

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 – 5:45 p.m.
OPEN SESSION – 7:00 p.m.**

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

May 22, 2012

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

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

2. PUBLIC COMMENT ON CLOSED SESSION ITEMS

3. RECESS TO CLOSED SESSION

- 3.1 Public Employee Performance Evaluation (Pursuant to GC §54957)
Title: Superintendent
- 3.2 Anticipated Litigation (Pursuant to subdivision (b) of GC §54956.9)
(1 Potential Case)

- 3.3 Conference with Labor Negotiator (Pursuant to GC §54957.6)
Agency Designated Representatives: Leslie Lockhart, Director of Human Resources; Ajay Mohindra, Consultant Business Services
Employee Organizations: Culver City Federation of Teachers (CCFT) and Association of Classified Employees (ACE)
- 3.4 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54957)
- 3.5 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 17
Classified Personnel Services Report No. 17
- 3.6 Public Employment (Pursuant to GC §54957)
Title: Superintendent

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

- 5.1 Roll Call – Board of Trustees
Karlo Silbiger, President
Katherine Paspalis, Esq., Vice President
Patricia Siever, Professor, Clerk
Laura Chardiet, Member
Nancy Goldberg, 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 – March 27, 2012 and Minutes of Special Meeting – April 10, 2012
- 9.2 Approval is Recommended for Purchase Orders and Warrants

- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 17
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 17
- 9.6 Acceptance of Enrollment Report

- 9.7 Approval is Recommended for Eileen Carroll, Assistant Superintendent for Educational Services, to Attend the Schools to Watch Conference and Awards Ceremony in Washington, DC, June 20-23, 2012
- 9.8 Approval is Recommended for Jennifer Kochevar and Kelli Tarvyd, CCHS Social Studies Teachers, to Attend the Colonial Williamsburg Teacher Institute, August 6-12, 2012
- 9.9 Approval is Recommended for Culver City Middle School and Culver City High School Cheerleaders to Attend the Universal Cheerleaders Association Summer Camp at Loyola Marymount University, July 21-24, 2012
- 9.10 Approval is Recommended for Eileen O'Connor, Mental Health Case Manager for Tri-City SELPA, to Perform Site Visitations for Students at Heritage School, Provo, Utah, June 18-19, 2012; Alpine Academy and Provo Canyon School in Orem, Utah, June 25-26, 2012; and Devereaux School in League City, Texas, June 11-12, 2012
- 9.11 Approval is Recommended for CCHS ROP Students to Attend the Skills USA National Leadership and Skills Conference in Kansas City, Missouri, June 23-27, 2012

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 American Citizenship Awards
- 10.2 Recognition of the Toby Rubenstein 3rd Annual Chess Tournament Winners
- 10.3 Culver City ROP Culinary Arts and Digital Photography Student Recognition
- 10.4 Spotlight on Education – El Rincon Elementary School and Culver City Adult School

11. PUBLIC RECOGNITION

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

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

12. **INFORMATION ITEMS**

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

12.1 SELPA Presentation by Jeanne Davis, Director of Tri-City SELPA

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 Receipt of Charter Petition from Innovatory School for Professional Youth (ISPY)

Motion by _____ Seconded by _____ Vote _____

14.2 **Education Services Items**

14.2a Approval is Recommended for the Revised Single Plan for Student Achievement for El Rincon Elementary School and Change from Targeted to School-Wide Title I Program

Motion by _____ Seconded by _____ Vote _____

14.2b Adoption of the Los Angeles County Plan for Expelled Pupils 2012

Motion by _____ Seconded by _____ Vote _____

14.3 **Business Items - None**

14.4 **Personnel Items**

14.4a Approval is Recommended for Resolution #15-2011/2012 (HR), Regarding Layoff of Classified Personnel

Motion by _____ Seconded by _____ Vote _____

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

June 12 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

June 26 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), City Hall (Chambers), 9770 Culver Blvd.

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

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

Meeting: Regular Meeting
Place: City Hall
Mike Balkman Chamber
9770 Culver Boulevard
Culver City 90232

Date: March 27, 2012
Time: 6:00 p.m. – Public Meeting
6:01 p.m. – Closed Session
6:15 p.m. – Public Meeting

Board Members Present

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

Staff Members Present

Patricia W. Jaffe, Superintendent
Ajay Mohindra
Eileen Carroll

Call to Order

Board President Mr. Silbiger 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 6:15 p.m. with all Board members in attendance. Susan Levy led the Pledge of Allegiance.

Report from Closed Session

Mr. Silbiger 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

Mr. Silbiger suggested amending the agenda by moving item 9.1 to follow item 11.2. It was moved by Ms. Siever and seconded by Ms. Paspalis to adopt the March 27, 2012 agenda as amended. The motion was unanimously approved.

10. Consent Agenda

Mr. Silbiger called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. George Laase requested that item 10.2 be withdrawn. Mr. Silbiger requested that item 10.4 be withdrawn. It was moved by Ms. Paspalis and seconded by Ms. Siever to approve Consent Agenda Items 10.1, 10.3, and 10.5 – 10.7 as presented. The motion was unanimously approved.

10.1 Approval is Recommended for the Disposal of Surplus Equipment

10.3 CCHS ROP Sports Therapy Overnight Trip to San Diego, California April 12-15, 2012

10.5 Classified Personnel Reports No. 14

10.6 Student Teacher Agreement Between the Culver City Unified School District and Biola University School of Education

10.7 Student Teacher Agreement Between the Culver City Unified School District and California State University, Los Angeles

10.2 Approval is Recommended for Purchase Orders and Warrants

Mr. Laase requested that this item be withdrawn to comment on the Purchase Order for the County Clerk which was payment for the General Election. After doing the match he stated that there has to be a better way that is more cost effective. He stated that voters need to realize that when they register they are creating a cost. It costs the District when they do not get out and vote. Ms. Siever inquired if field trips come out of the general fund. Mr. Mohindra responded that those costs usually come out of the site's fund. Further discussion ensued regarding field trip funding and the elections. It was moved by Ms. Siever and seconded by Ms. Chardiet that the Board approve Purchase Orders from March 3, 2012 through March 16, 2012 as presented.

10.4 Approval is Recommended for Classified Personnel Reports No. 14

Mr. Silbiger withdrew this item to make a clarification. He stated that under item 4.1 the Assistant Superintendent position is not a new position. He explained that this position was changed to a Director position because of budgetary constraints, and now the Board is trying to correct that change. It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve the Classified Personnel Reports No. 14 as presented. The motion was unanimously approved.

11. Public Recognition**11.1 Members of the Audience**

Members of the audience spoke about:

- Paul Walselben wanted to say thank you to the District and to Mrs. Jaffe on the recent decisions made regarding the issue of learning consultants/adjuncts. Ms. Siever stated that she thinks that there is more clarification needed on the matter. Ms. Goldberg stated that the legal advice the Board received provided clarification, but she thinks there will be more information needed.
- Susan Levy stated that she is confused about what has been decided regarding the adjuncts. There is nothing on the website, and when she reads the local papers who exactly they mean when they state "the District."

11.2 Members of the Board

Members of the Board spoke about:

- Ms. Goldberg stated that she attended the August Wilson Monologues, and a recent trip to Canada. She stated she returned with a new perspective.
- Ms. Siever commended the A.C.E. President, Debbie Hamme. She stated that the Board respects her quite a bit and no Board members saw her as the villain she was being portrayed as. Ms. Siever welcomed Mrs. Hamme back to the Board meetings.
- Ms. Paspalis reported on her attendance at the El Marino Open House and stated that all of the rooms were amazingly decorated. She was quite pleased to be there. She also attended the Math Olympiads, and the AVPA performance of Sweeney Todd which was well done.
- Mr. Silbiger stated he was amazed at the amount of art at the El Marino Open House. He also attended the Sweeney Todd performance and said it was great and a nice job done by AVPA.
- Ms. Siever stated that she also attended the El Marino Open House which was a really great event.

9. Awards, Recognitions and Presentations**9.1 Superintendent Search Firm Presentations**

The Board heard presentations from search firms Dave Long & Associates, The Cosca Group, Leadership Associates, and Education Leadership Services. All four companies gave a brief history of their companies, explained a little of what their search process would be, and responded to questions from the Board.

11. Public Recognition – (cont.)**11.1 Members of the Audience – (cont.)**

Members of the audience spoke about:

- Jamie Wallace thanked Mrs. Jaffe for listening to legal council and listening to the community in regards to the adjuncts at the schools.
- James Kocher stated that the District should keep the adjuncts.
- Sara Kocher thanked the Board and Mrs. Jaffe for their recent decision and their support for the schools.
- Jeannine Wisnosky Stehlin thanked everyone for taking the next step in keeping the adjuncts. She stated that she had a petition with 1,173 supporters that would like to see the next step taken to writing a policy. She looks forward to having a clear policy on this matter.
- Allison Herbst stated that it was nice to see Board members at the school fundraising auction. She also stated that it was great to hear that the District attorneys concluded that the adjuncts could stay in the classroom.

- Scott Kecken stated that what has been great is that the parents have been speaking to each other and he has met a lot of parents. He thanked Mrs. Jaffe for her hard work. He stated that parents want transparency so the parents can communicate with the Board
- GinaMarie thanked Board members who attended the auction at El Marino and stated that she is looking forward to the April 10th collaboration. She stated that they will miss Mrs. Jaffe at El Marino. Mr. Silbiger stated that he and Mrs. Jaffe will have to spend some time to figure out what the format will be for the April 10th Special Board Meeting.

12. **Information Items – None**

13. **Recess to Closed Session – (cont.)**

It was moved by Ms. Goldberg and seconded by Ms. Siever to adjourn to Closed Session at 8:40 p.m. The motion was unanimously approved.

14. **Adjournment of Closed Session**

Board members reconvened the Open Session at 9:00 p.m.

15. **Regular Meeting - 9:00 p.m.**

16. **Public Announcement of Actions Taken by the Board in Closed Session**

Mr. Silbiger announced that no actions were taken by the Board in Closed Session.

17. **Action Items**

17.1 **Superintendent's Items**

17.1a **Approval is Recommended for the Employment Agreement of the Assistant Superintendent of Human Resources**

It was moved by Ms. Goldberg and seconded by Ms. Siever to approve the Employment Agreement of the Assistant Superintendent of Human Resources as presented. The motion was unanimously approved.

17.1b **Approval is Recommended that the Board of Education Appoint a Search Firm to Commence the Superintendent Search Process, Contingent Upon the Final Approval of the Consultant Agreement**

Ms. Siever stated that her number one rated firm was Education Leadership Services and her number two was Leadership Associates. She felt that Dr. Chun was very efficient. Ms. Chardiet liked the last presenter, which was Dr. Chun from Education Leadership Associates, because they would be sending information in English and Spanish, along with the make-up of the firm. Ms. Paspalis stated her concern with the first and last presenters because of the geographic areas they focus on. She has also heard good things about Leadership Associates. Ms. Goldberg liked the company coming from San Francisco. She got a good feeling about them. Mr. Silbiger liked Leadership Associates. He has the same concern as Ms. Paspalis that most candidates were up north. Dr. Luther Henderson urged the Board to look at Dr. Chun and David Long and Associates which were probably the strongest. He stated that we need someone that is going to concentrate full-time on our District such as Dr. Chun. We need someone that can also deal with tight budgets. It was moved by Ms. Siever and seconded by Ms. Goldberg to name Education Leadership Services to commence the Superintendent Search Process, Contingent Upon the Final Approval of the Consultant Agreement. Ms. Paspalis asked to have a friendly amendment to have Cosca Group as a second choice should Education Leadership Services not agree with the contract. It was moved by Ms. Paspalis and seconded by Ms. Chardiet to have The Cosca Group as the second choice in Superintendent search firms should Education Leadership Services not agree to a contract. The motion was denied with a vote of 2 – Ayes and 3 – Nays by Mr. Silbiger, Ms. Siever, and Ms. Goldberg. The original motion passed with a vote of 5 – Ayes and 0 – Nays.

17.2 Education Services Items

17.2a Approval is Recommended for the Expulsion of Pupil Services Case #07-11-12

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the Expulsion of Pupil Services Case #07-12 as presented. The motion was unanimously approved.

17.3 Business Services Items

17.3a Approval is Recommended for Award of Bid #192.12 – District Roofing Project

It was moved by Ms. Paspalis and seconded by Ms. Chardiet that the Board approve Award of Bid #192.12 – District Roofing Project as presented. The motion was unanimously approved.

17.4 Personnel Items – None

18. Board Business - None

Adjournment

There being no further business, it was moved by Ms. Siever, seconded by Ms. Chardiet and unanimously approved to adjourn the meeting. Board President Mr. Silbiger adjourned the meeting at 9:50 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

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

Meeting:	<u>Special Meeting</u>	Date:	<u>April 10, 2012</u>
Place:	<u>District Administration Office</u> <u>4034 Irving Place</u> <u>Culver City 90232</u>	Time:	<u>5:30 p.m. – Public Meeting</u> <u>5:31 p.m. – Closed Session</u> <u>5:40 p.m. – Public Meeting</u>

Board Members Present

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

Staff Members Present

Patricia W. Jaffe, Superintendent
Ali Delawalla
Eileen Carroll

Call to Order

Board President Mr. Silbiger called the meeting of the Culver City Unified School District Board of Education to order at 5:30 p.m. with all Board members in attendance. The Board adjourned to Closed Session at 5:31 p.m. and reconvened the public meeting at 5:50 p.m. with all Board members in attendance.

6. Report from Closed Session

Mr. Silbiger reported that the Governing Board met in Closed Session regarding issues listed on today's Closed Session agenda. In regards to item 3.2 on the agenda it was moved by Ms. Siever and seconded by Ms. Goldberg to waive Attorney-Client Privilege. The motion was approved with a vote of 5 – Ayes and 0 – Nays.

7. Adoption of Agenda

It was moved by Ms. Siever and seconded by Ms. Goldberg that the Board adopt the April 10, 2012 agenda as presented. The motion was unanimously approved.

8. Board Business

8.1 Discussion Regarding Board Bylaw 9310 and Board Policy 1240

These items were brought for discussion to clarify issues arising from paid Adjuncts in the classrooms. Board members discussed the Bylaw and Board Policy, and provided suggestions for clarification on this issue. The following parents/community members spoke in favor of keeping the Adjuncts/Learning Consultants, and parent-funded programs in general, in the classrooms and provided their input on possible changes to the policy: Jamie Wallace, Emily Dimant, Leslie Gardner, Jeannine Stehlin, Jef Bontrager, Solange Bumbaugh, Scott Kecken, Claudia Vizcarra, and Scott McVarish. CCFT President, David Mielke also inquired as to the status of Adjuncts as employees such as who hires and supervises them, and who is responsible if there is misbehavior.

9. Closed Session

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board adjourn to Closed Session. The Board adjourned to Closed Session at 7:18 p.m.

10. Report from Closed Session

The Board reconvened the Public Meeting at 7:35 p.m. with all Board members in attendance. Mr. Silbiger announced that no reportable actions were taken in Closed Session.

Adjournment

There being no further business, it was moved by Ms. Paspalis, and seconded by Ms. Goldberg and unanimously approved to adjourn the meeting. Board President Mr. Silbiger adjourned the meeting at 7:38 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

9.2 PURCHASE ORDERS AND WARRANTS

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

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

Purchase order grand total from April 28, 2012 through May 11, 2012 is \$173,454.31. Warrants issued for the period April 14, 2012 through May 11, 2012 total \$5,673,467.64. This includes \$1,977,053.00 in commercial warrants, and \$3,696,414.64 in payroll warrants.

BUDGET NUMBER LEGEND FOR FUNDS

- 01.0 general fund
- 01.7 tri-city selva 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 April 28, 2012 through May 11, 2012 in the amount of \$173,454.31 and warrants for April 14, 2012 through May 11, 2012 in the amount of \$5,673,467.64 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

Report ID: LAPO009C
 District: 64444
 Purchase Orders/Buyouts To The Board for Ratification From :
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

4/28/2012 To 5/11/2012

Page No. 1
 Run Date: 05/12/2012
 Run Time: 03:27:14AM
 WEEKLY

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
04/30/12	12413	C		04/30/2012	THE ACME NETWORK	MEMBERSHIPS	Culver City High School 12413	01.0	90127.0	11100	10000	5310	4010000	11-12		4,000.00	4,000.00
						04/30/2012				THE ACME NETWORK						4,000.00	
05/09/12	58623M	A		05/09/2012	SANTA MONICA LOCK & SAFE CO.,	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	11-12		277.19	277.19
						05/09/2012	58623M			SANTA MONICA LOCK & SAFE CO., INC.						277.19	
05/07/12	58624M	A		05/07/2012	STOVER SEED COMPANY	MAINTENANCE SUPP/EQUIP	Grounds	01.0	00000.0	00000	82000	4380	0005043	11-12		4,170.50	4,170.50
						05/07/2012	58624M			STOVER SEED COMPANY						4,170.50	
05/07/12	58625M	A		05/07/2012	JOHN DEERE LANDSCAPES	MAINTENANCE SUPP/EQUIP	Grounds	01.0	00000.0	00000	82000	4380	0005043	11-12		800.00	800.00
						05/07/2012	58625M			JOHN DEERE LANDSCAPES						800.00	
05/07/12	58626M	A		05/07/2012	PIONEER CHEMICAL COMPANY	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	11-12		660.39	660.39
						05/07/2012	58626M			PIONEER CHEMICAL COMPANY						660.39	
05/07/12	58627M	A		05/07/2012	ALLIED BUILDING PRODUCTS CORP.	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	11-12		110.00	110.00
						05/07/2012	58627M			ALLIED BUILDING PRODUCTS CORP.						110.00	
05/10/12	58630M	A		05/10/2012	GREEN JEWELL	MAINTENANCE SUPP/EQUIP	Custodians	01.0	00000.0	00000	82000	4380	0005042	11-12		2,128.52	2,128.52
						05/10/2012	58630M			GREEN JEWELL						2,128.52	
04/30/12	58764	A		04/30/2012	FLINN SCIENTIFIC, INC.	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	11-12		114.69	114.69
						04/30/2012	58764			FLINN SCIENTIFIC, INC.						114.69	
04/30/12	58765	A		04/30/2012	BIO CORPORATION	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	11-12		1,997.15	1,997.15
						04/30/2012	58765			BIO CORPORATION						1,997.15	

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

* Prior Year Payments

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

Report ID: LAPO009C

District: 64444

Purchase Orders/Buyouts To The Board for Ratification From : 4/28/2012 To 5/11/2012

Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Page No. 2

Run Date: 05/12/2012

Run Time: 03:27:14AM
WEEKLY

Change													Distrib			
PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Amount	PO Amt
04/30/12	58766	A		04/30/2012	FLINN SCIENTIFIC, INC.	INSTRUCTIONAL SUPPLIES 04/30/2012	Culver City High School 58766	01.0	07395.0	11100	10000	4310	4010000	11-12	989.41	989.41
					FLINN SCIENTIFIC, INC.										989.41	
04/30/12	58767	A		04/30/2012	BIO CORPORATION	INSTRUCTIONAL SUPPLIES 04/30/2012	Culver City High School 58767	01.0	07395.0	11100	10000	4310	4010000	11-12	160.31	160.31
					BIO CORPORATION										160.31	
04/30/12	58768	A		04/30/2012	WARD'S NATURAL SCIENCE	INSTRUCTIONAL SUPPLIES 04/30/2012	Culver City High School 58768	01.0	07395.0	11100	10000	4310	4010000	11-12	88.09	88.09
					WARD'S NATURAL SCIENCE ESTABLISHMENT LLC										88.09	
04/30/12	58769	A	1	05/04/2012	REDWOOD PRESS	OFFICE SUPPLIES 04/30/2012	Superintendent's Office 58769	01.0	00000.0	00000	71000	4350	0001000	11-12	906.06	906.06
					REDWOOD PRESS										906.06	
04/30/12	58770	A		04/30/2012	CFP STUDIO	OFFICE SUPPLIES 04/30/2012	Superintendent's Office 58770	01.0	00000.0	00000	71000	4350	0001000	11-12	48.94	48.94
					CFP STUDIO										48.94	
04/30/12	58771	A		04/30/2012	WARD'S NATURAL SCIENCE	INSTRUCTIONAL SUPPLIES 04/30/2012	Culver City High School 58771	01.0	07395.0	11100	10000	4310	4010000	11-12	200.44	200.44
					WARD'S NATURAL SCIENCE ESTABLISHMENT LLC										200.44	
04/30/12	58772	A		04/30/2012	SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES 04/30/2012	Culver City High School 58772	01.0	07395.0	11100	10000	4310	4010000	11-12	25.45	25.45
					SCHOOL SPECIALTY										25.45	
04/30/12	58773	A		04/30/2012	SCHOOLSIN	INSTRUCTIONAL SUPPLIES 04/30/2012	Culver City High School 58773	01.0	07395.0	11100	10000	4310	4010000	11-12	50.53	50.53
					SCHOOLSIN										50.53	
04/30/12	58774	A		04/30/2012	SPORT SUPPLY GROUP, INC.	INSTRUCTIONAL SUPPLIES 04/30/2012	La Ballona Elementary 58774	01.0	91400.0	11100	10000	4310	2060000	11-12	401.57	401.57
					SPORT SUPPLY GROUP, INC.										401.57	

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

* Prior Year Payments

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Report ID: LAPO009C
District: 64444

Page No. 3

Purchase Orders/Buyouts To The Board for Ratification From : 4/28/2012 To 5/11/2012
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Run Date: 05/12/2012
Run Time: 03:27:14AM
WEEKLY

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt	
04/30/12	58775	A		04/30/2012	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP 04/30/2012	Educational Services 58775	01.0	00000.0	00000	21000	4410	0004000	11-12		588.34	588.34	
																	588.34	
																		588.34
04/30/12	58776	A		04/30/2012	EDUCATIONAL TESTING SERVICE	TEST/TEST MATERIALS 04/30/2012	Educational Services 58776	01.0	00209.0	00000	21000	4312	0004000	11-12		450.00	450.00	
																		450.00
																		450.00
04/30/12	58778	A		04/30/2012	CDW-G	COMPUTER SUPP/EQUIP 04/30/2012	Educational Services 58778	01.0	00000.0	00000	24200	4350	0004000	11-12		892.67	892.67	
																		892.67
																		892.67
04/30/12	58780	C		05/02/2012	SCHOLASTIC INC.	SUBSCRIPTIONS 04/30/2012	La Ballona Elementary 58780	01.0	30100.0	11100	10000	4313	2060000	11-12		250.57	250.57	
																		250.57
																		250.57
04/30/12	58781	C		04/30/2012	BEVERLY HILLS USD	CONTRACTED SERVICES 04/30/2012	Special Projects 58781	01.0	07392.0	00000	92000	7211	0004030	11-12		92,918.00	92,918.00	
																		92,918.00
																		92,918.00
04/30/12	58782	A		05/02/2012	CULVER CITY BUS LINES	TRANSPORTATION SUPP/EQUIP/SERV 04/30/2012	Transportation/Home to School 58782	01.0	30100.0	00000	36000	5880	0005500	11-12		500.00	500.00	
																		500.00
																		500.00
05/01/12	58783	A		05/01/2012	LIGHTSPEED TECHNOLOGIES,	AUDIOVISUAL SUPP/EQUIP 05/01/2012	Educational Services 58783	01.0	00000.0	00000	21000	4410	0004000	11-12		1,976.63	1,976.63	
																		1,976.63
																		1,976.63
04/30/12	58784	A		04/30/2012	GALE SUPPLY COMPANY	JANITORIAL SUPP/EQUIP 04/30/2012	Summer School 58784	01.0	00000.0	00000	27000	4370	0000982	11-12		1,000.00	1,000.00	
																		1,000.00
																		1,000.00
04/30/12	58785	A		04/30/2012	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES 04/30/2012	Summer School 58785	01.0	00000.0	11100	10000	4310	0000982	11-12		2,000.00	2,000.00	
																		2,000.00
																		2,000.00

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

* Prior Year Payments

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Report ID: LAPO009C
District: 64444

Page No. 4
Run Date: 05/12/2012

Purchase Orders/Buyouts To The Board for Ratification From : 4/28/2012 To 5/11/2012
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Run Time: 03:27:14AM
WEEKLY

Change

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
04/30/12	58786	C		04/30/2012	NATIONAL FORUM	CONFERENCE AND TRAVEL	58786 Special Projects	01.0	40350.0	00000	27000	5220	0004030	11-12		570.00	570.00
04/30/12	58787	A		04/30/2012	PITNEY BOWES	OFFICE SUPPLIES	58787 Purchasing	01.0	00000.0	00000	73000	4350	0005030	11-12		994.40	994.40
04/30/12	58788	A		04/30/2012	DICK BLICK ART MATERIALS	INSTRUCTIONAL SUPPLIES	58788 Culver City High School	01.0	00000.0	16001	10000	4310	4010000	11-12		312.98	312.98
05/01/12	58789	A		05/01/2012	AMAZON.COM	INSTRUCTIONAL SUPPLIES	58789 Special Projects	01.0	58100.0	11100	10000	4310	0004030	11-12		464.34	464.34
05/03/12	58790	C		05/03/2012	THE BOOMERANG PROJECT	CONFERENCE AND TRAVEL	58790 Culver City High School	01.0	07395.0	00000	27000	5220	4010000	11-12		2,570.00	2,570.00
05/01/12	58791	A		05/01/2012	AMAZON.COM	BOOKS	58791 La Ballona Elementary	01.0	30100.0	11100	10000	4310	2060000	11-12		992.78	992.78
05/02/12	58792	A		05/02/2012	SCIENCE KIT-BOREAL	INSTRUCTIONAL SUPPLIES	58792 Culver City High School	01.0	07395.0	11100	10000	4310	4010000	11-12		184.01	184.01
05/02/12	58793	A		05/02/2012	WARD'S NATURAL SCIENCE	INSTRUCTIONAL SUPPLIES	58793 Culver City High School	01.0	07395.0	11100	10000	4310	4010000	11-12		533.41	533.41
05/02/12	58794	A	1	05/08/2012	SIGMA-ALDRICH	INSTRUCTIONAL SUPPLIES	58794 Culver City High School	01.0	07395.0	11100	10000	4310	4010000	11-12		54.20	54.20
05/02/12	58795	A		05/02/2012	DELL COMPUTER CORP.	OFFICE SUPPLIES	58795 Technology	01.0	00000.0	00000	77000	4350	0005020	11-12		85.90	85.90

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

* Prior Year Payments

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
05/02/12	58796	A	05/02/2012	FRANKLIN EDUCATIONAL	CONTRACTED SERVICES	Special Education	58796	01.0	65000.0	57520	11360	5850	0004040	11-12		4,370.00	85.90
05/02/2012							58796									4,370.00	
05/02/2012							58796									4,370.00	
05/03/12	58797	A	05/03/2012	CDW-G	COMPUTER SUPP/EQUIP	Technology	58797	01.0	00000.0	00000	77000	4410	0005020	11-12		2,093.44	2,093.44
05/03/2012							58797									2,093.44	
05/07/12	58798	A	05/07/2012	HANDWRITING WITHOUT TEARS	INSTRUCTIONAL SUPPLIES	Linwood Howe Elementary	58798	01.0	00520.0	16003	27000	4310	2020000	11-12		813.44	813.44
05/07/2012							58798									813.44	
05/07/2012							58798									813.44	
05/07/12	58799	A	05/07/2012	AVC OFFICE AUTOMATION	MAINTENANCE AGREEMENTS	Linwood Howe	58799	01.0	00000.0	00000	27000	5630	2020001	11-12		1,241.76	1,241.76
05/07/2012							58799									1,241.76	
05/07/2012							58799									1,241.76	
05/07/12	58800	A	05/07/2012	AVC OFFICE AUTOMATION	MAINTENANCE AGREEMENTS	Linwood Howe	58800	01.0	00000.0	00000	27000	5630	2020001	11-12		107.43	107.43
05/07/2012							58800									107.43	
05/07/2012							58800									107.43	
05/11/12	58801	A	05/11/2012	REDWOOD PRESS	FORMS	Purchasing	58801	01.0	00000.0	00000	73000	4350	0005030	11-12		939.60	939.60
05/11/2012							58801									939.60	
05/11/2012							58801									939.60	
05/08/12	58802	A	05/08/2012	STAR ECO STATION	FIELD TRIPS	E Rincon Elementary	58802	01.0	00000.0	16003	10000	5816	2040000	11-12		200.00	200.00
05/08/2012							58802									200.00	
05/08/2012							58802									200.00	
05/08/12	58803	A	05/09/2012	SOUTHWEST SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	Culver City High School	58803	01.0	07395.0	11100	10000	4310	4010000	11-12		14,500.00	14,500.00
05/08/2012							58803									14,500.00	
05/08/2012							58803									14,500.00	
05/08/12	58804	A	05/08/2012	WILLIAM V. MACGILL & CO.	NURSING SUPP/EQUIP	Pupil Services	58804	01.0	00000.0	00000	31400	4350	0004020	11-12		292.09	292.09
05/08/2012							58804									292.09	
05/08/2012							58804									292.09	

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Page No. **6**

Run Date: **05/12/2012**

Run Time: **03:27:14AM**
WEEKLY

Report ID: **LAPO009C**

District: **64444**

Purchase Orders/Buyouts To The Board for Ratification From: **4/28/2012 To 5/11/2012**

Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt	
05/08/12	58805	C		05/08/2012	EAGLE SOFTWARE	CONFERENCE AND TRAVEL	58804	01.0	00000.0	00000	77000	5220	0005020	11-12		175.00	292.09	
								WILLIAM V. MACGILL & CO.										
05/08/12	58805			05/08/2012	EAGLE SOFTWARE		58805									175.00		
05/09/12	58806	A		05/09/2012	BUDDY'S ALL STARS, INC.	INSTRUCTIONAL SUPPLIES	58806	01.0	90151.0	16002	10000	4310	4010000	11-12		332.78	332.78	
								BUDDY'S ALL STARS, INC.										
05/10/12	58807	A		05/11/2012	CONTINENTAL ATHLETIC SUPPLY	INSTRUCTIONAL SUPPLIES	58807	01.0	00000.0	15000	10000	4310	4010000	11-12		8,547.26	8,547.26	
								CONTINENTAL ATHLETIC SUPPLY										
05/09/12	58808	A		05/09/2012	LASERCARE	COMPUTER SUPP/EQUIP	58808	11.0	06390.0	41100	27000	4410	0000010	11-12		441.53	441.53	
								LASERCARE										
05/08/12	58810	A		05/08/2012	PHONAK HEARING SYSTEMS	RENTS/RENTALS	58810	01.0	33100.0	57700	11100	5630	0004040	11-12		200.00	200.00	
								PHONAK HEARING SYSTEMS										
05/09/12	58811	A		05/09/2012	N2Y	SUBSCRIPTIONS	58811	01.0	65200.0	57700	21000	4320	4010000	11-12		529.00	529.00	
								N2Y										
05/08/12	58812	A		05/08/2012	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	58812	01.0	65000.0	57700	11100	4310	0004040	11-12		600.00	600.00	
								OFFICE DEPOT										
05/08/12	58813	A		05/08/2012	THERAPY IN ACTION	CONTRACTED SERVICES	58813	01.0	65000.0	57520	11360	5810	0004040	11-12		1,927.50	1,927.50	
								THERAPY IN ACTION										
05/09/12	58814	A		05/09/2012	BUDDY'S ALL STARS, INC.	INSTRUCTIONAL SUPPLIES		01.0	00000.0	15000	10000	4310	4010000	11-12		396.72	396.72	

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

* Prior Year Payments

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

4/28/2012 To 5/11/2012

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/Loc	BP	Distrib	Amount	PO Amt	
05/09/12	58815	A	05/09/2012	05/09/2012	HOLLAR SPEECH & LANGUAGE	CONTRACT SERVICES RENDERED	58814	01.0	65000.0	57700	31500	5890	0004040	11-12		1,800.00	396.72	
								BUDDY'S ALL STARS, INC.										
05/09/12	58816	A	05/09/2012	05/09/2012	PARAGON	CONSULTANTS	58816	01.0	65000.0	50010	11900	5850	0004040	11-12		450.00	450.00	
								PARAGON										
05/08/12	58817	A	05/08/2012	05/08/2012	THERAPY SHOPPE INC.	INSTRUCTIONAL SUPPLIES	58817	01.0	33100.0	57700	11100	4310	0004040	11-12		390.44	390.44	
								THERAPY SHOPPE INC.										
05/09/12	58818	A	05/10/2012	05/09/2012	MAYER-JOHNSON LLC	INSTRUCTIONAL SUPPLIES	58818	01.0	33100.0	57700	11100	4310	0004040	11-12		236.41	236.41	
								MAYER-JOHNSON LLC										
05/09/12	58819	A	05/09/2012	05/09/2012	AKT INC.	COMPUTER SUPP/EQUIP	58819	01.0	33100.0	57300	11100	4400	0004040	11-12		364.18	364.18	
								AKT INC.										
05/09/12	58820	A	05/08/2012	05/08/2012	DON JOHNSTON INC.	OFFICE SUPPLIES	58820	01.0	33100.0	50010	27000	4410	0004040	11-12		157.16	157.16	
								DON JOHNSTON INC.										
05/08/12	58821	C	05/08/2012	05/08/2012	BOB BAKER MARIONETTES	CONTRACTED SERVICES	58821	01.0	91400.0	11100	10000	5810	2020000	11-12		350.00	350.00	
								BOB BAKER MARIONETTES										
05/09/12	58822	A	05/09/2012	05/09/2012	BUDDY'S ALL STARS, INC.	INSTRUCTIONAL SUPPLIES	58822	01.0	00000.0	15000	10000	4310	4010000	11-12		6,457.26	6,457.26	
								BUDDY'S ALL STARS, INC.										
05/08/12	58823	C	05/08/2012	05/08/2012	LOS ANGELES COUNTY	FEES, LICENSE		21.0	00000.0	00000	85000	6150	0000000	11-12		75.00	75.00	
								Undistributed BUS SVCS/ GENL ADMIN										

* Prior Year Payments

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

Report ID: LAPO009C **Page No.** 8
District: 64444 **Run Date:** 05/12/2012
Purchase Orders/Buyouts To The Board for Ratification From: 4/28/2012 **To** 5/11/2012
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified **Run Time:** 03:27:14AM
CULVER CITY UNIFIED SD **WEEKLY**

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch/Loc	BP	Distrib	Amount	PO Amt
05/08/2012							58823	LOS ANGELES COUNTY REGISTRAR-RECORDER								75.00	
05/09/12	58825	A		05/10/2012	HATCH	INSTRUCTIONAL SUPPLIES	Office of Child Development 58825	12.0	50250.0	85000	10000	4310	0000002	11-12		420.69	
05/10/12	58832	A		05/10/2012	VENICE CULVER MARINA MEDICAL	CONTRACT SERVICES RENDERED	Business Services 58832	01.0	00000.0	00000	73800	5890	0005000	11-12		175.00	
05/09/12	LH0504	A		05/10/2012	NASCO MODESTO	INSTRUCTIONAL SUPPLIES	Linwood Howe Elementary LH0504	01.0	90127.0	11100	10000	4310	2020000	11-12		403.15	
Total by District : 64444																173,454.31	173,454.31

End of Report LAPO009C

NONPUBLIC SCHOOLS:
APPROVED YTD: \$3,501,363.86

**CULVER CITY UNIFIED SCHOOL DISTRICT
DISTRICT WARRANTS REPORT
2011 - 2012**

COMMERCIAL WARRANTS

APRIL 14, 2012 - MAY 11, 2012	\$	1,977,053.00
-------------------------------	----	--------------

PAYROLL WARRANTS

APRIL 14, 2012 - MAY 11, 2012	\$	3,696,414.64
-------------------------------	----	--------------

TOTAL:	\$	<u>5,673,467.64</u>
--------	----	---------------------

BOARD REPORT

5/22/12

9.3

9.3 Approval is Recommended for Acceptance of Gifts – Donations

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

<u>Location</u>	<u>Donor/Item(s) Donated</u>
Farragut Elementary School	Fred Frankel & Susan Ettner 10 Cisco Wireless Access Points 10 Cisco Wireless 5GHz Modules
El Marino Language School	Zachary Levy Violin Michael & Corey Kawamoto 1 Japanese Picture Book
Culver City Adult School	Ruth Light 10 Text Books and 10 Children's Books

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

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.4

Financial Implication for Certificated Services Report No. 17

Total Fiscal Impact per Funding Source:

ADA	\$ 3,902.40
General Fund	\$ 3,935.00
General Fund – Athletics	\$ 216.60
Panther Partners	\$ 1,960.00
Title III-Immigrant Education	\$ 3,360.00

BOARD REPORT

9.4 Certificated Personnel Services Report No. 17

I. Authorization and Ratification of Employment

- A. Home Teacher – District Office
Effective September 6, 2011 at \$39.13 per hour, on-call when needed
Funding Source: Special Education
1. Biagiotti, Edward
- B. Home Teacher – District Office
Effective July 1, 2011 at \$39.13 per hour, on-call when needed
Funding Source: General Fund
1. Carlan, Marlene
- C. Adult School Teacher -- Independent Learning Center
Effective July 2, 2012 through August 3, 2012 at \$48.78 per hour, not to exceed
16 hours per week
Funding Source: ADA
Total Cost: \$3,902.40
1. Blum-Mitzman, Rochelle
- D. Adult School Substitute Teachers – Summer Program 4 Kids
Effective July 2, 2012 through August 3, 2012 at \$28.19 per hour, on-call as needed
Funding Source: Kids Summer Program
1. Beynon, Diane
 2. Pryharski, Christina
- E. Extra Assignment – La Ballona, Collaboration & Planning - Dual Language Program
Effective June 25, 2012 through June 26, 2012 at \$35.00 per hour, not to exceed
12 hours per teacher
Funding Source: Title III-Immigrant Education
Total Cost: \$3,360.00
1. Arzate, Carolina
 2. Borcharding, Nan
 3. Haro, Sandra
 4. Magana, Susy
 5. Mendez-Tobar, Ana
 6. Orozco, Joanna
 7. Rosales, Susan
 8. Taslimi, Julia

BOARD REPORT

9.4 Certificated Personnel Services Report No. 17 – Page 2

I. Authorization and Ratification of Employment - Continued

F. Extra Assignment – Farragut, Proctor CST Testing
Effective May 8, 2012 through May 17, 2012 at half day substitute rate of \$62.50, not to exceed 6 half days
Funding Source: General Fund
Total Cost: \$375.00

1. Linder, Rebecca (Substitute Teacher)

G. Extra Assignment – Middle School, Girls' Spring Volleyball Training
Effective April 11, 2012 through May 23, 2012 at \$35.00 per hour, not to exceed 4 hours per week per teacher
Funding Source: Panther Partners
Total Cost: \$1,960.00

1. Sablan, Angelo
2. Siegal, Martin

H. Extra Assignment – High School, Boys' Lacrosse Playoffs
Effective March 28, 2012 through May 1, 2012 at stated stipend
Funding Source: General Fund – Athletics
Total Cost: \$216.60

1. Chabola, Kevin \$216.60 Stipend

I. Extra Assignment – High School, Tutoring/Preparation for AP Exams
Effective April 18, 2012 through May 4, 2012 at \$35.00 per hour, not to exceed 10 hours per teacher
Funding Source: General Fund
Total Cost: \$2,100.00

1. Dennis, Darrin	4. Owens, Andrew
2. Gilbert-Rolfe, Genevieve	5. Rubin-Green, Rachel
3. Lezak, Vivian	6. Snyder, Rachel

J. Extra Assignment – High School, Detention Coverage for Zero Period
Effective May 9, 2012 through May 18, 2012 at \$35.00 per hour, not to exceed 3 hours per week
Funding Source: General Fund
Total Cost: \$210.00

1. Chabola, Jerome (Retired Teacher)

BOARD REPORT

9.4 Certificated Personnel Services Report No. 17 – Page 3

I. Authorization and Ratification of Employment - Continued

- K. Extra Assignment – High School, Proctor AP Tests
Effective May 7, 2012 through May 18, 2012 at substitute daily rate of \$125.00
Funding Source: General Fund
Total Cost: \$1,250.00

1. Tatum, Charles (Substitute Teacher)

II. Assignment Effective Date Correction – Adult School, Spring/Summer Trimester Teachers Previously approved on board report #15; 4/24/12

1. Hoebink, Robert Effective Date: April 18, 2012
2. Sikorski, Patricia Effective Date: April 17, 2012

III. Leaves

1. Adachi, Naomi
El Marino Family Care and Medical Leave Without Pay
Effective May 2, 2012 through June 22, 2012
2. Choe, Mickey
Middle School Personal Leave of Absence Without Pay
Effective August 29, 2012 through June 21, 2013
3. Zarrinpar, Andrea
Middle School Part-Time Personal Leave Without Pay
From: 100% Assignment
To: 80% Assignment
Effective August 29, 2012 through June 21, 2013

IV. Resignations

1. Konkel, Audrey
Middle School Effective May 1, 2012
Reason: Personal

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 17

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 Financial Impact for Classified Personnel Services Report No. 17

Total Funding Fiscal Impact:

Adult School:	\$774.80 \$13.85 per hour, as needed
Child Development:	\$12.78 per hour, as needed
General Fund:	\$2,436.51 \$13.85 per hour, as needed
School Improvement:	\$625.88
Tri-City SELPA:	\$42,720.00

BOARD REPORT

9.5 Classified Personnel Services Report No. 17

I. Authorization, Approval & Ratification of Employment

A. Child Development

1. Bedoya, Marilyn
Substitute Instructional Assistant –
Child Development
Child Development
Funding Source: Child Development
Effective May 23, 2012
Hourly, as needed – \$12.78 per hour

B. Clerical & Fiscal

1. Secretary II
District Office – SELPA
8 hours per day, 12 months per year
Funding Source: Tri-City SELPA
Effective July 1, 2012
Total Cost: \$42,720.00
2. Mankarios, Marianne
Substitute Clerk Typist
High School – Extra Assignment –
STAR Testing
Not to exceed 32 hours
Funding Source: School Improvement
Effective April 30, 2012 through May 23, 2012
Hourly, as needed – \$14.14
Total Cost: \$452.48

C. Instructional Assistants

1. LaFrance, Laverne
Instructional Assistant – Special Education IIA
Child Development/La Ballona
Not to exceed 18 hours
Funding Source: General Fund – Special Ed
Effective April 10, 2012 through
April 25, 2012
Range 16 – \$17.65 per hour
Total Cost: \$317.70
2. Hsiao, Lin Shumo
Instructional Assistant – Special Education IIA
Middle School – Extra Assignment
Not to exceed 12 hours
Funding Source: General Fund – Special Ed
Effective April 19, 2012 through
June 22, 2012
Range 16 – \$17.65 per hour
Total Cost: \$211.80

BOARD REPORT

9.5 Classified Personnel Services Report No. 17– Page 2

I. Authorization, Approval & Ratification of Employment – continued

C. Instructional Assistants – continued

3. Cross, Steresha
Instructional Assistant – Special Education IIA
Child Development/La Ballona –
Extra Assignment – Special Ed Training
Not to exceed 9 hours
Funding Source: General Fund – Special Ed
Effective April 25, 2012 through
April 30, 2012
Range 16 – \$15.18 per hour
Total Cost: \$136.62

4. Klippel, Justin
Instructional Assistant – Special Education
Child Development/La Ballona –
Extra Assignment – Special Ed Training
Not to exceed 9 hours
Funding Source: General Fund – Special Ed
Effective April 25, 2012 through
April 30, 2012
Range 14 – \$14.61 per hour
Total Cost: \$131.49

5. Gibbs, Shauna
Instructional Assistant – Adult School
Adult School – Extra Assignment – CAHSEE
Not to exceed 5 hours
Funding Source: General Fund – Adult School
Effective May 9, 2012
Range 17 – \$18.69 per hour
Total Cost: \$93.45

6. Lopez, Jose
Instructional Assistant – Adult School
Adult School – Extra Assignment – CAHSEE
Not to exceed 5 hours
Funding Source: General Fund – Adult School
Effective May 8, 2012
Range 17 – \$18.69 per hour
Total Cost: \$93.45

BOARD REPORT

9.5 Classified Personnel Services Report No. 17- Page 3

I. Authorization, Approval & Ratification of Employment – continued

C. Instructional Assistants – continued

7. Blumenfeld, Joann
Instructional Assistant – Adult School
Adult School – Summer Assignment – ILC
Not to exceed 16 hours per week
Funding Source: General Fund – Adult School
Effective July 2, 2012 through August 3, 2012
Range 17 – \$18.15 per hour
Total Cost: \$1,452.00
8. Pryharski, Christina
Instructional Assistant – Adult School
Adult School – Summer Assignment –
Eclectic Elective
Not to exceed 52 hours
Funding Source: Adult School – Kids Summer
Effective July 9, 2012 through July 19, 2012
Hourly, as needed – \$14.90 per hour
Total Cost: \$774.80
9. Pryharski, Christina
Substitute Instructional Assistant
Adult School – Summer Program
Funding Source: Adult School – Kids Summer
Effective July 2, 2012 through August 3, 2012
Hourly, as needed – \$13.85 per hour
10. Estioco-Barocio, Christine
Instructional Assistant – Physical Education
El Marino – Extra Assignment –
Safe School Plan
Not to exceed 5 hours
Funding Source: School Improvement
Effective June 5, 2012 through June 6, 2012
Range 15 – \$17.34 per hour
Total Cost: \$86.70
11. Rogers, Michael
Instructional Assistant – Physical Education
El Marino – Extra Assignment –
Safe School Plan
Not to exceed 5 hours
Funding Source: School Improvement
Effective June 5, 2012 through June 6, 2012
Range 15 – \$17.34 per hour
Total Cost: \$86.70

BOARD REPORT

9.5 Classified Personnel Services Report No. 17- Page 4

I. Authorization, Approval & Ratification of Employment – continued

C. Instructional Assistants – continued

1. Mitrosilis, Hanna Substitute Instructional Assistant
District Office
Funding Source: General Fund
Effective May 21, 2012
Hourly, as needed – \$13.85 per hour

II. Authorization, Approval & Ratification of Resignations

1. Conroy, LaShon Food Service Assistant
Food Services – 3.5 hours per day, school year
Funding Source: Food Services
Effective May 14, 2012
Range 6 – \$11.98 per hour
Total Cost: \$41.93

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 17

Moved by:
Vote:

Seconded by:

9.6 Enrollment Report

The attached reports display enrollment information for months seven and eight of the 2011-2012 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 seven and eight of the 2011-2012 school year as presented.

Moved by:

Seconded by:

Vote:

Culver City Unified School District
Enrollment for the 7th School Month (2/6/12 - 3/2/12)
2011 - 2012

ELEMENTARY	El Marino	El Rincon	Farragut	La Ballona	Linwood Howe	Ind. Study	Total
K	133	70	95	92	94	0	484
1	133	96	94	91	70	0	484
2	130	93	95	112	93	0	523
3	126	82	92	92	79	0	471
4	117	85	85	80	79	0	446
5	123	86	90	60	88	0	447
Spec Class	0	18	0	0	28	0	46
Elementary Total	762	530	551	527	531	0	2901

SECONDARY	Middle School	High School	Culver Park	Ind. Study	Total
6	462			0	462
7	482			0	482
8	523			0	523
9		571	0	0	571
10		526	1	6	533
11		521	29	12	562
12		544	39	7	590
Spec Class	37	40	0	0	77
Secondary Total	1504	2202	69	25	3800

Total K-12 Enrollment	6701
------------------------------	-------------

PRESCHOOL

Linwood Howe	El Marino	El Rincon	Farragut	La Ballona	CEE	Total
55	21	29	8	90	96	299

ADULT SCHOOL

Adult Basic Education	ESL	Citizenship	Adults with Disabilities	Older Adults Prog	High School Subjects	Total
102	397	0	19	0	247	765

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 247 students enrolled in high school subjects, 89 concurrently attend high school

Culver City Unified School District
Enrollment for the 8th School Month (3/5/12 - 3/30/12)
2011 - 2012

ELEMENTARY	El Marino	El Rincon	Farragut	La Ballona	Linwood Howe	Ind. Study	Total
K	132	70	94	92	94	0	482
1	133	96	95	90	70	0	484
2	129	93	93	112	93	0	520
3	126	81	92	92	80	0	471
4	116	82	85	81	79	0	443
5	121	86	90	60	88	0	445
Spec Class	0	18	0	0	27	0	45
Elementary Total	757	526	549	527	531	0	2890

SECONDARY	Middle School	High School	Culver Park	Ind. Study	Total
6	459			0	459
7	479			0	479
8	522			0	522
9		568	0	0	568
10		526	1	6	533
11		516	30	13	559
12		545	40	6	591
Spec Class	37	39	0	0	76
Secondary Total	1497	2194	71	25	3787

Total K-12 Enrollment 6677

PRESCHOOL

Linwood Howe	El Marino	El Rincon	Farragut	La Ballona	CEE	Total
55	21	30	8	88	96	298

ADULT SCHOOL

Adult Basic Education	ESL	Citizenship	Adults with Disabilities	Older Adults Prog	High School Subjects	Total
86	345	0	19	0	226	676

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 226 students enrolled in high school subjects, 82 concurrently attend high school

Culver City Unified School District
Enrollment Comparison
10-11 vs 11-12

ELEMENTARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12
El Marino	747	752	748	759	748	761	750	756	750	741
El Rincon	529	535	538	536	542	533	538	529	541	528
Farragut	523	552	526	550	524	553	523	552	522	547
La Ballona	524	526	532	532	532	530	531	532	529	523
Linwood Howe	500	539	494	540	502	539	504	537	502	534
Ind. Study	0	0	0	0	0	0	0	0	0	
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Elementary Total	2823	2904	2838	2917	2848	2916	2846	2906	2844	2873

SECONDARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12
Middle School	1560	1527	1565	1529	1559	1526	1549	1520	1542	1510
High School	2290	2262	2298	2249	2271	2232	2259	2225	2251	2215
Culver Park	59	54	67	65	66	69	71	73	71	73
Ind. Study	8	2	0	3	28	17	29	17	30	19
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Secondary Total	3917	3845	3930	3846	3924	3844	3908	3835	3894	3817

K-12 Total	6740	6749	6768	6763	6772	6760	6754	6741	6738	6690
-------------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------

Culver City Unified School District
Enrollment Comparison
10-11 vs 11-12

ELEMENTARY	6th		7th		8th		9th		10th		11th	
	School Month		School Month		School Month		School Month		School Month		School Month	
	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12
El Marino	754	770	751	762	751	757	751		750		751	
El Rincon	544	531	546	530	552	526	547		542		547	
Farragut	525	552	525	551	524	549	526		521		526	
La Ballona	529	527	533	527	533	527	532		530		532	
Linwood Howe	505	534	505	531	505	531	503		501		503	
Ind. Study	0	0	0	0	0	0	0		0			
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Elementary Total	2857	2914	2860	2901	2865	2890	2859	0	2844	0	2859	0

SECONDARY	6th		7th		8th		9th		10th		11th	
	School Month		School Month		School Month		School Month		School Month		School Month	
	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12	10-11	11-12
Middle School	1540	1511	1540	1504	1535	1497	1533		1510		1533	
High School	2245	2214	2239	2202	2234	2194	2230		2186		2230	
Culver Park	75	70	74	69	74	71	73		67		73	
Ind. Study	30	20	30	25	27	25	27		32		27	
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Secondary Total	3890	3815	3883	3800	3870	3787	3863	0	3795	0	3863	0

K-12 Total	6747	6729	6743	6701	6735	6677	6722	0	6639	0	6722	0
-------------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	----------	-------------	----------	-------------	----------

BOARD REPORT

5/22/12

9.7

9.7 **Approval is Recommended for Eileen Carroll, Assistant Superintendent for Educational Services, to Attend the Schools to Watch Conference and Awards Ceremony in Washington, DC, June 20-23, 2012**

Board Policy 4133 states that all out-of-state travel must have Board approval. Ms. Eileen Carroll, Assistant Superintendent for Educational Services, requests approval to attend the Schools to Watch Conference and Awards Ceremony in Washington, DC. Ms. Carroll will accept the National Forum's Schools to Watch Award on behalf of Culver City Middle School. The National Forum is a coalition of 60 organizations whose focus is to improve legislation and policy for the middle school grades.

RECOMMENDED MOTION: That the Board approve Eileen Carroll, Assistant Superintendent for Educational Services, to Attend the Schools to Watch Conference and Awards Ceremony in Washington, DC, June 20-23, 2012.

Moved by:

Seconded by:

Vote:

BOARD REPORT

5/22/12

9.8

9.8 Approval is Recommended for Jennifer Kochevar and Kelli Tarvyd, CCHS Social Studies Teachers, to Attend the Colonial Williamsburg Teacher Institute, August 6-12, 2012

Board Policy 4133 states that all out-of-state travel must have Board approval. Jennifer Kochevar and Kelli Tarvyd, CCHS Social Studies Teachers, request approval to attend the Colonial Williamsburg Institute in Williamsburg, Virginia, August 6-12, 2012. The institute, designed for public school history/social science teachers in grades 11 or 12, will immerse participants in American historical study on location in Williamsburg. All institute activities, airfare, room, board, and teacher resource materials are funded by the Colonial Williamsburg Foundation.

RECOMMENDED MOTION: That the Board approve Jennifer Kochevar and Kelli Tarvyd, CCHS Social Studies Teachers, to Attend the Colonial Williamsburg Teacher Institute, August 6-12, 2012.

Moved by:

Seconded by:

Vote:

BOARD REPORT

5/22/12

9.9

9.9 Approval is Recommended for Culver City Middle School and Culver City High School Cheerleaders to Attend the Universal Cheerleaders Association Summer Camp at Loyola Marymount University, July 21-24, 2012

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 and Middle School would like to participate in the Universal Cheerleaders Association (UCA) Summer Camp at Loyola Marymount University, July 21 to July 24, 2012. There will be approximately 20 middle school cheerleaders and approximately 30 high school cheerleaders attending. The costs will be covered by Booster Club (CCHS & CCMS respectively) and ASB. Mrs. Lindsey Farris, High School Cheerleading Coach, Ms. Kandyce Wallace, CCMS Cheerleading Coach and two additional coaches, Mrs. Kim Ortega and Mrs. Amber Masek, will be chaperoning in an unpaid capacity.

RECOMMENDED MOTION: That the Board approve Culver City Middle School and Culver City High School Cheerleaders to Attend the Universal Cheerleaders Association Summer Camp at Loyola Marymount University, July 21-24, 2012.

Moved by:

Seconded by:

Vote:

BOARD REPORT

5/22/12

9.10

9.10 **Approval is Recommended for Eileen O'Connor, Mental Health Case Manager for Tri-City SELPA, to Perform Site Visitations for Students at Heritage School, Provo, Utah, June 18-19, 2012; Alpine Academy and Provo Canyon School in Orem, Utah, June 25-26, 2012; and Devereux School in League City, Texas, June 11-12, 2012.**

Board Policy 4133 states that all out-of-state travel must have Board approval. Ms. Eileen O'Connor, Mental Health Case Manager for Tri-City SELPA, requests approval to perform site visitations as part of case management duties for Tri-City SELPA students placed in non-public schools in Utah and Texas. Site visit costs will be covered by Tri-City SELPA funds.

RECOMMENDED MOTION: That the Board approve Eileen O'Connor, Mental Health Case Manager for Tri-City SELPA, to Perform Site Visitations for Students at Heritage School, Provo, Utah, June 18-19, 2012; Alpine Academy and Provo Canyon School in Orem, Utah, June 25-26, 2012; and Devereux School in League City, Texas, June 11-12, 2012.

Moved by:

Seconded by:

Vote:

BOARD REPORT

5/22/12

9.11

9.11 **Approval is Recommended for CCHS ROP Students to Attend the Skills USA National Leadership and Skills Conference in Kansas City, Missouri, June 23-27, 2012**

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

Culver City High School requests permission for two students to participate in the SkillsUSA National Leadership and Skills Conference in Kansas City, Missouri. Students will be chaperoned by Marcos White, ROP Sports Therapy Teacher. All expenses will be paid by the Los Angeles County Regional Occupational Program.

RECOMMENDED MOTION: That the Board approve CCHS ROP Students to Attend the Skills USA National Leadership and Skills Conference in Kansas City, Missouri, June 23-27, 2012.

Moved by:

Seconded by:

Vote:

BOARD REPORT

5/22/12
10.1

10.1 American Citizenship Awards

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

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

This month eight students, one from each school, will be recognized for their good citizenship.

BOARD REPORT

5/22/12

10.2

10.2 Recognition of the Toby Rubenstein 3rd Annual Chess Tournament Winners

A presentation will be made to recognize the top Culver City Middle School winners of the Toby Rubenstein 3rd Annual Chess Tournament.

BOARD REPORT

10.3 Culver City ROP Culinary Arts and Digital Photography Student Recognition

The Board of Education would like to recognize the Culver City High School ROP Culinary Arts and Digital Photography Students for their exceptional work and professionalism in partnering with the Human Resources Family in making Employee Appreciation Week a successful and memorable event.

BOARD REPORT

5/22/12

10.4

10.4 Spotlight on Education – El Rincon Elementary School and Culver City Adult School

Reginald Brunson, Principal, will share some of the programs and instructional practices implemented this year at El Rincon. In his first year as Principal of El Rincon, Mr. Brunson's focus has been on increasing student achievement and building a collaborative culture of continual improvement where all stakeholders are actively encouraged to participate.

Kevin Kronfeld, Principal, will share a presentation demonstrating ways that the Adult School is developing learners with 21st Century skills. In addition, Mr. Kronfeld will share ways that the Adult School is enriching the lives of students in CCUSD through quality summer enrichment programs.

BOARD REPORT

12.1 SELPA Presentation by Jeanne Davis, Director of Tri-City SELPA

Ms. Davis will update the Board of Education regarding changes in the provision of mental health services to students with IEPs in the absence of AB 3632. As of June 30, 2012, the Los Angeles County Department of Mental Health (LACDMH) will no longer be providing these services. She will explain how the Tri-City SELPA will be providing mental health services beginning July 1, 2012.

BACKGROUND:

In 1984, the California State Legislature passed AB 3632 mandating that county Departments of Mental Health (DMH) work with school districts to provide services to students with IEPs who require mental health services. Specifically, AB 3632 provides for:

- Case management of students placed in residential treatment centers
- Payment of residential and therapeutic treatment cost of residentially placed students
- Provision of outpatient mental health services to students and their families
- Attendance at IEP meetings for students eligible for DMH services

In October 2010, outgoing Governor Schwarzenegger eliminated both the mandate and the funding for AB 3632. In November 2010, the California Department of Education approved the release to County Offices of Education \$76 million of federal funds for the short-term continuation of AB 3632 services. These funds were exhausted in mid-January 2011. Los Angeles County DMH agreed to continue to provide and pay for services through January 2011. Since school districts are “payers of last resort” for educational services, Culver City Unified was required to begin paying for IEP-based mental health services effective February 1, 2011.

On June 30, 2011, Assembly Bill 114, Statute 2011, was signed into law. Under AB 114, several sections of Chapters 26.5 of the California Government Code were amended or rendered inoperative, thereby ending the state mandate on county mental health agencies to provide mental health services to students with disabilities. LACDMH received an increase in funds for 2011-12 to provide mental health services during this transitional school year. The Tri-City SELPA also received additional funds to provide these services. On September 27, 2011, the CCUSD Board of Education approved a Memorandum of Understanding with LACDMH stating that DMH funding would be used until it was completely expended. Meanwhile, the Tri-City SELPA would develop and fund a program to provide the services when LACDMH no longer has funding

14.1a Receipt of Charter Petition from Innovatory School for Professional Youth (ISPY)

Education Code 47605(b) sets forth the process for consideration of a petition to establish a charter school and provides that within 30 days of the governing board's receipt of a charter petition, the board must hold a public hearing on the provisions of the charter proposal, at which time the governing board of the district shall consider the level of support for the petition by the teachers employed by the district, other employees of the district, and parents.

The statute further provides that the governing board must make a determination whether to grant or deny the charter petition within 60 days of its receipt of the petition.

The Board receives the Innovatory School for Professional Youth Charter School Petition on May 22, 2012, and will consider the petition according to the agreed upon schedule:

May 22, 2012: The Petition will be placed on the May 22, 2012 Board of Education ("Board") agenda to be received by the Board Pursuant to Education Code Section 47605(b). This action will commence the statutory review period.

June 12, 2012: The Board will hold a public hearing on the provisions of the charter, to consider the level of support for the petition by District teachers, employees and parents.

July 10, 2012: The Board will render a decision to grant or deny the charter. If denial is recommended, the District will prepare findings in compliance with Education Code section 47605(b)(1)-(5).

A copy of the full petition can be reviewed in the Superintendent's office upon request.

RECOMMENDED MOTION

That the Board approve receipt of the petition from Innovatory School for Professional Youth as presented.

Moved by:

Seconded by:

Vote:

BOARD REPORT

5/22/12

14.2a

14.2a Approval is Recommended for the Revised Single Plan for Student Achievement for El Rincon Elementary School and Change from Targeted to School-Wide Title I Program

Education Codes 52853 and 52855 require school plans to be annually reviewed, revised and submitted to the Board of Education for approval.

The analysis of El Rincon's assessment data by the school staff, under the leadership of Principal Brunson and in collaboration and support from Educational Services, has resulted in the determination that Title I funds will be optimized through a comprehensive reform strategy designed to upgrade the entire educational program throughout the school. The primary goal is to ensure that all students, especially those not yet proficient, will demonstrate proficient and advanced levels on the State Standards Tests. In an effort to achieve that goal, the El Rincon School Site Council has written and approved for submission to the Board a revised Single Plan for Student Achievement in which El Rincon will utilize Title I funds school-wide.

RECOMMENDED MOTION: That the Board approve the Revised Single Plan for Student Achievement for El Rincon Elementary School and Change from Targeted to School-Wide Title I Program.

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

El Rincon Elementary School

School Name

19-64444-6012678

CDS Code

Date of this revision: 5/4/2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index, California Education Code sections 41507, 41512, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Reginald Brunson
Position: Principal
Telephone Number: (310) 842-4340
 11177 Overland Ave.
 Culver City, CA 90230-5454
E-mail Address: reginaldbrunson@ccusd.org

Culver City Unified School District

School District

Superintendent: Patricia Jaffe
Telephone Number: (310) 842-4220
 4034 Irving Place
 Culver City, CA 90232
E-mail Address: patricijaffe@ccusd.org

The District Governing Board approved this revision of the School Plan on .

The site has agreed to the centralization of Economic Impact Aid to be utilized for site based services.

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

II. School Vision and Mission

CULVER CITY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The mission of the Culver City Unified School District, a diverse haven of excellence, is to ensure that each student possesses the academic skills necessary to achieve his/her highest potential as a valued, responsible member of society by providing challenging, personalized educational experiences in a safe, nurturing environment and by fostering a passion for teaching and learning with committed parent and community involvement.

EL RINCON ELEMENTARY SCHOOL MISSION

El Rincon's mission is to provide an environment that prepares students to develop necessary skills to be successful in tomorrow's global community.

OUR VISION STATEMENT

Through STEM education, we go beyond the California state standards to foster the potential of all children by accessing their innate curiosity and stimulating their imaginations. At El Rincon we provide opportunities for inquiry, problem solving, exploration, and discovery of the natural world.

Our school community is also committed to expanding our focus beyond academic achievement alone. Our emphasis is on maintaining an environment that supports students as they develop the 5 core competencies of Socially and emotionally skilled children:

- Self-awareness
- Ability to regulate emotions
- Social awareness – showing understanding and empathy for others
- Good relationship skills
- Responsible decision making

We believe that through the mindful practices of collaboration and communication that are taught across all content areas, children will develop an appreciation for multiple perspectives and deepen their understanding of the world around them.

EL RINCON ELEMENTARY SCHOOL BELIEF STATEMENTS

- We respect, honor, and acknowledge the diversity of all students and all cultures in our classroom.
- We, as educators, hold ourselves accountable to the highest standards and, to that end, we are committed to ongoing professional development.
- We provide a safe, clean, and nurturing environment that promotes each child's social and emotional growth and well being.
- We believe that family involvement is essential to each student's academic success.
- We hold our students to high expectations, provide all students access to a rigorous curriculum, and support all in mastering the academic standards in language arts, mathematics, social studies, science and the arts.
- We believe our community is contributory to the safety, success, and support of our students and their families.

III. School Profile

El Rincon Elementary School is located at 11177 Overland Avenue Culver City, CA 90230.

El Rincon serves approximately 537 students in grades Kindergarten through fifth grade. The student population is 30.7% Caucasian, 15.3% Hispanic, 37.4% African American, 3.7% Filipino, 6.3% Asian, 1.1% American Indian, 1% Pacific Islander and 4.5% Undeclared. 11% of the student population are students with disabilities. Approximately 43% of our students participate in the National School Lunch program. The El Rincon staff includes 22 regular education teachers, 2 SDC teachers, 2 Speech Teachers, 1 Resource Specialist, and 22 classified personnel.

El Rincon addresses the needs of our diverse student population through specialized programs including: English Language Learners (ELL) and Special Education. Special Education services are comprised of Speech, Resource Specialist Program (RSP), and Special Day Class (SDC). Supplemental programs exist to extend learning opportunities for all students, with an emphasis on helping our at-risk population succeed. Programs include: STEM focus curriculum, SuccessMaker software, before and/or after-school intervention, arts and musical enrichment instruction, and a variety of fee-based enrichment programs.

El Rincon's School Plan offers the on-going opportunity to plan, implement, monitor and evaluate a meaningful standards-based curriculum for all students. The goals, objectives, and activities have been identified and written based on needs expressed by students, parents and teacher input, previewing state/district test findings, analysis of the STAR results, AYP results and API scores. These goals, objectives, and activities are established to improve and focus instruction at El Rincon Elementary School enabling students to meet grade level, district and state standards.

We have a Family Center located on our campus which provides small group support for families who are Medi-Cal recipients. In addition, we have a library staffed with a full time librarian and a computer lab staffed with a part time computer technology aide.

El Rincon parents are encouraged to participate in all areas of our school. They serve on curriculum committees and advisory boards such as the School Site Council and English Language Advisory Committee. Parents participate in the PTA, Growing Great Garden, family events nights, open house, book fairs, and field trips. We encourage our parents to communicate with their child's teacher at any time through email or by phone. Parents are encouraged to communicate with the principal at any time during the day by stopping by, sending an email, or by telephone.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

El Rincon is rich in culture and diversity. Our cultural groups include African American, Asian, Hispanic, and White. African Americans make up the largest portion of our school population, 37.4% or 201 students. The next largest population is our white cultural group. Whites make up 30.7% of the school population or 165 students. The Hispanic cultural group make up 15.3% of the school population, or 82 students, and the Asian culture make up 6.3% of the school population with 34 students.

Our English Learner group of students makes up 13.4% of the total school population with 72 students. The Economically Disadvantaged subgroup contributes to 48% of the total population with 260 students. Our Students with Disabilities make up 11% of the population with 60 students.

The school's API has shown steady growth over the past three years. In 2007-2008, we moved from a base API of 827 to 835. In 2008-2009, we moved from a base API of 829 to 835. In 2009-2010, we moved from a base API of 836 to 838. However in 2010-2011, we moved from a base API of 838 to 832. Our subgroups are represented with the following 2010-2011 API data: African American- 809, Hispanic- 807, White- 887, Economically Disadvantaged- 795, and the English Language Learners- 810.

B. Surveys

Informal surveys show that the El Rincon parents, teachers, and students are generally satisfied with our school. Parents are satisfied with the overall academic curriculum, but indicated that there are areas needing some improvement. Results indicate a need for additional support particularly for at risk students. We continue to focus on upgrading technology in all classrooms. Currently, we average two computers per classroom. El Rincon has eight Brightlink Interactive Projectors as well as LCD projectors and document cameras in various classrooms. At this time all of our classrooms have some current technology tools for instruction and the entire campus has a wireless signal. These technology tools help support an increase in student engagement and motivates students to learn. In addition, these technology tools allow teachers to pair the auditory learning with visuals and to develop lessons that are innovative and support 21st Century learning.

C. Classroom Observations

We will provide each student with the opportunities, resources, and support necessary to achieve his or her academic and personal goals. El Rincon has monthly staff development focusing on research-based practices in literacy, writing, science, English language development, data analysis and mathematics.

We will create and maintain a safe learning environment. Site representatives participate on the District Anti-Bullying Task Force. El Rincon is using the Caring Schools Community curriculum and the Olweus program to promote a safe learning environment. El Rincon supports a progressive discipline plan focusing on developmental assets. The School Safety Plan is updated annually.

We will develop and maintain challenging learning experiences and environments that not only enable all students to meet or exceed recognized standards, but also inspire students to achieve their highest personal and academic goals. El Rincon staff is provided monthly professional development focusing on English learner and teaching strategies that support access to core. Led by the Principal, the faculty continues to examine benchmark assessment and CST data to determine areas of strength and areas of weakness in student achievement as measured by these assessments. By using this data, we are able to monitor student achievement and to identify students needing intervention and enrichment opportunities. Teachers meet in collaborate teams weekly to analyze data and identify effective intervention strategies for students struggling to reach grade level standards. The teacher collaboration meetings not only identify intervention strategies, but create a dialogue of best practices to be used in the classroom to meet the needs of our students. By differentiating the instruction, teachers are better able to meet the needs of their students who have different learning styles and learning needs. In addition, teachers will use a number of universal instructional strategies including but not limited to displaying the learning objective, activating prior knowledge, and asking higher-level thinking questions. The staff has created an observation tool that will be used to monitor the use of the universal instructional strategies that the staff has chosen as our primary focus.

D. Student Work and School Documents

Galileo Benchmark Assessments were first used in 2007-2008 for 1st - 5th grades. Teachers are using and learning more about the capabilities of the Galileo program including the numerous data reports and blue prints that are available to teachers and administrators. Teachers are able to retrieve information to help identify and

disaggregate student data that is necessary to drive instruction. We are continuing to use, learn more about, and improve our data analysis skills with the Galileo program.

This year, we continue to focus on learning the Galileo data analysis program and continue to administer the on-line benchmark assessments for our students each trimester. By providing more technology in the classrooms, teachers are able to retrieve benchmark data sooner from the Galileo program. Students receive their assessment results much quicker, and interventions or next best practices can begin sooner.

El Rincon Elementary School teachers are participating in grade level professional development. This will continue with a different grade level meeting each month focusing on differentiated instruction. This helps meet the needs of individual students and accommodate a variety of learning styles. We continue to integrate technology and science across the curriculum throughout each grade level.

The maintenance of a safe and secure learning environment is of paramount importance. We support a progressive schoolwide discipline plan focusing on the positive aspects of catching our students doing something good. We offer positive incentives such as monthly awards assemblies, classroom awards, and star student. Clear and consistent rules, rewards, and consequences help children understand what is expected of them. Excellent citizenship is a school wide expectation. Character development is taught through the Caring School Community Program, daily school wide assemblies, and classroom recognition. We continue to use the Peacemakers Program. In this program, fifth graders have been trained to be peer counselors on the playground. El Rincon will also be implementing the Olweus Anti-Bullying program in the 2012-2013 school year.

We take advantage of and enjoy the diversity of resources in our community by encouraging parent and community participation with our volunteer opportunities and business and community partnerships. Service organizations such as Lions Club, provide vision screening to students. Dental screening is offered annually by community dentists. Our Growing Great program provides classroom nutritional instruction and opportunities to plant and harvest in our garden.

E. Analysis of Current Instructional Program (See Appendix B)

The following state and local assessments are used to improve achievement and to inform and modify instruction:

- Galileo Benchmark Assessments in Language Arts and Mathematics
- Star Test Data
- Open Court Reading Assessments, comprehension check points, vocabulary and spelling
- Envision Math Assessments
- Fluency Assessments
- Teacher Created Assessments
- Benchmark Writing Assessments
- Johnson Spelling Inventory
- Basic Phonics Skills Test (BPST)
- Phonemic Awareness Assessments such as segmenting and oral comprehension (K-1st grade)
- Office of Child Development Kindergarten Readiness Assessment for incoming kindergarten students

El Rincon teachers are using benchmark assessment data to drive instruction, to design interventions, and as a tool for differentiation of instruction. Second through fifth grade teachers are able to use the data from trimester benchmark assessments to predict student success on the end of the year CST. Teachers working in grade level teams retrieve data from the Galileo program. They examine the data from the Developmental Profile and At-Risk Analysis reports to determine student academic needs. During "Data Analysis Day" and grade level meetings, teachers collaborate to identify and evaluate the needs of their students based on interim and benchmark assessments. They use this data to design immediate intervention and enrichment lessons for individual students within small groups across each grade level.

We have ongoing instructional support provided by our English Language Development (ELD Specialist) and by Beginning Teacher Support and Assessment personnel (BTSA TOSA). The ELD Specialist assists and provides instructional strategies and resource support for teachers with EL students. The BTSA TOSA provides instructional strategies and support for beginning teachers. Our Resource Specialist Program provides support and suggestions to teachers to help identified students who are struggling across the curriculum. The physical education program provides a thirty minute daily (5 times per week) opportunity for teachers to collaborate in grade level teams.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=10807>

5/15/2012

El Rincon teachers adhere to standards based instruction as outlined in the California Content Standards. All instructional materials are standards based and the mathematics curriculum (EnVision Math) is from the recent state program adoption. Essential standards have been identified and are being taught across each grade level. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarten and first graders are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is used to inform instruction and to determine intervention and enrichment opportunities to meet the needs of our students.

In an effort to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments, El Rincon and the Culver City Unified School District have been participating in the Title I Part A - Improving The Academic Achievement Of The Disadvantaged program under the federal act No Child Left Behind. Under this program, El Rincon has been receiving funding known as Targeted Assistance in a Targeted Assistance School. Title I funds may be used only for services to eligible children identified as having the greatest need for special assistance (students scoring below proficient on the California Standards Test or other alternative assessments.)

Through analyzing our data and student outcomes, we determined our Title I funds will be better utilized through a comprehensive reform strategy designed to upgrade the entire educational program in our school starting in the 2012-2013 school year. Our primary goal will be to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=10807>

5/15/2012

V. Description of Barriers and Related School Goals

GOAL #1: English Language Arts

85% of Kindergarten through 1st grade students will meet or exceed district benchmarks for ELA each year.

The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will meet the 2012-13 AYP target of 89.2% as measured by the California Standards Test.

English Language Learner Students and Social-Economically Disadvantaged Students(SED) will make gains to meet safe harbor.

Measure:

CST, benchmarks, unit and chapter tests.

Barriers: Although the El Rincon Staff has participated in a number of professional development training days, there are still students who test within the Basic to Far Below Basic range. Currently there is a lack of effective interventions to support students who are not at proficiency in ELA. We have implemented SuccessMaker software as an intervention for our Far Below Basic and Below Basic students which provides practice opportunities and instruction in ELA that is aligned to the California grade level content standards for K-8.

Goal #2: Writing

First through fifth grade teachers will administer a minimum of three (Kindergarten two) writing prompts aligned to their grade-level writing standards where 80% of their students will score a 3 or above by the end of the 2012-2013 school year.

Measure:

Grade level writing rubrics based on California Writing Standards.

Barriers: Insufficient professional development focused on uniform scoring as well as criteria charts and rubrics.

Goal #3: Mathematics

The percentage of students in grades 2-5 scoring at the proficient or advanced level in Math will meet the 2012-13 AYP target of 89.5% as measured by the California Standards Test.

Measure:

Topic Tests, Benchmark assessments, Teacher generated assessments, CST

Barriers: In the 2012-13 school year we will have the necessary technology in each classroom to more effectively support the implementation of the EnVision math curriculum. However, we will need professional development to support teachers in using the new technology. We have implemented SuccessMaker software as an intervention for our Far Below Basic and Below Basic students which provides practice opportunities and instruction in Math that is aligned to the California grade level math content standards for K-8.

Goal #4: Science

The percentage of students in grade 5 scoring at the proficient or advanced level in Science will increase 3% based in the 2011-2012 CST scores.

Measures: Chapter Test, CST

Barriers: El Rincon Staff continues to increase the instructional time by utilizing the science lab to its fullest capacity. The staff continues to participate in a number of professional development opportunities emphasizing science curriculum. There is a need for a full-time Science Lab Teacher/Aide to support and maximize the use of the Science Lab.

Goal #5: Sub-group Proficiency

The percentage of English Language Learners (ELL) in grades 2-5 scoring at the proficient or advanced level in Math will increase 10% based on Safe Harbor measures by the end of the 2012-13 school year as measured by the California Standards Test.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=10807>

5/15/2012

The percentage of Socioeconomically Disadvantaged Students (SED) in grades 2-5 scoring at the proficient or advanced level in Language Arts will increase 10% based on Safe Harbor measures by the end of the 2012-13 school year as measured by the California Standards Test.

Measures: Topic and Chapter Tests, Benchmark Assessments, SuccessMaker, CST

Barriers: Implementation of newly adopted supplemental ELD curriculum.

Budget data is preliminary based on 2011-2012 school year. A revised budget and allocations will be included in the updated plan for Fall of 2012.

Appendix A data is preliminary based on 2011-2012 school year. Revised data will be included in the updated plan for Fall of 2012.

Appendix C data is preliminary based on 2011-2012 school year. Revised data will be included in the updated plan for Fall of 2012.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=10807>

5/15/2012

VI. Planned Improvements in Student Performance (continued)

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) GOAL #1: English Language Arts 85% of kindergarten through 1st grade students will meet or exceed district benchmarks for ELA each year.</p> <p>The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will meet the 2012-13 AYP target of 89.2% as measured by the California Standards Test.</p>	<p>English Language Learner Students and Social-Economically Disadvantaged Students(SED) will make gains to meet state harbor.</p>	<p>Student groups and grade levels to participate in this goal: Kindergarten and 1st Grade: 85% of students will meet or exceed district benchmarks for all four areas of phonemic awareness.</p>	<p>Anticipated annual performance growth for each group: 85% of kindergarten through 1st grade students will meet or exceed district benchmarks for ELA each year.</p>
<p>Means of evaluating progress toward this goal: District Benchmark Assessment for K-5 SuccessMaker Galileo Unit/Chapter tests CST Teacher-made quizzes/tests Classwork Homework</p>	<p>The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will meet the 2012-13 AYP target of 89.2% as measured by the California Standards Test.</p>	<p>The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will meet the 2012-13 AYP target of 89.2% as measured by the California Standards Test.</p>	<p>The percentage of students in grades 2-5 scoring at the proficient or advanced level in ELA will meet the 2012-13 AYP target of 89.2% as measured by the California Standards Test.</p>

<p>SCHOOL GOAL #1 Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Students performing below grade level standards will receive assistance in small groups Provide K-5 students with an instructional aide to work with small groups of students to facilitate the most effective classroom intervention program. Provide professional development on data analysis to improve instruction and student achievement. ***Monitoring/Evaluation: Matching student aide time with student data to be collected by the Principal each trimester. Students will be reassessed after small group instruction and data will be analyzed by the teacher and Principal.</p>	<p>September-June</p>	<p>Instructional Aides (\$39,000.00)</p>	<p>Title I</p>	<p></p>
<p>Students working at basic to far below basic level will be offered before, during and after school intervention to enhance reading comprehension skills using the computer lab and Success Maker software in an effort to close the achievement gap. ***Monitoring/Evaluation: Teachers and Principal will track and actively encourage attendance in before and after school SuccessMaker intervention. We will closely monitor the Galileo data of students participating in these interventions. Implement daily time for workshop (universal access and flexible</p>	<p>September-June</p>	<p>\$3,099.94 (Successmaker Maintenance and Support) Teacher Stipend (\$35.00 per hour)</p>	<p>Title I</p>	<p>no charge</p>

<p>grouping strategies) in all classrooms. Develop home to school communication (regarding grade level expectations and standards. Provide staff development on standards based instruction, data analysis, and create formative assessments on Galileo.</p>	<p>September-June January-March-May</p>	<p>\$2,160.00</p>	<p>\$1</p>
<p>***Monitoring/Evaluation: Staff and principal will monitor how our targeted students are progressing in ELA to ensure that these students reach proficiency, by collecting data and reviewing this data during Data Analysis Sessions. The Principal will frequently monitor classrooms to ensure that Universal Instructional Strategies taught in Professional Development are implemented in all classrooms. ***Monitoring/Evaluation: Principal's informal and formal classroom observations and evaluations. Continue to learn and implement best instructional practices and instructional rigor. Teachers will participate in professional development opportunities provided by the District. Teachers will attend professional development. Teachers will meet with their grade level teams to collaborate around best practices and data analysis explicit teaching of academic language, high engagement strategies using Open Court to teach and model these strategies which are needed to support our EL subgroups in meeting grade level proficiency. K-5 teachers are being trained by Consultant, Pam Barrett. Mrs. Barrett's training focuses on the use of SDARE strategies, explicit teaching of academic vocabulary, high engagement strategies, and comprehension skills using Open Court ELA curriculum as the vehicle to teach and model these strategies. The effective implementation of these strategies is essential to supporting our EL subgroup in meeting grade level proficiency. SuccessMaker training on software and data analysis.</p>	<p>September - June</p>	<p>Professional development as provided by District.</p>	<p></p>

VI. Planned Improvements In Student Performance (continued)

<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Goal #2: Writing</p>	<p>First through fifth grade teachers will administer a minimum of three (Kindergarten two) writing prompts aligned to their grade-level writing standards where 80% of their students will score a 3 or above by the end of the 2012-2013 school year.</p>	<p>Student groups and grade levels to participate in this goal: Kindergarten - 5th grade</p>	<p>Significant focus on our English language learners and Socioeconomically Disadvantaged population.</p>	<p>Means of evaluating progress toward this goal: Kindergarten - 5th grade will be evaluated with District benchmarks for writing Grades 2-5 will be evaluated by the Writing Strategies portion of the CST. 4th Grade STAR Writing results. Writing responses(OCCR)</p>	<p>Anticipated annual performance growth for each group: 80% of the English language learners will meet the writing benchmark for the 2012-13 school year. 80 % of the Socioeconomically Disadvantaged students will meet the writing benchmark for the 2012-13 school year. Group data to be collected to measure academic gains: District benchmarks CST 4th Grade STAR Writing results Grade level writing prompts Writing responses(OCCR)</p>
<p>SCHOOL GOAL #2</p>	<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) Teachers will continue to refine implementation of "Being A Writer" program. Teachers will become familiar with the district assessments and rubric. Provide staff development to improve student achievement. Teacher education with writing rubric and criteria charts Monitor/Evaluation- Teacher will submit to principal the writing prompts and testing dates for the writing prompts. Teachers and principal will collect and analyze writing assessment data. Provide professional development for implementing "Writers' Workshop" strategies including exemplars, Author's Chair, the writing process, criteria charts, and rubrics. Pam Barrett trainings will provided to all K-5 teachers in the area of writing.</p>	<p>Start Date Completion Date September - June</p>	<p>Proposed Expenditures \$39,000.00</p>	<p>Estimated Cost \$400.00</p>	<p>Funding Source District Provided</p>
<p>Provide extra instruction for English language learners in writing strategies through the ELD Specialist and instructional assistant.</p>	<p>Use of Scholastic Magazine to use as an instructional resource to teach fourth grade writing skills in expository and summary genres.</p>	<p>September - June</p>	<p>\$400.00</p>	<p>\$400.00</p>	<p>SIP7A</p>
<p>Teachers in grades K-5 will provide small group instruction as needed to improve writing skills. Provide K-5 students with an instructional aide to work with small groups of students to facilitate the most effective classroom intervention program.</p>	<p>Development home to school communication regarding grade level expectations and grade level standards for writing.</p>	<p>September-June</p>	<p>October-March 2012-2013 school year</p>		

discussion around best practices in teaching writing will support the implementation of quality instruction in all fourth grade classrooms. Fourth grade teachers administer the STAR Writing Assessment annually in March.

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Goal #3: Mathematics 85% The percentage of students in grade K-1 scoring at proficient or advanced in Math</p>				
<p>The percentage of students in grades 2-5 scoring at the proficient or advanced level in Math will meet the 2012-13 AYP target of 89.5% as measured by the California Standards Test.</p>				
<p>English Language Learner Students and Socio-Economically Disadvantaged Students(SED) will make gains to meet safe harbor.</p>				
<p>Student groups and grade levels to participate in this goal: 85% The percentage of students in grade K-1 scoring at proficient or advanced in Math.</p>	<p>Anticipated annual performance growth for each group: 85% The percentage of students in grade K-1 scoring at proficient or advanced in Math.</p>			
<p>All students grades K-5 with specific focus on English Language Learners (ELL) and Socio-Economically Disadvantaged Students(SED) populations in Grades 2-5.</p>				
<p>The percentage of students in grades 2-5 scoring at the proficient or advanced level in Math will meet the 2012-13 AYP target of 89.5% as measured by the California Standards Test.</p>				
<p>English Language Learner Students and Socio-Economically Disadvantaged Students(SED) will make gains to meet safe harbor.</p>				
<p>Means of evaluating progress toward this goal:</p>				
<p>CST District Benchmark Assessments SuccessMaker Unit/Chapter test Teacher made assessments Classroom Homework</p>				
<p>English Language Learner Students and Socio-Economically Disadvantaged Students(SED) will make gains to meet safe harbor.</p>				
<p>Group data to be collected to measure academic gains:</p>				
<p>CST District Benchmark Assessments SuccessMaker Unit/Chapter test Teacher made assessments Classroom Homework</p>				
<p>SCHOOL GOAL #3</p>				
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>				
<p>Teachers will focus on key academic standards Effective Implementation of the adopted EY/Version Math curriculum Kinesthetic activities involving math standards School-wide monthly grade level/cross grade level release time Adherence to current math pacing guides</p>	<p>September - June</p>	<p>\$39,000.00</p>	<p>Estimated Cost</p>	<p>Funding Source Title I</p>
<p>Students performing below grade level standards will receive assistance in small groups. Provide K-5 students with an instructional aide to work with small groups of students to facilitate the most effective classroom intervention program. Provide professional development using data to improve instruction and student achievement.</p>	<p>September - June</p>	<p>\$6460.00 Cost for Substitute teachers</p>	<p>Estimated Cost</p>	<p>Funding Source Title I</p>
<p>**Monitoring/Evaluation: Matching student aide time with student data to be collected by the Principal each trimester. Students will be reassessed after small group instruction and data will be analyzed by teacher and the Principal.</p>				
<p>The Principal will frequently monitor classrooms to ensure that strategies taught in Professional Development are implemented in all classrooms.</p>				
<p>Develop home to school communication regarding grade level expectations and standards.</p>				
<p>*Provide staff development on standards based instruction, data analysis, and create formative assessments on Galileo.</p>				

<p>*Teachers in grades 2-5 will be involved in data analysis days with the Principal. Using reports from Galileo the teachers and Principal will identify math standards that need to be re-taught to support students in reaching proficiency. Teacher will identify what standards in math need to be re-taught in flexible groups. Teachers will reassess students to show mastery of skill. Data will be shared with grade level, parent, and the Principal.</p>				
<p>**Monitoring/Evaluation: Staff and Principal will monitor how our "tampers" students are progressing in Math to ensure that they reach proficiency, by collecting data and reviewing during data analysis days.</p>				
<p>Teachers will use the test release items in Math from previous CST to address rigor and distracters.</p>				
<p>Teachers will implement daily math drills and opportunities to learn math facts with automaticity.</p>	<p>January-May</p>			
	<p>Daily</p>			

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Goal #4: Science K-4 students will make adequate progress towards grade-level standards using district adopted curriculum.</p>				
<p>The percentage of students in grade 5 scoring at the proficient or advanced level in Science will increase 3% based on the 2011-2012 CST scores.</p>				
<p>Student groups and grade levels to participate in this goal: All students in Kindergarten - 5th Grade.</p>		<p>Anticipated annual performance growth for each group: K-4 students will make adequate progress towards grade-level standards using district adopted curriculum. The percentage of students in grade 5 scoring at the proficient or advanced level in Science will increase 3% based on the 2011-2012 CST scores.</p>		
<p>Means of evaluating progress toward this goal: CST Chapter and Unit tests Teacher made quizzes School wide participation in Science Fair</p>		<p>Group data to be collected to measure academic gains: CST Classroom Chapter and Unit tests Teacher made quizzes</p>		
<p>SCHOOL GOAL #4 Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>				
<p>Purchase supplemental instructional materials</p>		<p>September-June</p>	<p>Proposed Expenditures</p>	<p>Funding Source</p>
<p>Additional adjunct Faculty/Staff to provide investigative opportunities in the science lab for students to enhance the classroom science instruction and provide on-going professional development for teachers. ***Monitor/Evaluate: Principal will monitor adjunct faculty through formal and informal observations, effectiveness of the instruction will be monitored through teacher surveys, and measured through analysis of student outcomes.</p>		<p>September-June</p>	<p>Based on 2012-2013 pay rate.</p>	<p>UCLA grant, Target Grant, Funding source to be determined.</p>
<p>Science Fair</p>		<p>May</p>		<p>PTA</p>
<p>Maximize the use of the Science Lab</p>		<p>Bi-weekly schedule</p>		
<p>Fifth grade teachers will use the test release items in science from previous CST to address rigor and distractors, and provide review of fourth grade science standards. ***Monitor/Evaluate: Principal will monitor implementation through formal and informal observations, and review of assessment data</p>		<p>November, February, April</p>		

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) The percentage of English Language Learners (ELL) in grades 2-5 scoring at the proficient or advanced level in Math will increase 10% based on Safe Harbor measures by the end of the 2012-13 school year as measured by the California Standards Test.</p>				
<p>The percentage of Socioeconomically Disadvantaged Students (SED) in grades 2-5 scoring at the proficient or advanced level in Language Arts will increase 10% based on Safe Harbor measures by the end of the 2012-13 school year as measured by the California Standards Test.</p>				
<p>Student groups and grade levels to participate in this goal: All Identified English Language Learners and Socioeconomically Disadvantaged Students (SED)</p>		<p>Anticipated annual performance growth for each group: English Language Learners (ELL) increase 10% based on Safe Harbor measures. Socioeconomically Disadvantaged Students (SED) increase 10% based on Safe Harbor measures</p>		
<p>Means of evaluating progress toward this goal: Galileo Math Benchmark Assessments Classroom Assessments SuccessMaker Reports District Developed Unit Assessments for Math</p>		<p>Group data to be collected to measure academic gains: 2012 CST data Galileo Benchmark Assessments Classroom Assessments SuccessMaker Reports District Math Assessments</p>		
<p>SCHOOL GOAL #5 Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>				
<p>ELD Professional Development-District ELD Specialist</p>		<p>November</p>	<p>Proposed Expenditures</p>	<p>Funding Source</p>
<p>Professional Development - Envision Math Training provided during PD on early release Wednesdays</p>		<p>September - October</p>		<p>District Funding District Funding</p>
<p>Professional Development (SuccessMaker)</p>		<p>October</p>		
<p>Parent Education Classes-District ELD Specialist</p>		<p>October, February, April</p>	<p>None</p>	<p>None</p>
<p>Before and After School Intervention Classes-SuccessMaker Club</p>		<p>September-June</p>	<p>\$3,039.94 (SuccessMaker Maintenance and Support) Teacher Stipend (\$35.00 per hour)</p>	<p>Title I</p>
<p>***Monitor/Evaluate: Teachers and Principal will monitor student attendance in the club, and provide incentives for attendance through awards and prizes. Teachers and Principal will analyze SuccessMaker data.</p>				
<p>Teachers will incorporate the technology component of the Envision Math program into lesson planning, as well as make available the online textbook access to both parents and students</p>				
<p>Teachers will use the Envision Math Kits and Envision Math Games to provide differentiated instruction and practice to students not yet proficient.</p>		<p>September-June</p>		

VII. Annual Year-End Evaluation of School Plan Objectives

El Rincon Elementary School School	Comprehensive School Plan Annual Year-End Evaluation of School Plan Objectives
--	---

Directions: Please review your school plan objectives actions and complete this form for each goal. Please mark each school plan objective as MET, NOT MET, or NOT MEASURABLE. Provide a narrative explanation in the space provided for any objectives that were not met.

Objectives

Met/Not Met/Not Measurable

Goal #1

Grades 2-5: 67% of the Students in grades 2-5 will score correctly in the reading comprehension section of the California Standards Test and will increase this number by 5% annually thereafter.

Goal #2

Kindergarten-1st Grade: 95% will meet minimum writing benchmarks. 75% will exceed benchmarks for writing.
Grade 2-5: 60% of the students will meet grade level standards

Goal #3

Math proficiency
The percentage of students scoring at the proficient or advanced in mathematics will increase from 58% to 68% by the end of 2010-2011 school year as measured by the California Standards Test (CST).

Goal #4

Science proficiency: The percentage of students scoring at the proficient or advanced level in science will be 60% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).

Goal #5

The percentage of English Language Learners (ELL) in grades 2-5 scoring at the proficient or advanced level in Math will increase 10% based on State Harbor measures by the end of the 2012-13 school year as measured by the California Standards Test.

The percentage of Socioeconomically Disadvantaged Students (SED) in grades 2-5 scoring at the proficient or advanced level in Language Arts will increase 10% based on State Harbor measures by the end of the 2012-13 school year as measured by the California Standards Test.

Narrative Explanation for each objective not met:

Budget data is preliminary based on 2011-2012 school year. A revised budget and allocations will be included in the updated plan for Fall of 2012.

Appendix A data is preliminary based on 2011-2012 school year. Revised data will be included in the updated plan for Fall of 2012.

Appendix C data is preliminary based on 2011-2012 school year. Revised data will be included in the updated plan for Fall of 2012.

Total number of School Plan Objectives:

Total number of School Plan Objectives met:

Percentage of School Plan Objectives met: %

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP									
	All Students		White		African-American		Asian		Students with Disabilities	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Number Included	326	319	333	54	56	67	146	137	136	13
Growth API	836	838	832	898	884	887	824	811	809	918
Base API	829	836	838	877		884	829	826	811	952
Target	A	A	A	A	A	A	A	A	A	A
Growth	7	2	-6	21		3	-5	-15	-2	
Met Target	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP									
	Hispanic		English Learners		Economically Disadvantaged		Students with Disabilities			
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Number Included	91	97	113	50	54	67	88	146	178	25
Growth API	794	822	807		865	810	782	804	795	567
Base API	791	791	822		802	865	779	782	804	525
Target	5	5	A		A	A	5	5	A	
Growth	3	31	-15		63	-55	3	22	-9	
Met Target	No	Yes	Yes		Yes	Yes	No	Yes	No	

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	851	792	749
Percent with Prior Year Data	94.8	100	100
Number in Cohort	807	792	749
Number Met	489	503	409
Percent Met	60.6	64	55
NCLB Target	51.6	53.1	54.6
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2008-09	2009-10		2010-11
	All Students	Years of EL Instruction Less Than 5	More Than 5	Years of EL Instruction Less Than 5
Number in Cohort	424	593	374	583
Number Met	182	163	213	169
Percent Met	42.9	27.5	57	29
NCLB Target	30.6	17.4	41.3	18.7
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	(Pending)	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	99	100	100	100	100	100	100	100	100	100
Number	201	202	225	40	40	50	86	79	80	9	11	11
Percent	61.7	63.3	64.3	74.1	71.4	74.6	58.9	57.7	58.8	69.2	84.6	78.6
At or Above Proficient	48.0*	56.8*	67.6*	48.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
AYP Target	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
AYP Criteria	Met Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	98	100	100	99	100	100	99	100	100	94
Number	48	60	66	25	40	44	42	83	99	4	4	11
Percent	52.7	61.9	59.5	50.0	74.1	68.7	47.7	56.8	58.2	16.0	19.0	25.6
At or Above Proficient	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*	46.0*	56.8*	67.6*
AYP Target	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**	44.5**	55.6**	66.7**
AYP Criteria	Met Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	-	-	-

* = AYP Target for Elementary/Middle Schools (2009=46.0%), (2010=56.8%), (2011=67.6%)

** = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	223	204	236	42	45	53	96	77	84	10	11	13
Percent	68.4	63.9	66.9	77.8	80.4	79.1	65.8	56.2	61.8	76.9	84.6	92.9
At or Above Proficient	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
AYP Target	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**
AYP Criteria	Met Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	57	66	69	33	37	41	50	79	103	5	5	16
Percent	62.6	57.7	61.1	66.0	68.5	61.2	56.8	54.1	57.9	20.0	23.8	34.8
At or Above Proficient	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*	47.5*	58.0*	68.5*
AYP Target	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**	43.5**	54.8**	66.1**
AYP Criteria	Met Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	-	-	-

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58.0%), (2011=68.5%)

** = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELD) Data

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	
K											
1			3	23	9	69	1	8			13
2			5	31	9	56	1	6	1	6	16
3			2	20	2	20	4	40	2	20	10
4			2	50	2	50					4
5			2	50			1	25	1	25	4
6											
7											
8											
9											
10											
11											
12											
Total			14	30	22	47	7	15	4	9	47

Appendix B - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB) Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Listed below are the current State and local assessments that are used as formative and summative assessment tools to improve student achievement, and to inform and modify instruction.

- Galileo Benchmark Assessments in Language Arts and Mathematics
- STAR Test Data
- SuccessMaker
- Open Court Reading Unit assessments, including writing prompts, comprehension check points
- Fluency assessments
- Envision Math assessments
- Teacher designed assessments
- Johnson Spelling Inventory
- Basic Phonics Skills Test (BPST)
- Phonemic Awareness Assessments such as segmenting, oral comprehension (Kindergarten/First Grade)
- Timed Facts tests
- Summative tests from the previous grade level (discretionary)
- Writing Benchmarks

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use Galileo Data Analysis program to analyze Benchmark Assessment Data. Information gained from data analysis is further disaggregated to design intervention curriculum, and drive instruction. Grade level teams examine data from Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given twice a year in first grade and three times a year in second through fifth grades. Through this data analysis process, teachers are able to identify the probability of student success on the California Standards Tests administered each year in the late spring.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
100% of the classified staff at El Rincon Elementary School is considered highly qualified according to NCLB requirements.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

- Principal's Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
The Principal of El Rincon Elementary School has completed all necessary requirements of AB 75/AB 430 training as of June 2012.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
As of the 2012/2013 school year, 100% of the faculty at El Rincon Elementary School have met the necessary requirements for highly qualified and fully credentialed according to NCLB.
 6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
The monthly organization of professional development/grade level collaboration for teachers at El Rincon Elementary School occurs during banked time provided by early dismissal on Wednesdays and is as follows:
1st Wednesday: Faculty Meetings
2nd Wednesday: Grade Level Meeting/District Sponsored Professional Development
3rd Wednesday: Professional Development at the site level
4th Wednesday: Professional Teacher discretion
During grade level/professional development meetings, teachers use their time to collaborate, discuss, evaluate, plan for, and identify the needs of their students based on formative, interim and benchmark assessments. They use this data to design immediate intervention for individual students across their grade level.
 7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Ongoing instructional assistance and support for teachers is provided by the District English Language Assessment/ Teachers on Special Assignment (ELD TOSA's) and by Beginning Teacher Support and Assessment personnel (BTSA TOSA's). Our Resource Specialist Program teachers provide continuous support and suggestions to our general education teachers to assist with those students who are struggling in various areas of the curriculum.
 8. Teacher collaboration by grade level (EPC)
At El Rincon Elementary School the Physical Education program provides for a thirty minute daily (5 times per week) opportunity for teachers to collaborate within grade levels. Periodically, on Wednesdays, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate. Teacher collaboration is essential to the success of the students at El Rincon Elementary school. Teachers have agendas for their collaboration meetings.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
All teachers at El Rincon Elementary School adhere to the California Content Standards. All instructional materials are standards based and in social studies and science the materials are from the recent State adoptions. Essential standards have been identified and are being taught across the grade levels. Essential Standards are listed on the District's website for easy access. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarteners are given other appropriate periodic

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=10807>

5/15/2012

- assessments in English Language Arts and Mathematics. Benchmark assessment data is used to inform and drive instruction and to determine intervention and enrichment needs.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
All teachers are meeting the suggested number of minutes per day for each curricular area.
ENGLISH LANGUAGE ARTS:
Kindergarten - 90 minutes
First - Third Grade - 150 minutes
Fourth & Fifth - 120 minutes
MATHEMATICS:
Kindergarten - Fifth Grade - 45-60 minutes
ENGLISH LANGUAGE DEVELOPMENT:
Kindergarten - Fifth Grade - 30 minutes
 11. Lesson pacing schedule (EPC)
The Culver City Unified School District has designed a pacing plan that provides guidance and structure for delivering instruction in the essential California Content Standards for English Language Arts and Mathematics across all grade levels. Formative and interim assessments are administered three or more times per year to gather data on student progress toward meeting grade level content standards. Data is analyzed, and is further used to inform and determine the standards requiring more attention, and to drive instruction for classroom use, intervention and enrichment programs.
 12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
Culver City Unified School District provides all students with standards based instructional materials in all curricular areas, and across all grade levels.
 13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
Students at El Rincon Elementary School have available to them and use the following SBE-adopted and standards-aligned materials:
Open Court Reading 2002, including English Language Support Guide, Intervention Guide
Pearson Mathematics, including release, intervention, and enrichment
Pearson Science
Houghton-Mifflin Social Studies
SBE-adopted and standards-aligned intervention materials being used at El Rincon are:
Developmental Study Center- Being a Writer
Developmental Study Center- Caring School Community
Olweus Anti-Bullying Program
 14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
Opportunity and Equal Educational Access
Services provided by the regular program that enable underperforming students to meet standards (NCLB)

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=10807>

5/15/2012

The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. We hold a before/after school intervention for at-risk students that runs from September to May using the SuccessMaker Software. The sessions are held four days per week. Students are given support in English Language Arts and/or mathematics.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Teachers throughout Culver City Unified School district are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning difficulties and identify areas for enrichment. The program we use is called ATI/Calileo and it provides periodic benchmark assessments which are used to inform instruction. Grade level teams regularly meet to collaborate and plan this instruction. Administrators continue working to refine the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies necessary to improve student achievement.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

At El Rincon Elementary School, opportunities for increased learning time will be funded with Targeted Title I monies for our before and after school intervention as previously described.

17. Transition from preschool to kindergarten (Title I SWP)

Our preschool and kindergarten have participated in District meetings designed to "bridge the gap" between preschool and kindergarten. They collaborate on a regular basis. Throughout the year, teachers combine preschool and kindergarten classes to read, plant, do yoga, and learn together. Teachers discuss incoming kindergarten student placement (from preschool), and their needs. Incoming students are assessed upon enrollment to kindergarten by our preschool teachers and Office of Childhood Development.

Our school offers a Kindergarten Orientation night to discuss Kindergarten registration, getting ready for Kindergarten, curriculum, and daily schedule. It's a time to meet principal, teachers, and staff. We have a beginning of the year event to welcome incoming parents and students.

In the 2012-13 school year, our site will offer a Transitional Kindergarten for those children entering our District who are not eligible to begin Kindergarten.

Our District and school websites post information about Kindergarten registration, Transitional Kindergarten meetings, and school tours for prospective parents held monthly beginning in March through June of the school year.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

The following resources are available to the students of El Rincon Elementary School:

- Science Fair
- Young Storytellers- 4th and 5th
- Discovery Center
- We Tell Stories
- Mad Science
- Music Center Assemblies
- Caring Schools Community class meetings
- Enrichment programs
- Art instruction per individual class
- Chess Test Tutors
- School and Family partners
- Symphonic Jazz Orchestra
- Artists in Residence Training Program through the Music Center Education Division
- Didi Hirsh, Mental Health Center

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=10807>

5/15/2012

Culver City Rock and Mineral Club presenting rocks/minerals to 4th graders
 STAR Program
 Family Center
 Parent and Community Volunteers
 Peace Makers Program
 Student Council
 Office of Child Development Before and After School Program
 Culver City Park and Recreation After School Program
 Book Pals (through Screen Actors Guild)
 Cougar Chorus
 TGA Golf Program
 Oweus Class Meetings

19. Strategies to increase parental involvement (Title I SWP)

In an effort to increase parental involvement the following opportunities exist:

- English Learner's Advisory Committee
- School Site Council
- STEM Night
- PTA
- PTA Book Fairs
- Parent Student Handbook
- School website
- Volunteer opportunities in classrooms, on field trips, and school wide extra-curricular activities
- Family Literacy
- Family Movie Night
- Family Reading Night
- Winter Chorus Concert
- Annual Student-Parent-Teacher conferences
- Back to School Night
- Open House
- Family Center/Didi Hirsh Mental Health Clinic sponsored Parenting Class
- Growing Great Garden
- African American History Program
- Cinco de Mayo Celebration
- Jog a Thon
- Parent SuccessMaker Workshops
- Parent CST Workshops

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Teachers, parents, ELAC committee members and members of the School Site Council conduct informal assessments that generate input and feedback used to plan budget and programs supported by various categorical funding streams.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Listed below are services provided by categorical funds that enable underperforming students to meet NCLB standards:

School Improvement Funds, Instructional Aides, Before/after school SuccessMaker tutoring, supplemental instructional materials and supplies, teacher conferences, and teacher salaries.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=10807>

5/15/2012

Discretionary Block Grant Funds AB 1802: Books, Instructional Supplies

ELAP: Conferences and salaries for substitute teachers, intervention, teacher salaries, and instructional supplies (ELD/Latino Family Literacy)

Title I: Instructional Aides, STAR Program Instructional Aide, instructional supplies, SuccessMaker Software PTA funds grade level field trips and assemblies

Unit Budget funds all supplies

Quiver City Education Foundation Grant to support funding for a document camera

Quiver City Rotary Club to support funding for a Brightlink Interactive System

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amount allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$39,759.00
<input type="checkbox"/> High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$31,563.00
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): AB 1802 ELAP	\$ \$ 0
Total amount of state categorical funds allocated to this school	\$71,322.00

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$66,777.00
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe)(42) Budget data is preliminary based on 2011-2012 school year. A revised budget and allocations will be included in the updated plan for Fall of 2012.	\$
Total amount of federal categorical funds allocated to this school	\$66,777.00
Total amount of state and federal categorical funds allocated to this school	\$137,099.00

(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - Recommendations and Assurances (El Rincon Elementary School)

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee
 - English Learner Advisory Committee
 - Special Education Advisory Committee
 - Gifted and Talented Education Program Advisory Committee
 - District/School Liaison Team for schools in Program Improvement
 - Compensatory Education Advisory Committee
 - Departmental Advisory Committee (secondary)
 - Other committees established by the school or district (list):
- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This SPSA was adopted by the SSC at a public meeting on:

Attested:

Reginald Brunson

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix E - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Appendix F - School Site Council Membership: El Rincon Elementary School

Education Code Section 64001 requires that the SP/SA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Reginald Brunson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Janet Ames	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tora Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Steve Zee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patly Pratt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Robert Decker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Diane DiFranco	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debbie Harms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristen Pomeroy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christine Richards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	4	0

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents and students. Members must be selected by their peer group.

Document Attachments

- [El Rincon PARENTAL INVOLVEMENT COMPACT v3.pdf](#)
- [ER_Observation Tool.pdf](#)
- [El Rincon Parental Involvement Policy 2012-2013.pdf](#)

SCHOOL QUESTIONNAIRE

Name of School: _____ City: _____

Address: _____ Zip: _____

Phone Number: _____ FAX: _____

Grade Level Served: _____ Total Enrollment: _____

Number of Teachers: _____ Principal: _____

Email: _____ Title: _____

Contact Person: _____ Staff Development

Email: _____ Needs: _____

Innovative Education Program Needs:

Attachment to School Site Plan Community Dissent

At the El Rincon School Site Council Meeting, May 17, 2012 on community parent was present, Mr. Neil Glickman. Mr. Glickman spoke to School Site Council to express his concern regarding the potential impact on property values within the El Rincon School boundaries as a result of El Rincon moving from a targeted Title I school to a school-wide Title I program. Mr. Glickman also raised a concern that, although the school and district has met the legal requirement to notify the community through the School Site Council and School Board Meeting, he believes the school and district should work to actively notify all city residents and businesses of the proposed change to a school-wide Title I school.

This was the only dissent that was received.

BOARD REPORT

5/22/12
14.2b

14.2b Adoption of the Los Angeles County Plan for Expelled Pupils 2012

Section 48926 of the California Education Code requires the Los Angeles County Superintendent of Schools, in conjunction with superintendents of the school districts within the County, develop a plan for providing services to expelled pupils. The county-wide plan shall:

- Enumerate existing educational alternatives
- Identify gaps in educational services
- Identify plans for filling those services gaps
- Identify alternative placements for pupils who fail to meet terms and conditions of their alternative placement

All county school districts had the opportunity to provide input in developing the plan, using a county-wide survey.

RECOMMENDED MOTION: That the Board adopt the Los Angeles County
Plan for Expelled Pupils 2012.

Moved by:

Seconded by:

Vote:

Los Angeles County Plan for Expelled Pupils

Los Angeles County Plan for Expelled Pupils

Table of Contents

Introduction.....	1
Profile: Los Angeles County Office of Education.....	2
LACOE Vision Statement.....	2
Educational Alternatives for Expelled Pupils.....	3
District Operated Programs.....	4
County Operated Programs.....	4
Educational Service Gaps and Strategies.....	6
Alternative Placements for Pupils Who Fail to Meet the Terms and Conditions of Their Rehabilitation Plan.....	8

Appendix

- California Education Code, Section 48913(d)
- California Education Code, Section 48915(f)
- California Education Code, Section 48915.01
- California Education Code, Section 48916.1
- California Education Code, Section 48926
- District Operated Community Day School Programs
- Community Day Schools Operated by Los Angeles County Office of Education
- Referral for LACOE Services for Expelled Students
- AB 922 District Questionnaire (Zoomerang and PDF versions)

Prepared by:

Division of Student Support Services

And

Division of Student Programs

Los Angeles County Office of Education

(Education Code Section 48926)

Los Angeles County Plan for Expelled Pupils

Los Angeles County Office of Education

and

ABC Unified School District
Acton-Agua Dulce Unified School District
Alhambra Unified School District
Antelope Valley Union High School District
Arcadia Unified School District
Azusa Unified School District
Baldwin Park Unified School District
Bassett Unified School District
Bellflower Unified School District
Beverly Hills Unified School District
Bonita Unified School District
Burbank Unified School District
Castatic Union School District
Cerritos Valley Union High School District
Charter Oak Unified School District
Claremont Unified School District
Compton Unified School District
Covina-Valley Unified School District
Culver City Unified School District
Downey Unified School District
Duarte Unified School District
East Whittier City School District
Eastside Union School District
El Monte City School District
El Monte Union High School District
El Rancho Unified School District
El Segundo Unified School District
Garvey School District
Glendale Unified School District
Glendora Unified School District
Gorman School District
Hacienda-La Puente Unified School District
Hawthorne School District
Hermosa Beach City School
Highlands-Elizabeth Lakes Union School District
Inglewood Unified School District
Koppel Union School District
La Cañada Unified School District
Lancaster School District
Encinitas Unified School District
To Info. Bulletin No. 248
A-13-2011/12

Lawndale School District
Lennox School District
Little Lake City School District
Long Beach Unified School District
Los Angeles Unified School District
Los Nietos School District
Lowell Joint School District
Lynwood Unified School District
Manhattan Beach Unified School District
Manovra Unified School District
Montebello Unified School District
Mountain View School District
Newhall School District
Norwalk-La Mirada Unified School District
Palmdale School District
Palos Verdes Peninsula Unified School District
Paramount Unified School District
Pasadena Unified School District
Pomona Unified School District
Redondo Beach Unified School District
Rosemead School District
Rowland Unified School District
San Gabriel Unified School District
San Marino Unified School District
Santa Monica-Malibu Unified School District
Saugus Union School District
South Pasadena Unified School District
South Whittier School District
Sulphur Springs Union School District
Temple City Unified School District
Torrance Unified School District
Valle Lindo School District
Walnut Valley Unified School District
West Covina Unified School District
Westside Union School District
Whittier City School District
Whittier Union High School District
William S. Harr Union High School District
Wilsona School District
Wisburn School District

Los Angeles County Plan for Expelled Pupils (Education Code Section 48926)

Introduction

The Los Angeles County Superintendent of Schools, in conjunction with the superintendents of the school districts within the county, have developed the following county-wide plan for providing educational services to expelled pupils within the county pursuant to California Education Code, Section 48926. In addressing the needs of all expelled pupils, the county-wide plan shall:

- enumerate existing educational alternatives for expelled pupils;
- identify gaps in educational services to expelled pupils;
- identify strategies for filling those gaps in services; and,
- identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their required rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Section 48916.1 provides that at the time an expulsion of a pupil is ordered, the governing board shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any educational program provided pursuant to this section may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

To address the needs of expelled pupils, a number of alternative education programs have been developed by local school districts and the Los Angeles County Office of Education to provide continuing educational opportunities.

Profile

The Los Angeles County Office of Education (LACOE) is the nation's largest regional education agency. Los Angeles County, the most populous county in the nation, has over 10 million residents, including about 1.6 million students in 80 public school districts. Our largest district, Los Angeles Unified School District, has an enrollment of 667,251 students, while our smallest, Gorman School District, has 96 students. Our countywide service area encompasses 88 cities and 4,084 square miles.

LACOE Vision Statement

LACOE is a premier provider of integrated, educational programs and services from birth to adulthood in a richly diverse and multicultural global environment.

LACOE uses a variety of service delivery systems to eliminate the educational barriers associated with poverty and racial divisiveness in education, enabling students to exceed state and national standards. These services include universal, quality, early childhood education, effective data driven programs for all students, and state of the art technical assistance.

LACOE organizes its infrastructure to provide leadership in creating unique, nationally recognized models in education, including models for innovative staff development and training. LACOE earns the public's confidence by: making the school the hub of the community, making the most efficient use of financial resources, bridging the "digital divide" in technology access and content, and developing collaborative partnerships for students, parents, and community. LACOE embraces a culture of diversity that promotes an inclusive, prosperous learning and workplace environment.

Division of Student Programs

Students at risk of dropping out and those with special interests or talents benefit from an alternative education setting. The Division of Student Programs' (DSP) focus is on creating unique learning environments where students can achieve behavior, academic and career goals. DSP administers alternative programs that serve over 4,000 juvenile offenders, expelled and truant students, pregnant and parenting teens, as well as young people who are gifted in the performing and visual arts. DSP is responsible for placement and service of school district-referred expelled students.

Division of Student Support Services

The Division of Student Support Services (SSS) serves school districts and LACOE programs, and provides technical assistance in the areas of student discipline, pupil records, custody of minors, education for homeless children and youth, compulsory attendance and truancy reduction, counseling and guidance, dental disease prevention, health services, gang prevention and intervention, school violence reduction, safe school planning, and emergency response and crisis intervention. SSS is responsible for handling expulsion appeals to the county board of education of students expelled from the school districts, and providing support for students, parents, and school districts who are participating in the expulsion appeal process.

Educational Alternatives for Expelled Pupils

School districts located within Los Angeles County provide a number of options for expelled pupils, depending on the specific violation of Sections 48900, 48900.2, 48900.3, 48900.4 and 48900.7 of the California Education Code. The alternative education program to which an expelled pupil may be assigned is preceded by a decision of the local governing board which may provide for one of the following expulsion orders which describes the students' educational placement:

1. Suspended enforcement of the expulsion order with placement on the same school campus [EC § 48917 (a)];
 2. Suspended enforcement of the expulsion order with placement on a different school campus within the district or a district alternative program such as school or continuation high school programs [EC § 48917(a)];
 3. Expulsion with a referral to a District Community Day School program, if available [EC § 48660]; or,
 4. Expulsion with a referral to a county community school or other appropriate programs operated by the Los Angeles County Office of Education [EC § 1981(c)].
- A pupil who is expelled for violation for an act listed in subdivision (c) of EC § 48915 (mandatory expulsion section), shall be assigned to a program of study that meets all of the following conditions:
- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the school site attended by the pupil at the time of suspension.

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any education program provided may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

District Operated Programs

The range of alternative programs currently offered by school districts throughout Los Angeles County includes the following options:

- Community Day Schools;
- Independent Study (offered in conjunction with a classroom option);
- Opportunity School/Class;
- Continuation High School;
- Charter School;
- Adult Education Programs; and,
- Special Education.

If a school district is unable to provide a suitable program or if the expelled pupil fails to meet the terms and conditions of his or her rehabilitation plan or if the student continues to pose a danger to other district pupils, as determined by the governing board, the district may refer the expelled pupil to the Los Angeles County Office of Education for possible placement in a program operated by the Division of Student Programs (DSP).

County Operated Programs

The Los Angeles County Office of Education currently provides a variety of alternative education programs that are designed to help pupils:

- take a renewed interest in school and learning;
- attend school consistently; and,
- set and attain academic and career goals.

Specifically, these programs are designed to serve:

- Students who are having trouble at home or school;
- Expecting and Parenting Teens;
- Homeless and Foster Children and Youth;
- Students who are on probation or students who need to work full-time to support themselves and/or their families; and,
- Students who have been expelled and for whom a district operated education program is not available.

Programs designed to serve the above identified pupil populations include those operated by the LACOE Division of Student Programs (DSP) include:

- Community Day Schools;
- Independent Study (operated in conjunction with a classroom option);
- California School Age Families Education Program;
- Partnership Programs

As previously stated, *at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided for the pupil subject to the expulsion order.* For districts that may be unable to provide pupils who commit serious behavior violations with an alternative program that meets the restrictive requirements of California Education Code Section 48915 (d) (see appendix), selected county programs may provide viable options.

It is anticipated that the majority of expelled pupils who are referred to the county office for placement in an alternative program will be assigned to a *community day school program*. Community day schools operated by the county are designed to provide interventions for middle school and high school students, grades 6 to 12.

Educational Service Gaps and Strategies to Address Service Gaps

Section 48926 of the California Education Code provides that each county superintendent of schools in counties that operate community schools pursuant to Section 1980: ... shall develop a plan for providing education services to all expelled pupils in that county. One of the required elements of the plan is to identify gaps in educational services to expelled pupils, and strategies for filling those service gaps.

To address this element and identify additional service needs to expelled pupils, a survey of all school districts in Los Angeles County was conducted (see appendix: AB 922 District Questionnaire).

As a result of that survey, the following service gaps were identified, including a discussion of each issue along with a proposed strategy:

Service Gap 1 - The Need for Additional Community Day School (CDS) Programs in Grades 6-12

Discussion: Thirteen districts requested more LACOE CDS schools, with nine requests for schools to serve students in grades 6-8. Three of the requesting school districts are in the San Gabriel Valley, one in Lancaster, one in Santa Clarita, one in Centinela Valley, and one in El Monte. Three districts were interested in CDS programs that offer a full day, rather than a half day program. Whittier area schools formed a five district consortium and created their own CDS. There was a request to reopen the former Elementary K-5 Academy in the South Bay, and CDS programs in the Antelope Valley. More alternatives are sought for rural school districts, who can only work with surrounding districts that are at a great distance. Nine districts felt that the CDS programs were too far away and not accessible for parents.

Proposed Strategy: Due to recent reductions of LACOE educational programs as a result of the current budget climate, a greater need for additional community day school programs exists today. In the past three years, new district-operated CDS schools, along with charter schools, have been created to address this service gap. The Whittier area schools consortium may be the most viable solution. LACOE's Division of Student Programs could support districts by providing its expertise in the establishment of similar consortiums, and also provide technical assistance in creating new CDS programs. For school districts in need of further assistance, a memorandum of understanding with LACOE could be created to address the possible excess costs associated with operating the new schools.

Service Gap 2 - The Need for More Education Programs for Expelled Special Education Students

Discussion: Fifteen districts stated that more special education placements are needed for expelled students served by an IEP. They found that LACOE does not provide sufficient services, and it is difficult to place expelled special education students in district schools due to their special needs, and the potential danger to victims and other students if they remain in the district. Four districts have proposed collaborating with surrounding districts to create a consortium community day school program.

Proposed Strategy: Similar to the proposed strategy for Service Gap 1, the number of expelled Special Education students in need of services is often insufficient to create a new school or program. The formation of multiple school district consortiums may still not always meet the needs of school districts with expelled special education students. Informal collaboration, rather

than formally organized consortiums of school districts, may provide a solution since the expulsion of Special Education students occurs so infrequently. For example, neighboring school districts could develop interdistrict transfer agreements to existing programs to house expelled Special Education students.

Service Gap 3 - Viable alternatives for failure in the original placement

Discussion: When asked to evaluate the remediation and rehabilitation programs in their respective districts, thirty three expressed that most of their expelled students successfully complete the conditions of their expulsion orders, and return to their home or other district schools. Two districts said they were not experiencing success, while one was looking for a way to get students to complete their community service hours. One district allowed completion of community service on-campus. Three districts extended the expulsion period if the student had not completed their rehabilitation plan. Students who were not successful were referred to the following programs: Non Public School (1), Opportunities for Learning Charter (3), LACOE CDS or SEA Charter School (12), Interdistrict transfer as agreed upon with the receiving district (6), Independent Study (9), Options for Youth Charter (3) for a total of 34 referrals.

Proposed Strategy: As discussed in Service Gap 3, of the 39 school districts that provided input to this particular service gap, only two stated that they were not successful in the remediation and rehabilitation of their students. Other alternative schools were used by 34 of the school districts if students did not successfully complete the conditions of their expulsion order. The alternative schools included charter schools, LACOE CDS schools, independent study, or interdistrict transfers.

Alternative Placements for Pupils who Fail to Meet the Terms and Conditions of their Rehabilitation Plan or who Pose a Danger to Others

California Education Code, Section 48926 requires the county-wide plan to *further identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.*

In Los Angeles County, expelled pupils who are unsuccessful in a district operated community day school and/or who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils may be referred to a county community day school or other appropriate alternative program operated by the county office of education.

Options for students who fail to meet the terms and conditions of their rehabilitation plan may, in select cases, include referral and placement in a juvenile hall setting or juvenile camp or in select cases, a transfer to a program operated by an adjacent county office of education.

Currently, the Los Angeles County Office of Education does not have any formal agreements with adjacent county offices of education.

Contract for Alternative Services

To further address the requirements of Section 48926 of the California Education Code, and to ensure that an educational program is provided for all expelled pupils, referred to and accepted by the County, the Division of Student Programs (DSP) will enter into a contract with each participating school district to identify agreed-to responsibilities for serving expelled pupils, including those served in both regular and special education programs. A plan to address any identified service gaps will be included in the contract.

**California Education Code
Section 48915 (d)**

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

**California Education Code
Section 48915 (f)**

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (c) to a program of study which meets all of the conditions specified in subdivision (d).

Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

**California Education Code
Section 48915.01**

If the governing board of a school district has established a community day school pursuant to Section 48661 on the same site as a comprehensive middle, junior, or senior high school, or at any elementary school, the governing board does not have to meet the condition in paragraph (2) of subdivision (d) of Section 48915 when the board, pursuant to subdivision (f) of Section 48915, refers a pupil to a program of study and that program of study is at the community day school. All the other conditions of subdivision (d) of Section 48915 are applicable to the referral as required by subdivision (f) of Section 48915.

California Education Code
Section 48916.1

(a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

(b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

(c) Any educational program provided pursuant to subdivision (b) shall not be situated within or on the grounds of the school from which the pupil was expelled.

(d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) shall not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district.

(e) (1) Each school district shall maintain the following data:

- (A) The number of pupils recommended for expulsion.
- (B) The grounds for each recommended expulsion.
- (C) Whether the pupil was subsequently expelled.
- (D) Whether the expulsion order was suspended.
- (E) The type of referral made after the expulsion.
- (F) The disposition of the pupil after the end of the period of expulsion.

(2) The Superintendent may require a school district to report this data as part of the coordinated compliance review. If a school district does not report outcome data as required by this subdivision, the Superintendent may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.

(f) If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a county superintendent of schools in another county to provide education services for the district's expelled pupils.

California Education Code
Section 48926

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th thereafter.



District Operated Community Day School Programs

District	School	Grades Served
Alhambra USD	Alhambra CDS	7-12
Antelope Valley UHSD	Phoenix High CDS	9-12
Bellflower USD	Bellflower Alt Ed Center	7-12
Burbank USD	Burbank USD CDS	7-12
Charter Oak USD	Bridges CDS	K-12
Claremont USD	Claremont CDS	7-12
Compton USD	Compton CDS High School	9-12
Compton USD	Compton CDS Middle School	6-8
Eastside Union ESD	Eastside Academy	K-8
El Monte UHS	El Monte UHS CDS	9-12
Glendale USD	Jewel City CDS	7-10
Hacienda La Puente USD	Hacienda La Puente CDS	7-12
Inglewood USD	Inglewood Academy	6-12
Keppel USD	Desert View CDS	K-8
Lancaster ESD	Lancaster CDS	7-12
LAUSD	Aggelier CDS	7-12
LAUSD	CDS Elementary	K-6
LAUSD	CDS Secondary	7-9
LAUSD	Tri-C CDS	7-12
LAUSD	Dorothy V. Johnson CDS	7-12
LAUSD	Jack London CDS	9-12
LAUSD	Richard Alonzo CDS	7-12
LAUSD	William J. Johnston CDS	7-12
Long Beach USD	Select CDS	7-12
Long Beach USD	Focus CDS	K-6
Monrovia USD	Quest Academy	7-12
Montebello USD	Montebello CDS	7-12
Norwalk-La Mirada USD	Performance Learning Center CDS	9-12
Palmdale SD	Oak Tree CDS	K-8
Paramount USD	Paramount CDS	7-12
Pomona USD	Pomona CDS	7-12
Pomona USD	Ed Resource Center at Garvey Village CDS	7-12
Redondo Beach USD	Redondo Beach Learning Academy	9-12
Rowland USD	Rowland CDS	7-12
Torrance USD	Torrance CDS	7-12
Westside USD	Westside Academy CDS	K-8
Whittier City SD	Whittier Area CDS	6-8
Wilsona SD	Wilsona Achievement Academy	1-8

DIVISION OF STUDENT PROGRAMS

January 2012 SITE REPORT

Site	SPA Address	Phone (Speed Dial)	Fax
DSP Administrative Office	17250 Columbia Way Downey, CA 90242	562/803-8203	562/401-5742

DR. WILLIAM ELKINS, Director
 Catherine Corlea, Regional Director
 Bruce Peiraman, Regional Director
 Marsha Westra, Regional Director
 Cathy Poppin, Sr. Division Secretary
 Maribel Foster, Secretary
 Irene Markowski, Secretary
 Sandra Ostrick, School Admin. Secretary

Site	SPA Address	Phone (Speed Dial)	Fax
*Afterbaugh-Palge Camp School	9821 N. Stephens Ranch Rd Lodi, CA 91750	808/283-4226 (7007)	808/286-2874
Rockley, Glenn Camp School	1800 N. Spinnaker Canyon Rd. San Dimas, CA 91773	909/859-4435 (7753)	909/394-8815
Kelby, Dorothy School	1500 S. McDowell Ave. City of Corcoran, CA 90040	323/283-5106 (7478)	323/283-0875

JENNIFER FLORES, Principal
 John Cobden, Asst. Principal (Rockley)
 Margaret Taylor, Asst. Principal (Kelby)
 Cynthia Velasco, School Admin. Secretary

Site	SPA Address	Phone (Speed Dial)	Fax
*S.L. Nidor Juvenile Hall School	16350 Filbert St Sydney, CA 91342	818/987-5942 (7778)	818/242-8848
Phoenix Academy Residential CEC	11800 Eldridge Ave. Lula View Terrace, CA 91942	618/697-9213 (7722)	618/697-8715

KORBERA PEREZ, Principal
 Lisa Sherman-Cott (Interim), Asst. Principal
 Robb Simmons-Snowart, Asst. Principal
 Valerie Huber, Asst. Principal (Phoenix Academy)
 Barbara Huntington, School Admin. Secretary

* PAU: Principal Administrative Unit

Central PAU

Daniela Miranda, Principal
 Laura Dantman, Asst. Principal
 Rebecca Robertson, Asst. Principal
 Mary Ellen Popoff, School Adm'n. Secretary

Site	SPA	Address	Phone (Speed Dial)	Fax
Central Juvenile Hall School	4	1605 Eastlake Avenue Los Angeles, CA 90033	323/225-4307 (7143)	323/225-3274

Central PAU

Ronald Cooper, Principal
 Kimberly Humphries, Asst. Principal
 Romita Scott, Asst. Principal
 Beverly Carter, School Adm'n. Secretary

Site	SPA	Address	Phone (Speed Dial)	Fax
Christa McAdams	1	5300 West Ave. 1 Lancaster, CA 93536	909/940-4211 (7159)	909/940-4214

Central PAU

Teresa Martin, Principal
 Michael Baird, Asst. Principal
 Julie Casarubas, School Adm'n. Secretary

Site	SPA	Address	Phone (Speed Dial)	Fax
Maguerez y Hombre Nobles CCS/HS/ CDS	3	1280 Monterey Pass Road Monterey Park, CA 91754	323/282-2263	323/282-4043
Avila C/J SAFE	2	8832 Woodman Ave Azusa, CA 91731	918/892-9817	918/894-3863
Azusa C/J SAFE		340 W. Fifth St. Rm. 28 Azusa, CA 91702	928/812-7281	928/815-5588
Bernandez CDS	7	9055 Bernudez Street Pico Rivera, CA 90090	562/801-0987	562/801-0388
Bernandez CCS/S	7	6055 Bernudez Street Pico Rivera, CA 90090	562/801-0862	562/801-0388
Boyle Heights Technology Academy CDS		1600 E. 4th Street Los Angeles, CA 90033	323/284-9143	323/284-8894
Boyle Republic Moravia CDS	3	128 East Palm Street Monrovia, CA 91016	626/357-8249	626/359-2510
Dealing's GI Academy CDS/CCS/S		8601 South Broadway Los Angeles, CA 90001	323/750-7234	323/750-5137
Eastern CCS/S		1850 West Mission Blvd. Pomona, CA 91768	909/865-7284	909/865-187
Eggleson/Pomona Academic Centre CDS (PAU)		1650 West Mission Blvd., #107B Pomona, CA 91768	909/865-1872	909/3978-0173
Valley CCS/S (Mon-Fri)		13460 Van Nuys Blvd. Picohm, CA 91331	818/898-7776	818/394-7976

LA POLY

Elsa Martinez, Principal
 Lisa Marin, Asst. Principal
 Stacy Boyce, School Adm'n. Secretary

Site	SPA	Address	Phone (Speed Dial)	Fax
LA POLY	3	3801 Temple Avenue Pomona, CA 91768	909/868-2398	909/868-2202

LA POLY

George Simpson, Principal
 Lisa Sherman-Cott, Asst. Principal
 Care Livemore, Asst. Principal
 Mona Garcia, School Adm'n. Secretary

Site	SPA	Address	Phone (Speed Dial)	Fax
LACHSA	7	5151 State University Drive Los Angeles, CA 90032	323/343-2550	323/343-2548

LA POLY

Rochelle James, Principal
 Pauline Koss, Asst. Principal
 Tracy Simmons, Asst. Principal
 Debra Farley, School Adm'n. Secretary

Site	SPA	Address	Phone (Speed Dial)	Fax
Los Padrias Juvenile Hall School	7	1726 E. Quil Drive Downey, CA 90242	562/803-6646 (7562)	562/840-8728

LA POLY

Milia Jauregui, Principal
 Gerald Garcia, School Adm'n. Secretary

Site	SPA	Address	Phone (Speed Dial)	Fax
* Mendocino, William Camp School	1	42220 N. Lake Hughes Rd. Lake Hughes, CA 93532	909/724-1361 (7599)	909/724-1315
Munz, John Camp School	1	42220 N. Lake Hughes Rd. Lake Hughes, CA 93532	909/724-1314 (7543)	909/724-1075
Westside CDS		5503 West Avenue L-4, Room D-11 Lancaster, CA 93536	601/574-8959	601/722-1583

* PAU: Principal Administrative Unit

Enclosure: Principal Administrative Unit
 To Info. Bulletin No. 248
 A-13-2011/12

Residence PAU

Peggy Dunn, Principal
 Maria D. Garcia, School Admin. Secretary

Site	SPA Address	Phone (Speed Dial)	Fax
*Jonas Salk CDS	14600 Carina Avenue Hawthorne, CA 90250	310/670-9910	310/679-8106
Downey CDS	12432 Balfower Blvd. Downey, CA 90242	962/401-5390	962/840-1678
Hope Centre Academy CDS	425 East Compton Blvd. Compton, CA 90221	310/639-1492	310/639-1690
Hollywood Media Arts Academy CDS	1140 North Citrus Avenue Hollywood, CA 90038	323/639-01310 x224	323/639-0134
La Brea CCSMS	110 South La Brea, Suite 320A Inglewood, CA 90301	310/677-7287	310/674-9931
La Vite West Cal SAFE	14500 Larch Avenue Bldg. 17-2 Leverdale, CA 90280	310/678-4105	310/678-4035
Norwalk-La Mirada CDS (Visions)	12440 East Firestone Blvd. #1000 Norwalk, CA 90650	562/864-3722	562/864-4596
Second Chance CCS-JIS (Project MATEM)	5000 Sunset Blvd. Floor #7 Los Angeles, CA 90027	323/931-3245	323/931-1368
Shaw's Leadership Academy CDS	11703 South Armetta Street Lynwood, CA 90262	323/957-5286	323/654-0234
Tri-Community CC-S/ICDS	12721 South Wilburport Avenue Compton, CA 90222	310/635-4531	310/635-1154
The Willows Academy CDS	4310 Long Beach Blvd. Long Beach, CA 90807	562/423-5381	

Administrative PAU

Diana Velazquez, Principal
 Marie Pijo, School Admin. Secretary

Site	SPA Address	Phone (Speed Dial)	Fax
*Scott, Joseph Camp School	28700 N. Bouquet Canyon Rd. Saugus, CA 91390	661/286-9444 (7813)	661/287-2184
Scudder, Kenyon Camp School	28750 N. Bouquet Canyon Rd. Saugus, CA 91390	661/286-9957 (7814)	661/286-7679

Santa Monica Mills, PAU

Ariene Rosen, Principal
 Zan Mason, Asst. Principal (Gonzalez)
 Rene Wheeler, Asst. Principal (Miller)
 Robert Arroyo, School Admin. Secretary

Site	SPA Address	Phone (Speed Dial)	Fax
Pacific Lodge Residential/CEC	4600 Serrana Ave Woodland Hills, CA 91364	818/340-6505 (7873)	818/340-7008
Miller, Fred C. Camp School	433 S. Enchinal Canyon Rd. Malibu, CA 90265	818/899-9938 (7902)	818/899-0470
Gonzalez, David Camp School	1301 N. Las Virgenes Rd. Carpinteria, CA 91302	818/222-1130 (7398)	818/222-1162
Kjaerrek, Vernon Camp School	427 S. Enchinal Canyon Rd. Malibu, CA 90265	818/899-1225 (7474)	818-899-0470

Administrative PAU

AD Fowler, Custodial Staff Supervisor

Site	SPA Address	Phone (Speed Dial)	Fax
	12830 Columbia Way Downey, CA 90242	562/254-6221	

Food Service and Assessment Program

Amya Whitten, Resource & Development Analyst

Site	SPA Address	Phone (Speed Dial)	Fax
	12830 Columbia Way, ECW 211 Downey, CA 90242	562/803-5474	

Student Education Development

Vicelli, Asst. Principal

Site	SPA Address	Phone (Speed Dial)	Fax
	12830 Columbia Way, ECW 312 Downey, CA 90242	562/401-5740	662/401-5742

Health Outreach Program

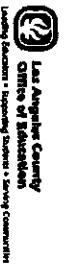
Barbara Wilson, Coordinator
 Jeanine Erik, Office Assistant

Site	SPA Address	Phone (Speed Dial)	Fax
	12830 Columbia Way, ECW 376 Downey, CA 90242	562/822-9954	562/401-5742

Administrative PAU

Ginger Merritt, Coordinator

Site	SPA Address	Phone (Speed Dial)	Fax
	12830 Columbia Way, ECW 307 Downey, CA 90242	562/822-4508	



Los Angeles County
Office of Education
1000 Wilshire Blvd., Suite 1000
Los Angeles, CA 90017
Tel: (818) 473-3000
Fax: (818) 473-3001

Division of Alternative Education
(818) 940-1868 • (818) 940-1868 FAX

Referral for Services for Expelled Students

Enrollment Record

Site	SPA Address	Phone (Speed Dial)	Fax
	12830 Columbia Way, ECW 310 Downey, CA 90242	562/401-4481	562/401-5142

Site	SPA Address	Phone (Speed Dial)	Fax
	12830 Columbia Way, ECW 307 Downey, CA 90242	562/401-5738 (3748) 562/401-9215 (8215)	562/401-5142

Site	SPA Address	Phone (Speed Dial)	Fax
	12830 Columbia Way, ECW 209 Downey, CA 90242	562/401-5739 (3739)	562/822-8905

Site	SPA Address	Phone (Speed Dial)	Fax
	3065 Wilshire Blvd., Suite 1100 Los Angeles, CA 90010	213/687-3150 (3150)	213/687-3117

Site	SPA Address	Phone (Speed Dial)	Fax
	3065 Wilshire Blvd., Suite 1100 Los Angeles, CA 90010	213/687-3119	213/687-3117

Kelala O'Dougan, JET Specialist
OSP, Position Central
Revised: 01/03/2012

PAU Principal Administrative Unit

X

All information must be filled in completely. Please type or print legibly.

1. NAME OF STUDENT (LAST, FIRST AND MIDDLE INITIAL)	2. BIRTHDATE	3. GENDER	4. RACE
5. GRADE	6. STUDENT ID NUMBER	7. VALUE OF SCHOOL YEAR ATTENDED	8. ADDRESS NUMBER, STREET, APARTMENT NO., CITY AND ZIP CODE
9. ADDRESS NUMBER, STREET, APARTMENT NO., CITY AND ZIP CODE	10. ADDRESS NUMBER, STREET, APARTMENT NO., CITY AND ZIP CODE	11. SCHOOL DISTRICT	12. ADDRESS NUMBER, STREET, APARTMENT NO., CITY AND ZIP CODE
13. ETHNICITY (CHECK ONE)	14. LANGUAGE PROFICIENCY	15. IS AN INTERFERER MEMBER IF EVER? (YES, CHECK LANGUAGE)	16. ADDRESS OF PRODUCTION OFFICER
<input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Hispanic <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other (specify)	<input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Filipino <input type="checkbox"/> Hispanic <input type="checkbox"/> Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other (specify)	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Produced <input type="checkbox"/> Not Produced
17. STUDENT IS ON PROBATION IF "YES," GIVE FIRST AND LAST NAME OF PROBATION OFFICER	18. YES	19. TELEPHONE NUMBER	20. COMMENTS
21. FIRST AND LAST NAME OF PARENT(S) (BUSINESS)	22. ADDRESS IF DIFFERENT FROM STUDENT(S) ABOVE	23. TELEPHONE NUMBER	24. COMMENTS
25. REASON(S) FOR EXPULSION (CHECK ONE)	26. DATE OF RETURN FROM RE-ADMISSION	27. DATE OF RETURN FROM RE-ADMISSION	28. DATE OF RETURN FROM RE-ADMISSION
<input type="checkbox"/> 1. Possessing, selling, or furnishing firearms <input type="checkbox"/> 2. Brandishing a knife <input type="checkbox"/> 3. Unlawfully selling a controlled substance <input type="checkbox"/> 4. Sexual assault/sexual batter <input type="checkbox"/> 5. Possession of an explosive			
29. TELEPHONE NUMBER	30. FAX	31. SIGNATURE	32. DATE SIGNED

Relieved By
 29. TELEPHONE NUMBER: _____ 30. FAX: _____
 31. SIGNATURE: _____ 32. DATE SIGNED: _____

Attach the following:

- Copy of Expulsion Order Section 48918 (j)
- Copy of Expulsion Order Section 48916 (b)
- Photo copy of student record, i.e. IEP (Goals and Objectives, Psychological Report, Manifestation Determination Report, Transition Plan, Behavior Support), Transcripts, Test Scores, Immunization Records, Home Language Survey, CELDT results, assessment, placement, and designation.

For Office Use Only - Enrollment of Student Section (1981)

1981 (a)	48915 (b)	or	48915 (c)	Comments	
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
1981 (b)	5A1B1 Referred	or	Parent Request / District Approved		
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
1981 (c)	Probation Referred	300	601	602	654
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1981 (d)	Homeless Student	1982a	Other	Expelled 48915 (c)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORM NO. 506-004 (Revised 2008)

XI

COUNTYWIDE PLANS FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS - QUESTIONNAIRE – SUMMARY OF DATA February 30, 2012

Introduction

The survey was provided to all school district superintendents, with additional copies provided to the director of student support services, supervisor of child welfare and attendance, and director of alternative education of each of the districts. Of the eighty districts receiving the survey, it was completed by seventy eight.

Community Day Schools

Districts use both their own Community Day School (CDS), and Los Angeles County Office of Education (LACOE) CDS programs as placements for expelled students. District CDS programs cannot be located on or adjacent to a K-12 educational program.

- Forty nine out of eighty districts reported that they operate or utilize a district CDS, fifteen for K-5, forty four for grades 6-8, eleven for grades 7-8, and forty nine for grades 9-12. The California Department of Education lists forty-two districts operating CDS schools.
- The following LACOE CDS programs are used by districts (number of times reported by each district in parentheses): Pico Rivera Bemudez (4), Downey (3), Whittier Franklin (1), Hawthorne Jonas Salk (8), Pomona Academic Centre (2), Mujeres y Hombres Nobles in Monterey Park (2), Renaissance PAU (1), Visions (1), Hollywood Media Arts (2) = 27 responses. Other districts did not name the specific schools used. There were a total of 52 responses.

Opportunity Programs

Some districts operate opportunity programs, minimum day programs housed on K-12 sites, as an alternative for expelled students.

- District Opportunity Programs: Five in grades K-5, three in grades 6-8, and eight in grades 9-12, for a total of 16 responses

Continuation High Schools

Continuation high schools were used as a placement for expelled students by nine districts. Students must be age 16 and above to attend a continuation high school.

Independent Study Programs (ISP)

Districts also referred expelled students to their own independent study programs:

- District ISP: Grades K-5 = 13, 6-8 = 20, grades 9-12 = 20 = 53 responses

Other Alternative Programs

Charter schools, neighboring county programs, and home teaching were among other alternatives for expelled students.

- Opportunities for Learning Charter (9), Other school district (2), Opportunity transfer (2), District Home Teacher (9), Ventura COE (1), Options For Youth Charter (6), SEA Charter School (7), Learning Works Charter in Pasadena (2), West Covina Del Norte ROP (2), Orange County Horizons (1), BYU Virtual High School (1), other virtual online programs (4), Private schools (1) = 47 responses

Other comments on expulsion services

Four districts referred students to other districts, or their own continuation or independent study programs through suspended enforcement of the expulsion. One district uses the Student Success Team process to review the completion of the rehabilitation plan, as a part of the readmission process, and also holds five individual meetings with the parent and student during the expulsion period. A district expressed concerns on instructional accountability, rigor, consistency, and the gang element at Mujeres y Hombres Nobles CDS.

Educational Service Gaps and Strategies to Address Service Gaps

Section 48926 of the California Education Code provides that each county superintendent of schools in counties that operate community schools pursuant to Section 1980: ... shall develop a plan for providing education services to all expelled pupils in that county. One of the required elements of the plan is to identify gaps in educational services to expelled pupils, and strategies for filling those service gaps.

As a result of that survey, the following service gaps were identified, including a discussion of each issue along with a proposed strategy:

Service Gap 1 - The Need for Additional Community Day School (CDS) Programs in Grades 6-12

Discussion: Thirteen districts requested more LACOE CDS schools, with nine requests for schools to serve students in grades 6-8. Three of the requesting school districts are in the San Gabriel Valley, one in Lancaster, one in Santa Clarita, one in Centinela Valley, and one in El Monte. Three districts were interested in CDS programs that offer a full day, rather than a half-day program. Whittier area schools formed a five-district consortium and created their own CDS. There was a request to reopen the former Elementary K-5 Academy in the South Bay, as well as CDS programs in the Antelope Valley. More alternatives are sought for rural school districts, who can only work with surrounding districts that are at a great distance. Nine districts felt that the CDS programs were too far away and not accessible for parents.

Proposed Strategy: Due to recent reductions of LACOE educational programs as a result of the current budget climate, a greater need for additional community day school programs exists today. School districts in need of further assistance could enter into a memorandum of understanding with LACOE to address the possible excess costs associated with operating the new schools. In the past three years, new district-operated CDS schools, along with charter schools, have been created to address this service gap. The Whittier area schools consortium may be the most viable solution. LACOE's Division of Student Programs could support districts by providing its expertise in the establishment of similar consortiums, and also provide technical assistance in creating new CDS programs.

Service Gap 2 - The Need for More Education Programs for Expelled Special Education Students

Discussion: Fifteen districts stated that more special education placements are needed for expelled students served by an IEP. They found that LACOE does not provide sufficient services, and it is difficult to place expelled special education students in district schools due to their special needs, and the potential danger to victims and other students if they remain in the district. Four districts would like to collaborate with surrounding districts to create a consortium community day school program, specifically for Special Education students.

Proposed Strategy: Similar to the proposed strategy for Service Gap 1, the number of expelled Special Education students in need of services is often insufficient to create a new school or program. The formation of multiple school district consortiums may still not always meet the needs of school districts with expelled special education students. Informal collaboration, rather than formally organized consortiums of school districts, may provide a solution since the expulsion of Special Education students occurs so infrequently. For example, neighboring school districts could develop interdistrict transfer agreements to existing programs to house expelled Special Education students.

Service Gap 3 – Viable alternatives for failure in the original placement

Discussion: When asked to evaluate the remediation and rehabilitation programs in their respective districts, thirty-three felt that most of their expelled students successfully complete the conditions of their expulsion orders, and return to their home or other district schools. Two districts said they were not experiencing success, while another district was looking for a way to get students to complete their community service hours. One district allows completion of community service on-campus. Three districts extended the expulsion period if the student had not completed their rehabilitation plan. Students who were not successful, including some who had their expulsion term extended, were referred to the following programs: Non Public School (1), Opportunities for Learning Charter (3), LACOE CDS or SEA Charter School (12), Interdistrict transfer as agreed upon with the receiving district (6), Independent Study (9), Options for Youth Charter (3) for a total of 34 referrals.

Proposed Strategy: As discussed in Service Gap 3, of the 39 school districts that provided input to this particular service gap, only two felt that they were not successful in the remediation and rehabilitation of their students. Other alternative schools were used by 34 of the school districts if students did not successfully complete the conditions of their expulsion order. The alternative schools included charter schools, LACOE CDS schools, independent study, or interdistrict transfers.

In an effort to obtain additional information to provide support to school districts, the California Department of Education asked for the provision of the following information. Eighteen school districts responded to this section of the survey:

What are your best practices, at the site and district level, of behavioral interventions and approaches used to minimize the number of suspensions leading to expulsions, or expulsions being ordered, and to support students returning from expulsions?

After-School Programs

- ASPIRE After-School Program
- Increase memberships in existing clubs, sports, and after-school activities to form bonds with extra-curricular activities: Tomorrow's Aeronautical Museum-Compton Airport, Kaiser Permanent Reading to Thrive, AVID, MESA, Boys and Girls Club

Assemblies

- School-wide intervention assemblies to inform students about discipline rules and expectations (3 responses)
- Classroom presentations: sign form verifying attendance (2 responses)

Comprehensive Services

- School-based mental health services: counseling services, on-site drug prevention, voluntary participation in probation, psychologist-driven counseling support, bullying prevention, character building
- Use RTI practices to address instruction and classroom management (2 responses)
- True Lasting Connections (TLC) Family Resource Center

Conflict Resolution

- Conflict resolution sessions: adult advisor and teams of student mediators, or guidance interns (3 responses)
- Vital Intervention Directional Alternatives (VIDA) Los Angeles County Sheriff's program addresses self-esteem, motivating success, breaking cycle of criminal behavior

Counseling and Mental Health/Medical

- Counseling services provided by school staff and on-site services: Didi Hirsch and Starview, Kedran Action Family Counseling, Children's Institute, Providence, Olive Crest, Shields for Families; Youth Support Association; linkages to community resources and counseling; anger management (8 responses)
- Referrals made for medical assessments: St. John's Wellness Clinic, St. Francis Hospital, August Hawkins

Data Analysis

- Careful review of suspension cases: consider child's previous background
- Campus Watch is a communication vehicle used by 5th grade teachers to identify incoming 6th grade students that they consider at-risk

Defining Expectations and Character Education

- Clearly defining behavioral expectations and re-teaching and modeling expected behavior to our students to maximize positive outcomes
- Emphasize Ten Character Traits: Compassion, Self-Discipline, Trustworthiness, Respect, Responsibility, Tolerance, Citizenship, Fairness, Integrity, Perseverance (2 responses)
- Rules are posted and given to students and parents: published in ASB handbook and parent handbook (2 responses)
- Character Counts: Teach the six pillars, incorporate into Bully-Free Staff Development handout (2 responses)

Drug and Alcohol Interventions

- The majority of expulsions at our district are related to drug offenses. The entire family is referred to the Los Angeles Center for Drug and Alcohol Abuse, or similar classes from a certified drug-counseling agency. (2 responses)
- West Coast Drug and Education Program: drug and alcohol counseling, gang intervention, one-to-one counseling, peer groups, life skills, domestic violence, anger management, nicotine dependence
- Guidance and Learning to Avoid Drugs Programs (GLAD): week-long education program in lieu of suspension at the district office
- Brief Intervention: An Approach for Substance Using Adolescents (ASUA), alternative to recommendation for expulsion program

Employment

- After-School Work program

In-School Suspension, Detention, Other Alternatives to Suspension

- In-school suspension program (4 responses)
- Saturday School (2 responses)
- Opportunity Program (2 responses)
- Lunch and after-school detention
- Class/program changes

Incentive Programs and Campaigns

- District-wide anti-bullying week and year-long awareness efforts
- Reward and incentive programs to recognize student achievement in academics and attendance

Intake and Case Management

- Intake meeting with district director of student services to review placement for expulsion, camp, juvenile hall returnees – each student is given a letter to return to the school site
- Individual monitoring of students returning from expulsion such as periodic check-in with the principal/designee and counselor (2 responses)
- Behavior contract, meet with the dean of discipline to discuss student expectations (3 responses)
- AB 922 Counselors serve as case managers for expelled students and develop a transitional service plan
- Participation of the social worker and probation officer

Parent Involvement

- Parent nights (2 responses)
- Parent conferences with school and district-level personnel: place student on behavior plan (5 responses)
- Student Study Team meetings (4 responses)
- Angels at Risk: parents and middle school students participate in drug and alcohol counseling
- SART and SARRB (2 responses)
- Choices: drug and alcohol counseling for high school students and their parents
- Discipline IEP Meetings for students in Special Education (2 responses)
- Participate in safe schools planning
- Parent shadowing
- Annual Parent Training Institute: protocols related to student discipline, attendance, educational rights, grades, etc.

Peer Counseling and Mentoring

- Link Crew Peer Counseling
- WEB (Where Everyone Belongs) is a transition program for incoming 6th graders: mentoring relationship between 6th and 8th graders
- Mentorship Programs: Omega Psi Phi Fraternity, The Refresh Youth Center, Tulip Girls Club, Junior Achievement Club

Personnel Training

- Train security on how to diffuse incidents and/or get immediate assistance
- Monthly co-administrator meetings to discuss hot topics and maintain consistent district-wide approach and understanding about discipline issues; disciplinary practices; interventions (2 responses)

Safe Schools Planning

- Safe Schools Committee representing all stakeholders reviews/revises school discipline rules (2 responses)
- Conduct annual surveys on perceptions about school safety
- School sites submit a Positive Schoolwide Behavior Plan for students in grades 6-8 as a part of their school safety plans – suspension rate has decreased 50%
- Police on-campus; emphasize positive relationship; presence of gang detail and police dogs (2 responses)
- Campus supervision: entrances, exits, adjacent areas before and after school
- School Watch, part of Neighborhood Watch
- Students from grades 7-8 were moved back to K-8 schools, decreasing the size of the middle school, and creating supportive and safer environments – expulsions decreased 60%
- Department of Mental Health (DMH) to work with the district to establish a new integrated services model
- Tardy sweeps: educate students about anti-loitering laws

Technical Assistance for School Personnel

- Student Discipline and Expulsion Support Unit (SEDS) is available throughout the day for technical assistance: consultation with school site personnel re: mandatory vs. non-mandatory expulsions, due process, and whether other means of correction are feasible as opposed to expulsion



Los Angeles County
Office of Education
Learning Enrichment • Supporting Students • Serving Communities

Countywide Plan for Provision of Educational Services to Expelled Students Questionnaire
2011-2012

In accordance with the requirements of Education Code Section 49724, the County Superintendent of Schools in conjunction with all school districts within the county, are required to develop a plan for providing education services to all expelled pupils in the county. In order to update our plan to better meet your needs, please respond to the following questions:

(1) Please identify the current educational alternatives available within your district for expelled pupils (i.e. community day school, continuation high school, opportunity programs or class, independent study, etc.):

Program	Normal/Disruption	Grade Levels
		K-5 6-8 9-12
<input type="checkbox"/> Community day school/district	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> LACOE Community day school	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Opportunity program or class	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Independent Study	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Charter School	_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> Other (List name and grade levels)	_____	

(2) Have these strategies/services been successful? If not, what were the obstacles or gaps?

(3) Please provide suggestions or strategies that you might have for filling any service gaps that currently exist which limit your ability to ensure the availability of educational services for expelled pupils.

(4) If applicable, please identify alternative placements for pupils who are expelled and placed in a district CDS program, but who (1) fail to meet the terms and conditions of their re-admission plan, or (2) pose a danger to other district pupils, as determined by the governing board.

_____ Please type or print

Questionnaire completed by _____ FAX _____

District _____ Telephone _____

Title _____

Please return your completed questionnaire by Monday, October 17, 2011, via fax mail, email, or by air to:

Vickie C. Thompson, E.A.D., Director
 Division of Student Support Services
 9390 Imperial Hwy., ECW 253
 Downey, CA 90242-2096
 (562) 922-6333

Attachment 1
 400 Balfour Ave. 61
 A-011-2011/12



Los Angeles County
Office of Education
Learning Enrichment • Supporting Students • Serving Communities

Countywide Plan for Provision of Educational Services to Expelled Students Questionnaire
2011-2012

In our effort to submit the AB 922 Plan in a timely manner to you for Board approval, we started the process early. However, we just received a November 1, 2011 letter from CIDE requesting more information. Below are the additional mandated questions required by CDE:

(1) What are your best practices, at the site and district levels, of behavioral intervention approaches and options used to minimize the number of suspensions leading to expulsions, of expulsions being ordered, and to support students returning from expulsions?

(2) In particular, how do these best practices relate to any disproportionate representation of minority students in such interventions?

_____ Please type or print

Questionnaire completed by _____ FAX _____

District _____ Telephone _____

Title _____

Please return your completed questionnaire by Friday, January 20, 2012, via fax mail, email, or by air to:

Vickie C. Thompson, E.A.D., Director
 Division of Student Support Services
 9390 Imperial Hwy., ECW 253
 Downey, CA 90242-2096
 (562) 922-6333

Attachment 1
 400 Balfour Ave. 118
 852-44-2011/12

BOARD REPORT

14.4a Approval is Recommended for Resolution #15-2011/2012 (HR), Regarding Layoff of Classified Personnel

It is necessary to take action to abolish one classified position for lack of work and/or lack of funds. The provisions of the Education Code require that such a resolution be approved and written notice be provided to affected classified employee no less than 45 days prior to the effective date of layoff.

RECOMMENDED MOTION: It is recommended that the Board approve Resolution #15-2011/2012 (HR), authorizing the elimination of one classified position.

Moved:

Seconded by:

Vote:

**RESOLUTION #15-2011/2012 (HR), REGARDING LAYOFF OF CLASSIFIED
PERSONNEL**

BE IT RESOLVED that the Governing Board of the Culver City Unified School District hereby determines that the following one (1) classified position be abolished for lack of work and/or lack of funds.

<u>Position</u>	<u>No. Affected</u>	<u>Impact</u>
Secretary II (SELPA) – 4 hours per day, 12 months per year	1	Eliminate

BE IT FURTHER RESOLVED by the Governing Board as follows:

1. That due to a lack of funds and/or lack of work, the number of classified employees and the amount of service rendered shall be reduced by layoff as specified above, pursuant to Education Code Section 45308.
2. That the Superintendent is directed to give notice of layoff to the affected classified employees pursuant to the requirements of law.
3. That said layoff shall become effective on July 6, 2012, subject to negotiations to the extent required by law.
4. That the employees laid off pursuant to this Resolution shall be eligible for reemployment pursuant to Education Code section 45298.

Adopted by the Governing Board of the Culver City Unified School District on May 22, 2012, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Clerk, Governing Board of the
Culver City Unified School District