Before providing special education and related services to any student, the Superintendent or designee shall seek to obtain informed consent of the student's parent/guardian pursuant to 20 USC 1414(a)(1). The district shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services. If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the Superintendent or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the Superintendent or

designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Transfer Students

To facilitate the transition of a student with a disability who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from another school district within the same SELPA during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, the Superintendent or designee shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from an out-of-state district during the school year, the district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Superintendent or designee conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)

Regulation
reviewed: June 16, 1998
Reviewed: February 24, 2015

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

BOARD REPORT

2/24/15

12.4

12.4 First Reading of Revised Board Policy and Administrative Regulation 6164.41, Instruction – Children with Disabilities Enrolled By Their Parents in Private School

It is recommended practice that the Board of Education regularly review Board Policies and Administrative Regulations that are significant to the operation of the District.

Revised Board Policy and Administrative Regulation 6164.41, Instruction – Children with Disabilities Enrolled By Their Parents in Private School are being presented for a first reading.

Instruction

BP 6164.41

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

The Governing Board recognizes its obligations under federal and state law to identify and provide equitable services to children voluntarily enrolled by their parents/guardians in private schools located within the district.

(cf. 0430 - Comprehensive Local Plan for Special Education)

The Superintendent or designee shall ensure that activities to locate, identify, and evaluate children with disabilities enrolled by their parents/guardians in private schools within the district are comparable to activities undertaken for individuals with disabilities aged three to 22 in public schools within the district. (34 CFR 300.131; Education Code 56171)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

The Superintendent or designee shall develop a budget for the provision of services to children with disabilities enrolled by their parents in private school based on the proportionate share of federal funds received and the number of eligible children, including the possibility of mid-year enrollees, and the types of services to be provided.

Legal Reference:

EDUCATION CODE

56000 Education for individuals with exceptional needs

56020-56035 Definitions

56170-56177 Children in private schools

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.130-300.140 Children with disabilities enrolled by their parents in private schools

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

UNITED STATES DEPARTMENT OF EDUCATION PUBLICATIONS

Questions and Answers on Serving Children with Disabilities Placed by Their Parents at Private Schools, March 2006

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

Reviewed: February 24, 2015

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLDefinitions

Parentally placed private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state. (34 CFR 300.131)

Private school or facility means a private full-time day school, including a religious school, located within district boundaries, that has filed an affidavit with the California Department of Education pursuant to Education Code 33190 and is registered in the California Private School Directory.

Consultation with Private School Representatives

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of parentally placed private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: (20 USC 1412(a)(3); 34 CFR 300.134; Education Code 56301)

1. The child find process and how parentally placed private school children suspected of having a disability can participate equitably.
2. How parents/guardians, teachers, and private school officials will be informed of the child find process.
3. The determination of the proportionate share of federal funds available to serve parentally placed private school children with disabilities and how this share is calculated.
4. How the consultation process will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services.
5. How, where, and by whom equitable services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made.
6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of the reasons that the district chose to not provide the services.

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (34 CFR 300.135; Education Code 56172)

After the consultation has occurred, the district shall ensure an annual count of the number of

parentally placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

Provision of Services

A child with a disability parentally placed in a private school has no individual right to receive some or all of the special education and related services that he/she would receive if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

The district shall evaluate all identified parentally placed private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311, including providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.131, 300.504)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

In order to ensure that each child entitled to special education and related services from the district receives an offer of a free appropriate public education (FAPE), the district where the child resides shall develop an individualized education program (IEP) for each identified child who attends a private school located in the district and who resides in the district.

However, the district shall not develop an IEP if the parent/guardian makes clear his/her intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep his/her child enrolled in private school, including the fact that he/she is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

If the child resides in a different district, then this district and the district of residence shall work together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

The district shall develop and implement an individual services plan (ISP) for each identified private school child with a disability that describes the equitable services that the district will provide, as agreed to by the district and private school representatives during the consultation process. (34 CFR 300.138)

The ISP shall be developed, reviewed, and revised consistent with 34 CFR 300.121-300.324. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137,

300.138)

(cf. 6159 - Individualized Education Program)

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school, except private school teachers providing the services do not need to meet the requirements of the No Child Left Behind Act for "highly qualified special education teacher" pursuant to 34 CFR 300.18. The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without causing damage to the private school. The district shall remove the equipment when no longer required by the child, when the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)

Reviewed: February 24, 2015

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

BOARD REPORT

2/24/15
12.5

**12.5 First Reading of Revised Board Policy and Administrative Regulation
6161.1, Instruction – Selection and Evaluation of Instructional Materials**

It is recommended practice that the Board of Education regularly review Board Policies and Administrative Regulations that are significant to the operation of the District.

Revised Board Policy and Administrative Regulation 6161.1, Instruction – Selection and Evaluation of Instructional Materials are being presented for a first reading.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Governing Board desires that **district** instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural **society's** diversity, of our society, and enhance the use of multiple teaching strategies and technologies. The Board's adoption of **shall adopt** instructional materials shall be based on a determination that such materials meet criteria specified in law and are an effective learning resource to help students acquire facts, skills and opinions and develop cognitive processes **achieve grade-level competency and that the materials meet criteria specified in law.**

To ensure that instructional materials effectively support the district's adopted courses of study and meet current curricular goals, the selection of ~~Textbooks, technology-based materials, other educational materials and tests shall be coordinated with the overall development and evaluation of the district's curriculum.~~ **aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.**

(cf. 0440 - District Technology Plan)

(cf. 3220.1 - Lottery Funds)

(cf. 6000 - Concepts and Roles)

(cf. 6010 - Goals and Objectives)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.5 - Student Assessment)

(cf. 6162.7 - Use of Technology in Instruction)

(cf. 6163.1 - Library Media Centers)

(cf. 6163.4 - Student Use of Technology)

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians, community members and students when appropriate. Individuals who participate in selecting and evaluating instructional materials shall have no financial interest in the materials being reviewed, recommended, or approved. Incompatible activities and conflicts of interest related to the selection and evaluation of instructional materials shall be clearly identified in administrative regulations. (Government Code 87300-87313)

(cf. 3315 - Relations with Vendors)

(cf. 9270 - Conflict of Interest)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

All recommended instructional materials shall be available for public inspection at the district office or Secondary Instructional Media Center. Complaints concerning instructional materials shall be handled in accordance with Board policy. (cf. 1312.2 – Complaints Concerning Instructional Materials)

The Board shall select instructional materials for use in grades Kindergarten through 8 that have been approved by the State Board of Education (SBE) or have otherwise been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8.

(Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9 through 12 upon determining that the materials meet the criteria specified in law and administrative regulation.

(Education Code 60400)

The Board's priority in the selection of instructional materials is to ensure that all students are provided with standards-aligned instructional materials in the core curriculum areas of English/language arts, mathematics, science, and history-social science.

Review Process

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.

(cf. 1220 - Citizen Advisory Committees)

The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members. (Education Code 60002)

In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.

If the district chooses to use instructional materials for grades Kindergarten through 8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

reviewed.
(cf. 9270 - Conflict of Interest)

The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations. All recommended instructional materials shall be available for public inspection at the district office.
(cf. 5020 - Parent Rights and Responsibilities)

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's textbooks and other instructional materials. (Education Code 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

(cf. 9322 - Agenda/Meeting Materials)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials which are aligned to the state content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the state's curriculum frameworks. Sufficiency of instructional materials shall be determined in each of the following subjects: (Education Code 60119)

1. Mathematics
(cf. 6142.92 - Mathematics Instruction)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

2. Science

(cf. 6142.93 - Science Instruction)

3. History-social science

(cf. 6142.94 - History-Social Science Instruction)

4. English language arts, including the English language development component of an adopted program

(cf. 6142.91 - English/Language Arts Instruction)

(cf. 6174 - Education for English Language Learners)

5. Foreign language

(cf. 6142.2 - World/Foreign Language Instruction)

6. Health

(cf. 6142.8 - Comprehensive Health Education)

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9 through 12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

The Board shall also make a determination that all students within the district who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3 and 60119. (Education Code 1240.3, 42605)

However, the district may purchase the newest adopted instructional materials for students in district schools ranked in deciles 1-3 of the base Academic Performance Index in any one of the past three school years without necessarily purchasing these materials for use in other district schools. (Education Code 1240.3)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

If the Board determines that there are insufficient textbooks or instructional materials, it shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Complaints

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:**EDUCATION CODE**

220 Prohibition against discrimination

1240 County superintendent, general duties

1240.3 Definition of sufficiency for categorical flexibility

1720-1723 Preparation of courses of study

33050-33053 General waiver authority

33126 School accountability report card

35272 Education and athletic materials

42605 Tier 3 categorical flexibility

44805 Enforcement of course of studies; use of textbooks, rules and regulations

49415 Maximum textbook weight

51501 Nondiscriminatory subject matter

60000-60005 Instructional materials, legislative intent

60010 Definitions

60040-60052 Instructional requirements and materials

60060-60062 Requirements for publishers and manufacturers

60070-60076 Prohibited acts (re instructional materials)

60110-60115 Instructional materials on alcohol and drug education

60119 Public hearing on sufficiency of materials

60200-60210 Elementary school materials

60226 Requirements for publishers and manufacturers

60240-60252 State instructional Materials Fund

60350-60352 Core reading program instructional materials

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

60400-60411 High school textbooks

~~60450-60453 Schiff-Bustamante Standards-Based Instructional Materials Program~~

60510-60511 Donation for sale of obsolete instructional materials

60605 State content standards

60605.8 Common Core Standards

60605.86-60605.88 Supplemental instructional materials aligned with Common Core Standards

CODE OF REGULATIONS, TITLE 5

9505-9550 9530 Instructional materials

Management Resources:

CSBA PUBLICATIONS

Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

1002.90 Selection of Instructional Materials, CIL: 90/91-02

CDE PUBLICATIONS

Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986 edition, revised 2000

01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001

Standards for Evaluating Instructional Materials for Social Content, 2000

WEB SITES

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

Association of American Publishers: <http://www.publishers.org>

California Academic Content Standards Commission, Common Core Standards:

<http://www.scoe.net/castandards>

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

Policy

Adopted: July 7, 1998

Policy

Revised: June 17, 2003

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

Revised: February 24, 2015

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Criteria for Selection and Evaluation Adoption of Instructional Materials

In recommending textbooks or other instructional materials for adoption by the Governing Board, ~~The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Governing Board approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject matter expertise, parents/guardians, community members, and students as appropriate.~~ (cf. 1220—Citizen Advisory Committees) **shall ensure that such materials:**

~~The committee shall review materials using criteria provided below and in law, and shall provide the Board with documentation supporting its recommendations. Whenever possible, the committee shall consider at least three different textbooks before recommending one for adoption. Library books and reference materials shall not require committee recommendation or Board approval. The librarian shall select these materials in consultation with the principal, department chairpersons and teachers at each school site.~~

~~(cf. 6163.1—Library Media Centers)~~

~~(cf. 6161.11—Supplementary Instructional Materials)~~

Criteria for Adoption

Instructional materials adopted by the Board shall:

1. **Are aligned to any applicable academic content standards adopted by the State Board of Education (SBE) pursuant to Education Code 60605 and/or common Core Standards adopted pursuant to Education code 60605.8. (cf. 6011 – Academic Standards)** ~~For basic instructional materials in grades kindergarten through 8, the Superintendent or designee shall select instructional materials~~ be selected from among the list of materials approved **adopted** by the **SBE and/or other materials that have not been adopted by the SBE are aligned with the state academic content standards and/or the Common Core Standards. (Education Code 60200, 60210)** ~~(cf. 6161.11 – Supplementary Instructional Materials)~~ ~~State Board of Education in accordance with law. (Education Code 60200) Non-state adopted materials may be purchased within percentages established by the State Board of Education or in cases where the Board establishes that state adopted materials do not promote the maximum efficiency of student learning in the district. (Education Code 60142)~~ **For grades 9-12, the Superintendent or designee shall review instructional materials in history-social science, mathematics, English/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.**

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

2. **For grades 9-12, are provided by publishers that comply with the requirements of Education Code 60040-60052, 60060-60062, and 60226. (Education Code 60400)**~~Be aligned with content standards adopted by the State Board of Education in 1997 or 1998 for the core curriculum. (Education Code 60451) Instructional materials for grades kindergarten through 8 shall be selected from the list of materials adopted by the State Board of Education using criteria aligned to the content standards. Instructional materials for grades 9 through 12 are basic instructional materials as defined in Education Code 60010 and shall be reviewed and approved, through a resolution adopted by the Board, as being aligned with the content standards. (Education Code 60451)~~
3. **Do Not** reflect adversely upon persons because of their race **or ethnicity, gender, religion, color, creed, national origin, ancestry, gender, disability, nationality, sexual orientation,** or occupation, **or other characteristic listed in Education Code 220, nor** that contain any sectarian or denominational doctrine or propaganda contrary to law. (Education Code 60044)
(cf. 0410 – Nondiscrimination in District Programs and Activities)
4. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of **district** students at their respective grade levels, (Education Code 60045)
5. With the exception of literature and trade books, use proper grammar and spelling. (Education Code 60045)
6. **Do Not** provide any exposure **expose students** to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)
 - a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the State Board of Education.
 - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.
7. **If the materials are technology-based materials, are both available and comparable to other, equivalent instructional materials. (Education Code 60052)**
8. Meet the requirements of Education Code 60040-60043 for specific subject content.
9. Support the district's adopted courses of study and current curricular goals.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

- (cf. 6010 – Goals and Objectives)
- (cf. 6011 – Academic Standards)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6142.2 – World/Foreign Language Instruction)**
- (cf. 6142.8 – Comprehensive Health Education)**
- (cf. 6142.91 – English/Language Arts Instruction)**
- (cf. 6142.92 – Mathematics Instruction)**
- (cf. 6142.93 – Science Instruction)**
- (cf. 6142.94 – History-Social Science Instruction)**
- (cf. 6143 - Courses of Study)
- (cf. 6146.1 – High School Graduation Requirements)**

10. Contribute to a comprehensive, balanced curriculum.
11. Demonstrate reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date and well-documented information.
 - b. Objective presentation of diverse viewpoints.
 - c. Clear, concise writing and appropriate vocabulary.
 - d. Thorough treatment of subject **matter**.
12. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities and developmental levels.
13. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills.
14. Contribute to the proper articulation of instruction through grade levels.
15. **As appropriate, have** corresponding versions available in languages other than English ~~as appropriate.~~
16. Include high-quality teacher's guides.
17. Meet high publishing standards in terms of the quality, durability and appearance of paper, binding, text and graphics.
18. **When available, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials.**

Incompatible Activities

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

~~To ensure integrity and impartiality in the selection and evaluation of instructional materials, no Board member or staff member shall:~~

- ~~1. Accept any emolument, money or other valuable thing, or an inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material. (Education Code 60072) Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)~~
- ~~2. Accept any gift, favor entertainment or item of value from any person or entity that submits or is likely to submit instructional materials or related proposals to the district.~~

~~(cf. 3315 – Relations with Vendors)~~

Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, Any person district employee who is participating in the evaluation, recommendation or approval of instructional materials and not otherwise designated in the district's conflict of interest code shall not sign a disclosure statement indicating that he/she:

1. **Be employed by any person, firm or organization submitting instructional material to the district. Shall not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional materials. (Education Code 60072) Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)**
2. **Is not employed by nor receives compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it.**
3. **Does not Hhave or and will not negotiate a contractual relationship with any such person, the publisher or supplier of the instructional materials or any person, firm, or organization, subsidiary, or controlling entity representing it .**
4. ~~Receive any compensation from any such person, firm or organization or any of its subsidiaries or controlling entities.~~
5. **Does not Hhave an interest as a contributor, author, editor or consultant in any textbook or other instructional material submitted to the district.**

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

- ~~6. Discuss any instructional material or related proposal which has been or is likely to be submitted to the district with the person, entity or representative submitting it, except in a meeting scheduled and authorized by the Board or by the committee studying instructional materials.~~
- ~~7. Attend workshops, seminars or social events sponsored by publishers, producers or vendors of instructional materials. (cf. 9270—Conflict of Interest)~~

~~An individual formerly employed as a consultant on textbooks or other materials shall not be deemed to be financially interested in the selection or evaluation of instructional materials provided he/she:~~

- ~~1. Has not had a contractual relationship or received compensation for such consultant service in the preceding two years.~~
- ~~2. Retains no rights to compensation accruing while selecting or evaluating materials for the district.~~

~~An individual shall not be disqualified from selecting or evaluating instructional materials if he/she has only a "remote interest." As used in this regulation, "remote interest" means:~~

- ~~1. That of a non-salaried officer of a nonprofit organization.~~
- ~~2. That of an employee or agent of a public entity or institution of higher education, provided the entity or institution has 10 or more other employees or agents and the individual has been an employee or agent thereof for at least three years.~~
- ~~3. That of an editor, consultant, contributor or author of a textbook or other materials which are not being considered or reviewed, provided that such service was performed before selecting or evaluating instructional materials for the district and the individual retains no rights to compensation accruing while he/she serves in this capacity.~~

~~Any remote interest must be disclosed to the Superintendent or designee and communicated to the Board. Individuals who disclose a "remote interest" shall abstain from discussing, evaluating or voting on the related material.~~

Regulation

Reviewed: July 7, 1998

Regulation

Reviewed: June 17, 2003

Reviewed: February 24, 2015

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

BOARD REPORT

**2/24/15
12.6**

**12.6 First Reading of Revised Board Policy and Administrative Regulation
5113.1, Students – Chronic Absence and Truancy**

It is recommended practice that the Board of Education regularly review Board Policies and Administrative Regulations that are significant to the operation of the District.

Revised Board Policy and Administrative Regulation 5113.1, Students – Chronic Absence and Truancy are being presented for a first reading.

CHRONIC ABSENCE AND TRUANCY

~~To improve student attendance, the Superintendent or designee shall implement positive steps to identify the reasons for a student's unexcused absences and to help resolve the problems caused by truancy. Such strategies shall focus on early intervention and may include, but not be limited to, communication with parents/guardians and the use of student study teams.~~

The Governing Board believes that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

~~(cf. 5113 - Absences and Excuses)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At Risk Students)
(cf. 6164.5 - Student Study Teams)
(cf. 6176 - Weekend/Saturday Classes)~~

~~In addition, the Superintendent or designee shall cooperate with other agencies within the community to meet the needs of students who have serious school attendance or behavior problems and to maintain a continuing inventory of community resources, including alternative programs.~~

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students classified as chronic absentees and truants, as defined in law and administrative regulation.

The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5126 - Awards for Achievement)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5141.6 - School Health Services)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall work with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy. He/she also may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems.

(cf. 1020 – Youth Services)

(cf. 1400 – Relations Between Other Governmental Agencies and the Schools)

(cf. 5030 - Student Wellness)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6158 - Independent Study)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6175 - Migrant Education Program)

(cf. 6179 - Supplemental Instruction)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the sole basis for his/her out-of-school suspension or expulsion. Alternative disciplinary strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent or designee shall regularly analyze data on student absence to identify patterns of absence districtwide and by school, grade level, and student population. Such data shall be used to identify common barriers to attendance, prioritize resources for intervention, and monitor progress over time. The Superintendent or designee shall periodically report this information to the Board for purposes of evaluating the effectiveness of strategies implemented to reduce chronic absence and truancy and making changes as needed. As appropriate, the Superintendent or designee also shall provide this information to

key school staff and community agency partners to engage them in program evaluation and improvement and in identification of how to best allocate available community resources.

School Attendance Review Board

In accordance with law and administrative regulation, habitual truants may be referred to a school attendance review board (SARB).

The Board may submit a nomination to the County Superintendent of Schools for a person who will serve on the county SARB as a representative of school districts. (Education Code 48321)

The Board shall appoint members of the district's SARB, who may include, but are not limited to, a parent/guardian as well as representatives of the district, county probation department, county welfare department, county office of education, law enforcement agencies, community-based youth service centers, school guidance personnel, child welfare and attendance personnel, school or county health care personnel, and school, county, or community mental health personnel. (Education Code 48321)

The district's SARB shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.

~~Habitually truant students may be referred to a school attendance review board, a truancy mediation program operated by the county's district attorney or probation officer, and/or juvenile court in accordance with law.~~

~~For purposes of California's welfare system (CalWORKS) a student shall be determined to be regularly attending school unless he/she has been referred to the county district attorney or probation office pursuant to Education Code 48263.~~

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

37223 Weekend classes

41601 Reports of average daily attendance

46000 Records (attendance)

46010-46014 Absences

46110-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48225.5 Work permits, entertainment and allied industries

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-48296 Failure to comply; complaints against parents

48320-~~48325~~ School attendance review boards
48340-48341 Improvement of student attendance
49067 ~~Unexcused absences as a cause of failing grade~~
48400-48403 Compulsory continuation education
48900 Suspension and expulsion
49067 Unexcused absences as cause of failing grade
60901 Chronic absence

~~VEHICLE CODE~~

~~13202.7 Driving privileges; minors; suspension or delay for habitual truancy~~

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act

PENAL CODE

270.1 Chronic truancy; parent/guardian misdemeanor

272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy

830.1 Peace officers

~~VEHICLE CODE~~

~~13202.7 Driving privileges; minors; suspension or delay for habitual truancy~~

WELFARE AND INSTITUTIONS CODE

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

~~ATTORNEY GENERAL OPINIONS~~

~~66 Ops. Cal. Atty. Gen. 245, 249 (1983)~~

COURT DECISIONS

L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

Management Resources:

CSBA PUBLICATIONS

~~CDE MANAGEMENT ADVISORIES~~

~~0114.98 School Attendance and CalWORKS, Management Bulletin 98-01~~

~~CDE PUBLICATIONS~~

~~School Attendance Review Board Handbook, 1995~~

~~CSBA ADVISORIES~~

~~0520.97 Welfare Reform and Requirements for School Attendance~~

Policy

adopted: March 4, 2003

Reviewed: February 24, 2015

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

CHRONIC ABSENCE AND TRUANCY

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-48263 and 48291. (Education Code 48263.6)

For purposes of classifying a student, valid excuse includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5. A valid excuse also may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

Attendance Supervisor(s)

~~An attendance supervisor or designee, peace officer, or school administrator or designee may arrest or assume temporary custody, during school hours, of any minor student found away from his/her home who is absent from school without a valid excuse. Any person so arresting or assuming temporary custody shall deliver the student and make reports in accordance with Education Code 48265 and 48266.~~

The Superintendent or designee shall appoint or contract with a supervisor of attendance and assistant supervisors as necessary to supervise the attendance of district students. Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent. (Education Code 48240, 48243, 48244)

(cf. 3515.3 – District Police/Security Department)
(cf. 5113 - Absences and Excuses)

~~Upon receiving a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341, the Governing Board or district attendance supervisor shall make a full and impartial investigation of all charges. If it appears upon investigation that the parent/guardian has violated these laws, the Superintendent or designee shall refer such parent/guardian to the school attendance review board.~~

~~Strategies for Addressing Truancy~~
Addressing Chronic Absence

When a student is identified as a chronic absentee, the attendance supervisor shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

(cf. 6020 - Parent Involvement)

The student may be referred to a student success team or school-site attendance review team to assist in evaluating his/her needs and identifying strategies and programs to assist him/her.

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6175 - Migrant Education Program)

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

(cf. 6158 - Independent Study)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6178.1 - Work-Based Learning)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)

Whenever chronic absenteeism is linked to a health issue or nonschool condition, the

attendance supervisor may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

(cf. 5141.6 - School Health Services)

Addressing Truancy

~~Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee.~~

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

(cf. 3515.3 - District Police/Security Department)

The attendance supervisor shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

~~The following steps shall be implemented based on the number of truancies committed by the student:~~

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of truancies he/she has committed:

1. Initial truancy

- a. **The student shall be reported to the attendance supervisor. (Education Code 48260)**
- b. ~~The parent/guardian of a student classified as a truant shall be notified of the following:~~
The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)

(1) The student is truant.

(2) The parent/guardian is obligated to compel the student to attend school. ~~If the~~ ~~The parent/guardian who~~ fails to meet this obligation, **he/she** may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.

(3) Alternative educational programs are available in the district.

(cf. 6181 - Alternative Schools)

(cf. 6182 - Opportunity School/Class/Program)

(cf. 6184 - Continuation Education)

(4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.

(5) The student may be subject to arrest **or held in temporary custody** by a probation officer, a peace officer, a school administrator, **an** or attendance supervisor or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse.

(6) The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.

(7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

~~(cf. 5145.6 - Parental Notifications)~~

~~Upon his/her first truancy, a student may be given a written warning by a peace officer. A record of this warning may be kept at school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school.~~

~~(cf. 5125 - Student Records)~~

~~Upon a student's first truancy, the student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223.~~

c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

d. The student and, as appropriate, his/her parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

e. The attendance supervisor may notify the district attorney and/or probation officer of the student's name and the name and address of his/her parents/guardians. (Education Code 48260.6)

2. Second truancy

a. Any student who has once been reported as a truant shall again be reported to the attendance supervisor Superintendent or designee as a truant if he/she is absent from school without valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)

b. Upon his/her second truancy within the same school year, a The student may be assigned to required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)

(cf. 6176 - Weekend/Saturday Classes)

~~In addition, an appropriate district staff member shall make every effort to hold at least one conference with the student and parent/guardian and may discuss resources available for achieving regular school attendance.~~

(cf. 1020 - Youth Services)

~~*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*~~

(cf. 6158 - Independent Study)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Study Teams)

(cf. 6178.1 - Work Experience Education)

d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and his/her parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)

e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

f. The attendance supervisor may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

3. Third truancy (habitual truancy)

~~Upon his/her third truancy within the same school year, a student shall be classified as a habitual truant.~~

- a. ~~Students who are~~ **A student who is** habitual truants, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board **(SARB) program**, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the district's attendance supervisor. **(Education Code 48263, 48264.5)**
- b. Upon making a referral to a school attendance review board **the SARB** or the probation department, the Superintendent or designee **attendance supervisor** shall provide the student and parent/guardian, in writing, the name and address of the school attendance review board **SARB** or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the school attendance review board **SARB** or probation officer to consider a proper disposition of the referral. **(Education Code 48263)**

- c. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below.
(Education Code 48264.5)

d. If the attendance supervisor determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or his/her parents/guardians have failed to respond to the directives of the district or to services provided, the attendance supervisor may so notify the district attorney and/or the probation officer. (Education Code 48263)

4. Fourth truancy

- a. Upon his/her fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. **(Education Code 48264.5; Welfare and Institutions Code 601)**
- b. If a student has been judged by the county juvenile court to be a habitual truant, the Superintendent or designee **attendance supervisor** shall **notify** inform the juvenile court and the student's probation or parole officer whenever ~~that~~ **the** student is truant one or more days or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be so notified within 10 days of the violation.
(Education Code 48267)

5. Absence for 10 percent of school days (chronic truancy)

- a. **The attendance supervisor shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.**
- b. **If a chronically truant student is at least age 6 years and is in any of grades K-8, the attendance supervisor shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.**

Reports

Records

~~The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number of referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court.~~

The Superintendent or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. The Superintendent or designee also shall document all contacts with a student and his/her parent/guardian regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

(cf. 5125 - Student Records)

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

(cf. 5113 - Absences and Excuses)

(cf. 5113.2 - Work Permits)

Legal Reference:

EDUCATION CODE

48260-48273 - Truants

48290-48292 - Failure to comply

VEHICLE CODE

13202.7 - Driving privileges; minors; suspension or delay for habitual truancy

WELFARE AND INSTITUTIONS CODE

601 - Habitually truant minors

Regulation

reviewed: March 4, 2003

Reviewed: February 24, 2015

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

BOARD REPORT

2/24/15

14.2a

14.2a Approval is Recommended for the Stipulated Expulsion of School and Family Support Services Case #05-14-15

Under AR 5144.1(s) a student may have an alternative to an expulsion hearing. A stipulated expulsion is a proposed recommendation to expel presented to the Board of Education that bypasses the hearing process based on agreement of the district and parent/guardian.

All of the following must occur for a stipulated expulsion to be considered:

- a) the facts leading to the recommendation to expel are not disputed, and
- b) the principal and Superintendent's designee believe it is in the best interest of the student, and
- c) parent/guardian and principal agree that it is unnecessary to convene an administrative hearing panel to make a recommendation to the Board to expel, and
- d) the parent/guardian voluntarily agrees to a proposed expulsion order that will be presented to the Board of Education for action.

District Administration recommends: That Case #05-14-15, a 10th grade student at Culver City High School, be expelled from the Culver City Unified School District. That the student be expelled under the terms and conditions of a stipulated expulsion that will remain in effect until January 15, 2016. And that the student be referred to a Community Day School.

RECOMMENDED MOTION: That the Board approve the stipulated expulsion of Case #05-14-15 until January 15, 2016 .

Moved by: Seconded by:

Vote:

BOARD REPORT

**2/24/15
14.3a**

14.3a Approval of Memorandum of Understanding with LACOE

At this time we need to approve the Memorandum of Understanding (MOU) with the Los Angeles County Office of Education (LACOE) for providing services to our students who are presently served in their County Community Schools/Specialized High Schools program.

RECOMMENDED MOTION: That the Board of Education approve the attached MOU with the Los Angeles County Office of Education.

Moved by:

Seconded by:

Memorandum of Understanding
County Community Schools/Specialized High Schools Enrollment Agreement
for Grades 6-12 Students for School Year 2014-15
Between the Los Angeles County Office of Education
and Culver City Unified School District



The Los Angeles County Office of Education (LACOE) and Culver City Unified School District have enjoyed an excellent working relationship for decades. Currently, your district has non-mandatory expelled, district-referred students enrolled in LACOE Community School Programs and Specialized High Schools as per the attached list.

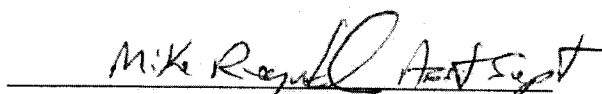

Under the new Local Control Funding Formula, LACOE will not receive funding from the State of California for students enrolled outside of their district of residence. Those funds will be apportioned to the district of residence based on the attendance data submitted by LACOE to the California Department of Education. Based on this background, the following agreement is established by the two agencies.

Beginning on July 1, 2014, and continuing through the remainder of the 2014-2015 school year, Culver City Unified School District will be billed using the district's funded portion of base grant. The district will be billed for concentration and supplemental grants based on the number of students meeting the definition of unduplicated pupil count pursuant to EC 2574(b)(2). Transportation and Targeted Instruction Improvement Grant (TIIG) funding will be excluded. The rates calculated will be multiplied by the grade level ADA data reported for the district for First, Second Principal, and Annual Apportionment periods for students from the district attending any of the following:

- a. Enrolled in grades 6 through 12 in county programs.
- b. Non-mandatory expelled, district-referred by the District Student Discipline and Expulsion Support Unit.
- c. International Polytechnic High School (iPoly)
- d. Los Angeles County High School for the Arts (LACHSA)

This agreement shall remain in effect through the 2014-2015 school year with billing to the district for the first half based on P-1 data and the final in July, based on P-2 data with any annual certification adjustments, payments or credits, processed at the next billing period.

 _____ <i>Signature</i>	<i>2/12/15</i> _____ <i>Date</i>
 _____ <i>Signature</i>	 _____ <i>Date</i>

 _____ <i>District Representative (Name, Title)</i> Culver City Unified School District	 _____ <i>LACOE Representative (Name, Title)</i> Los Angeles County Office of Education
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Los Angeles County Office of Education

Serving Students • Supporting Communities • Leading Educators

RECEIVED

FEB 13 2015

Business Office-C.C.U.S.D.

Arturo Delgado, Ed.D.
Superintendent

January 27, 2015

Los Angeles County
Board of Education

Katie Braude
President

Thomas A. Saenz
Vice President

Douglas R. Boyd

José Z. Calderón

Alex Johnson

Raymond Reisler

Rebecca J. Turrentine

Mr. Mike Reynolds
Asst. Superintendent, Business Services
Culver City Unified School District
4034 Irving Place
Culver City, CA 90232

Dear Mr. Reynolds:

Memorandum of Understanding for District Referrals to County Community Schools and Specialized Secondary Schools

The Los Angeles County Office of Education (LACOE) will provide Culver City Unified School District referred expelled students the mandated education placement. LACOE will continue to operate County Community Schools and Specialized Secondary Schools that serve 6-12 grade students. Both the County Community Schools and Specialized Secondary Schools will serve the following students:

- Expelled students and students who the Culver City Unified School District determines are seriously at-risk and require a county level alternative.
- Pregnant and parenting students referred by the district to a Cal-SAFE type program
- Students whose parents have requested and received district approval to attend a community school.
- Students at International Polytechnic High School (iPoly)
- Students at Los Angeles County High School for the Arts (LACHSA)

Under the new Local Control Funding Formula, the district of residence receives funding for students referred to and served by the County Office. LACOE will invoice the district for any student from the district who is enrolled in a LACOE community school or specialized secondary school for 2014-15 school year.

This arrangement will:

1. Provide the county operated school the funding necessary to operate a safe, credible school program,
2. Provide the District the program necessary to satisfy legal requirements associated with student expulsions, and
3. Place district in control over their referral program.

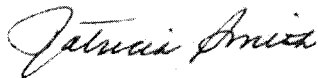
Two copies of the attached "Memorandum of Understanding" must be signed by the appropriate district official and on file with LACOE. Billing for fiscal year 2014-15 to Culver City Unified School District for the first half will be based on P-1 data and final in July 2015 based on P-2 data with any annual certification adjustments, payments or credits, processed at the next billing period.

Mr. Mike Reynolds
January 27, 2015
Page 2

The Contracts Section will obtain the signature of the Los Angeles County Office of Education official and return one copy for the district's records.

If you have any questions about the county operated programs, please contact Mr. Zak Memon, Assistant Controller at (562) 922-8973.

Sincerely,



Patricia Smith
Executive Director
Business and Finance

PS/ZM:sm/clc
Attachments

cc: Dr. Scott Price
Dr. Mary Laihee
Ms. Pamela Gandara-Gibson
Mr. Zak Memon
Ms. Deborah C. Harris

Los Angeles County Office of Education
District Funded County Program Students
Enrolled as of 12/12/2014
FY 14-15

Please review this list of students currently enrolled in LACOE Programs. If our records do not reconcile to your own please email Larry Canter, LACOE Registrar, at Canter_Larry@laoe.edu and copy Martinez_Alyssa@laoe.edu on the email. It is imperative we address any potential errors promptly to ensure accurate attendance reporting to the state.

State ID	Student Last Name	Student First Name	County Program	District of Residence
6070668344	Goldstein	Harry	LACHSA	Culver City USD
1162355433	Hancock	Chloe	LACHSA	Culver City USD
8070667558	Ishida	Keiji	LACHSA	Culver City USD
6055127504	La Rocque	Dylan	LACHSA	Culver City USD
1072702743	Refuerzo	Aijah	LACHSA	Culver City USD

2/25/15

14.4a

BOARD REPORT

14.4a

Approval is Recommended for the Agreement Between the Culver City Unified School District (CCUSD) and the Management Association of Culver City Schools (MACCS) Regarding Longevity

An Agreement between Culver City Unified School District (CCUSD) and the Management Association of Culver City Schools (MACCS)) regarding longevity was signed on February 11, 2015. The Agreement serves to amend language in Board Policy 4351.1, Salary Placement. It is now appropriate for the Governing Board of the Culver City Unified School District to approve this agreement.

RECOMMENDED MOTION:

It is recommended that the Board of Education approve the Agreement Between the Culver City Unified School District (CCUSD) and the Management Association of Culver City Schools (MACCS) regarding longevity as presented.

Moved by:

Seconded by:

Vote:

**Management Association of Culver City Schools (MACCS)
and
Culver City Unified School District (District)
February 5, 2015**

The Culver City Unified School District (District) and The Management Association of Culver City Schools have agreed to the following regarding compensation:

Board Policy 4351.1(a) Salary Placement- Longevity will be amended to:

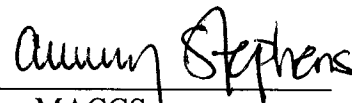
Management, Supervisory and Confidential personnel, who have served five years in a management, supervisory or confidential position will be granted longevity pay equal to 2.5% of their base salary. An additional 2.5% will be granted for each two year period served thereafter for a total of eight years.

~~Management personnel who have served five years on the district management salary schedule will be granted longevity pay equal to 2.5% of their base salary, and will be granted an additional 2.5% for each two year period served thereafter, for a total of eight years or for a total of 10% added to their base salary.~~

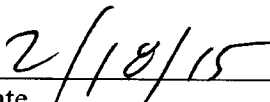
This amendment is effective July 1, 2014.



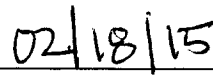
For the District



For MACCS



Date



Date

Management, Supervisory and Confidential Personnel

SALARY PLACEMENT

Initial Placement on the Management Salary Schedule

New management employees may be placed on any step of the management salary schedule that will provide the new employee with credit for the employee's experience and training.

Current district employees who have been selected for management positions will be granted experience credit as provided above, but in no case will current district employee suffer a pay loss when assigned a management position. In cases where a loss of pay would result, the employee will be placed on a step that will result in at least a 2% pay increase over his/her daily rate of pay as a non-management employee.

Step Advance

After initial placement, advancement shall be made annually on the first of the month following completion of a one-year period of employment.

Longevity

Management personnel who have served five years on the district management salary schedule will be granted longevity pay equal to 2.5% of their base salary, and will be granted an additional 2.5% for each two year period served thereafter, for a total of eight years or for a total of 10% added to their base salary.

Doctoral Pay

Management personnel who have an earned doctorate granted by the graduate school of an institution of higher learning with accreditation recognized in the United States will receive additional pay per month at the rate established by the Board of Education.

Management personnel who work less than full time will be granted a pro rata share of additional pay per month.

All management personnel on the management schedule will be eligible for doctoral pay. The district Superintendent's eligibility for doctoral pay will be determined by individual contract.

SALARY PLACEMENT (continued)

BP 4351.1(b)

Wage

The management salary schedule shall be adopted annually by the Board of Education. The salary schedule shall specify all management positions below the Superintendent, the number of days to be worked per year, the per diem rate and the monthly salaries for each of the five steps for each position.

Wage Adjustment

Management personnel who resign or are granted a non-paid leave prior to the completion of their normal work year will have their final salary warrant adjusted to reflect the actual days worked.

Extra Pay

Management personnel who work beyond the number of days specified in the salary schedule will be compensated at their daily rate. Daily rate is determined by dividing the base annual salary by the number of workdays per year.

Policy
Adopted: November 4, 1997

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

Policy
Reviewed: June 9, 1998

Policy
Revised: July 16, 2002

2/25/15
14.4b

BOARD REPORT

14.4b

Approval is Recommended for the Premier Partners Scholarship Program Agreement Between the Culver City Unified School District (CCUSD) and Brandman University

An Agreement between Culver City Unified School District (CCUSD) and Brandman University, part of the Chapman University System was established to assist our employees in their professional development. The University will offer and fund Premier Partners Scholarships for student enrollments in graduate and undergraduate degree programs for the remainder of academic years 2014/2015 and 2015/2016.

RECOMMENDED MOTION: It is recommended that the Board of Education approve the Premier Partners Scholarship Program Agreement Between the Culver City Unified School District and Brandman University as presented.

Moved by:

Seconded by:

Vote:



CHAPMAN UNIVERSITY SYSTEM

Premier Partners Scholarship Program - Agreement

This SCHOLARSHIP AGREEMENT (hereinafter "Agreement") is entered into by and between BRANDMAN UNIVERSITY, part of the Chapman University System (hereinafter "University" or "Brandman University") located at 16355 Laguna Canyon Drive, Irvine, CA 92618 and Culver City Unified School District (hereinafter "Organization") located at 4034 Irving Place, Culver City, CA 90232.

Recitals

WHEREAS, the University offers educational programs which are accredited by the Western Association of Schools and Colleges (WASC). The University has established a Premier Partners Scholarship Program (the "Program") which is designed to support locally based organizations with their employee development efforts. The Program will provide scholarship support for those students who are employed by these selected organizations for participation in the listed Brandman University campuses and sessions below,

WHEREAS, the Organization wishes to participate in the University's Premier Partners Scholarship Program as part of its employee educational development efforts.

Agreements

In consideration of the foregoing recitals, the Parties mutually agree as follows:

1. The University will offer and fund **Premier Partners Scholarships** to the Organization for student enrollments in graduate and undergraduate degree programs at Brandman University (excluding School of Nursing & Health Profession degree programs except for RN to BSN, Certificate programs, and Competency Based Education programs) equivalent to the sums below. Courses listed on Addendum A, incorporated herein by reference, are priced per course per separate schedule as further defined on that Addendum:
 - **Graduate degree scholarship = \$180 per 3.0 credit course**
 - **Undergraduate degree scholarship = \$150 per 3.0 credit course**
 - **RN to BSN scholarship = \$50 per credit**
 - **Doctorate of Education scholarship = \$91.50 per credit**

at the University's on ground and fully online campuses solely for the remainder of the 2014-15 academic year which includes the 2015 Spring II, Summer I, and Summer II Sessions. In addition, the scholarship continues through the 2015-2016 Academic Year (Fall I 2015 through Summer II 2016).

The scholarship award amount will remain fixed for the duration of the entire program so long as the student does not miss more than two consecutive sessions, continues to make

satisfactory academic progress, and remains in good academic and financial standing in accordance with the University's existing catalog. The University's tuition rates are subject to change.

2. Employees may apply for Federal student loans the same as other students attending classes at the University. No other costs such as books, Live Text, travel or incidentals are included in the Scholarship. Tuition is due and payable by course by student prior to the start of each course. Upon request, Organization agrees to verify the employment status of the Organization's students. All Organization employees, currently enrolled with the University, must acknowledge the scholarship opportunity within the session immediately following this agreement's commencement date.

3. The following will constitute Organization's participation in the Premier Partners Scholarship Program:
 - a) Organization will have full access to and provide name and logo for Brandman University's Website to illustrate the existing relationship;
 - b) Organization will allow for Brandman University scholarship announcements in Organization's intranet, email, newsletters or other preferred internal communication mediums.
 - c) Organization may provide postings for job opportunities and internships on Brandman University's CareerLink;
 - d) Organization's name and logo is allowed for presentations given by Brandman University's Chancellor, both internally and publicly;
 - e) Organization's name and logo is allowed in Brandman University's online student, faculty and staff newsletters;
 - f) Organization's name and logo may be utilized semiannually for Brandman University's *US News and World Report* print advertisement in *Business Journal*, at no cost to Organization.

Any proposed marketing projects to be conducted by Brandman University related to the Premier Partners Scholarship Program involving the Organization will be approved or denied by the Organization within ten (10) business days. Organization's proposed use of Brandman University's name, logo, academic and scholarship programs will be approved or denied by the University within ten (10) business days.

4. Notices. Any notice required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed via first class mail, or by a reputable overnight delivery service, or by personal delivery, and directed to the address of such Party set forth below:

UNIVERSITY CONTACT INFORMATION	ORGANIZATION CONTACT INFORMATION
Brandman University 16355 Laguna Canyon Road Irvine, CA 92618 Attn: Phillip Doolittle Tel: 949-341-9832 Email: Pdoolitt@brandman.edu	Culver City Unified School District 4034 Irving Place, Culver City, CA 90232 Attn: Leslie Lockhart Tel: 310-842-4220 Email: leslielockhart@ccusd.org

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6. The undersigned individuals hereby represent that they are authorized to execute this Agreement on behalf of their respective organizations.
7. This Agreement becomes effective on the date both parties have signed the Agreement. Either party may terminate this Agreement at any time without penalty.
8. This Agreement contains the entire agreement between the parties and supersedes all prior written or oral agreements with respect to the subject matter herein. Any modification to this Agreement must be in writing signed by each of the parties.

THIS AGREEMENT IS NOT EFFECTIVE UNTIL THE DATE OF THE LAST SIGNATURE BELOW.

Agreed by Brandman University:

Agreed by:

Signature: _____

Signature: _____

Name: Phillip Doolittle

Name: _____

Title: Executive Vice Chancellor / CFO

Title: _____

Date: _____

Date: _____

Addendum A

The tuition for the following courses has been priced per course deeper than the per course scholarship noted in this contract. Courses listed below may be taken as part of a degree program, part of the certificate or authorization noted, or individually. Prerequisites and/or other eligibility requirements may exist.

Course	Title	Course Cost	Program
EDUU 575	Intro to Autism Spectrum Disorders: Etiologies and Characteristics	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 675	Programming for Students with Autism Spectrum Disorder	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 676	Autism Spectrum Disorders: Assessment and Strategies for Success, I	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 677	Autism Spectrum Disorders: Assessment and Strategies for Success, II	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 570	Voice, Diversity, Equity and Social Justice	\$525	CTEL
EDUU 526	Theories in Language Structure and Acquisition	\$525	CTEL
EDUU 527	English Language and Literacy Development	\$525	CTEL
EDUU 528	Content-based Instruction and Assessment for Linguistic Minority Students: SDAIE	\$525	CTEL
SPNU 120	Spanish for Early Childhood Educators	\$525	Elective
EDUU 636	An Introduction to Applied Behavior Analysis	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 637	Applied Behavior Analysis: Procedures and Experimental Design	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 656	Applied Behavior Analysis: Basic Technologies of Behavior Change	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 657	Applied Behavior Analysis: Applications	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 658	Applied Behavior Analysis: Advanced Applications	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 659	Applied Behavior Analysis:	\$900	Applied Behavior Analysis

	Ethics		Certificate; Emphasis area within MASE
EDUU 624	Foundations of 21 st Century Teaching	\$525	Teaching the 21 st Century Learner Certificate: Emphasis area within MAE
EDUU 625	Design and Assessment of 21 st Century Teaching	\$525	Teaching the 21 st Century Learner Certificate: Emphasis area within MAE
EDUU 628	Advanced Design and Assessment of 21 st Century Teaching	\$525	Teaching the 21 st Century Learner Certificate: Emphasis area within MAE
EDUU 629	Teaching the 21 st Century Learner Capstone	\$525	Teaching the 21 st Century Learner Certificate: Emphasis area within MAE
EDAU 710	Clear Mentoring of Candidates II	\$625	Clear Administrative Services Credential
EDAU 720	Clear Assessment of Candidates II	\$625	Clear Administrative Services Credential
FSNU 335	Science of Obesity	\$1,500	Gen Ed; Nutrition and Wellness Certificate
MATU 99	College Algebra	\$500	Gen Ed; prerequisite for Statistics
SPNU 100	Survival Spanish: Culture and Language	\$525	Gen Ed; Satisfies prerequisite for RN to BSN

BOARD REPORT**15.1 Discussion Regarding Candidates for the 2015 CSBA Delegate Assembly Election**

CSBA's Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state. Ballots for the 2015 Delegate Assembly Election must be postmarked by March 16, 2015.

Information from CSBA including the ballot, required candidate biographical sketch and /or resume is attached for the Board to review and discuss who they would like to vote for. The complete ballot will be brought back at the next Board meeting to take action.



California School Boards Association

***TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE MONDAY, MARCH 16, 2015***

January 30, 2015

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Jesús M. Holguín, President

Re: 2015 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Monday, March 16, 2015

Enclosed is the ballot material for election of your region's or subregion's representative to CSBA's Delegate Assembly. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, a résumé. In addition, you will find a "copy" of the ballot on white paper so that it may be included in your board agenda packet, if you choose to include it. **Only the ballot on red paper is to be completed and returned to CSBA.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery. Please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on, or before, Monday, March 16, 2015. No late ballots will be accepted.**

Election results will be available on CSBA's website no later than Wednesday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017. The next meeting of the Delegate Assembly is on Saturday, May 16 – Sunday, May 17 at the Hyatt Regency in Sacramento.

Please do not hesitate to contact the Leadership Services Department at (800) 266-3382 should you have any questions. Thank you.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MONDAY, MARCH 16, 2015**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2015 DELEGATE ASSEMBLY BALLOT
REGION 24
(Los Angeles County)

Number of vacancies: 6 (Vote for no more than 6 candidates)

Delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017

**denotes incumbent*

- Micah Ali (Compton USD)
- Jan Baird (South Whittier ESD)
- Lisa R. Claypoole (Hermosa Beach City SD)
- Jose Lara (El Rancho USD)
- Sharon Stys (South Whittier ESD)
- Ana Valencia (Norwalk-La Mirada USD)*

Provision for Write-in Candidate Name

School District

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

Region 24 – Donald LaPlante, Director (Downey USD)
16 Delegates (14 elected/2 appointed)

Below is a list of all the current Delegates from this Region.

Leighton Anderson (Whittier Union HSD), elected term expires 2016
Paul Gardiner (East Whittier City ESD), elected term expires 2016
Eugene M. Krank (Hawthorne SD), elected term expires 2016
Maynard G. Law (ABC USD), elected term expires 2015
Sylvia V. Macias (South Whittier SD), elected term expires 2016
John McGinnis (Long Beach USD), district appointed - term expires 2016
Mark Morris (Downey USD), elected term expires 2015
Karen Morrison (Norwalk-La Mirada USD), elected term expires 2016
Ann Phillips (Lawndale ESD), elected term expires 2016
Margarita Rios (Norwalk-La Mirada USD), elected term expires 2016
Emma Sharif (Compton USD), elected term expires 2016
Sharon Stys (South Whittier ESD), elected term expires 2015
Sophia M. Tse (ABC USD), elected term expires 2015
Ana Valencia (Norwalk-La Mirada USD), elected term expires 2015
Felton Williams (Long Beach USD), district appointed - term expires 2015
Vacant, elected term expires 2015

Counties

Los Angeles

Delegate Assembly

Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: <u>Micah Ali</u>	CSBA Region: <u>24</u>
District or COE: <u>Compton Unified School District (CUSD)</u>	Years on board: <u>8</u>
Contact Number: <u>310-308-8668</u>	E-mail: <u>mali@compton.k12.ca.us</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate?	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Early Childhood Education (ECE) – There is no more effective mechanism for developing human capital than ECE. Not only do children see significant brain growth (~90%) by age 5 but ECE is a great asset in reducing the achievement gap between high- and low-wealth districts as well.
2. School Health – By creating convenient school-based health centers, school districts can create and facilitate a safe, convenient, and trusted location for providing medical information, providing treatment, and free health care services through Medi-Cal. This ensures that children can stay healthy, engaged, and in attendance while providing an early screening service for significant major health and mental health issues.
3. Reversing School Fiscal Reserve Caps – The new school fiscal reserve caps that went into effect as a result of Proposition 2 and SB 876 are a disastrous policy that have the potential to bankrupt school districts and undermine the best laid of plans in times of hardship when districts would normally rely on their reserves. I share CSBA's stated concern about the effect of this policy.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

I've served on the Compton School Board in nearly every executive capacity in my eight years of serving, having served first as the Board's Legislative Representative, then Vice-President, Clerk, and now as Board President, a role I've served in since 2015. I also have been privileged enough to serve as our District's designee to the Los Angeles County School Trustees Association (LACSTA) where I have served as President, Vice-President, and currently as Secretary / Treasurer.

I also serve as: President of the Compton Creek Mosquito Abatement District Board of Trustees; Member of the Board of Directors of the Friends of Ballona Wetlands; Member of the South Coast Air Quality Management District (SCAQMD) Environmental Justice Advisory Group. And, in the past I have also served as Chairman of the Compton Community College District Personnel Commission, Vice Chairman of the CUSD Personnel Commission, and Executive Director of the Los Angeles County Education Foundation (LACEF).

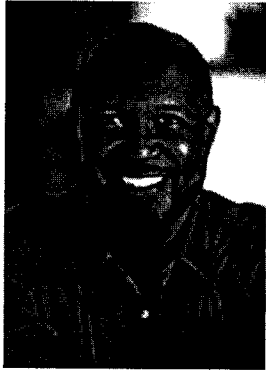
My primary interests are early childhood education, student health access and services, and eliminating the achievement gap. I've utilized my roles at LACSTA and LACEF as effective forums to encourage and establish quality school health and early education services as an effective means of mitigating the achievement gap and enhancing student opportunity.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

As a life-long resident of Compton and a product of its schools, I fully understand the difficult challenges that students in urban settings deal with daily. Realizing the extent of my own opportunities, I've dedicated myself to promoting opportunities, improving educational outcomes, and increasing lifetime achievements for urban and disadvantaged children everywhere. I believe that serving as a Delegate will greatly increase my capacity and effectiveness at achieving positive change for school children.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Micah Ali Date: January 7, 2015



Micah Ali

**President
Board of Trustees**

BIOGRAPHY

Micah Ali is a new leader for today's challenges. He is currently President of the Compton Unified School District (CUSD) Board of Trustees. The lifelong Compton community advocate is focused on improving the public schools, and thus, his community and his state.

Elected to the Compton Board of Trustees in 2007 and overwhelmingly reelected in 2011, Ali uses his intellect, grasp of complex issues and strategic policy acumen to fight for working families, public schools, and to energize the economies of urban communities.

Ali strongly believes that "The primary purpose of the Compton Schools is to meet the needs of our students and to prepare them to have bright and prosperous futures."

With that in mind the CUSD president has become an avowed supporter of early childhood education, believing passionately that greater access to the creative arts, such as music and dance, can vastly improve the academic performance of young children.

Meanwhile, as a leader in the field, Ali has earned a reputation as a champion of students' rights. As Compton's schools succeed through improving graduation rates, test scores and professional development for teachers and staff, he believes all of California will take notice.

"I was reared in Compton, am a product of our schools and believe strongly that the most important thing I have to do is to make sure that our children receive a quality education," Ali noted.

Ali has worked to include teachers' involvement in decision making that impacts classroom instruction. He also has fought to create safe classroom environments for students, teachers and classified employees.

Ali is a strong advocate for special education and after-school programs.

"Young people who are involved in extracurricular activities like sports, band, and performing arts do better in school and have a better chance of graduating. I believe that the development of well-rounded students is a key to the growing success in Compton's schools".

Under Ali's watch, Compton's school budgets have stabilized and investments in school modernization have increased. This is good for our students, our families and the local economy. A champion of working people, he led the fight to pass a resolution supporting the Employee Free Choice Act and successfully fought efforts to repeal the school district's project labor agreement with dozens of trade unions. He also has been leading the effort to identify and reduce wasteful spending and excessive legal fees.

Ali also serves as Vice President of the Los Angeles County School Trustees Association, an organization to which trustees from 84 Los Angeles County school districts belong. This enables him to work collaboratively with colleagues across Los Angeles County to promote the betterment of urban student's educational opportunity.

Second only to his passion for improving public schools is his commitment to creating jobs in the community. "I emphatically support policies that attract businesses paying livable wages to Compton; it is essential for growing opportunities in our city," stated Ali.

Ali believes in public service. Beyond his work on the CUSD Board of Trustees and the Los Angeles County School Trustees Association, he serves as: President of the Compton Creek Mosquito Abatement District Board of Trustees, a position he was nominated to by Los Angeles County Supervisor Mark Ridley-Thomas and confirmed unanimously by the entire Los Angeles County Board of Supervisors. Member of the Board of Directors of the Friends of Ballona Wetlands, whose mission is to champion the restoration and protection of natural habitats like the Compton Creek. Member of the South Coast Air Quality Management District (AQMD) Environmental Justice Advisory Group.

Delegate Assembly Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: <u>JAN BAIRD</u>	CSBA Region: <u>24</u>
District or COE: <u>SOUTH WHITTIER</u>	Years on board: <u>11</u>
Contact Number: <u>(562) 400-9606</u>	E-mail: <u>jsbaird@aol.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate?	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

My first educational priority would be to work in the legislative area. I would like to take a more active role in the legislative issues since this is what ultimately controls the school boards' ability to govern. I feel that working with the Delegate Assembly puts me in better tune with what is going on state-wide within the school system and I want to become more involved.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

I attend most all events of the schools in my school district and have an excellent idea of what is going on in the district. I am very involved in the area and rarely miss an opportunity to attend a student event.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I had been on the Delegate Assembly previously before deciding not to run again (two of my sons had out-of-state college graduations making participation at Delegate Assembly impossible two years in a row), I had participated in all the Golden Bell Verifications that I had been asked to attend and enjoyed every one of them. I also attended each Delegate Assembly.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Jan Baird

Date: 1-21-15

JAN BAIRD

South Whittier School District
11200 Telechron Avenue
Whittier, California 90605

I was appointed to the South Whittier School Board in March, 2004. I was elected to the Board in November 2005 and re-elected and all elections since then.

After having raised my three sons and seeing them through the public school system and on through college, I still wanted to work with the community and help other students.

In 1998 I worked as the Chairman for the South Whittier Measure W School Bond Initiative and again as Chairman for the South Whittier Measure I School Bond Initiative in 2004. These bonds both past with high approval rates and provided funds for the modernization of the schools in our district.

For the last 15 years I have worked as a recruiter for our local high school's senior projects. This is an end-of-the-year event where every high school senior must present to a panel of 3 to 5 adults, a project he or she has been working on for the past year and explain it in detail. I, along with one other "recruiter" provide the volunteers that come in to listen to the presentations.

I am a long-time member of the League of Women Voters, Whittier and participate in their Legislative Interviews each year and stay up-to-date on legislative news.

Delegate Assembly

Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

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Name: Lisa R. Claypoole

CSBA Region: 24

District or COE: Hermosa Beach City School District

Years on board: 9 years (2006 - Present)

Contact Number: 310-896-1650

E-mail: claypoole@verizon.net

Are you a continuing Delegate? Yes No If yes, how long have you served as a Delegate? _____

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

I believe the educational priority for Governing Boards in all states should be to provide world-class instruction to children! Educational programs at all schools in California should be focused on student learning. Acquiring the highest quality educators and providing top-notch support of instruction should be in a place of prominence in all districts. However, most governing boards are bogged down with the "funding" problem. School districts are mandated to operate under a balanced budget yet, balancing a budget seems to not be the focus of the government of California.- This hypocrisy must stop! CSBA should be on the forefront of holding the state accountable for appropriately and effectively funding education and bringing financial deferrals to an end. Supporting both new and experience school district Governing Board members and providing training should continue to be an priority of CSBA an would by my third priority.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

I have been a member of Hermosa Beach City Schools Governing Board since 2006. I am an active Hermosa Beach community leader who is a member of the local Kiwanis Club and active as a parent volunteer for the local Boy Scout Troop. As a previous employee of the Hermosa Beach City School District and a Teacher and Director of Student Activities in Manhattan Beach Unified School District, I am committed to playing a positive role and providing educational leadership to Governing Board members across Region #24. While serving as a CSBA delegate I will endeavor to represent the interests of my community, as well as the southern crescent of Los Angeles County. As a board member in Hermosa Beach, I am member of a five person team of citizens whose aim is to provide educational leadership in my town. As a CSBA delegate, I would be a positive contributor on a sixteen member delegate team representing Los Angeles County. I would do my very best to serve this region well. I have not previously been a member of a CSBA committee. This would be my first time serving California School Boards Association.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I want to be a Member of the CSBA Delegate Assembly for several reasons. First and foremost, I want to be a positive, contributing member of a team of professionals that are responsible for the continued success of CSBA Region #24. I believe in and support the CSBA goal to advocate for effective policies that advance the education and well-being of the state's school-age children and am willing to work and serve. Second, I am an experienced teacher leader with 23 years of experience in public schools. I want to be an advocate for focus on improving curriculum statewide. As an advocate of student support and academic success, I believe that California school districts should be hiring the best teachers, designing quality curricular programs, building 21st century facilities and appropriately integrating technology in our state's schools. Lastly, I want to positively represent Los Angeles County and my outstanding school district - Hermosa Beach City Schools - in the Delegate Assembly.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Lisa R. Claypoole

Date: 1/5/15

Lisa R. Claypoole

1132 1st Street Hermosa Beach, CA 90254 (310) 376-6959-Home & (937) 369-6777-Cell

PROFESSIONAL EXPERIENCE

GOVERNING BOARD MEMBER, Hermosa Beach City School District, CA 2006-Present

- Served as School Board President, one term & Served three terms two times and currently.
- Supported District Personnel and effectively served the Board for more than two terms.
- Provided leadership and volunteered at Parent Teacher Organization and Education Foundation events throughout my tenure as a Governing Board Member

DIRECTOR OF STUDENT ACTIVITIES, Manhattan Beach Unified School District, CA 2005-Present

- Teach World History, U.S. History and Government to 10th, 11th and 12th grade students.
- Design and implement effective and creative lesson plans on a daily basis.
- Direct classroom activities and teach ASB Student Government (Leadership) to 9th-12th graders.
- Organize and coordinate all school programs such as Pep Rallies, Homecoming Parade and Show, Dances, Talent Shows, Spirit Days, Award Banquets, Student Recognition programs and Graduation.

TEACHER, Beverly Hills Unified School District, CA 2004-2005

- Taught Government, Economics, and World History to 9th and 12th graders.
- Designed and implemented effective and creative lesson plans on a daily basis.
- Direct classroom activities and monitor school activities.
- Advise the Beverly Hills Key Club, an organization affiliated with Kiwanis International. The club members meet weekly and have completed hundreds of hours of school and community service this year. The 100+ member club has participated in a variety of projects which include the ALS Walk; Trick or Treat for Unicef; Fall Rally, Making Sandwiches for the Homeless, etc.
- Direct classroom activities and monitor school activities by planning & supervising events such as Pep Rallies, Grad Nite, Commencement Address Tryouts, etc.

TEACHER, Fairborn City Schools, Fairborn, OH 1999 - 2004

- Taught Government and Honors Economics to 12th graders and U.S. History to 9th Graders.
- Designed and implemented effective and creative lesson plans on a daily basis.
- Served as Student Congress Advisor, coordinating and supervising activities such as the annual "Unity Day" ceremony and school-wide picnic, the annual homecoming parade and dance, spirit weeks during each sports season, and monthly hat days for charity.
- Served as Senior Class Advisor, planning and supervising events such as: senior-parent information night; cap & gown measurement; senior shirt design and distribution. The Senior Class advisor also sponsored the senior superlatives ceremony, Grad Night, baccalaureate ceremony, senior picnic, and commencement.
- Established and advised Fairborn High School Key Club, an organization affiliated with Kiwanis International. The club members met bi-weekly and completed hundreds of hours of school and community service each year.

TEACHER, Hermosa Valley School, Hermosa Beach, CA 1995 - 1999

- Taught Language Arts/Social Studies and Journalism to eighth grade students.
- Designed and implemented effective and creative lesson plans.
- Advised Student Council, coordinating and supervising the many activities such as middle school dances, flag assemblies, spirit/activity days, candy sales, and district wide talent shows.
- Served as Managing Editor/Advisor of Hermosa Valley School's monthly newspaper.
- Founded the Hermosa Valley School Builders Club, a Kiwanis affiliated community service group.

TEACHER, Radcliff Heights Upper Elementary School, Dayton, OH 1990 - 1995

- Taught American History, Ohio History, and Geography to heterogeneously grouped 7th & 8th grade students in an urban environment.
- Served as Social Studies Lead Teacher and monitored and assisted other department staff.
- Prepared school master schedule and class lists with principal and school counselor for the start of each school year 1992-1995.
- Planned and supervised extracurricular activities such as Career Day, Eighth Grade Prom and Recognition Ceremony.

HONORS, AWARDS, ACHIEVEMENTS

National Board Certified Teacher	2003-Present
Mira Costa Green & Gold Award for Excellence in Education	2010-2011
Dayton Area Teacher of the Week (107.7 FM)	November 2002
Fairborn High School Teacher of the Year	2001-2002
South Bay Beach Reporter Best of Bright Lights 1998 Honoree	December 1998
Kiwanis International Distinguished Service Award	June 1998
South Bay Beach Reporter Bright Light Honoree	June 1998

EDUCATION

UNIVERSITY OF DAYTON, Dayton, OH	1991-1994; 2000-2004
Master of Education Degree, College Student Personnel Services	December 1994
Master of Education Degree, Educational Leadership and Administration	Summer 2005

INDIANA UNIVERSITY OF PENNSYLVANIA, Indiana, PA	1985-1990
Bachelor of Science Degree, Elementary Education	May 1990
Bachelor of Science Degree, Secondary Social Science Education	May 1990
Minor: Communication Media	May 1990



Delegate Assembly Candidate Biographical Sketch Form

DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

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Name: <u>Jose Lara</u>	CSBA Region: <u>24</u>
District or COE: <u>El Rancho Unified School District</u>	Years on board: <u>1</u>
Contact Number: <u>213.321.5020</u>	E-mail: <u>JoseLara@erusd.org</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate?	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Continuing Prop 30 Funding, state and local Lobbying efforts
2. Ethnic Studies, Cultural Awareness and dual language programs in our schools.
3. Increase power and local decision making of local school boards.

We must stand strong as an association and ensure that voice of local leaders and local control is held. We also must focus on social justice education issues. Public Education is the single most important civil rights issue of our time and we must ensure we advocate for all our students and community.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

I huge advocate for dual language programs in our school district. We have also recently transformed one of our middle schools into a STEAM Academy and are looking into opening a new Magnet high school. We have also been working with other school district on implementing Cultural awareness and Ethnic Studies pre-k-12 and also as stand-alone courses. I am proud that El Rancho Unified School District became the first district in the state of California to make Ethnic Studies a Graduation requirement.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I am a social justice educator, a teacher, in Los Angeles. I am actively involved in my teacher's union, the United Teachers Los Angeles and strongly believe in ensuring all students and communities have quality schools. The Civil Rights movement has not ended. It continues in local committees and in our schools. I will be a strong advocate for our association and students we serve.

I am married and have 8 month old baby boy, a 3 year old special needs daughter and a 14 year old son. All my children attend or will attend public schools. I am highly invested in making California schools second to none.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: [Handwritten Signature]

Date: 1/21/15

Delegate Assembly Candidate Biographical Sketch Form



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Name: <u>Sharon Stys</u>	CSBA Region: <u>Region 24</u>
District or COE: <u>South Whittier Elementary School District</u>	Years on board: <u>6+</u>
Contact Number: <u>562 693-5694</u>	E-mail: <u>sharon@sharcomp.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>6+</u> years	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Public Education Funding is a major priority of mine. To be able to set direction, make plans for maintenance, make wise and informed decisions on teaching, books, computers and staff training we must have a reasonable assurance of our funding. I believe this should be a CSBA priority. 2. The CSBA Policy Platform is a framework for how CSBE staff and leadership make decisions, implement strategies and make future plans. The delegates actively participate in this process having a direct influence on the outcomes. I believe this is an important and a primary way one can make a difference in setting the right direction for CSBA. This can directly relate to our students and public education in California. 3. The election of the CSBA Officers and Board of Directors is another way of making a specific choice to participate in who will speak for CSBA to the public and the elected officials. Choosing these members is an opportunity to affect who and how CSBA will be represented to the public.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

Having served as the director of region 24 for 10 years, I understand how important it is to have delegates that can bring details of their district needs and issues to the attention of CSBA. I have always been very active in my region. I served 5 years as president and 24 years a member of WASTA, many years on the LACTA board and also a year as president, and many years on local committee's. As a CSBA director I served on a number of CSBA committee's. I have completed Master's of Boardmanship and the Master's of Governance programs and take advantage of training offered.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

As previously mentioned, I have been a board member for 24 years, a director for 10 and a delegate for 6+ years counting current and prior to being director. I believe in actively participating in leadership, learning all you can to do the job to which you are elected. Being a delegate allows me to represent and speak to the needs of the schools in my region, making sure they are brought to CSBA and others and addressed in discussions. It allows me to do my best to make a difference for the public education in California.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Sharon Stys

Digitally signed by Sharon Stys
DN: cn = Sharon Stys email = sharon@sharcomp.com C = US O = South Whittier
Elementary School District Ou = Board of Trustees

Date: 12/12/2014

Delegate Assembly Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

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Name: <u>Ana Valencia</u>	CSBA Region: <u>24</u>
District or COE: <u>Norwalk - La Mirada Unified School District</u>	Years on board: <u>13</u> ADA <u>19.500</u>
Contact Number: <u>213-305-8713</u>	E-mail: <u>avalen5@aol.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>10</u>	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

There are many issues I feel are of the utmost importance in education, however, the top three are:

- * High School Graduation - We must ensure our students are provided with ample opportunities in their path to graduation.
- * Curriculum and Instruction - A quality public education will make the difference in preparing our students for their life as adults.
- * Advocacy in all levels of government - The school board member's voice is essential at all levels to advocate for quality educational programs and funding.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

As a teacher and a school board member, I see many sides of the public education spectrum and I share the information I get with the many groups I associate with. I look for the CSBA e-mails we receive as they are usually the first information I receive on critical issues. I keep communication with my CSBA Director, Donald La Plante in our district as well as with the Black Director at large, Darryll Adams and share my concerns as well as get information from them. There are other ways I also keep in touch with CSBA leadership, especially through social media where I maintain constant contact with Hispanic Director and our newly elected CSBA President, Jesus Holguin. Lastly, I look forward to serving on the CSBA Policy Platform Committee for 2015 where I hope to assist in any capacity I am able to.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

The crucial information we receive as delegates I not only share with my colleagues but with the community at large and with my friends at service organizations and staff of the elected officials. Although the Sacramento staff receive it from CSBA staff, the local staff tell me it is nice to receive the information too as they may have missed something while it was "trickled down to them".

There is much work in California to help keep Public Education working for the communities we serve. I continue too work hard and hope I can count on the board members throughout my region with their support of my re-election to the CSBA Delegate Assembly.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Ana Valencia

Date: January 6, 2015

Ana M. Valencia
Resume
For CSBA Delegate Assembly – Region 24

PERSONAL DATA

12529 Benfield Avenue
Norwalk, California 90650
(562) 864-1415
E-mail: avalen5@aol.com

B.A. in Sociology from CSULA, Teaching Credential from National University

NORWALK-LA MIRADA BOARD OF EDUCATION

Elected November 2001,
Re-Elected November 2005, 2009, 2013
Board President Dec. 2009-Dec. 2010

Active Member in California School Board Association:
CSBA Delegate Assembly, 2003-Present
CSBA Trade Show – Workshop Presenter, December 2004
CSBA Latino School Boards Assoc. 2002 - Present
LA County Trustees- Board Liaison, 2002-Present

CIVIC/POLITICAL ACTIVITIES

UTLA member, 1997-present

California Teachers Association- State Council on Education (Policy making body):

- State Legislation Committee, 1999-2011
- CTA Service Center Chairperson of UTLA/NEA, 2008-2011

National Education Association/CTA/UTLA State WHO Award Recipient, 2011

Founder & Chairperson of CTA School Board Caucus, 2004-2011

National Education Association, Elected California Rep. on Resolutions Committee (Policy Review Committee), 2000-2005

Woman of the Year - Senator Martha Escutia's 30th Senatorial District, 2005

56th Assembly District Vice-Chair, 2003-2006

Mexican American Political Association- Past Treasurer

Norwalk Lions Club- Member, 2001-Present

WORK EXPERIENCE

Teacher- 6th grade Language Arts and History-Nimitz Middle School

UTLA Officer- July 1, 2002- Served two terms as UTLA Secretary, NEA Vice President, 2008-2011

Teacher-5th grade at City Terrace Elementary School in LAUSD- 1996-2002

Center for Human Rights and Constitutional Law- Homeless Youth Project Coordinator- 1994-1996

Covenant House Runaway & Homeless Youth Shelter Case Manager- 1992-1994

Eastlake (Central) Juvenile Hall Alternative Education Department- 1990-1992

CRITICAL ISSUES OF SPECIAL INTEREST

High School Graduation

Vocational and Adult Education

Eliminating the education gap for English Learners

Advocacy in all levels of government on behalf of public education

Curriculum & Instruction- Common Core

15.2 Self-Evaluation of the Board

Board members will complete a self-assessment of their collective governance of/for the current Board meeting. Prior to adjournment, one Board member will complete and share his/her assessment of Board performance by answering the following questions:

In your opinion, did every Board Member?

Study the agenda prior to the meeting and clarify questions in advance?

Participate in the meeting, with no one dominating?

Listen attentively as each participant spoke, avoiding side conversations?

Treat each other with respect and courtesy?

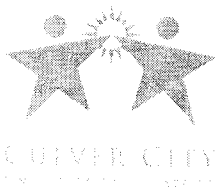
Contribute to an atmosphere of trust and openness?

Focus on governance rather than operations during presentations and discussions?

Follow the agenda and not get sidetracked?

Was information provided in a manner that made it easily understandable?

Was the agenda well-planned to focus on the work of the Board?



Culver City Unified School District Board Self Assessment



Evaluator _____ Date: _____

1=Failing 2=Poor 3=Satisfactory 4=Good 5=Commendable

In your opinion, did every Board Member:

1 2 3 4 5

					Study the agenda prior to the meeting and clarify questions in advance?
					Participate in the meeting, with no one dominating?
					Listen attentively as each participant spoke, avoiding side conversations?
					Treat each other with respect and courtesy?
					Contribute to an atmosphere of trust and openness?
					Focus on governance rather than operations during presentations and discussions?
					Follow the agenda and not get sidetracked?
					Was information provided in a manner that made it easily understandable?
					Was the agenda well-planned to focus on the work of the Board?

Comments:

CCUSD: Success for ALL Takes US ALL!