

BOARD MEETING NOTICE AND AGENDA

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

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

December 14, 2010

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

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

2. PUBLIC COMMENT ON CLOSED SESSION ITEMS

3. RECESS TO CLOSED SESSION

- 3.1 Conference with Labor Negotiator (Pursuant to GC §54957.6)
Agency Designated Representatives: Leslie Lockhart, Director of Human Resources; Ali Delawalla, Assistant Superintendent Business Services; Patricia W. Jaffe, Interim Superintendent
Employee Organizations: Culver City Federation of Teachers (CCFT); Association of Classified Employees (ACE); and Management Association of Culver City Schools (MACCS)

- 3.2 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)
(1 Certificated Employee)
- 3.3 Conference Involving a Joint Powers Agency: City of Culver City
(Pursuant to GC §54956.96)
Discussion will concern: Joint Use Agreement
CCUSD Representative: Ali Delawalla, Assistant Superintendent of
Business Services
- 3.4 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 10
Classified Personnel Services Report No. 10
- 3.5 Public Employment (Pursuant to GC §54957)
a) Superintendent Search

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

- 5.1 Roll Call – Board of Trustees
Steven Gourley, President
Scott Zeidman, Esq., Vice President
Karlo Silbiger, Clerk
Katherine Paspalis, Esq., Member
Patricia Siever, Professor, Member

5.2 Flag Salute

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

7. **BOARD BUSINESS**

- 7.1 Annual Governing Board Organizational Meeting – Ed. Code 35143
- 7.2 Discussion Regarding Support of the Culver City Unified School District
Language Immersion Program

8. **PUBLIC HEARING**

- 8.1 Culver City Federation of Teachers (CCFT) Initial Collective Bargaining
Proposal to the Culver City Unified School District (CCUSD) for the
2010/2011 School Year

9. **ADOPTION OF AGENDA**

Recommendation is made that the agenda be adopted as submitted.

Motion by _____ Seconded by _____

Vote _____

10. 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.

- 10.1 Approval is Recommended for the Minutes of Regular Meeting – November 9, 2010
- 10.2 Approval is Recommended for Purchase Orders and Warrants
- 10.3 Approval is Recommended for Acceptance of Gifts - Donations
- 10.4 Approval is Recommended for the Certificated Personnel Reports No. 10
- 10.5 Approval is Recommended for the Classified Personnel Reports No. 10
- 10.6 Acceptance of Enrollment Report
- 10.7 Approval is Recommended for the Culver City High School Robotics Team to Participate in the Regional Competition in San Diego, CA, March 9 -12, 2011
- 10.8 Approval is Recommended for the Culver City Middle School 8th Grade GATE Students to Attend Astro Camp in Idyllwild, CA, April 29 – May 1, 2011
- 10.9 Approval is Recommended for the Single Plan for Student Achievement – Farragut Elementary School
- 10.10 Approval is Recommended for Culver City High School AVPA Students to Participate in the California Educational Theatre Association Competition, January 14-16, 2011 in Los Osos, California

11. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 11.1 American Citizenship Awards
- 11.2 Presentation by Culver City Education Foundation and Culver City Rotary Club
- 11.3 Spotlight on Education - Farragut Elementary School

12. 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.

- 12.1 Superintendent's Report
- 12.2 Assistant Superintendents' Reports
- 12.3 Student Representatives' Report
- 12.4 Members of the Audience
- 12.5 Members of the Board of Education

13. **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.

13.1 Presentation of the First Interim Report for 2010-11

14. **RECESS (10 Minutes)**

15. **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.

15.1 **Superintendent's Items**

15.1a Approval is Recommended for the 2011 California School Boards Association Delegate Assembly Candidate Submission

Motion by _____ Seconded by _____ Vote _____

15.1b Second Reading and Approval of Board Bylaw 9150, Student Board Member Voting

Motion by _____ Seconded by _____ Vote _____

15.2 **Education Services Items**

15.2a Third Reading and Adoption of Revised Board Policy 5131.5, Students – Vandalism, Theft and Graffiti

Motion by _____ Seconded by _____ Vote _____

15.2b Approval is Recommended for a New Course at the Culver City High School Academy of Visual and Performing Arts (AVPA): Music Production

Motion by _____ Seconded by _____ Vote _____

15.3 Business Items

15.3a Approval is Recommended for the First Interim Report for 2010-2011

Motion by _____ Seconded by _____ Vote _____

15.3b Approval is Recommended for the Stipulated Agreement

Motion by _____ Seconded by _____ Vote _____

15.3c Approval is Recommended for the Certification of Signatures for Warrants, Orders for Salary Payment, Notices of Employment and Related Documents

Motion by _____ Seconded by _____ Vote _____

15.3d Authorization to Transfer Funds from the General Fund into the Deferred Maintenance and Adult School Funds

Motion by _____ Seconded by _____ Vote _____

15.4 Personnel Items - 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

January 11 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place
January 25 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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

7.1 **Annual Governing Board Organizational Meeting - Ed. Code 35143**

ELECTION OF OFFICERS:

President

Nominations:

Elected:

Vice President

Nominations:

Elected:

Clerk

Nominations:

Elected:

Voting Representative to the Los Angeles County School Trustees Association and Representative to Elect Members to the County Committee on School District Organization

Nominations:

Elected:

APPOINTMENTS:

Parliamentarian

Representatives to the Board of Education/City Council Liaison Committee

- 1.
- 2.
- 3.

(Alternate)

Representative to the Youth Health Center Committee

Representative to the District Community Arts Committee

Representative to the Career Advisory Committee

Liaison to the Culver City Education Foundation

BOARD REPORT

7.2 Discussion Regarding Support of the Culver City Unified School District Language Immersion Program

The Board will discuss the K-12 Language Immersion Program in the District and how to improve and expand the program.

A draft Resolution in Support of the Language Immersion Program is attached and will also be discussed.

Resolution in Support of the
Culver City Unified School District Language Immersion Program

The Culver City Unified School District acknowledges and affirms that a K-12 Language Immersion Program benefits the cognitive and social development of students, provides career advancement for CCUSD graduates, is an essential component of meeting the needs of our English Language Learners and creates "global citizens" who value the diversity of all cultures. Research demonstrates that students who successfully complete a dual language immersion program can attain functional bilingualism and simultaneously excel in the content areas of the underlying curriculum. The District values and supports the existing Language Immersion Program and recognizes its importance to the vitality and development of the District and to the education of the youth who participate in it.

In order to improve and expand the Language Immersion Program, the District shall develop and maintain a coherent and comprehensive Language Immersion Program Strategic Plan, and any necessary regulations, guidelines or procedures for the implementation of the Plan that reflect the following Program goals:

1. Establish and support a community of language immersion programs and schools to provide rigorous, consistent, high-quality instruction in identified target languages;
2. Increase, maintain and support the dual language model at the primary and secondary levels (K-12);
3. Set a challenging curriculum, which strives toward the California and American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines;
4. Implement effective monitoring and assessment of progress within the Program;
5. Provide staff development and teacher training;
6. Increase and maintain communication with and participation by parents and families;
7. Maintain clear and meaningful student selection criteria while striving to expand the Program so that no Culver City child is turned away from a language immersion education; and
8. Encourage communication, cooperation, and educational exchange among the Culver City community of schools.

12/14/10
8.1

BOARD REPORT

8.1 Culver City Federation of Teachers (CCFT) Initial Collective Bargaining Proposal to the Culver City Unified School District (CCUSD) for the 2010-2011 School Year

The Initial Collective Bargaining Proposal from the Culver City Federation of Teachers (CCFT) 2010-2011 school year has been presented to the Culver City Unified School District (CCUSD). Pursuant to Government Code §3547, this proposal is presented for the purpose of public discussion and comment.



**Culver City
Federation of Teachers**
AMERICAN FEDERATION OF TEACHERS, AFL-CIO

November 17, 2010

Ms. Leslie Lockhart
CCUSD
4034 Irving Place
Culver City, CA 90232

Dear Leslie,

We've completed the process of surveying our teachers and this opening bargaining proposal reflects their concerns.

As we head into the bargaining process, our teachers have asked me to remind you that we've already made the largest concession we've ever made: taking 5 unpaid furlough days this year. CCUSD came to us last year and asked us to help the district through a fiscal crisis by accepting furlough days. We agreed. We're hoping that CCUSD will respond by agreeing to these items that are important to us.

Article 32: WAGES

- The five-year waiting period to move into the K-12 longevity steps shall be eliminated.
- One new longevity step shall be added to the OCD and K-12 salary schedules.
- Longevity increments shall be developed for Adult School teachers.
- The stipend schedule shall be modified to address current inequalities.
- One new stipend, at 20% of full-time pay, shall be established for elementary teachers teaching a combination class.

Article 31: HEALTH AND WELFARE

- Annual premium increases shall be split equally between CCUSD and bargaining unit members.
- The annual dental maximum benefit shall be increased from \$1,500 to \$2,000.
- Cash in lieu of medical insurance shall be increased from \$3,000 to \$4,000 per year.

Article 26: CLASS SIZE

- State caseload maximums for specialists and special education classrooms shall be added to our collective bargaining agreement.
- The current system of class size maximums being determined by grade-level or departmental averages shall be replaced by absolute maximums for individual classrooms.

Article 25: HOURS OF WORK

- District-called meetings shall be held on minimum days and shall be limited to 3 meetings per month. (This provision builds on and codifies the current "meeting-free" minimum day agreement signed last year to provide **additional prep time for elementary teachers.**)
- Sick leave balances shall be communicated to teachers either on monthly pay warrants or in an annual sick leave balance statement.

Sincerely,

David Mielke, President



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

Meeting:	<u>Regular Meeting</u>	Date:	<u>November 9, 2010</u>
Place:	<u>District Administration Office</u> <u>4034 Irving Place</u> <u>Culver City 90232</u>	Time:	<u>6:00 p.m. – Public Meeting</u> <u>6:01 p.m. – Closed Session</u> <u>7:00 p.m. – Public Meeting</u>

Board Members Present

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

Staff Members Present

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

Call to Order

Board Vice President Mr. Zeidman called the meeting of the Culver City Unified School District Board of Education to order at 6:00 p.m. The Board adjourned to Closed Session at 6:01 p.m. and reconvened the public meeting at 7:00 p.m. with four Board members in attendance. Mr. Gourley was absent. Miss Brittney Johnson led the Pledge of Allegiance.

Report from Closed Session

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

8. Adoption of Agenda

It was moved by Mr. Silbiger and seconded by Ms. Siever that the Board adopt the November 9, 2010 agenda as presented. The motion was unanimously approved.

9. Consent Agenda

Mr. Zeidman called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. Mr. Mielke requested that item 9.2 be withdrawn. Ms. Siever requested that items 9.4, 9.5, and 9.8 be withdrawn. Mr. Silbiger requested that items 9.6 and 9.7 be withdrawn.

It was moved by Mr. Silbiger and seconded by Ms. Siever to approve Consent Agenda Items 9.1 and 9.3 as presented. The motion was unanimously approved.

9.1 Minutes of Regular Meeting – October 26, 2010

9.3 Acceptance of Gifts – Donations

9.2 Approval is Recommended for Purchase Orders and Warrants

Mr. Mielke inquired about PO #55971 and asked who attended the academy. Mr. Delawalla responded that the Director of Human Resources attended. Mr. Mielke inquired about about payment for PO # 55975 which was paid for by the FLAP Grant; PO # 55978 which was for a Title 3 Conference that was required; and PO# 55979 which was a monthly payment. Ms. Siever inquired about PO#55980. Mr. Delawalla explained that it was an open Purchase Order for legal services; therefore, the entire amount might not be spent.

9.4 Approval is Recommended for the Certificated Personnel Reports No. 9

Ms. Siever withdrew this item to thank Mr. Delawalla and the Human Resources staff for including the funding source on the reports. She requested the information on the remaining balances in the accounts. Mr. Delawalla explained that the information on balances is reported approximately every three months. Ms. Siever inquired about item Ia, and wondered why there was a revision. Mrs. Lockhart, Director of Human Resources, explained that when the teacher was first hired it was as a temporary assignment. The report was revised to reflect her move to probationary status. Ms. Siever also inquired about item Ib and asked why there was no ending date. Mrs.

Lockhart explained that due to the nature of the students IEP, the ending date does not get published. Ms. Siever asked what CUELA meant in item Ik. CUELA stands for Computer Users of Los Angeles.

9.5 Approval is Recommended for the Classified Personnel Reports No. 9

Ms. Siever inquired about what Workability meant. Mrs. Lockhart explained it was a placement for the special education students.

9.6 Approval is Recommended for the Culver City High School Students and Teachers to Attend the Sojourn to the Past Field Trip through Southern States, February 17-26, 2011

Mr. Silbiger withdrew this item to get additional information on the ADA regarding the trip. Ms. Laura explained that the students attending the trip are not considered absent because a teacher will be going with them.

9.7 Acceptance of the Enrollment Report

Mr. Silbiger withdrew this item to request that Mr. Sotelo provide the Board with the permit information for the middle school and high school in his Friday Memo. Mr. Zeidman agreed with this request.

9.8 Internship Agreement Between the Culver City Unified School District and Loyola Marymount University

Ms. Siever withdrew this item to inquire how much the agreement would cost the District. Mrs. Jaffe responded that the teachers are in a program, but they also teach, so there are no costs to the District.

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve items 9.2, and 9.4 – 9.8 as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

10. Awards, Recognitions and Presentations

10.1 American Citizenship Awards

Mrs. Jaffe and the Assistant Superintendents read the names and accomplishments of each school's recipients of the American Citizenship Award for the month of November. The recipients were Steere Hesseling from El Marino School; Alexandra Gillett from El Rincon Elementary; David Cadena from La Ballona School; Mavi Kolesnikow from Linwood E. Howe School; Abigail Kim from Farragut School; Aubree Flores from Culver City Middle School; Andreina Barajas from Culver Park High School; and Trevor Johnson from Culver City High School. Board members presented each recipient with a pin and certificate, and thanked the students and their families for attending the meeting.

11. Public Recognition

11.1 Superintendent's Report

Mrs. Jaffe reported on the Red Ribbon Week Proclamation that was given to the District by Senator Curren Price. His office also provided all of the schools with Red Ribbon Week bookmarks. Mrs. Jaffe reported on her attendance at events throughout the District which included the Classic Car Show, and the La Ballona Festival. She attended the Environmental Sustainability Committee meeting and the Citizens' Oversight Committee will have their first meeting on December 1st at 7:00 p.m. Mrs. Jaffe stated that the immersion staff has met and prioritized the issues at hand to consider expanding the program, and Ms. Shiratori has been meeting with the middle school students to discuss the immersion program. Mrs. Jaffe toured the middle school with Councilmember Scott Malsin, and they were both impressed by the use of technology in the classrooms. The middle school was honored as one of the top three schools in the nation addressing bullying. Mrs. Jaffe also reported on her site visits to El Rincon, the Office of Child Development classrooms, and Linwood Howe.

11.2 Assistant Superintendents' Reports

Ms. Laura reported on her department focusing on the integration of the arts as part of the Arts Integration Partnership (AIP). Walk-thru visits have taken place over the past two weeks at the elementary and middle school levels to focus on how art is being integrated into the curriculum. The other goal was to open up the dialogue with the principals on what constitutes quality arts education. Ms. Laura reported that the second DCAT meeting of the year had taken place and they were focusing on their strategic plan for the Arts for All. She stated that the

Anti-Bullying Task Force will hold a parent forum on the upcoming Monday; and the Envision Math has concluded training.

Mr. Delawalla reported that the Unaudited Actuals were audited, and he anticipates a report to the Board in January.

11.3 Student Representatives' Reports

Middle School Student Representative

There is no Middle School Student Representative at this time.

Culver Park Student Representative

Sandra Maldonado, Culver Park High School Student Representative, reported on activities at Culver Park High School, including students volunteering at El Marino for the Undokai events; an ex-Culver Park student came back to the school to complete his studies; some of the students interning at Old Navy were hired permanently; and the school will be having a Young Mothers Group coming soon.

Culver City High School Student Representative/Student Board Member

Jamie MacIntosh, Student Board Member, reported on activities at Culver City High School, including team sports updates; the Talent Show auditions; the ASB Menchies fundraiser; the Red Cross Blood Drive; the AVPA's performance of The Laramie Project; the sale of cardigans to celebrate the school's 60th anniversary; the success of Homecoming events; and the performance by Stepping in the Right Direction at the high school.

11.4 Members of the Audience

Members of the audience spoke about:

- Davie Mielke stated his concerns of the relationship between the teachers and the District. He stated that the relationship has improved, but there is still a little tension. Mr. Mielke expressed that the Union was given ultimatums from the Superintendent's staff. He explained that CCFT was a little behind and it was partially due to it being an election year. He stated that the Union has sent out a survey to the teachers, and that he also has to deal with a Board just as the Superintendent has a Board.

11.5 Members of the Board

Board Members spoke about:

- Ms. Paspalis reported that she briefly attended the Car Show and it was great. She commented that it was nice to see Mr. Mielke at the meeting since he had not been for some time. Ms. Paspalis requested to see a draft of the Immersion Program policy. All Board members agreed with her request.
- Mr. Silbiger reported on his attendance at the La Ballona Festival and stated he was impressed with the amount of people in attendance. He also attended the Booster Club's Car Show and thought it was a creative way of fundraising. Mr. Silbiger stated it was near the end of his first year serving on the Board, and he was proud of the Board's accomplishments over the past year. One item that he has asked about is the Natatorium. Ms. Paspalis asked Mr. Delawalla if he could provide an update on information regarding the capital improvements. Mr. Silbiger asked the Board if they would want to hold off on the Natatorium. Mrs. Jaffe stated that there is a discussion happening with Janice Pober of Sony regarding possible uses at the site. Mr. Zeidman stated he would like to see the Natatorium on the agenda until something is done. All members present agreed. Ms. Siever asked Mr. Delawalla for an update on the other projects previously discussed by the Board. All members present agreed. Mr. Silbiger announced that the Mayme Clayton Museum was looking for students to do cataloguing for service hours. The museum has the second largest collection of African artifacts.
- Ms. Siever commented on how great the Mayme Clayton Museum was and agreed that they do need help on cataloguing. She reported on her attendance at Homecoming and congratulated the football team on their victory. Ms. Siever also thought the cheerleaders were great. Ms. Siever would like to see the goals and objectives brought back to a meeting as soon as possible. Mrs. Jaffe said that the workshop to discuss the Boards' goals and objectives will follow a Special Meeting for discussion

with the Superintendent search firm that has yet to be scheduled. Ms. Siever will have a meeting with Pam Magee, Principal at Culver City High School, to discuss developing more of a relationship with West Los Angeles College.

- Mr. Zeidman stated that he was thrilled with the choice of King and Queen of Homecoming and the message that was sent by the choice. He reported that Homecoming was a great event. Mr. Zeidman reported on his attendance at several other events throughout the District including La Ballona's Fall Festival, the Booster Club's Car Show, and Udokai. He stated that the Booster Club has been working on the Casino Night Fundraiser which will take place on February 26th. Mr. Zeidman commented that in reviewing the work of the Board over his last three years, most of the work has been done over the past year.

12. Information Items

12.1 First Reading of Board Bylaw 9150, Student Board Members

Mr. Silbiger provided his suggestions on additional language and Board members further discussed when the Student Board Member should speak. Miss MacIntosh stated that she personally would rather wait to speak until after the Board so that she could hear what they have to say. Ms. Siever suggested that the Culver Park Representative might also get a preferential vote. She also encouraged the students to get training. Mr. Silbiger asked that Miss MacIntosh get feedback from students if she sees an item on the agenda that she thinks the Board should have additional information on. Additional discussion ensued. Board members agreed that the revisions made were fine and the Bylaw will be brought back for approval.

13. Recess

Board members agreed to bypass Recess.

14. Action Items

14.1 Superintendent's Items - None

14.2 Education Services Items - None

14.3 Business Items

14.3a Approval is Recommended for Budget Revisions to the General Fund

Mr. Delawalla stated that the State passed a budget on Oct. 8th and Ed Code required that each District update their budget within 45 days after a budget is passed. He is asking that the Board approve the budget revisions which will increase the revenue by approximately \$275 per ADA. Mr. Mielke stated that had the Union been rushed to settle negotiations prior to finding out about additional money, there would have been a problem. He stated that he does not know why CCUSD is pushing for the Union to settle, but the person needs to sit down with Mr. Delawalla and hear what the facts are and understand that at this point the numbers coming from the state are not accurate. Ms. Siever inquired as to where the additional money is coming from. Mr. Delawalla explained that the money is actually deferred and the District would not receive the money until July 2011. Mr. Zeidman asked if the District was still deficit spending. Mr. Delawalla responded yes. Further discussion ensued. It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the Budget Revision to the General Fund as presented. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

14.4a Second Reading and Approval of Revised Administrative Regulation 4218, Dismissal/Suspension/Disciplinary Action

Ms. Siever asked how "severity" was being defined in the Administrative Regulation. Mrs. Lockhart responded if the violation falls within any of the severity clauses. Ms. Siever requested to add identifications and/or before "characteristics" in item 1t for clarification. It was moved by Ms. Paspalis and seconded by Mr. Silbiger to approve Revised Administrative Regulation 4218, Dismissal/Suspension/Disciplinary Action as amended. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

15. Board Business

15.1 Use of Council Chambers for Culver City Unified Board of Education Meetings

Mr. Silbiger stated that he had hoped to come to the Board meeting with better news. He attended the City Council meeting and they requested that the District sent them a written request for use of the Chambers. The Board agreed for Mrs. Jaffe to forward a letter requesting use of the Chambers for the District's Board meetings. Alan Elmont asked that if the meetings get moved to the City Chambers that a sixth chair be added for the Student Board Member as per Board policy.

15.2 Call for Nominations for CSBA Delegate Assembly

Mr. Zeidman nominated Ms. Siever to be nominated to the CSBA Delegate Assembly. Ms. Paspalis seconded the nomination. The formal nomination will be brought back to the next meeting as a formal Action Item.

Adjournment

There being no further business, it was moved by Ms. Paspalis, seconded by Ms. Siever and approved with a vote of 4 – Ayes and 0 – Nays to adjourn the meeting. Board Vice President Mr. Zeidman adjourned the meeting at 8:14 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

10.2 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 October 30, 2010 through December 3, 2010 is \$1,517,644.66. Warrants issued for the period October 29, 2010 through December 2, 2010 total \$7,922,966.38. This includes \$1,818,704.00 in commercial warrants, and \$6,104,262.38 in payroll warrants.

BUDGET NUMBER LEGEND FOR FUNDS

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

RECOMMENDED MOTION: That purchase orders from October 30, 2010 through December 3, 2010 in the amount of \$1,517,644.66 and warrants for October 29, 2010 through December 2, 2010 in the amount of \$7,922,966.38 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

PO Date	PO #	Stat	Change	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/04/10	10040701	C			11/04/2010	THE ACME NETWORK	MEMBERSHIPS	Culver City High School	01.0	90127.0	11100	10000	5310	4010000	4,000.00	4,000.00
					11/04/2010	10040701		10040701							THE ACME NETWORK	
12/03/10	1004112	A			12/03/2010	DIANA REYES	CONTRACT SERVICES RENDERED	EI Rincon Elementary	01.0	90127.0	11100	10000	5810	2040000	1,250.00	1,250.00
					12/03/2010	1004112		1004112							DIANA REYES	
12/01/10	10RG2	A			12/01/2010	MOEMS	FEES, LICENSE	Linwood Howe Elementary	01.0	90127.0	11100	10000	5810	2020000	250.00	250.00
					12/01/2010	10RG2		10RG2							MOEMS	
12/01/10	110208	A			12/01/2010	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Culver City High School	01.0	90127.0	11100	10000	4410	4010000	2,653.76	2,653.76
					12/01/2010	110208		110208							DELL COMPUTER CORP.	
11/10/10	55730	A			11/10/2010	UNITED IMAGING	INSTRUCTIONAL SUPPLIES	La Ballona Elementary	01.0	00000.0	00000	27000	4310	2060000	1,535.62	1,535.62
					11/10/2010	55730		55730							UNITED IMAGING	
11/12/10	55775	A			11/12/2010	HEAR TO TALK	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	4,810.00	4,810.00
					11/12/2010	55775		55775							HEAR TO TALK	
11/29/10	55776	A			11/29/2010	PEDIATRIC THERAPY NETWORK	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	3,895.00	3,895.00
					11/29/2010	55776		55776							PEDIATRIC THERAPY NETWORK	
11/29/10	55777	A			11/29/2010	WORKING WITH AUTISM, INC.	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	1,265.00	1,265.00
					11/29/2010	55777		55777							WORKING WITH AUTISM, INC.	
11/29/10	55778	A			11/29/2010	ELLIOTT INSTITUTE	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	60,848.10	60,848.10
					11/29/2010	55778		55778							ELLIOTT INSTITUTE	
11/29/10	55779	A			11/29/2010	THE HELP GROUP	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	478,330.70	478,330.70
					11/29/2010	55779		55779							THE HELP GROUP	

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Run Date: 12/04/2010

10/30/2010 To 12/03/2010

Run Time: 03:41:09AM
WEEKLY

Report ID: LAPO009C

District: 64444

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

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/29/10	55780	A		11/29/2010	ECHO HORIZON SCHOOL	NONPUBLIC SCHOOLS SERVICE 11/29/2010	55780 Special Education	01.0	65000.0	57500	11800	5880	0004040	30,461.20	30,461.20
ECHO HORIZON SCHOOL															
11/29/10	55781	A		11/29/2010	OAK GROVE INSTITUTE SCHOOL	NONPUBLIC SCHOOLS SERVICE 11/29/2010	55781 Special Education	01.0	65000.0	57500	11800	5880	0004040	64,819.00	64,819.00
OAK GROVE INSTITUTE SCHOOL															
11/29/10	55782	A		11/29/2010	NORTH HILLS PREPARATORY	NONPUBLIC SCHOOLS SERVICE 11/29/2010	55782 Special Education	01.0	65000.0	57500	11800	5880	0004040	94,642.30	94,642.30
NORTH HILLS PREPARATORY															
11/29/10	55783	A		11/29/2010	CAROUSEL SCHOOL	NONPUBLIC SCHOOLS SERVICE 11/29/2010	55783 Special Education	01.0	65000.0	57500	11800	5880	0004040	47,875.20	47,875.20
CAROUSEL SCHOOL															
12/02/10	55784	A		12/02/2010	AUTISM SPECTRUM THERAPIES, INC.	NONPUBLIC SCHOOLS SERVICE 12/02/2010	55784 Special Education	01.0	65000.0	57500	11800	5880	0004040	230,986.50	230,986.50
AUTISM SPECTRUM THERAPIES, INC.															
12/02/10	55785	A		12/02/2010	FROSTIG CENTER OF EDUCATIONAL	NONPUBLIC SCHOOLS SERVICE 12/02/2010	55785 Special Education	01.0	65000.0	57500	11800	5880	0004040	164,812.50	164,812.50
FROSTIG CENTER OF EDUCATIONAL THERAPY															
12/02/10	55786	A		12/02/2010	GRECO'S WORLD, INC.	NONPUBLIC SCHOOLS SERVICE 12/02/2010	55786 Special Education	01.0	65000.0	57500	11800	5880	0004040	7,020.00	7,020.00
GRECO'S WORLD, INC.															
12/02/10	55787	A		12/02/2010	INTERMOUNTAIN	NONPUBLIC SCHOOLS SERVICE 12/02/2010	55787 Special Education	01.0	65000.0	57500	11800	5880	0004040	47,670.00	47,670.00
INTERMOUNTAIN															
12/02/10	55788	A		12/02/2010	NEW HAVEN YOUTH & FAMILY SERVICES, INC.	NONPUBLIC SCHOOLS SERVICE 12/02/2010	55788 Special Education	01.0	65000.0	57500	11800	5880	0004040	26,840.00	26,840.00
NEW HAVEN YOUTH & FAMILY SERVICES, INC.															
11/17/10	55849M	A		11/17/2010	HD INDUSTRIES	REPAIRS - OTHER 11/17/2010	55849M Operations	01.0	00000.0	00000	36000	5630	0005041	439.44	439.44
HD INDUSTRIES															

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

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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/08/10	55850M	A		11/08/2010	EXECUTIVE ENVIRONMENTAL	REPAIRS - OTHER	01.0	81500.0	00000	81100	5630	0005040	6,095.75	6,095.75
				11/08/2010		EXECUTIVE ENVIRONMENTAL SERVICE CORP.								
11/03/10	55851M	A		11/03/2010	SADDLEBACK GOLF CARS	REPAIRS - OTHER	01.0	00000.0	00000	82000	5630	0005042	200.00	200.00
				11/03/2010		SADDLEBACK GOLF CARS								
11/02/10	55852M	A		11/02/2010	EXECUTIVE ENVIRONMENTAL	REPAIRS - OTHER	01.0	81500.0	00000	81100	5630	0005040	1,492.90	1,492.90
				11/02/2010		EXECUTIVE ENVIRONMENTAL SERVICE CORP.								
11/08/10	55854M	A	1	11/09/2010	COX PAINT CENTER	MAINTENANCE SUPP/EQUIP	01.0	00000.0	16001	27000	4350	4010000	439.26	439.26
				11/08/2010		COX PAINT CENTER								
11/05/10	55855M	A		11/05/2010	SANTA MONICA FENCE CO	REPAIRS - OTHER	01.0	81500.0	00000	81100	5630	0005040	2,000.00	2,000.00
				11/05/2010		SANTA MONICA FENCE CO								
11/05/10	55856M	A		11/05/2010	ONE STOP ROOTER & PLUMBING	REPAIRS - OTHER	01.0	81500.0	00000	81100	5630	0005040	1,000.00	1,000.00
				11/05/2010		ONE STOP ROOTER & PLUMBING								
11/17/10	55857M	A		11/17/2010	EXECUTIVE ENVIRONMENTAL	REPAIRS - OTHER	01.0	81500.0	00000	81100	5630	0005040	459.68	459.68
				11/17/2010		EXECUTIVE ENVIRONMENTAL SERVICE CORP.								
11/18/10	55858M	A		11/18/2010	ARTESIA SAWDUST PRODUCTS, INC	MAINTENANCE SUPP/EQUIP	01.0	81500.0	00000	81100	4380	0005040	1,050.86	1,050.86
				11/18/2010		ARTESIA SAWDUST PRODUCTS, INC								
12/01/10	55859M	A		12/01/2010	PIONEER CHEMICAL COMPANY	REPAIRS - OTHER	01.0	81500.0	00000	81100	5630	0005040	143.00	143.00
				12/01/2010		PIONEER CHEMICAL COMPANY								
12/03/10	55860M	A		12/03/2010	UNITED RENTALS	OFFICE SUPPLIES	01.0	81500.0	00000	81100	4350	0005040	215.00	215.00
				12/03/2010		UNITED RENTALS								

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/29/10	56001	A		11/29/2010	RICOH BUSINESS SOLUTIONS	MISCELLANEOUS	Human Resources	01.0	00000.0	00000	74000	5702	0003000	25.90	25.90
				11/29/2010											
11/04/10	56002	C		11/04/2010	NATIONAL STUDENT CLEARINGHOUSE	MEMBERSHIPS	Culver City High School	01.0	07395.0	00000	27000	5310	4010000	425.00	425.00
				11/04/2010											
11/01/10	56017	A		11/01/2010	AMANDA COPELAND	CONTRACTED SERVICES	Special Education	01.0	33100.0	57500	39000	5890	0004040	840.00	840.00
				11/01/2010											
11/01/10	56018	A		11/01/2010	A1 SECURITY CAMERAS	INSTRUCTIONAL SUPPLIES	Security	01.0	00000.0	00000	83000	4310	0001050	1,303.72	1,303.72
				11/01/2010											
11/02/10	56019	A		11/02/2010	LAKESHORE LEARNING	INSTRUCTIONAL SUPPLIES	Farragut	01.0	00000.0	11100	10000	4320	2050001	247.01	247.01
				11/02/2010											
11/02/10	56020	A		11/02/2010	GRAMERCY PARTNERS, INC.	CONSULTANTS	Special Projects	01.0	58100.0	00000	21000	5810	0004030	1,125.00	1,125.00
				11/02/2010											
11/02/10	56021	A		11/02/2010	JAN BLACHER	CONSULTANTS	Special Education	01.0	33130.0	57700	11100	5850	0004040	6,000.00	6,000.00
				11/02/2010											
11/02/10	56022	A		11/02/2010	CULVER-NEWLIN INCORPORATED	FURNITURE, SCHOOL	Office of Child Development	12.0	90284.0	85000	10000	4310	0000002	784.71	784.71
				11/02/2010											
11/02/10	56023	A		11/02/2010	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Special Education	01.0	56400.0	00000	27000	4410	0004040	4,856.34	4,856.34
				11/02/2010											
11/02/10	56024	C		11/02/2010	MARY M. LEE	CONTRACT SERVICES RENDERED	Ohr Eiyahu Academy	01.0	40350.0	00000	27000	5810	1050000	500.00	500.00
				11/02/2010											

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11/03/10	56025	A		11/03/2010	SYMPHONIC JAZZ ORCHESTRA	CONSULTANTS	Educational Services	01.0	00000.0	16003	10000	5850	2030000	3,442.10	
				11/03/2010				01.0	00000.0	16003	10000	5850	2060000	4,869.93	
				11/03/2010				01.0	90127.0	11100	10000	5850	0000000	1,902.08	
				11/03/2010				01.0	00000.0	16003	10000	5850	2020000	2,294.73	
				11/03/2010				01.0	91400.0	00000	27000	5850	0004000	8,363.02	
				11/03/2010				01.0	00000.0	16003	10000	5850	2050000	4,625.14	25,497.00
								SYMPHONIC JAZZ ORCHESTRA							
11/03/10	56026	A		11/03/2010	TEJ SINGH	CONSULTANTS	Culver City High School	01.0	07395.0	11100	10000	5850	4010000	3,000.00	
								TEJ SINGH							
11/09/10	56027	A		11/09/2010	GRACE LEE	CONSULTANTS	Culver City High School	01.0	07395.0	11100	10000	1161	4010000	3,000.00	
								GRACE LEE							
11/10/10	56028	A		11/10/2010	OFFICE DEPOT	OFFICE SUPPLIES	Pupil Services	01.0	00000.0	00000	31400	4350	0004020	114.39	
								OFFICE DEPOT							
11/05/10	56029	A		11/05/2010	CF EDUCATIONAL RESOURCES, INC.	CONSULTANTS	Special Projects	01.0	40350.0	00000	27000	5850	0004030	6,000.00	
								CF EDUCATIONAL RESOURCES, INC.							
11/05/10	56030	A	1	12/03/2010	CF EDUCATIONAL RESOURCES, INC.	CONSULTANTS	La Ballona Elementary	01.0	62860.0	00000	27000	5850	2060000	877.50	
			1	12/03/2010				01.0	30100.0	00000	27000	5850	3010000	3,558.74	
			1	12/03/2010				01.0	30100.0	00000	27000	5850	2040000	877.50	
			1	12/03/2010				01.0	30100.0	00000	27000	5850	2020000	1,779.38	
			1	12/03/2010				01.0	62860.0	00000	27000	5850	2030000	877.50	
			1	12/03/2010				01.0	62860.0	00000	27000	5850	2050000	1,779.38	9,750.00
								CF EDUCATIONAL RESOURCES, INC.							
11/05/10	56031	A		11/05/2010	CF EDUCATIONAL RESOURCES, INC.	CONSULTANTS	Culver City Middle School	01.0	30100.0	00000	27000	5850	3010000	6,000.00	
								CF EDUCATIONAL RESOURCES, INC.							

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11/08/10	56032	C		11/08/2010	GUIDED DISCOVERIES	FIELD TRIPS	Gate Field Trips	01.0	91400.0	11100	10000	5816	3017140	7,514.00	
11/08/2010							56032							7,514.00	
11/08/10	56033	A		11/08/2010	U.S. POSTAL SERVICE	COMMUNICATION SUPP/EQUIP	Adult School	11.0	06390.0	41100	27000	5910	0000010	4,000.00	
11/08/2010							56033							4,000.00	
11/08/10	56034	A		11/08/2010	PEARSON EDUCATION, INC.	BOOKS	Adult School	11.0	06390.0	41100	10000	4110	0000010	19.76	
11/08/2010														59.22	
11/08/2010														78.98	
11/08/10	56035	A		11/08/2010	APPLE SHIRT SCREEN PRINTING	INSTRUCTIONAL SUPPLIES	EI Rincon Elementary	01.0	91400.0	00000	00000	4310	2040000	145.65	
11/08/2010														145.65	
11/10/10				11/12/2010	DIVISION OF THE STATE ARCHITECT	FEES, LICENSE	Undistributed PURCHASING	01.0	00000.0	00000	85000	6201	0000000	118.19	
11/10/2010														118.19	
11/10/10	56037	A		11/10/2010	REDWOOD PRESS	OFFICE SUPPLIES	La Ballona Elementary	01.0	91400.0	11100	10000	4350	2060000	177.80	
11/10/2010														177.80	
11/10/10	56038	A		11/10/2010	MONTEREY ABALONE CO.	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	929.00	
11/10/2010														929.00	
11/10/10	56039	A		11/10/2010	THE COSCA GROUP	CONTRACT CONSULTANTS	Superintendent's Office	01.0	00000.0	00000	71000	5850	0001000	23,199.99	
11/10/2010														23,199.99	
11/10/10	56040	A		11/16/2010	SCHOOL SERVICES OF CALIFORNIA	CONTRACTED SERVICES	Fiscal Services	01.0	00000.0	00000	73000	5810	0005010	2,820.00	
11/10/2010														2,820.00	
11/10/10	56041	A		11/16/2010	PEARSON EDUCATION	BOOKS	Adult School	11.0	90139.0	41100	10000	4110	0000010	548.43	

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11/10/10	56042	A		11/10/2010	FLANNERY COMPANY	BOOKS	Adult School	11.0	90139.0	41100	10000	4110	00000010	280.50	548.43	
								PEARSON EDUCATION								
11/10/2010																
11/10/2010	56042				FLANNERY COMPANY									280.50		
11/10/10	56043	A	1	11/16/2010	SANTILLANA USA	BOOKS	Adult School	11.0	90139.0	41100	10000	4110	00000010	1,829.57		
								SANTILLANA USA								
11/10/2010														1,829.57		
11/10/10	56044	A		11/10/2010	OLD TOWN MUSIC CO.	BOOKS	Adult School	11.0	90139.0	41100	10000	4110	00000010	191.13		
								OLD TOWN MUSIC CO.								
11/10/2010														191.13		
11/10/10	56045	A	1	11/16/2010	MCGRW HILL CO	BOOKS	Adult School	11.0	90139.0	41100	10000	4110	00000010	6,249.33		
								MCGRW HILL CO								
11/10/2010														6,249.33		
11/10/10	56046	A		11/10/2010	BEARCOM WIRELESS	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	11100	10000	4310	0004030	240.72		
								BEARCOM WIRELESS WORLDWIDE								
11/10/2010														240.72		
11/10/10	56047	A		11/10/2010	HOME DEPOT	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	50250.0	85000	10000	4310	0000002	690.33		
								HOME DEPOT								
11/10/2010														690.33		
11/10/10	56048	A		11/10/2010	HOME DEPOT	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	90284.0	85000	10000	4310	0000002	690.33		
								HOME DEPOT								
11/10/2010														690.33		
11/10/10	56049	A	1	11/12/2010	SMART & FINAL	OFFICE SUPPLIES	Adult School	11.0	90138.0	41100	10000	4310	00000010	479.89		
								SMART & FINAL								
11/10/2010														479.89		
11/17/10	56050	A		11/17/2010	U.S. POSTAL SERVICE	COMMUNICATION SUPP/EQUIP	Purchasing	01.0	00000.0	00000	73000	5910	0005030	10,000.00		
								U.S. POSTAL SERVICE								
11/17/2010														10,000.00		
11/10/10	56051	A		11/10/2010	RALPH'S	INSTRUCTIONAL SUPPLIES	La Ballona Elementary	01.0	91400.0	00000	39000	4310	2060000	270.00		

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11/10/10	56051						RALPH'S								270.00
11/10/10	56052	A		11/10/2010	REAL DEAL WASTE OIL SERVICES	REPAIRS - OTHER	Undistributed ROP	01.0	96353.0	71100	10000	5630	0000000	225.00	
11/10/2010	56052						REAL DEAL WASTE OIL SERVICES								225.00
11/10/10	56053	A		11/10/2010	SCHOOL SPECIALTY OFFICE SUPPLIES		La Ballona Elementary	01.0	91400.0	11100	10000	4350	2060000	665.09	
11/10/2010	56053						SCHOOL SPECIALTY								665.09
11/17/10	56054	C		11/17/2010	SCHOOL SERVICES OF CALIFORNIA	CONFERENCE AND TRAVEL	Superintendent's Office	01.0	00000.0	00000	71000	5220	0001000	175.00	
11/17/2010	56054						SCHOOL SERVICES OF CALIFORNIA								175.00
11/16/10	56056	C		11/16/2010	WELLS FARGO	CONTRACTED SERVICES	Superintendent's Office	01.0	00000.0	00000	71000	5890	0001000	42.62	
11/16/2010	56056						WELLS FARGO								42.62
11/17/10	56057	C		11/17/2010	SOUTHWEST OFFSET PRINTING	ADVERTISING	Adult School	11.0	06390.0	41100	27000	5830	0000010	10,390.18	
11/17/2010	56057						SOUTHWEST OFFSET PRINTING								10,390.18
11/17/10	56058	A		11/17/2010	CASBO	CONFERENCE AND TRAVEL	Business Services	01.0	00000.0	00000	73000	5220	0005000	715.00	
11/17/2010	56058						CASBO								715.00
11/17/10	56059	A		11/17/2010	NCS PEARSON, INC.	TEST/TEST MATERIALS	Educational Services	01.0	07140.0	11100	10000	4310	0004000	727.50	
11/17/2010	56059						NCS PEARSON, INC.								727.50
11/18/10	56060	C		11/18/2010	DANNIS WOLIVER KELLEY	LEGAL SERVICES	Business Services	01.0	00000.0	00000	73000	5820	0005000	460.60	
11/18/2010	56060						DANNIS WOLIVER KELLEY								460.60
11/18/10	56061	C		11/18/2010	LACOE	CONFERENCE AND TRAVEL	La Ballona Elementary	01.0	30100.0	11100	10000	5220	2060000	50.00	
11/18/2010	56061						LACOE								50.00
11/18/10	56062	A		11/18/2010	APPLE SHIRT SCREEN PRINTING	INSTRUCTIONAL SUPPLIES	La Ballona Elementary	01.0	91400.0	11100	10000	4310	2060000	94.99	

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11/18/10	56062					APPLE SHIRT SCREEN PRINTING								94.99	
11/18/10	56063	C		11/18/2010	LACOE	CONFERENCE AND TRAVEL	District Curriculum	01.0	00000.0	11100	10000	5220	0004010	50.00	
11/18/2010	56063				LACOE									50.00	
11/18/10	56064	C		11/18/2010	RECORDING FOR THE BLIND &	MEMBERSHIPS	Special Education	01.0	33100.0	50010	27000	5310	0004040	350.00	
11/18/2010	56064					RECORDING FOR THE BLIND & DYSLEXIC								350.00	
11/18/10	56065	C		11/18/2010	AUGMENTATIVE COMMUNICATION	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57700	31500	5890	0004040	580.00	
11/18/2010	56065					AUGMENTATIVE COMMUNICATION THERAPIES								580.00	
11/18/10	56066	A		11/18/2010	REDWOOD PRESS	OFFICE SUPPLIES	Adult School	11.0	06390.0	41100	27000	4350	0000010	185.48	
11/18/2010	56066					REDWOOD PRESS								185.48	
11/18/10	56067	A		11/18/2010	SMART & FINAL	OFFICE SUPPLIES	Special Projects	01.0	30100.0	00000	27000	4350	0004030	500.00	
11/18/2010	56067					SMART & FINAL								500.00	
11/18/10	56068	C		11/18/2010	LACOE	CONFERENCE AND TRAVEL	Special Projects	01.0	42010.0	00000	27000	5220	0004030	80.00	
11/18/2010	56068				LACOE									80.00	
11/18/10	56069	A		11/18/2010	MALEMAN INK PUBLIC RELATIONS	CONTRACT SERVICES RENDERED	Superintendent's Office	01.0	00000.0	00000	71000	5850	0001000	1,000.00	
11/18/2010	56069					MALEMAN INK PUBLIC RELATIONS								1,000.00	
11/18/10	56070	C		11/18/2010	LACOE	CONFERENCE AND TRAVEL	Special Education	01.0	56400.0	00000	21000	5220	0004040	20.00	
11/18/2010	56070				LACOE									20.00	
11/18/10	56071	C		11/18/2010	DANNIS WOLIVER KELLEY	LEGAL SERVICES	Business Services	01.0	00000.0	00000	73000	5820	0005000	2,184.42	
11/18/2010	56071					DANNIS WOLIVER KELLEY								2,184.42	
11/19/10	56072	C		11/19/2010	CALIFORNIA LEAGUE OF MIDDLE	MEMBERSHIPS	Culver City Middle School	01.0	30100.0	00000	27000	5310	3010000	295.00	

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

10/30/2010 To 12/03/2010

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

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/19/10	56074	A		11/29/2010	DIANE FELDMAN	CONSULTANTS	Culver City Middle School	01.0	00000.0	16002	11100	5850	3010000	10,000.00	295.00
11/29/10	56075	A		11/29/2010	OFFICE DEPOT	OFFICE SUPPLIES	Security	01.0	00000.0	00000	83000	4350	0001050	500.00	500.00
11/29/10	56076	A		11/29/2010	QUARTERMASTER UNIFORMS	INSTRUCTIONAL SUPPLIES	Security	01.0	00000.0	00000	83000	4310	0001050	1,000.00	1,000.00
11/29/10	56077	A		11/29/2010	TIMEKEEPING SYSTEMS, INC.	OFFICE SUPPLIES	Security	01.0	00000.0	00000	83000	4350	0001050	550.35	550.35
11/29/10	56078	A		11/29/2010	XEROX CORPORATION	INSTRUCTIONAL SUPPLIES	La Ballona	01.0	00000.0	00000	27000	4310	2060001	132.92	132.92
12/01/10	56079	A		12/03/2010	RAND MCNALLY	INSTRUCTIONAL SUPPLIES	Farragut Elementary	01.0	30100.0	11100	10000	4310	2040000	919.13	919.13
11/29/10	56080	C		11/29/2010	CULVER CITY OBSERVER, INC.	ADVERTISING	Educational Services	01.0	00000.0	00000	21000	5830	0004000	290.00	290.00
11/29/10	56081	A		11/29/2010	EFFICIENT INNOVATIONS	REPAIRS - OFFICE EQUIPMENT	Technology	01.0	00000.0	00000	77000	5630	0005020	320.00	320.00
11/29/10	56082	A		11/29/2010	CABE	CONFERENCE AND TRAVEL	Special Projects	01.0	30100.0	00000	21000	5220	0004030	1,365.00	1,365.00

Board List Purchase Order Report

Page No. 11

CULVER CITY UNIFIED SD

Run Date: 12/04/2010

10/30/2010 To 12/03/2010

Run Time: 03:41:09AM
WEEKLY

Report ID: LAPO009C

District : 64444

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

PO Date	PO #	Stat	Change	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/29/10	56083	C		11/29/2010	11/29/2010	NUEL TATE	CONTRACT SERVICES RENDERED 11/29/2010	Special Education 56083	01.0	33100.0	57500	39000	5890	0004040	11,766.00	11,766.00
11/29/10	56084	C		11/29/2010	11/29/2010	SBCSELPA	CONFERENCE AND TRAVEL 11/29/2010	Special Education 56084	01.0	56400.0	00000	21000	5220	0004040	90.00	90.00
11/29/10	56085	A		11/29/2010	11/29/2010	PROGRAM DEVELOPMENT	INSTRUCTIONAL SUPPLIES 11/29/2010	Special Projects 56085	01.0	37100.0	11100	10000	4310	0004030	153.60	153.60
11/29/10	56086	A		11/29/2010	11/29/2010	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP 11/29/2010	Special Projects 56086	01.0	58200.0	11100	10000	4410	0004030	1,254.84	1,254.84
11/29/10	56087	A		11/29/2010	11/29/2010	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP 11/29/2010	Special Projects 56087	01.0	58200.0	11100	10000	4410	0004030	1,952.45	1,952.45
11/29/10	56088	A		11/29/2010	11/29/2010	APPERSON EDUCATION	INSTRUCTIONAL SUPPLIES 11/29/2010	Culver City Middle School 56088	01.0	00000.0	11100	10000	4310	3010001	735.33	735.33
11/29/10	56090	A		11/29/2010	11/29/2010	LIGHTSPEED TECHNOLOGIES,	INSTRUCTIONAL SUPPLIES 11/29/2010	Farragut 56090	01.0	00000.0	11100	10000	4310	2050001	1,994.53	1,994.53
11/29/10	56091	A		11/29/2010	11/29/2010	THE APPLE STORE	COMPUTER SUPP/EQUIP 11/29/2010	El Marino Language 56091	01.0	07395.0	11100	10000	4410	2030000	4,185.47	4,185.47
11/29/10	56092	A		11/29/2010	11/29/2010	ORIENTAL TRADING CO., INC.	INSTRUCTIONAL SUPPLIES 11/29/2010	Special Projects 56092	01.0	42030.0	11100	10000	4310	0004030	395.84	395.84
11/29/10	56093	A		11/29/2010	11/29/2010	CDW-G	COMPUTER SUPP/EQUIP 11/29/2010	Culver City Middle School 56093	01.0	07395.0	11100	10000	4310	3010000	104.79	104.79

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

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/29/10	56094	A		11/29/2010	OFFICE DEPOT	OFFICE SUPPLIES	Security	01.0	00000.0	00000	83000	4350	0001050	27.64	27.64
						11/29/2010		OFFICE DEPOT							
11/29/10	56095	A		11/29/2010	HMH SPECIALIZED CURR. GROUP	BOOKS	Farragut Elementary	01.0	62860.0	11100	10000	4110	2050000	654.21	654.21
						11/29/2010		HMH SPECIALIZED CURR. GROUP							654.21
11/29/10	56096	A		11/29/2010	CULVER CITY NEWS	ADVERTISING	Educational Services	01.0	00000.0	00000	21000	5830	0004000	152.00	152.00
						11/29/2010		CULVER CITY NEWS							152.00
11/29/10	56097	A		11/29/2010	CDW-G	COMPUTER SUPP/EQUIP	Culver City Middle School	01.0	91400.0	11100	10000	4310	3010000	25.34	25.34
						11/29/2010		CDW-G							25.34
11/29/10	56098	C		11/29/2010	COLONIAL CHESTERFIELD AT	FIELD TRIPS	Linwood Howe Elementary	01.0	91400.0	11100	10000	5816	2020000	154.00	154.00
						11/29/2010		COLONIAL CHESTERFIELD AT RILEY'S FARM							154.00
11/29/10	56099	A		11/29/2010	AFTERSCHOOL CORNUCOPIA	CONTRACTED SERVICES	Linwood Howe Elementary	01.0	91400.0	11100	10000	5810	2020000	1,000.00	1,000.00
						11/29/2010		AFTERSCHOOL CORNUCOPIA							1,000.00
11/29/10	56100	A		11/29/2010	ROSANA B. SAPIR	REPAIRS - OTHER	Business Services	01.0	00000.0	00000	73000	5630	0005000	161.15	161.15
						11/29/2010		ROSANA B. SAPIR							161.15
11/29/10	56101	C		11/29/2010	CASBO CENTINELA - SOUTH BAY	CONFERENCE AND TRAVEL	Business Services	01.0	00000.0	00000	73000	5200	0005000	30.00	30.00
						11/29/2010		CASBO CENTINELA - SOUTH BAY SUBSECTION							30.00
11/29/10	56102	C		11/29/2010	BEALS MANAGEMENT	CONFERENCE AND TRAVEL	Business Services	01.0	00000.0	00000	73000	5220	0005000	40.00	40.00
						11/29/2010		BEALS MANAGEMENT CONSULTING GROUP							40.00
11/29/10	56103	A		11/29/2010	CDW-G	COMPUTER SUPP/EQUIP	Adult School	11.0	06390.0	41100	27000	4410	0000010	116.28	116.28
						11/29/2010		CDW-G							116.28

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

Purchase Orders/Buyouts To The Board for Ratification From : 10/30/2010 To 12/03/2010
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
11/29/10	56104	C		11/29/2010	BRAD AND YULIA MCAFEE	CONTRACT SERVICES RENDERED 11/29/2010	Special Education 56104	01.0	65000.0	57500	39000	5890	0004040	1,040.00	1,040.00
11/29/10	56105	A		11/29/2010	SHIRA SERGANT	CONSULTANTS 11/29/2010	El Marino Language 56105	01.0	00000.0	16003	10000	2130	2030000	16,000.00	16,000.00
11/30/10	56106	A		11/30/2010	CLMS/CLHS	CONFERENCE AND TRAVEL 11/30/2010	Culver City Middle School 56106	01.0	30100.0	00000	27000	5220	3010000	597.00	597.00
12/01/10	56107	A		12/01/2010	CULVER CITY UNIFIED SCHOOL	ADVERTISING 12/01/2010	Adult School 56107	11.0	06390.0	41100	27000	5830	0000010	500.00	500.00
12/01/10	56108	A		12/01/2010	ECOLAB EQUIPMENT CARE	OFFICE SUPPLIES 12/01/2010	Office of Child Development 56108	12.0	61050.0	85000	10000	4350	0000002	500.00	500.00
12/01/10	56109	A		12/01/2010	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES 12/01/2010	Office of Child Development 56109	12.0	90284.0	85000	10000	4310	0000002	44.88	44.88
12/01/10	56110	A		12/01/2010	ABILITATIONS	INSTRUCTIONAL SUPPLIES 12/01/2010	Undistributed SELPA 56110	01.7	65000.0	50010	22000	4310	0000000	115.51	115.51
12/01/10	56111	A		12/01/2010	SAMMONS PRESTON	INSTRUCTIONAL SUPPLIES 12/01/2010	Undistributed SELPA 56111	01.7	65000.0	50010	22000	4310	0000000	1,865.38	1,865.38
12/01/10	56112	A		12/01/2010	THE APPLE STORE	INSTRUCTIONAL SUPPLIES 12/01/2010	Undistributed SELPA 56112	01.7	65000.0	50010	22000	4310	0000000	251.33	251.33
12/01/10	56113	A		12/01/2010	LAUREATE LEARNING SYSTEMS	INSTRUCTIONAL SUPPLIES 12/01/2010	Undistributed SELPA 56113	01.7	65000.0	50010	22000	4310	0000000	619.48	619.48

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

Purchase Orders/Buyouts To The Board for Ratification From : 10/30/2010 To 12/03/2010
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
12/01/10	56114	A		12/01/2010	SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	61050.0	85000	10000	4310	0000002	193.03	193.03
				12/01/2010		SCHOOL SPECIALTY									
12/02/10	56115	A		12/02/2010	SDE	CONFERENCE AND TRAVEL	Linwood Howe Elementary	01.0	90127.0	11100	10000	5220	2020000	349.00	349.00
				12/02/2010		SDE									
12/01/10	56116	A		12/01/2010	SUPER DUPER PUBLICATIONS	TEST/TEST MATERIALS	Speech	01.0	56400.0	00000	39000	4312	0004024	2,332.19	2,332.19
				12/01/2010		SUPER DUPER PUBLICATIONS									
12/01/10	56117	A		12/01/2010	LASERCARE	REPAIRS - OFFICE EQUIPMENT	Undistributed FS	13.0	53100.0	00000	37000	5630	0000000	500.00	500.00
				12/01/2010		LASERCARE									
12/01/10	56118	A		12/01/2010	LACOE	CONTRACTED SERVICES	Educational Services	01.0	00000.0	00000	21000	5810	0004000	300.00	300.00
				12/01/2010		LACOE									
12/02/10	56119	A		12/02/2010	UNITED IMAGING	OFFICE SUPPLIES	Ei Rincon	01.0	00000.0	11100	10000	4350	2040001	264.51	264.51
				12/02/2010		UNITED IMAGING									
12/01/10	56120	A		12/01/2010	SAFEGUARD BUSINESS SYSTEMS	OFFICE SUPPLIES	Fiscal Services	01.0	00000.0	00000	73000	4350	0005010	287.52	287.52
				12/01/2010		SAFEGUARD BUSINESS SYSTEMS									
12/01/10	56121	A		12/01/2010	SURVEYMONKEY.CO M, LLC	MEMBERSHIPS	Superintendent's Office	01.0	00000.0	00000	71000	5310	0001000	200.00	200.00
				12/01/2010		SURVEYMONKEY.COM, LLC									
12/03/10	56122	A		12/03/2010	ACSA FOUNDATION FOR ED.	CONFERENCE AND TRAVEL	Human Resources	01.0	00000.0	00000	74000	5220	0003000	799.00	799.00
				12/03/2010		ACSA FOUNDATION FOR ED. ADMINISTRATION									
12/03/10	56123	A		12/03/2010	CDW-G	COMPUTER SUPP/EQUIP	Ei Rincon Elementary	01.0	30100.0	11100	10000	4320	2040000	178.41	178.41
				12/03/2010		CDW-G									

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

Purchase Orders/Buyouts To The Board for Ratification From : 10/30/2010 To 12/03/2010
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
12/03/10	56124	A		12/03/2010	RIFTON PRODUCTS LLC	INSTRUCTIONAL SUPPLIES 12/03/2010	Undistributed SELPA 56124	01.7	65000.0	50010	22000	4310	0000000	74.63	74.63
12/03/10	56126	A		12/03/2010	RIFTON PRODUCTS LLC	INSTRUCTIONAL SUPPLIES 12/03/2010	Undistributed SELPA 56126	01.7	65000.0	50010	22000	4310	0000000	1,327.98	1,327.98
12/03/10	56127	A		12/03/2010	BRAINPOP	INSTRUCTIONAL SUPPLIES 12/03/2010	Culver City Middle School 56127	01.0	00000.0	16003	10000	4310	3010000	995.00	995.00
12/03/10	56129	A		12/03/2010	GUIDED DISCOVERIES	FIELD TRIPS 12/03/2010	Gate Field Trips 56129	01.0	91400.0	11100	10000	5816	3017140	1,320.00	1,320.00
12/03/10	56130	A		12/03/2010	IDEAS UNLIMITED SEMINARS, INC.	CONFERENCE AND TRAVEL 12/03/2010	Culver City Middle School 56130	01.0	30100.0	00000	27000	5220	3010000	398.00	398.00
12/03/10	56131	A		12/03/2010	JOHN LUCAS	CONSULTANTS 12/03/2010	Undistributed SELPA 56131	01.7	65000.0	50010	22000	4310	0000000	10,000.00	10,000.00

Total by District : 64444 1,517,644.66

End of Report LAPO009C

NONPUBLIC SCHOOLS:
 CURRENT PERIOD: \$1,259,465.37
 APPROVED YTD: \$2,002,045.32

**CULVER CITY UNIFIED SCHOOL DISTRICT
DISTRICT WARRANT REPORT
2010 - 2011**

COMMERCIAL WARRANTS

OCT.29, 2010 - DEC.2, 2010	\$ 1,818,704.00
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PAYROLL WARRANTS

OCT.29, 2010 - DEC.2, 2010	\$ 6,104,262.38
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TOTAL:	<u>\$ 7,922,966.38</u>
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BOARD REPORT

12/14/10

10.3

10.3 Approval is Recommended for Acceptance of Gifts

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>
Educational Services	Dr. Jong Hyun Wi \$525.00 Teacher Stipend for G Learning Program
Office of Child Development	Mr. and Mrs. Tig Nishida \$100.00 for Classroom Materials
Culver City High School	Mr. and Mrs. Jerry Chabola Refrigerator/Freezer for CCHS Snack Bar
El Marino Language School	Mr. Matthew Antell 50 Japanese Books for Library Mr. Yosi Sergant 240 Writing Journals for Language Arts Program Mr. Addison Pan 10 Reams of Paper for Classrooms
El Rincon Elementary School	Heal the Bay \$300.00 for Field Trip Transportation

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

Moved by:

Seconded by:

Vote:

BOARD REPORT

10.4 Financial Implication for Certificated Services Report No. 10

Total Fiscal Impact per Funding Source:

General Fund	\$34,657.14
FLAP- JIP	\$ 5,928.39
BTSA	\$ 3,412.50
A.D.A	\$ 28.19
Title I	\$ 140.00

BOARD REPORT

10.4 Certificated Personnel Services Report No. 10

I. Authorization and Ratification of Employment

A. First - Probationary Teacher – Farragut
Effective January 3, 2011
Funding Source: General Fund
Total Cost: \$26,634

1. Caudill, Kerby

B. Additional 20% Assignment – High School
Effective August 30, 2010 through October 13, 2010 at additional 20% of current rate of pay
Funding Source: FLAP – JIP
Total Cost: \$1,063.39

1. Gomyo, Chiaki

C. Substitute Teacher – District Office
Effective December 15, 2010 at \$125.00 per day, work as needed
Funding Source: General Fund
Total Cost: \$125.00

1. Deal, Mariah

D. Substitute Teacher – Adult School
Effective December 15, 2010 at \$28.19 per hour, work as needed
Funding Source: A.D.A
Total Cost: \$28.19

1. Thaler, Francis

E. Extra Assignment - Professional Development for Induction Teachers
Revision – Items previously approved on Board Report No. 3; 8/17/10
Effective August 26, 2010 through June 17, 2011 at \$35.00 per hour,
not to exceed 32.5 hours per teacher
Funding Source: BTSA – Beginning Teacher Support and Assessment, Induction
Total Cost: \$3,412.50

1. Fournier, Antoinette
2. Levit, Amy
3. Wilcox, Kelley

BOARD REPORT

10.4 Certificated Personnel Services Report No. 10 – Page 2

I. Authorization and Ratification of Employment - Continued

F. Extra Assignment – El Marino, Afterschool Japanese Enrichment Classes
Revision – Items previously approved on Board Report No. 8; 10/26/10
Effective October 18, 2010 through May 23, 2011 at \$35.00 per hour,
not to exceed 27 hours per teacher
Funding Source: FLAP – JIP
Total Cost: \$1,890.00

1. Horiba, Alice
2. Sekiguchi, Saori

G. Extra Assignment – El Marino, Connect with Nishiyamato Academy (NAC)
Effective October 17, 2010 through June 17, 2011 at \$35.00 per hour
Funding Source: FLAP – JIP
Total Cost: \$2,852.50

- | | | | |
|----|----------------|------------------------|----------|
| 1. | Horiba, Alice | Not to Exceed 10 Hours | \$350.00 |
| 2. | Nagumo, Noriko | Not to Exceed 4 Hours | \$140.00 |

Effective December 4, 2010 through June 17, 2011

- | | | | |
|----|--------------------|--------------------------|----------|
| 1. | Adachi, Naomi | Not to Exceed 21.5 Hours | \$752.50 |
| 2. | Omuro, Mitsuko | Not to Exceed 18.5 Hours | \$647.50 |
| 3. | Sekiguchi, Saori | Not to Exceed 14.5 Hours | \$507.50 |
| 4. | Yamakawa, Masakazu | Not to Exceed 6 Hours | \$210.00 |

Effective February 6, 2011 through June 17, 2011

- | | | | |
|----|--------------------|-------------------------|----------|
| 1. | Miyagishima, Junko | Not to Exceed 3.5 Hours | \$122.50 |
| 2. | Ezaki, Satomi | Not to Exceed 3.5 Hours | \$122.50 |

H. Extra Assignment – El Marino, Meeting with FLAP Coordinator
Effective November 3, 2010 at \$35.00 per hour, not to exceed 3.5 hours
Funding Source: FLAP – JIP
Total Cost: \$122.50

1. Nakagawa, Kana

I. Extra Assignment – Middle School, Translation at SES Information Night
Effective November 17, 2010 at \$35.00 per hour, not to exceed 4 hours
Funding Source: Title I
Total Cost: \$140.00

1. Benitez, Claudia

BOARD REPORT

10.4 Certificated Personnel Services Report No. 10 – Page 3

I. Authorization and Ratification of Employment - Continued

J. Extra Assignment – High School, CIF Playoff - Tennis Coach
Effective November 5, 2010 through November 9, 2010 at \$159.64 stipend
Funding Source: General Fund
Total Cost: \$159.64

1. Rothenberg, Philip

K. Extra Assignment – High School, Coaching
Effective February 14, 2011 through May 10, 2011 at stated stipend
Funding Source: General Fund
Total Cost: \$7,738.50

1.	Rogers, Sherita	Girls' Softball Coach	\$2,745.00 Stipend
2.	Salter, Thomas	Co-Ed Golf Coach	\$1,100.00 Stipend
3.	Thomas, Ollie	Co-Ed Track Coach	\$1,215.50 Stipend
4.	Wright, Jahmal	Co-Ed Track Coach	\$2,678.00 Stipend

II. Leave of Absence

1. Halleran, Loren
Farragut Elementary
Part-Time Personal Leave of Absence Without Pay
From: 100% Assignment
To: 50% Assignment
Requested Shared Assignment with Mariah Deal
Effective January 3, 2011 through June 17, 2011

III. Resignations

1.	Beard, Sheryl Spanish Teacher – High School	Effective January 25, 2011 Retirement
2.	Fineman, Janice Elementary Teacher – Farragut	Effective November 1, 2010 Retirement
3.	Sanders, Monique Substitute Teacher	Effective November 15, 2010 Family Needs

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 10

Moved by:

Seconded by:

Vote:

BOARD REPORT

10.5 Financial Implication for Classified Personnel Services Report No. 10

Total Funding Fiscal Impact:

Food Services Total:	\$22,000
General Fund Total:	\$85,158.20
School Improvement Total:	\$10,950
Title I Total:	\$620

I. Authorization, Approval & Ratification of Employment

A. Clerical & Fiscal

1. Computer Technician	Funding Source: General Fund – Ed Services Fiscal Impact: \$300/assignment
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B. Food Services

1. Food Service Assistants	Funding Source: Food Services Fiscal Impact: \$22,000/year
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C. Instructional Assistants

1. Instructional Assistants – Special Education	Funding Source: General – Special Education Fiscal Impact: \$71,200/year
2. Instructional Assistant – Computer Lab	Funding Source: School Improvement Fiscal Impact: \$10,100/year
3. Instructional Assistant – Special Education	Funding Source: General – Special Education Fiscal Impact: \$42.20/assignment
4. Instructional Assistant – Bilingual	Funding Source: Title I Fiscal Impact: \$620/assignment
5. Instructional Assistant – Special Education	Funding Source: School Improvement Fiscal Impact: \$850/assignment

D. Maintenance

1. School Custodian	Funding Source: General Fund – Ed Services Fiscal Impact: \$320/assignment
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BOARD REPORT

10.5 Classified Personnel Services Report No. 10

I. Authorization, Approval & Ratification of Employment

A. Clerical & Fiscal

1. Loyola, Rik
Computer Technician
District Office – Educational Services
Extra Assignment – CUELA
Not to exceed 8 hours
Funding Source: General Fund – Ed Services
Effective November 13, 2010
Range 30 – \$25.00 per hour

B. Food Services

1. Marín, Pascuala
Food Service Assistant
Food Services – 3 hours per day, school year
Funding Sources: Food Services
Effective November 29, 2010
Range 6 – \$11.98 per hour

C. Instructional Assistants

1. Maria, Guadalupe
Instructional Assistant – Special Education IIA
Child Development – La Ballona
3 hours per day, school year
Funding Source: General – Special Education
Effective November 29, 2010
Range 16 – \$16.04 per hour
2. Mitrosilis, Johanna
Instructional Assistant – Special Education IIA
Linwood Howe
3.5 hours per day, school year
Funding Source: General – Special Education
Effective November 29, 2010
Range 16 – \$16.04 per hour
3. Phillips, Elizabeth
Instructional Assistant – Special Education
El Rincon
6 hours per day, school year
Funding Source: General – Special Education
Effective November 30, 2010
Range 14 – \$15.18 per hour

BOARD REPORT

10.5 Classified Personnel Services Report No. 10 – Page 8

II. Authorization, Approval & Ratification of Change In Assignment – continued

2. Ramirez, Ana Luz
Promotion via Classified Interviews:
From: Substitute Food Service Assistant
Hourly, as needed
To: Food Service Assistant
3.5 hours per day, school year
Food Services
Funding Source: Food Services
Effective November 8, 2010
Range 6 – \$11.98 per hour

3. Gomez Garcia, Cynthia
Promotion via Classified Interviews:
From: Instructional Assistant –
Special Education
3.9 hours per day, school year
To: Instructional Assistant –
Special Education IIA
6 hours per day, school year
Middle School
Funding Source: General – Special Education
Effective December 15, 2010
Range 16 – \$17.65 per hour

4. Uranga-Kowalski, Ana Maria
Permanent Increase in Hours:
Instructional Assistant – Computer Lab
From: 15 hours per week, school year
To: 18 hours per week, school year
El Marino
Funding Source: General Fund &
School Improvement
Effective December 13, 2010
Range 16 – \$17.65 per hour

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 10

Moved by:

Seconded by:

Vote:

BOARD REPORT

10.5 Classified Personnel Services Report No. 10 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

D. Maintenance

1. Chavez, Manuel
School Custodian
High School – Extra Assignment – CUELA
Not to exceed 12 hours
Funding Source: General Fund – Ed. Services
Effective November 12, 2010 through
November 13, 2010
Range 16 – \$17.65 per hour

E. Coaches

1. Ayers, Tim
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$159.11
2. Bennett, Paul
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$203.63
3. Covin, Govinda
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$254.52
4. Crump, Khary
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$127.26

BOARD REPORT

10.5 Classified Personnel Services Report No. 10 – Page 4

I. Authorization, Approval & Ratification of Employment – continued

E. Coaches – continued

5. Crump, Tom
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$216.37
6. Goodyear, Greg
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$101.85
7. Hardy, Ryan
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$127.26
8. Haynes, Reggie
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$254.52
9. Huezo, Derrick
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$254.52
10. Pettway, Omar
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$254.52

BOARD REPORT

10.5 Classified Personnel Services Report No. 10 – Page 5

I. Authorization, Approval & Ratification of Employment – continued

E. Coaches – continued

11. Reid, Ladovia
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$140.00
12. Wilson, Aki
Temporary Assistant Football Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 13, 2010 through
November 19, 2010
Stipend of \$264.74
13. Parel, Jessica
Temporary Girl's Volleyball Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 5, 2010 through
November 9, 2010
Stipend of \$216.60
14. Fraijo, Chris
Temporary Girl's Assistant Volleyball Coach
High School – CIF Playoffs
Funding Source: General – Athletic Fund
Effective November 5, 2010 through
November 9, 2010
Stipend of \$199.64
15. Unoura, Bruce
Temporary Assistant Golf Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$1,095.00
16. Jewett, Venus
Temporary Track Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,615.00

BOARD REPORT

10.5 Classified Personnel Services Report No. 10 – Page 6

I. Authorization, Approval & Ratification of Employment – continued

E. Coaches – continued

17. Huezo, Derrick
Temporary Assistant Track Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,015.00
18. Nakayama, Tom
Temporary Assistant Track Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$1,215.50
19. Tillman, Melody
Temporary Assistant Track Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$1,700.00

F. Stipend Assignments

1. Carson, Julie
Temporary Dance Teacher
High School – AVPA
Funding Source: General Fund – AVPA
Effective September 20, 2010 through
June 17, 2011
Stipend of \$1,881.00

G. Student Helpers

1. Banton-Navarrete, Julian
Student Helper – Workability
Location outside of district
Funding Source: General – Special Education
Effective November 5, 2010
Hourly, as needed – \$8.00 per hour

BOARD REPORT

10.5 Classified Personnel Services Report No. 10 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

C. Instructional Assistants – continued

4. Porter, Richelle
Instructional Assistant – Special Education IIA
El Rincon
6 hours per day, school year
Funding Source: General – Special Education
Effective November 29, 2010
Range 16 – \$16.04 per hour
5. Williams, Karolyn
Instructional Assistant – Computer Lab
El Rincon
3.5 hours per day, school year
Funding Source: School Improvement
Effective November 30, 2010
Range 16 – \$16.04 per hour
6. Aston, Joanna
Instructional Assistant – Special Education
High School – Extra Assignment
Not to exceed 2.5 hours
Funding Source: General – Special Education
Effective October 20, 2010
Range 14 – \$16.88 per hour
7. Diaz, Gaby
Instructional Assistant – Bilingual
La Ballona – Extra Assignment – Translations
Not to exceed 35 hours
Funding Source: Title I
Effective November 15, 2010 through
June 17, 2011
Range 16 – \$17.65 per hour
8. Vargas, Jocelyn
Instructional Assistant – Special Education
High School – Extra Assignment
Not to exceed 2 hours per week
Funding Source: School Improvement
Effective November 17, 2010 through
June 17, 2011
Range 14 – \$16.04 per hour

BOARD REPORT

**12/14/10
10.6**

10.6 Enrollment Report

The attached reports display enrollment information for the third month of the 2010-2011 school year. The reports are presented in two formats: a monthly detail and a summary comparison.

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

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

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District accept the Enrollment Report for month three of the 2010-2011 school year as presented.

Moved by:

Seconded by:

Vote:

Culver City Unified School District
Enrollment for the 3rd School Month (10/18/10 - 11/12/10)
2010 - 2011

ELEMENTARY	El Marino	El Rincon	Farragut	La Ballona	Linwood Howe	Ind. Study	Total
K	132	90	92	91	68	0	473
1	132	95	90	114	91	0	522
2	131	88	83	91	78	0	471
3	117	90	77	86	69	0	439
4	120	83	88	60	87	0	438
5	116	79	88	90	80	0	453
Spec Class	0	17	6	0	29	0	52
Elementary Total	748	542	524	532	502	0	2848

SECONDARY	Middle School	High School	Culver Park	Ind. Study	Total
6	501			0	501
7	525			0	525
8	509			0	509
9		556	0	1	557
10		585	0	4	589
11		578	22	5	605
12		509	44	18	571
Spec Class	24	43	0	0	67
Secondary Total	1559	2271	66	28	3924

Total K-12 Enrollment	6772
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PRESCHOOL

Linwood Howe	El Marino	El Rincon	Farragut	La Ballona	CEE	Total
52	17	40	8	87	96	300

ADULT SCHOOL

Adult Basic Ed	ESL	Citizenship	Adults with Disabilities	Older Adults Prog	High School Subjects	Total
114	468	17	18	245	223	1085

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 223 students enrolled in high school subjects, 44 concurrently attend high school

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

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

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

K-12 Total		6740		6768		6772		0		0
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BOARD REPORT

12/14/10

10.7

10.7 Approval is Recommended for the Culver City High School Robotics Team to Participate in the Regional Competition in San Diego, California, March 9-12, 2011

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

Culver City High School requests permission for the Robotics Team to participate in the Regional Competition in San Diego, California, March 9-12, 2011.

Approximately 10 students will be chaperoned by CCHS teacher Alex Davis and parent volunteers. Students will miss two days of school on March 10-11, 2011. Expenses will be paid by parents and fundraisers.

RECOMMENDED MOTION: That the Board approve the Culver City High School Robotics Team to Participate in the Regional Competition in San Diego, California, March 9-12, 2011.

Moved by:

Seconded by:

Vote:

BOARD REPORT

12/14/10

10.8

10.8 Approval is Recommended for the Culver City Middle School 8th Grade GATE Students to Attend Astro Camp in Idyllwild, CA, April 29 to May 1, 2011

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

Culver City Middle School requests permission for the 8th grade GATE students to attend Astro Camp in Idyllwild, California. Students will be chaperoned by CCHS teacher David Ross and two parent volunteers. The cost of the field trip will be paid by parents and GATE funding. Students will miss one day of school on April 29th.

RECOMMENDED MOTION: That the Board approve the Culver City Middle School 8th Grade GATE Students to Attend Astro Camp in Idyllwild, CA, April 29 to May 1, 2011.

Moved by:

Seconded by:

Vote:

BOARD REPORT

**12/14/10
10.9**

10.9 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for Farragut Elementary School

Education Codes 52853 and 52855 require school plans to be annually reviewed, revised and submitted to the Board of Education for approval. Farragut Elementary School is submitting their Single Plan for Student Achievement.

RECOMMENDED MOTION: That the Board approves the Single Plan for Student Achievement, as submitted, for Farragut Elementary School.

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

Farragut Elementary School

School Name
19-64444-6012894
CDS Code

Date of this revision: November 5, 2010

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, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Eileen Carroll
Position: Principal
Telephone Number: 310 842-4323
Address: 10820 Farragut Dr.
Culver City, CA 90230-4107
E-mail Address: eileencarroll@ccusd.org

Culver City Unified School District School District

Superintendent: Mrs. Patricia Jaffe
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, Calif. 90232
E-mail Address: patriciajaffe@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 and Title I American Recovery and Reinvestment Act funds 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

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 and personal 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.

BELIEFS

We believe that:

- Each person deserves to be safe.
- Everyone deserves to be treated with respect.
- Honoring diversity makes us stronger.
- The quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits.
- Aesthetics is essential to life.
- We are responsible for ourselves and accountable to each other.
- Individuals have the right to respectfully express their views, opinions and thought.
- The sense family and belonging is integral to our lives.
- Everyone has the right to preserve his/her dignity.
- Each person has the capacity for goodness.

SCHOOL MISSION STATEMENT

The mission of Farragut Elementary School is to provide a learning environment, which offers each child, within a caring and cooperative atmosphere, the opportunity to develop individual intellectual, physical and social abilities, and to enable him/her to become a productive and responsible member of the community.

Inherent in this mission is the belief that all students, regardless of individual differences, can learn, that schools make a difference and that teachers and parents who are committed to this belief provide for the most successful learning experiences.

- We believe that all students should be engaged in meaningful educational activities.
- We are committed to promoting a calm, nurturing, safe school-wide learning environment.
- We believe that reading is critical to learning in all other subjects and is the foundation for lifelong education.
- We believe that our educational program is balanced and adheres to the California State Standards and Frameworks.
- We believe that parental involvement and support in a child's life is essential for each individual's success.
- We value a community where all people are responsible for themselves and respectful of each other.
- We believe that a team achieves greatness.
- We value hard work, self-reflection, and personal growth.

III. School Profile

Farragut Elementary is more than just an outstanding school. It is a community, with a passion and joy for learning. At Farragut, teachers take pride in their efforts, parental involvement is strong, and students know they are expected to do their best in academics and citizenship. Farragut is more than an institution. It is a community for learning in which all feel a part of the family. We are proud of our tradition of excellence and proven success.

The staff, faculty and administration of Farragut School are dedicated to providing a high quality and challenging elementary program to its students. The staff, families, and community have demonstrated significant support and confidence in our school. The values and traditions that we share include appreciation of knowledge and thinking skills, the importance of literacy and empowered learners, collegiality and team work, responsible citizenship and the importance of the role of the family in child growth and development. We are proud of our many achievements and of the high quality educational program offered at Farragut. Our instructional program supports problem solving, critical thinking, and understanding of our individual differences through cooperative learning, individualized instruction, team-teaching, peer/cross-age tutoring. We value the Arts and Technology and have made them an integral part of our students' daily life. Development of values and attitudes to promote positive self-esteem, along with the acceptance and understanding of others, continues to be part of the total educational program.

Farragut was opened 61 years ago as a small neighborhood school and today serves nearly 500 students from diverse ethnic and economic backgrounds. Our school focus is as an Arts and Technology Campus. We have a strong visual arts program with a curriculum that follows the VAPA standards for grades K-5th. Our Art Room is staffed by an art specialist. Our music program consists of music appreciation classes for all students. In addition, fourth and fifth graders may choose to take band or orchestra classes each week and all third graders learn to play the recorder. We have two Bell Choirs - advanced and beginning - that are available for free before school to students in grades 3-5 and a school choir that is available to all students in grades 1-5. Our state of the art computer lab serves all students and is staffed by two aides. The lab was funded by parent donations and through grants. In addition to the lab, we also have computers in every classroom. Students have the opportunity to utilize the SuccessMaker software in the computer lab as well as in their classrooms. SuccessMaker's dynamic, objective-based "digital tutor" provides real-time scaffolded feedback, in the form of audio support, guided practice, modeling of problem solving and reading comprehension strategies, tutorials, prerequisite skill review, and sequential practice opportunities based on individual student responses at the discrete learning objective level. In addition, students learn word processing, use the Internet for research projects, take benchmark assessments on line, and practice academic skills. Several field trips are arranged annually for each grade level and are funded by the PTA. In addition, assemblies are also funded and arranged for by the PTA. We have an extensive, moderately priced after school enrichment program available to all students. Tuition assistance is available if needed. The classes offerings vary throughout the year; however, classes in science, the arts, sports, computers and chess are regularly available for students. Our Student Council meets twice a month and is the guiding force in organizing our Community Service Projects. Our Buddy Reading Program pairs Kindergarten and First Graders and Second and Fourth Graders in a shared reading program. The students develop friendships across grade levels and older students mentor younger ones. Finally, our School Families Program is another example of cross-age mentoring and relationship building. Based on the Six Pillars of Character Program, students ranging from Kindergarten - Fifth Grade meet with their adult leader each month to discuss various topics, share ideas, do activities, or perform school service based on the trail of the month.

Our highly professional and caring staff works diligently to provide a positive learning environment that addresses the unique talents and strengths of all students. We are committed to building lifelong learners by providing a school atmosphere where:

- Children feel a strong sense of emotional security and know that they are valued and special, that their ideas matter and are important.
- All children are supported and encouraged in their academic, social and emotional growth.
- Children feel a strong sense of community where students, parents, teachers, administrators and support staff work together as partners in the educational process.
- Students, parents and staff members all share a true sense of caring and trust, resulting in high morale and strong school spirit.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

In 2008-2010 Farragut's API score was 905 which was an increase above the 2007-2008 API score of 856. The API grew by 47 points over the previous year. In addition, Farragut met all of their growth targets for API which includes all significant subgroups.

Farragut Elementary successfully met all of the federal accountability targets both overall and for every significant subgroup. The federal accountability is the Adequate Yearly Progress, often referred to as the AYP.

In an effort to ensure continued improvement, the faculty with the guidance of the Principal, is examining benchmark assessment data to determine areas of strength and weakness in student achievement. This performance data is an accurate predictor of success on the CST's which occur in late spring. During data analysis, the staff looks at how students are progressing on grade level standards in language arts and math and then re-teaches whole class or provides intervention for small flexible groups based on data collected from our benchmark assessments. Teachers share best practices in order to better deliver instruction to their students. Both pre-viewing material and reviewing (re-teaching) it allows students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills. By using highly effective SuccessMaker and Waterford software before, during, and after school, students are provided both practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Grade Level Content Standards for grades K-8.

B. Surveys

Informal surveys indicate that parents are satisfied with the overall academic success of Farragut students. The areas in which parents would like to see improvement include: more supplemental resources for social studies and science, more emphasis on developing aerobic activity in physical education, and a continued and improved emphasis on technology.

In the area of English Language Arts and writing strategies, the CST results show a relative weakness in the area of writing strategies and comprehension. During reading instruction emphasis will be placed on explicitly teaching comprehension skills and providing students that are not at grade level with fluency practice. Academic vocabulary will be incorporated into each lesson. A school-wide focus on writing will include training in Step Up to Writing strategies and the writing process.

Mathematics is an area of strength with 85% of our students proficient or advanced on the CST. This new math curriculum focuses on conceptual understanding, effective lesson design, problem solving and math vocabulary. The new math curriculum provides teachers with the instructional materials needed to effectively teach the grade level standards in math. This year all teachers will receive additional training on incorporating technology into the Envision Math program. Parents will be encouraged to support their children with memorization of math facts needed for confidence and success in math.

Teachers are encouraged to use technology as an instructional tool that provides visual support to all lessons and motivates students. Most of our classrooms have received an LCD player and document camera that will allow them to enrich their daily lessons through the use of these technology tools. The Fan Club has provided funds to purchase SuccessMaker software. SuccessMaker provides both practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Grade Level Content Standards for K-8. This software is used for both intervention and enrichment before, during, and after school. SuccessMaker automatically adjusts the difficulty level of exercises presented based on demonstrated mastery of related pre-requisite skills.

It is an important parent and staff priority to have all the Arts represented at Farragut. Visual Arts has been an established part of the curriculum for several years. In 2007-2008 we added music appreciation classes for kindergarten, first and second grades. In 2008-2009 we added music appreciation classes for all grades. These programs are paid for with district funds, grants, and parent generated funds. We are continuing with drama and dance in our after school enrichment program. We also have approximately four performing arts assemblies annually which are funded by PTA and grant money. Our associations with the Music Center and the Los Angeles Opera benefit all students at Farragut Elementary.

C. Classroom Observations

In 2008-2009 our API score was 858. Our 2009-2010 API score was 905. This was an increase of 47 API points. We met all API targets for all significant subgroups. Farragut met all of the AYP targets for all significant subgroups. The AYP targets continue to raise each year by approximately 10%. In order to successfully meet the increasing AYP targets we must ensure continual improvement in student achievement.

The Principal conducts frequent formal and informal classroom observation to monitor the presentation of the instructional program, determine professional development needs, and to support and encourage continual improvement of our programs. The Principal and staff continually monitor assessment data to identify areas of greater instructional needs and provide appropriate interventions and supplemental programs.

D. Student Work and School Documents

2007-2008 was the first year of implementation of the Galileo Benchmark Assessments for first through fifth grades. Our teachers and administrator worked diligently to support students taking their assessments on line. Faculty is working collaboratively to develop proficiency at gathering and using the data to inform and improve instruction. Teachers are becoming more familiar and comfortable with Galileo. They are able to use the information available to them more successfully to refresh and enrich their students in the core areas of English language arts and mathematics. We are continuing to improve and strengthen their skills through professional development and the implementation of data analysis days. Our professional development focuses on research-based practices. Allowing more time for grade level planning and dialoguing is a proven technique for improving instruction and sharing best practices. Teachers collaborate to establish effective interventions within the school day and in a before and after-school setting.

At Farragut Elementary School, each teacher has participated in ongoing professional development on differentiated instruction to help meet the needs of individual students and to accommodate a variety of learning styles. We continue to integrate technology and the arts across the curriculum throughout the grade levels. The maintenance of a safe and secure learning environment is of paramount importance. To that end, we support a progressive school-wide discipline plan which focuses on "catching students being good". We offer positive incentives such as "Good Deed" slips and Student of the Month Awards. Clear and consistent behavior-based rewards and consequences help children understand what is expected. Excellent citizenship is a school wide expectation. Character development is taught through the district's Pillars of Good Character Program, the Drug/Violence Prevention Program, Caring School Communities Program, monthly school wide assemblies, and classroom recognition. School Families are made up of an adult sponsor and approximately 15 - 22 students from kindergarten through fifth grade. This program, more than any other, introduces students to cross age peers and fosters the establishment and growth of relationships that otherwise might not exist as we build community throughout the school. Our Student Council sponsors and supports several community service projects including Family Place and Upward Bound House. Our students learn through doing for others.

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 offered annually by community dentists. Career Day is a special time for parents and community members to teach children about the variety of careers and professions which are available to them.

E. Analysis of Current Instructional Program (See Appendix B)
The following State and local assessments are used to improve student achievement and to inform and modify instruction:

- Galileo Benchmark Assessments in Language Arts and Mathematics
- STAR Test Data
- Open Court Reading Unit assessments, including writing prompts, comprehension check points, vocabulary and spelling
- Ficiency assessments
- District developed math assessments
- Teacher designed assessments
- Johnston Spelling Inventory
- Basic Phonics Skills Test (BPS1)
- Phonemic Awareness Assessments such as segmenting, oral comprehension (K and 1st Gr.)

Teachers use Galileo Benchmark Assessment Data to drive instruction and to design intervention. Grade level teams examine data from Developmental Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in second through fifth grades. This data provides teachers with a probability of student success on the California Standards Tests administered each year in the late spring.

During data analysis days 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.

Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's) and by Beginning Teacher Support and Assessment personnel (BTSAs, TOSA's). The teachers who staff our Resource Specialist Program provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum.

The physical education program provides a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. Twice each month, the students participate in a one hour Physical Education class during which time the teachers of each grade level meet to collaborate on curricular areas, to examine data, and to plan unit lessons including intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate. Teachers throughout Culver City are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The benchmark assessments we use is called Galileo and it provides teachers with data that is used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. Beginning in August of 2008, administrators began working with Dr. Dennis Fox to develop the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies.

All teachers across all grade levels adhere to the California Content Standards. All instructional materials are standards based and in social studies and science the materials are from the most recent State adoptions. Essential standards have been identified and are being taught across the grade levels. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarten 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.

V. Description of Barriers and Related School Goals

GOAL #1: WRITING
 Kindergarten - Grade 5: 80% of our students will meet or exceed the minimum writing benchmark for the 2010-11 school year.

Grades 2-5: All students including all significant sub-groups will meet or exceed the minimum benchmark for the writing strategies portion of the CST.

BARRIERS: Farragut teachers have had little professional development in the area of writing. This year all staff will be trained in Step Up to Writing strategies and they will utilize these techniques in their writing program.

GOAL #2: MATHEMATICS
 The percentage of students scoring at proficient or advanced in mathematics will be 85% by the end of the 2010-11 school year as measured by the California Standards Test (CST).

BARRIERS: A new mathematics curriculum was implemented last year and teachers are continuing to gain knowledge on how best to implement this curriculum. Teachers will continue their training in EnVision Math this year and all teachers will receive training on integrating technology into the program.

GOAL #3: ENGLISH LANGUAGE ARTS
 The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 75% to 80% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).

BARRIERS: Farragut Elementary School staff has very limited professional development in the use of Open Court. New teachers will receive a full day training and professional development will be provided to all teachers during the modified Wednesdays and this is coordinated by the district. The principal will be available to provide modeled lessons in Open Court as needed. Implementation of SuccessMaker software will be available to provide students with both practice opportunities and instruction in ELA that is aligned to the California grade level content standards for K-8.

GOAL #4: SCIENCE
 The percentage of students scoring at the proficient or advanced level in science will be 85% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).

BARRIERS: Farragut Elementary School staff will be receiving training throughout the year in science during professional development on modified Wednesdays.

GOALS #5: ARTS EDUCATION

All students in grades kindergarten through fifth have access to and gain knowledge from the arts. In kindergarten through fifth grade the focus is on visual arts and music. Additional Arts experiences are available to all students through the after school enrichment program offered three times per year for grades K-5th.

VI. Planned Improvements in Student Performance

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:

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Writing Proficiency	
Kindergarten - Grade 1: 80% of our students will meet or exceed the minimum writing benchmark for the 2010-11 school year.	
Grades 2-5: There will be an increase in the writing strategies portion of the CST with 80% proficiency as the target in each grade level by the CST assessments in the 2010-11 school year.	
Student groups and grade levels to participate in this goal: Students in grade K-5 (significant focus on socio-economically disadvantaged and English Learner populations).	Anticipated annual performance growth for each group: Kindergarten - Grade 1: 80% of all students will meet the minimum writing benchmark each year. 75% will exceed the benchmark for writing. Grades 2-5: Students will answer 80% of questions correctly in the writing strategies portion of the CST by 2010-11. English Learner (EL) students in grades 2-5 will answer 70% of questions correctly in the "Writing Strategies" portion of the CST by 2010-11 with an increase of 3% each year thereafter. Socioeconomically disadvantaged students in grades 2-5 will answer 75% of questions correctly in the "Writing Strategies" portion of the CST by 2010-11 with an increase of 3% each year thereafter.
Means of evaluating progress toward this goal: CST 4th Grade STAR Writing results grade level writing prompts Writing response (OCR)	Group data to be collected to measure academic gains: CST 4th Grade STAR Writing results grade level writing prompts Writing response (OCR)

SCHOOL GOAL #1	Actions to be Taken to Reach This Goal (1)	Start Date(s): Completion Date	Proposed Expenditures (2)	Estimated Cost	Funding Source
	Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				
	Teachers will become familiar with the district assessments and rubrics. <ul style="list-style-type: none"> Provide staff development to improve student achievement Purchase instructional materials. Principal will provide staff training on Step Up to Writing strategies Parent education writing seminar Before and after school SuccessMaker Club 	on-going			
	Students will work with instructional aides in small groups to improve writing. <ul style="list-style-type: none"> Provide kindergarten students with assistance from an instructional aide to work with small groups of students not yet proficient. 	September to June	Instructional Aides \$36,601.38		SI
	Develop home to school communication regarding grade level expectations and grade level	September to June	N/A		N/A

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(s) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
standards for writing * Parent Education Nights on writing genres and rubrics.				
Kindergarten and first grade teachers will be trained in modeled and interactive writing by the principal using the Teacher Resource Library of CD's from SRA.	on-going			
All teachers will be trained in Step Up to Writing strategies that support students in seeing the structure of writing. The strategies include the use of colors for topic sentences, details, explanation and examples.	2010-11 school year			
The principal will work collaboratively with the fourth grade team on writing and model writing lessons in classrooms to support fourth grade teachers and students prepare for the state fourth grade writing assessment in March.	October - March 2010-11 school year			
All first through fifth grade teachers will be trained in writing using the CD's from SRA Teacher Resource Library.	on-going			

(37) See the 'Chart of Required Contents for the SPSA' for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

(39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Mathematics Proficiency	
The percentage of students scoring at proficient or advanced in mathematics will be 85% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).	
Student groups and grade levels to participate in this goal: Students in grade K-5 (significant focus on socio-economically disadvantaged and English Learner populations).	<p>Anticipated annual performance growth for each group: Kindergarten - Grade 1: 85% of students will meet or exceed the district mathematics benchmark each year. 80% of SED and EL students will meet or exceed the district benchmark for mathematics each year</p> <p>Grades 2-5: 85% of students will meet proficiency on the mathematics portion of the CST by 2010-2011.</p> <p>English Learner (EL): 80% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011.</p> <p>Socio-economically disadvantaged: 80% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011.</p>
Means of evaluating progress toward this goal: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework	Group data to be collected to measure academic gains: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(s) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Students performing below grade level standards will receive small group help * Purchase instructional materials. * Provide Staff Development to improve student achievement * Before, during and after school SuccessMaker software * Teachers focus on essential standards * Kinesthetic activities involving math standards * Grade level release time to help teachers with pacing * Implementation and on-going professional development in the EnVision Math Program	Ongoing	Instructional Aides \$36,601.36 Maintenance Agreements/equipment \$9,000.		SI
Teachers will focus on key academic standards * Provide Staff Development to improve student achievement * Purchase instructional materials. * School wide monthly grade level/cross grade level meetings * Before, during, and after school SuccessMaker software * Math pacing guides	Ongoing			
Students working just below grade level (basic category) will be offered tutoring * Provide after school tutoring to students just below grade level using SuccessMaker software	October - June			Principal and parent volunteers

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(s) Completion Date	Proposed Expenditures (38)	Estimated Cost	Funding Source
Students requiring early intervention in kindergarten will receive additional assistance through the help of an instructional aide in a small group setting and Waterford software.	Ongoing	Instructional Aides \$36,601.38.		SI
All students will improve in math facts • Teachers will implement daily math drills and opportunities to learn math facts with automaticity. Parents will be encouraged to support math fact mastery at home.	Ongoing			
Students in grades 4 & 5 will receive additional supplementary skill based & individualized lessons through Accelerated Math and SuccessMaker software. • Staff development as provided by Pearson Learning company. • Software purchase of SuccessMaker software • Parent education	Ongoing			FAN Club
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. Teachers will identify what standards in math need to be re-taught in flexible groups. Staff and principal will monitor how our "targeted" students are progressing in math to ensure they reach proficiency.	January and March			Unit budget

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.

(38) List the date an action will be taken or will begin, and the date it will be completed.

(39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) English Language Arts Proficiency	
The percentage of students scoring at the proficient or advanced level in English Language Arts will increase from 75% to 80% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).	
Student groups and grade levels to participate in this goal: Students in grades K - 5 (significant focus on socio-economically disadvantaged and English Learner populations).	Anticipated annual performance growth for each group: Kindergarten - Grade 1: 90% of students will meet or exceed the district benchmarks for English Language Arts each year. 80% of SED and EL students will meet or exceed the district benchmarks for English Language Arts each year. Grades 2 - 5: 80% of students will meet proficiency on the English Language Arts portion of the CST by 2010-2011. English Learner (EL): 70% of EL students in grades 2-5 will meet proficiency on the English Language Arts portion of the CST by 2010-2011. Socio-economically disadvantaged: 75% of EL students in grades 2-5 will meet proficiency on the English Language Arts portion of the CST by 2010-2011.
Means of evaluating progress toward this goal: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework	Group data to be collected to measure academic gains: CST Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(s) Completion Date	Proposed Expenditures (38)	Estimated Cost	Funding Source
Students performing at below grade level standards will receive assistance in small groups • Provide kindergarten students with an instructional aide to work with small groups of students not yet proficient. • Purchase instructional materials. • Provide Staff Development together and use data to improve instruction and improve student achievement • Provide after school tutorial • Use the computer lab and classroom program • Enforce Essential Agreement and Board Policy in regards to home reading	September to June	Instructional aides \$36,601.38		SI
Students working at basic level (just below grade level) will be offered tutoring before, during and after school to enhance reading comprehension skills • Provide students not yet proficient with SuccessMaker Club.	October to June			

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(s) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Develop home-to-school communication regarding grade level expectations and standards • Parent workshops and written guidelines • Provide staff development on standards based instruction and data gathering and use through Galileo Benchmark Assessments	September to June			N/A
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.	September to March	Professional development in Open Court provided by the District on Wednesdays.		
Principal will model lessons in Open Court as needed to support teachers in more effectively implementing Open Court Reading Program.	on-going throughout the year.			

- (37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.
 (38) List the date an action will be taken or will begin, and the date it will be completed.
 (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Science Proficiency - The percentage of students scoring at the proficient or advanced level in science will 85% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).	
Student groups and grade levels to participate in this goal: Grade 5	Anticipated annual performance growth for each group: 85% of all 5th graders will perform at Proficient or Advanced Levels on the Science portion of the California Standards Test. 75% of 5th grade English Learners (EL) will score at the Basic Level and 10% at the Proficient or Advanced Levels.
Means of evaluating progress toward this goal: CST Classwork Chapter and unit tests Teacher made quizzes	Group data to be collected to measure academic gains: CST Classwork Chapter and unit tests Teacher made quizzes

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(s) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Purchase supplemental instructional materials	ongoing			Unit budget
Enhance and expand library books and resources to support the curriculum	ongoing			Book Fair funds
Schoolwide Science Fair	Annually - Spring			PTA
Fifth grade teachers will use the test release items in science from previous CST to reinforce the standards tested on the CST.	February through April			
On-going professional development in science on modified Wednesday.	September - March			

- (37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.
 (38) List the date an action will be taken or will begin, and the date it will be completed.
 (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #6 (Based on conclusions from Analysis of Program Components and Student Data pages) Arts Education</p> <p>All students in grades kindergarten through fifth have access to and gain knowledge from the arts as a core curricular area. Kindergarten through fifth grade fine arts curriculum focuses on visual arts and music. Additional arts experiences are available to all students through the after school enrichment program offered in three sessions per year for grades K-5th.</p>	
<p>Student groups and grade levels to participate in this goal: Students in kindergarten through grade 5</p>	<p>Anticipated annual performance growth for each group: All students in grades kindergarten through fifth have access to and gain knowledge from the arts as a core curricular area. Kindergarten through fifth grade focus on visual arts and music. Additional arts experiences are available to all students through the after school enrichment program offered three times per year for grades K-5th.</p>
<p>Means of evaluating progress toward this goal: Visual Arts: Work samples, both practice work and completed projects in student portfolios and student art exhibit</p> <p>Participation and effort evident to teachers in music and art classes. Ability to use skills learned to perform before an audience of peers and/or others</p>	<p>Group data to be collected to measure academic gains: Visual Arts: Work samples, both practice work and completed projects in student portfolios and student art exhibit</p> <p>Participation and effort evident to teachers in Music classes, Dance, and Drama Ability to use skills learned to perform before an audience of peers and/or others</p>

SCHOOL GOAL #6				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Dates(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Visual Arts teacher will provide instruction in Arts education. Classroom teachers will support and supplement her efforts <ul style="list-style-type: none"> Curriculum development, mapping, planning District provided Professional Development Parent education Arts committee members Team teaching/planning Staff expertise to train others Staff sharing Use technology to support arts education 	Ongoing	Supplemental curricular materials Arts materials and supplies		Unit budget/Booster Club funding
The Farragut staff will serve as the body by which arts education is overseen, curriculum planning is ongoing, and the program updated/evaluated. <ul style="list-style-type: none"> Planning Arts committee members Parent education Form and maintain business partnerships Ongoing oversight, planning, & evaluation 	Ongoing	Supplemental curricular materials Arts materials and supplies		Unit budget/Booster Club funding
Teachers will participate in staff development. <ul style="list-style-type: none"> Music Center Workshops Staff expertise to train others 	Ongoing	District run in-services and conferences		N/A

(37) See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal.
 (38) List the date an action will be taken or will begin, and the date it will be completed.
 (39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

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			
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	331	324	319	104	105	129	49	44	39	52	48	48
Growth API	842	858	905	879	897	928				907		
Base API	858	838	858	902	874	907	822				901	
Target	A	A	A	A	A	A						
Growth	-16	20	47	-23	23	21						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	Hispanic						English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	98	100	93	66	60	58	93	72	104	21	31	29			
Growth API	774	792	852			841	757	785	850						
Base API	795	774	793	788		797	781	795	795						
Target	4	5	5			5	5	5	5						
Growth	-22	18	59			74	-24	30	65						
Met Target	No	Yes	Yes			Yes	No	Yes	Yes						

Table 2 - Title III Accountability (District Data)

AMA0 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	701	851	792
Percent with Prior Year Data	98.9	94.8	100
Number in Cohort	790	807	792
Number Met	511	489	503
Percent Met	64.7	60.6	64
NCLB Target	50.1	51.6	56
Met Target	Yes	Yes	Yes
AMA0 2	Attaining English Proficiency		
	2007-08	2008-09	2009-10
All Students	471	424	Years of EL Instruction
			Less Than 5
Number in Cohort	221	182	163
Number Met	46.9	42.9	27.5
Percent Met	28.9	30.8	17.4
NCLB Target	28.9	30.8	17.4
Met Target	Yes	Yes	Yes
AMA0 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2007-08	2008-09	2009-10
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	(Pending)
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
Met Target for AMA0 3	Yes	No	No

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					
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	99	100	100	100	100	100	100	100
Number	200	220	238	71	80	101	29	30	31	37	37	41
Percent	60.4	67.9	74.9	88.3	75.5	78.3	59.2	68.2	79.5	71.2	77.1	85.4
AYP Target	35.2*	48.0*	56.8*	35.2*	46.0*	56.8*	35.2*	46.0*	56.8*	35.2*	46.0*	56.8*
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	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					
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	45	54	58	34	28	32	39	38	36	10	10	14
Percent	45.9	54.0	62.4	51.5	43.3	55.2	41.9	50.0	63.5	47.6	32.3	48.3
AYP Target	33.4**	44.5**	55.6**	33.4**	44.5**	55.6**	33.4**	44.5**	55.6**	33.4**	44.5**	55.6**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)
 ** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	98	99	100	100	100	100	100	100	100
Number	216	230	273	76	67	115	29	29	33	42	39	43
At or Above Proficient												
Percent	68.5	71.0	85.6	79.8	82.1	89.1	99.2	88.9	84.6	80.8	81.3	89.6
AYP Target	37.0*	47.5*	58.0*	32.2**	47.5*	58.0*	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*
Met	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	Yes	-	-
AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	Yes	-	-

MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number	47	54	72	37	31	44	41	38	78	8	13	15
At or Above Proficient												
Percent	48.0	54.0	77.4	56.1	51.7	75.9	44.1	52.8	75.0	38.1	41.9	51.7
AYP Target	37.0*	47.5*	58.0*	32.2**	47.5*	58.0*	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*
Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-
AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-

* = AYP Target for Elementary/Middle Schools (2007=28.5%), (2008=37%), (2009=47.5%), (2010=58%)
 ** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K											
1	1	11	6	67			1	11	1	11	9
2	3	33	6	67							9
3	2	15	5	38	5	38	1	8			13
4	1	8			8	67	2	17	1	8	12
5			5	71	2	29					7
Total	7	14	22	44	15	30	4	8	2	4	50

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)
The following State and local assessments are used to improve student achievement and to inform and modify instruction:
Galileo Benchmark Assessments in Language Arts and Mathematics
STAR Test Data
Open Court Reading Unit assessments, including writing prompts, comprehension check points
Fluency assessments
District developed Math assessments (K-5th)
Teacher designed assessments (K-5th)
Johnston Spelling Inventory
Basic Phonics Skills Test (BPST)
Phonemic Awareness Assessments such as segmenting, oral comprehension (K, and 1st Gr.)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
Teachers use Galileo Benchmark Assessment Data to drive instruction and design intervention. Grade level teams examine data from Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in second through fifth grades. This data provides teachers with a 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 Farragut 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 has completed the necessary requirements of AB75/AB430 training as of August 2008.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 496 training on SBE-adopted instructional materials) (EPC)
All faculty at Farragut Elementary School have met the requirements necessary and are 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 Farragut Elementary School is as follows:
1st Wednesday: Faculty Meetings
2nd Wednesday: Grade Level Meeting/Professional Development
3rd Wednesday: Professional Development
4th Wednesday: Grade Level Meeting

During these 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 for individual students across each 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 Development Teachers on Special Assignment (ELD TOSA's) and by Beginning Teacher Support and Assessment personnel (BTSAs TOSA's). The teachers who staff our Resource Specialist Program provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum. The Principal provides staff development and model lessons in classrooms.

8. Teacher collaboration by grade level (EPC)
At Farragut Elementary School the Physical Education Program provides for a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. Twice each month, the students participate in a one hour Physical Education class during which time the teachers of each grade level meet to collaborate on curricular areas, to examine data, and to plan unit lessons including intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.

Teaching and Learning

9. Alignment of curriculum, instruction and materials to content and performance standards (NCLB)
All teachers across all grade levels at Farragut Elementary School adhere to the California Content Standards. All instructional materials are standards based, including social studies and science and the instructional materials are from the recent State adoptions. Essential standards have been identified and are being taught across the grade levels. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarten assessments 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 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 - 90 minutes
ENGLISH LANGUAGE DEVELOPMENT:
Kindergarten - Fifth Grade - 20 minutes

11. Lesson pacing schedule (EPC)
The Culver City Unified School District pacing plans provide guidance and structure for delivering instruction in the essential California Content Standards in English Language Arts and Mathematics across all grade levels. Interim assessments are administered three times per year to gather data. That data is analyzed and then used to inform instruction for intervention and enrichment.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
Culver City Unified School District provides all students across grade levels with standards based instructional materials in all curricular areas.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC) Students at Farragut Elementary School have available and use the following SBE-adopted and standards-aligned materials:
- Open Court Reading 2002, including English Language Support Guide, Intervention Guide
 - EnVision Mathematis: including re-teach and enrichment
 - Scott Foresman Science
 - Houghton-Mifflin Social Studies

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
 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. Peer tutoring, in the form of Buddy Reading, is arranged between kindergarten and fifth grade classes and between second and fourth Grade classes. We hold a before/after school intervention for at-risk students using our SuccessMaker software from October through June. Students attend two sessions a week. Students are given support both in English Language Arts and Mathematics. In addition, many classes have regular assistance from parent/grandparent volunteers. They read with students, drill and practice math facts, work in the computer lab before and after school supporting the SuccessMaker program, and generally help with follow up activities which support previous classroom instruction.
15. Research-based educational practices to raise student achievement at this school (NCLB)
 Teachers throughout Culver City are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The program we use is called Galileo and it provides periodic benchmark assessments which are used to drive instruction. Grade level teams regularly meet to collaborate and plan this instruction. Beginning in August of 2008, administrators began working with Dr. Dennis Fox to develop the protocols. All teachers will continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies.

16. Opportunities for increased learning time (Title I SWP and PI requirement)
 At Farragut Elementary School, opportunities for increased learning time are funded with School Improvement monies. The program we have in place is our before and after school intervention previously described above.
17. Transition from preschool to kindergarten (Title I SWP)
 This section is not applicable since we are not a Title I school.

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 Farragut Elementary School:
- Bell Choir (advanced and beginners)
 - Los Angeles Opera Company - 4th graders
 - Music Center Assemblies
 - Caring School Communities Program for K-5
 - Enrichment program/ Arts/Technology/ Sports
 - Art instruction per individual class with an art teacher
 - Chess Test Tutors
 - School Families
 - Symphonic Jazz Orchestra
 - Artist in Residence Training Program through the Music Center Education Division
 - Fifth Grade Ballroom Dancing through the Physical Education program
 - Accelerated Reader Program for 4th and 5th graders
 - SuccessMaker Software
 - School wide Science Fair
 - First Grade Square Dancing

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
 - PTA
 - Farragut Fan Club
 - Parent Student Handbook
 - School website
 - Volunteer opportunities in classrooms, in the computer lab before and after school (SuccessMaker Club), on field trips, and at school wide extra-curricular activities
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3832)
 N/A

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
 - ELAP: instructional materials, conferences, and salaries for substitute teachers
 - EIA: This site has agreed to the centralization of Economic Impact Aid (EIA) to be utilized for site based services.

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 amounts 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 expatriant 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 type="checkbox"/> Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	
<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.	\$53,031.78
<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	\$17,022,781,713.79
Total amount of state categorical funds allocated to this school	\$71,788.35

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 type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<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)	
Total amount of federal categorical funds allocated to this school	\$N/A
Total amount of state and federal categorical funds allocated to this school	\$71,788.35

(42) 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 (Farragut Elementary School)

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (list)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan 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.
6. This school plan was adopted by the school site council on: November 9, 2010

Attested:

Eileen Carroll
Typed name of school principal
Eileen Carroll
Signature of school principal
11-9-10
Date
Dianne Tyau
Typed name of SSC
Signature of SSC chairperson
11-9-10
Date
Dianne Tyau
Typed name of SSC
Signature of SSC chairperson
11-9-10
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:

As a student, I realize that my education is important to me. I understand my parent(s) and teachers want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I will be responsible for the following:

- Being responsible about my own behavior by following all school and classroom rules.
- Respecting the rights of others to learn without distraction and disruption.
- Being a cooperative learner.
- Arriving to school on time and being prepared to do my best.
- Returning all homework completed and on time.
- Spending time at home reading and studying.
- Asking for help when needed.

Student's Signature Date _____

Parents Pledge:

The Parent's Pledge
As a parent, I/we will be responsible for letting my child know through my words and deeds that education is important. Therefore, I/we will be responsible for the following:

- Supporting the school and district's homework, discipline, and attendance policies.
- Being involved in my child's education through participation in school events such as Parent Conferences.
- Back to School Night, PTA functions, and Open House.
- Providing a quiet place, time and materials needed for my child to study.
- Encouraging my child to complete his/her homework.
- Making sure my child gets an adequate night's sleep and a healthy diet.
- Having my child attend school regularly and on time.
- Listening to, encouraging, or reading with my child on a daily basis.
- Reviewing all school communications and returning notices.

Parent/Guardian's Signature Date _____

Staff Pledge:

The Teacher's Pledge
As a teacher, I understand that education is important to every student's life. I also understand the role I play in making a difference. Therefore, I will be responsible for the following:

- Providing a challenging and positive instructional program to teach all students.
- Teaching grade level standards and addressing the individual needs and strengths of all students.
- Modeling behavior that is expected from our students.
- Assigning appropriate homework with clear instructions.
- Correcting and returning appropriate work in a timely manner.
- Helping students follow the school and classroom rules.
- Assisting parents with how to help children at home.

Teacher's Signature Date _____

Appendix F - School Site Council Membership: Farragut Elementary School

Education Code Section 64001 requires that the SPSA 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
Eileen Caroli	[X]	[]	[]	[]	[]
Nancy DeFelice	[]	[X]	[]	[]	[]
Alicia Jackson	[]	[X]	[]	[]	[]
Kristen Knight	[]	[X]	[]	[]	[]
Lynn Evans	[]	[X]	[]	[]	[]
Ann Easley Bishop	[]	[]	[]	[X]	[]
Jenica Beighley	[]	[]	[]	[X]	[]
Dianne Ysai	[]	[]	[]	[X]	[]
Jodie Wilson	[]	[]	[]	[X]	[]
Dina Wehler	[]	[]	[]	[X]	[]
Jessica Conner	[]	[X]	[]	[]	[]
Numbers of members of each category	1	5	0	5	[]

(43) As elementary schools, the school site council must be comprised to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents and community members. The council must consist of a majority of parents represented under section (4). 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 groups.

BOARD REPORT

12/14/10

10.10

10.10 Approval is Recommended for Culver City High School AVPA Students to Participate in the California Educational Theatre Association Competition, January 14-16, 2011 in Los Osos, California

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 approximately 35 AVPA students to participate in the California Educational Theatre Association competition (CETA) in Los Osos, California, January 14-16, 2011. Students will miss one day of school on Friday, January 14th. Field trip will be funded through parent donations and proceeds from AVPA ticket sales. Students will be chaperoned by CCHS teacher Sheila Silver and two parent volunteers.

RECOMMENDED MOTION: That the Board approve Culver City High School AVPA Students to Participate in the California Educational Theatre Association Competition, January 14-16, 2011 in Los Osos, California.

Moved by:

Seconded by:

Vote:

11.1 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.

12/14/10

11.2

BOARD REPORT

11.2 Presentation by Culver City Education Foundation and Culver City Rotary Club

Leslie Adler, Executive Director for the Culver City Education Foundation, and Janet Chabola representing Culver City Rotary Club will share information regarding the donation from Culver City Rotary Club, Rotary Club of Kaizuka Japan, Rotary Club of Manningham Australia and Rotary District 9810 Australia, to the Culver City Education Foundation to purchase Epsom Bright Link Projectors and Learner Response Systems (clickers).

BOARD REPORT

12/14/10

11.3

11.3 Spotlight on Education - Farragut Elementary School

Principal Eileen Carroll will share some of the instructional practices that are showing significant results in achieving and exceeding the goals in the Single Plan for Student Achievement at Farragut Elementary School.

13.1 Presentation of the First Interim Report for 2009-2010

In addition to other fiscal requirements, AB 1200 and AB 2756 legislation was enacted to insure full public disclosure of a public school district's financial position in the current and future years. The purpose of the interim reports, as required under AB 1200 and AB 2756, is to establish a procedure for the Board of Education, the public and other interested agencies to receive information regarding the financial condition of an entity during periodic intervals of the fiscal year.

The First Interim Report for the 2010-2011 fiscal year is provided under separate cover.

BOARD REPORT

12/14/10

15.1a

15.1a Approval is Recommended to Complete and Submit the Official 2011 CSBA Delegate Assembly Ballot

The Board previously discussed nominees for the 2011 CSBA Delegate Assembly. Board member Patricia Siever's seat on the Delegate Assembly is scheduled to expire on March 31, 2011.

The Board will take action to approve Ms. Siever as the nominee for the 2011 CSBA Delegate Assembly to represent the Culver City Unified School District.

RECOMMENDED MOTION: It is recommended that the Board of Education approve Patricia Siever as the nominee for the Delegate Assembly, and submit the Official 2011 CSBA Delegate Assembly Ballot.

Moved by:

Seconded by:

Vote:

**TIME SENSITIVE – For Board ACTION –
Nominations due Friday, January 7, 2011
Please deliver to all members of the governing board. Thank you.**

October 29, 2010

MEMORANDUM

TO: Board Presidents and Superintendents - CSBA Member Boards of Education
FROM: Frank Pugh, President
SUBJECT: Call for Nominations for CSBA Delegate Assembly

CSBA's Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state. **Nomination and Candidate Biographical Sketch forms for CSBA's Delegate Assembly are now being accepted until Friday, January 7, 2011.** In an effort to go "green," nomination forms and information related to the election process are available to download from the CSBA website at www.csba.org/AboutCSBA.aspx.

- Any CSBA member board is eligible to nominate board members within their geographical region or subregion.
- Boards may nominate as many individuals as it chooses by using the nomination form or submitting a letter of nomination.
- Approval from nominee of nomination to CSBA's Delegate Assembly.
- All nominees must submit a one-page, single-sided, candidate biographical sketch form and an optional one-page, one-sided résumé, (résumé cannot be substituted for the candidate biographical sketch form).
- All nomination materials must be postmarked no later than **Friday, January 7**. Faxes are also acceptable, but they must be received by January 7.
- Delegates serve two-year terms; beginning April 1, 2011 through March 31, 2013
- There are two required Delegate Assembly meetings each year, one in May in Sacramento and one preceding the CSBA Annual Education Conference and Trade show in November/December.

For further information about the Delegate Assembly, please contact Michelle Neto in CSBA's Administration department at (800) 266-3382. You may download the following forms and find more information at www.csba.org/AboutCSBA.aspx. Thank you.

- ❖ Delegate Assembly Brochure
- ❖ Nomination Form
- ❖ Candidate's Biographical Sketch Form
- ❖ Important Dates
- ❖ List of all Delegates whose term expires in 2011
- ❖ Alphabetical List of Districts and County offices
- ❖ FAQ

RECEIVED

NOV 02 2010

Superintendent's Office
C.C.S.D.





CSBA 2011 Delegate Assembly Nomination Form

Due: Friday, January 7, 2011 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

CSBA Region/subregion # 24 / _____

The Board of Education of the Culver City Unified School District
(Nominating School District or COE)

wishes to nominate: Patricia G. Siever
(Nominee)

The nominee is a member of the Culver City Unified School District,
(Nominee's School District or COE)

which is a member of the California School Boards Association.

- The nominee has consented to this nomination.
- Attached is the nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé.
- The nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé will be submitted by the deadline date.

Board Clerk or Board Secretary (signed)

December 14, 2010
Date

Patricia W. Jaffe, Interim Superintendent

Board Clerk or Board Secretary (printed)

PLEASE NOTE:

The nomination and candidate biographical sketch forms must be faxed or U.S. postmarked no later than **Friday, January 7, 2011**. *Forms postmarked or faxed after January 7 cannot be accepted.* Please contact Michelle Neto at (800) 266-3382 should you have any questions.

Return nomination to:
California School Boards Association
3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660
(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 or (916) 669-3305 | www.csba.org

BOARD REPORT

**12/14/10
15.1b**

15.1b Second Reading and Approval of Board Bylaw 9150, Student Board Members

It is recommended practice that the Board of Education review Board Policies, Administrative Regulations and Board Bylaws on a regular basis.

Board Bylaw 9150 has been revised to include new language suggested by the California School Boards Association and Board members. The Bylaw is hereby submitted for a second reading and approval.

RECOMMENDED MOTION: That the Governing Board of Culver City Unified School District approves Revised Board Bylaw 9150, Student Board Members as presented.

Moved by:

Seconded by:

Vote:

STUDENT BOARD MEMBERS

The Governing Board believes it is important to seek out and consider students' ideas, viewpoints, and reactions to the educational program. In order to provide student input and involvement, the Board shall include one student Board member selected in accordance with procedures approved by the Board.

The term of the student Board member shall be one school year, commencing on September 1. Student Board members shall have the right to attend all Board meetings except closed session. (Education Code 35012)

Student Board members shall be seated with regular Board members and be recognized at meetings as full members. They may participate in discussing issues and receive all materials presented to Board members except those related to closed sessions. (Education Code 35012)

Student Board member(s) may cast preferential votes on all matters except those subject to closed session discussion. Preferential votes shall be cast prior to the official Board vote and shall not affect the final numerical outcome of a vote. Preferential votes shall be recorded in the Board meeting minutes. (Education Code 35012)

The nonvoting student member shall be entitled to the mileage allowance to the same extent as regular members, but is not entitled to the compensation prescribed by Section 35120.

Duties of Student Board Members

The duties of the student Board member include the following:

1. To provide continuing input for Board deliberations.
2. To strengthen communications between the Board and district students.
3. To represent all students and facilitate the discussion of all sides of issues. This duty does not preclude the student Board member from stating his/her individual opinion.

Selection and Term

The student Board member shall be the ASB Vice President for Culver City High School. The term of office shall be September 1 – June 30.

Vacancy

If the position of student Board member becomes vacant, another student Board member shall be selected following the steps listed above.

STUDENT BOARD MEMBERS (cont.)

Board Materials/Information

The Superintendent or designee's office shall provide the student Board member with full and complete agendas and copies of any materials received by the Board except for those materials covered in Closed Session and any other confidential materials. The Superintendent's office shall serve as the "home office" for the student Board member, where he/she may make use of secretarial facilities and receive advice and/or information upon request. The student Board member shall be entitled to attend appropriate professional development including conferences, to increase his or her knowledge of educational governance issues.

Legal Reference:

EDUCATION CODE:

33000.5 Appointment of student members to State Board of Education

35012 Board members; number, election and terms, pupil members

GOVERNMENT CODE

3540-3549.3 Meeting and Negotiating in Public Educational Employment

Bylaw
adopted: May 4, 1999

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

Bylaw Revised: June 17, 2003

BOARD REPORT

12/14/10

15.2a

15.2a Approval is Recommended for the Third Reading and Adoption of Revised Board Policy 5131.5, Students – Vandalism, Theft and Graffiti

It is recommended practice that the Board of Education regularly review Board Policies/Administrative Regulations that are significant to the operation of the district. A revised Board Policy on Vandalism, Theft and Graffiti is being presented for a third reading and adoption.

RECOMMENDED MOTION: That the Board approve the Third Reading and Adoption of Revised Board Policy 5131.5, Students – Vandalism, Theft and Graffiti.

Moved by:

Seconded by:

Vote:

VANDALISM, THEFT AND GRAFFITI

The Governing Board considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any district-owned real or personal property, including the writing of graffiti.

(cf. 3515.4 - Recovery for Property Loss or Damage)

~~Any district student who commits an act of vandalism shall be subject to disciplinary action by the district and also may be prosecuted through other legal means. If reparation of damages is not made, the district also may withhold the student's grades, diploma and/or transcripts in accordance with law.~~

~~*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*~~

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

Legal Reference:~~*EDUCATION CODE*~~

~~*48900 Grounds for suspension or expulsion*~~

~~*48904 Willful misconduct, limit of liability of parent or guardian*~~

~~*48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of*~~

~~*pupils to new school districts; notice to rescind decision to withhold*~~

~~*CIVIL CODE*~~

~~*1714.1 Liability of parent or guardian for act of willful misconduct by a minor*~~

~~*GOVERNMENT CODE*~~

~~*53069.5 Reward for information concerning person causing death, injury, or property damage; liability for*~~

~~*reward*~~

~~*PENAL CODE*~~

~~*594 Vandalism*~~

~~*640.5 Graffiti; facilities or vehicles of governmental entity*~~

~~*640.6 Graffiti*~~

~~*CODE OF REGULATIONS, TITLE 5*~~

~~*305 Pupil responsible for care of property*~~

The Governing Board is committed to enhancing student learning by working to provide an environment where students and staff can feel safe and secure and can take pride in their school. To that end, the Superintendent or designee shall develop strategies for preventing theft, graffiti and vandalism on school grounds, including collaborating with local law enforcement and city and county officials, as appropriate, to help develop a coordinated response to theft, graffiti and vandalism in the community.

(cf. 0450 – Comprehensive Safety Plan)

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

(cf. 3515 – Campus Security)

VANDALISM, THEFT AND GRAFFITI

(cf. 3515.3 – District Police/Security Department)

(cf. 5131.7 – Positive School Climate)

(cf. 5136 – Gangs)

(cf. 5138 – Conflict Resolution/Peer mediation)

Students and staff are strongly encouraged to report any theft, graffiti or vandalism to the principal or designee for investigation. The principal or designee shall determine whether the incident necessitates an investigation pursuant to the district’s sexual harassment, hate-motivated behavior, or nondiscrimination grievance procedure.

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

(cf. 5145.9 – Hate-Motivated Behavior)

As appropriate, the principal or designee may contact local law enforcement in instances when the graffiti is repetitive, identifies particular targets or groups, identifies the perpetrator, and/or contains incitements to violence, threats, or intimidation or for any other reason as deemed by the principal or designee. Photographs or other evidence of the vandalism or graffiti shall be preserved as necessary for investigation by the district or law enforcement and as evidence in any district disciplinary proceedings.

The principal or designee shall ensure that graffiti on school grounds is removed and covered as soon as possible, and if practicable before the beginning of the school day.

A student who commits an act of theft, vandalism or graffiti on school grounds shall be subject to disciplinary action, including, but not limited to, suspension or expulsion in accordance with Board policy and administrative regulation. If reparation for damages is not made, the district also may withhold the student’s grades, diploma, and/or transcripts in accordance with law.

(cf. 3515.4 – Recovery for Property Loss or Damage)

(cf. 5125.2 – Withholding Grades, Diploma or Transcripts)

(cf. 5131 – Conduct)

(cf. 5144 – Discipline)

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

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension or expulsion

48904 Willful misconduct, limit of liability of parent or guardian

Students

BP 5131.5(c)

VANDALISM, THEFT AND GRAFFITI

48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury

CIVIL CODE

51.7 Right to be free from violence

52.1 Discrimination liability

1714.1 Liability of parent or guardian for act of willful misconduct by a minor

GOVERNMENT CODE

53069.5 Reward for information

PENAL CODE

594 Vandalism

594.1 Aerosol containers of paint

594.2 Intent to commit vandalism or graffiti

594.6 Vandalism or graffiti, community service

640.5 Graffiti; facilities or vehicles of governmental entity

640.6 Graffiti

CODE OF REGULATIONS, TITLE 5

305 Student responsible for care of property

Management Resources:

WEB SITES

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

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

Policy

adopted: February 3, 1998

Policy

Reviewed: October 12, 2010

Policy

Reviewed: October 26, 2010

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

BOARD REPORT

**12/14/10
15.2b**

15.2b Approval is Recommended for a New Course at the Culver City High School Academy of Visual and Performing Arts (AVPA): Music Production

Students currently taking after school music workshops and participating in extra-curricular performances do not receive high school credit for their participation. The proposed AVPA Music Production course would be offered during 7th period and consists of multiple workshops, classes, and performance opportunities. This course would give students high school credit toward graduation.

RECOMMENDED MOTION: Approval is Recommended for a New Course at the Culver City High School Academy of Visual and Performing Arts (AVPA): Music Production.

Moved by:

Seconded by:

Vote:

Culver City Unified School District Course Proposal

Proposal for AVPA Music Production

Culver City High School

What Is:

The Culver City High School Academy of Visual and Performing Arts is comprised of five departments: Visual Art, Theatre, Film/Video, Dance, and Music. Visual Art, Theatre, Film/Video, and Music offer classes during the regular school day. As part of an extended school day program, AVPA offers advanced classes in each of these four departments, as well as offering Dance. The four CCHS arts areas that are offered during the regular school day also have a 7th period class, serving as an umbrella course for all AVPA activities students take part in. This includes multiple semester-long classes, shorter-term workshops, productions, exhibitions, contests, festivals, and partnerships. The 7th period umbrella course for Music is not currently appropriate for its intent to give students credit for their work in AVPA.

What Needs To Be:

- 1) This course is intended to be supplemental.
- 2) This course is not intended to be UC approved at this time.
- 3) This course would be limited to students with a minimum GPA of 2.0.
- 4) This course is intended for 9th, 10th, 11th, and 12th grade students who pass an audition and interview process.
- 5) This course will continue to give students 5 credits for each semester on their CCHS transcript and will list the individual classes, workshops, and productions on their AVPA transcript.

Culver City Unified School District

Implications:

Considerations:

- 1) Scheduling and programming: Students may only be able to participate in Music through the 7th period Music Production course, allowing for them to fulfill their other requirements during the school day.
- 2) Facilities: Most classes and workshops take place in Room 94 with performances in Robert Frost Auditorium. Some performances take place off campus. Some rehearsals take place in other classes or Robert Frost Auditorium as needed.
- 3) Equipment, materials, supplies: There is no textbook required for this course. Materials, music, equipment, instruments, and technology is determined by the instructor for each individual class, workshop, or production with resources coming from several sources.
- 4) Personnel: Under the direction of the Creative Director of Music, additional faculty are brought onboard for AVPA.
- 5) Other (fees): Each family in AVPA is asked to donate to the AVPA Foundation to support the various programs.
- 6) Implementation: The program is already operational. This course will rectify the issues with the current 7th period umbrella course.

Prepared by:

Dr. Tony Spano
Faculty



Date 11/5/10

Approved by:

Principal
Sara Myers

Date 11/10/10

Assistant Superintendent
Ed Services
Gunnar Stuenkel
Date 11/3/10

Culver City Unified School District

Course Outline

Culver City High School Fine & Practical Arts Department Academy of Visual & Performing Arts

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

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

Course Outline:

1. Alignment of Course Content with Standards:

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

2. Materials and Textbook

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

3. Course Goals

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

- h. Students will actively participate in performances, both as a musician and as stage/tech crew, as assigned.
- i. Students will assist the director in activities and events related to the program.
- j. Students will set an example of personal excellence and high expectations for the AVPA students to follow.
- k. Students will maintain a "B" grade or better in all AVPA classes and workshops.
- l. Students will maintain a GPA of 2.0 or better in their CHS courses.

4. Course Objectives

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

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

*NOTE: AVPA gives variable credit for the above modules based on instructional hours. Semester classes can average 25/50 hours per semester (based on meeting once or twice a week), and workshops vary between 10-40 hours per semester (based on length of workshop and meeting times).

Productions also vary depending on rehearsals, which can range from a minimum of 18 hours up to 90 hours per semester.

Culver City Unified School District

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

5. Instructional Methods and Strategies

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

Assessment Methods and Tools

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

Methods

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

Tools

- A. Performance completion
- B. Faculty evaluation

6. Assessment Criteria

- A. Students will be graded based on their performance on:
- 1. Formal teacher evaluations / observations of class work and rehearsals
 - 2. Weekly class work
 - 3. Completion of weekly / daily classroom tasks
 - 4. Performance in class and final production
 - 5. Completion of written and performance exams

Instructional Material Recommendation for Adoption (Continued)

III. **Costs** - (Consult the District Librarian for assistance in completing this page.) The potential costs of adoption of these materials are explained below. Included are the primary items as well as any ancillary materials, which are essential to implementation of the materials in the classroom.

	Primary Item(s)	
	Costs	Funding Source(s)
Materials	N/A	
Ancillary Item(s)		
Costs		
Funding(s)		

IV. **Duration**
The recommended duration of this adoption is: Adoption date _____ Year _____

Prepared By: Dr. Tony Spina 11/9/10 Date
Approved By: Wendy Meyer 11/10/10 Date
Teacher: _____ Principal: _____

Spina Spina 12/3/10 Date
Assistant Superintendent,
Educational Services

GRADUATION REQUIREMENTS: MAJOR IN MUSIC

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

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

MUSIC MAJOR CORE COURSES

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

1. **MUSIC THEORY AND HISTORY**
(10 credits in grades 9-12)

Fundamentals of Music	5 credits	WLA: MUSIC 101 OR SMC: MUSIC 1
Harmony I/II/III (WLA) Diatonic Harmony (SMC)	5 credits	WLA: MUSIC 201-03 OR SMC: MUSIC 6
Introduction to Music Theory	1-5 credits	WLA: MUSIC 200 OR SMC: MUSIC 1 AVPA: Music Theory Workshop
Music Appreciation	5 credits	WLA: MUSIC 111 OR SMC: MUSIC 32 OR CCHS: Music Appreciation I/II
Music History	5 credits	WLA: MUSIC 121 OR SMC: MUSIC 30/31
Jazz Appreciation	5 credits	WLA: MUSIC 141

2. **MUSIC PERFORMANCE (INSTRUMENTAL)**
(20 credits in grades 9-12, repeatable up to 20 credits, Guided Study credit after 20)

Jazz Ensemble	1-5 credits	WLA: MUSIC 775 OR SMC: MUSIC 78 AVPA: Jazz Ensemble
Concert Band	5 credits	CCHS: Concert Band

1

- | | | |
|--------------------------------|-------------|---|
| Marching Band | 5 credits | CCHS: Marching Band |
| Jazz Combo | 1-5 credits | AVPA: Jazz Combo
WLA: MUSIC 701 (Inst. Ens.) |
| Percussion Ensemble | 1-5 credits | SMC: MUSIC 738 OR
WLA: MUSIC 701 (Inst. Ens.)
AVPA: Percussion Ensemble |
| String Ensemble | 1-5 credits | AVPA: String Ensemble
WLA: MUSIC 701 (Inst. Ens.) |
| Drumline | 1-5 credits | WLA: MUSIC 701 (Inst. Ens.)
AVPA: Drumline |
| Instrumental Ensemble | 1-5 credits | WLA: MUSIC 701 (Inst. Ens.)
AVPA: Misc. Ensembles |
| Guitar | 5 credits | CCHS: Guitar |
| Advanced Guitar/Popular Guitar | 1-5 credits | AVPA: Advanced Guitar
SMC: MUSIC 84A/B |
| Elementary Piano | 5 credits | WLA: MUSIC 321-324
SMC: MUSIC 60 |
| Intermediate Piano | 5 credits | WLA: MUSIC 341
SMC: MUSIC 61 |
3. **MUSIC PERFORMANCE (VOCAL)**
(20 credits in grades 9-12, repeatable)

Chamber Singers	1-5 credits	SMC: MUSIC 59 AVPA: Chamber Singers WLA: MUSIC 501, 561
Concert Choir	5 credits	CCHS: Concert Choir
Jazz Vocal Ensemble	5 credits	SMC: MUSIC 53
Concert Chorale	5 credits	SMC: MUSIC 54
Advanced Vocal Performance Techniques	5 credits	SMC: MUSIC 57
Elementary/Intermediate Voice	5 credits	WLA: MUSIC 411-414 SMC: MUSIC 50A/B

2

MUSIC MAJOR GUIDED STUDY COURSES

REQUIRED APPLIED MUSIC PRODUCTION

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

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

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

REQUIRED APPLIED WORKSHOPS

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

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

Instrumental Ensemble	1-5 credits
Advanced Guitar	1-5 credits
Pro Tools Workshop	1-5 credits
Advanced Music Technology	1-5 credits

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

- ELECTIVE COURSEWORK**
Students can choose any course, seminar, or assignment outside of their major (ie: film, art, theatre, dance) to fulfill this category
- DIRECTED STUDIES**
Students working on any pre-approved music production/performance outside the Academy will receive additional credits on their AVPA transcripts. Examples include The Colburn School, various youth orchestras, college classes, and community ensembles. Students serving internships or participating in workshops with outside organizations will be given credit in this category. The amount of credit will depend on the number of hours logged. For every 18 hours, students will receive 1 semester credit.
- SUMMER INTENSIVE**
Students participating in any accredited summer music program in the United States (ie: Cal Arts, Berkeley, Jazz USA) will receive up to 10 additional credits on their AVPA transcripts.
- MUSIC ABROAD**
Students participating in any music programs outside the United States will receive up to 10 additional credits on their AVPA transcripts.

15.3a Certification of the First Interim Report for 2009-2010

In addition to other fiscal requirements, AB 1200 and AB 2756 legislation were enacted to insure full public disclosure of a public school district's financial position in the current and future years. The purpose of the interim reports, as required under AB 1200 and AB 2756, is to establish a procedure for the Board of Education, the public and other interested agencies to receive information regarding the financial condition of a school district during periodic intervals of the fiscal year.

Based upon a review of the interim report, the Board of Education certifies the district in one of the following three categories:

- (1) POSITIVE, if the district will be able to meet its financial obligations for the current fiscal year and subsequent two fiscal years,
- (2) QUALIFIED, if the district may not meet its financial obligations for the current fiscal year and subsequent two fiscal years,
- (3) NEGATIVE, if the district will be unable to meet its financial obligations for the remainder of the current fiscal year and subsequent two fiscal years.

Administration has been refining the budget since its formal September Revision and is submitting the First Interim Report for a Positive Certification based upon budget modifications, reductions and revenue changes made since that time.

In certifying the 2010-11 First Interim Report, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. The Board recognizes that this First Interim Report represents revenue and expenditure projections over the multi-year period which are based on the best known information at this time.

RECOMMENDED MOTION: That the Board of Education approve the 2010-11 First Interim Report; and, certify that Culver City Unified School District will be able to meet its financial obligations for the remainder of the current fiscal year and two subsequent fiscal years.

Moved by:

Seconded by:

Vote:

BOARD REPORT

12/14/10

15.3b

15.3b Approval of Stipulated Agreement between the State Controller's Office, the Department of Finance and Culver City Unified School Districte

AB 1389 caused the State Controller's Office to review pass-through revenues and payments that redevelopment agencies received and distributed for the 2003-04 through 2007-08 fiscal years, then compare those figures to what school districts submitted to the State as a revenue reduction through the Revenue Limit calculation. Based upon the State's analysis, in October 2009 the District was informed our revenue would be reduced by \$214,865.

After one year of filing appeals, holding hearings and presenting supporting documentation and solid arguments, the State found that the District's total principal apportionment for FY 2010-2011 would be reduced by \$29,923.30, not the original amount of \$214,865.

Recommended Motion: That the Governing Board of Education of Culver City Unified School District approve the attached Stipulated Agreement regarding Case No. R09-84, OAH No. 2010031429.

Moved by:

Seconded by:

Vote:

Fagen Friedman & Fulfrost, LLP
1 Civic Center Drive, Suite 300
San Marcos, California 92069
Main: 760-304-6000 • Fax: 760-304-6011

1 Peter K. Fagen, SBN 143118
Kelley A. Owens, SBN 260161
2 **FAGEN FRIEDMAN & FULFROST, LLP**
1 Civic Center Drive, Suite 300
3 San Marcos, California 92069
Phone: 760-304-6000
4 Fax: 760-304-6011

5 Attorneys for Appellant
CULVER CITY UNIFIED SCHOOL DISTRICT
6
7

8 **BEFORE THE EDUCATION AUDIT APPEALS PANEL**

9 **STATE OF CALIFORNIA**

10
11 In the Matter of the Appeal of Prior Year
Adjustments for Redevelopment Agency
12 (RDA) Pass-through Payment(s) for Fiscal
Year(s) 2003-04, 2004-05, 2005-06, 2006-07,
13 2007-08 by:

14 CULVER CITY UNIFIED SCHOOL
DISTRICT,

15
16 Appellant.

CASE NO. R09-84
OAH No. 2010031429

STIPULATED AGREEMENT

17
18 The STATE CONTROLLER'S OFFICE ("SCO"), the DEPARTMENT OF FINANCE
19 ("Finance"), and the CULVER CITY UNIFIED SCHOOL DISTRICT ("District") (collectively,
20 "Parties") hereby enter into this Stipulated Agreement ("Agreement") to resolve Education Audit
21 Appeals Panel ("EAAP") Case No. R09-84, currently pending before EAAP.

22 **RECITALS**

23 A. On October 1, 2009, California Department of Education ("CDE") notified the
24 District that, due to the District's under-reporting of redevelopment pass-through payments
25 received between Fiscal Year ("FY") 2003-04 and FY 2007-08, CDE was reducing the District's
26 Total Principal Apportionment by \$214,865.00 for FY 2010 - 2011.

27 B. On December 1, 2009, the District sent a written request for a formal appeal to
28 EAAP pursuant to Education Code section 41344. The District stated that it was substantially in

1 compliance with its reporting of redevelopment pass-through payments and, therefore, only
2 \$28,212.00 should be deducted from the District's next Total Principal Apportionment.

3 C. On further review of the issues, the Parties determined that calculation of the
4 discrepancy between the District's reporting of pass-through payments and the amount reported by
5 the SCO was incorrect due to late pass-through payments by the Culver City Redevelopment
6 Agency ("RDA").

7 D. After reviewing the District's Appeal documentation and performing its own
8 calculation to account for the late RDA payments, the SCO found that the District's Principal
9 Apportionment should be reduced no more than \$29,923.30.

10 E. In order to avoid the time and expense of ongoing litigation between the Parties,
11 the Parties have agreed to enter into this Agreement.

12 **AGREEMENT**

13 A. In light of recent discussions between the Parties and in resolution of the District's
14 Appeal, the Parties agree to allow CDE to reduce the District's next Total Principal
15 Apportionment by **\$29,923.30**, and not the \$214,865.00 as initially stated in CDE's October 1,
16 2009 letter.

17 B. Finance has consulted with CDE regarding the revised deduction to the District's
18 Total Principal Apportionment, and Finance will continue to consult with CDE, including
19 providing CDE with the final terms of this Agreement.

20 C. The Parties further agree that this Agreement constitutes a full and final resolution
21 of all claims and issues arising from the Appeal. This Agreement includes pass through payments
22 received through the end of Fiscal Year 2007 - 2008, and does not include pass through payments
23 received thereafter.

24 D. The SCO will review the amounts reported to the CDE pursuant to Health and
25 Safety Code section 33684, subd.(g)(2), and ensure that the adjustment made pursuant to this
26 Agreement is reflected as appropriate in Fiscal Year 2008 - 2009.

27 E. This Agreement is subject to and conditioned upon approval and adoption by
28 EAAP, pursuant to Education Code section 41344.1, subdivision (b). This Agreement shall be

Fagen Friedman & Fulfrost, LLP
1 Civic Center Drive, Suite 300
San Marcos, California 92069
Main: 760-304-6000 • Fax: 760-304-6011

1 filed with OAH.

2 F. This Agreement may be executed in counterparts, each of which shall constitute an
3 original. Facsimile signatures transmitted to other parties to this Agreement are deemed to be the
4 equivalent of original signatures or counterparts.

5 The Parties ratify the preceding terms and conditions through the signature of their
6 representatives as follows:

7
8 DATED: December ___, 2010

CULVER CITY UNIFIED SCHOOL DISTRICT

9
10 By: _____

11 Ali Delawalla
12 Assistant Superintendent, Business Services
13 CULVER CITY UNIFIED SCHOOL DISTRICT

14 DATED: December ___, 2010

FAGEN FRIEDMAN & FULFROST, LLP

15 By: _____

16 Peter K. Fagen
17 Attorneys for Appellant CULVER CITY
18 UNIFIED SCHOOL DISTRICT

19 DATED: December ___, 2010

OFFICE OF THE STATE CONTROLLER

20 By: _____

21 David I. Brownfield
22 Attorneys for Respondent, JOHN CHIANG,
23 CALIFORNIA STATE CONTROLLER

24 DATED: December ___, 2010

OFFICE OF THE ATTORNEY GENERAL,
CALIFORNIA DEPARTMENT OF JUSTICE

25 By: _____

26 S. Paul Bruguera, Deputy Attorney General
27 Attorneys for Intervener, CALIFORNIA
28 DEPARTMENT OF FINANCE

15.3c Certification of Signatures for Warrants, Orders for Salary Payment, Notices of Employment and Related Documents

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

RECOMMENDED MOTION: Effective December 14, 2010, that any one of the following be authorized to sign for warrants, salary payment, orders for salary payment, notices of employment, and other related documents: Patricia Jaffe, Interim Superintendent; Noorali Delawalla, Assistant Superintendent, Business Services; Gwenis Laura, Assistant Superintendent, Educational Services; and Leslie Lockhart, Director, Human Resources;

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

Authorize the Interim Superintendent, Patricia Jaffe; Assistant Superintendent, Business Services, Noorali Delawalla; and Gwenis Laura, Assistant Superintendent, Educational Services to sign approved contracts and agreements;

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

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

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

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

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

Moved by:

Seconded by:

Vote:

CULVER CITY UNIFIED SCHOOL DISTRICT

DISTRICT

CERTIFICATION OF SIGNATURES

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

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

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

These approved signatures are valid for the period of: 12/14/10 to 12/13/11

In accordance with governing board approval dated December 14, 20 10.

Signature _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE
TYPED NAME
President of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Clerk/Secretary of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education
SIGNATURE
TYPED NAME
Member of the Board of Trustees/Education

Column 2

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

SIGNATURE
TYPED NAME
Patricia Jaffe
TITLE Interim Superintendent
SIGNATURE
TYPED NAME
Noorali Delawalla
TITLE Asst. Superintendent, Business Services
SIGNATURE
TYPED NAME
Gwenis Laura
TITLE Asst. Superintendent, Educational Services
SIGNATURE
TYPED NAME
Mary Caruso
TITLE Director, Purchasing
SIGNATURE
TYPED NAME
Leslie Lockhart
TITLE Director, Human Resources
SIGNATURE
TYPED NAME
Andrew Sotelo
TITLE Director, Pupil Services
SIGNATURE
TYPED NAME
TITLE

Number of Signatures required:

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

BOARD REPORT

**12/14/10
15.3d**

15.3d Authorization to Transfer Funds from the General Fund into the Deferred Maintenance and Adult School Funds

The Board of Education previously appropriated \$240,980 in the General Fund as an outgoing transfer to the Deferred Maintenance Fund, and \$1,318,422 was also appropriated as an outgoing transfer to the Adult School Fund.

This interfund transfer authorizes the actual cash amount of \$1,559,402 to be transferred as described above.

RECOMMENDED MOTION: That the Board of Education approve the transfer of funds into the Deferred Maintenance and Adult School Funds for the 2010-2011 Fiscal Year.

Moved by:

Seconded by:

Vote: