

BOARD MEETING NOTICE AND AGENDA

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

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

July 12, 2011

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

Scott Zeidman, Esq., President
Karlo Silbiger, Vice President
Katherine Paspalis, Esq., Clerk
Patricia Siever, Professor, Member
Steven Gourley, Member

2. PUBLIC COMMENT ON CLOSED SESSION ITEMS

3. RECESS TO CLOSED SESSION

- 3.1 Conference with Labor Negotiator (Pursuant to GC §54957.6)
Agency Designated Representatives: Leslie Lockhart, Director of Human Resources; Ali Delawalla, Assistant Superintendent Business Services
Employee Organizations: Culver City Federation of Teachers (CCFT) and Association of Classified Employees (ACE)
- 3.2 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)
- 3.3 Public Employee Performance Evaluation (Pursuant to GC §54957)
Title: Certificated Teacher

- 3.4 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 1
Classified Personnel Services Report No. 1

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

5.1 Roll Call – Board of Trustees
Scott Zeidman, Esq., President
Karlo Silbiger, Vice President
Katherine Paspalis, Esq., Clerk
Patricia Siever, Professor, Member
Steven Gourley, 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 – May 24, 2011; and Minutes of Regularly Scheduled Meeting - June 14, 2011
- 9.2 Approval is Recommended for Purchase Orders
- 9.3 Approval is Recommended for the Certificated Personnel Reports No. 1
- 9.4 Approval is Recommended for the Classified Personnel Reports No. 1
- 9.5 Acceptance of Enrollment Report
- 9.6 Approval is Recommended for the Williams/Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Uniform Complaints, 4th Quarter 2010-2011
- 9.7 Approval of Office of Child Development 2011/2012 Contracts
- 9.8 Approval of Office of Child Development 2011/2012 Resolution

9.9 Approval is Recommended for the CCHS Girls' Basketball Team to Participate in the West Coast Jamboree Tournament, San Francisco, California, December 26 – 30, 2011

10. **AWARDS, RECOGNITIONS AND PRESENTATIONS - None**

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 Members of the Audience
- 11.4 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 Capital Projects Update
- 12.2 Board Statement of the District's Support and Adherence to a Policy of Nondiscrimination

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**

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

Motion by _____ Seconded by _____ Vote _____

14.2 Education Services Items

14.2a Approval is Recommended for the Adult Education Apportionment (ADA) Courses for 2011-2012

Motion by _____ Seconded by _____ Vote _____

14.2b Approval is Recommended for the K-12 Music Curriculum

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items

14.3a Fourth Reading and Approval of Administrative Regulation 3100, Business and Non-Instructional Operation – Budget; Formation of the Community Budget Advisory Committee

Motion by _____ Seconded by _____ Vote _____

14.3b Approval is Recommended for the Certification of Signatures

Motion by _____ Seconded by _____ Vote _____

14.4 Personnel Items - None

15. BOARD BUSINESS - None

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

July 26 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), City Hall (Chambers), 9100 Culver Blvd.
September 13 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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

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

Meeting:	<u>Regular Meeting</u>	Date:	<u>May 24, 2011</u>
Place:	<u>City Hall – Mike Balkman Chambers 9100 Culver Boulevard Culver City 90232</u>	Time:	<u>6:00 p.m. – Public Meeting 6:01 p.m. – Closed Session 7:00 p.m. – Public Meeting</u>

Board Members Present

**Scott Zeidman, Esq., President
Karlo Silbiger, Vice President
Katherine Paspalis, Esq., Clerk
Patricia Siever, Professor, Member
Steven Gourley, Member**

Staff Members Present

**Patricia W. Jaffe, Interim Superintendent
Ali Delawalla
Gwenis Laura, Ed.S.**

Call to Order

Board President Mr. Zeidman 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 7:00 p.m. with all Board members in attendance. Pre-K students attending La Ballona Elementary led the Pledge of Allegiance.

Report from Closed Session

Mr. Zeidman 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.

8. Adoption of Agenda

It was moved by Ms. Siever and seconded by Mr. Silbiger that the Board adopt the agenda of May 24, 2011 as presented. The motion was unanimously approved.

9. Consent Agenda

Mr. Zeidman called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. Ms. Siever requested that item 9.2 and 9.4 be withdrawn. It was moved by Ms. Paspalis and seconded by Mr. Gourley to approve Consent Agenda Items 9.1, 9.3, and 9.5 – 9.7 as presented. The motion was unanimously approved.

9.1 Minutes of Regular Meeting – April 26, 2011

9.3 Certificated Personnel Reports No. 20

9.5 CCHS Teacher Nancy Goldberg to Attend the College Board Readings in Louisville, Kentucky, June 8-18, 2011

9.6 2011-2012 Designation of CIF Representatives to League

9.7 Office of Child Development Agency Annual Report

9.2 Approval is Recommended for Purchase Orders and Warrants

Ms. Siever withdrew this item to inquire about instructional supplies on four pages. She asked if there was any way to get the supplies from one vendor. Mr. Delawalla informed Ms. Siever that they were specialized supplies and the companies that were listed were the ones that supply those items. Ms. Delawalla also informed Ms. Siever that he would get her information that she requested regarding balances in the special education accounts.

9.4 Approval is Recommended for the Certificated Personnel Reports No. 20

Ms. Siever withdrew this item to state that she would like to see the total amount spent from the general fund. Ms. Paspalis asked Mr. Delawalla how much staff time is going into the requests being made by Ms. Siever. Ms. Paspalis would like to have that information before he has staff breaking down anymore information in the

reports. Ms. Paspalis felt that there have been many requests made to staff, and staff is limited at this time to continue honoring the requests. Ms. Siever would like to have the information to respond to any requests made by her constituents. Ms. Siever thanked Mr. Delawalla for his hard work.

It was moved by Ms. Siever and seconded by Ms. Paspalis to approve items 9.2 and 9.4 as presented. The motion was unanimously approved.

10. Awards, Recognitions and Presentations

10.1 Spotlight on Education - Office of Child Development

Mrs. Audrey Stephens, Director of the Office of Child Development, presented the Board with information on the before school and after school programs, and vacation camps. She also informed the Board that the pre-school programs are being honored by a feature in a publication by the Los Angeles County Office of Education (LACOE) titled *Ready for Pre-K*. The District was one of the fifteen districts chosen to be included. Mr. Zeidman thanked Mrs. Stephens for her presentation and spoke about his experience as a parent with his son attending OCD. He stated that his son was very ready for kindergarten.

10.2 American Citizenship Awards

Mrs. Jaffe and the Assistant Superintendents read the names and accomplishments of each school's recipients of the American Citizenship Award for the month of May. The recipients were Casey Kastendiek from El Marino School; Savannah House from El Rincon Elementary; Angela Martinez from La Ballona School; Vanessa Gottlieb from Linwood E. Howe School; Liam Wall from Farragut School; Cody Chin from Culver City Middle School; Alexis Godisi from Culver Park High School; and Oscar Pineda from Culver City High School. Board members presented each recipient with a pin and certificate; and thanked the students and their families for attending the meeting.

10.3 Culver City Education Foundation – Building Blocks for Education

Amy Shilton and Richard Hibbs thanked the honorees, Mary and Michael Nabours, for all of their hard work and years of service at El Marino Language School. Mrs. Nabours expressed her disappointment when she heard that there would not be an elementary music program next year. Ms. Paspalis stated her kids had Mrs. Nabours and they both learned so much. She wanted to personally thank Mrs. Nabours.

10.4 Recognition of the Toby Rubenstein 2nd Annual Chess Tournament

It was corrected that the tournament was actually the 2nd annual tournament, and not the 3rd as stated on the agenda. Mr. Adamucci and other teachers from the middle school gave a brief description of how the chess tournament began and they recognized Timothy Martin, Jake Ray, and Jack Bishop as the three winners. Neil Rubenstein thanked everyone that helped make the tournament come to fruition and provided their support. Mr. Zeidman thanked Mr. Rubenstein for hosting the event and stated that it was a great honor to Mr. Rubenstein's wife Toby. Ms. Siever thanked Mr. Rubenstein for being such an active community member.

10.5 Student All-League Athlete Recognition

Jerry Chabola, Athletics Director, asked all of the athletes present to come forward. He thanked the parents and the Booster Club for all of their support for the students. Mr. Chabola spoke of the accomplishments of the different sports teams, the All-CIF Performers, and announced that the Athlete of the Year Awards that will take place the following week. He reported that approximately three-quarters of the teams qualified for CIF finals. Mr. Chabola extended congratulations to all of the teams and wished the seniors good luck in their futures. All of the players present came to microphone and gave their name and the sport played.

11. Public Recognition

11.1 Superintendent's Report

Mrs. Jaffe reported that she will be hosting a Coffee & Chat on June 10th in the Multi-Purpose Room at the middle school and Mr. Dan O'Brien from the Education Foundation will also be present. She informed the Board that information was being gathered for the last issue of Culver Currents in Print and the publication has received very positive comments. Mrs. Jaffe reported on her attendance at Linwood Howe's Buckaroo Bash and their Scholastic Book Faire which she thought was great. She also attended the middle school's presentation of Joseph

and the Amazing Technicolor Dreamcoat. Mrs. Jaffe and Dr. Pam Magee, Principal at the high school attended a meeting at the AP College Achievement Board. Mrs. Jaffe reported that Building Bridges Charter School hearing at LACOE regarding the charter's appeal will take place on June 7th and she plans to attend. She also thanked Toni Fournier, Kelly Wilcox, and Amy Levit for their hard work with the BTSA Program.

11.2 Assistant Superintendents' Reports

Ms. Laura reported that state testing has concluded and the CST results will come in August.

Mr. Delawalla reported that Governor Brown released the May Revise on May 16th. It showed increased spending on education, but also showed that expenses for special education students were being transferred to school districts on some of the services.

11.3 Student Representatives' Reports

Middle School Student Representative

Sophia Greenberg, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the Dance O'Grams doing very well; and the 8th grade Exit Interviews coming up.

Culver Park Student Representative

Sandra Maldonado, Culver Park High School Student Representative, reported on activities at Culver Park High School, including the seniors working very hard to complete their credits; and the seniors not being able to attend Grad Night.

Culver City High School Student Representative/Student Board Member

Jamie MacIntosh, Student Board Member, reported on activities at Culver City High School, including the Robotics Team win; sports update on the baseball and volleyball teams; Summerfest – A Day at the Beach will take place on Thursday with music, games, rides, and a teacher/student dunk tank. Miss MacIntosh also reported that this year's Prom theme is "A Night in Wonderland." Link Crew is starting up again, and ASB decided on a Club of the Year and Teacher of the Year. They will be announced in the next few weeks. AVPA's Java Gala will take place on June 3rd at the Kirk Douglas Theater which is the night before prom. Students will also participate in the Culver City Art Walk. Miss MacIntosh also stated that her family was looking to possibly sending her younger sibling to Linwood Howe Elementary.

11.4 Members of the Audience

Members of the audience spoke about:

- David Mielke extended congratulations to the graduating students. He said he was concerned to hear that there would be no elementary music next year, and that the Board Meeting was the first he had heard about it. Mr. Mielke is also concerned that Culver Park cannot attend Grad Night.
- Robert Zirgulis spoke about his previous proposal to the District to drill in Baldwin Hills to raise money for the District. Now he is proposing a windfall profit tax.
- Linda Rosenberg stated that she was happy to hear that Miss MacIntosh's family was looking at Linwood Howe for her younger sibling to attend. She thanked Board members that attended the Buckaroo Bash. Mrs. Rosenberg encouraged the Board to put enrollment and plans for kindergarten classes back on the agenda so that there could be an actual dialogue. She was a little disturbed to hear that there was no plan regarding the classes because the District did not have all of the data.

11.5 Members of the Board

Board Members spoke about:

- Mr. Gourley asked about the Culver Park issue and asked Mrs. Jaffe to update the Board. Mrs. Jaffe explained that she spoke with Dr. Magee and Mrs. Turner and that Grad Night is based on attendance and tardies. Ms. Siever inquired if that is what Grad Night was based on what percentage of students can attend from Culver Park. Mrs. Jaffe stated that students who met the attendance/tardy criteria would be eligible to participate. Ms. Siever thinks that the policy needs to be reviewed. Mrs. Jaffe

confirmed that Mrs. Turner is going to make sure that students understand the requirements at the beginning of the year.

- Ms. Siever asked if the elementary music program was being eliminated. Mrs. Jaffe confirmed that it was not. Mrs. Jaffe stated that it will look different, but the elementary schools will still have music. Ms. Siever reported on her attendance at the Buckaroo Bash, and commended the students and faculty for all of their hard work.
- Mr. Silbiger extended congratulations to Mr. and Mrs. Nabours. He stated he was glad the elementary music issue was brought up and asked Mrs. Jaffe to provide an update in her Friday Memo. He reported on his attendance at the middle school's musical and stated it was unbelievable! He thanked Jo-Anne Cooper for meeting with him. Mr. Silbiger thanked everyone who put on the Immersion Symposium. Mr. Silbiger would like to get information on the consultants employed in the District, such as who they are and how much we are paying.
- Ms. Siever added that what Mr. Silbiger was requesting regarding the consultants was the same information she was requesting for the items in 9.2. She clarified that she was not requesting the names of the consultants, but just the amounts.
- Ms. Paspalis stated that the Immersion Symposium was fabulous, including the El Marino Children's Day and the immersion reunion. She reported on her visit to La Ballona and stated that there was a lot of enthusiasm with the parents and teachers. Ms. Paspalis attended Joseph and the Amazing Technicolor Dreamcoat at the middle school and thought it was great. She announced that Friday is a furlough day and the whole District would be closed.
- Mr. Gourley stated that Mr. Mielke has said previously that no one has tried negotiating with the union. Mr. Gourley also wanted to know what Mr. Mielke meant by his "25 teacher" comment. He is misrepresenting information that is going back to his union members. Mr. Mielke asked that Mr. Zeidman enforce the Civility Policy. Mr. Zeidman read out loud the Civility/Complaint Policy. Mr. Gourley stated that the policy only relates to Mr. Mielke as an employee, but not as a union representative. Mr. Gourley feels that Mr. Mielke has lied and felt that Mr. Mielke should apologize to Mrs. Jaffe and staff for his lies.
- Mr. Zeidman called Miranda Meyers to the podium and commended her on her softball playing. She is the only girl to play on the team, and she has won the honor of the Girl Scout Silver Award.

12. Information Items

12.1 First Reading of Revised Board Policy 4218, Dismissal/Suspension/Disciplinary Action

Mrs. Leslie Lockhart, Director of Human Resources, presented the policy and explained the changes that were made to the policy. Mr. Zeidman asked that the policy be on the next agenda for approval.

12.2 Citizens' Oversight Committee

Crystal Alexander, Chair of the Citizen's Oversight Committee, provided an update on the usage of the Measure EE Parcel Tax expenditures. Mr. Gourley thanked Ms. Alexander and the committee for the report and their hard work. Ms. Siever would like to know how much was used for salaries. Ms. Alexander stated that she would have to defer to Mr. Delawalla. Mr. Delawalla will put the information in his Friday Memo as he did not have it available. Ms. Siever also requested the information prioritization. She would like to know how much funds have been spent and in what areas. Mr. Zeidman asked if Mr. Delawalla to speak briefly about these issues at the June 14th meeting. Mr. Silbiger thought Ms. Alexander's report was great. Roberta Sargent inquired about the senior exclusion and wanted to know if it was a large number of seniors that filed for the exemption. Mr. Zeidman stated that it is usually about ten percent that opts out. Debbie Hamme asked if the surveys regarding prioritizing the options for funding were taken into consideration. She knows that security was listed as a priority. Mr. Zeidman asked Mr. Delawalla to include that information in his report. Ms. Paspalis thanked the committee for their time.

13. Recess

The Board recessed at 8:30 p.m. and reconvened at 8:45 p.m.

14. Action Items**14.1 Superintendent's Items****14.1a Approval is Recommended for the Board of Education to Adopt Goals and Objectives**

It was moved by Ms. Siever and seconded by Mr. Gourley that the Board adopt the Goals and Objectives as presented. The motion was unanimously approved.

14.1b Adopt Findings of Staff Report Denying Kids Achieve! Charter School Petition

Mr. Zeidman asked if anyone was present from the school that would like to speak. There were no members of the audience who wished to speak. Ms. Paspalis stated that she could not believe no one was in attendance on behalf of the school. She stated that there was a lot of time and money spent on the petition once it is received. Mr. Silbiger stated that the petition was horrible and he will be voting against it. He felt that if the District is going to ask the charter schools to be specific than the District should also be specific in the denial. Mr. Gourley commented that the laws on responding to charter schools are a "bunch of legislative nonsense." He respects Mr. Silbiger's admiration of charter schools, but thinks the process should be simpler. It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board deny the Kids Achieve! Charter Petition as presented. The motion was unanimously approved.

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

It was moved by Mr. Silbiger and seconded by Ms. Paspalis that the Board waive Bylaws of the Board 9320, Meetings, for the purpose of canceling the regularly scheduled meetings of August 9, 2011; August 23, 2011; November 27, 2011; December 27, 2011 and April 10, 2012 as presented. The motion was unanimously approved.

14.1d Approval is Recommended for Resolution #35-2010/2011, Candidate Statement for November 8, 2011 Governing Board Elections

It was moved by Ms. Paspalis and seconded by Mr. Silbiger that the Board approve Resolution #35-2010/2011, Candidate Statement for November 8, 2011 Governing Board Elections as presented. The motion was unanimously approved.

14.2 Education Services Items**14.2a Approval is Recommended for New Course at Culver City Middle School – Mandarin Chinese I**

Madeline Ehrlich stated that she was quite surprised that there was no action plan. She would like to table the matter to look at it further and asked the Board to hold off on voting. Liz Mejia stated that she was also concerned about the class and putting money towards the class when there is no plan. Joanna Hoffman-Clubb stated her complaints about the current immersion program at the middle school. She would like to see that fixed before bringing in another immersion class. Board members stated there concerns with the class such as the size of the class, copyright issues, funding, and a strategic plan. The Board was in agreement that the item should be tabled. The item failed to pass due to a lack of a motion.

14.3 Business**14.3a Second Reading and Approval of Administrative Regulation 3100, Business and Non-Instructional Operation – Budget; Formation of the Community Budget Advisory Committee**

Board members discussed additional revisions including the removal of one administrator and having a student member that would have a provisional vote. Mr. Zeidman asked that it be brought back with the new revisions. Mr. Gourelly stated that he thinks the committee is useless and he will not support it at all.

14.4 Personnel Items

14.4a Approval and Adoption of Indefinite Action for Management, Confidential and Other Unrepresented Employees for 2011-2012

It was moved by Mr. Gourley and seconded by Ms. Siever that the Board approves and adopts the Indefinite Action for Management, Confidential, and other unrepresented employees for 2011-2012 as presented. The motion was unanimously approved.

14.4b Approval is Recommended for Resolution #36-2010/2011 (HR), Regarding Layoff of Classified Personnel

Debbie Hamme expressed her concerns about laying off another security guard. Mrs. Jaffe stated that staff is looking at the reorganization of the security department. Mr. Silbiger stated he feels uncomfortable cutting the position without seeing the plan. Ms. Siever would like to wait until the June 14th meeting. She would also like to see a reorganizational plan. Ms. Paspalis stated her understanding was there was more of a scheduling issue and she did not have a problem to vote now. It was moved by Ms. Paspalis and seconded by Ms. Siever to move item 14.4b to the June 28th meeting. The motion was unanimously approved.

Adjournment

There being no further business, it was moved by Mr. Silbiger, seconded by Ms. Paspalis and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 9:45 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

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

Meeting:	<u>Regular Meeting</u>	Date:	<u>June 14, 2011</u>
Place:	<u>District Administration Office</u> <u>4034 Irving Place</u> <u>Culver City 90232</u>	Time:	<u>6:00 p.m. – Public Meeting</u> <u>6:01 p.m. – Closed Session</u> <u>7:00 p.m. – Public Meeting</u>

Board Members Present

Scott Zeidman, Esq., President
Katherine Paspalis, Esq., Clerk
Patricia Siever, Professor, Member
Steven Gourley, Member

Staff Members Present

Patricia W. Jaffe, Interim Superintendent
Ali Delawalla
Gwenis Laura, Ed.S.

Call to Order

Board President Mr. Zeidman 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 7:13 p.m. with four Board members in attendance. Mr. Silbiger was not present. Student Erica Tom led the Pledge of Allegiance.

Report from Closed Session

Mr. Zeidman 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.

8. Adoption of Agenda

It was moved by Mr. Zeidman to adopt the June 14, 2011 agenda with the amendment to move items 10.2, 10.3 and 10.4 up on the agenda to precede the Consent Items. Ms. Paspalis seconded the motion. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

10. Awards, Recognitions and Presentations

10.2 Recognition of Amanda DiGirolamo, Winner of the Anti-Bullying Poster Competition

Ms. Laura announced Amanda DiGirolamo was the winner of the “Speak Up Anti-Bullying Campaign” poster competition. Miss DiGirolamo is a 12th grader at Culver City High School. Mr. Larry Kurnarsky, CCHS ROP Instructor, provided additional information on the requirements for the competition. The winning poster was hung in the Board Room for viewing.

10.3 Recognition of District English Learner Advisory Committee

Ms. Laura provided information on what the committee was and what issues they discuss. Ms. Laura recognized the dedicated parent members that were elected by their schools to serve on the committee. Ms. Laura also recognized teachers that serve on the committee.

10.3 Culver City Unified School District Retiree Recognition

Mr. Zeidman and Ms. Paspalis read the names of retirees, some of whom were present, and read a brief bio on each one.

9. Consent Agenda

Mr. Zeidman called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. Ms. Paspalis requested that item 9.4 be withdrawn. Ms. Siever requested that item 9.2 be withdrawn. It was moved by Ms. Paspalis and seconded by Ms. Siever to approve Consent Agenda Items 9.1, 9.3, and 9.5 – 9.9 as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

9.1 Minutes of Special Meeting – May 3, 2011; Minutes of Regular Meeting – May 10, 2011

- 9.3 Acceptance of Gifts – Donations
- 9.5 Classified Personnel Reports No. 21
- 9.6 CCHS Teacher Dr. Margaret Simons to Attend the AP Biology Summer Training Workshop Institute in West Seneca, New York, June 27 – June 30, 2011
- 9.7 Culver City Middle School and Culver City High School Cheerleaders to Attend the Universal Cheerleaders Association Summer Camp at the University of Southern California, Los Angeles, July 31 – August 3, 2011
- 9.8 Parent Involvement Policy
- 9.9 Comprehensive Master Plan for English Language Development (ELD)

9.2 Approval is Recommended for Purchase Orders

David Mielke commented on Purchase Order number 56691. He stated that he has full confidence that the Superintendent can provide the same District updates and information that is being supplied by Maleman Ink. He also stated that another alternative is to use the students in journalism class at the high school. Ms. Siever stated that after looking at all of the consultants listed she would like to know how much is being spent on consultants. Mr. Gourley asked Mrs. Jaffe how much we spent on Maleman Ink when the District first used his services. Mrs. Jaffe stated \$45,000. Mr. Gourley asked what we are paying now. Mrs. Jaffe stated \$12,000 for the same amount of work. It was moved by Ms. Paspalis and seconded by Ms. Siever to approve purchase orders from May 14, 2011 through June, 2011 as presented.

9.4 Approval is Recommended for the Certificated Personnel Reports No. 21

Mr. Mielke stated that the union had recommended that the Assistant Superintendent of Human Resources be changed to a Director position. He stated that the union is asking that the Board do the same with the Assistant Superintendent of Education Services do the same. Mr. Zeidman read a statement from Mr. Silbiger where he states that he was a little upset to hear that the teachers were asking for an hourly rate to attend graduation. Ms. Paspalis congratulated Ms. Carroll and said she was delighted that she was now aboard at the District Office. Ms. Paspalis also thanked Ms. Laura for her service and stated she has done a great job. Ms. Paspalis was also bothered that teachers were asking for pay to attend graduation. Ms. Siever stated that we know where the funds come from and we know that there can be a lot of movement at graduations. She suggested that maybe there was another way to pay the teachers. Ms. Siever also asked if there was a savings between the new Assistant Superintendent of Educational Services contract, and the prior one. Mrs. Jaffe stated that there was a savings and she would have the exact number at a later time. Mr. Zeidman suggested voting on everything in the Certificated Personnel Reports No. 21 except I.S. Extra Assignment. It was moved by Ms. Paspalis and seconded by Mr. Gourley to approve Certificated Personnel Reports No. 21 except for item I.S. The motion was approved with a vote of 4 – Ayes and 1 – Nay.

Further discussion ensued regarding item I.S. Extra Assignment. Miss MacIntosh stated her provision vote would be to vote no. Item I.S. was moved by Mr. Gourley and seconded by Mr. Zeidman for purposes of discussion. Mr. Gourley stated this was time when the Board would like someone that knows the students and has some authority to work the graduation. Mr. Zeidman would like someone else to pay for it other than the students. Ms. Siever agreed that there should be some sort of security at graduation, but there needs to be an alternate funding source. Ms. Paspalis addressed Mr. Gourley's comments and stated that she thinks the parents are great at helping out at these events. She does not feel that it has to be teachers overseeing the students. Ms. Paspalis is in agreement that the students should not be paying. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

10. Awards, Recognitions and Presentations – (cont.)

10.1 Presentation by El Marino Immersion Students and Immersion Update

Ms. Laura introduced the El Marino students and Mrs. Tracy Pumilia, Principal. The students from the Japanese immersion class did a tribute to the victims of the tsunami and earthquake in Japan. They also sang a song. Mrs. Pumilia provided an update on the strategic planning session and FLAP grant goals. She then responded to questions from audience members which were mainly about the immersion program at the middle and high school levels. Mrs. Pumilia explained the additional issues that they were looking at which included getting qualified personnel and budgetary issues. Board members thanked Mrs. Pumilia for her presentation and for bringing them

a timeline on growing the program. Mr. Gourley thanked the pioneers of this program, and thanked Madeline Ehrlich for being such a great support. Mr. Zeidman inquired as to the costs for books and if the issue is finding personnel to let the Board know. Mrs. Pumilia stated that books cost \$120 per student. Mrs. Jaffe stated that the District has a position open for the middle school and the 6th graders might have a core and elective class by next year.

10.5 Spotlight on Education – Culver City Adult School

Kevin Kronfeld, Adult School Principal, spoke about the activities and classes being offered. He informed the Board about enrollment and the Kids Summer Enrichment Program. Ms. Paspalis thanked Mr. Kronfeld for being so comprehensive in his report.

11. Public Recognition

11.1 Superintendent's Report

Mrs. Jaffe introduced Ms. Eileen Carroll, previous Principal at Farragut Elementary, as the new Assistant Superintendent of Educational Services and read a brief biography. Ms. Carroll gave a brief speech and thanked the Board and Mrs. Jaffe for the opportunity. Ms. Jaffe also thanked the Student Board Member and Student Representatives for their work at the Board meetings and presented them with a card and flowers.

11.2 Student Representatives' Reports

Middle School Student Representative

Sophia Greenberg , Culver City Middle School Student Representative, was not present.

Culver City High School Student Representative/Student Board Member

Jamie MacIntosh, Student Board Member, reported on activities at Culver City High School including the senior events taking place such as the "Above and Beyond" awards. She shared her experience in the District starting at El Rincon Elementary. Miss MacIntosh thanked the Board and stated that she has learned so much, but she has learned the most about social activism.

Culver Park Student Representative

Sandra Maldonado, Culver Park High School Student Representative, reported on activities at Culver Park High School, including Prom and a record amount of students attending. She also stated that the yearbooks were ready. Miss Maldonado thanked the Board and stated how much she has learned from the experience.

11.1 Superintendent's Report – (cont)

Mrs. Jaffe reported on her recent Coffee and Chat and suggestions that were given at the gathering. She informed the Board that LACOE's Board of Education will have a meeting regarding charters. Mrs. Jaffe attended the Education Foundation's Installation event and the new president is Marci Schulman. Mrs. Jaffe provided a brief update on the enrollment numbers at the elementary schools for kindergarten classes; informed the Board of the week's events taking place; and extended congratulations to student Timothy Baxendale who was receiving his Eagle Scout honor.

11.2 Assistant Superintendents' Reports

Ms. Laura reported on summer school planning; DCAT's final meeting and the updating of their strategic plan; the end of the year meetings; an update of the services provided by the Culver City Youth Health Center for this school year; and she extended congratulations to the student representatives and to all of the students.

Mr. Delawalla reported that the day after the meeting was the Constitutional deadline for the state budget. He thanked Todd Johnson for bringing information to his attention regarding partial funding for solar energy.

11.3 Members of the Audience

Prior to audience members speaking Mr. Zeidman asked that all speakers treat each other with civility. Members of the audience spoke about:

- Nori Nagumo commented on the plans for the elementary instrumental music program. She stated that it is a proven fact that students do better in class when they participate in music on a regular basis. She asked the Board to reconsider their plan to change the music program.
- Roberta Sargent stated that we just saw a performance that incorporated music. If you took the music out it would not have been as rich. She spoke in favor of keeping an elementary music program.
- Andrew Pascoe came to address the changes to the music program. He stated that a detailed description of the new program should be presented to parents.

Mrs. Jaffe stated that there is nothing to come to present to the Board at this time because the topic is still being discussed. Mr. Zeidman stated that we are three months away from starting a new school year. He asked when the Board can expect to hear additional information. Mrs. Jaffe responded more information will be brought to the July 12th meeting.

- Lynn Bossone stated that when she heard about the elementary music program may be eliminated she had to come to the meeting. She urged the Board to keep the music program.
- David Mielke extended congratulations to the Student Representatives and suggested that the Board asked for more contribution from them. Mr. Mielke also extended congratulations to Mandy and Zane for their work on the "Speak Up Anti-Bullying" campaign; and Joe Nazzaretta on his retirement. Mr. Mielke stated that he was surprised to hear the Board's discussion on teachers working at graduation. He thinks there are bigger issues to discuss. He stated that the union was not invited to serve on the interview panel in the hiring process for the Assistant Superintendent of Educational Services position. Ms. Paspalis stated that the union was invited. Mr. Mielke said he was tired of being called a liar. Mr. Mielke provided a union update and stated that they settled yesterday. He stated that Mrs. Jaffe and Mrs. Lockhart were very respectable and easy to work with.

11.5 Members of the Board

Board members thanked the Student Representative and Student Board Member and wished them good luck.

Board Members spoke about:

- Mr. Zeidman stated that it is his understanding that there were two bargaining unit members on the interview panel. Mrs. Jaffe confirmed. Mr. Zeidman asked if the District was required to have any specific person on the interview panel. Mrs. Jaffe responded that there was no requirement.
- Ms. Siever asked who usually determines who is on the interview panel. Mrs. Jaffe stated that it was generally the Human Resources Department. Ms. Siever extended congratulations to the El Marino faculty and staff on doing such a great job. She stated she will be attending graduations later in the week. Ms. Siever reported that she will be attending the LACSTA meeting and she will be representing the District. She would also like to know if the Culver Park Grad Night issue was resolved for next year.
- Ms. Paspalis stated that she was glad Mr. Zeidman cleared up the misunderstanding that there were no union representatives on the interview panel for the Assistant Superintendent position. She reported on her attendance at the Farragut Open House, College Information Night at the middle school, and the Linwood Howe auction event at Royal T. They were all great events. Ms. Paspalis stated that the 8th grade exit interviews at the middle school were a lot of fun, and she would like to hear status on the Robert Frost renovations. Mr. Gourley asked if the status on renovations could be agendaized. Mr. Zeidman agreed.
- Mr. Gourley thanked the Boosters for the Bowling event and stated it was very fun. He thanked City Council for the use of the Chambers for Mock Trial, and stated the students were spectacular. Mr. Gourley also thanked Lucas Plotnik, and noted that as much as kids act like they are not listening, they really are.

12. Information Items

12.1 La Ballona Kindergarten Proposal

Rebecca Godbey spoke about the accelerated assessment schedule which included an Extended Day Kindergarten instead of Full Day Kindergarten for the first month of school. Kindergarten teachers will use the remaining

scheduled day to administer the California English Learner Development Test (CELDT) to students and to consult with ELD Specialists to better understand how to best meet the needs of the kindergarten students. Board members stated their concerns, and inquired how it would affect the budget. Board members would like additional information.

13. Recess

The Board recessed at 9:30 p.m. and reconvened at 9:40 p.m.

14. Action Items

14.1 Superintendent's Items – None

14.2 Education Services Items

14.2a Consideration of Expunging the Expulsion Records of Pupil Services Case #19-10

Mr. Gourley moved to continue this item to the next meeting. Ms. Siever seconded the motion. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.3 Business Items

14.3a Approval is Recommended for Year-End Appropriation Transfers

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the Year-End Appropriation Transfer as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.3b Third Reading and Approval of Administrative Regulation 3100, Business and Non-Instructional Operation – Budget; Formation of the Community Budget Advisory Committee

It was moved by Ms. Siever and seconded by Mr. Gourley to revise the Administrative Regulation and bring it back to the next meeting. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.3c Approval is Recommended for the Extension of Joint Use Agreement between the City of Culver City and Culver City Unified School District

It was moved by Mr. Gourley and seconded by Ms. Paspalis to extend the agreement for six months. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.3d Approval is Recommended for Resolution #37-2010/2011 – Established Fund Balance Policies as Required by GASB 54

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve Resolution #37-2010/2011 – Established Fund Balance Policies as Required by GASB 54 as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.4 Personnel Items

14.4a Approval is Recommended for Revised Board Policy 4218, Dismissal/Suspension/Disciplinary Action

It was moved by Mr. Gourley and seconded by Ms. Paspalis that the Board approve Revised Board Policy 4218, Dismissal/Suspension/Disciplinary Action as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

15. Board Business - None

Adjournment

There being no further business, it was moved by Mr. Gourley, seconded by Ms. Siever and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 9:59 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

BOARD REPORT

7/12/11

9.2

9.2 PURCHASE ORDERS

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

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

Purchase order grand total from June 18, 2011 through June 30, 2011 is \$194,812.00.

BUDGET NUMBER LEGEND FOR FUNDS

01.0 general 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 June 18, 2011 through June 30, 2011 in the amount of \$194,812.00 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distribution Amount	PO Amt
06/21/11	11027A	A		06/21/2011	MUSICIAN'S FRIEND	INSTRUCTIONAL SUPPLIES	El Marino Language	01.0	90127.0	11100	10000	4310	2030000	977.36	977.36
							11027A								
06/21/11	110308	C		06/21/2011	MUSIC CENTER EDUCATION	CONTRACT SERVICES RENDERED	Farragut Elementary	01.0	90127.0	11100	10000	5810	2050000	1,500.00	1,500.00
							110308								
06/27/11	110402	A		06/27/2011	CDW-G	INSTRUCTIONAL SUPPLIES	Culver City Middle School	01.0	90127.0	11100	10000	4310	3010000	3,746.13	3,746.13
								01.0	07395.0	11100	10000	4310	3010000	968.92	968.92
															4,715.05
06/27/11	110402A	A		06/27/2011	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Culver City Middle School	01.0	00000.0	16003	10000	4310	3010000	12,499.58	12,499.58
								01.0	00000.0	16002	10000	4310	3010000	14,998.60	14,998.60
								01.0	90127.0	11100	10000	4310	3010000	1,500.31	1,500.31
								01.0	30100.0	11100	10000	4310	3010000	14,998.60	14,998.60
															43,997.09
06/23/11	56295M	A		06/23/2011	DIESEL AIR FLEET SERVICE	REPAIRS - OTHER SERVICE	Transportation/Special Ed	01.0	72400.0	57500	36000	5630	0005510	400.00	400.00
06/21/11	56323M	A		06/21/2011	STOVER SEED COMPANY	OFFICE SUPPLIES	Grounds	01.0	00000.0	00000	82000	4350	0005043	8,341.00	8,341.00
06/21/11	56735M	A		06/21/2011	NATIONAL ROOFING CONSULTANTS	CONTRACT SERVICES RENDERED	Maintenance	01.0	81500.0	00000	81100	5890	0005040	3,290.00	3,290.00
06/27/11	56736M	A		06/27/2011	MAR-CO EQUIPMENT COMPANY	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	66.05	66.05
															66.05

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distribution Amount	PO Amt
06/21/11	56788	C		06/21/2011	READ NATURALLY	CONTRACTED SERVICES 06/21/2011	Culver City Middle School 56788	01.0	30100.0	00000	27000	5810	3010000	396.00	396.00
							READ NATURALLY								
06/27/11	56800	A		06/27/2011	ACSA	ADVERTISING 06/27/2011	Human Resources 56800	01.0	00000.0	00000	74000	5830	0003000	340.00	340.00
							ACSA								
06/20/11	56803	A	1	06/21/2011	CDW-G	SECURITY SUPP/EQUIP/SYSTEM 06/20/2011	Security 56803	01.0	00000.0	00000	83000	4400	0001050	749.04	749.04
							CDW-G								
06/21/11	56804	A		06/21/2011	TECH CCTV	SECURITY SUPP/EQUIP/SYSTEM 06/21/2011	Security 56804	01.0	00000.0	00000	83000	4400	0001050	1,650.65	1,650.65
							TECH CCTV								
06/21/11	56805	A		06/21/2011	TECH CCTV	SECURITY SUPP/EQUIP/SYSTEM 06/21/2011	Security 56805	01.0	00000.0	00000	83000	4400	0001050	6,349.05	6,349.05
							TECH CCTV								
06/21/11	56806	A		06/21/2011	AVANT ASSESSMENT, LLC	INSTRUCTIONAL SUPPLIES 06/21/2011	Special Projects 56806	01.0	58100.0	11100	10000	4310	0004030	798.98	798.98
							AVANT ASSESSMENT, LLC								
06/21/11	56807	A		06/21/2011	AVANT ASSESSMENT, LLC	INSTRUCTIONAL SUPPLIES 06/21/2011	Special Projects 56807	01.0	58200.0	11100	10000	4310	0004030	1,797.71	1,797.71
							AVANT ASSESSMENT, LLC								
06/22/11	56808	A		06/22/2011	REDWOOD PRESS	OFFICE SUPPLIES 06/22/2011	Fiscal Services 56808	01.0	00000.0	00000	73000	4350	0005010	1,948.06	1,948.06
							REDWOOD PRESS								
06/22/11	56809	A		06/22/2011	NCS PEARSON, INC. SOFTWARE	06/22/2011	Ei Rincon Elementary 56809	01.0	00000.0	11100	10000	4410	2040000	19,755.00	19,755.00
							NCS PEARSON, INC.								
06/27/11	56811	A		06/27/2011	CULVER CITY NEWSADVERTISING	06/27/2011	Purchasing 56811	01.0	00000.0	00000	73000	5830	0005030	202.70	202.70

Board List Purchase Order Report

CULVER CITY UNIFIED SD

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6/18/2011 To 6/30/2011

Run Time: 04:08:55AM
ANNUAL

Report ID: LAPO009C

District: 64444

Purchase Orders/Buyouts To The Board for Ratification From
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.Lo	PO Amt
06/23/11	56812	A		06/23/2011	UNIVERSAL MOVING, INC.	OFFICE SUPPLIES	Technology	01.0	00000.0	00000	77000	4350	0005020	2,000.00
06/27/11	56813	A		06/27/2011	CDW-G	COMPUTER SUPP/EQUIP	Technology	01.0	00000.0	00000	77000	4410	0005020	866.21
06/27/11	56815	A		06/27/2011	SOUTHWEST SERVICE	MAINTENANCE AGREEMENTS	Purchasing	01.0	00000.0	00000	73000	5630	0005030	1,734.32
06/27/11	56816	A		06/27/2011	SYSTEM ONE BUSINESS	MAINTENANCE AGREEMENTS	Purchasing	01.0	00000.0	00000	73000	5630	0005030	695.00
06/27/11	56817	A		06/27/2011	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	Culver City Middle School	01.0	07395.0	11100	10000	4310	3010000	122.13
06/27/11	56818	A		06/27/2011	LACOE	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57520	11100	5880	0004040	32,125.00
06/27/11	56819	A		06/27/2011	JAMES STANFIELD CO., INC.	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	65200.0	57700	21000	4320	4010000	2,193.90
06/27/11	56820	A		06/27/2011	NCS PEARSON, INC.	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	50010	31600	4312	0004040	395.53
06/27/11	56821	C		06/27/2011	HEARTSPRING	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57500	39000	5890	0004040	1,803.02
														2,000.00
														866.21
														1,734.32
														695.00
														122.13
														32,125.00
														2,193.90
														395.53
														1,803.02

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

Board List Purchase Order Report

CULVER CITY UNIFIED SD

6/18/2011 To 6/30/2011

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Purchase Orders/Buyouts To The Board for Ratification From
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

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ANNUAL

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distribution Amount	PO Amt
06/27/11	56822	C		06/27/2011	ANTHONY & ROBYN MONTELEONE	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57500	39000	5890	0004040	5,700.69	1,803.02
				06/27/2011		HEARTSPRING									
06/27/11	56823	A		06/27/2011	CULVER CITY EDUCATION	ADVERTISING	Adult School	11.0	06390.0	41100	27000	5830	0000010	200.00	5,700.69
				06/27/2011		ANTHONY & ROBYN MONTELEONE									
06/27/11	56824	C		06/27/2011	BRAD AND YULIA MCAFFEE	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57500	39000	5890	0004040	700.00	200.00
				06/27/2011		CULVER CITY EDUCATION FOUNDATION									
06/28/11	56825	A		06/28/2011	PURCHASE POWER COMMUNICATION	SUPP/EQUIP	Purchasing	01.0	00000.0	00000	73000	5910	0005030	5,049.75	700.00
				06/28/2011		PURCHASE POWER									
06/28/11	56826	A		06/28/2011	OPRA - PACKAGE PRODUCTS & SERVICES	CONTRACTED SERVICES	Purchasing	01.0	00000.0	00000	73000	5810	0005030	865.84	5,049.75
				06/28/2011		OPRA - PACKAGE PRODUCTS & SERVICES									
06/28/11	56827	A		06/28/2011	DANNIS WOLIVER KELLEY	LEGAL SERVICES	Business Services	01.0	00000.0	00000	73000	5820	0005000	10,703.07	865.84
				06/28/2011		DANNIS WOLIVER KELLEY									
06/28/11	56828	A		06/28/2011	REDWOOD PRESS	FORMS	Purchasing	01.0	00000.0	00000	73000	4350	0005030	719.52	10,703.07
				06/28/2011		REDWOOD PRESS									
06/28/11	56829	A		06/28/2011	FAGEN FRIEDMAN & LEGAL SERVICES FULFROST, LLP	LEGAL SERVICES	Undistributed BUS SVCS	40.0	90061.0	00000	85000	5820	0000000	10,268.29	719.52
				06/28/2011		FAGEN FRIEDMAN & FULFROST, LLP									
06/28/11	56830	A		06/28/2011	ROADRUNNER	REPAIRS - OTHER	Undistributed FS	13.0	53100.0	00000	37000	5630	0000000	250.00	10,268.29
				06/28/2011		ROADRUNNER									

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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Pj	Goal	Funct	Obj	Sch.Lo	Distribution Amount	PO Amt
06/29/11	56831	A		06/29/2011	ASSETWORKS, INC.	CONTRACTED SERVICES 06/29/2011 56831	Purchasing	01.0	00000.0	00000	73000	5810	0005030	1,300.00	1,300.00
						ASSETWORKS, INC.									1,300.00
06/29/11	56832	A		06/29/2011	S.T.A.R. INC.	CONTRACT SERVICES 06/29/2011 56832	La Ballona Elementary	01.0	60100.0	11100	27000	5810	2060000	16,549.77	16,549.77
						S.T.A.R. INC.									16,549.77
06/29/11	56833	A		06/29/2011	CULVER CITY NEWS	OFFICE SUPPLIES 06/29/2011 56833	Superintendent's Office	01.0	00000.0	00000	71000	4350	0001000	134.68	134.68
						CULVER CITY NEWS									134.68
06/29/11	56834	A		06/29/2011	CITY OF CULVER CITY	OFFICE SUPPLIES 06/29/2011 56834	Superintendent's Office	01.0	00000.0	00000	71000	4350	0001000	250.00	250.00
						CITY OF CULVER CITY									250.00
06/29/11	56835	A		06/29/2011	MALEMAN INK	CONTRACT SERVICES 06/29/2011 56835	Superintendent's Office	01.0	00000.0	00000	71000	5850	0001000	2,000.00	2,000.00
						MALEMAN INK									2,000.00
06/29/11	56836	A		06/29/2011	ALLEM	CONFERENCE AND TRAVEL 06/29/2011 56836	Special Projects	01.0	58100.0	00000	21000	5220	0004030	15.00	15.00
						ALLEM									15.00
06/29/11	56837	A		06/29/2011	ALLEM	CONFERENCE AND TRAVEL 06/29/2011 56837	Special Projects	01.0	58200.0	00000	21000	5220	0004030	135.00	135.00
						ALLEM									135.00
06/30/11	56838	A		06/30/2011	EDUCATIONAL DATA SYSTEMS, INC.	CONTRACT SERVICES 06/30/2011 56838	Special Projects	01.0	00209.0	11100	10000	5810	0004030	203.04	203.04
						EDUCATIONAL DATA SYSTEMS, INC.									203.04
06/30/11	56839	A		06/30/2011	CULVER CITY NEWS	NEWS ADVERTISING 06/30/2011 56839	Special Projects	01.0	00000.0	00000	21000	5830	0004030	58.50	58.50
						CULVER CITY NEWS									58.50
06/30/11	56840	A		06/30/2011	WE TELL STORIES	CONTRACT SERVICES 06/30/2011 56840	inwood Howe Elementary	01.0	91400.0	11100	10000	5810	2020000	500.00	500.00
						WE TELL STORIES									500.00

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Board List Purchase Order Report

Report ID: LAPO009C

District: 64444

Purchase Orders/Buyouts To The Board for Ratification From: 6/18/2011 To 6/30/2011
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Page No. 6

Run Date: 07/02/2011

Run Time: 04:08:55AM
ANNUAL

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distribution Amount	PO Amt
						06/30/2011		56840						WE TELL STORIES	500.00

Total by District : 64444	194,812.00	194,812.00
---------------------------	------------	------------

End of Report LAPO009C

NONPUBLIC SCHOOLS:

APPROVED YTD: \$3,099,644.97

BOARD REPORT

9.3

Financial Implication for Certificated Services Report No. 1

Total Fiscal Impact per Funding Source:

FLAP-JIP	\$12,600.00
FLAP-SIP	\$ 3,500.00
General Fund – Art & Music Block	\$21,000.00
General Fund – Athletics	\$ 1,330.00
General Fund	\$ 2,478.00
Los Angeles County Office Regional Occupation Program	\$ 1,737.00
Special Education	\$ 4,109.60

BOARD REPORT

9.3 Certificated Personnel Services Report No. 1

I. Authorization and Ratification of Employment

**A. Teachers Earning Tenure
Effective August 31, 2011**

- | | | |
|----|--------------------|-----------------------|
| 1. | Adachi, Naomi | Returning from layoff |
| 2. | Adamucci, Anthony | |
| 3. | Bentsvi, Stephanie | Returning from layoff |
| 4. | Fontijn, Mariah | |
| 5. | Cowen, Kate | Returning from layoff |
| 6. | Doan, Andrew | Returning from layoff |
| 7. | Takahashi, Tatiana | |
| 8. | Tevis, Kimberly | Returning from layoff |

**B. Tenured Teachers Returning from Lay Off
Effective August 31, 2011**

1. De Rojas, Laura
2. Gomez, Sandra
3. Fitts, Julie
4. Nimura, Hitomi
5. Plotnik, Lucas
6. Rezac, Tiana
7. Wilkens, Paige

**C. Temporary Teachers
Effective August 31, 2011 through June 22, 2012**

1. Adkins, Kathi
2. Beebe, Stephanie
3. Mendez-Tobar, Ana
4. Nakagawa, Kana
5. Orozco, Joanna
6. Rowe, Ritsuko
7. Strom, Sukainatou

**D. First – Year Probationary Teachers
Effective August 31, 2011**

- | | | |
|----|----------------|------------------------------------|
| 1. | Caudill, Kerby | Return from notification of layoff |
| 2. | Romero, Martha | Return from notification of layoff |

BOARD REPORT

9.3 Certificated Personnel Services Report No. 1, Page 2

I. Authorization and Ratification of Employment - continued

E. Second-Year Probationary Teachers

Effective August 31, 2011

- | | | |
|----|-------------------|------------------------------------|
| 1. | Berberich, Carol | Return from notification of layoff |
| 2. | Johnson, Robyn | Return from notification of layoff |
| 3. | Padilla, Marisela | Return from notification of layoff |
| 4. | Paul, Cristina | Return from notification of layoff |
| 5. | Schuler, Carrie | Return from notification of layoff |
| 6. | Wong, Justin | Return from notification of layoff |

F. Special Education Extended School Year Substitute Teachers

Effective June 21, 2011 through July 21, 2011 at \$100.00 per day, on-call, as needed

Funding Source: Special Education

- | | | | |
|----|----------------|----|----------------------|
| 1. | Baird, Pamela | 5. | Gramajo, Sonia |
| 2. | Bark, Margaret | 6. | Moskowitz, Raechel |
| 3. | Ford, Joseph | 7. | Scherling, Katherine |
| 4. | Glynn, Gavin | 8. | Spinelli, Marion |

G. ROP Steering Committee Representative

Effective July 1, 2011 through June 30, 2012 at 20% of current pay rate

Funding Source: LACOEROP

Total Cost: \$1,737.80

1. Farris, Dylan

H. Special Education Extended School Year Nurse

Effective June 21, 2011 through July 21, 2011 at 80% of daily rate

5 hours per day, 4 days per week

Funding Source: Special Education

Total Cost: \$4,109.60

1. Castro, Dianna

I. Extra Assignment – Elementary Schools, Chorus Directors

Effective September 6, 2011 through June 22, 2012 at \$1,239.00 stipend for school year

Funding Source: General Fund

Total Cost: \$2,478.00

1. Eskridge, Patricia
2. Knight, Benjamin

BOARD REPORT

9.3 Certificated Personnel Services Report No. 1, Page 3

I. Authorization and Ratification of Employment - continued

J. Extra Assignment – All Sites, Music Center Summer Institute Professional Development
Effective August 8, 2011 through August 11, 2011 at \$35.00 per hour, not to exceed
24 hours per teacher

Funding Source: General Fund – Art & Music Block

Total Cost: \$17,640.00

- | | |
|-----------------------|---------------------------|
| 1. Allen, Stanley | 12. Hanks, Doyle |
| 2. Beebe, Stephanie | 13. Manglinong, Stephanie |
| 3. Corwin, Deborah | 14. Paul, Cristina |
| 4. Cowen, Kate | 15. Redmon, Kimberly |
| 5. De Armond, Melanie | 16. Rodriguez, Maria |
| 6. Diaz, Carina | 17. Schuler, Carrie |
| 7. Ezaki, Satomi | 18. Taslimi, Julia |
| 8. Fairfield, Kristin | 19. Varlotta, Kathy |
| 9. Fretham, Kari | 20. Teacher - TBD |
| 10. Glassman, Liat | 21. Teacher - TBD |
| 11. Grime, Daniel | |

K. Extra Assignment – All Sites, Music Center Summer Institute Professional Development
Effective August 8, 2011 through August 11, 2011 at \$35.00 per hour, not to exceed 8 hours
per teacher

Funding Source: General Fund – Art & Music Block

Total Cost: \$3,360.00

- | | |
|----------------------|-----------------------|
| 1. Abascal, Atoosa | 7. Glusac, Jan |
| 2. Bell, Monica | 8. Gualtieri, Natalie |
| 3. Coleman, Margaret | 9. Mont, Allison |
| 4. Cruz-Hebert, Anna | 10. Padilla, Marisela |
| 5. Ebor, Lynn | 11. Rose, Jeff |
| 6. Fitts, Julie | 12. Sorbille, Selva |

L. Extra Assignment – El Marino, Japanese Curriculum Planning
Effective June 20, 2011 through June 24, 2011 at \$35.00 per hour, not to exceed 25 hours

Funding Source: FLAP-JIP

Total Cost: \$875.00

1. Nakagawa, Kana

BOARD REPORT

9.3 Certificated Personnel Services Report No. 1, Page 4

I. Authorization and Ratification of Employment - continued

M. Extra Assignment – El Marino, Japanese & Spanish Program and Curriculum Planning
Effective July 5, 2011 through August 26, 2011 at \$35.00 per hour, not to exceed 200 hours
Funding Source: FLAP-JIP & FLAP-SIP
Total Cost: \$7,000.00

1. Shiratori, Mina

N. Extra Assignment – El Marino, Secondary Level Japanese Curriculum Planning
Effective July 1, 2011 through August 26, 2011 at \$35.00 per hour, not to exceed 235 hours
Funding Source: FLAP-JIP
Total Cost: \$8,225.00

1. Yamakawa, Masakazu

O. Extra Assignment – High School, First Aid Certification for Coaches
Effective June 7, 2011 at \$1,330.00 stipend
Funding Source: General Fund - Athletics
Total Cost: \$1,330.00

1. White, Marcos

II. Leaves

1. Martinez, Maria Luisa Middle School	Part-Time Personal Leave Without Pay From: 100% Assignment To: 60% Assignment Effective August 31, 2011 through June 22, 2012
---	--

III. Resignations

1. Agron, Sherry Specialized Academic Instructor - High School	Effective June 18, 2011 Reason: Retirement
2. Magee, Pamela High School Principal	Effective June 30, 2011 Reason: Other Job

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 1

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.4 Financial Impact for Classified Personnel Services Report No. 1

Total Funding Fiscal Impact:

Child Development Total:	\$2,226.40
FLAP Total:	\$2,824.00
Food Services Total:	\$2,854.64
General Fund Total:	\$105,160.13
	\$20.60 per hour, as needed
	\$16.88 per hour, as needed
	\$14.14 per hour, as needed

I. Authorization, Approval & Ratification of Employment

A. Child Development

- | | | |
|----|-----------------------------------|---|
| 1. | Substitute Food Service Assistant | Funding Source: Child Development
Fiscal Impact: \$1,551.20/assignment |
| 2. | Substitute Cook | Funding Source: Child Development
Fiscal Impact: \$675.20/assignment |

B. Clerical & Fiscal

- | | | |
|----|-------------------------------------|--|
| 1. | Substitute Clerk Typist | Funding Source: General Fund – Ed Services
Fiscal Impact: \$3,547.20/assignment |
| 2. | Substitute Clerk Typist | Funding Source: General Fund
Fiscal Impact: \$11,500.00/assignment |
| 3. | Secretary II/Bilingual | Funding Source: General Fund
Fiscal Impact: \$2,218.00/assignment |
| 4. | Budget Technician | Funding Source: Food Services
Fiscal Impact: \$2,854.64/assignment |
| 5. | Summer Enrollment Clerks | Funding Source: General Fund –
Ed Services/Pupil Personnel Services
Fiscal Impact: \$6,000.00/assignment |
| 6. | Substitute Summer Enrollment Clerks | Funding Source: General Fund –
Ed Services/Pupil Personnel Services
Fiscal Impact: \$20.60/hour, as needed |

BOARD REPORT

9.4 Financial Impact for Classified Personnel Services Report No. 1 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

B. Clerical & Fiscal – continued

- | | | |
|----|--|--|
| 7. | Clerk Typist IIs
(Elementary Sites) | Funding Source: General Fund
Fiscal Impact: \$4,048.00/assignment |
| 8. | Substitute Clerk Typists | Funding Source: General Fund
Fiscal Impact: \$14.14/hour, as needed |

C. Instructional Assistants

- | | | |
|----|--|---|
| 1. | Instructional Assistant – Bilingual | Funding Source: FLAP JLP/FLAP SLP
Fiscal Impact: \$2,824.00/assignment |
| 2. | Instructional Assistants –
Special Education Summer School | Funding Source: General Fund – Special Ed
Fiscal Impact: \$45,644.75/assignment |
| 3. | Substitute Instructional Assistants –
Special Education Summer School | Funding Source: General Fund – Special Ed
Fiscal Impact: \$16.88/hour, as needed |

D. Security

- | | | |
|----|-----------------|---|
| 1. | Security Guards | Funding Source: General Fund
Fiscal Impact: \$31,000.00/assignment |
|----|-----------------|---|

II. Authorization, Approval & Ratification of Revision

- | | | |
|----|---------|---|
| 1. | Drivers | Funding Source: Special Ed Transportation
Fiscal Impact: \$1,202.18/assignment |
|----|---------|---|

BOARD REPORT

9.4 Classified Personnel Services Report No. 1

I. Authorization, Approval & Ratification of Employment

A. Child Development

1. Fernandez, Karen
Substitute Food Service Assistant
Child Development
Not to exceed 8 hours per day
Funding Source: Child Development
Effective July 5, 2011 through July 22, 2011
Range 6 – \$13.85 per hour
2. Fernandez, Karen
Substitute Cook
Child Development
Not to exceed 8 hours per day
Funding Source: Child Development
Effective August 22, 2011 through
August 26, 2011
Range 14 – \$16.88 per hour

B. Clerical & Fiscal

1. Muto, Sue
Substitute Clerk Typist
District Office – Pupil Personnel Services
Extra Assignment
Not to exceed 8 hours per day, 20 days per year
Funding Source: General Fund – Ed Services
Effective July 1, 2011 through June 30, 2012
Hourly, as needed – \$22.17 per hour
2. Tutunjian, Rosemarie
Substitute Clerk Typist
District Office – Superintendent's Office
Extra Assignment
Not to exceed 12 hours per week
Funding Source: General Fund
Effective July 1, 2011 through June 30, 2012
Hourly, as needed – \$18.15 per hour
3. Herrera, Susan
Secretary II/Bilingual – Permanent
District Office – Extra Assignment
Translations – Not to exceed 100 hours
Funding Source: General Fund
Effective July 1, 2011 through June 30, 2012
Range 22 – \$22.18 per hour

BOARD REPORT

9.4 Classified Personnel Services Report No. 1 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

B. Clerical & Fiscal – continued

4. Michaels, Chad
Budget Technician
Food Services – Extra Assignment
Not to exceed 8 hours per day
Funding Source: Food Services
Effective July 7, 2011 through July 29, 2011
Range 25 – \$20.99 per hour

5. McCullen, Anissa
Summer Enrollment Clerk
(Previously approved on Board Report #18,
04/26/11)
District Office – Pupil Personnel Services
Not to exceed 8 hours per day
Funding Source: General Fund –
Ed Services/Pupil Personnel Services
Effective July 25, 2011 through
August 15, 2011
Range 21 – \$19.96 per hour

6. Paris, Marybeth
Summer Enrollment Clerk
(Previously approved on Board Report #18,
04/26/11)
District Office – Pupil Personnel Services
Not to exceed 8 hours per day
Funding Source: General Fund –
Ed Services/Pupil Personnel Services
Effective July 25, 2011 through
August 19, 2011
Range 17 – \$18.15 per hour

7. Edmiston, Dee
Summer Enrollment Clerk
(Previously approved on Board Report #18,
04/26/11)
District Office – Pupil Personnel Services
Not to exceed 8 hours per day
Funding Source: General Fund –
Ed Services/Pupil Personnel Services
Effective August 22, 2011 through
August 24, 2011
Range 17 – \$18.15 per hour

BOARD REPORT

9.4 Classified Personnel Services Report No. 1 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

B. Clerical & Fiscal – continued

8. Campos, Josie
Substitute Summer Enrollment Clerk
(Previously approved on Board Report #18,
04/26/11)
District Office – Pupil Personnel Services
Not to exceed 8 hours per day
Funding Source: General Fund –
Ed Services/Pupil Personnel Services
Effective July 25, 2011 through
August 11, 2011
Range 19 – \$20.60 per hour
9. Scott, Linda
Substitute Summer Enrollment Clerk
(Previously approved on Board Report #18,
04/26/11)
District Office – Pupil Personnel Services
Not to exceed 8 hours per day
Funding Source: General Fund –
Ed Services/Pupil Personnel Services
Effective August 1, 2011 through
August 12, 2011
Range 19 – \$19.07 per hour
10. Katz, Ruth Ann
Clerk Typist II
El Marino – Extra Assignment
Not to exceed 64 hours
Funding Source: General Fund
Effective August 22, 2011 through
August 31, 2011
Range 17 – \$18.15 per hour
11. Diga, Roy
Substitute Clerk Typist
El Marino – Extra Assignment
Not to exceed 24 hours
Funding Source: General Fund
Effective August 16, 2011 through
August 30, 2011
Hourly, as needed – \$14.14 per hour

BOARD REPORT

9.4 Classified Personnel Services Report No. 1 – Page 4

I. Authorization, Approval & Ratification of Employment – continued

B. Clerical & Fiscal – continued

12. Paris, Marybeth
Clerk Typist II
Farragut – Extra Assignment
Not to exceed 64 hours
Funding Source: General Fund
Effective August 22, 2011 through
August 31, 2011
Range 17 – \$18.15 per hour
13. Reza, Lisa
Clerk Typist II/Bilingual
La Ballona – Extra Assignment
Not to exceed 48 hours
Funding Source: General Fund
Effective August 22, 2011 through
August 29, 2011
Range 17 – \$19.60 per hour
14. Gallardo, Irene
Clerk Typist II/Bilingual
Linwood Howe – Extra Assignment
Not to exceed 40 hours
Funding Source: General Fund
Effective August 25, 2011 through
August 31, 2011
Range 17 – \$19.60 per hour
15. Gonzalez, Tina
Substitute Clerk Typist
District Office
Extra Assignment
Funding Source: General Fund
Effective July 13, 2011
Hourly, as needed – \$14.14 per hour

C. Instructional Assistants

1. Yanase Winterer, Mika
Instructional Assistant – Bilingual
El Marino/Middle School
Extra Assignment – FLAP
Not to exceed 160 hours
Funding Source: FLAP JLP/FLAP SLP
Effective July 5, 2011 through
August 26, 2011
Range 16 – \$17.65 per hour

BOARD REPORT

9.4 Classified Personnel Services Report No. 1 – Page 5

I. Authorization, Approval & Ratification of Employment – continued

C. Instructional Assistants – continued

2. Instructional Assistant – Special Education IIA
Special Education Summer School
Not to exceed 6.5 hours per day
Funding Source: General Fund – Special Education
Effective June 21, 2011 through July 21, 2011

a. Taylor, Cinnamon Range 16 \$17.65 per hour

3. Instructional Assistant – Special Education IIA
Special Education Summer School
Not to exceed 5 hours per day
Funding Source: General Fund – Special Education
Effective June 21, 2011 through July 21, 2011

a.	Alcalay, Vivian	Range 16	\$17.65 per hour
b.	Bussey, Blaine	Range 16	\$17.65 per hour
c.	Del Mano, John	Range 16	\$17.65 per hour
d.	Gibson, Crystal	Range 16	\$17.65 per hour
e.	Herbach, Aleida	Range 16	\$17.65 per hour
f.	Hsiao, Lin Shumo	Range 16	\$17.65 per hour
g.	Huerta, Lorena	Range 16	\$17.65 per hour
h.	Israel, Asuncion	Range 16	\$17.65 per hour
i.	Lee, Alice	Range 16	\$17.65 per hour
j.	Naqvi, Annie	Range 16	\$15.18 per hour
k.	Pando, Yvonne	Range 16	\$16.88 per hour
l.	Pulido, Sarina	Range 16	\$17.65 per hour
m.	Sapien, Charlene	Range 16	\$17.65 per hour
n.	Shapiro, Alana	Range 16	\$17.65 per hour
o.	Torrella, Jorge	Range 16	\$17.65 per hour
p.	Zamudio, Rosa	Range 16	\$17.65 per hour

4. Instructional Assistant – Special Education IIA
Special Education Summer School
Not to exceed 3.5 hours per day
Funding Source: General Fund – Special Education
Effective June 21, 2011 through July 21, 2011

a.	Williams-Byrd, Stefanie	Range 16	\$17.65 per hour
b.	Yap, Lorna	Range 16	\$17.65 per hour

BOARD REPORT

9.4 Classified Personnel Services Report No. 1 – Page 6

I. Authorization, Approval & Ratification of Employment – continued

C. Instructional Assistants – continued

5. Instructional Assistant – Special Education IIA
Special Education Summer School
Not to exceed 3 hours per day
Funding Source: General Fund – Special Education
Effective June 21, 2011 through July 21, 2011
 - a. Naganohara, Toshiko Range 16 \$17.65 per hour

6. Instructional Assistant – Special Education IIA
Special Education Summer School
Not to exceed 5 hours per day
Funding Source: General Fund – Special Education
Effective June 22, 2011
 - a. Macwan, Smriti Range 16 \$17.65 per hour

7. Instructional Assistant – Special Education
Special Education Summer School
Not to exceed 5 hours per day
Funding Source: General Fund – Special Education
Effective June 21, 2011 through July 21, 2011
 - a. Caton, Sylvia Range 14 \$16.88 per hour
 - b. Cordero, Andrea Range 14 \$16.88 per hour
 - c. Cunningham, Marjorie Range 14 \$16.88 per hour
 - d. Davis, Shane Range 14 \$16.88 per hour
 - e. Marquez, Patricia Range 14 \$16.88 per hour
 - f. Nakanishi, Jacqueline Range 14 \$16.88 per hour
 - g. Pollard, Irene Range 14 \$16.88 per hour

8. Substitute Instructional Assistant – Special Education
Special Education Summer School
Not to exceed 5 hours per day
Funding Source: General Fund – Special Education
Effective June 21, 2011 through July 21, 2011
 - a. Anderson, Sandra Range 14 \$16.88 per hour
 - b. Beason, Kenneth Range 14 \$16.04 per hour
 - c. Childs, Linda Range 14 \$13.85 per hour
 - d. Fune, Arleen Range 14 \$16.88 per hour
 - e. Husar, Barton Range 14 \$16.88 per hour
 - f. Macwan, Smriti Range 14 \$16.88 per hour

BOARD REPORT

9.4 Classified Personnel Services Report No. 1 – Page 7

I. Authorization, Approval & Ratification of Employment – continued

C. Instructional Assistants – continued

8. Substitute Instructional Assistant – Special Education (continued)
Special Education Summer School
Not to exceed 5 hours per day
Funding Source: General Fund – Special Education
Effective June 21, 2011 through July 21, 2011

g.	Meza, Jose	Range 14	\$16.04 per hour
h.	Mitrosilis, Hanna	Range 14	\$15.18 per hour
i.	Read, Metta	Range 14	\$16.88 per hour
j.	Schumitzky, Linda	Range 14	\$14.61 per hour
k.	Vargas, Jennifer	Range 14	\$16.88 per hour

D. Security

1. Beckham, James
Security Guard
Security – Summer Assignment
Not to exceed 8 hours per day
Funding Source: General Fund
Effective July 1, 2011 through August 31, 2011
Range 16 – \$19.06 per hour
2. Dingman, Mike
Security Guard
Security – Summer Assignment
Not to exceed 8 hours per day
Funding Source: General Fund
Effective July 1, 2011 through July 31, 2011
Range 16 – \$19.06 per hour
3. Perello, Christy
Security Guard
Security – Summer Assignment
Not to exceed 8 hours per day
Funding Source: General Fund
Effective July 1, 2011 through July 31, 2011
Range 16 – \$17.65 per hour
4. Roberson, Ray
Security Guard
Security – Summer Assignment
Not to exceed 8 hours per day
Funding Source: General Fund
Effective July 1, 2011 through July 31, 2011
Range 16 – \$17.65 per hour

BOARD REPORT

9.4 Classified Personnel Services Report No. 1 – Page 8

I. Authorization, Approval & Ratification of Employment – continued

D. Security – continued

5. Sargent, John
Security Guard
Security – Summer Assignment
Not to exceed 8 hours per day
Funding Source: General Fund
Effective July 1, 2011 through July 31, 2011
Range 16 – \$17.65 per hour
6. Smith, Lorie
Security Guard
Security – Summer Assignment
Not to exceed 8 hours per day
Funding Source: General Fund
Effective July 1, 2011 through July 31, 2011
Range 16 – \$17.65 per hour
7. Brown, Winsa
Security Guard
Security – Summer Assignment
Not to exceed 8 hours per day
Funding Source: General Fund
Effective August 1, 2011 through
August 31, 2011
Range 16 – \$19.06 per hour
8. Knight, Chris
Security Guard
Security – Summer Assignment
Not to exceed 8 hours per day
Funding Source: General Fund
Effective August 1, 2011 through
August 31, 2011
Range 16 – \$17.65 per hour
9. Myles, Cornell
Security Guard
Security – Summer Assignment
Not to exceed 8 hours per day
Funding Source: General Fund
Effective August 1, 2011 through
August 31, 2011
Range 16 – \$17.65 per hour

BOARD REPORT

9.4 Classified Personnel Services Report No. 1 – Page 9

II. Authorization, Approval & Ratification of Revision to Board Items Previously Approved on Board Report #21, 06/14/11 – Change in Effective Date

1. Castillo, Marc
Driver
Maintenance, Operations & Transportation
Summer School
Not to exceed 4.5 hours per day
Funding Source: Special Ed Transportation
From: Effective June 21, 2011 through
July 21, 2011
To: Effective June 21, 2011 through
August 2, 2011
Range 21 – \$20.55 per hour

2. Johnson, Daryl
Driver
Maintenance, Operations & Transportation
Summer School
Not to exceed 4.5 hours per day
Funding Source: Special Ed Transportation
From: Effective June 21, 2011 through
July 21, 2011
To: Effective June 21, 2011 through
July 28, 2011
Range 21 – \$20.55 per hour

III. Authorization, Approval & Ratification of Resignations

1. McCullen, Ian
Instructional Assistant – Physical Education
Linwood Howe
3.5 hours per day, school year
Pursue education
Funding Source: General Fund
Effective June 17, 2011
Range 15 – \$16.45 per hour

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 1

Moved by:

Seconded by:

Vote:

9.5 Enrollment Report

The attached reports display enrollment information for the ninth, tenth and eleventh months of the 2010-2011 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 months nine, ten and eleven of the 2010-2011 school year as presented.

Moved by:

Seconded by:

Vote:

Culver City Unified School District
Enrollment for the 9th School Month (4/4/11 - 4/29/11)
2010 - 2011

ELEMENTARY	El Marino	El Rincon	Farragut	La Ballona	Linwood Howe	Ind. Study	Total
K	134	92	90	92	69	0	477
1	131	95	91	113	88	0	518
2	131	90	83	92	79	0	475
3	118	88	79	86	71	0	442
4	121	83	88	58	87	0	437
5	116	80	89	91	80	0	456
Spec Class	0	19	6	0	29	0	54
Elementary Total	751	547	526	532	503	0	2859

SECONDARY	Middle School	High School	Culver Park	Ind. Study	Total
6	489			0	489
7	519			0	519
8	501			0	501
9		545	0	3	548
10		569	2	6	577
11		569	29	4	602
12		504	42	14	560
Spec Class	24	43	0	0	67
Secondary Total	1533	2230	73	27	3863

Total K-12 Enrollment	6722
------------------------------	-------------

PRESCHOOL

Linwood Howe	El Marino	El Rincon	Farragut	La Ballona	CEE	Total
56	16	41	8	89	96	306

ADULT SCHOOL

Adult Basic Education	ESL	Citizenship	Adults with Disabilities	Older Adults Prog	High School Subjects	Total
103	352	13	18	242	187	915

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 187 students enrolled in high school subjects, 59 concurrently attend high school

Culver City Unified School District
Enrollment for the 10th School Month (5/2/11 - 5/27/11)
2010 - 2011

ELEMENTARY	EI Marino	EI Rincon	Farragut	La Ballona	Linwood Howe	Ind. Study	Total
K	134	91	86	90	69	0	470
1	132	93	92	113	88	0	518
2	129	90	83	92	79	0	473
3	118	86	79	85	71	0	439
4	121	83	88	60	87	0	439
5	116	80	87	90	80	0	453
Spec Class	0	19	6	0	27	0	52
Elementary Total	750	542	521	530	501	0	2844

SECONDARY	Middle School	High School	Culver Park	Ind. Study	Total
6	479			0	479
7	513			0	513
8	494			0	494
9		532	0	3	535
10		553	2	9	564
11		559	27	5	591
12		500	38	15	553
Spec Class	24	42	0	0	66
Secondary Total	1510	2186	67	32	3795

Total K-12 Enrollment	6639
------------------------------	-------------

PRESCHOOL

Linwood Howe	EI Marino	EI Rincon	Farragut	La Ballona	CEE	Total
55	16	41	8	89	96	305

ADULT SCHOOL

Adult Basic Education	ESL	Citizenship	Adults with Disabilities	Older Adults Prog	High School Subjects	Total
95	360	13	19	243	207	937

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 207 students enrolled in high school subjects, 56 concurrently attend high school.

Culver City Unified School District
Enrollment for the 11th School Month (5/30/11 - 6/24/11)
2010 - 2011

ELEMENTARY	El Marino	El Rincon	Farragut	La Ballona	Linwood Howe	Ind. Study	Total
K	133	91	90	90	69	0	473
1	132	93	92	113	89	0	519
2	131	90	83	92	79	0	475
3	118	86	79	85	71	0	439
4	121	83	88	59	87	0	438
5	116	80	88	90	80	0	454
Spec Class	0	19	6	0	28	0	53
Elementary Total	751	542	526	529	503	0	2851

SECONDARY	Middle School	High School	Culver Park	Ind. Study	Total
6	491			0	491
7	519			0	519
8	501			0	501
9		544	0	3	547
10		565	2	9	576
11		568	28	9	605
12		500	41	10	551
Spec Class	24	43	0	0	67
Secondary Total	1535	2220	71	31	3857

Total K-12 Enrollment	6708
------------------------------	-------------

PRESCHOOL

Linwood Howe	El Marino	El Rincon	Farragut	La Ballona	CEE	Total
21	0	0	0	40	94	155

ADULT SCHOOL

Adult Basic Education	ESL	Citizenship	Adults with Disabilities	Older Adults Prog	High School Subjects	Total
83	290	9	19	236	145	782

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 145 students enrolled in high school subjects, 38 concurrently attend high school.

Culver City Unified School District
Enrollment Comparison
09-10 vs 10-11

ELEMENTARY	1st	2nd	3rd	4th	5th
	School Month	School Month	School Month	School Month	School Month
	10-11	10-11	10-11	10-11	10-11
El Marino	747	748	748	750	750
El Rincon	529	538	542	538	541
Farragut	523	526	524	523	522
La Ballona	524	532	532	531	529
Linwood Howe	500	494	502	504	502
Ind. Study	0	0	0	0	0
Special Ed	Incl	Incl	Incl	Incl	Incl
Elementary Total	2823	2838	2848	2846	2844

SECONDARY	1st	2nd	3rd	4th	5th
	School Month	School Month	School Month	School Month	School Month
	10-11	10-11	10-11	10-11	10-11
Middle School	1560	1565	1559	1549	1542
High School	2290	2298	2271	2259	2251
Culver Park	59	67	66	71	71
Ind. Study	8	0	28	29	30
Special Ed	Incl	Incl	Incl	Incl	Incl
Secondary Total	3917	3930	3924	3908	3894

K-12 Total	6740	6768	6772	6754	6738
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Culver City Unified School District
Enrollment Comparison
09-10 vs 10-11

ELEMENTARY	6th	7th	8th	9th	10th	11th
	School Month	School Month	School Month	School Month	School Month	School Month
	10-11	10-11	10-11	10-11	10-11	10-11
El Marino	754	751	751	751	750	751
El Rincon	544	546	552	547	542	547
Farragut	525	525	524	526	521	526
La Ballona	529	533	533	532	530	532
Linwood Howe	505	505	505	503	501	503
Ind. Study	0	0	0	0	0	
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl
Elementary Total	2857	2860	2865	2859	2844	2859

SECONDARY	6th	7th	8th	9th	10th	11th
	School Month	School Month	School Month	School Month	School Month	School Month
	10-11	10-11	10-11	10-11	10-11	10-11
Middle School	1540	1540	1535	1533	1510	1533
High School	2245	2239	2234	2230	2186	2230
Culver Park	75	74	74	73	67	73
Ind. Study	30	30	27	27	32	27
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl
Secondary Total	3890	3883	3870	3863	3795	3863

K-12 Total	6747	6743	6735	6722	6639	6722
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BOARD REPORT

7/12/11

9.6

9.6 Approval is Recommended for the Williams/Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Uniform Complaints, 4th Quarter 2010-2011

As a result of the Valenzuela/CAHSEE lawsuit settlement and Williams Legislation, a uniform complaint report summary must be submitted quarterly to the Board of Education and the Los Angeles County Office of Education. The summary for the reporting period of April 1, 2011 through June 30, 2011 is presented for Board approval. There were no complaints during this period.

RECOMMENDED MOTION: That the Board approves the Williams/Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Uniform Complaints for the period of April 1, 2011 through June 30, 2011.

Moved by:

Seconded by:

Vote:



**Los Angeles County
Office of Education**
Leading Educators • Supporting Students
Serving Communities

**Williams/Valenzuela/CAHSEE Lawsuit Settlement
Quarterly Report on Uniform Complaints**

District Name: Culver City Unified School District

Date: July 12, 2011

Person completing this form: Eileen Carroll

Title: Assistant Superintendent
Educational Services

Quarter covered by this report (Check One Below):

- 1st QTR July 1 to September 30 Due 15-Oct
- 2nd QTR October 1 to December 31 Due 15-Jan
- 3rd QTR January 1 to March 31 Due 15-Apr
- 4th QTR April 1 to June 30 Due 15-Jul

Date for information to be reported publicly at governing board meeting: July 12, 2011

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignment	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
TOTAL	0	0	0

Print Name of District Superintendent Patricia Jaffe

Signature of District Superintendent _____ Date 7/12/11

Return the Quarterly Summary to:
Williams Legislation Implementation Project
Los Angeles County Office of Education
c/o Kirit Chauhan, Williams Settlement Legislation
9300 Imperial Highway, EC 279
Downey, CA 90242

Telephone: (562) 803-8382
FAX: (562) 922-6879
E-Mail: Chauhan_Kirit@lacoed.edu

BOARD REPORT

7/12/11

9.7

9.7 Approval of Office of Child Development 2011/2012 Contracts

All contracts with the Child Development Division must have Board approval as well as a signed and adopted resolution. Additionally the California Department of Education requires a signed Federal Certification regarding Lobbying; Debarment; Suspension and Drug –Free Workplace. Child Development services are provided for families according to the funding terms and conditions of each contract. Families pay a fee according to their income. These contracts assist approximately 425 income eligible families. The Office of Child Development submits the following contracts with the California Department of Education, Child Development for 2011/2012, for Board of Education approval.

RECOMMENDED MOTION: That the Board of Education resolve to enter into contracts CSPP-1182, and CCTR-1097 with the California Department of Education and that the Superintendent or Assistant Superintendent, Educational Services, be authorized to sign acceptance to the contracts for the period July 1, 2011 through June 30, 2012.

Moved by:

Seconded by:

Vote:



CALIFORNIA DEPARTMENT OF EDUCATION
 1430 N Street
 Sacramento, CA 95814-5901

F.Y. 11-12

DATE: July 01, 2011

CONTRACT NUMBER: CSPP-1182

PROGRAM TYPE: CALIFORNIA STATE
 PRESCHOOL PROGRAM

PROJECT NUMBER: 19-6444-00-1

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: CULVER CITY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to provide services in accordance with the FUNDING TERMS AND CONDITIONS (FT&C - available online at <http://www.cde.ca.gov/fg/aa/cd/>) and the CURRENT APPLICATION which by this reference are incorporated into this contract. The FT&C and Requirements specify the contractual responsibilities of the State and the contractor. The contractor's signature also certifies compliance with "General Terms and Conditions," (GTC 610/Exhibit A) which by this reference is incorporated herein.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2011 through June 30, 2012. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$35.16 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$1,244,089.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement 35,384.0

Minimum Days of Operation (MDO) Requirement 242

Any provision of this contract found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this contract.

Exhibit A, General Terms and Conditions attached.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Patricia Jaffe, Superintendent			
TITLE Contracts, Purchasing & Conference Services		ADDRESS 4034 Irving Place, Culver City, CA 90232			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 1,244,089	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE		
	(OPTIONAL USE) See Attached				
	ITEM See Attached	CHAPTER	STATUTE	FISCAL YEAR	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	OBJECT OF EXPENDITURE (CODE AND TITLE) 702				
TOTAL AMOUNT ENCUMBERED TO DATE \$ 1,244,089	I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.	
SIGNATURE OF ACCOUNTING OFFICER See Attached			DATE		

Department of General Services
 use only



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 11-12

DATE: July 01, 2011

CONTRACT NUMBER: CCTR-1097

PROGRAM TYPE: GENERAL CHILD CARE & DEV PROGRAMS

PROJECT NUMBER: 19-6444-00-1

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: CULVER CITY UNIFIED SCHOOL DISTRICT

By signing this contract and returning it to the State, you are agreeing to provide services in accordance with the FUNDING TERMS AND CONDITIONS (FT&C - available online at <http://www.cde.ca.gov/fg/aa/cd/>) and the CURRENT APPLICATION which by this reference are incorporated into this contract. The FT&C and Requirements specify the contractual responsibilities of the State and the contractor. The contractor's signature also certifies compliance with "General Terms and Conditions," (GTC 610/Exhibit A) which by this reference is incorporated herein.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2011 through June 30, 2012. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$37.01 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$175,045.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement 4,730.0

Minimum Days of Operation (MDO) Requirement 242

Any provision of this contract found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this contract.

Exhibit A, General Terms and Conditions attached.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Margie Burke, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Patricia Jaffe, Superintendent			
TITLE Contracts, Purchasing & Conference Services		ADDRESS 4034 Irving Place, Culver City, CA 90232			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 175,045 PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0 TOTAL AMOUNT ENCUMBERED TO DATE \$ 175,045	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE Department of General Services use only		
	(OPTIONAL USE) See Attached				
	ITEM See Attached	CHAPTER	STATUTE	FISCAL YEAR	
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702				
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.		
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE			

9.8 Approval of Office of Child Development 2011/2012 Resolution

All contracts with the Child Development Division must have Board approval as well as a signed and adopted resolution. Additionally the California Department of Education requires a signed Federal Certification regarding Lobbying; Debarment; Suspension and Drug –Free Workplace. Child Development services are provided for families according to the funding terms and conditions of each contract. Families pay a fee according to their income. These contracts assist approximately 425 income eligible families. The Office of Child Development submits the following resolution and Federal Certifications with the California Department of Education, Child Development for 2011/2012, for Board of Education approval.

RECOMMENDED MOTION: That the Board of Education resolve to enter into contracts CSPP-1182, and CCTR-1097 with the California Department of Education and that the Superintendent or Assistant Superintendent, Educational Services, be authorized to sign the resolution for the period July 1, 2011 through June 30, 2012.

Moved by:

Seconded by:

Vote:

RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2011-12.

RESOLUTION

BE IT RESOLVED that the Governing Board of Culver City Unified School District

authorizes entering into local agreement number/s CSPP-1182 and CCTR-1097 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Patricia Jaffe</u>	<u>Superintendent</u>	_____
<u>Eileen Carroll</u>	<u>Asst. Superintendent</u>	_____
_____	_____	_____

PASSED AND ADOPTED THIS 12th day of July 2011-12, by the

Governing Board of Culver City Unified School District

of Los Angeles County, California.

I, Katherine Paspalis, Clerk of the Governing Board of

Culver City Unified School Dist., of Los Angeles County,

California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regularly scheduled meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

7/12/2011

(Date)

BOARD REPORT

7/12/11
9.9

9.9 Approval is Recommended for the CCHS Girls' Basketball Team to Participate in the West Coast Jamboree Tournament, San Francisco, California, December 26 through December 30, 2011

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.

The Culver City High School Girls' Basketball Team requests approval to participate in a tournament to be held in San Francisco, December 26 through December 30, 2011. There will be approximately twenty (20) players. Julian Anderson, head coach, at least one assistant coach, and parent volunteers will chaperone. The costs will be covered by Booster Club and parents.

RECOMMENDED MOTION: That the Board approves the CCHS Girls' Basketball Team to Participate in the West Coast Jamboree Tournament, San Francisco, California, December 26 through December 30, 2011.

Moved by:

Seconded by:

Vote:

BOARD REPORT

7/12/11

12.1

12.1 Capital Projects Update

Mr. Ali Delawalla, Assistant Superintendent of Business Services, will provide an update on the District's capital projects.

BOARD REPORT

12.2 Board Statement of the District's Support and Adherence to a Policy of Nondiscrimination

The District supports and adheres to a policy of nondiscrimination on the basis of race, color, ethnic group identification, national origin, ancestry, religion, age, marital or parental status, pregnancy, physical or mental disability, medical condition, veteran status, gender, genetic information, sex, sexual orientation, or the perception of one or more of such characteristics. It is recommended practice that the Board of Education review Board Policies/Administrative Regulations that are significant to the operation of the District on a regular basis to determine compliance with the State of California Education Code and to determine their adequacy for governance of the school district. The District currently has the following policies that support nondiscrimination:

- Board Policy 0000 - Philosophy - Goals - Objectives and Comprehensive Plans/Vision
- Board Policy 0410 - Philosophy - Goals - Objectives and Comprehensive Plans/Nondiscrimination in District Programs and Activities
- Board Policy/Administrative Regulation 4030 - Nondiscrimination in Employment
- Administrative Regulation 4031 - Complaints Concerning Discrimination in Employment
- Board Policy 5145.3 - Nondiscrimination/Harassment

It is recommended by Categorical Program Monitoring (CPM), that the District provide nondiscrimination policies that have been approved by the Board and that such policies are announced annually.

BOARD REPORT

7/12/11

14.1a

14.1a Waiver of Board Bylaw 9320, Meetings and Schedule of Proposed Meeting Dates

Board Bylaw 9320 states that the Board of Education shall hold two public board meetings each month unless a change in the schedule is stipulated at a regularly scheduled Board Meeting.

Accordingly, the Board of Education previously took action to waive its rules in order to cancel its regularly scheduled public Board meeting on August 9, 2011; August 23, 2011; November 27, 2011; December 27, 2011; and April 10, 2012.

The Board recently approved the District calendar for 2011/2012, including furlough days. Due to furlough days and Winter Break there are two additional Board Meetings that need to be cancelled. The Board will need to take action to waive its rules in order to cancel its regularly scheduled public Board meeting on January 10, 2012 and June 26, 2012. The proposed schedule of meetings for 2011/2012 is attached.

RECOMMENDED MOTION: That the Board of Education waive Bylaws of the Board 9320, Meetings, for the purpose of canceling the regularly scheduled meetings of January 10, 2012 and June 26, 2012 as presented.

Moved by:

Seconded by:

Vote:

BOARD OF EDUCATION MEETING SCHEDULE 2011-2012

Culver City Unified School District meetings are regularly scheduled for the second and fourth Tuesdays of every month.

Visit the Culver City Unified School District Website at www.ccusd.org

July 12, 2011

July 26, 2011

August 9 and 23, 2011 - CANCELLED

September 13, 2011

September 27, 2011

October 11, 2011

October 25, 2011

November 8, 2011

November 27, 2011 - CANCELLED

December 13, 2011

December 27, 2011 - CANCELLED

January 10, 2012 - CANCELLED **

January 24, 2012

February 14, 2012

February 28, 2012

March 13, 2012

March 27, 2012

April 10, 2012 - CANCELLED

April 24, 2012

May 8, 2012

May 22, 2012

June 12, 2012

June 26, 2012 - CANCELLED

BOARD REPORT

7/12/11
14.2a

14.2a Approval is Recommended for the Adult Education Apportionment (ADA) Courses for 2011-2012

A course of study in each Adult School Apportionment (ADA) program is subject to the approval of the California Department of Education (CDE). No state funds for adult education are apportioned to any school district unless the courses have been approved by the CDE. Prior to submission to the CDE, the Adult School Apportionment program must be approved by the school district's local governing board.

RECOMMENDED MOTION: That the Board approves the Adult Education Apportionment (ADA) Courses for 2011-2012.

Moved by: Seconded by:

Vote:

Culver City Adult School

Adult Education Apportionment (ADA) Courses for 2011-2012

The following Adult Education Apportionment courses are the same classes that have been offered and approved for many years. These classes are offered in the Adult Basic Education (ABE), Adult Secondary Education (ILC), English as a Second Language (ESL), and Older Adult and Functional Academics Programs.

State Course ID	Title
1.1001	English Language Arts
1.1002	Mathematics
1.1003	Science and Health
1.1004	Social Studies
1.1009	ABE Multiple Academic Subjects
1.2011	English 1
1.2012	English 2
1.2013	English 3
1.2014	English 4
1.2019	Consumer Mathematics
1.2021	Algebra I
1.2027	Mathematics Electives
1.203	Earth Science
1.2031	Physical Science
1.2034	Biological Science
1.2037	Science Electives
1.2041	US History

State Course ID	Title
1.2042	World History
1.2043	American Government
1.2044	Economics
1.2047	Geography
1.2055	Visual and Performing Arts
1.2056	Foreign Language/American Sign Language
1.2057	Electives
1.2058	Test Preparation
2.101	ESL Beginning Literacy
2.102	ESL Beginning (Low-High)
2.103	ESL Intermediate (Low-High)
2.104	ESL Advanced (Low-High)
2.105	ESL Multi Level
2.2	Citizenship Preparation
3.01	Life Skills and Functional Academics
3.02	Community Access Skills and Functional Academics
3.04	Workplace Skills and Functional Academics

BOARD REPORT

**7/12/11
14.2b**

14.2b Approval is Recommended for the K-12 Music Curriculum

Dr. Tony Spano, Jr., Culver City High School Music Teacher, and Mr. Paul Witt, Culver City Middle School Music Teacher, present a proposal for the Instrumental and General Music Curriculum for kindergarten through grade 12.

RECOMMENDED MOTION: That the Board approves the K-12 Music Curriculum.

Moved by:

Seconded by:

Vote:

Instrumental & General

Music

Curriculum



Submitted by:

Dr. Tony Spano, Jr. – Culver City High School Music Teacher

Mr. Paul Witt – Culver City Middle School Music Teacher

July 12, 2011

“Music can name the unnamable and communicate the unknowable.”
– Leonard Bernstein

BOARD OF EDUCATION

Scott Zeidman, Esq., President
Karlo Silbiger, Vice President
Katherine Paspalis, Esq., Clerk
Patricia Siever, Professor, Member
Steven Gourley, Member

Patricia Jaffe, Superintendent
Eileen Carroll, Assistant Superintendent for Educational Services
Ali Delawalla, Assistant Superintendent for Business Services
Leslie Lockhart, Director of Human Resources

Program Coordinator

Eileen Carroll, Assistant Superintendent for Educational Services

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The purpose of music education is to provide students with the knowledge and skills necessary to be involved in music at the highest possible level throughout their lives.

PHILOSOPHY OF MUSIC EDUCATION

BELIEFS

We believe that:

- Music has intrinsic and aesthetic value for all.
- Music is significant to the lifelong development of every person.
- Music defines and communicates cultures.
- Music is a vital part of the core curriculum.
- Music communicates ideas and emotions.
- All students can have success in music.
- All students, K-12, should have an opportunity to take part in a balanced, comprehensive, and sequential music program.
- Music enhances other curricular areas and provides a source of creative problem solving.
- Music instruction needs to be provided by credentialed music specialists.
- Students in K-12 need access to music classes that meet regularly during the school day to ensure the attainment of a comprehensive and sequential curriculum and continuity of learning.

PROGRAM STATEMENT

"All of us don't have equal talent,
but we should have an equal opportunity to develop our talents."
—John F. Kennedy

Because music is a basic, every student should have access to a balanced, comprehensive, and sequential program of study in music. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music. The life of every student is enriched by the skills, knowledge and habits acquired in the study of music. It is our goal that all students will have opportunities to learn music through:

- Singing
- Performing on instruments
- Improvising melodies, variations and accompaniments
- Composing and arranging music
- Reading and notating music
- Listening to, analyzing and describing music
- Evaluating music and music performances
- Understanding relationships between music and other disciplines
- Understanding music in relation to history and cultures
- Enjoying and participating in music

In order to best receive these opportunities, all students should be able to enroll in any offered music courses as they progress grade-to-grade and school-to-school. The success of a music program is based on constant development from beginning through intermediate to advanced levels of achievement. Participation in music from elementary through high school is vital to the foundation of a successful program. Achievement of certain standards at each grade level and school level is key to the individual student's success, as well as the music program as a whole. A successfully coordinated sequence will broaden recruitment and retention of students in the program, being competitive with other activities offered throughout the District and community.

This curriculum is designed to present a fully-realized music curriculum for middle school and high school, along with an instrumental and general music curriculum for elementary schools. This plan is designed to present a full range of offerings, though the complete plan may not be implemented immediately. A strategic 5-year plan is needed in order to plan and implement the goals and structures presented in this curriculum. The adoption of this document will begin the first steps towards completing a comprehensive music curriculum plan for Culver City Unified School District.

7/12/11

5

GOAL FOR MUSIC EDUCATION

The goal of music in the Culver City Unified School District is to promote music literacy for lifelong involvement in music.

Music literacy is divided into three areas:

The ability to hear music:

The ability to hear music involves training the ear so that one can internally hear notated music and predict what will happen next in music.

The ability to read music:

The ability to read music involves being able to understand written music and use this knowledge on some type of instrument and voice.

The ability to describe and discuss music in musical terms:

The ability to describe and discuss music involves knowing music terms and history to provide the student with the vocabulary and background to support opinions and speak about listening and performing experiences.

Along with these skills, it is important that students have an appreciation for and enjoyment of music so that they will be motivated to seek opportunities to be involved with music throughout their lives.

7/12/11

6

OVERVIEW OF CURRICULUM

The CCUSD Music Curriculum covers grades one through twelve and is based on the *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve* (2001). These standards include five strands, as follows (complete grade level standards in Appendix B):

- 1.0 Artistic Perception**
 Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Music:
 • Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

- 2.0 Creative Expression**
 Creating, Performing, and Participating in Music:
 • Students apply vocal and instrumental music skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

- 3.0 Historical and Cultural Context**
 Understanding the Historical Contributions and Cultural Dimensions of Music:
 • Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

- 4.0 Aesthetic Valuing**
 Responding to, Analyzing, and Making Judgments About Works of Music:
 • Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

- 5.0 Connections, Relationships, Applications**
 Connecting and Applying What is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers:
 • Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

For Grades 9-12, there are Proficient and Advanced Standards:

The proficient level of achievement for grades nine through twelve can be attained at the end of one year of high school study within an arts discipline after the student has attained the level of achievement required of all students in grade eight.

The advanced level can be attained at the end of a second year of high school study within an arts discipline and subsequent to the attainment of the proficient level of achievement.

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As part of the *Goals 2000: Educate America* legislation, *National Standards for the Arts* have been published for the four fine arts: dance, music, theater, and visual arts. These standards specify what students should know and be able to do by graduation from high school in each of the four arts with a specialization in one of them.

- The standards for music include the following:
1. Singing alone and with others a varied repertoire of music.
 2. Performing on instruments alone and with others a varied repertoire of music.
 3. Improvising melodies, variations and accompaniments.
 4. Composing and arranging music.
 5. Reading and notating music.
 6. Listening to, analyzing and describing music.
 7. Evaluating music and music performances.
 8. Understanding relationships between music and other disciplines.
 9. Understanding music in relation to history and cultures.

COMPARISON OF THE CALIFORNIA STATE STANDARDS AND THE NATIONAL STANDARDS IN MUSIC

California Standards

National Standards

1.0 Artistic Perception

- ↔ → *Content Standard 5:* Reading and notating music.
 → *Content Standard 6:* Listening to, analyzing, and describing music.

2.0 Creative Expression

- ↔ → *Content Standard 1:* Singing, alone and with others, a varied repertoire of music.
 → *Content Standard 2:* Performing on instruments, alone and with others, a varied repertoire of music.
 → *Content Standard 3:* Improvising melodies, variations and accompaniments.
 → *Content Standard 4:* Composing and arranging music within specified guidelines.
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ASSESSMENT

3.0 Historical and Cultural Context ↔ *Content Standard 9: Understanding music in relation to history and culture.*

4.0 Aesthetic Valuing ↔ *Content Standard 7: Evaluating music and music performances.*

5.0 Connections, Relationships, Applications ↔ *Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.*

Essential guiding principles for arts education programs were first developed and published as the *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* (1996). The Content Standards were developed in response to Senate Bill 1390 (Murray), signed by Governor Gray Davis in September 2000. As stated in the bill, "The content standards are intended to provide a framework for programs that a school may offer in the instruction of visual and performing arts." Though nothing in the bill mandates assessment of pupils in the visual and performing arts, universities such as the University of California and California State University systems are requiring fine arts credits. In conjunction with the National Music Standards, many states and school districts have adopted music and/or visual and performing arts standards and curricula.

According to the California Content Standards, "the arts are core subjects, each containing a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Active learning through the practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism based on observation, knowledge, and criteria

Another important goal of the standards is to help students make connections between concepts in all of the arts and across subject areas. The fifth strand in these standards requires the student to connect and apply what is learned in the arts to other art forms and subject areas and to careers.

Assessment is an integral part of the educational process. As such, this curriculum has been developed with assessment incorporated into the standards and teaching ideas. In accordance with educational philosophy, it is recommended that a variety of assessment methods be used. These include written assessments, systematic teacher observation, and performance assessments.

Assessment is used for three main purposes in the music curriculum. The majority of assessment information is used by the teacher to inform instructional decisions. Secondly, assessment is used to keep students and parents informed of progress. This is done through documentation of systematic teacher observation, comments in report cards, rubrics, and teacher-parent and student-teacher conferences. And, finally, assessment is used to evaluate the progress of each school towards standards set forth in this music curriculum.

Assessment is critical to the effectiveness of the music program. It informs the teacher, student, parent and district of progress toward standards set forth in this curriculum. As such, teachers need to track and communicate student achievement. This can be done through the use of the various grading systems and rubrics. In addition, it is important to effectively communicate these achievements.

Assessments of the National Standards for Music have been developed and are in use by the National Assessment of Educational Progress (NAEP). Current assessment procedures have been developed from the National Standards as published by the Music Educators National Conference in *Performance Standards for Music: Strategies and Benchmarks for Assessing Progress Toward the National Standards* (1996). "In this publication, one sample assessment strategy is provided for each achievement standard appearing under the nine voluntary national content standards for music for grades K-12..." (p. 11).

NAEP assessment procedures are published and in use nationally. They call for assessing student learning in three basic processes, "creating, as in a student's generating new work; performing the existing work of others, a process which calls upon the interpretive or re-creative skills of a student; and responding which varies from the response of an audience member to the interactive response between a student and a particular expressive medium" (p. 3). Because the Music Standards for California are very similar to the national standards, the assessments developed by NAEP would provide a basis from which to derive curricular procedures.

COURSES AND OPPORTUNITIES IN MUSIC

The following sections outline desired opportunities for music education at the Elementary, Middle and High School levels.

ELEMENTARY

Culver City Elementary Schools

El Marino Language School
El Rincon School
Farragut School
La Balfona School
Linwood E. Howe School

Goals/Objectives established relative to the district-adopted certificated performance standards of expected student achievement.

The following applies to music program covered by 1 credentialed music teacher:

BEGINNERS: Will learn proper hold and operation of their chosen instrument. They will also learn, be able to read in context and explain, 8 pitches (in a Major Scale configuration) and 4 rhythmic values (whole, half, quarter and eighth note and rest values).

ADVANCED STUDENTS: Will learn 4 additional notes and perform the above indicated rhythmic values in more complex configurations.

Evaluation Procedures to be used, including Teacher Performance Standards.

(Standard IV) All students will perform 2-3 concert: one December Holiday Concert, by which time 50% of the material will be mastered and one Spring Concert, at which time students will perform music which demonstrates their mastery of the listed musical symbols and notes.

The following instrumental offerings should be available at each CCUSD elementary school:

Recorder: A perfect Instrumental Music Startup class for students interested in joining the regular program in the future designed for the Third Grade Level, and good basic training for the older grades.

Beginning Flute: for students wishing to begin the study of the Flute or brush up on their basic knowledge of the instrument.

Beginning Clarinet and Alto Saxophone: for students wishing to begin the study of the Clarinet or Alto Sax or brush up on their basic knowledge of the instruments.

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Beginning Cornet, Trumpet and Trombone: for students wishing to begin the study of the Cornet, Trumpet or Trombone or brush up on their basic knowledge of the instruments.

Beginning Drums and Percussion: for students wishing to begin the study of the Drums and Percussion or brush up on their basic knowledge of the instruments.

Beginning Strings: for students wishing to begin the study of the Violin or Cello or brush up on their basic knowledge of the instruments.

Advanced Band: This class is open to students who have successfully completed one year of Beginning Band. The class covers more advanced techniques and music reading skills, and introduces full-band/ensemble playing skills.

Advanced Strings: This class is open to students who have successfully completed one year of Beginning Strings. The class covers more advanced techniques and music reading skills, and introduces orchestra/ensemble playing skills.

At mid term, just after Thanksgiving break, students will begin preparing for the Holiday Concerts. The separate beginning Flute, Clarinet, Alto Sax, Cornet, Trumpet, Trombone and Drum students who have done their homework, and kept up in class will be combined into: a beginning band to study and perform at the Holiday Concert.

Beginning Band: This class is for students with no prior instrumental music experience who wish to learn one of the following instruments: flute, clarinet, alto saxophone, trumpet, trombone, baritone or snare drum. The class will introduce playing techniques and music reading skills.

All students will be required to practice from 15 to 30 minutes a day, 5 days a week and fill out the Practice Log with a parent/guardian each week. This will ensure that they learn easily and swiftly, and receive all the enjoyment and benefits of learning an instrument with none of the frustrations. The Practice Log will be distributed to all students when they join the Instrumental Music Program.

Every Instrumental Music student who keeps up with the program will have the opportunity to perform. These performances may include school-site concerts during the day or evening, and/or district-wide concerts and music festivals.

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Necessary Equipment:

Music Lesson Book:

All instruments except Violins, Cellos and Recorders: "Standard Of Excellence, Book 1," from Kjos Publishing Co. (Drummers: Make sure you get the book for "Drums and Mallet Percussion," not "Timpani and Aux. Percussion.")

Violin and Cello students should purchase a copy of the music book: "All for Strings, Book One" by Anderson & Frost (Also Kjos publishing).

Recorder Students should purchase a copy of the music book: "The Yamaha Recorder Student, Book One" by Alfied publishing).

Other Necessary Equipment:

These items are available at all recommended music stores and should be purchased when students rent or buy an instrument. Personnel at the music stores will be able to assist with making these purchases. Reeds are about \$1.00 to \$2.00 each, and most of the other equipment can be purchased for less than \$5.00. Books are about \$5.00-\$9.00 and will be used the entire year.

Flutes: Cleaning rod and swab

Clarinets: Cleaning swab, cork grease, five #2 clarinet reeds.

Alto Saxophones: Mouthpiece cleaning swab, cork grease, five #2 alto-saxophone reeds

Cornets/Trompets: Valve oil, slide grease, "snake" type instrument cleaner, mouthpiece brush

Trombones: Slide oil, "snake" type slide brush, mouthpiece brush

Drums: Size 2B or equivalent drum sticks, all wood (no plastic tips). Students without a snare drum will need a good practice pad, any size.

Violins: Box of rosin and a polish cloth. An actual shoulder rest is recommended, however, a new, thick sponge or small towel or cloth can be made into a shoulder rest and affixed with a rubber band. The music teacher will help attach the rests.

Cellos: Box of rosin and a polish cloth.

All students will be given a large music folder. This will keep the music book in good shape and give students a place to keep their music schedule and other important papers.

Optional Recommended Equipment:

- * **Folding Music Stand:** This will enable students to practice at home with correct posture.
- * **Violin Shoulder Rest:** Music stores carry a variety of shoulder rests that make holding the violin much easier and more comfortable.

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- * **Accompaniment Tape/CD for "Standard of Excellence":** These recordings provide a full musical background for all songs and exercises in the book, and will make at home practice more enjoyable and beneficial for your child.
- * **Rubber thumb rest pad** for clarinets.

Class Schedule and Facilities:

Each school should have two 30-45-minute class meetings with 4-6 students per class (4 for 30 minutes, 6 for 45 minutes) every week. Classes take place in a dedicated music room. Students must be committed to the classes each week, avoiding all interruptions and scheduling conflicts.

CCUSD owned instruments for elementary music should be stored either at the district warehouse or at an elementary school site.

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CULVER CITY MIDDLE SCHOOL

The middle school instrumental music program consists of a graduated series of class offerings based on student achievement and longevity in the program.

Beginning Orchestra for students interested in violin, viola, cello, string bass and a few openings for acoustic guitar players who are interested in broadening their skills by adding a traditional orchestral stringed instrument.

CCMS Orchestra for these same instruments if the students have the requisite experience, skills and sight-reading ability.

The **Band** program is for the following instruments: flute/piccolo, oboe, clarinet, bass clarinet, bassoon, saxophones, French horn, cornet/trumpet, trombone, baritone/euphonium, tuba and percussion.

Beginning Band is for students who are new to their band instrument. There are no requirements other than a desire to learn, an instrument and the willingness to practice at home to progress. Students will learn instrument assembly, proper embouchure, posture, breathing and music reading skills. They will perform in at least two concerts and advance to the more challenging bands as they progress.

Intermediate Band is for students who already have good skills on their instrument and have moderate sight-reading skills. Teachers will reinforce and add upon proper techniques (listed above) and develop stronger, more useful music reading. Emphasis on reading music, proper techniques, beautiful sound and control over the instrument. Students will perform in at least two concerts and advance to the more challenging bands as they progress.

Advanced Band is for the strongest, most accomplished students. Advanced students must have excellent sight-reading skills and very good control over their instrument. Teachers will stress playing lots of different music with less rehearsal, increased mastery over one's instrument and beauty of sound and technique. Students will perform in at least two concerts and other school functions and, eventually competitions outside of school.

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CULVER CITY HIGH SCHOOL

Approved courses offered year-to-year or periodically:

- Guitar
- Concert Choir
- Music Appreciation
- Music Appreciate II
- Concert Band/Marching Band
- AVPA Music Production

Day Classes at Culver City High School:

Current and previous school years offered the following classes: Music Appreciation, Guitar, Concert Choir, and Marching Band/Concert Band. Guitar and Music Appreciation are general arts elective classes. Concert Choir and Band are electives and each performs throughout the year. Concert Choir and Concert Band, along with Chamber Singers, Jazz Ensemble, and Jazz Combos have performed at music festivals each spring, earning high honors and recognition for ensemble and individual achievement.

Academy of Visual and Performing Arts (after school as AVPA Music Production):

- Course Outline below lists various classes, workshops, productions, and performances offered as part of AVPA Music.
- A complete curriculum and set of Graduation Requirements are part of the AVPA program. Students must complete 65 credits for a Major and 45-64 for a Minor.

Traditional performances include:

Winter Concert, Spring Concert, Java Drama, Java Gala, Cabaret Night, Jazz Night, Culverpalooza, High School Music Festival, several Casual Concerts ("The Session," "The Brew"), Music Festivals as scheduled, Honor Bands and Honor Choirs, Football Games (Marching Band), School Assemblies, various invitations including CCUSD Board meetings, District functions, as well as paid or volunteer performances (Rotary Club, other service clubs, office holiday parties, district and elementary school events, private events, etc.).

Academy of Visual and Performing Arts:

Culver City High School offers a wide-ranging arts program through its Academy of Visual and Performing Arts, established in 1996. Classes that offer college and/or high school credit, as well as activities currently without credit, are available. Opportunities to perform in theatre productions, films, and music productions are offered. With majors in Music, Theatre, Film, Dance, and Art, students may choose to complete all related courses in order to receive a certificate of completion, or diploma, from the Academy. In Music, students must participate in a performance ensemble each

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semester unless circumstances do not allow it. Additional classes, credits, and requirements are determined by the Music Director on an individual basis.

Reception of Performances, Events, Awards, Honors, and Community Outreach for Culver City High School AVPA Music Program 2010-2011

There are 64 Culver City High School students and 9 Culver City Middle School students, for a total of 73 students, who participate in the music program. There are two performance ensembles offered as part of the school day at Culver High, including Marching Band (in the fall) and Concert Band, as well as Concert Choir. With AVPA after school, there are the following ensembles: Drumline, Percussion Ensemble, String Ensemble, 4 Jazz Combos, Jazz Ensemble, and Chamber Singers. Chamber Singers is supported through West LA College. These ensembles have participated in over 30 performances throughout this school year. As part of the AVPA music program, there are also the following non-performance classes and workshops being offered this year: Advanced Film Composition/Scoring, Music Theory and Technology, and Music Recording Workshop. Each week there are 7 classes or workshops going on after school as part of the AVPA music program. In addition to Dr. Spano, there are 5 other teaching artists who come in to work with the students, bringing their professional expertise to the classroom. Major support for these teaching artists is from the AVPA Foundation.

Below is a list of performances, events, awards, honors, and community outreach achieved by the Culver City High School AVPA Music Program during the 2010-2011 school year:

1. 6 Students attend Cal. State, L.A. High School Honor Band (February 4-6, 2011) (Carmen Jovel, Kristi Littleton, Sam Cappoli, Esteban Mantas-Jimenez, Rosalie Ellis, Gustavo Cruz)
2. Chamber Singers perform with the L.A. Master Chorale's High School Honor Choir Festival at Walt Disney Concert Hall (April 13, 2011) (our second year participating in this festival)
3. Chamber Singers and Jazz Combo perform at Culver City Martin Luther King Day Celebration (January 15, 2011)
4. Centaur Marching Band performs at Santa Monica College Homecoming, earning a \$1000 donation (October 6, 2010)
5. Centaur Marching Band performed at Farragut Fall Festival (October 23, 2010)
6. Chamber Singers performed at La Ballona Winter Concert (December 1, 2010)
7. Chamber Singers performed for Culver City Tree Lighting (December 2, 2010)
8. Chamber Singers performed for Tree Lighting at Ver's Auditorium (December 3, 2010)
9. Jazz Combo performed for CCEF "Sip for Our Schools" event (October 2, 2010)
10. Various students musicians and ensembles performed at school assemblies throughout the year 7/12/11 17

11. Concert Band, 4 Jazz Combos, Chamber Singers, Concert Choir, Percussion Ensemble, and String Ensemble perform at the annual Winter Music Concert (December 10, 2010) and annual Spring Concert (May 26, 2011)
12. Music students participate in performance and workshop with *Midnight Ramblers*, an a cappella vocal group from the University of Rochester (March 8, 2011)
13. Music students participate in performance and master class with *Fromwood Duo* (led by former CCHS student Robert Matheson) (September 23, 2010)
14. Drumline performed for 13.1 Marathon (along Venice Blvd), earning a \$300 donation (Jan. 16, 2011)
15. Concert Band, Chamber Singers, and Jazz Ensemble will perform at Music in the Parks Festival in Orange County (May 21, 2011)
16. Jazz Combos will perform at Culver City Education Foundation *Tribute to the Stars* at Sony Pictures Entertainment (May 6, 2011)
17. Jazz Combo and Marching Band hired for private wedding, earning a \$500 donation (April 23, 2011)
18. In addition to the classes, workshops, performances, and ensembles, the following collaborations occurred this year:
 - Collaboration with Theatre and Dance for the spring musical, "Jinetown"
 - Collaboration with Dance with the Percussion Ensemble and String Ensemble for the Spring Dance Concert
 - Collaboration with Film department's fall and spring film projects through the Film Composition class
19. Centaur Marching Band performed at 11 football games
20. Members of String Ensemble performed at Farragut Artworks (March 19, 2011)
21. Student musicians will perform at Java Gala at the Kirk Douglas Theatre for the AVPA Foundation fundraiser and partnership showcase (June 3, 2011)
22. Music students will join other AVPA students to perform "Giggle and Pop" with artist Gary Baseman as part of the Culver City Art Walk (June 4, 2011)
23. College acceptances include: Alex Park (CSUN and UCLA); Kristi Littleton (UC Berkeley, UCLA); Carmen Jovel (UC Davis, UC San Diego, UC Santa Barbara, San Francisco State)
24. Student leadership: music students are also involved in many other CCHS activities, including ASB, Speech and Debate, Mock Trial, and the Gender/Sexuality Alliance
25. Teaching artists include: Dr. Tania Fleischer (String Ensemble), Chris Thomas (Film Composition/Scoring, Music Theory and Technology), Tim Julian (Music Recording and Pro Tools), Aaron Sim (Chamber Singers assistant and guitar coaching), and Eric Patterson (Jazz Combo and Ensemble coach) 7/12/11 18

Approved course outline for AVPA Music Production:

Course Title: AVPA Music Production
Length of Course: One year
Grade Level: 9, 10, 11, 12
Prerequisite: Instructor Approval through Audition and Interview

Course Description:
The AVPA Music Production course will allow students to participate in the Culver City High School Academy of Visual and Performing Arts Music Department. Offered only during 7th period, this course will consist of multiple modules and units offered through workshops, semester-long classes, and performance opportunities.

Course Outline:

1. Alignment of Course Content with Standards:
California Content Standards for Music:
Grade Nine through Twelve, Advanced
 - 1.0 Artistic Perception
 - 2.0 Creative Expression
 - 3.0 Historical and Cultural Context
 - 4.0 Aesthetic Valuing
 - 5.0 Connections, Relationships, Applications

2. Materials and Textbook
 - a. There is no textbook for this course. Materials (for music theory, performance, and other written materials), instruments, equipment, technology, and any necessary items are determined by the instructor for each module.

3. Course Goals
 - a. Students will meet the advanced content standards for music.
 - b. Students will participate in a minimum of one semester-long class and one performance ensemble (instrumental or vocal) within the course each semester.
 - c. Students will prepare and rehearse for regularly scheduled performances.
 - d. Students will become proficient with music technology, including audio recording, audio mixing and editing, composing for film, and live sound.
 - e. Students will choose an emphasis in vocal or instrumental music and participate in a minimum of one performance ensemble per semester.
 - f. Students will meet minimum proficiency standards in music theory and analysis.
 - g. Students will meet minimum proficiency standards in performance, including, but not limited to, major and minor scales, prepared works, and sight-reading/singing.
 - h. Students will actively participate in performances, both as a musician and as stage/tech crew, as assigned.

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- i. Students will assist the director in activities and events related to the program.
- j. Students will set an example of personal excellence and high expectations for the AVPA students to follow.
- k. Students will maintain a "B" grade or better in all AVPA classes and workshops.
- l. Students will maintain a GPA of 2.0 or better in their CCHS courses.

4. Course Objectives

A. Students will participate in a minimum of one class and/or workshop per semester, and one performance ensemble per semester (instrumental or vocal), selected from the scheduled classes/workshops and productions available in a given year. Students must complete a minimum of 90 instructional hours per semester. * Students may participate in more than one class, workshop, or production to meet this requirement. The comprehensive list of classes, workshops, and productions are listed in the AVPA Graduation Requirements. The following modules are a selected list of classes, workshops and productions that were offered over the last four years:

1. Chamber Singers
2. Jazz Ensemble
3. Jazz Combo
4. Intro to Music Technology
5. Audio Recording and Production
6. Advanced Music Technology
7. Film Scoring
8. Drumline
9. Percussion Ensemble
10. String Ensemble
11. Brass Ensemble
12. Flute Ensemble
13. Fundamentals of Music
14. Songwriters Workshop
15. Intro to Electronic Music
16. Neo Opus (elite vocal ensemble)
17. Concert Band
18. Marching Band
19. Music Appreciation
20. Advanced Guitar
21. Musical Theatre Production
22. Winter Concert
23. Spring Concert
24. Festival Performance
25. Cabaret Night
26. Java Drama / Java Gala
27. Jazz Night
28. Music Showcase
29. Community Music Showcase
30. Community Performance

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*NOTE: AVPA gives variable credit for the above modules based on instructional hours. Semester classes can average 25/50 hours per semester (based on meeting once or twice a week), and workshops vary between 10-40 hours per semester (based on length of workshop and meeting times). Productions also vary depending on rehearsals, which can range from a minimum of 18 hours up to 90 hours per semester.

- B. Students will participate in monthly convocation meetings for all AVPA students
- C. Students will attend weekly company meetings
- D. Students will participate in ongoing fundraising efforts
- E. Students and parents/guardians will read and sign the AVPA Student/Parent Handbook
- F. Students will collaborate in group and ensemble work
- G. Students will demonstrate individual responsibility in classes, workshops, and performances
- H. Students will exemplify the characteristics of a positive member of AVPA

5. Instructional Methods and Strategies

Primary

- A. Materials used for instruction will be selected by the instructor appropriate to the class, workshop, or performance the students are participating in.
- B. Students will use written materials, computer software and hardware, instruments, and appropriate equipment consistent with the needs for the individual classes, workshops, and performances.

Assessment Methods and Tools

- A. Formal teacher evaluation of students
- B. Weekly or Bi-weekly rehearsal and class work
- C. Rehearsal performance assessments
- D. Post-performance assessments
- E. Written assessments as required

Methods

- A. Audition and interview
- B. Appropriate technology training
- C. Ongoing training during the year
- D. Informal/formal observations
- E. Written and performance exams

Tools

- A. Performance completion
- B. Faculty evaluation

6. Assessment Criteria

- A. Students will be graded based on their performance on:
 - 1. Formal teacher evaluations / observations of class work and rehearsals

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- 2. Weekly class work
- 3. Completion of weekly / daily classroom tasks
- 4. Performance in class and final production
- 5. Completion of written and performance exams

The following is UC a-g (Fine Arts) Course Requirements application information for Band

COURSE TITLE:	Concert Band / Symphonic Band / Marching Band
LENGTH OF COURSE:	1 year
GRADE LEVEL:	9-12
PREREQUISITE:	Some experience on a wind or percussion instrument.

COURSE DESCRIPTION:

The course is designed as a performance ensemble, learning to be quality producers, and will emphasize music notation literacy, sight reading skills, and opportunities to perform. A wide range of repertoire will be taught, covering genres such as classical, contemporary, jazz, and world music, which will involve critical thinking and problem solving skills. While learning as collaborative workers, students will also develop their abilities as self-guided achievers through discipline as an ensemble (involved citizens). The 1st quarter will be devoted to Marching/Pep Band for school football games, marching festivals/competitions, and other performances as scheduled. Concert/Symphonic Band will begin after marching season and will prepare for annual winter and spring concerts, festivals/competitions, and other performances as scheduled. Class is offered two periods during the regular school day and will combine for after school rehearsals.

COURSE OUTLINE:

I. Major Works

Required

- A. Star Spangled Banner
- B. School Alma Mater
- C. Traditional Patriotic Songs
- D. Traditional School Pep Songs (fight song, etc.)

Optional

Note: Repertoire is selected each year to satisfy the course objectives and to present a diverse exposure to the literature, therefore works will often be new to the students and rarely repeated in a four-year period.

II. Anthology Works

(* Indicates required)

- A. Circle of Fifths (all major scales)*
- B. Step By Step Band Technique (Elledge/Haddad)*
- C. Standard of Excellence – Book 1, 2 (Pearson)

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III. Course Goals

A. Goals

1. Development of an understanding and appreciation of the art of music.
2. Development of an appreciable understanding of musical theory.
3. To gain an appreciation of the composition and performance process in music.
4. An ability to trace the history and development of music as it relates to today's culture.
5. Development of an appreciation of the vast range of musical styles and cultural influences.

B. Outcomes (Culver City High School)

1. Students will demonstrate ability as critical thinkers, with a knowledge core, who will identify, access, integrate and use available information in order to reason, solve complex problems and make decisions in different settings with the ability to communicate in a variety of manners.
2. Students will demonstrate ability as self-guided achievers, who use positive core values to create a positive self-image for themselves and their future, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress and take responsibility for their own choices and actions.
3. Students will demonstrate ability as involved citizens, who take the initiative to contribute their time, energies and talents to better the welfare of themselves and others and the quality of life in their diverse world with understanding and respect for all people.
4. Students will demonstrate ability as collaborative workers, who use effective leadership and group skills to cultivate and manage interpersonal relationships within culturally and organizationally diverse settings with confidence and self motivation.
5. Students will demonstrate ability as quality producers, who create intellectual, artistic, practical and physical products which reflect originality, high standards of practical skills that serve many job functions.
6. Students will demonstrate ability as adaptable problem solvers, who anticipate, assess and resolve the problems and challenges that accompany that rapidly changing political, economic, environmental and social conditions of modern life and maintain their own physical and mental health.

IV. Course Objectives

A. Students will participate in an ensemble rehearsal five days per week.	<i>Visual and Performing Arts Content Standards (Music) for California Public Schools</i> Grade 9-12 Music Creative Expression 2.0, 2.4, 2.5
B. Students will participate in public performances, festivals and have opportunities to participate in solo and ensemble contexts.	Grade 9-12 Music Creative Expression 2.0, 2.4, 2.5
C. Students develop ear training and sight reading	Grade 9-12 Music 2.3

skills.	Artistic Perception 1.4, 1.5, 1.6
D. Study different cultures and the people who created music for this art form throughout history.	Grade 9-12 Music Historical and Cultural Context 3.1, 3.2, 3.3
E. Study different cultures by playing instrumental literature from various ethnic origins.	Grade 9-12 Music Historical and Cultural Context 3.3, 3.4
F. Study the "language" of musical notation.	Grade 9-12 Music Artistic Perception 1.4, 1.5, 1.6
G. Students gain confidence and become a more independent player as multiple part literature is studied.	Grade 9-12 Music Creative Expression 2.0, 2.5
H. Students work cooperatively with other people.	Grade 9-12 Music Creative Expression 2.0, 2.4, 2.5
I. Develop an interdisciplinary awareness of their music and how it relates to languages, history, art, science, math, physical education and the humanities.	Grade 9-12 Music Connections, Relation, Application 5.0, 5.1, 5.2
J. Students are encouraged to explore their own musical creativity.	Language Arts Gr. 11/12 Creative Expression 2.0, 2.6, 2.7, 2.8
K. Students become more knowledgeable listeners.	Grade 9-12 Music Aesthetic Valuing 4.0, 4.1, 4.2, 4.3
L. Cultivate a sensitivity and respect for one another and their music.	Grade 9-12 Music Aesthetic Valuing 4.4, 4.5
M. Students discover through playing, another way to positively express him/herself and become a happier person.	Grade 9-12 Music Creative Expression 2.0
N. Students develop personal friendships and a sense of belonging.	Grade 9-12 Music Creative Expression 2.0
O. Students will develop an understanding of	Grade 9-12 Music 2.4

quality tone production on their individual instrument.	Creative Expression 2.4
P. Students will incorporate note reading and rhythmic notation into their sight reading abilities.	Grade 9-12 Music Artistic Perception 1.4, 1.6
Q. Students will listen to and analyze a variety of literature.	Grade 9-12 Music Artistic Perception 1.1, 1.2, 1.3

V.

Key Assignments

- A. Students will perform at a minimum of 10 football games as Marching/Pep Band. Rehearsals will involve learning standard repertoire, marching techniques, and sectionals.
- B. Students will complete mastery of all 12 major scales by the end of the 1st semester. Class will use scales to warm up at the beginning of each rehearsal. Students will keep practice records, which will include time to practice scales and repertoire. Students will perform scales from memory in front of class or privately for the director.
- C. Concert/Symphonic Band will prepare for concerts as scheduled by rehearsing standard repertoire as chosen by the director. Various topics are covered in rehearsal of repertoire, including, but not limited to, rhythm, notation, cultural/historical context, playing alone and in a group, intonation/tone, and accuracy (notes and rhythms).
- D. Other assignments will be determined based on repertoire.
- E. Students are expected to practice a minimum of one hour per week. Practice Records will be distributed and collected every two weeks (sometimes optional to turn in).

VI.

Instructional Methods and Strategies

- A. Rehearsal of full ensemble
- B. Sectional rehearsals
- C. Primary rhythmic or motivic figures rehearsed
- D. Secondary rhythmic or motivic figures rehearsed
- E. Rehearsal of dynamics, expression, rubato, tempo, performance presentation.

Supplemental

- A. Sectional/Individual practice
- B. Notation review
- C. Sight reading exercises
- D. Major scales
- E. Computer assisted tutorials

VII.

Assessment Methods and Tools

- A. Individual playing tests
- B. Written notation tests

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- C. Sectional performance tests
- D. Ear training assessment

Tools

- A. Worksheets
- B. Software (notation, sight singing, note recognition)
- C. Audio/Video Recording
- D. Private/Public testing

VIII.

Assessment Criteria

- A. How accurate instrumental line is played.
- B. Quality of tone production.
- C. Frequency of correct notes.
- D. Rhythmic accuracy.
- E. Expression and dynamic variety.

Context for Course

This class is part of the core of the Culver City High School Music Department. It is the combined beginning, intermediate, and advanced levels of instrumental music, which will develop into separate multiple levels of instrumental activities as the program expands. Band fulfills many needs in the school and greater community, including performance at events, assemblies, community organization meetings, etc. While students learn a variety of cultural/musical issues, they also develop discipline and self-esteem by rehearsing and performing.

As the program grows at Culver City High School, the instrumental area will increase the number of students who participate by also increasing course offerings. Ensembles and classes that are either for credit or extra curricular can include, but are not limited to: Concert/Symphonic Band, Marching/Pep Band, Jazz Combo, Chamber Music (strings and winds), Percussion Ensemble, and Flute Choir.

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STUDENT PROFICIENCIES IN MUSIC

Strategic Goals for 2011-2016

Instrumental Music, Grades 3-12

MUSIC CURRICULUM

GRADE 3

****Note:** The following set of Standards and Activities/Assessment Ideas have been borrowed from the Lawiston Music Curriculum. Revisions adapted for CCUSD to be completed through the Strategic Plan.

For students in Grade 3, students are encouraged to learn recorder. Once a week, each third grader will learn recorder. Students who wish to attempt a wind, string, or percussion instrument are highly encouraged to take private lessons in order to develop proper technique. Otherwise, students are able to learn wind, string, or percussion instruments in fourth and fifth grade.

Standard	Grade Level Standard	Activity/Assessment Ideas
1.0	1. Learn fundamental terms associated with the recorder.	1. Become familiar with terms before being allowed to play in class.
From Lawiston #1	1. Sing counter melodies, two part rounds, chord groups, partner songs 2. Increased confidence in solo singing 3. Sing expanded pentatonic scale to include low so and low la 4. Continue to develop proper singing habits of posture, breathing, diction, tone quality, expression.	1. Students will have opportunities to sing using and part songs. 2. Using call and response and songs, students will have opportunities to sing solos lines. Assess using rubric.
#2	1. Perform melodies, rhythms, and accompaniments alone and with others 2. Perform using proper instrument techniques to play good quality sounds 3. Conduct 2/4 time and perform with a conductor 4. Perform major scale	1. Using Orff instruments, students will have opportunities to read/learn ostent and melodies, perform with student conductor as class sings. (See req assessment) 2. Students compare and contrast through playing and writing major and minor scales
#3	1. Improvise question and answer as interlude between repetitions of songs 2. Improvise scat embellishments on familiar melody	1. Students will learn Orff accompaniments and melodies to a familiar songs etc. Students will be given opportunities to play question and answer phrases in between repetitions. (Assess using rubric) 2. Students will sing embellishments on familiar melodies, Twinkle, Twinkle, Mary had a little lamb.
#4	1. Create and arrange music to accompany readings, dramatizations and three chord songs 2. Create and arrange short songs and instrumental pieces within specified guidelines, including: form, style, scales, harmony, etc., using standard and invented notation 3. Use a variety of sound sources when composing	1. Create chance pieces using rhythms or pentatonic patterns. 2. Analyze the musical techniques used to create programmatic music, ie Carnival of the Animals--use of tempo, dynamics, pitch, articulation etc. Create a programmatic composition using these techniques.
#5	1. Read combinations of whole, half, quarter, sixteenth and eighth notes and rests	1. Students review selected songs in book looking at beginning and ending notes, sharps.

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#6	1. Tonal center - form/note 2. Introduce coda, DC, All fine, rounds 3. Distinguish between major instruments of each family of the orchestra 4. Vocabulary: do, re, mi, fa/la, chord, coda, dotted dynamics, fermata, first interlude, introduction, pp ff, meter, staccato, legato marcato, time signature, pattern, ostinato, first and second endings, staff, ritard, measures, rondo, spiritual, scale, melodic rhythm, ledger line, scat embellishments, interval and phrase, tie, dieme and variation, pizzicato, arco	1. Read all treble clef notes (c-g) 3. Identify dynamic/expressive markings from vocabulary in music 4. Identify tonal center and key signatures in C, G, F, and D 5. Understand b n #	and flats, etc. develop hypothesis regarding rules for keys. 2. Students will have opportunities to sight sing, sight read music, practicing notation reading. 3. Students will write out one measure rhythm patterns as dictated by teacher.
#7	1. Extend #1 and #2 from 2nd grade using music vocabulary 2. Choose appropriate articulation, dynamics, and timbres for a song	1. Extend #1 and #2 from 2nd grade using music vocabulary 2. Choose appropriate articulation, dynamics, and timbres for a song	1. Student is asked to describe or explain a notated or recorded piece of music, or live performance. Whenever the student uses general vocabulary the teacher asks "What do musicians call that?" 2. Students identify different timbres in recorded excerpts. eg. instrumentation in Carnival of Animals, Variations on Pop-pg 47. Vocal timbres 3. Students are asked to devise and demonstrate original movements that reflect the mood and character of a music example. 4. Continue to develop inner-hearing.
#8	1. Apply simple time signatures and notation to math, i.e., fractions relating to pizza 2. Identify differences and similarities of programmatic compositions and musical settings to language arts	1. Apply simple time signatures and notation to math, i.e., fractions relating to pizza 2. Identify differences and similarities of programmatic compositions and musical settings to language arts	1. Student identifies three criteria for evaluating a performance. They are asked to apply these criteria to a live performance. 2. Students accompany familiar songs using inner-dynamics, and articulation appropriate to piece. Students describe how their ideas were effective.
#9	1. Appropriate audience behavior 2. Learn about recording practices and careers 3. Compare various historical periods, clothing, music and art 4. Identify and journal regarding music in their lives	1. Appropriate audience behavior 2. Learn about recording practices and careers 3. Compare various historical periods, clothing, music and art 4. Identify and journal regarding music in their lives	1. Integrating with classroom teacher, students create a graph showing similarities between music notation and fractions 2. Students identify similarities and differences between meanings of common terms used in music and other arts and every day language. 1. Students listen to musical examples from historical periods. Research and discuss similarities and differences between music art and clothing styles of a time period.

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MUSIC CURRICULUM

GRADE 4-5

***Note: The following set of Standards and Activities/Assessment Ideas have been borrowed from the Louisiana Music Curriculum (Grade 5). Revisions adapted for CCUSD to be completed through the Strategic Plan.

Standard	Grade Level Standard	Activity/Assessment Ideas
#1	<ol style="list-style-type: none"> 1. Sing accurately and with good breath control throughout range, carrying head voice down 2. Singing in octaves, partner songs, counter melodies and two and three part songs 3. Sing with sensitivity to blend choral ensemble 4. Sight sing simple pentatonic four note patterns 5. Incorporate jazz stylistic traits where appropriate 	<ol style="list-style-type: none"> 1. See choral section 2. Sing a variety of lit of various styles and harmonic make-up. Part songs. 3. Incorporate opportunities for students to sing individually and in small groups. 4. Interpret stylistic markings for jazz such as falls, blue notes, and
#2	<ol style="list-style-type: none"> 1. Proper maintenance of instruments 2. Perform melodies, harmonies, and accompaniments 3. Perform using proper posture and instrument fundamentals 4. Develop ability to tune instrument 5. Perform f. & c. major scales, plus a minor 	<ol style="list-style-type: none"> 1. See instrumental music sections. 2. Incorporate "Instruments of the World" 3. Students will have opportunities to read notated music and perform on instruments both melodic lines and harmonies. 4. Students will play recorders
#3	<ol style="list-style-type: none"> 1. Improvise melody over 1, V, I chord changes 2. Embellish melodies of familiar songs in appropriate styles 3. Improvise accompaniments coordinating chord changes with song 	<ol style="list-style-type: none"> 1. While one group or individual student plays a set of chord changes, another student improvises a melody. 2. Students are given an autoharp or other corded instrument, they are told the tonic chord, and asked to improvise an accompaniment to a familiar song. Students are given time to experiment, sing, and plan their accompaniment.
#4	<ol style="list-style-type: none"> 1. Create harmonic accompaniments to two and three chord songs 2. Create and perform pieces demonstrating concepts and music concepts, including: form, dynamics, melody, phrases, tempo, and style 3. Use a variety of sound sources when composing 	<ol style="list-style-type: none"> 1. After improvising an accompaniment to a familiar song, see #2 above, students are asked to formalize and notate what they play. 2. Students are given a variety of instruments and time and asked to compose a piece that meets specified guidelines. These guidelines might include form, contrast, tension/release, tempo, style, etc.
#5	<ol style="list-style-type: none"> 1. Identify key signatures, use sharps and flats in music reading 2. Extend #1 from grade 4 into dotted rhythms 3. Introduce bass clef 	<ol style="list-style-type: none"> 1. Students are asked to write music in keys other than C major, pentatonic and A minor. 2. Students will notate dictation patterns of 2-4 measures in treble and bass clef, using increasingly difficult rhythms
#6	<ol style="list-style-type: none"> 1. Aurally identify diatonic scale, half and whole steps 2. Introduce march band forms: marching, Dixieland, jazz, big band 3. Aurally identify instruments/voices of trios and quartets 4. Vocabulary: ocarina, soprano, alto, tenor, bass, unison, ornament, andante, presto, tempo, allegro, diatonic, root, bass 	<ol style="list-style-type: none"> 1. Students are asked to respond to listening questions, using music terminology. The questions will allow students to identify specific stylistic traits, chord progressions, rhythms, and tone color, for example "What instrument is playing the melody? How is variety achieved? What is happening harmonically? How is tension achieved?" 2. Experience difference between major and minor

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#7	<ol style="list-style-type: none"> 1. Perform in groups and evaluate according to articulation, diction, style, intonation, rhythmic/beat expressiveness. Use the evaluation to improve performance 	<p>clief, tie, slur, quarter, call-response, calypso, harmony, counter melody, lyrics, cut time, system, folk song, Dixieland, program music, theme and variation, range, register, motive, descants, ornamentation, expressive syncopation, breathmark, chromatic, soft, hard, allegretto, andantino, blue notes, falls</p>	<p>modes through singing and playing major and minor scales. Incorporate the whole and half step arrangements in each.</p> <p>3. Practice inner hearing through dictation, hand signs, melodic and rhythmic patterns, and physical and visual representation of sounds.</p>
#8	<ol style="list-style-type: none"> 1. Relate the work of visual artists to music 2. Relate music terminology to the history of language through discussion of traditional use of Italian word in music 	<ol style="list-style-type: none"> 1. Use artist work represented in Macmillan see pg 436/artists. Have students identify a concept or emotion used/expressed in the work, and describe a similar representation in music. Also, students would be asked to demonstrate through movement, composing, or visual medium. 	<ol style="list-style-type: none"> 1. Students are asked to identify three distinct aspects of Baroque, Classical, Romantic music, the students research and bring examples from home, library to present to class. 2. Discuss and describe when and how each student uses music. 3. Keep a music journal.
#9	<ol style="list-style-type: none"> 1. Discuss relationships of lyrics to performance style, tempo, and mood 2. Identify stylistic traits of Baroque, classical, and romantic 3. Continue developing appropriate audience behavior 4. Journal and discuss how music is used and effects our lives 		

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***Note: The following set of Standards and Activities/Assessment Ideas have been borrowed from the Lewiston Music Curriculum (Grade 8). Revisions adapted for CCUSD to be completed through the Strategic Plan.

Standard	Grade Level Standard
#1	<ol style="list-style-type: none"> 1. Sing independent parts a cappella with correct rhythm and pitch 2. Sing three parts a cappella together in a group 3. Know basic foreign language pronunciation - introduce Italian and German 4. Sight sing level 2 repertoire in parts
#2	<ol style="list-style-type: none"> 1. Perform jazz style using swing eighth 2. Tone color appropriate to instrument including vibraphone where appropriate
#3	<ol style="list-style-type: none"> 1. Improvise simple harmonic accompaniments 2. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in a major key 3. Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality
#4	<ol style="list-style-type: none"> 1. Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance 2. Use motives and themes as basis for creating 3. Use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging
#5	<ol style="list-style-type: none"> 1. Read whole, half, quarter, sixteenths, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 and alla breve time signatures 2. Read at sight simple melodies in both the treble and bass clefs 3. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression 4. Use standard notation to record their musical ideas and the musical ideas of other students who participate in a choral or instrumental ensemble or class 5. Sight read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6
#6	<ol style="list-style-type: none"> 1. Aurally and visually recognize chord progressions, I, IV, V, and I2 bar blues, triF 2. Identify stylistic traits of minuet-rono and sonata form 3. Vocabulary: tension, release, balance, perfect 4th and 5th, tone poem, theater movement, augmented, modulations, subito, allegando, storzando
#7	<ol style="list-style-type: none"> 1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing 2. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
#8	<ol style="list-style-type: none"> 1. Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art 2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music
#9	<ol style="list-style-type: none"> 1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures 2. Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary 3. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

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These standards are primarily intended for instrumental music in Band and Orchestra at the high school level. The following performance objectives and activities/suggestions may be applied to instrumental music (primarily band and/or orchestra) in elementary and middle school, with some modifications. That portion of the curriculum is to be completed by CCUSD music faculty.

Standard	Performance Objectives	Activities/Suggestions
1.0	<ol style="list-style-type: none"> 1. Student will demonstrate memorization of the fingerings for all notes within the practical range of the instrument (also standard 2.0). 2. Student will demonstrate knowledge of alternate fingerings and standard trill fingerings necessary for scale exercises and music performed (also standard 2.0). 3. Students will perform exercises, music, and scales with a steady beat (also standard 2.0). 4. Students will demonstrate knowledge of the letter names of all notes within his/her instrument's clef. 5. Students will demonstrate knowledge of how their instrument relates to concert pitch (also standard 2.0). 6. Students will read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in simple, compound, and complex meters. 7. Students will identify and define standard notation symbols and terms for pitch, rhythm, dynamics, tempo, articulation, and expression. 8. Students will understand stylistic markings as listed on the music and will perform them correctly. 9. Students will demonstrate an awareness of the construction of minor scales. 10. Students will analyze a particular work in terms of elements of music. These include but are not limited to instrumentation, texture, and stylistic considerations. 	<ol style="list-style-type: none"> 1a. Demonstrate the use of a fingering chart. 2a. Provide students with trill fingering charts. 2b. Check for proper fingerings when students perform scale exercises (performance tests). 3a. Students practice exercises, music, and scales with a metronome. 3b. Students play exercises without metronome. 4a. Have students take written tests in music notation. 4b. Have students identify names of notes within a particular work during rehearsal. 4c. Use music notation software programs to tutor students. 5a. Explain how to find concert pitch for each instrument. 5b. Distribute Circle of Fifths with transposition chart. 6a. Students sight read musical examples which incorporate various rhythmic devices. 6b. Have students notice aurally and visually performed rhythmic patterns. 7a. Students maintain a vocabulary list of terms and symbols found within their music. 7b. Students define terms within a new piece of music, demonstrating their knowledge through performance. 8a. Have students define and perform stylistic markings such as articulations, dynamics, and tempo. 9a. Compare construction of major scales with minor scales (natural, melodic, harmonic). 10a. Listening examples given as students list/discuss instrumentation, texture, and stylistic considerations.
2.0	<ol style="list-style-type: none"> 1. Student will demonstrate proper assembly, care and maintenance of his/her instrument. 2. Student will perform with a characteristic tone. 3. Where applicable, student will demonstrate appropriate use of vibrato. 4. Student will demonstrate proper posture and hand position while performing. 5. Student will demonstrate a variety of articulations including but not limited to <i>staccato</i>, <i>legato</i>, and <i>mezzola</i>. 6. Student will demonstrate memorization of the fingerings for all notes within the practical 	<ol style="list-style-type: none"> 1a. Demonstrate correct assembly procedure. 1b. Provide list of necessary items for proper maintenance (cook grease, swab, valve oil, etc.). 1c. Demonstrate proper cleaning technique. 2a. Expose students to good examples of proper tone (live and recorded performances). 2b. Demonstrate proper breathing technique. 2c. Discuss proper embouchure for each instrument and the role it plays in proper tone production. 3a. Demonstrate through live and recorded performance. 4a. Demonstrate correct sitting position for

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3.0	<p>1. Students will perform music from a variety of musical periods and cultures.</p> <p>2. Students will display a knowledge of the historical and cultural context of music performed.</p> <p>3. Students will be aware of possible career choices in music.</p>	<p>1a. Have students perform music by both living and dead composers of different genders, races, and ethnicities.</p> <p>2a. Have students do research on the composers of music being performed.</p> <p>2b. Have students listen to or view various examples of world music.</p> <p>3a. Have members of various music professions present information about their careers.</p> <p>3b. The students may help with administrative</p>
3.0	<p>range of the instrument (also standard 1.0).</p> <p>7. Student will demonstrate knowledge of alternate fingerings and standard trill fingerings necessary for scale exercises and music performed (also standard 1.0).</p> <p>8. Percussion students will demonstrate proper sticking utilizing right hand lead on snare, as well as on the keyboard instruments.</p> <p>9. Student will identify the intonation tendencies of his/her own particular instrument.</p> <p>10. Student will correct pitch problems as they occur in selected exercises and literature.</p> <p>11. Students will perform exercises, music, and scales with a steady beat (also standard 1.0).</p> <p>12. Students will demonstrate knowledge of how their instrument relates to concert pitch (also standard 1.0).</p> <p>13. Students will perform a varied musical repertoire of level 1-4 with accuracy and musically.</p> <p>14. Students will perform melodic and/or rhythmic improvisations based on a given set of notes or other pre-existing material.</p> <p>15. Students will compose methodics demonstrating an awareness of musical elements such as phrase structure, tonality, and rhythmic continuity.</p> <p>16. Students will arrange music for an alternate instrumentation.</p> <p>17. Students will perform the 12 major scales with arpeggios and the chromatic scale from memory, both tongued and slurred.</p> <p>18. Students will participate in a number of varied performances throughout the year.</p>	<p>4b. Demonstrate the difference between proper and improper hand position.</p> <p>5a. Check that students initiates sound with tongue, rather than with an air of glacial attack.</p> <p>5b. Provide models for proper articulation concepts (oh, ah, um, etc.).</p> <p>8a. Have students write in the sticking for selected passages.</p> <p>9a. Provide materials identifying individual instrument tendencies.</p> <p>9b. Use electronic tuner to show intonation individually.</p> <p>9c. Explain that tones may need to be adjusted due to the nature of the instrument, harmonic series, and/or chordal structure.</p> <p>10a. Explain the importance of quality tone production as a basis for good intonation.</p> <p>10b. Have students play scales and arpeggios by first humming or singing each note and then center in on the pitch.</p> <p>10c. Use long tones during tuning to match pitch and listen for "beats".</p> <p>10d. Tune from the lowest sounding instruments, adding progressively higher pitched sections of the ensemble on at a time.</p> <p>14a. Student or teacher use "call and response" exercises to create a melody from a particular scale.</p> <p>14b. Students improvise a melodic line over a rhythmic ostinato played by the ensemble (in a given key, pentatonic scale, or major scale).</p> <p>14c. Improvise variations on a written melody.</p> <p>15a. Students compose a piece based on a short rhythmic motive.</p> <p>15b. Students use software to compose original works.</p> <p>16a. Students arrange a particular piece for an alternate instrumentation.</p> <p>16b. Students use software to re-arrange various works.</p> <p>17a. Use standard scale/arpeggio handwits.</p> <p>18a. Performances to be arranged.</p>
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4.0	<p>1. Students will critique a variety of performances for intonation, note and rhythmic accuracy, and musicality.</p>	<p>1a. Have students evaluate a recording of one of their performances using standard adjudication criteria.</p>
5.0	<p>1. Students will understand relationships between music, the other arts and disciplines outside the arts.</p> <p>2. Students will participate in activities which regularly integrate the other arts and disciplines outside the arts.</p>	<p>1a. Have students use fractions to understand time signatures.</p> <p>1b. Have students create visual pictures depicting what a composition portrays.</p> <p>1c. Have students learn musical terms in foreign languages.</p> <p>1d. Explain the physics of sound production.</p> <p>1e. While performing a piece from a specific time period, present art and architecture from that period and discuss similarities.</p> <p>2a. Collaborate with students/classes in other arts or disciplines outside the arts (written and/or performance projects, etc.).</p>
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FACILITIES

The Music Educators National Conference has set the following guidelines for music facilities:

Elementary Schools:

A suitable room is available for teaching music in every school. The room is large enough to accommodate the largest group taught and to provide ample space for physical movement. It has appropriate acoustical properties, a quiet environment, good ventilation, and adequate lighting. It contains storage space for classroom instruments, equipment, and instructional materials. Running water is available for instrument maintenance. In order that every student may have convenient, private access to his other teacher for consultation and help, office or studio space is provided for every music educator. Music facilities are acoustically isolated from the rest of the school, and accessible to persons with disabilities.

Middle/Junior High Schools:

Every school with both instrumental and choral music educators contains a rehearsal room for instrumental groups and a rehearsal room for choral groups. Every instrumental room contains at least 2,500 square feet of floor space, with a ceiling at least twenty feet high. Every choral rehearsal room contains at least 1,800 square feet of floor space, with a ceiling of at least sixteen feet high, adequate acoustical properties, a quiet environment, good ventilation, and adequate lighting. The ventilation is quiet enough to allow students to hear soft music, and every room is acoustically isolated from the rest of the school. Running water is available. Every school provides at least two rehearsal rooms of at least 350 square feet for small ensembles, and several practice rooms. Every music educator is provided office or studio space adjacent to the instructional area with convenient access to a telephone. The music facilities are adjacent to one another, and accessible to the auditorium stage.

Rehearsal rooms, practice rooms, and instrument storage rooms maintain a year-round temperature between 68-72 degrees.

High Schools:

Every school with both instrumental and choral music educators contains a rehearsal room for instrumental groups and a rehearsal room for choral groups. See the junior high guidelines for more details.

These guidelines are taken from Opportunity to Learn: Standards for Music Instruction, published by MENC along with the National Standards.

***Note: Facilities in CCUSD will need to be evaluated and updated through the Strategic Planning process.

IMPROVEMENT AREAS

The following areas for improvement have been identified by the submission team:

1. Scheduling and counseling: Counselors should be made more aware of music program structure at each school in order to most benefit students who wish to pursue their interests.
2. Class scheduling at all elementary schools must allow for beneficial learning with appropriate time commitment. Pull-out programs and classroom music education scheduling should be done between the administrator and music teacher/coordinator.
3. Continued development of assessment tools in order to achieve curricular goals.
4. Development and implementation of a vocal music and general music curriculum, culminating in a complete K-12 music curriculum, in conjunction with a yearly evaluation of the instrumental music curriculum.
5. Inventory of musical instruments, especially at the high school level, needs to be expanded. More acquisitions must be made in order to offer students the opportunity to use an instrument.
6. Facilities must be evaluated for effectiveness and efficiency at each school site. Storage, technology, and safety issues must be addressed in all rehearsal and performance spaces.
7. Staffing needs must be evaluated in order to meet greater demand in all music offerings at each grade level and at each school.
8. Technology staff development and acquisition of equipment, especially at the elementary and middle school levels, must be evaluated and improved.
9. Issues regarding students with special needs must be discussed and addressed in this curriculum in future drafts.
10. Resource materials, music library collections, and computer-based materials must be acquired and made available for both instruction and student use.
11. Evaluation of Vertical Alignment in curriculum grades K-12 to maintain logical sequencing must be on-going.
12. Teacher evaluations and communication with Administration needs to be more clearly defined (expectations, standards, and assessments).
13. Budgets for each school's music program must be evaluated by faculty and administration in order to better assess needs. District financial commitment to the music program should be evaluated, along with opportunities for outside funding (Culver City Education Foundation, AVPA Foundation, other private grants, etc.).
14. Assessment materials coordinated between elementary, middle school, and high school to foster continuity as all students progress.
15. Alignment with Arts for All programs integrating arts education into the K-12 curriculum.
16. Development of partnerships with private and public institutions (L.A. Philharmonic, SOL-LA Music Academy, UCLA, Cal Arts, etc.).
17. Development of private funding (CCEF, AVPA Foundation, Farragut Fan Club, Panther Partners, etc.) for instruments, materials, equipment, individual/sectional music teachers, etc.
18. Development of a Five-Year Strategic Plan to continue evaluations and revisions to the CCUSD Music Curriculum and Programs.

CONCLUSION

As the Culver City Unified School District continues to build its music program, it is the commitment and determination to fulfill the goals set forth in this curriculum that will enable our students to achieve their maximum potential, in music and in themselves.

We believe this document must be evaluated year-to-year and revised as necessary. As teachers, parents, and administration work together to realize the goals outlined in this curriculum, new ideas will arise which should be incorporated into this document.

Creating a Five-Year Strategic Plan will enable the faculty and administration to carefully design, evaluate, and implement a music education program that incorporates our mutual goals and aligns with both the CCUSD Arts Plan and California Content Standards for Music.

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Appendix A

CULVER CITY UNIFIED SCHOOL DISTRICT

MUSIC PROGRAM RECONFIGURATION PLAN

In addition to adopting a K-12 Music Curriculum for CCUSD, the following recommendations are presented for consideration:

I. Class Schedule for Dr. Tony Spano (CCHS)

Period 1 – Concert Choir

This class would be combined and taught with the Culver City Middle School Chorus class. The class would take place in CCMS Room 1.

Period 2 – Prep for Day Classes

Period 3 – AVPA Music Creative Director Prep

Period 4 – Music Coordinator and/or AVPA Co-Executive Director Prep

Period 5 – Proposed:

- 1) Music Appreciation (revamped to include technology and guitar performance)

Options:

- 2) beginning instrumental music class (string and wind instruments)
- 3) Music Technology (Theory, Composition, Recording, Songwriting)

Period 6 – Marching Band and Concert Band (Friday after school rehearsals in Fall continue)

Period 7 – AVPA Music Production (classes and workshops TBA)

(Currently Dr. Spano teaches Music Appreciation and Guitar, along with Concert Choir and Marching/Concert Band. Music Appreciation and Guitar do not offer direct support for building a performance-based high school music program. The above proposal would allow for more focus on building a comprehensive music performance program.)

II. Class Schedule for Mr. Paul Witt (CCMS)

Period 1 – Beginning Strings (could be with guitars)

Period 2 – Intermediate Strings

Period 3 – Beginning Band

Period 4 – Prep Period

Period 5 – Intermediate Band

Period 6 – Advanced Band (definite)

III. Collaboration of Vocal and Instrumental Music

- a. The combined students for Concert Choir from CCHS and Chorus from CCMS would allow for a larger choral training program. Advanced students at the CCHS and CCMS level would be eligible to audition for AVPA Chamber Singers, which would meet Tuesdays and Thursdays, 3:15-5:00pm in CCHS Room 94 or possibly in CCMS Room 1.
- b. Advanced Band students at CCMS would have opportunities to rehearse and perform with the CCHS Marching Band and Concert Band. Each Friday, Mr. Witt would be able

to bring his Advanced Band students to CCHS to rehearse with the CCHS Band. In the fall, the Marching Band continues with rehearsals after school on Fridays, 3:15-5pm, depending on football game schedules. CCMS Advanced Band students wouldn't be required to stay for those rehearsals, but would be encouraged to.

- c. Percussionists in the CCMS Advanced Band would have the opportunity to rehearse and perform with the CCHS/AVPA Drumline. On Wednesdays, percussionists in the CCMS Advanced Band would be able to come to CCHS to rehearse with the Drumline, which meets on Wednesdays, 1:15-2:45pm. This would not be a weekly opportunity, but as scheduled between Dr. Spano and Mr. Witt. This would also be a select opportunity for students who have earned the privilege of working with the Drumline. After Marching Band season, the Drumline continues as a Percussion Ensemble, which would allow CCMS percussionists to develop more advanced skills.

IV. Elementary Music Education

- a. Continued choral music. Coordination between teachers with either Mr. Witt or Dr. Spano to increase curriculum standards across the various sites. Incorporation of standard vocal and general music curriculum and Content Standards. Observation and evaluation standards along with assessment tools must be created.
- b. Recorder program – dedicated time given by classroom teachers, who receive professional development, to continue to offer recorders in 3rd grade.
- c. Explore possibilities of bringing in Orff music education system.
- d. Explore possibilities of transporting 5th graders to middle school to continue instrumental music education opportunities.
- e. General goal of music education at the elementary is to provide opportunities for students to learn basic elements of music performance and reading and to develop interest for continuing music in middle school (both vocal and instrumental).
- f. Work with the District Community Arts Team (DCAT) to provide meaningful music education programs for the elementary level. Programs should focus on preparation for performance and continued pursuit of music in middle school.
- g. Grants and other funding opportunities must be pursued in order to continue music education offerings throughout the elementary schools. Example of programs we could model are Education Through Music (<http://www.etmonline.org/>) and SOL-LA Music Academy in Santa Monica (<http://www.solmusicacademy.org/>).

V. CCUSD Music Education

- a. Expectations of performance standards should be clearly expressed through curriculum and administration evaluation.
- b. Coordination between each school site is imperative to the sequential and comprehensive goals of the district music education plan.
- c. Coordination and communication of all music-related activities, events, curriculum, and performances will enhance the overall experience of all our students.

Appendix B

AVPA MUSIC CURRICULUM AND GRADUATION REQUIREMENTS

In order to qualify for the AVPA Certificate in Music, a declared music major must meet the following guidelines:

- A. Complete no less than 65 credits of classroom or supervised activities in grades 9-12 with a B or higher.
- B. 30 core credits are mandatory for all Music majors and minors.
 1. 10 core credits are required in Music Theory and History for all students.
 2. 20 additional core credits are required in the student's chosen area of emphasis: *Instrumental Performance* or *Vocal Performance*.
- C. 25 Guided Study credits in Applied Production and 10 credits in Applied Workshops are also required for majors.
- D. A Music Minor Certificate must complete 45-64 credits, including all core credits and a minimum 15 Guided Study credits.

MUSIC MAJOR CORE COURSES

(30 mandatory credits taken in grades 9-12 for music majors and music minors)

1. **MUSIC THEORY AND HISTORY**
(10 credits in grades 9-12)
 - Fundamentals of Music 5 credits WLA: MUSIC 101 OR SMC: MUSIC 1
 - Harmony I/II/III (WLA) 5 credits WLA: MUSIC 201-03 OR SMC: MUSIC 6
 - Diastonic Harmony (SMC)
 - Introduction to Music Theory 1-5 credits WLA: MUSIC 200 OR SMC: MUSIC 1 AVPA: Music Theory Workshop
 - Music Appreciation 5 credits WLA: MUSIC 111 OR SMC: MUSIC 32 OR CCHS: Music Appreciation I/II
 - Music History 5 credits WLA: MUSIC 121 OR SMC: MUSIC 30/31
 - Jazz Appreciation 5 credits WLA: MUSIC 141

2. MUSIC PERFORMANCE (INSTRUMENTAL)

(20 credits in grades 9-12, repeatable up to 20 credits, Guided Study credit after 20)

- Jazz Ensemble 1-5 credits WLA: MUSIC 775 OR

- Concert Band 5 credits SMC: MUSIC 78 AVPA: Jazz Ensemble
- Marching Band 5 credits CCHS: Concert Band
- Jazz Combo 1-5 credits CCHS: Marching Band AVPA: Jazz Combo WLA: MUSIC 701 (Inst. Ens.)
- Percussion Ensemble 1-5 credits SMC: MUSIC 73B OR WLA: MUSIC 701 (Inst. Ens.) AVPA: Percussion Ensemble
- String Quartet/Ensemble 1-5 credits AVPA: String Quartet/Ensemble WLA: MUSIC 701 (Inst. Ens.)
- Drumline 1-5 credits WLA: MUSIC 701 (Inst. Ens.) AVPA: Drumline
- Instrumental Ensemble 1-5 credits WLA: MUSIC 701 (Inst. Ens.) AVPA: Misc. Ensembles
- Guitar 5 credits CCHS: Guitar
- Advanced Guitar/Popular Guitar 1-5 credits AVPA: Advanced Guitar SMC: MUSIC 84A/B
- Elementary Piano 5 credits WLA: MUSIC 321-324 SMC: MUSIC 60
- Intermediate Piano 5 credits WLA: MUSIC 341 SMC: MUSIC 61

3. MUSIC PERFORMANCE (VOCAL)

(20 credits in grades 9-12, repeatable)

- Chamber Singers 1-5 credits SMC: MUSIC 59 AVPA: Chamber Singers WLA: MUSIC 501, 561
- Concert Choir 5 credits CCHS: Concert Choir
- Jazz Vocal Ensemble 5 credits SMC: MUSIC 53
- Concert Chorale 5 credits SMC: MUSIC 54
- Advanced Vocal Performance Techniques 5 credits SMC: MUSIC 57

Elementary/Intermediate Voice 5 credits WLAC: MUSIC 411-414
SMC: MUSIC 50A/B

MUSIC MAJOR GUIDED STUDY COURSES

REQUIRED APPLIED MUSIC PRODUCTION

(25 mandatory credits for majors taken in grades 9-12, variable and repeatable up to 20 credits, designated as Elective after 20 credits)

To complete Applied Music credits, students participate in a production in a capacity of some type, and the number of credits earned is reflective of the student's assignment within that production and the time commitment required.

Winter Concert	1 credit	AVPA: Winter Concert
Spring Concert	1 credit	AVPA: Spring Concert
Java Gala	1-3 credits	AVPA: Java Gala
Spring Musical Production	1-5 credits	AVPA: Spring Musical SMC: MUSIC 52
		[SMC: Advanced Production – Musical Theatre (5 SMC credits)]
Cabaret	1-5 credits	AVPA: Cabaret
Music Showcase	1-5 credits	AVPA: Music Showcase
Songwriting Workshop	5 credits	WLA: MUSIC 271-74
Music Production	1-5 credits	AVPA: Misc. Productions

REQUIRED APPLIED WORKSHOPS

(10 mandatory credits taken in grades 9-12 for majors only, variable and repeatable up to 10 credits, designated as Elective after 10 credits)

Music Recording	1-5 credits
Introduction to Music Technology	5 credits
	[SMC: MUSIC 12 (3 SMC credits)]
Audio Recording and Production	1-5 credits
Conducting	1-5 credits
	[SMC: MUSIC 24 (2 SMC credits)]
Film Scoring	1-5 credits
Musical Theatre Audition	1-5 credits
Musical Theatre Workshop	5 credits
	[SMC: MUSIC 45 (3 SMC credits)]
Sound Engineering	1-5 credits
Sound Design	1-5 credits
Orchestration/Arranging	1-5 credits
	[SMC: MUSIC 19 (3 SMC credits)] and/or [SMC: MUSIC 10 (3 SMC credits)]
Composition	1-5 credits
Drumline	1-5 credits

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Jazz Combo	1-5 credits
Percussion Ensemble	1-5 credits
String Quartet/Ensemble	1-5 credits
Instrumental Ensemble	1-5 credits
Advanced Guitar	1-5 credits
Pro Tools Workshop	1-5 credits
Advanced Music Technology	1-5 credits

ELECTIVES

(1 or more credit(s) in grades 9-12, non-required)

1. ELECTIVE COURSEWORK

Students can choose any course, seminar, or assignment outside of their major (ie: film, art, theatre, dance) to fulfill this category.

2. DIRECTED STUDIES

Students working on any pre-approved music production/performance outside the Academy will receive additional credits on their AVPA transcripts. Examples include The Colburn School, various youth orchestras, college classes, and community ensembles. Students serving internships or participating in workshops with outside organizations will be given credit in this category. The amount of credit will depend on the number of hours logged. For every 18 hours, students will receive 1 semester credit.

3. SUMMER INTENSIVE

Students participating in any accredited summer music program in the United States (ie: Cal Arts, Berkeley, Jazz USA) will receive up to 10 additional credits on their AVPA transcripts.

4. MUSIC ABROAD

Students participating in any music programs outside the United States will receive up to 10 additional credits on their AVPA transcripts.

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Appendix C

CULVER CITY HIGH SCHOOL MUSIC APPRECIATION SYLLABUS

Dr. Tony Spano, Jr. (tonyspano@ccusd.org)

Course Description

While MUSIC is such an integral part of our everyday lives, it is often taken for granted. Most often we hear "background music" in films, television, elevators, stores, and in our homes and cars, which creates a pleasant environment, but rarely involves "informed hearing."

The purpose of this course is not just to gain an appreciation of music, but to understand its form and structure, its history and development, and its role as an art form. The following goals will be pursued throughout the semester:

1. Development of an understanding and appreciation of the art of music.
2. Development of an appreciable understanding of musical theory and vocabulary.
3. To gain an appreciation of the composition and performance process in music.
4. An ability to trace the history and development of music as it relates to today's culture.
5. Development of an appreciation of the vast range of musical styles and cultural influences.

CCHS MISSION STATEMENT

Culver City High School is an engaged and caring community where diversity is valued and respected. We are committed to educating and inspiring all students to become life-long learners and contributing members of our global society.

CULVER CITY HIGH SCHOOL BELIEVES:

1. Each member of our school community plays an integral part in making student success a certainty.
2. That all students are provided the necessary resources and opportunities to become successful Critical Thinkers, Self-Guided Achievers, Involved Citizens, Collaborative Workers, Quality Producers, and Adaptable Problem Solvers.
3. That all students are immersed in vigorous, standards-based curricula that promote higher level thinking skills.
4. That students are capable of learning and as such, we educate the whole person providing students the necessary support to achieve their fullest potential.
5. That we value diversity and promote tolerance and espouse understanding and compassion.
6. That the aesthetic value of our campus is an important part of student achievement.

Course Objectives

In addition to the standards addressed below, this course curriculum is aligned with CA State Content Standards.

Artistic Perception

- 1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music
- 2.0 Creative Expression
- 2.0 Creating, Performing, and Participating in Music
- 3.0 Understanding the Historical Contributions and Cultural Dimensions of Music

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- #### Aesthetic Valuing
- 4.0 Responding to, Analyzing, and Making Judgments About Works of Music
 - Connections, Relationships, Applications
 - 5.0 Connecting and Applying What is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Grading and Discipline Procedures

Grades will be determined using the following criteria:

1. **Written Tests, Notebooks, Research Projects and Assignments (75-80%):** Quizzes and exams on materials covered in class will be given at regular intervals (occasional quizzes, one mid-term exam, one final exam each semester). Notebooks will be collected and graded regularly. Research Projects will be due for each 5 week grading period. 2 written reviews of live musical performances will be required each semester (1 per quarter). Extra credit is given for attendance and written reviews for certain CCHS arts events.
2. **Composition and Performance Projects (5-10%):** The basic aspects of composition and performance will be demonstrated by the students through these projects.
3. **Participation and Effort (approximately 15%):** We at Culver City High School expect all our students to attend school regularly and arrive to all classes on time, ready to participate, learn, and achieve. Participation consists of, but is not limited to, arriving to class on time with all appropriate materials, ready to be a positive and productive member of the class. Daily Participation will contribute a minimum of 15% towards the student's total grade, which includes attendance, tardies, and active participation in class each day. Lack of materials results on loss of participation points.

Please Note:

The grade scale will be an accumulation of points and averages based on the total number at the end of each quarter and semester. The point system will cover the following:

- Daily participation/attendance = 10 points (250 points each 5-week progress report period)
- 1. unexcused absence [tardancy] = 0 points; each tardy will result in a 5 point deduction (3 or more require detention or other disciplinary action)
- 2. participation is subjective — unruly or disruptive behavior, lack of participation, will result in points being deducted
- Written tests/quizzes, final exam, etc. = variable, depending on the test
- Signed syllabus, progress reports, etc. = 50 points
- Final Project = various assignments within project will receive points
- Having food, drink, or gum will result in points being deducted (up to 100) for each offense, as well as detention and/or referrals being assigned
- Miscellaneous = variable, depending on assignment
- Extra Credit – not given often, but can be earned through various assignments

The following grade scale will be used:

A = 92-100% A- = 90-91% B+ = 88-89% B = 82-87% B- = 80-81% C+ = 78-79% C = 72-77%
C- = 70-71% D+ = 68-69% D = 62-67% D- = 60-61% F = Below 60%

Disciplinary action will follow all Culver City High School Rules and Regulations as determined by the administration. The Music Department will enforce the following procedures:

- Consequences will consist of: 1) Warning, 2) Student/Teacher conference, 3) After school or lunch detention, 4) Parent/Teacher conference, 5) Office referral/class suspension.
- Disruptive behavior will result in temporary dismissal from the class, with the student immediately reporting to the Assistant Principal's or Counselor's office. Referrals will be given if necessary.
- Detention assignments will be given on an individual basis at the teacher's discretion.

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Assignments will be done either in class, during lunch, or after school. School Detention is assigned based on 3 or more tardies, as well as failure to serve previous detentions, which can result in a referral and/or Saturday School.

Materials & Music Sharing

Each student is required to have and maintain a notebook during the year. Various written assignments and notes, as well as handouts, should be kept in this notebook. A notebook with a folder for holding loose pages is the best. **Thought is shouldn't have to be said, a pen or pencil, note paper, along with the notebook, should be brought with the student each day.** Notebooks will be collected and graded periodically.

Occasionally on Wednesdays, I will allow students to bring CDs or MP3s of music they would like to share with the class. The only requirement is that they be able to talk about the music and that it have no profanity or explicit language. Please use your best judgment. Those failing to adhere to this rule will result in the entire class losing the privilege of this music "sharing."

C O N C E R T S I O N

I expect this course to challenge and inspire students about the art of music. It is an appreciation that can be directly linked to a person's growth as a successful and well-rounded individual. The topics covered in this class will illuminate the role of music in not just our own daily lives, but the lives of peoples all around the globe.

Please feel free to contact me if you have any questions about this course or the Music Program. I am available and interested in your input to improve our program. Thank you for your time in reading this syllabus. Please fill out and sign the attached information form.

Appendix D

CONCERT CHOIR SYLLABUS

Dr. Tony Spano, Jr.
tonyspano@ccusd.org

C O U R S E O B J E C T I V E S

As a result of participating in the high school vocal music program, the student will:

- B. Participate in an ensemble rehearsal five days per week.
- F. Participate in public performances, festivals and have opportunities to participate in solo and ensemble contests.
- G. Develop ear training and sight reading skills.
- H. Study different cultures and the people who created music for this art form throughout history.
- I. Study different cultures by singing choral literature in different languages.
- R. Study the "language" of musical notation.
- S. Gain confidence and become a more independent singer as unison and multiple parts literature is studied.
- T. Work cooperatively with other people.
- U. Develop an interdisciplinary awareness of their music and how it relates to languages, history, art, science, math, physical education and the humanities.
- V. Be encouraged to explore their own musical creativity.
- W. Become a more knowledgeable listener.
- X. Cultivate a sensitivity and respect for one another and their music.
- Y. Discover through singing, another way to positively express him/herself and become a happier person.
- Z. Develop personal friendships and a sense of belonging.
- AA. Students will develop an understanding of quality tone production.
- BB. Students will incorporate note reading, *sol/fegs*, and rhythmic notation into their sight reading abilities.
- CC. Students will listen to and analyze a variety of literature.

Course Components

Using a balanced variety of music, the program trains each student in the following vocal skills:

- A. Tone production
- B. Music literacy
- C. Auditory perception
- D. Expression
- E. Ensemble
- F. Communication
- G. Critical Listening

C O U R S E D E S C R I P T I O N

The course is designed as a performance ensemble and will emphasize music notation literacy, sight singing skills, and opportunities to perform. A wide range of repertoire will be taught, covering genres such as classical, Broadway, jazz, contemporary, gospel, and pop. Performance opportunities include:

Winter and Spring Concerts, Homecoming Game, Festivals, community events, school and district functions, and others to be announced.

STANDARDS TO BE ACHIEVED

In addition to the standards addressed in the Centaur Music Handbook for Band and Choir, this course curriculum is aligned with California State Content Standards. A variety of performance opportunities will be given this year. A current schedule will be distributed when available. It is mandatory that all students participate in every rehearsal and performance. **There are no excused absences.** Written notification of an absence must be given in advance, or in cases of an emergency, given within two school days. Points must be made up after an excused absence at the discretion of the director. It is imperative to the success of our program is every student participates fully.

The following performances will include Concert Choir:

- Homecoming Football Game – Friday, October 29 (vs. Hawthorne)
- Winter Concert – Friday, December 10
- Spring Concert – Thursday, May 26
- Graduation – Friday, June 17

Other performances, such as festivals and fundraisers, will be announced as they are scheduled. Students may also participate in a variety of Academy of Visual & Performing Arts productions, including musical theatre, Cabaret Nights, as well as participate in Chamber Singers. Information will be given to students during the first week of school. I hope that each of you will learn, grow, and enjoy yourselves during this musical year. The benefits from this class will hopefully follow you for years to come, either as a musician to delight yourself and others, or as a listener, informed and appreciative of the diverse range of music we have in our culture today!

Appendix E

CCHS BAND AND CHOIR HANDBOOK/SYLLABUS

EXCELLENCE

is the result of carrying more than others think is wise,
risking more than others think is safe,
dreaming more than others think is practical and
expecting more than others think is possible.

Welcome to a new year of Centaur Music!

Undoubtedly we all agree that MUSIC is a viable and integral part of our culture and provides an aesthetic experience unlike any other. The primary goal of this music program is to provide an opportunity for students to learn and enjoy the art of music-making; an asset which will last a lifetime, whether it be as a performer or audience member, or even in the day-to-day living as an involved citizen. Students enrolled in the music ensembles will immediately sense that the term "ensemble" truly means a cohesive and unified group of individuals re-creating works of art in musical form. Participation provides many benefits, such as team building, responsibility, discipline, achievement, and accomplishment. But it is *making music together* that is the primary benefit—it is the essence of our program.

An integral aspect of the music program is the **Culver City Academy of Visual and Performing Arts**. A broad-based program intended to give students exceptional study in particular areas of the arts, it is my continuing goal to integrate the music program throughout the Academy. We have had new and innovative programs because of the Academy and I encourage students, parents, and community members to continue to help it grow.

This handbook is designed to give each student an organized view of guidelines that have been developed to create and maintain the excellence this music program demands. Please read it carefully and share it with your parent(s). The last page is a form stating your understanding and support of the procedures outlined in this handbook as well as some informational questions.

Thank you for participating in the Culver City High School Music Program! I'm excited to begin what can be a year of great musical adventures at CCHS!

CCHS MISSION STATEMENT

Culver City High School is an engaged and caring community where diversity is valued and respected. We are committed to educating and inspiring all students to become life-long learners and contributing members of our global society.

CULVER CITY HIGH SCHOOL BELIEVES:

7. Each member of our school community plays an integral part in making student success a certainty.
8. That all students are provided the necessary resources and opportunities to become successful Critical Thinkers, Self-Guided Achievers, Involved Citizens, Collaborative Workers, Quality Producers, and Adaptable Problem Solvers.
9. That all students are immersed in vigorous, standards-based curricula that promote higher level thinking skills.
10. That students are capable of learning and as such, we educate the whole person providing students the necessary support to achieve their fullest potential.
11. That we value diversity and promote tolerance and espouse understanding and compassion.

12. That the aesthetic value of our campus is an important part of student achievement.
- 13.

MUSIC GOALS

The process of making music is a rewarding experience that requires each member of the program to participate fully and work towards the following musical and non-musical goals:

1. Development of an understanding and appreciation of the art of music, including history and theory, and the vast range of musical styles and cultural influences.
2. Development of the individual's self-confidence through participation as a *team member*.
3. Attainment of self-discipline through the development of *individual skills, ensemble growth, and pride*.
4. *Respect and consideration* for fellow musicians and classmates.
5. *Love and Respect* for the process of making music as an ensemble.

REHEARSAL FACILITIES

The Culver City High School Music Room is Room 94. It is imperative that musicians and students who use this room understand it is a unique place deserving of pride and respect. Handling of equipment should be associated with the purpose of each item. Any destructive treatment of music equipment and facilities will require appropriate action to be taken. Food, drinks, and candy will not be allowed in the rehearsal room unless permission is given. Please treat the rehearsal facilities with pride and respect because this is the home of our performance ensembles.

PUBLIC RELATIONS

As a member of the various performance ensembles at Culver City High School, you are in the spotlight of the school and the community! There will be several opportunities to perform both on and off campus throughout the school year. Because of the high visibility of the performing arts, each musician must always demonstrate the high quality of musical achievement that is expected of our program. You must always strive to reflect the positive image of our school, community, and especially yourself.

UNIFORM CONCERT DRESS

Concert Band, Concert Choir, and Chamber Singers will also have a "uniform." **Frar Tux will provide items to be purchased for concert dress.** The following will be required from each student:

Men:

- Black pants/slacks (not blue, black)
- Black socks and dress shoes (not sneakers)
- White long-sleeve tuxedo dress shirt

Women:

- Black tuxedo skirt with white blouse/shirt
- Black hose or socks optional
- Black dress shoes

There is also a Music Department T-shirt each performing student is required to wear for certain casual performances (assemblies, community events, etc). They are \$10 each and more can be ordered for family members and friends.

Grading and Discipline Procedures

Grades will be determined using the following criteria:

1. **Instrumental Performance and Written Tests (approximately 25%):** Instrumental music students will be individually tested in class periodically to determine personal progress. Areas subject to

testing will be scales, key signatures, chords (guitar), music from class, and sight reading. Written tests will focus on music reading comprehension.

2. **Vocal Performance and Written Tests (approximately 25%):** Students in choir will be required to sing excerpts of music from class as well as sight reading. Written tests will focus on music reading comprehension.

3. **Participation and Effort (approximately 75%):** We at Culver City High School expect all our students to attend school regularly and arrive to all classes on time, ready to participate, learn, and achieve. Participation consists of, but is not limited to, arriving to class on time with all appropriate materials, ready to be a positive and productive member of the class. Daily Participation will contribute a minimum of 15% towards the student's total grade. Active Participation for rehearsals and performances in and out of class time will make up 60% of the student's total grade.

Class attendance is mandatory (unless excused through the Attendance Office). Performances are the culmination of the rehearsals. We can only achieve the highest level of musical ensemble by 100% participation in rehearsals and performances. Each unexcused absence from class will result in a loss of 10 participation points. Being tardy to class will result in a loss of 5 participation points each infraction.

4. **Lack of Materials:** Students who forget instruments and/or materials will risk losing credit for their daily participation.

Please Note:

The grade scale will be an accumulation of points and averages based on the total number at the end of each quarter and semester. The point system will cover the following:

- Daily participation/attendance = 10 points (250 points each 5-week progress report period)
 1. unexcused absence [tardiness] = 0 points; each tardy will result in a 5 point deduction (3 or more may require detention or other disciplinary action, including Saturday School)
 2. participation is subjective — untruthful or disruptive behavior, lack of participation, will result in points being deducted
- Football game attendance/participation = 50 points (500 for season) (Band only)
- Concert attendance/participation = 500 points (Band and Choir)
- Written tests/quizzes, final exam, etc. = variable, depending on the test
- Performance tests = variable, depending on the test
- Mandatory extra rehearsals = 50 points (Band and Choir)
- Signed syllabus, progress reports, etc. = 50 points
- Extra performances, pep assemblies, etc. = variable, but usually 50 points (Band and Choir)
- **Having food, drink, or gum will result in points being deducted for each offense (up to 100 points), as well as detention and/or referrals being assigned**
- Miscellaneous = variable, depending on assignment, extra credit, etc.

Please note: There will be no excused absences from performances or extra rehearsals. Students may make up points lost due to any absence. Written explanations will be required prior to an absence so that the Director is notified. Emergency absences should be explained in writing and given to the Director within two days of the absence. Make up work is subject to the Director's discretion.

The following grade scale will be used:

A = 92-100% A- = 90-91% B+ = 88-89% B = 82-87% B- = 80-81% C+ = 78-79% C = 72-77%
C- = 70-71% D+ = 68-69% D = 62-67% D- = 60-61% F = Below 60%

Disciplinary action will follow all Culver City High School Rules and Regulations as determined by the administration and outlined in the parent/student handbook. The Electronics and Hat policies will be strictly enforced.

It is my expectation that discipline will not be a problem, considering the commitment and energy the students will give to making this a successful musical experience. Any disruptive behavior affects the entire ensemble and will be dealt with personally for the good of all the musicians.

CONCLUSION

It is my expectation that this year will continue to see growth for the Music Program at Culver City High School. With opportunities provided by the Academy of Visual and Performing Arts, as well as the developing curriculum of the music department, I look forward to working with dedicated and talented young musicians. I plan to continue strong relationships between myself, the students, faculty, parents, and community during this year. The potential within this school and district is phenomenal! With the commitment and dedication I believe is already present, we will be able to create a unique musical environment of the highest quality.

It is essential to the success of our program to have parent involvement. Volunteer parents have been integral to maintaining the active schedule of the music department. They have helped with events, fundraising, and ideas. Our AVPA program has also formed a non-profit organization: **The AVPA Foundation** (avpafoundation.org). Parents in both groups will work closely to raise much-needed funds for all our arts programs.

Please feel free to contact me if you have any questions about this handbook or the Music Program. I am available and interested in your input to improve our program. I hope to collect emails for each parent/guardian and student so that I may create mailing lists to send out information on a regular basis. It is important to keep communication as open as possible. I will also ask for a parent to be a "volunteer wrangler" to offer help in organizing activities for our various events.

BOARD REPORT

**7/12/11
14.3a**

14.3a Fourth Reading and Adoption of Revised Administrative Regulation 3100, Business and Non-Instructional Operations, Budget; Formation of the Community Budget Advisory Committee

It is recommended practice that the Board of Education review Board Policies, Administrative Regulations and Board Bylaws that are significant to the operation of the District on a regular basis. Administrative Regulation 3100 has been revised to include language suggested by Board members and is submitted for a fourth reading and adoption.

RECOMMENDED MOTION: That the Board of Education adopts Revised Administrative Regulation 3100, Business and Non-Instructional Operations, Budget; Formation of the Community Budget Advisory Committee

Moved by:

Seconded by:

Vote:

BUDGET

The district budget shall be prepared annually from the best possible estimates that individual schools and district administrative staff can provide. Appropriate consolidation shall occur as the budget progresses through the various levels of review.

The district budget shall be developed in accordance with standards and criteria for fiscal accountability adopted by the State Board of Education. (Education Code 33129) (cf. 3460 - Financial Reports and Accountability)

Goals and Objectives

~~The budget reflects the District's goals and objectives that were developed by the Strategic Planning Committee and adopted by the Board. Budget development, monitoring and evaluation are focused to support the following goals and objectives:~~

~~We will provide each student with the opportunities, resources and support necessary to achieve his or her academic and personal goals.~~

~~We will create and maintain a safe learning environment.~~

~~We will create and maintain challenging learning experiences and environments that not only enable all students to meet or exceed recognized standards, but inspire them to achieve their highest personal and academic goals.~~

~~We will develop the character of each student in a dynamic community that reflects common core values of our society.~~

~~We will attract, value and support our educational teams to provide the best learning opportunities for our students.~~

~~We will take full advantage of the community's diverse resources.~~

~~We will seek and actively pursue a multitude of funding sources to support and enhance academic and personal growth.~~

Goals and Objectives Purpose of the CBAC

~~The budget reflects the District's goals and objectives that were developed by the Strategic Planning Committee and adopted by the Board. The purpose of the Community Budget Advisory Committee is to aid in the development, monitoring and evaluation of the District's budget, predicated upon the following principals: with a central and supportive focus upon the following: Budget development, monitoring and evaluation are focused to support the following goals and objectives purpose:~~

~~We will Provide each student with the educational opportunities, academic resources and support necessary to achieve his or her academic and personal goals.~~

~~We will Create, enhance, and sustain and maintain a safe learning environment.~~

~~We will Create, augment, and maintain challenging learning experiences and environments that not only enable all students to meet or exceed recognized standards, but and inspire them to achieve their highest personal and academic goals.~~

~~We will Develop Affirm and reinforce the importance of integrity and the character of each student in within our educational a dynamic community that reflects common core values of our society.~~

BUDGET

Purpose of the CBAC – (cont.)

We will ~~Attract~~, value and support our educational teams in order to provide the best learning opportunities for our students.

We will ~~take full advantage of the community's~~ Maximize and utilize the District's ~~Take full advantage of the community's~~ diverse resources.

We will ~~Seek~~ and actively pursue a multitude of funding sources to support and enhance academic and personal growth.

Formation of the Community Budget Advisory Committee (CBAC)

A Community Budget Advisory Committee (CBAC) shall be established by the Superintendent in an effort to make the budget a comprehensive reflection of the financial needs of the school program. Steps shall be taken to involve knowledgeable representatives of the lay citizenry, certificated and classified staff, and the administrative staff ~~to sit upon this committee. in the developmental process.~~ The degree of participation and method of selection of certificated and classified staff shall be determined by the appropriate bargaining unit.

Membership: The majority of the CBAC shall be composed of lay citizens. Representatives shall be appointed as follows:

1. Ten Five community representatives selected by the Board of Education. Each such representative shall have full voting rights, provided that such representative meets the minimum attendance requirements as set forth in Voting, Item 1 (each to serve a two-year term).
 - a. Community representatives shall serve a term of two years. After the expiration of a community representative's term, the community representative may apply to the Board of Education for an additional term. No community member may serve more than three consecutive two-year terms.
 - b. The Board of Education will appoint CBAC representatives for terms that are effective from the organizational meeting and ending on June 30, even number years.
2. One site administrator from each level (elementary, middle and high school) shall be appointed by the Superintendent, ~~to represent upper and lower division interests~~ Each such representative shall have full voting rights, provided that such representative meets the minimum attendance requirements as set forth in Voting, Item 1.
3. One teacher additional representative shall be appointed by the certificated bargaining unit. The bargaining unit's representative shall have full voting rights, provided that the bargaining unit meets the minimum attendance requirements as set forth in Voting, Item 1.
4. One classified additional representative shall be appointed by the classified bargaining unit. The bargaining unit's representative shall have full voting rights, provided that the bargaining unit meets the minimum attendance requirements as set forth in Voting, Item 1.

BUDGET

Formation of the Community Budget Advisory Committee (CBAC) (cont'd)

5. ~~The Assistant Superintendent, Human Resources and the Assistant Superintendent, Business Services shall represent District management. The Assistant Superintendent, Business Services shall serve as Chairperson.~~ **The Assistant Superintendent, Business Services shall have full voting rights.**
6. **The CBAC shall elect a chairperson from among the community members.**
7. **Five One community representatives selected by the Board of Education to serve as a non-voting alternates. The non-voting alternates may become a voting members-only if 1) a voting member is replaced, and 2) the alternate is appointed by the Board of Election-Education to become a voting member. An alternate may not replace an absent voting member without prior Board of Education approval. In the event that an alternate is appointed by the Board of Education as a voting member, the alternate shall complete the term of the replaced voting member. The Board of Education shall then appoint a new alternate.**
 - a. **Non-voting alternates shall serve a term of two years. After the expiration of a community non-voting alternate's term, the alternate may apply to the Board of Education for an additional term or for a position as a voting member.**
 - b. **The Board of Education will appoint CBAC representatives for terms that are effective from the organizational meeting and ending on June 30.**
8. **One (1) student member that may cast a preferential vote on all matters. Preferential votes shall be cast prior to the official CBAC vote and shall not affect the final numerical outcome of a vote. Preferential votes shall be recorded in the CBAC minutes.**

In an effort to maintain continuity and a level of budget expertise, each year the Board of Education shall ensure, through appointment or re-appointment, that five community members serve as representatives, while five additional community members serve as alternates. This **The** ratio of representatives to alternates shall be maintained each year.

- ~~To initiate the Committee, ten representatives will be selected by The Board of Education; five of whom will act as alternates serving only a one-year term for the first school year in which CBAC is established. This is necessary to establish the staggered alternate/representative rotation cycle~~
- ~~Each member's first year will be served as alternate and the second year will be served as member. If a member serves for more than one term of two years, the subsequent term(s) may be served as either alternate or representative. This will ensure that the Board always has an alternate representative observing and participating for a year prior to rotating to the position of a CBAC representative.~~
- ~~Should a Board-appointed community representative resign, the Board of Education shall appoint a community member to complete his/her term.~~

Community Budget Advisory Committee (CBAC) Process

It is anticipated that a meetings will be held approximately once-a-month at a time to be determined by the Committee **CBAC**. The meeting cycle will begin with an organizational meeting, typically held in October, and ending in June prior to budget adoption. **All CBAC meetings will be open to the public.** The Board of

BUDGET

Community Budget Advisory Committee (CBAC) Process (cont'd)

~~Education will appoint committee representatives for terms that are effective from the organizational meeting and ending on June 30. A board appointed committee member may not serve more than three consecutive terms.~~

Members of the Committee **CBAC** shall be furnished information including, but not limited to sources of revenue, **organizational charts**, expenditures and information necessary to understand the budgeting process. Forms and/or other information will be furnished to the Committee **CBAC** as the budget process evolves. Members of the Board shall receive regular progress reports of Committee **CBAC** activities from the Superintendent **and/or the Assistant Superintendent of Business Services**.

Public notice shall be given through information presented at Board Meetings **and/or** through appropriate media advertisements. On an annual basis, a list of interested persons willing to volunteer time to serve on the CBAC will be compiled in the Superintendent's Office and submitted to the Board in September. The Board will make appointments to the Committee **CBAC** from this list ~~using a structured procedure~~.

Duties of the CBAC Committee

Members of **the** CBAC will be expected to:

1. Become and remain knowledgeable of California school financial matters by **regularly** attending committee **CBAC** meetings and staying current with budget information.
- ~~2. Regularly attend meetings of the budget committee which will typically be held beginning in October through June, and as needed during the calendar year. Members who exceed five absences during a fiscal year will be excused from the Committee.~~
- 3.2 Become familiar with income projections for the District budget including projections of Average Daily Attendance (ADA), increases **and/or decreases** in State and Federal funding, and changes and/or additions to any other source of income available to the school District.
- 4.3 Review operational allocations to sites and departments.
- 5.4 Review special requests submitted by sites and departments for funding beyond their operational allocations.
- 6.5 Review budget requests in relation to overall District needs. Make recommendations to develop a budget that is a comprehensive reflection of the instructional needs of the school system within financial limitations.
- 7.6 Be responsible for recommending reductions and/or additions to the budget.
- 8.7 Develop a preliminary list of budget recommendations to be presented to the Superintendent for review no later than May 15. Include a prioritization of requests that were not included due to lack of funds and a prioritized list of budget reduction contingencies should a revenue shortfall occur. The budget recommendations must keep in mind all requirements established by the State of California in its Criteria and Standards and the constraints of collective bargaining agreements.

BUDGET

Duties of the Community Budget Advisory Committee (cont'd.)

98. Review and incorporate the Superintendent's recommended changes, if any, into the Committee's **CBAC's** preliminary budget recommendations. The Superintendent shall be responsible for final recommendations presented to the Board of Education.

Voting

Voting will occur only at regularly scheduled meetings. Votes will require the presence of a quorum. A quorum is defined as 50% of the current eligible-voting members.

1. In order to be eligible to vote, a member/bargaining unit must have been in attendance at a minimum of 2/3 of the prior meetings over the previous six months.
2. All voting shall be done in writing, with the member's name listed on the voting document.
3. When voting to prioritize expenditures, the following method shall be used:
 - a. Each expenditure discussed shall be delineated and presented to the members of the CBAC;
 - b. All voting shall be done in writing;
 - c. Each voting member, individually, shall prioritize each of the delineated expenditures, with the highest single priority expenditure item being assigned a value of "1," the second highest single priority expenditure item being assigned a value of "2," the third single highest priority expenditure item being assigned a value of "3," and continuing for each and every single priority expenditure item and assigning a corresponding value to each, until and including the lowest priority expenditure item being assigned a value equal to the number of delineated expenditure items.
 - i. For example, if there are a total of twenty-three delineated expenditures, the voting member shall assign a value of "1" to his/her highest priority expenditure item, and the voting member shall assign a value of "23" to his/her lowest priority expenditure item.
 - ii. Under no circumstances shall a voting member assign the same priority number to two or more delineated expenditure items.
 - d. The Chairperson shall keep a record of each voting member's individual prioritization, and shall compile the results into an overall average.
 - e. The Chairperson shall present both the overall average, as well as the individual voting members' voting records to the Board of Education at the next scheduled meeting of the Board of Education.

BUDGET

Voting (cont'd.)

4. When voting to prioritize budget reductions, the following method shall be used:

- a. Each budget reduction item discussed shall be delineated and presented to the members of the CBAC;
- b. All voting shall be done in writing;
- c. Each voting member, individually, shall prioritize each of the delineated budget reduction items, with the highest single priority budget reduction item being assigned a value of "1," the second highest single priority budget reduction item being assigned a value of "2," the third single highest priority budget reduction item being assigned a value of "3," and continuing for each and every single priority budget reduction item and assigning a corresponding value to each, until and including the lowest priority budget reduction item being assigned a value equal to the number of delineated budget reductions.
 - i. For example, if there are a total of twenty-three delineated budget reduction items, the voting member shall assign a value of "1" to his/her highest priority budget reduction item, and the voting member shall assign a value of "23" to his/her lowest priority budget reduction item.
 - ii. Under no circumstances shall a voting member assign the same priority number to two or more delineated budget reduction items.
- d. The Chairperson shall keep a record of each voting member's individual prioritization, and shall compile the results into an overall average.
- e. The Chairperson shall present both the overall average, as well as the individual voting members' voting records to the Board of Education at the next scheduled meeting of the Board of Education.

Removal of a Member

A member of the CBAC shall be removed from the CBAC if:

1. The member resigns; or
2. The member fails to attend a majority of the CBAC meetings over a twelve month period.

In extenuating circumstances, a member of the CBAC may be removed if all of the following occur:

- a. The chairperson recommends removal;
- b. A majority of members of the CBAC, at the next regularly schedule meeting of the CBAC, vote for removal; and
- c. Thereafter, the Board of Education votes for removal.

BUDGET

Decision Making Process

The ~~Community Budget Advisory Committee~~ **CBAC** will meet early in the budget planning year to review the needs and requirements of the school district for the ensuing year. Input from various sources will be considered in estimating revenues and required expenditures, including recommendations from the Board of Education, administration, staff, community, recent legal decisions, newly implemented fees, and any other actions which might impact the school budget. The CBAC will utilize information gathered at the meetings to formulate recommendations that are in harmony with the goals and objectives of the School District.

Prior to May 30, the Superintendent will review the CBAC proposal and respond back to the Committee **CBAC**. The Superintendent may make additional recommendations to the CBAC, request that the Committee **CBAC** review a specific budget problem and make recommendations for its solution, or may ask that CBAC realign some priorities.

The Superintendent will then take the CBAC recommendations to the Board of Education for review. If the Board is in accord with the recommendations, they will be included in the final adopted budget for the ensuing year.

~~The CBAC will normally use the consensus model for decision making. This model is based on discussion and reaching agreement among the members. When any member is not comfortable with the outcome on a particular issue, deliberations will continue until that person is at least able to live with the decision or understands the decision to the point where he/she agrees not to undermine the efforts of the Committee **CBAC**.~~

Alternates are not "voting members" of the Committee **CBAC**. However, each alternate should participate fully in other committee **CBAC** activities such as discussions, analyses and making recommendations. It should be remembered by all persons serving on an advisory committee **the CBAC** that the responsibility of the Committee **CBAC** is limited to recommending, not decision making.

Budget Guidelines

1. The budget calendar will be established annually and observed by administration and other persons concerned with the final adoption of the budget.
2. Participation in the development of the budget is encouraged through staff and employee involvement. Likewise, interested citizens will be afforded the opportunity to make budget recommendations through established procedures, such as CBAC meetings and public hearing budget workshops.
3. Statement of Belief: It is the District's desire that the budget should be understood by all interested citizens and employees. In accordance with the recommended budget calendar, a sincere effort will be made to have citizens and employees understand the budget of the school District.
4. The budget should be developed on a line-by-line basis. Lump sum appropriations should be avoided.
5. The budget should be presented in an understandable, reader-friendly form with appropriate comments.

BUDGET**Budget Guidelines (cont'd.)**

6. Budget development should be accomplished on a policy basis. Example: policies regarding class size, bus transportation limits, supply allotments, textbook replacements, custodial allotments, etc.
7. When possible, exact amounts will be budgeted for all revenues and expenditures.
8. A general reserve is needed. Use of the special reserve fund will be considered as an emergency reserve only.
9. Deficit financing should be avoided.
10. All legal requirements should be carefully observed.
11. Budget appropriations and the accounting system should be coordinated so that financial statements may be readily issued and future budgets prepared efficiently.
12. Budgeting should be considered a continuous process and proper files maintained throughout the year as a means of expediting the budgetary process and handling the budget calendar.
13. Budgets should be developed using appropriate historical data regarding past expenditures.
14. Adopted and Interim Budgets should explain the impact to educational services if funding is added or eliminated by budget revisions.
15. Categorical funds, block grants and other restricted programs shall be considered in the context of the regulations governing their use.
16. CBAC shall consider state audit and accounting regulations when making recommendations regarding the use of funds and appropriations.

Budget Projections and Assumptions

The first budget projections and assumptions, based on a refinement of a multi-year projection, should be prepared by mid-April and should include the following:

- Anticipated enrollment based on current projections, anticipated trends and historical data
- Projected ending balance of funds based on current income and expenditures and the status of the District reserve
- Anticipated revenues based on information provided in the Governor's Budget and modified by any later interpretations. The actual calculations include all categorical programs including special education.
- Anticipated expenses based on salary projections for the anticipated staffing levels, with step and column increases, and a rollover of current non-salary expenditures with an inflation factor added to particular accounts. These expenditures would also include all categorical programs and allow for any anticipated carryover from the prior year.

BUDGET**Budget Projections and Assumptions (cont'd.)**

The purpose of the budget projection and assumptions is to identify the magnitude of the fiscal issues in the coming budget development. This projection will result in one of the following general conditions:

- A budget in deficit suggests that program and/or staff reduction will be needed to balance the budget, with additional reductions necessary to allow for any compensation increases
- A budget in balance suggests that reductions will be necessary to fund any compensation increases and
- that any program improvement must be countered with corresponding program reductions

Budget Monitoring

Budgeting is a process, not an a one-time event, ~~and is not a one-shot activity~~ that comes to a sudden halt when the budget is formally adopted. The budget is a yearlong plan that needs to be monitored and updated as conditions change. ~~A system must exist to adjust the budget to reflect changes that occur so that there are no surprises at the end of the year.~~

The ~~C~~Chief Business ~~O~~fficial has the responsibility for projecting revenues and expenditures throughout the year ~~and must analyze these as the year progresses~~. Any significant changes in budgeted amounts shall be reported to the Board and District Administrators, and the budget shall be revised.

Budget Modifications

Each person with responsibility for monitoring the budget, including the Board, shall understand his or her role, authority, and the procedures for administering the budget.

The budget document is not intended to be static throughout the fiscal year. As income and expenditures vary from the adopted budget, the budget must be changed by Board action. Expenditures must not exceed the amount budgeted in the major expenditure classifications. However, budget transfers can be made with the approval of the Governing Board in accordance with Administrative Regulation 3110(a). Some of these transfers are (1) transfers between expenditure classifications; (2) transfers from the appropriations for contingencies; (3) budget transfers at the end of the year; and (4) interfund transfers.

The budget shall be revised before any liability is incurred or when a revised projection of income indicates a material change in the assumptions used to prepare the current budget. Variances between budget and actual shall be examined promptly and appropriate action taken.

Budget monitoring shall be a shared responsibility among the Chief Business Official, the Board, the Superintendent, and the site and program managers. Since expenditure authority is decentralized, it is essential that budget information be disseminated to those site and department administrators.

BUDGET**Monthly Financial Reports**

Accurate and timely financial reporting is necessary to aid the governing Board and the administration in making financial decisions. The monthly reports generated from the accounting system should be clear, concise, and timely. They should reflect current information that allows the Board and administration to make mid-course corrections if the need arises.

Budget status reports shall be of the simplest design possible and yet in enough detail to provide information for management decisions. Detailed financial reports shall be prepared and distributed to cost centers no less than every three months, preferably at one month intervals during the year.

Interim Report

Interim financial reports shall be provided to the Board with a comparison between the budgeted financial condition and the projected financial condition of the District in sufficient detail for the Board to certify the District's ability to meet future obligations. It is a legal requirement for *interim* ~~these two~~ financial reports to be submitted to ~~the~~ **G**overning Boards. When significant changes in income or expenditures occur, the Board and administration shall receive ~~monthly~~ reports that include a narrative explanation.

Budget Development Philosophy

At the end of the budget cycle, an evaluation of the budgeting process should be conducted. Each budget phase should be reviewed and critiqued to seek ways to improve upon the process. The following are samples of the type of questions that should be asked by the budget committee and/or district administration in their evaluation of the budgeting process:

1. Did the budget effectively support the District's goals and objectives?
2. Did the budget calendar provide the necessary timelines to meet mandatory budget requirements and allow for proper development of the budget?
3. Were assumptions utilized in the development of the budget reasonably accurate?
4. Is there a need to change the roles and/or responsibilities of staff involved in the budget development process?

BUDGET

SINGLE BUDGET ADOPTION PROCESS

Before adopting the budget, the Governing Board shall hold a public hearing. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127)

An agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. (Education Code 42127)

Any district resident may appear at the public hearing and speak to the proposed budget or any item on the budget. The hearing may conclude when all residents who so desire have had the opportunity to be heard. (Education Code 42103) Sufficient time shall be allowed so that the budget can still be adopted by July 1. (cf. 9320 - Meetings and Notices)
(cf. 9323 - Meeting Conduct)

The Superintendent or designee shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. (Education Code 42127)

If the County Superintendent disapproves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before September 8. (Education Code 42127)

The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 9320 - Meetings and Notices)
(cf. 9323 - Meeting Conduct)

Regulation
reviewed: February 5, 2002

Regulation
revised: November 8, 2005

Regulation
reviewed: ~~October 26, 2010~~ June 14, 2011

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

14.3b Certification of Signatures for Warrants, Orders for Salary Payment, Notices of Employment and Related Documents

Education Code Sections 35143, 42632, and 42633 provide that the Governing Board authorize signatures for warrants, orders for salary payment, notices of employment and other related documents. The verified signatures of each person so authorized, including Board members, must be filed with the Division of School Financial Services per Education Code 35143.

RECOMMENDED MOTION: Effective July 12, 2011, that any one of the following be authorized to sign for warrants, salary payment, orders for salary payment, notices of employment, and other related documents: Patricia Jaffe, Superintendent; Noorali Delawalla, Assistant Superintendent, Business Services; Eileen Carroll, Assistant Superintendent, Educational Services; and Leslie Lockhart, Director, Human Resources;

Approve the omission of signatures of District officials from "A" warrants;

Authorize the Superintendent, Patricia Jaffe; Assistant Superintendent, Business Services, Noorali Delawalla; and Eileen Carroll, Assistant Superintendent, Educational Services to sign approved contracts and agreements;

Authorize the Director of Pupil Services, Andrew Sotelo, and the Assistant Director of Special Education, Jo-Anne Cooper, to sign mediation and fair hearing settlements and due process agreements for fees and services not to exceed \$20,000;

Authorize the Superintendent, Patricia Jaffe; and Assistant Superintendent, Business Services, Noorali Delawalla, to represent the District in Joint Powers Agreements (JPA);

Authorize the Superintendent and the Assistant Superintendent, Business Services to establish bank accounts in the District's name and authorize as signators of District accounts, Patricia Jaffe and Noorali Delawalla;

Authorize Mary Caruso, Director of Purchasing, to sign purchase orders and agreements; and

Authorize the Assistant Superintendent, Business Services, Noorali Delawalla, to sign change orders through December 13, 2011.

Moved by:

Seconded by:

Vote:

CULVER CITY UNIFIED SCHOOL DISTRICT

DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: 7/12/11 to 12/13/11

In accordance with governing board approval dated JULY 12, 20 11

Signature _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
Scott Zeidman
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Katherine Paspalis
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Steven Gourley
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Patricia Siever
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Karlo Silbiger
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE
TYPED NAME
Patricia Jaffe
TITLE Superintendent
SIGNATURE
TYPED NAME
Noorali Delawalla
TITLE Asst. Superintendent, Business Services
SIGNATURE
TYPED NAME
Eileen Carroll
TITLE Asst. Superintendent, Educational Services
SIGNATURE
TYPED NAME
Mary Caruso
TITLE Director, Purchasing
SIGNATURE
TYPED NAME
Leslie Lockhart
TITLE Director, Human Resources
SIGNATURE
TYPED NAME
Andrew Sotelo
TITLE Director, Pupil Services
SIGNATURE
TYPED NAME
Jo-Anne Cooper
TITLE Asst. Director, Special Education

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
1	1
NOTICES OF EMPLOYMENT	CONTRACTS
1	1