

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.**

**City Hall (Mike Balkman Chambers)
9770 Culver Boulevard, Culver City, CA 90232**

February 26, 2013

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

Katherine Paspalis, Esq., President
Patricia Siever, Professor, Vice President
Nancy Goldberg, Clerk
Laura Chardiet, Member
Karlo Silbiger, Member

2. PUBLIC COMMENT ON CLOSED SESSION ITEMS

3. RECESS TO CLOSED SESSION

3.1 Reinstatement of Pupil Services Case #22-09-10

3.2 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
Employee Organizations: Culver City Federation of Teachers (CCFT) and Association of Classified Employees (ACE)

- 3.3 Public Employee Performance Evaluation (Pursuant to GC §54957)
Title: Adult School Temporary Teachers
- 3.4 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54957)
- 3.5 Public Appointment/Employment (Pursuant to GC §54957)
Certificated Personnel Services Report No. 11
Classified Personnel Services Report No. 11

4. ADJOURNMENT OF CLOSED SESSION

5. REGULAR MEETING – 7:00 p.m.

- 5.1 Roll Call – Board of Trustees
Katherine Paspalis, Esq., President
Patricia Siever, Professor, Vice President
Nancy Goldberg, Clerk
Laura Chardiet, Member
Karlo Silbiger, 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 11, 2013
- 9.2 Approval is Recommended for Purchase Orders and Warrants
- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No.11
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 11
- 9.6 Approval is Recommended for the Special Education Department’s Significant Disproportionality Study and Action Plan for the California Department of Education

- 9.7 Approval is Recommended for CCHS Field Trip to Spain, June 18-28, 2014
- 9.8 Acceptance of Enrollment Report

10. **AWARDS, RECOGNITIONS AND PRESENTATIONS**

- 10.1 American Citizenship Awards
- 10.2 Spotlight on Education – El Rincon Elementary 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 Redevelopment Revenues

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 Reinstatement of Pupil Services Case #22-09-10

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items - None

14.4 Personnel Items - None

15. BOARD BUSINESS

15.1 CSBA Nominations for the 2013 Delegate Assembly

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 12 - 7:00 p.m. - Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place
April 23 - 7:00 p.m. - Regular Public Meeting, (6:00 p.m. Closed Session), City Hall (Chambers), 9770 Culver Blvd.

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: Regular Meeting
Place: District Office
4034 Irving Place
Culver City, CA 90232

Date: February 12, 2013
Time: 6:00 pm. – Public Meeting
6:01 p.m. – Closed Session
7:00 p.m. – Public Meeting

Board Members Present

Katherine Paspalis, Esq., President
Patricia Siever, Professor, Vice President
Nancy Goldberg, Clerk
Laura Chardiet, Member
Karlo Silbiger, Member

Staff Members Present

David LaRose, Superintendent
Eileen Carroll, Asst. Supt. – Educ. Services
**Leslie Lockhart, Asst. Supt.-Human
Resources**
**Mike Reynolds, Asst. Supt – Business
Services**

Call to Order

Board President Ms. Katherine Paspalis 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 7:07 p.m. with all Board members in attendance. Christine Collins led the Pledge of Allegiance.

Report from Closed Session

Ms. Paspalis reported that the Governing Board met in Closed Session regarding issues listed on today's Closed Session agenda and announced that no reportable actions were taken.

7. Public Hearing – none.

8. Adoption of Agenda

It was moved by Karlo Silbiger and seconded by Laura Chardiet that the Board adopt the agenda. The motion was unanimously approved.

9. Consent Agenda

Ms. Paspalis called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. As there were no requests to withdraw items, it was moved by Patricia Siever and seconded by Laura Chardiet to approved items 9.1, 9.2, 9.3, 9.4, and 9.5 of the Consent Agenda. The motion was unanimously approved.

- 9.1 Minutes of Regular Meeting – January 22, 2013
- 9.2 Purchase Orders and Warrants
- 9.3 Acceptance of Gifts – Donations
- 9.4 Certificated Personnel Reports No. 10
- 9.5 Classified Personnel Reports No. 10

10. AWARDS, RECOGNITION AND PRESENTATIONS

10.1 Spotlight on Education – Farragut Elementary School

Christine Collins, Interim Principal at Farragut Elementary School, and Kelley Roberts, Farragut teacher, presented information about their school which included current programs and test scores. Ms. Collins presented information about the rise in CST scores at Farragut from 932 in 2010-2011 to 940 in 2011-2012. She noted API information about subgroups and that Farragut's special focus is on art and technology. Ms. Collins thanked the District and the Fan Club for sharing the cost of having the computer lab replaced this year. Ms. Roberts presented a slideshow on using iPads in the classroom, noted how instruction that included the iPad had the students' complete attention, and thanked the Fan Club for funding 30 iPads for 5th grade. Ms. Collins and Ms.

Roberts presented information on how Farragut will implement iPads in the classroom, including teachers' attendance at the CUE Conference and other professional development. Three Farragut 5th grade students spoke to the Board about using iPads and making iMovies.

Ms. Paspalis asked if there were any questions from the Board or audience. George Laase asked for the estimated increase in cost for web connections for iPads. Mike Reynolds, Assistant Superintendent for Business Services, responded that he will ask Robert Quinn, I.T. Director, for that estimate.

The Board thanked Ms. Collins, Ms. Roberts and the students for their presentation.

11. PUBLIC RECOGNITION

11.1 Superintendent's Report

Mr. David LaRose reported on CCUSD's Math instruction partnership with Loyola Marymount University (LMU) and the Cotson Foundation funding, utilizing K-12 Math coaches and mentors. He also reported on the employee representative units' PLC, with MACCS, CCFT, and ACE. He thanked the Education Foundation for their generous support as academic advocates for the whole child. He also acknowledged the health services at CCUSD including the school nurses and the Culver City Youth Health Center.

11.2 Assistant Superintendents' Reports

Eileen Carroll, Assistant Superintendent for Educational Services, reported on the District Community Arts Team (DCAT) meeting. Mr. Mitch Glickman gave a report to DCAT on the CCUSD Symphonic Jazz Orchestra program for grades K-3. Ms. Carroll invited the community to attend the next DCAT meeting on March 4th at 4:00 p.m. in the Board room. She also reported that Educational Services held a parents' CELDT testing meeting, where students' CELDT test results were distributed to the parents and Ms. Carroll and the ELD Specialists gave information to parents about the test, including Spanish translation by Claudia Benitez, ELD Specialist. Ms. Carroll reported on the Wednesday Professional Development for all K-5 teachers on February 13th, including Common Core curriculum, and instructional video streaming that is available for all teachers through LACOE.

Leslie Lockhart, Assistant Superintendent for Educational Services, reported that negotiations have begun with CCFT and ACE and that the first meetings were positive and collaborative. Ms. Lockhart reported that the 2013-2014 and the 2014-2015 school calendars have been posted on the website and thanked Dave Mielke, CCFT President, and Debbie Hamme, ACE President, for their efforts in getting two years of calendars finalized. Ms. Lockhart stated that a request for catastrophic leave for Anissa McCullen, Linwood E. Howe School Secretary, is included in the Board Report.

Mike Reynolds, Assistant Superintendent for Business Services, distributed copies of the Business Services' report, including The Annual Report of the Treasurer/Controller, Needs Assessment Update, Capital Outlay, Negotiations, Budget Status Update and responses to questions from Dr. Luther Henderson. He stated that the Annual Report was prepared by Sean Kearney, Director of Fiscal Services. Mr. Reynolds gave detailed information regarding the capital improvements needs assessment, including security and safety enhancements, technology, district-wide HVAC, Phase 2 components of the Robert Frost Auditorium and Athletic Field projects, natatorium, parking and many other facilities related improvements; capital outlay; bargaining unit contract negotiations; and a budget status update. All questions submitted by Dr. Luther Henderson were addressed.

Dr. Henderson thanked Mike Reynolds for his answers and asked a question regarding not pre-funding future retirees' obligations. Mr. Reynolds replied that he has contracted a service to do an actuarial study regarding future retirees.

11.3 Student Representatives' Reports**Culver City High School Student Representative/Student Board Member**

Martin Beer served as the replacement for the CCHS representative. Mr. Beer reported on the YMCA Youth & Government program. He thanked Superintendent LaRose for attending the ASB meeting. He reported that the Winter Formal was cancelled due to a lack of ticket sales. He announced a new student committee focused on gender based violence awareness and prevention. He reported that the Robotics Team funding has been cut and there will be fundraisers to support the Robotics Team. He reported on the memorial services at the Peace Garden in honor of the tragedy at Sandy Hook Elementary School in Newtown, Connecticut. He reported on various sporting events.

Culver Park High School's Student Representative

Kalena Kettering announced Culver Park will have a student council meeting next week and reported on Spirit Week held the week of Valentine's Day, when CPHS students made valentines for Vets and brought them to the Veterans Home.

Culver City Middle School's Student Representative

Absent - no report from Culver City Middle School.

11.4 Members of the Audience

Members of the audience spoke about:

- Michelle Weiner reported on One Billion Rising, gender based violence awareness and prevention, and thanked Karlo Silbiger and Nancy Goldberg for serving as advisors.
- David Mielke commended the Board student representatives for their reports. He reported on the MACCS, CCFT and ACE partnership; and noted that when he met with teachers at the sites, he had to acknowledge how demoralized they are. He noted that 2007 was the last pay increase for teachers; spoke of the district reserve balance; and stated that CCFT would not leave the negotiations table without a raise.
- Tom Salter reported on sporting events and successes of teams at CCHS.

11.5 Members of the Board of Education

Karlo Silbiger asked for items from the Board that he will bring to City Council as the City Council liaison. Mr. Silbiger expressed his concern about Redevelopment funding cuts. He thanked Mr. Sotelo for information on homeless CCUSD students and reported that ROP has a program where students can donate clothing for needy students. He asked for a needs assessment for the Culver Park location and requested that CCUSD pass a resolution in favor of common sense gun laws. Discussion ensued regarding Mr. Silbiger's proposal to pass a common sense gun law resolution. Mr. Silbiger stated the CCHS rate of 22% of graduates going on to four year colleges and expressed concern about the reasons.

Patricia Siever commended the student representatives for their reports. Professor Siever stated some reasons for the statistics regarding graduates going on to four year colleges and suggested the district may get more information if the district has a follow-up questionnaire to graduates after their first year of college. She also noted that February is Black History Month and March is Women's History Month. She commended the CCHS Black Student Union for the Multicultural Assembly and the Middle School for their Improvisational Comedy Night. Professor Siever stated that it is wonderful that the District is moving towards Interest Based Bargaining; she commended the Superintendent and stated that she loves what she is doing as a member of the board of education.

Laura Chardiet reported that she attended the Safety Forum and asked what the district can do to be a safer community. She commended the CCUSD Anti-Bullying Task Force for initiating the Olweus program at all schools. Mrs. Chardiet reported that she read to three year olds at the Culver City Library and commended CCMS for their Improvisational Comedy Night, which her daughter participated in.

Nancy Goldberg reported that she attended the community forum on school safety and stated she was very proud of Superintendent David LaRose's participation and responses to inquiries from the audience. Mrs. Goldberg attended the PTA meeting at El Rincon school and spoke of the Safe Routes to School program. She agrees with David Mielke that the teachers have a high level of frustration.

Kathy Paspalis reported that she attended the La Ballona PTA meeting. She commended the new CCMS Choir and the strength of their arts programs that serve as feeder programs to the AVPA. Ms. Paspalis announced the Board Workshop at 7 p.m. on February 19th in the Board Room. She stated that the Governor has requested that Adult Education be moved from K-12 Education to the Community College system; and stated that the Board should make a resolution to keep Adult Education in the K-12 system.

Discussion ensued regarding the Governor's effort to remove Adult Education from the K-12 system; Prof. Siever stated that there is strong opinion that it will not pass.

8:30 p.m. – RECESS THE REGULAR MEETING OF THE BOARD OF EDUCATION

8:31 p.m. - CONVENE THE MEETING OF CULVER CITY SCHOOL FACILITIES FINANCING AUTHORITY

1.0 Approval of the Report of the Treasurer – Controller

Motion was made by Patricia Siever and seconded by Nancy Goldberg to approve the Report of the Treasurer-controller. The motion was unanimously approved.

8:34 p.m. - MEETING OF CULVER CITY SCHOOL FACILITIES FINANCING AUTHORITY was closed.

8:34 p.m. – RECONVENING OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

14. Action Items

14.1 Superintendent's Items

14.1a Approval is Recommended for the Waiver of Board Bylaw 9320, Meetings and Schedule of Proposed Meeting Dates.

It was moved by Karlo Silbiger and seconded by Nancy Goldberg to approve the Waiver of Board Bylaw 9320, Meetings and Schedule of Proposed Meeting dates. Some discussion ensued regarding the summer schedule. The Motion was unanimously approved.

14.1b Appointment for the City of Culver City Financial Advisory Committee

It was moved by Patricia Siever and seconded by Karlo Silbiger to appoint Sean Kearney, Director of Fiscal Services, to the City of Culver City Financial Advisory Committee. Discussed ensued regarding the CCUSD representative to the Committee and the importance of the representative's attendance at Board of Education meetings. The motion was unanimously approved.

14.2 Educational Services Items

14.2a Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #02-12-13

It was moved by Karlo Silbiger and seconded by Patricia Siever that the Stipulated Expulsion of Pupil Services Case #02-12-13 be approved. The motion was unanimously approved.

14.3 Business Items

14.3a Approval is Recommended for Audit Services Contract

It was moved by Laura Chardiet and seconded by Patricia Siever that the Audit Services Contract be approved. The motion was unanimously approved.

14.3b Authorization for the District to Interview and Select an Election Consultant

Discussion ensued regarding the cost of an election consultant. Mr. George Laase informed the Board about the costs related to passing Measure E.

It was moved by Nancy Goldberg and seconded by Patricia Siever that the Board authorize the District to Interview and Select an Election Consultant. The motion was unanimously approved.

14.4 Personnel Items

14.4a Approval is Recommended for the 2013/2014 School Year Calendar

It was moved by Laura Chardiet and seconded by Nancy Goldberg to approve the 2013-2014 school year calendar. The motion was unanimously approved.

14.4b Approval is Recommended for the 2014/2015 School Year Calendar

It was moved by Patricia Siever and seconded by Laura Chardiet to approve the 2014-2015 school year calendar. The motion was unanimously approved.

14.4c Approval is Recommended for Resolution #9-2012/2013, Catastrophic Leave for Classified Employee (Elementary School Secretary)

It was moved by Laura Chardiet and seconded by Nancy Goldberg to approve Resolution #9-2012/2013, Catastrophic Leave for Classified Employee (Elementary School Secretary). The motion was unanimously approved.

Adjournment

Ms. Paspalis requested that the Board of Education meeting be adjourned in memory of Alexander Smollins, CCHS class of 2009 graduate, son of Karen Smollins and Michael Smollins, and nephew of CCUSD teacher Marty Siegel; and in memory of Roberta Leavitt, former CCEF Board member.

It was moved by Karlo Silbiger and seconded by Patricia Siever to adjourn the meeting as requested. The motion was unanimously approved.

The meeting was adjourned at 9:10 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

9.2 PURCHASE ORDERS AND WARRANTS

The attached purchase order list and warrants report are 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 3, 2013 through February 16, 2013 is \$189,022.43. Warrants issued for the period January 11, 2013 through February 15, 2013 total \$8,460,013.09. This includes \$4,701,768.00 in commercial warrants, and \$3,758,245.09 in payroll warrants.

BUDGET NUMBER LEGEND FOR FUNDS

- 01.0 general fund
- 01.7 tri-city selpa fund
- 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 3, 2013 through February 16, 2013 in the amount of \$189,022.43 and warrants for January 11, 2013 through February 15, 2013 in the amount of \$8,460,013.09 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

**Board List Purchase Order Report
CULVER CITY UNIFIED SD**

Report ID: LAP009C
District: 64444

Purchase Orders/Buyouts To The Board for Ratification From: 2/3/2013 To 2/16/2013
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Page No. 1
Run Date: 02/16/2013
Run Time: 03:24:55AM
FY: 12-13
WEEKLY

| PO Date | PO # | Stat | Ord# | Date | Change | Vendor Name | Description | Dept/Site | Fund | Res.Prj | Goal | Funct | Obj | Sch/Loc | BP | Distrib | Amount | PO Amt |
|----------|--------|------|------|------------|--------|----------------------------------|---------------------------------------|----------------------------------|------|---------|-------|-------|------|---------|-------|---------|----------|----------|
| 02/07/13 | 130105 | C | | 02/07/2013 | | WILDLIFE LEARNING CENTER | CONTRACT SERVICES RENDERED 02/07/2013 | Culver City Middle School 130105 | 01.0 | 90127.0 | 11100 | 10000 | 5870 | 3010000 | 12-13 | | 1,700.00 | 1,700.00 |
| 02/05/13 | 59413M | A | | 02/05/2013 | | SANTA MONICA FENCE CO | FENCING 02/05/2013 | Culver Park High School 59413M | 25.0 | 00000.0 | 00000 | 85000 | 6257 | 5010000 | 12-13 | | 5,400.00 | 5,400.00 |
| 02/05/13 | 59414M | A | | 02/05/2013 | | ONE STOP ROOTER & PLUMBING | REPAIRS - OTHER 02/05/2013 | Maintenance 59414M | 01.0 | 81500.0 | 00000 | 81100 | 5630 | 0005040 | 12-13 | | 800.00 | 800.00 |
| 02/13/13 | 59416M | A | | 02/13/2013 | | AMS ACOUSTICAL MATERIAL SERVICES | MAINTENANCE SUPP/EQUIP 02/13/2013 | Maintenance 59416M | 01.0 | 81500.0 | 00000 | 81100 | 4380 | 0005040 | 12-13 | | 1,596.52 | 1,596.52 |
| 02/04/13 | 60299 | A | | 02/04/2013 | | RYUKYUKOKU MATSURI DAIKO | INSTRUCTIONAL SUPPLIES 02/04/2013 | EI Marino Language 60299 | 01.0 | 91400.0 | 11100 | 10000 | 4310 | 2030000 | 12-13 | | 550.00 | 550.00 |
| 02/12/13 | 60300 | A | | 02/12/2013 | | HENRY SCHEIN, INC. | NURSING SUPP/EQUIP 02/12/2013 | Human Resources 60300 | 01.0 | 00000.0 | 00000 | 74000 | 5860 | 0003000 | 12-13 | | 758.51 | 758.51 |
| 02/05/13 | 60301 | C | | 02/05/2013 | | COLONIAL CHESTERFIELD AT | FIELD TRIPS 02/05/2013 | EI Rincon Elementary 60301 | 01.0 | 00000.0 | 16003 | 10000 | 5816 | 2040000 | 12-13 | | 1,472.00 | 1,472.00 |
| 02/05/13 | 60302 | C | | 02/05/2013 | | STEVE CARDONE | CONTRACT SERVICES RENDERED 02/05/2013 | Undistributed Selpa 60302 | 01.7 | 65000.0 | 50010 | 22000 | 5890 | 0000000 | 12-13 | | 125.00 | 125.00 |
| 02/05/13 | 60303 | A | | 02/05/2013 | | PARVIZ PRINTING COMPANY, INC. | COMMUNICATION SUPP/EQUIP 02/05/2013 | Superintendent's Office 60303 | 01.0 | 00000.0 | 00000 | 71000 | 5910 | 0001000 | 12-13 | | 1,338.00 | 1,338.00 |

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

* Prior Year Payments

**Board List Purchase Order Report
CULVER CITY UNIFIED SD**

Page No. 4
Run Date: 02/16/2013
Run Time: 03:24:55AM
FY: 12-13
WEEKLY

2/3/2013 To 2/16/2013

Purchase Orders/Buyouts To The Board for Ratification From : 2/3/2013 To 2/16/2013
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Report ID: LAPO009C
District: 64444

| PO Date | PO # | Stat | Ord# | Date | Vendor Name | Description | Dept/Site | Fund | Res.Prj | Goal | Funct | Obj | Sch/Loc | BP | Amount | PO Amt |
|----------|-------|------|------|------------|--------------------------------|--|---------------------------------------|------|---------|-------|-------|------|---------|-------|-----------|-----------|
| 02/14/13 | 60320 | A | | 02/14/2013 | CALIFORNIA TELEPHONY, INC. | COMMUNICATION SUPP/EQUIP 02/14/2013 | Undistributed Se1pa 60320 | 01.7 | 33270.0 | 50010 | 31700 | 5940 | 0000000 | 12-13 | 621.76 | 621.76 |
| | | | | | CALIFORNIA TELEPHONY, INC. | | | | | | | | | | | |
| 02/14/13 | 60322 | A | | 02/14/2013 | CDW-G | COMPUTER SUPP/EQUIP 02/14/2013 | Undistributed Se1pa 60322 | 01.7 | 65000.0 | 50010 | 22000 | 4410 | 0000000 | 12-13 | 124.45 | 124.45 |
| | | | | | CDW-G | | | | | | | | | | | |
| 02/14/13 | 60323 | A | | 02/14/2013 | AMAZON.COM | INSTRUCTIONAL SUPPLIES 02/14/2013 | Undistributed Se1pa 60323 | 01.7 | 33270.0 | 50010 | 31400 | 4310 | 0000000 | 12-13 | 42.62 | 42.62 |
| | | | | | AMAZON.COM | | | | | | | | | | | |
| 02/14/13 | 60326 | A | | 02/14/2013 | AMAZON.COM | INSTRUCTIONAL SUPPLIES 02/14/2013 | Educational Services 60326 | 01.0 | 00000.0 | 00000 | 21000 | 4310 | 0004000 | 12-13 | 79.24 | 79.24 |
| | | | | | AMAZON.COM | | | | | | | | | | | |
| 02/14/13 | 60327 | A | | 02/14/2013 | RECYCLE ACROSS AMERICA | MISCELLANEOUS 02/14/2013 | Undistributed CA Recyc Grant 60327 | 01.0 | 00000.0 | 00000 | 10000 | 4400 | 0000000 | 12-13 | 266.00 | 266.00 |
| | | | | | RECYCLE ACROSS AMERICA | | | | | | | | | | | |
| 02/14/13 | 60328 | A | | 02/14/2013 | WEST-LITE SUPPLY COMPANY, INC. | MAINTENANCE SUPP/EQUIP 02/14/2013 | Maintenance 60328 | 14.0 | 06205.0 | 00000 | 81100 | 5630 | 0005040 | 12-13 | 881.67 | 881.67 |
| | | | | | WEST-LITE SUPPLY COMPANY, INC. | | | | | | | | | | | |
| 02/14/13 | 60329 | A | | 02/14/2013 | WESTBERG + WHITE, INC. | ARCHITECTURAL SERVICES 02/14/2013 | Undistributed Gen'l Admin 60329 | 21.0 | 00000.0 | 00000 | 85000 | 6210 | 0000000 | 12-13 | 13,770.00 | 13,770.00 |
| | | | | | WESTBERG + WHITE, INC. | | | | | | | | | | | |
| 02/14/13 | 60330 | A | | 02/14/2013 | WESTBERG + WHITE, INC. | ARCHITECTURAL SERVICES 02/14/2013 | Undistributed Gen'l Admin 60330 | 21.0 | 00000.0 | 00000 | 85000 | 6210 | 0000000 | 12-13 | 4,300.00 | 4,300.00 |
| | | | | | WESTBERG + WHITE, INC. | | | | | | | | | | | |
| 02/14/13 | 60331 | A | | 02/14/2013 | WESTBERG + WHITE, INC. | ARCHITECTURAL SERVICES 02/14/2013 | Undistributed Gen'l Admin 60331 | 21.0 | 00000.0 | 00000 | 85000 | 6210 | 0000000 | 12-13 | 1,530.00 | 1,530.00 |
| | | | | | WESTBERG + WHITE, INC. | | | | | | | | | | | |

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

* Prior Year Payments

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Page No. **5**
 Run Date: **02/16/2013**
 Run Time: **03:24:55AM**
 FY: **12-13**
WEEKLY

Report ID: **LAPO009C**
 District: **64444**
 Purchase Orders/Buyouts To The Board for Ratification From : **2/3/2013** To **2/16/2013**
 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 | |
|----------------------------------|-------|------|------|------------|-----------------------------|---|------------------------------------|------|---------|-------|-------|------|---------|-------|---------|-------------------|-------------------|-----------|
| 02/14/13 | 60332 | A | | 02/14/2013 | WESTBERG + WHITE, INC. | ARCHITECTURAL SERVICES 02/14/2013 | Undistributed Gen'l Adm'n 60332 | 21.0 | 00000.0 | 00000 | 85000 | 6210 | 0000000 | 12-13 | | 14,709.80 | 14,709.80 | |
| | | | | | | | | | | | | | | | | | | 14,709.80 |
| 02/07/13 | 60510 | A | | 02/07/2013 | SHABANI INSTITUTE | NONPUBLIC SCHOOLS SERVICE 02/07/2013 | Special Education 60510 | 01.0 | 65000.0 | 57500 | 11800 | 5880 | 0004040 | 12-13 | | 12,791.00 | 12,791.00 | |
| | | | | | | | | | | | | | | | | | | 12,791.00 |
| 02/07/13 | 60511 | A | | 02/07/2013 | ALPINE ACADEMY/UTAH | NONPUBLIC SCHOOLS SERVICE 02/07/2013 | Special Education 60511 | 01.0 | 65000.0 | 57500 | 11800 | 5880 | 0004040 | 12-13 | | 86,482.00 | 86,482.00 | |
| | | | | | | | | | | | | | | | | | | 86,482.00 |
| 02/07/13 | 60541 | A | | 02/07/2013 | D & D EDUCATION CONSULTANTS | CONTRACTED SERVICES 02/07/2013 | Special Education 60541 | 01.0 | 33110.0 | 71500 | 31140 | 5850 | 0004040 | 12-13 | | 12,000.00 | 12,000.00 | |
| | | | | | | | | | | | | | | | | | | 12,000.00 |
| Total by District : 64444 | | | | | | | | | | | | | | | | 189,022.43 | 189,022.43 | |

End of Report LAPO009C

NONPUBLIC SCHOOLS:
 APPROVED THIS PERIOD: **\$99,273.00**
 APPROVED YTD: **\$4,007,346.49**

**CULVER CITY UNIFIED SCHOOL DISTRICT
DISTRICT WARRANT REPORT
2012 - 2013**

COMMERCIAL WARRANTS

| | |
|-------------------------------|-----------------|
| JAN. 11, 2013 - FEB. 15, 2013 | \$ 4,701,768.00 |
|-------------------------------|-----------------|

PAYROLL WARRANTS

| | |
|-------------------------------|-----------------|
| JAN. 11, 2013 - FEB. 15, 2013 | \$ 3,758,245.09 |
|-------------------------------|-----------------|

| | |
|---------------|-------------------------------|
| TOTAL: | <u>\$ 8,460,013.09</u> |
|---------------|-------------------------------|

BOARD REPORT

2/26/13

9.3

9.3 Approval is Recommended for Acceptance of Gifts – Donations

Board Policy 3290 states the Governing Board may accept any bequest or gift of money or property on behalf of the District that is consistent with the District's vision and philosophy. All gifts, grants, and bequests become District property. The following items have been donated for use in the District:

| <u>Location</u> | <u>Donor/Item(s) Donated</u> |
|-----------------------------|---|
| Office of Child Development | John Bakunin \$50.00 for classroom supplies for Room 2 |
| El Marino School | Natalie Stanger 8 portable file boxes 8 card file boxes David and Jan Church 20 books for school library Josh Schweitzer Mary Sue Milliken 30 Japanese children's books John Ryman 28 Spanish children's books |

RECOMMENDED MOTION: That the Board accept with appreciation the gifts listed.

Moved by: Seconded by:

Vote:

BOARD REPORT

9.4 Certificated Personnel Services Report No. 11

I. Authorization and Ratification of Employment

- A. Administrator on Special Assignment – District Office
Effective March 4, 2013 through June 21, 2013 at daily per diem rate of \$477.25
Funding Source: General Fund
Total Cost: \$32,930.25

1. Friedenber, Alain

II. Leaves

- | | | |
|----|--------------------------------|--|
| 1. | Kirk, Alexander High School | Personal Leave of Absence Without Pay Effective August 21, 2013 through June 13, 2014 |
| 2. | Ortega, Kimberly | Child Care Leave of Absence Effective February 18, 2013 through March 3, 2013 |

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 11

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 Financial Impact for Classified Personnel Services Report No. 11

Total Funding Fiscal Impact:

General Fund Total: \$14.61 per hour, as needed

BOARD REPORT

9.5 Classified Personnel Services Report No. 11

I. Authorization, Approval & Ratification of Employment

A. Maintenance

1. De La Torre, Moises Substitute School Custodian
Maintenance, Operations & Transportation
Funding Source: General Fund
Effective March 1, 2013
Hourly, as needed – \$14.61 per hour

II. Authorization, Approval & Ratification of Resignations

1. Sanceau, Sonia Community Liaison/Vocational Aide III
High School Workability
8 hours per day, school year
Relocation
Funding Source: General Fund – Workability
Effective February 26, 2013
Range 16 – \$16.04 per hour

III. Authorization, Approval & Ratification of Probationary Release

1. Madison, Donte Food Service Assistant
Food Services – 3 hours per day, school year
Funding Source: Food Services
Effective February 8, 2013
Range 6 – \$11.98 per hour

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 11

Moved by:
Vote:

Seconded by:

BOARD REPORT

2/26/13

9.6

9.6 **Approval is Recommended for the Special Education Department's Significant Disproportionality Study and Action Plan for the California Department of Education**

The California Department of Education (CDE) has identified certain Local Education Agencies (LEA) as having significant disproportionality by race and ethnicity of students receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA). Culver City Unified School District was identified as being significantly disproportionate for white students with the eligibility of emotional disturbance.

As required, the Significant Disproportionality Study and Action Plan was submitted to the CDE for review, approved by the CDE on January 31, 2013, and is herewith submitted for Board consent.

RECOMMENDED MOTION: That the Board approve the Special Education Department's Significant Disproportionality Study and Action Plan for the California Department of Education.

Moved by:

Seconded by:

Vote:

Culver City Unified School District

**Significant Disproportionality
Study and Action Plan**

Significant Disproportionality Coordinated Early Intervening Services (SD-CEIS) Narrative Plan

Section A-General LEA Information

Background

Culver City Unified School District (CCUSD) is a city and school district with a stratified racial, ethnic and socio-economic population. The District is located in Los Angeles County. Seven thousand students attend one of the five elementary schools, one middle school, one comprehensive high school, one alternative high school, one adult school and Independent Study Program.

Culver City Unified School District is implementing initiatives to improve educational outcomes for all students. In August 2012, the CCUS District was identified as having a significantly disproportionate representation of white students in special education. There was a substantial over representation of white students who were found eligible as emotionally disturbed and requiring special education services.

Culver City Unified School District will use the findings of significant disproportionate representation as an opportunity to utilize existing District educational initiatives to address this issue, particularly the white/emotionally disturbed subgroup. The District is focusing its resources to address the climate of the schools as it relates to behavioral and emotional issues of CCUSD students, how behavioral interventions and emotional supports are provided to students, how intervening services are provided to students who are not responding to the interventions and supports, and how to continue linking quality professional development to these initiatives.

The intent of the Culver City Unified School District SE-CEIS Plan is to leverage new and ongoing District initiatives to move forward in addressing some of the systemic issues causing disproportionate representation of white students in the special education category of Emotionally Disturbed. The Plan is a vehicle to provide clearer focus to a specific group of students who are at risk for being referred to special education for a suspected emotionally disturbed disability.

Section A-General Information

A 1. Stakeholders and Leadership Team Membership

Leadership Team

| Name | Title | Organization | Internal/External |
|----------------|-------------------------------|--------------|-------------------|
| Jo-Anne Cooper | Director of Special Education | CCUSD | Internal |
| Eileen Carroll | Asst. Superintendent | CCUSD | Internal |
| Tracey Pumilia | Principal | CCUSD | Internal |

The members of the Leadership Team were chosen per the guidelines of the training provided by SPP-TAP office in September 2012. The roles and responsibilities of the Leadership Team members will facilitate the implementation of the CEIS Plan within the LEA.

Stakeholders

| Name | Title | Organization | Internal/External |
|------------------|-------------------------------|----------------|-------------------|
| Jo-Anne Cooper | Director of Special Education | CCUSD | Internal |
| Adrienne Parsons | Parent | | External |
| Mark Brush | Parent | | External |
| Eileen Carroll | Assistant Superintendent | CCUSD | Internal |
| Sheila Grant | Program Specialist | CCUSD | Internal |
| Debra Price | Psychologist | CCUSD | Internal |
| Lynn Eborra | Educational Services | CCUSD | Internal |
| David LaRose | Superintendent | CCUSD | Internal |
| Tracy Pumilia | Principal | CCUSD | Internal |
| Jeanne Davis | SELPA Director | Tri-City SELPA | External |

A. 1. a Initial theories as to reasons CCUSD was significantly disproportionate:

- Are a high percentage of students in the identified group adopted and supported by other agencies, which also serve as advocates?
- Are pre-referral interventions available and utilized in all schools? Do interventions that address behavior and emotional issues of high risk students available and utilized prior to evaluating for special education?
- Are the psychologists using assessment instruments other than check lists for assessment for ED? Is the ED eligibility criteria implemented in a manner allowing for consistency between the assessment teams?

A.1.b. Role and Responsibility of the Stakeholders and Leadership Teams

The Leadership Team and Stakeholder Group will provide planning and oversight to the implementation of the SD-CEIS Plan as they did in the development of the SD-CEIS Plan. General and special education staff on the Leadership Team and Stakeholders Group will assist with clarification within the district that disproportionality is not a special education issue but a district issue. The personnel on the Leadership Team will help facilitate District buy-in for the plan from parents, staff and site administrators in the CCUSD.

The Leadership Team will provide oversight of the planning and implementing of Focus Area 3- Positive Behavior Interventions and Supports and Focus Area 4- Response to Intervention. It will be the primary responsibility of Educational Services and Special Education Departments to ensure the implementation of the SD-CEIS Plan.

The role of the Stakeholder Group is to provide feedback regarding the developed plan based on the multiple sources of data used to identify the Focus Areas and the strategies chosen to facilitate change in the LEA.

District Buy-In:

Implementing Positive Behavior Intervention Supports (PBIS) through an RtI model and an effective SST process began in the Culver City Unified School District in 2011-12. The expansion of the initiatives will assist the District in addressing the root causes of disproportionate representation in special education. The initiatives of PBIS and SST are a part of the District's strategic plan, which addresses all students.

Superintendent's Oversight:

The Leadership and Stakeholders teams will provide quarterly updates to the Superintendent. The Superintendent will also receive updates as a member of the Stakeholder Group and will provide input to the group.

Coordination of efforts across the LEA:

In the development of this plan, the District along with both the Stakeholder Group and the Leadership Team agreed that there is a need to align the work of the SD-CEIS Plan around the district initiatives. Addressing issues of significant disproportionality coincides with the district's current efforts listed below:

- Adoption and implementation of Caring School Community Curriculum K-5
- Adoption and implementation of Bully Prevention Program and Curriculum /Olweus K-8

- District wide anti-bullying task force for the past 4 years
- Beginning Teacher Supports-BTSA
- The hiring of an Educational Consultant to work with certificated and classified staff at school sites
- Training of the noon aides and Security Guards on Systematic Supervision-Creating a Safe and Positive Playground and Other Common Areas
- Adoption and implementation of Success Maker K-8 software -Title I
- Adoption and implementation of Professional Learning Communities (PLC)

A.1.c The CCUSD collected data through a number of different processes and procedures and performed an analysis of the data.

Policy/Procedure Review:

In 2011-12 the District conducted a review of the special education polices and procedures. The SELPA also conducted a Self-Review of the SELPA policies and procedures. The SELPA will be revising the SELPA Administrative Regulation (procedure) for disproportionality. The review of the policies and procedures were submitted electronically to the California Department of Education. The District was found to be compliant on all areas of the CDE Compliance Test.

Below are the District's Procedural Handbook(s) and other LEA handbooks/documents that support information available for all staff.

- Special Education Procedure Handbook
- Student Study Team (SST) Handbook
- Rtl Procedural Module along training component
- Procedural Guidebook and forms for Section 504

CASEMIS Data Review:

| Year | Gen. Ed. Enrollment/White | Sp.Ed. Enrollment in ED/White |
|---------|---------------------------|-------------------------------|
| 2012-13 | | |
| 2010-11 | 1708 | 23 |
| 2009-10 | 1715 | 31 |
| 2008-09 | 1455 | 32 |
| 2007-08 | 1495 | 31 |

The data shows CCUSD has reduced the number of white/ED students over the past four years. From 2007-08 to 2010-2012 the identification of white/ED students decreased by 26% or a quarter of the white/ED student population. The December 2012 CASEMIS submission shows that there is decrease in the data submission for white/ED students.

File Review:

The CCUSD also conducted a review per the CDE guidelines. The file review consisted of a checklist from the California Department of Education regarding practices reflected in the review of the files. Twenty files were reviewed. The files reviewed were found to be compliant. This data was also submitted to CDE in 2011-2012.

The Culver City Unified School District also conducted its own file review using the theories noted previously in this Plan, as possible areas of concern related to the issue of white/ED. The review team consisted of a school psychologist, program specialist, the Special Education Director and the TA consultant. The sample for the review was drawn from students who met the demographics of those students who were identified by the California Department of Education (CDE) as significantly disproportionate within the district. The outcomes of the internal file review based on the initial theories

- The issues of the white/ED students being adopted and supported by outside agencies and/or advocates was not a contributing factor to the over identification of white/ED students.
- There was a lack of documented interventions and/or supports, which addressed behavior, and/or emotional issues of the students prior to moving to a special education assessment for ED.
- 31% of students were identified as eligible for special education prior to be identified as emotionally disturbed. 69% of the students went directly from general education to being identified as emotionally disturbed.
- Only one student was found to have found to be 504 eligible prior to moving to eligibility for special education.

- There is a need for consistency between psychologists as it relates to using assessment tools other than check lists and the eligibility criteria for ED.
- There is a need to develop an assessment protocol and consistent implementation of the ED criteria between the school psychologists.
- There is a need to further investigate if students are identified as ED when a more appropriate and accurate diagnosis would have been socially maladjusted.
- The only avenue for a student to obtain a high level of support is by having the eligibility of ED and not by other alternatives and supports.
- There is a need to develop a peer review team to review assessments and cases of students who may possibly meet the ED eligibility. The team would also assist in ensuring that the ED criteria be implemented per the Ed Code and consistently by the assessment teams in the CCUSD.
- There is a need to develop a policy and procedure to re-evaluate students who move into CCUSD with the label of ED from other LEAs.

Self Assessment Tool:

The Annotated Checklist for Addressing Racial Disproportionality in Special Education by the Wisconsin Department of Public Instruction and Daniel J. Losen was selected as the programmatic self-assessment tool. The checklist explores potential causes for overrepresentation that includes subtle and unconscious forms of bias. By answering the items contained in the checklist and discussing implementation, the following emerged as areas for to be considered as possible Root Causes:

- The District is in need of pre-referral interventions throughout the district K-12.
- The District needs to develop interventions and supports at the elementary level to address social/emotional development and peer relationships in order for students to be successful in unstructured periods of the day.
- The District is in need of crisis interventions, especially at the high school level.
- All teachers need training and support on behavioral strategies and behavioral interventions, Rfl and PBIS. Since the district has provided training on SST and Rtl, the next steps will be to put supports in place for consistent implementation, which includes the ability to provide modeling interventions/guided practice.

- There is a need to continue the efforts towards District wide implementation of SST and RtI both for academics and behavioral issues.
- Some staff are not competent to address behavior or academic needs of the culturally diverse students in the District.
- Many of the white/ED students come from higher social economic families where the disability of ED is acceptable. There appears to be a belief system by some of the parents that by obtaining the label of ED, additional supports and a higher level of services (i.e. CMH, counseling, supports) will be made available to their student.
- The Middle and High School use progressive discipline, which may circumvent the implementation of RtI for behavior, which in turns moves a student directly to being evaluated for special education rather than implementing the interventions.
- There appears to be a lack of ownership of staff to address school behavior issues. The focus goes elsewhere such as home, poverty etc.
- There is a need to continue the efforts with teachers to implement research-based strategies to address the needs of students who do not respond to the traditional teaching methods or Tier I and II interventions for behavior.

A.1. c Root Causes/Findings:

- Unconscious bias: There is a belief with some of the administrators, counselors and teachers that students are the source of the problem, and they might be more likely to refer the student for a special education evaluation than to reflect on their own instruction or behavior interventions or to provide assistance/supports to the student directly or to the student's family. These students are referred to as the "students who do not meet the standards of a traditional CCUSD classroom"
- Inconsistencies with the implementation of the LEA wide systematic SST process for students with behavioral and/or emotional problems
- Currently due to budget issues, few interventions are offered to students who are struggling with behavioral and/or emotional issues. As a result, the District developed and is in the process of implementing the pyramid of interventions to address behavioral and/or emotional issues. The RtI pyramid is a fluid document and will need to be re-visited to ensure that all District supports and initiatives are included.
- A need to develop District-wide effective research-based behavioral interventions which will increase "pre-referral" behavioral interventions for students experiencing behavioral and/or academic challenges

- There is a lack of District wide, ongoing, systematic professional development programs for all staff addressing interventions and supports for students with emotional and/or behavioral issues.
- There is a need for school psychologists to receive training on the implementation of interventions for students identified as having behavioral and/or emotional problems prior to moving forward with an ED evaluation.
- There is a need for Professional Development for psychologists on the federal and state laws regarding the eligibility for Emotionally Disturbed and the use of assessment tools other than check lists.
- There is a need for the fidelity of the revised 504 plan process and procedures along with supports and follow through by staff.
- A need to increase staff's knowledge and expertise in the implementation of Tier I and II interventions addressing behavioral and emotional issues of students.

SPP-TAP Facilitator

The Culver City Unified School District obtained the technical assistance from Debra Brown, a SPP-TAP Facilitator.

A.2 Culver City USD used the following process and procedure to select the CEIS focus area(s)

A.2.a

Based on the analysis of the data the District has chosen to work on a hybrid of focus areas by combining:

Focus Area 3, Positive Behavior Interventions and Supports (PBIS) and Focus Area 4: Response to Instruction and Intervention (Rti).

The core of the CCUSD CEIS Plan is to develop a process (such as a Rti model addressing behavior and/or emotional issues of students), with an increased focus on PBIS.

The following are new and ongoing District initiatives that will relate to the SD-CEIS Plan:

- Caring School Community Curriculum K-5
- Bully Prevention Program and Curriculum /Olweus K-8: funded by LACMHS. This includes a consultant for implementation of the program.

- District wide anti-bullying task force has been in place for the past 4 years. The members of the task force are teachers, parents, community members and administrators.
- Beginning Teacher Supports-BTSA (internal and external supports provided)-Title II
- Educational Consultant for both certificated and classified staff which addresses both academic and behavioral interventions and strategies-Title II
- Action Learning Systems, Inc. -implemented at Culver City Middle School for math, ELA and SDAIE teachers
- Direct Interactive Instruction K-8
- Training of the noon aides on Systematic Supervision-Title II
- Success Maker K-8: software that is individualized for each student who is identified as not yet proficient-Title I
- Professional Learning Communities (PLC): administrators with supports from two consultants
- District Non-Violent Crisis Intervention Prevention (NCI)

The District has also developed and implemented:

- Student Study Team process and procedure along with training and a Handbook
- Rtl Strategies are currently being shared through training modules at school sites along with materials. The Rtl strategies address Positive Behavior Interventions and Supports (PBIS).
- Implementation of the revised the Section 504 process and procedure along with forms.

The District is invested in developing and nurturing schools that are responsive to the behavioral and emotional needs of the students. Investments have been made in professional development SST process, PBIS, Caring Schools Community curriculum, Bullying Prevention Program, Action Learning Systems, Success Maker, Direct Interactive Instruction, and Professional Learning Communities. These areas of professional development address the principles of developing and supporting responsive school environments and teaching.

The District is providing training for elementary schools in a tiered positive behavioral supports (PBIS) model for addressing behavioral issues at school sites.

A. 2. b Description of the LEA and Title I, Part A , Title I, II, and III and ELA-LEP.

PI: This is the second year of PI for district

PI: Culver City Middle School-this is the 5th year of PI status

El Rincon Elementary-this is the 2nd year of PI status

- ✓ Action Learning Systems at Middle School
- ✓ Three Days of the Educational Consultant for both certificated and classified staff

Title I: El Rincon Elementary, LaBallona Elementary, Howe Elementary and, Culver City Middle School

- ✓ Training of the noon aides on Systematic Supervision

Title II:

- ✓ BSTA and professional development
- ✓ Educational Consultant for classified personnel

Title III: The District is in corrective action and there is District wide benefit.

ELA-LEP: A District wide initiative.

A.2.c Building On and Supporting Existing Efforts:

The hybrid of Positive Behavior Interventions and Supports (PBIS) and Response to Instruction and Intervention (RtI) will assist in providing accountability efforts to address the needs of a Culver City Unified School District student population and the District's goal of improving educational outcomes and addressing the behavioral and emotional needs of all students. Title I, II and III funds and ELA Funds will continue to provide supports as outlined above and the SD-CEIS Plan will support those efforts

This SD-CEIS Plan will leverage these on-going initiatives along with new initiatives in order to move forward in addressing some of the systemic issues causing disproportionate representation of white students as emotionally disturbed and in special education. Additionally the plan will provide clearer focus on a targeted group of students who are at risk for being referred for special education assessment for emotionally disturbed (ED).

The District has implemented a SST Process and forms for consistency within CCUSD. The elementary schools are implementing the SST Process. There is a need to support the increased implementation at the middle and high schools. There is a CCUSD SST Manual, which has been provided to each of the school sites within the CCUSD. All administrators were provided training on the SST process along with a copy of the manual and forms. Throughout the 2011-12 school year, the psychologists attended site staff meetings and provided training to the general and special education staff on the SST process and manual. Electronic PDF forms are available to all staff.

The District has developed a menu of accommodations and supports for both academic and behavior and has aligned to the Rtl pyramid.

Pre-Referral Intervention Manuals are also available at each site. This reference/resource guide has been available in the district for a long time.

Rtl:

LEA identified a need to implement a behavioral Rtl model including PBIS. In 2011-12, the District developed a policy and procedure to address PBIS, which aligns with adopted SST process. The District has developed a tiered level of behavioral interventions (GOAL) to use as a part of the SST process when dealing with a student case with identified behavioral and emotional issues. The tiered process was to be used as a general process to address behavioral/emotional issues prior to SST or imbedded in the SST. It is problem-solving technique.

The District provided training to the site administrators on the Rtl flow chart and the PBIS policy and procedure. The focus in 2012-13 has been to train and implement SST and Rtl at the preschool and elementary (K-3) school sites, and the next focus group is grades 4-5 to begin in January 2013.

The training of special education teachers and paraprofessionals began in 2011-12 and has continued in 2012-13. Special Education on the intensive interventions are found on Tier II and III of the Rtl pyramid (see attachment).

The District has developed a standard training model for all Special Education paraprofessionals prior entering classroom. This training specifically addresses the principles of behavior and classroom management.

A. 3 Implement, monitor and adapt.

A. 3. a. The academic or behavioral area(s) on which the CCUSD plan focuses were identified by the self-review.

To address significant disproportionality and change established practices, the District leadership and staff will be using a Rtl model for behavioral and/or emotional issues with PBIS incorporated into the model. Currently, Special Education is seen as the only avenue to provide supports to students referred for behavioral and/or emotional issues. Ongoing and new District initiatives will be implemented to address the systemic issues underlying disproportionate representation in special education. The systemic issues are identified in the analysis of findings and the root causes outlined in this plan. The District will focus specific efforts on a target group of students that will be provided early intervening services and whose progress will be monitored and tracked. CEIS funds will be used to support the target group of students.

The District acknowledges that the though the policies, procedures and practices are compliant. **Revising and implementing revisions** to the current policies, procedures and practices is unlikely to provide the remedy to the issue of over representation of white student as emotionally disturbed.

A. 3. b The Focus Areas of Rtl and PBIS are addressed in this SD-CEIS Plan and implemented by the use of SD-CEIS funds. In Section A. 4 the Plan addresses the students, both who are and are not a part of the identified disproportionate student groups, but who are a part of CEIS

A.4 Estimated number of student expected to receive services and supports through CEIS.

A.4.a Number of students to be serviced in year one:

- Elementary: 84 students in the third grades at Linwood E. Howe School. Of the 84 third grade students, 32 are white, non special education students or 38 %.

Lynwood E. Howe School was identified as the pilot elementary school for the SD-CEIS Plan because this school has a foundation for PBIS, SST and Rtl. Professional Development has been provided to the staff and there is a climate for implementing the SD-CEIS plan. The data collected will be used to implement the components of this SD-CEIS Plan at the other elementary school sites in the Culver City Unified School District.

- Secondary: There are 2308 students at Culver City High School. Of the 2308 students, 435 are white, non special education students or 19%. Of the student population at Culver City High School, 8-15 students will be identified to receive intensive services and/or interventions provided by the Intervention Specialist. Of the 8-15 students receiving services from CEIS, 60% will be white.

Through the data collection imbedded in SD-CEIS process, Culver City High School was identified as a school to receive CEIS services due to the number of students referred from general education directly to special education for possible ED classification. Through the numerous avenues for data collection, it

was clear that a consistent SST and Rtl process including PBIS does not exist at the high school. There is a lack of intensive services and interventions for students identified with behavioral, attendance and emotional issues.

A.4.b Number of students to be added to the second year

- Elementary Level: 174 fourth and fifth graders at Linwood E. Howe School
51 white 29%

All students in the identified grade levels will be involved in the screening process. Those students identified through screening will be assessed with parental permission to determine eligibility for intensive services and supports of PBIS. The services will be provided by the Intervention Specialist.

- Secondary Level: An additional 15-30 high school students will receive intensive support services and interventions. Of the group 60% will be white.

All of the students at Culver City High School will be involved in the screening methodology. Those students identified through the screening process as possibly needing intervention will be assessed for intensive support services and interventions to be provided by the Intervention Specialist.

Section B- Services and Supports Provided to Students

B.1 Screening Methods- Given that data is the driving force to implementing an effective Rtl model with a focus on Positive Behavior Intervention Supports, the structures implemented will highly influence the success of the process. Currently, no process exists to identify "At Risk" students in order to determine which students are in need of intervention and services. There has been controversy surrounding the administration of universal mental health screening instruments in schools.

Elementary Level: The screening portion of the "Social Skills Improvement System" will be used as the screening tool. The SSIS Performance Screening Guide is a technically sound tool for class-wide screening of key social, motivational, and academic skills. This instrument helps assess and document the performance level of all students, not just those in greatest need of intervention

The SSIS Performance Screening Guide focuses on observable behaviors in four skill areas:

- Pro-social Behavior
- Motivation to Learn
- Reading Skills
- Math Skills

Educators identify the level of performance for the student using criterion-referenced performance continua for each of these areas to measure the student's skills against grade-level expectations.

The Devereux Student Strengths Assessment-Second Step Edition (DESSA) will be used as a Pre-Post assessment of the students identified through the screening process. The DESSA is a 36 item standardized, norm-referenced behavior rating scale for K-5. It is designed to assess students' skills related to social-emotional competencies. The DESSA is strength-based. It focuses only on positive behaviors rather than maladaptive ones.

Secondary Level:

Classroom teachers will be requested to screen their classrooms and identify students who display challenging behaviors and/or emotional issues (Tier 1) using a screening process to be developed by the Intervention Specialist and School Psychologist. With parental permission, those students identified through the screening process as possibility requiring intensive intervention and support will be assessed to determine whether the identified students have more intensive emotional issues requiring Tier II interventions to be provided by the Intervention Specialist. The Intervention Specialist and the School Psychologist will develop the screening and assessment tools. A rubric will be developed in order to score the screening and assessment results and eventually collect outcome data.

B.2 Types of Services and Supports currently provided by staff in CCUSD, which includes the changes and/or additional types of services the Plan will provide for the target population:

Currently CCUSD employs 1.5 FTE Behaviorists. The intent of this Plan is to hire Intervention Specialists.

The position at the elementary level will address but not be limited to:

- Implementation of the screening tool
- Collection of the screening data in order to conduct assessments
- Implementation the Second Step Program/Curriculum
- Expansion and support to the District's adopted SST process Tier I and II which includes PBIS
- Provision of supports to teachers and other professionals allowing for the interventions to be implemented throughout the school day.
- Provision of Professional Development in the implementation of the Second Steps Curriculum
- Consultation with the ED Review Committee at the District Level

- Provision of Professional Development for the implementation of the RtI Model specially addressing PBIS
- Assist in establishing and supporting a PBIS Leadership Team at the elementary schools within the CCUSD.
- Developing and implementing the data collection procedure, visual schedules, supports, reinforcement systems, rubrics/protocols, and other procedures as needed
- Facilitating intervention groups for the identified students
- Consulting with teachers and other staff on the campus as needed

Currently Culver City Unified School District does not have a position to address and provide pre-referral crisis counseling and/or supports to address the emotional and academic needs of the general education population at the high school level, except as provided by the School Psychologist. The intent of this Plan is to hire an Intervention Specialist. The position will address:

- Identification of cases at the secondary level with emotional and behavioral issues impacting the students education performance
- Implementation of a SST process along with Tier I and II RtI interventions which includes PBIS
- Implementation of strategies and interventions to address the emotional and behavioral issues of identified students without the cases resulting in a special education assessment
- Providing intensive supports, services and interventions to students
- Providing counseling and/or appropriate interventions to the identified students
- Providing linkage to other external agencies and other LEA supports as appropriate
- Providing supports to teachers and other professionals allowing for the interventions to be implemented throughout the school day
- Providing Professional Development in the areas of screening, assessment, the implementation of supports and interventions in the classroom. PBIS will be part of the professional development provided.
- Development of a form used by the teachers and other professionals to identify possible candidates for further screening and intervention prior to special education assessment.
- Collection of data on the students who receiving services and if appropriate will bring a case to LEA ED Review Team for input and direction as to next steps and other interventions
- Presenting or providing information to the 504 or special education assessment team.

Establish Process and Procedure to address referral and assessment of the category of Emotionally Disturbed by:

- Hiring a consultant to review current practices and procedures used by CCUSD for the evaluation of students who may be found eligible for ED

- Implementing the recommendations of the consultant such as purchasing additional assessment tools for the evaluation of ED
- Establishing a District Level ED Review Committee
- Establishing a process/procedure for the re-evaluation of students who move into the CCUSD with the eligibility of ED within the 30 day timeline, which will include interface with the District Level ED Review Committee
- Providing Professional Development from the LEAs Legal Firm on "The Shifting Categories of ED, OHI and SLD" with a focus on ED and linkage to 504 Plans

B.2 bullet 1 Describe how the continuation of the positions and activities will be different from the activities and positions currently in place.

The District currently employs School Psychologists and two Behaviorists. These professionals have been part of the team, which developed the District's SST and RtI Models for the District. Both the psychologists and behaviorist at the Elementary Level have provided training to administrators, teachers and paraprofessionals on the SST and RtI model, along with specific training on intervention strategies addressing behavioral and emotional needs of the elementary level students through PBIS. The training of staff will continue throughout the 2012-13 school year. The additional Intervention Specialist positions at the elementary level will allow for the implementation and fidelity of the Tier I strategies, along with providing the screening of specific students who may require more intensive intervention at the Tier II level.

There is a school psychologist assigned to Culver City High School. There has been sporadic use of the behaviorist at the High School. The school psychologist position is the first line of intervention when there is a specific student requiring crisis behavioral or emotional support. The position of the Intervention Specialist at the high school level will allow for the screening and assessment of possible candidates for more intensive intervention. The position will interface with staff regarding the implementation of interventions and support services including PBIS. The position will interface with the School Psychologist assigned to Culver City High School and the District Behaviorist staff in order to design a SST and RtI Model at the high school level which includes PBIS.

B.2 bullet 2 Describe the process the LEA will put in place to ensure these continuing initiatives are aligned with the results from the self-assessment.

The District will develop a monitoring system for both Intervention Specialists to ensure that the activities and interventions being provided align to the SD-CEIS Plan.

Changes planned for the 2012-2014 based on the SE-CEIS Plan:

1. The District will hire and train two Intervention Specialists. The role of the Intervention Specialists will be to identify At Risk students and to work with staff to implement appropriate interventions and supports. The interventions and supports will be monitored, and log the length and outcome of each intervention by student.
2. Staff will receive training related to disproportionality and implementation of SST, Rtl and PBIS in order for strategies to be implemented in the classroom with an outcome of improved student behavior.
3. The implementation of a Rtl model at identified school sites, which includes research based interventions/PBIS to address behavior and/or emotional issues of the identified schools.

The strategies are to decrease the number the referrals to the office and/or to special education. The goal is to reduce the predictability that students in this group will be referred as students with suspected special education identification of ED. The SD-CEIS Plan will support the continued implementation of effective SST and Rtl strategies by the enactment of the Response to Intervention related to behavior and emotional Issues by:

- Informal Assessment of Potential Behavioral Issues
- Screening to Determine Emotional Problems
- Coaching of Teachers and Other Staff
- Collaborative Problem Solving Of Problem Behaviors

B.3 Tools and Measures

Student response to interventions is measured in a variety of ways. The following tools will be used to collect data about student response to determine which students will be the targeted for the program, services and supports:

Screening

- Elementary: The screening portion of the "Social Skills Improvement System".
- High School: The district developed screening process and procedures

Tier I Interventions

- Elementary: See Rtl Pyramid Attachment
- High School: implementation of curriculum to address behavior and emotional needs of secondary students, Professional Development with staff, group counseling, monitoring, parent communication

Tier II Interventions

- Elementary: SST, See Rtl Pyramid Attachment
- High School-move from group counseling to individual counseling, increase interventions and frequency of service, parental involvement and training.

Tier III Interventions

- Elementary: The Intervention Specialist will consult with the District's Behaviorist Supervisor. The District's Behaviorist Supervisor will make the determination if the case needs additional interventions and/or to move

forward for special education assessment or input from the ED Review Team.

- High School: The Intervention Specialist and/or Behaviorist will present cases to the ED Review Team for input and direction prior to making a referral to the school psychologist and school assessment team for special education assessment.

Progress Monitoring

- Elementary: The Intervention Specialist will use the DESSA, and develop a rubric to collect outcome data of the students receiving Rtl intervention.
- High School: The Intervention Specialist will collect data from the post screening process. The goal is to increase attendance and grades with a decrease of referrals to the office or guidance counselor, decrease in services provided by the crisis counselor, and a decrease in the number of referrals for special education assessment

Quality Problem Solving

- LEA internal SD-CEIS Team made up of the Special Education Director, Program Specialists, Behaviorist Supervisors and TA Facilitator, will reconvene quarterly to evaluate the outcomes of the data collected including the hiring of Intervention Specialists to June 2013 in order to make revisions for 2013-14 school year.
- ED Review Team
- Share data with Stakeholders and Leadership at the beginning of 2013 for input as to revisions to the Plan and Budget
- Quarterly review of the data collected by the Interventionist Specialist.
- Review data from school psychologists as to the number of white students evaluated for ED

B.4 Schedule

The District level monitoring schedule is quarterly.

The district will develop additional progress monitoring procedures to provide protocols for more frequent monitoring of students in order to show the students response to the intervention(s).

The special education pupil count will be used to determine if systemic efforts are resulting in a downward trend of over-representation of white students who are eligible as emotionally disturbed and to ensure there is not an increase in other special education categories such as OHI.

Overall data results will be used by the Leadership/Stakeholder Teams to make adjustments in the SD-CEIS Plan, and possibly expand the process to address other categories which may become identified as disproportionate that currently do not rise to the level of "significant" disproportionality.

B.5 Use of Results

Data collection and the subsequent monitoring is perhaps the most important element to the behavioral/emotional component of Rtl. Because each student is unique, it is difficult to predict if the interventions chosen will be the appropriate intervention to serve the student's behavior and/or emotional needs. The data collected is fundamental to making informed decisions regarding the student's progress and the underlying effectiveness of the intervention(s). This means that the program specialists, behaviorist supervisors, special education director and interventionist specialists will be expected to engage in the process of data collection, analysis and problem solving. The process should:

- Drive future Professional Development
- Increase the amount of time students are in the general education classroom in order to access instruction
- Decrease the emergence of challenging behaviors and referral to the office and/or special education
- Improve services to students and identify future need areas of the District
- Determine if fewer special education referrals are being made because students are more successful

B.6 Staffing positions for implementing Interventions/Supports

Positions at the elementary level

- Classroom Teachers: responsible for implementing the Tier I interventions and supports as differentiated instruction, flexible grouping and individual instruction
- Psychologist and Behaviorist Supervisors: responsible for professional development and supports for the implementation of the District's SST and Rtl models especially addressing PBIS.
- Program Specialists: responsible to ensure the special education staff are supporting teachers with the implementation of strategies as outlined in the District's SST and Rtl models especially addressing PBIS.

Positions at secondary level

- School Counselors: to assist with the screening process in the identification of possible students needing intervention and support from the Intervention Specialists
- Program Specialist: responsible to ensure the special education staff are supporting teachers and other staff with the implementation of strategies as outline in the District's SST and Rtl models

- School Psychologist: to provide mentoring and support to the new position and to the implementation of the SST, Rtl and PBIS models

Positions at both elementary and secondary schools

- Site Administrators
- Special Education Staff

District Staff Positions

- Assistant Superintendent of Educational Services
- Director of Special Education
- Behaviorist Supervisors
- Designated personnel from the Educational Services and Special Education Departments will be responsible for organizing and delivering designated Professional Development for all staff.

New Positions

- Two Intervention Specialists

B.7 Professional Development (PD)

The data collected through the SD-CEIS process has identified several areas where training and supports to staff need to be put into place:

- Assessment tools other than check lists to be used when assessing for possible eligibility for special education/ED
- Consistent implementation of the federal and state laws addressing eligibility for special education in the categories of ED/OHI and SLD
- Consistency with assessment report writing
- SST and Rtl models
- PBIS

B.8 Professional Development Plan

By implementing the Professional Development Plan as outlined below in Section C, the District is anticipating the following:

- The implementation of SST and Rtl strategies at Linwood Elementary and Culver City High School
- Consistent implementation by psychologists of the federal and state laws addressing eligibility under the categories of ED/OHI and SLD
- By implementing an ED Review Team, the assessments, eligibility and services to students will be appropriate to the needs of the students.
- Implementation of SST, Rtl and PBIS in the Culver City Unified School District

Section C-Professional Development (PD)

The following professional development activities will occur from the date of CDE approval of the plan till June 2014. The pathways chosen of SST and Rtl are for students who meet the criteria and are in need of interventions and supports in grades 3-5 Linwood Howe Elementary and Culver City High School.

- Site Administrators, teachers and other school staff will receive training in RtI. The school teams will receive training in the integration of RtI components into these processes in advance of referrals to special education. Trainings will be provided on staff development days.
- School Psychologists and Program Specialists will receive training on determining eligibility for special education in the categories of emotionally disturbed/OHI/SLD.
- School Psychologists and Program Specialists will receive training on assessment tools and report writing skills when assessing a student for possible eligibility under the category of ED.
- The new positions will receive training in the areas of implementing the screening tools and assessment tools, collecting and assessing data, and developing rubrics.

Section D- IDEA Funds Used for SD-CEIS

\$187,485 is 15% of the IDEA grant to be used for CEIS.

- Support Staff Positions (Intervention Specialist) to support non-identified students in the classroom, provide consultation on cases at SST meeting and work with staff to utilize differentiation strategies in the classroom. The positions will not function as special education staff-\$146,757
- Screening, assessment and intervention materials \$10,000
- Professional Development Activities-\$9,500

Section E-Program Evaluation

The following measurable outcomes are expected to be achieved as a result of implementing SE-CEIS Plan. Included is the initial baseline data.

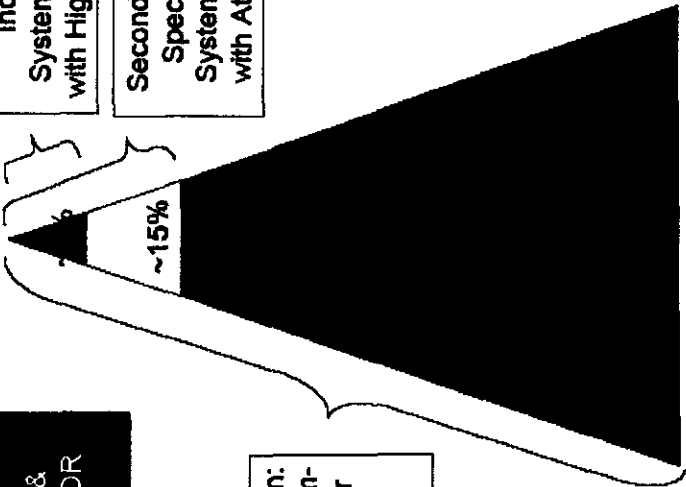
1. A reduction in the number of students at grades 3-5 at Linwood Howe Elementary and grades 9-12 at Culver City High School who are identified and become eligible for special education services (logs, data collection and referral data) after receiving early intervening services.
2. Implementation of PBIS
3. The general education staff at Howe Elementary will be surveyed regarding knowledge and ability to implement PBIS in the classroom
4. Of the identified group of students, there is a reduction in the number of referrals to the office, SST and special education.
5. Increase in parental involvement with the identified cases through the developed check in/out systems
6. Reduction in the proportion of students, white in particular, designated as ED District-wide, as calculated by the CASEMIS data submitted to CDE
7. A review of randomly selected initial and move-in assessment files will show consistency with the implementation of eligibility criteria for ED.
8. Creation of community that is devoted to the success for every student.
9. Continued implementation of RtI and PBIS at the elementary school sites with the implementation of the planning stages at the high school level.

10. It will become common practice of staff to look at all options for intervention before making referrals to special education.

**CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT**

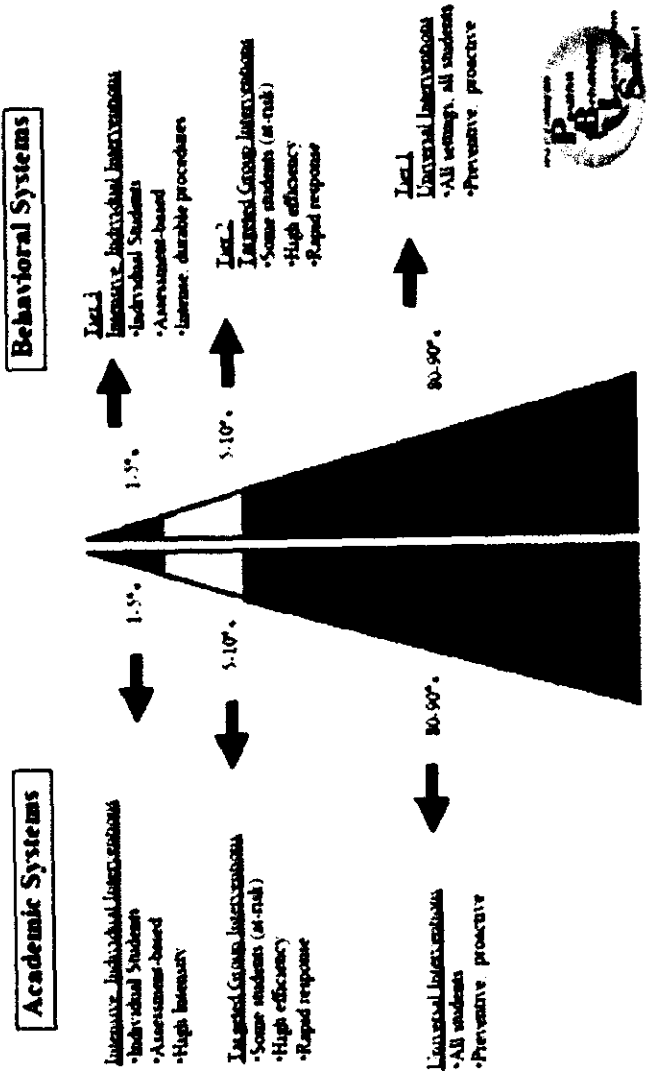
**Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior**

**Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior**



**Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings**

DESIGNING SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS



HIERARCHY OF BEHAVIOR SUPPORT

- Individual Function Based Support
- Functional Analysis Assessment (FAA)
- Functional Behavioral Assessment (FBA)
-
-
- School-Wide Discipline Plan
- Classroom Management Plan
- Universal Behavior Expectations



Significant Disproportionate-CEIS Budget Information

The LEA must provide its contact information and indicate the prior fiscal year (FY) 2011–12 and current FY (2012–13) Individuals with Disabilities Education Act (IDEA) 611 and IDEA 619 allocation received from the SELPA. The SD-CEIS Budget Plan allotment is 15 percent of the total FY 2012–13 IDEA 611 and IDEA 619 allocation received from the SELPA. The LEA has until September 30, 2014, to fully expend the FY 2012–13 funds. SD-CEIS Plan activities may be completed prior to September 30, 2014.

If an LEA has previously completed an SD-CEIS Plan, the LEA must amend their Plan to include any new or updated information along with the new FY 2012–13 Budget Plan Information forms for the new fiscal period. Repeating districts will have two sets of budget forms for two different fiscal periods.

Contact Information

| LEA CDS Code | LEA Name | Address | Telephone |
|----------------|-------------------------------------|--|---------------------------|
| 1964444 | Culver City Unified School District | 4034 Irving Place, Culver City, Ca. 90232-2848 | 310-842-4220 |
| SELPA Name | | Address | Telephone |
| Tri-City SELPA | | 4034 Irving Place, Culver City, Ca. 90232-2848 | 310-842-4220 Ext. 4367 |

Prior Year Allocation for Special Education Services

List the allocation that the SELPA provided to the LEA in FY 2011–12 from IDEA 611 and IDEA 619 resources (3310, 3315, and 3320). Used by the CDE for comparison purposes only.

| Resource 3310 Allotment | Resource 3315 Allotment | Resource 3320 Allotment | Total FY 2011–12 IDEA Allotment |
|-------------------------|-------------------------|-------------------------|---------------------------------|
| \$1,153,783.14 | \$30,755.00 | \$55,461.00 | \$1,239,999.14 |

Current Year Allocation for Special Education Services

List the allocation that the SELPA provided to the LEA in FY 2012–13 from IDEA 611, IDEA 619, (3310, 3315, and 3320). If the difference in allocation of IDEA funds between 2011–12 and 2012–13 exceeds 10 percent, please explain in Section D, IDEA Funds Used for SD-CEIS, in the plan narrative (see page 9).

| Resource 3310 Allotment | Resource 3315 Allotment | Resource 3320 Allotment | Total FY 2012-13 IDEA Allotment |
|-------------------------|-------------------------|-------------------------|---------------------------------|
| \$1,164,812.00 | \$30,755.00 | \$54,333.00 | \$1,249,900 |

Provide the SD-CEIS budget that is 15% of the sum of the total FY 2012–13 IDEA allotments.

| |
|--------------|
| \$187,485.00 |
|--------------|

List the allocation that the SELPA provided to the LEA in FY 2012–13 from IDEA 611, IDEA 619, (3310, 3315, and 3320). If the difference in allocation of IDEA funds between 2011–12 and 2012–13 exceeds 10 percent, please explain in Section D, IDEA Funds Used for SD-CEIS, in the plan narrative (see page 9).

| Resource 3310 Allotment | Resource 3315 Allotment | Resource 3320 Allotment | Total FY 2012-13 IDEA Allotment |
|-------------------------|-------------------------|-------------------------|---------------------------------|
| \$1,164,812.00 | \$30,755.00 | \$54,333.00 | \$1,249,900 |

Provide the SD-CEIS budget that is 15% of the sum of the total FY 2012–13 IDEA allotments.

| |
|--------------|
| \$187,485.00 |
|--------------|

**Budget Detail for FY 2012-13
SD-CEIS Plan**

LEA Name

Culver City Unified School District

CDS Code

1964444

Annual Strategies and Activities – Complete the following in brief general terms for the FY. These activities are to be aligned with the narrative of the SD-CEIS Plan. Refer to the SD-CEIS Plan Narrative Guidelines for further instructions (page 4).

| Focus Area(s) (See A2) | Services and Supports Aligned to Focus Area(s) and/or Root Cause(s) (See Sections A3, B2, and C1) | Outcome & Evaluation Measures (See Section E) | Person Responsible (See Section B2) | Timeline | SD-CEIS Budget (See Section D) |
|---|--|--|---|---------------|---|
| Focus Area 3 Positive Behavior Support & Focus Area 4 Rtl | Two consultant positions: "Behavior Interventionists and Crisis Interventionist" Assessment Tools and Materials Professional Development Technical Assistance | Decrease in behavioral referrals at Howe Elementary grades 3-5 and Culver City H. S. Increase in the implementation of the District's SST and Rtl models Decrease in the number of referrals for special education assessment due to behavioral and emotional issues | Director of Special Ed. Asst. Supt of Ed Services Behaviorists Psychs New Positions | Sept. 2014 | 187,485 Total: 187,485 |

Note: Without an authorized signature on the Assurances of Compliance (Form 4) FY 2012-13 IDEA 611 and 619 grant funds will not be released.

**Budget Summary for FY 2012-13
SD-CEIS Plan**

Provide an estimate of the expenditures for the SD-CEIS program. Summarize program resources in line item budgets.

Note: Indicate the amount of funds allocated to each budget item for program expenditures. Refer to the California State Accounting Manual for specifics of each category. **The Total Program Budget figure (below) should match the Budget Detail Total (Form 2), and the total reported on the SE-CEIS Budget Information (Form 1).**

LEA Name Culver City Unified School District CDS Code 196444

| PROGRAM RESOURCES | | Coordinated Early Intervening Services (CEIS) IDEA FUNDS (Section 611 & 619) Estimated Expenditures |
|-------------------|---|---|
| 1. | 1000--Certified Salaries | \$ |
| 2. | 2000--Classified Salaries | \$ |
| 3. | 3000--Employee Benefits | \$ |
| 4. | 4000--Materials and Supplies | \$ 10,000 |
| 5. | 5000--Service and other operating costs | \$167,267 |
| 6. | Total Direct Costs (sum of 1-5) | \$ |
| 7. | 7300--Indirect Costs (at CDE approved rate) CDE approved rate of _____ % | \$ 10,218 |
| 8. | Total Program Budget (sum of 6-8) | \$187,485 |
| CDE USE ONLY | | Date of Report 1/25/2013 |
| Approved By _____ | | Date _____ |

Note: Without an authorized signature on the Assurances of Compliance (Form 4) FY 2012-13 IDEA 611 and 619 grant funds will not be released.

| | | | |
|----------|-------------------------------------|----------|---------|
| LEA Name | Culver City Unified School District | CDS Code | 1964444 |
|----------|-------------------------------------|----------|---------|

| | |
|---|---|
| LEA Superintendent (Printed Name) David LaRose | SELPA Director (Printed Name) Jeanne Davis |
| LEA Superintendent (Signature) | SELPA Director (Signature) |
| Date 2/26/13 | Date 2/26/13 |

| | |
|---|--|
| LEA Special Education Director (Printed Name) Jo-Anne Cooper | School Board Chairperson (Printed Name) Katherine Paspalis, Esq., President |
| LEA Special Education Director (Signature) | School Board Chairperson (Signature) |
| Date 2/26/13 | Date 2/26/13 |

BOARD REPORT

2/26/13

9.7

9.7 Approval is Recommended for CCHS Field Trip to Spain, June 18-28, 2014

Board policy 6153, Field Trips, specifies that field trips or other student trip activities, sponsored by the school district, be approved by the Board of Education when they involve an overnight or a more extended stay by students.

Culver City High School seeks approval for approximately 45 students to attend a field trip to Spain. The requested dates are June 18th through June 28th, 2014. The tour company, Education First Tours, has the option of setting final dates three days before or after the requested dates. Students will be accompanied by Melanie DeArmond, CCHS teacher, and additional teachers and/or parents, for a ratio of one adult per six students. Ms. DeArmond will arrange for after school meetings with parents and students, and a club will be created to teach topics specific to Spain, traveling abroad, and to help with fundraising for the trip. This trip is aligned with California World Language Standards. In addition to learning about the culture, students will be working with the target language. The cost is approximately \$3,800.00 per person, paid by parents and fundraisers.

RECOMMENDED MOTION: That the Board approve CCHS Field Trip to Spain, June 18-28, 2014

Moved by:

Seconded by:

Vote:

9.8 Enrollment Report

The attached reports display enrollment information for month five of the 2012-2013 school year. The reports are presented in two formats: a monthly detail and a summary comparison.

The first report shows total K-12 site enrollment by grade level on the last day of a specific four-week period. These reporting periods are categorized as 1st School Month through 12th School Month and rarely coincide with calendar months. This report also lists enrollment totals in the Adult School and State Preschool Program.

The second report is a comparative document that shows the current year's monthly enrollment and the previous year's enrollment for each K-12 site location.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District accept the Enrollment Report for month five of the 2012-2013 school year as presented.

Moved by:

Seconded by:

Vote:

Culver City Unified School District
Enrollment for the 5th School Month (12/10/12 - 1/4/13)
2012 - 2013

| ELEMENTARY | El Marino | El Rincon | Farragut | La Ballona | Linwood Howe | Ind. Study | Total |
|-------------------------|------------------|------------------|-----------------|-------------------|---------------------|-------------------|--------------|
| K | 126 | 85 | 88 | 95 | 68 | 0 | 462 |
| Transitional K | 0 | 20 | 0 | 0 | 22 | 0 | 42 |
| 1 | 127 | 70 | 93 | 88 | 90 | 0 | 468 |
| 2 | 133 | 92 | 96 | 90 | 67 | 0 | 478 |
| 3 | 128 | 92 | 97 | 109 | 94 | 0 | 520 |
| 4 | 126 | 85 | 92 | 86 | 86 | 0 | 475 |
| 5 | 114 | 86 | 87 | 79 | 80 | 0 | 446 |
| Spec Class | 0 | 21 | 0 | 0 | 39 | 0 | 60 |
| Elementary Total | 754 | 551 | 553 | 547 | 546 | 0 | 2951 |

| SECONDARY | Middle School | High School | Culver Park | Ind. Study | Total |
|------------------------|----------------------|--------------------|--------------------|-------------------|--------------|
| 6 | 462 | | | 0 | 462 |
| 7 | 476 | | | 0 | 476 |
| 8 | 485 | | | 0 | 485 |
| 9 | | 506 | 0 | 1 | 507 |
| 10 | | 565 | 0 | 1 | 566 |
| 11 | | 485 | 24 | 8 | 517 |
| 12 | | 529 | 40 | 14 | 583 |
| Spec Class | 26 | 42 | 0 | 0 | 68 |
| Secondary Total | 1449 | 2127 | 64 | 24 | 3664 |

Total K-12 Enrollment 6615

PRESCHOOL

| Linwood Howe | El Marino | El Rincon | Farragut | La Ballona | CEE | Total |
|---------------------|------------------|------------------|-----------------|-------------------|------------|--------------|
| 53 | 23 | 32 | 8 | 88 | 96 | 300 |

ADULT SCHOOL

| Adult Basic Ed | ESL | Citizenship | Adults with Disabilities | High School Subjects | Total |
|-----------------------|------------|--------------------|---------------------------------|-----------------------------|--------------|
| 67 | 268 | 0 | 0 | 152 | 487 |

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 152 students enrolled in high school subjects, 39 concurrently attend high school.

Culver City Unified School District
Enrollment Comparison
11-12 vs 12-13

| ELEMENTARY | 1st | | 2nd | | 3rd | | 4th | | 5th | |
|-------------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | School Month | | School Month | | School Month | | School Month | | School Month | |
| | 11-12 | 12-13 | 11-12 | 12-13 | 11-12 | 12-13 | 11-12 | 12-13 | 11-12 | 12-13 |
| El Marino | 752 | 766 | 759 | 771 | 761 | 768 | 756 | 772 | 741 | 754 |
| El Rincon | 535 | 557 | 536 | 557 | 533 | 555 | 529 | 555 | 526 | 551 |
| Farragut | 552 | 562 | 550 | 557 | 553 | 557 | 552 | 558 | 547 | 553 |
| La Ballona | 526 | 553 | 532 | 557 | 530 | 556 | 532 | 555 | 523 | 547 |
| Linwood Howe | 539 | 541 | 540 | 548 | 539 | 552 | 537 | 549 | 534 | 546 |
| Ind. Study | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Special Ed | Incl | Incl | Incl | Incl | Incl | Incl | Incl | Incl | Incl | Incl |
| Elementary Total | 2904 | 2979 | 2917 | 2990 | 2916 | 2988 | 2906 | 2989 | 2873 | 2951 |

| SECONDARY | 1st | | 2nd | | 3rd | | 4th | | 5th | |
|------------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | School Month | | School Month | | School Month | | School Month | | School Month | |
| | 11-12 | 12-13 | 11-12 | 12-13 | 11-12 | 12-13 | 11-12 | 12-13 | 11-12 | 12-13 |
| Middle School | 1627 | 1473 | 1529 | 1466 | 1526 | 1462 | 1520 | 1460 | 1510 | 1449 |
| High School | 2262 | 2111 | 2249 | 2151 | 2232 | 2106 | 2225 | 2149 | 2215 | 2127 |
| Culver Park | 54 | 55 | 65 | 56 | 69 | 56 | 73 | 60 | 73 | 64 |
| Ind. Study | 2 | 22 | 3 | 23 | 17 | 66 | 17 | 23 | 19 | 24 |
| Special Ed | Incl | Incl | Incl | Incl | Incl | Incl | Incl | Incl | Incl | Incl |
| Secondary Total | 3845 | 3661 | 3846 | 3696 | 3844 | 3690 | 3835 | 3692 | 3817 | 3664 |

| | | | | | | | | | | |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| K-12 Total | 6749 | 6640 | 6763 | 6686 | 6760 | 6678 | 6741 | 6681 | 6690 | 6615 |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|

BOARD REPORT

2/26/13

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, one from each school, will be recognized for their good citizenship.

BOARD REPORT

2/26/13

10.2

10.2 Spotlight on Education – El Rincon Elementary School

Reginald Brunson, Principal, will share some of the instructional practices that are showing significant results in achieving and exceeding the goals in the Single Plan for Student Achievement for El Rincon Elementary School.

BOARD REPORT

2/26/13
12.1

12.1 Redevelopment Revenues

Mr. Blake Boehm, Associate Director at Dolinka Group LLC, an organization that works exclusively with local education agencies, will present information on redevelopment revenues.

BOARD REPORT

**2/26/13
14.2a**

14.2a Approval of Reinstatement of Pupil Services Case #22-09-10

The Superintendent is recommending to the Board of Education that Case #22-09-10 be reinstated to attend public school.

Each student is required to complete his/her rehabilitation plan. Plans specify details for attendance, academic progress, counseling and appropriate behavior. This student has met or exceeded the conditions for reinstatement to attend public school.

RECOMMENDED MOTION:

That the Board approve the reinstatement of Case #22-09-10 to attend public school.

Moved by:

Seconded by:

Vote:

15.1 Call for Nominations for the 2013 CSBA Delegate Assembly Election

The Board will discuss nominations for the 2013 California School Boards Association Delegate Assembly Region 24 (Los Angeles County).

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 **FRIDAY, MARCH 15, 2013**. 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 2013 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, 2013 – March 31, 2015

**denotes incumbent*

- Maynard Law (ABC USD)*
- Mark Morris (Downey USD)
- Joseph Rivera (El Rancho USD)*
- Sharon Stys (South Whittier ESD)
- Sophia Tse (ABC USD)*
- 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.

Darryl R. Adams (Norwalk-La Mirada USD), term expires 2014
Leighton Anderson (Whittier Union HSD), term expires 2014
Jan Baird (South Whittier ESD), term expires 2013
Eugene Krank (Hawthorne SD), term expires 2014
Maynard G. Law (ABC USD), term expires 2013
Sylvia V. Macias (South Whittier SD), term expires 2014
John McGinnis (Long Beach USD), appointed term expires 2014
Ann Phillips (Lawndale ESD), term expires 2014
Carol Raines-Brown (Inglewood USD), term expires 2014
Joseph Rivera (El Rancho USD), term expires 2013
Emma Sharif (Compton USD), appointed term expires 2014
Patricia Siever (Culver City USD), term expires 2013
Sharon Stys (South Whittier ESD), term expires 2014
Sophia M. Tse (ABC USD), term expires 2013
Ana Valencia (Norwalk-La Mirada USD), term expires 2013
Felton Williams (Long Beach USD), appointed term expires 2013

Counties

Los Angeles



2013 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** 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 candidate form will not be accepted.

| | |
|--|--|
| Name: <u>Maynard Law</u> | CSBA Region/Subregion: <u>24 /</u> |
| District or COE: <u>ABC Unified School District</u> | Years on board: <u>6</u> ADA: <u>20,071</u> |
| Contact Number: <u>(562) 926-5566, ext. 21161</u> | E-mail: <u>maynardthelaw@gmail.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>2 years</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.

First priority: The unprecedented budget cuts that our schools have been forced to endure has put all of us in a budget crisis mode. CSBA must continue to take the lead in attempting to establish a workable system for providing equitable funding for all school districts.

Second priority: We must provide a world class education for all students. The need to close the achievement gap is an issue for all districts. One alternative to the traditional college education is to provide a career-technical pathway to higher education. CSBA should take a strong leadership position on this developing issue.

Third priority: The budget crisis has made it imperative that a collaboration model of how we do business must be in place. All participants, unions, management, teachers, local communities, and school Boards must collaborate to survive. CSBA can play a significant role in fostering collaboration.

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 or county office.

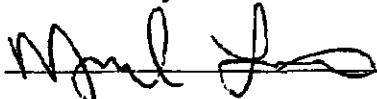
I currently serve in my sixth year on the ABC School Board as well as on the Norwalk-La Mirada/ABC ROP Board. I am actively involved in my community serving on the Community Family Guidance Board, the Southeast Los Angeles County Work Force Investment Board, and Cerritos Center for the Performing Arts Board. I have extensive experience involving the school District and community through my service on numerous advisory committees, and as chairman of the Cerritos Parks and Recreation Commission. I am currently the Board liaison to the Legislative/Policy Board Advisory Committee. I am also the District's representative to the Los Angeles County School Trustees 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 believe that I can provide CSBA a strong advocate that is willing to take the lead as a persuasive voice with our legislators on vital educational issues.

As a retired educator, as well as a retired local, state, and federal administrator I will offer a unique perspective and commitment to CSBA.

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

Signature:  Date: 12-18-12

MAYNARD G. LAW

EDUCATION

Bachelor of Science
California State University, Los Angeles

Multiple Subject Credential
University of Southern California - USC

Special Education Credential
University of Southern California - USC

EXPERIENCE

- 1991-2004 Paramount Unified School District
Special Education Teacher - Retired 2004
- 1998-1990 Hub Cities Federal Job Training Program
Executive Director
- 1993-1988 City of Cudahy
Assistant City Manager
- 1977-1983 City of Rancho Palos Verdes
Director of Parks and Recreation
- 1973-1977 City of Cerritos
Director of Recreation
- 1968-1973 City of Santa Monica/Milpitas School District
Director of Recreation

COMMUNITY INVOLVEMENT/MEMBERSHIPS/HONORS

- President: ABC Unified School District
Vice President: ABC Unified School District
President: Southeast Regional Occupational Program (ROP) Board
Member: California School Boards Association
Member: Los Angeles County School Trustee Association
Board Member: Southeast Los Angeles County Workforce Investment Board
Board Member: Community Family Guidance Center
Board Member: Cerritos Center for the Performing Arts
Past President: Cerritos Optimist Club
Chairman: Cerritos Parks and Recreation Commission
Member of Various Parent-Teacher Associations
Mayor's Award – City of Cerritos
Outstanding Leadership – California State Senate
Outstanding Leadership – California State Assembly
Outstanding Contribution to Community – United States Congress



2013 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** 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 candidate form will **not** be accepted.

| | |
|--|---|
| Name: <u>D. Mark Morris</u> | CSBA Region/Subregion: <u>24</u> / <u> </u> |
| District or COE: <u>Downey Unified School District</u> | Years on board: <u>31</u> ADA: <u>22,500</u> |
| Contact Number: <u>562-469-6511</u> | E-mail: <u>mpamie@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? <u> </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.

The top three educational priorities are funding of public education, the transition to the Common Core and allowing local school boards to control the direction of public education. These issues need to be the focus of the Association.

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 or county office.

I have been involved as a representative to the Los Angeles County School Trustees 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 have the time available to serve as a Delegate and am interested in making an impact on the policy of the California School Boards Association in this important time for 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: *D. Mark Morris* Date: 1/7/2013

D. Mark Morris
Member, Board of Education
Downey Unified School District

D. Mark Morris has been on the Downey Unified School District Board of Education for thirty-one years. He has served as President of the Board of Education five times.

Morris' community service includes past membership on the City of Downey Community Services Commission, the Water Board, the Redevelopment Project Area Committee, and the Cerritos College Advisory Board.

He is currently a member of the Boy Scouts and has been a Scoutmaster, Explorer Advisor and Vice-President of the Frontier District. He is also a member of PTA and is active in his church.

Morris is a lifelong resident of Downey and graduate of Downey High School. He holds an Associate of Arts degree from Cerritos Community College, a Bachelor of Arts degree from California State University, Fullerton, and a Juris Doctorate degree from Western State University College of Law. He also speaks Spanish fluently.

He retired in June from the City of Downey where he was a Housing Planner. He is married and has six children.



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

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| | |
|--|--|
| Name: <u>Joseph Rivera, Ed.D.</u> | CSBA Region/Subregion: <u>24</u> / <u> </u> |
| District or COE: <u>El Rancho Unified School District</u> | Years on board: <u>7.5</u> ADA: <u>9,200</u> |
| Contact Number: <u>(562) 646-6118</u> | E-mail: <u>rivera4kids@gmail.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>7.5</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.

The top three educational priorities that CSBA should focus on: 1) Closing the achievement gap; 2) Long-term English Language Learners; 3) Continue to protect school funding from further budget cuts. Across California, a gap in academic achievement persists among socioeconomic disadvantaged students. CSBA should persistently research and inform its membership on the best practices and most effective models available in closing such gaps. Focus on the needs of Long-term English language learners (ELL). According to the California Department of Education, there are 1,441,387 English language learners in our schools and growing. CSBA should take a leadership role in bringing special attention to this long-term group through ELL seminars or workshops on educating the membership on program needs and instructional practices needed to increase English proficiency for ELL students. Continue to protect school funding from further budget cuts. CSBA must continue to utilize its resources to further educate the public and the state legislature on the educational devastation that has been occurring as a direct result from legislative cuts.

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 or county office.


Our school district has faced significant challenges with regard to declining enrollment, shrinking revenues and budget cuts. I have worked diligently towards problem-solving such challenges and to make decisions that were in the best interest of our district. I continue to value high quality schools that reflect high standards and academic achievement for our community. I actively promote best practices in the area of curriculum and instruction in order to strengthen student learning and achievement in our district. I have worked towards removing barriers to learning while supporting academic excellence in the classroom. I am very supportive of our special education programs for special needs children. I have advocated for student wellness by establishing a district Wellness Committee to create policy and bring awareness about childhood obesity and its related health problems. I believe that school and district activities have been implemented to improve curriculum and instruction, created greater communication, and strengthen parent involvement at the local schools and promoted a much healthier lifestyle for our students.

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 member of the Delegate Assembly for the past seven and a half years, I have had the opportunity to participate and dialogue on educational issues at the Delegate Assembly meeting in Sacramento and through Region 24. On CSBA Legislative Day, I had the opportunity to support and promote legislative items endorsed by CSBA. These experiences have allowed me to interact more closely with my local legislative officials and be able to lobby on issues of education. More importantly, these experiences have furthered my interest in the legislative process and the formation of educational policy.

My interest in continuing to serve on the Delegate Assembly is to continue to bring my hands-on experience as an educator to contribute and help shape the policy platform to advocate for school districts and the needs of the students they serve.

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

Signature:  Date: 12/5/12



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

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| | |
|--|---|
| Name: <u>Sharon Stys</u> | CSBA Region/Subregion: <u>24</u> / _____ |
| District or COE: <u>South Whittier School District</u> | Years on board: <u>23</u> ADA: <u>3600</u> |
| Contact Number: <u>(562) 693-5694</u> | E-mail: <u>sharonstys@gmail.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.

CSBA addresses many issues each year, the following are of particular importance to me at this time:

1. I am very interested in CSBA's direct support to local boards in the area of training. To have effective and functional school boards we must be sure our members know; how to be an effective board member, what are responsibilities and what is not, how to do good superintendent evaluations, how to hire a good superintendent, and more.
2. I am interested in the power of the 5000+ board members we have in this state. We need to make sure we are using this power to more publicly and legislatively effect educational issues in California.
3. I am interested how we fund education in California. There are so many issues in this area to be addressed we must keep as a primary focus of our issues..

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 or county office.

I have been a member of the LACOE for 23 years and served in the leadership in all position including president. I have been a member of the Whittier Area School Trustee's Association (WASTA) for 23 years and have served in leadership for many years including president for 5 years. I have served as a GRC for a number of legislators over the years.

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 have many years of involvement at my district level and I served as a director for the past 10 years for region 24. I believe I have a great deal of experience and training and can bring that experience to the Delegate Assembly. I would like to continue to contribute and participate in the decisions and challenges CSBA addresses each year.

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

Signature: Sharon Stys Date: 2/25/13



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

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| | |
|--|--|
| Name: <u>Sophia Tse</u> | CSBA Region/Subregion: <u>24</u> / <u> </u> |
| District or COE: <u>ABC Unifed School District</u> | Years on board: <u>6</u> ADA: <u>20,071</u> |
| Contact Number: <u>(562) 926-5566, ext. 21161</u> | E-mail: <u>sophiatse1@yahoo.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>2 years</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.

As a Board member for the past five years and a newly elected Vice President, I am keenly aware of the critical educational issues in California. The following will be my top three educational priorities and why they are important to the Association: 1) The budget crisis has affected all school district in the State of California and it remains the number one issue that CSBA must face collectively. As an experienced member of the Delegate Assembly, we must continue to work to link resources with our business and civic communities. 2) Closing the achievement gap is a top priority and must continue to be focused by all school districts in California. Being one of the most diverse school districts in the country, we must be mindful of the extraordinary gaps that still remain between ethnic groups, socio-economic groups, English learners and students with disabilities. 3) Strengthening the engagement of our parents, teachers, administration, and community members in reforming our school efforts is another priority. We will need the collective wisdom of our full community to reform and transform our schools.

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 or county office.

The following are activities/involvement and other interest in my local district:

- a) Parent Teacher Student Association Board Member from Grade 3 to Grade 12 in my schools;
- b) Chairperson for the Chinese Culture Association of Southern California;
- c) Assistant Coach for the City of Cerritos Summer Soccer Team; Team Mom for Soccer Club;
- d) Board Liaison to the City of Artesia, City of Cerritos, City of Norwalk, and City of Lakewood;
- e) Board Member for the Southeast Regional Occupation Program Between ABCUSD and Norwalk La-Mirada USD;
- f) Vice President of Southern California of Asian Pacific Islander School Board Association;
- g) Board Liaison to the Board Advisory Committee on "Closing the Achievement Gap";
- h) Board Liaison to the Board Advisory Committee on "Career Technical Education";
- i) Chairperson for the Whitney High School Chinese PTSA;

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

For the past 27 years, I have lived in the community served by ABC Unified School District. My husband and I have enjoyed raising our three children in this District. As parents, we were also very involved with them by working with teachers, administrators as well as the PTSA at their schools. By working closely together, we felt we were a strong team making a positive difference in our children's lives and also for the community. Also, as a professional health care provider and instructor, I have a deep interest in statewide educational issues that deal with healthy student/healthy family. I would contribute by bringing the invaluable resources and experiences that I've gained in our school district as a parent, Board Member, and an experienced Member of the Delegate Assembly. As we approach one of the most challenging times in our educational history, I feel that I have gained the experiences needed to continue as a productive member of Delegate Assembly. I am ready to continue to contribute to make this Association a stronger voice for our students' future.

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

Signature: Date: 1/5/13

Sophia Tse

| | |
|---|--|
| Education | |
| <ul style="list-style-type: none"> • Master of Science of Nursing, California State University, Long Beach, CA • Pediatric Nurse Practitioner, California State University, Long Beach, CA • Clinical Nurse Specialist, Certified by California Board of Registered Nursing. • Bachelor of Science of Nursing, San Francisco State University, San Francisco, CA • Child Development Training Program, Cerritos College | |
| Profession | |
| <ul style="list-style-type: none"> • Garfield Medical Center- Director of Post Partum, Newborn Nursery and Neonatal Intensive Care • UCLA Healthcare - Clinical Nurse Specialist 2 years • St. Francis Medical Center – 29 years – Registered Nurse – Pediatric Nurse Practitioner/Manager/Educator • P-T Faculty – California State University, Long Beach | |
| Community involvement As Private Citizen | Community Involvement as ABCUSD Board Member |
| <ul style="list-style-type: none"> • Elementary School Site Council Board Member • Parent Teacher Student Association (PTSA) Board Member 3rd to 12th grade • Chairwoman for CCASC and Board Member • Assistant coach for City of Cerritos summer soccer team • Team Mom for soccer club • Instructor for Basic Life Support • Lactation Educator • Participant – March of Dimes Program for Premature Infants • Chairwoman for Whitney High School Chinese PTSA • Volunteer to do physical exams for high school soccer team and AYSO (American Youth Soccer Organization) | <ul style="list-style-type: none"> • Board liaison for cities of Artesia, Cerritos, Norwalk, and Lakewood • Board member of Southeast Regional Occupational Program JPA of ABC Unified School District and Norwalk-La Mirada Unified School District. • Vice President of Southern California of Asian Pacific Island School Board Association • Director of Cerritos Optimists Club • Board liaison to Board Advisory-Closing the Achievement Gap Board Advisory Committee • March of Dimes task force • Board liaison to Board Advisory-Career Technical Education Ad Hoc Committee |



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

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| | |
|--|--|
| Name: <u>Ana Valencia</u> | CSBA Region/Subregion: <u>24</u> / _____ |
| District or COE: <u>Norwalk-La Mirada Unified School District</u> | Years on board: <u>11</u> ADA: <u>21,000</u> |
| Contact Number: <u>562-868-0431 Ext. 2200</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>8 years</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.

As a member of Delegate Assembly, I take my job very seriously and share the information that is disseminated by CSBA to my colleagues and nearby district boards. It is said that information is power and as CSBA staff do a wonderful job in arming us with crucial and up-to-date facts and position we need in our districts to make informed decisions for the communities we serve.

Having said that, my top three educational priorities are: *Decreasing and ultimately eliminating the gap that exists for English Learners, * Vocational and Adult Education-there continues to be a demand and California needs this to be a focus, and * Common Core and Teacher Professional Standards

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 or county office.
While active in many community and professional organizations, proud to say many of them are education-related. As a public middle school teacher I experience first-hand what happens in my classroom as well as that of the colleagues in my schools. As an active member of my local teacher's union, I get information on what happens in the classrooms and schools of that of other professionals in the district where I work. As an active member of the National Education Association, I participate in bi-annual conversations with many educators and professionals in education across our great country. We discuss what works, doesn't and how we are able to help one another.

I also maintain great rapport with our local, state and national elected officials and their staff and have conversations about what can help education in California and how it those benefits can trickle down to our local districts. Lastly, I attend the White House Initiative on Education forums and phone call conferences to obtain information.

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

It has been an honor serving as a delegate for my region and I would like to continue to do the work that is beneficial to my colleagues and communities. 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 my local Lions Club- The Norwalk Lions as well as other 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 to be done in California to help keep Public Education working for the communities we serve. I am ready for that challenge 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: 12/20/12

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

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
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

State and Local School Funding
Vocational and Adult Education
Eliminating the education gap for English Learners
Common Core and Teacher Professional Standards