

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**

January 25, 2011

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

PRESENTATIONS AND PUBLIC COMMENTS

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

1. CALL TO ORDER

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

Roll Call – Board of Trustees

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

2. PUBLIC COMMENT ON CLOSED SESSION ITEMS

3. RECESS TO CLOSED SESSION

- 3.1 Student Discipline (Pursuant to EC §35146; §48918 (c))
 - a) Reinstatement of Pupil Services Case #23-10
 - b) Reinstatement of Pupil Services Case #05-09
- 3.2 Anticipated Litigation (Pursuant to Subdivision (b) of GC §54956.9)
(1 Potential Case)

- 3.3 Conference with Labor Negotiator (Pursuant to GC §54957.6)
Agency Designated Representatives: Leslie Lockhart, Director of Human Resources; Ali Delawalla, Assistant Superintendent Business Services
Employee Organizations: Culver City Federation of Teachers (CCFT) and Association of Classified Employees (ACE)
- 3.4 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)
- 3.5 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 12
Classified Personnel Services Report No. 12
- 3.6 Public Employment (Pursuant to GC §GC54957)
a) Superintendent Search

4. ADJOURNMENT OF CLOSED SESSION

5. REGULAR MEETING – 7:00 p.m.

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

5.2 Flag Salute

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

7. PUBLIC HEARING

- 7.1 Association of Classified Employees (ACE) Initial Collective Bargaining Proposal to the Culver City Unified School District (CCUSD) for the 2010-2011 School Year

8. ADOPTION OF AGENDA

Recommendation is made that the agenda be adopted as submitted.

Motion by _____ Seconded by _____

Vote _____

9. CONSENT AGENDA

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

- 9.1 Approval is Recommended for the Minutes of Special Meeting – January 6, 2011; Minutes of Special Meeting – January 8, 2011; Minutes of Regular Meeting – January 11, 2011
- 9.2 Approval is Recommended for Purchase Orders and Warrants
- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 12
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 12
- 9.6 Approval is Recommended for the Single Plan for Student Achievement – El Marino Language School
- 9.7 Approval is Recommended for Resolution #10-2010/2011, National School Counseling Week, February 7-11, 2011
- 9.8 Acceptance of Enrollment Report

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 Spotlight on Education – El Marino Language School

11. PUBLIC RECOGNITION

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

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

12. INFORMATION ITEMS

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

- 12.1 2009-2010 Independent Audit Report
- 12.2 Budget Update
- 12.3 Update on Capital Projects
- 12.4 K-12 Immersion Program Update
- 12.5 First Reading of Revised Administrative Regulation 6164.6, Instruction – Identification and Education under Section 504
- 12.6 Environmental Sustainability Committee Report

13. RECESS (10 Minutes)

14. **ACTION ITEMS**

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

14.1 Superintendent's Items

14.1a Receipt of Building Bridges International Charter School Petition

Motion by _____ Seconded by _____ Vote _____

14.2 Education Services Items

14.2a Approval is Recommended for Reinstatement of Pupil Services Case #23-10

Motion by _____ Seconded by _____ Vote _____

14.2b Approval is Recommended for Reinstatement of Pupil Services Case #05-09

Motion by _____ Seconded by _____ Vote _____

14.2c Approval is Recommended for New Textbook Adoption for Culver City High School: Prentice Hall "Health" published by Pearson Education, Inc. 2010

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items

14.3a Approval is Recommended for an Increase in Mileage Reimbursement Amount for School Business Travel

Motion by _____ Seconded by _____ Vote _____

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

Motion by _____ Seconded by _____ Vote _____

14.4 Personnel Items - None

15. **BOARD BUSINESS** - None

16. **ADJOURNMENT**

Motion by _____ Seconded by _____ Vote _____

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

FUTURE MEETINGS

February 8 – 7:00 p.m. – Regular Public Meeting, (5:30 p.m. Closed Session), District Office, 4034 Irving Place
February 22 – 7:00 p.m. – Regular Public Meeting, (5:30 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.

BOARD REPORT

7.1 Association of Classified Employees (ACE) 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 Association of Classified Employees (ACE) 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.

Association of Classified Employees—Culver City

11220 Patom Drive, Culver City, CA 90230

To: Leslie Lockhart, Director of Human Resources
Culver City Unified School District

From: Debbie Hamme, President
Association of Classified Employees—Culver City/CTA

CC: A.C.E. Executive Board/A.C.E. Negotiation Team
Penny Upton, CTA Regional UniServ Director

Date: January 6, 2011

RE: 2010/2011 Contract Negotiation for the Association of Classified Employees—Culver City/CTA

This proposal is submitted for purposes of informing the public pursuant to Government Code Section 3547. The Association of Classified Employees—Culver City/CTA requests that the Culver City Unified School District Board present this proposal at the next regularly scheduled School Board meeting.

The Association proposes to negotiate the following articles for the 2010/2011 A.C.E. contract:

Article 6 – Agency Fee

Article 12 – Transfers

Article 16 – Vacations

Article 31 – Health and Welfare

Article 32 – Wages

With Best Regards,



Debbie Hamme
President
Association of Classified Employees—Culver City

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

Meeting:	<u>Special Meeting</u>	Date:	<u>January 8, 2011</u>
Place:	<u>District Administration Office</u>	Time:	<u>11:00 a.m. – Public Meeting</u>
	<u>4034 Irving Place</u>		<u>11:01 a.m. – Closed Session</u>
	<u>Culver City 90232</u>		<u>4:30 p.m. – Public Meeting</u>

Board Members Present

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

Call to Order

Board President Mr. Zeidman called the meeting of the Culver City Unified School District Board of Education to order at 11:08 a.m. with all Board members in attendance. The Board adjourned to Closed Session at 11:09 a.m. and reconvened the public meeting at 4:30 p.m. with all Board members in attendance.

6. 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.

7. Adoption of Agenda

It was moved by Mr. Gourley and seconded by Ms. Paspalis that the Board adopt the January 8, 2011 agenda as presented. The motion was unanimously approved.

8. Adjournment

There being no further business, it was moved by Mr. Gourley, and seconded by Ms. Paspalis and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 4:39 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

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

Meeting:	<u>Regular Meeting</u>	Date:	<u>January 11, 2011</u>
Place:	<u>District Administration Office</u>	Time:	<u>6:00 p.m. – Public Meeting</u>
	<u>4034 Irving Place</u>		<u>6:01 p.m. – Closed Session</u>
	<u>Culver City 90232</u>		<u>7:00 p.m. – Public Meeting</u>

Board Members Present

Steven Gourley, President
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 President Mr. Zeidman called the meeting of the Culver City Unified School District Board of Education to order at 6:00 p.m. The Board adjourned to Closed Session at 6:01 p.m. and reconvened the public meeting at 7:00 p.m. with all Board members in attendance. Daniel Cadena 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.

7. Public Hearing

7.1 School Accountability Report Card (SARC) 60 Day General Waiver Request

Mr. Zeidman opened the Public Hearing at 7:13 p.m. There being no comments from the audience the public meeting was closed at 7:14 p.m. Mr. Gourley asked why there was a Public Hearing. Ms. Laura explained that the state is giving a 60 day general waiver to provide information regarding the School Accountability Report Card (SARC). By law there must be a Public Hearing.

8. Adoption of Agenda

Mr. Zeidman proposed moving item 12.1 up on the agenda to follow item 10.1. The Board agreed to the amendment. It was moved by Ms. Paspalis and seconded by Ms. Siever to adopt the January 11, 2011 agenda as amended. 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. Mr. Silbiger requested that items 9.1, 9.4, 9.5, and 9.6. It was moved by Mr. Gourley and seconded by Ms. Paspalis to approve Consent Agenda Items 9.3 and 9.7 as presented. The motion was unanimously approved.

9.3 Acceptance of Gifts – Donations

9.7 Approval is Recommended for the School Accountability Report Card (SARC) 60 Day General Waiver Request

9.1 Approval is Recommended for the Minutes of Regular Meeting – December 14, 2010

Mr. Silbiger withdrew this item to add in item 7.2 that he requested to add “all students” to the Resolution in support of the Immersion Program, and it was agreed to by the Board. He also corrected a typographical error in item 10. On the third line it should read 10.1 instead of 20.1.

9.2 Approval is Recommended for Purchase Orders

Mr. Mielke withdrew this item to inquire about a purchase order for travel expenses for Special Projects. Ms. Paspalis inquired about all the charges on page one and notes that there was approximately \$400,000 worth of expenses. She inquired if the charges were all for special education. Mr. Delawalla confirmed.

9.4 Approval is Recommended for the Certificated Personnel Reports No. 11

Mr. Silbiger withdrew this item because he did not agree with items on the report that had already taken place. He does not want to get items for approval after the person has already started employment. He requested to pull the individual items so that he could vote no on them. Ms. Siever asked why the items were being brought to the Board late. Mrs. Lockhart explained that there were various reasons such as some were already approved, but had an error on the report, so the item was brought back for a second approval; and the issue of their start date and the dates of the Board Meetings. Ms. Siever suggested that if an item is brought to the Board late that there be a brief explanation provided with the item.

9.5 Approval is Recommended for the Classified Personnel Reports No. 11

Mr. Silbiger withdrew this item for the same reason as item 9.4. The discussion from 9.4 also applies to this item.

9.6 Approval is Recommended for the Single Plan for Student Achievement – Culver Park High School

Mr. Silbiger withdrew this item so that he could request that a little more detail be included in the Single Plan for Student Achievement. Mrs. Turner agreed that the Single Plan could include additional information and it would be included on the next submission process. She explained that Single Plan for Student Achievement was due during the time she was also preparing the application for the WASC credentialing so the Single Plan was not as detailed as it could have been.

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve item 9.1 as amended; and item 9.2 and 9.6 as presented. The motion was unanimously approved.

It was moved by Mr. Gourley and seconded by Ms. Paspalis that the Board approve item 9.4 1a and 2 as presented. The Board unanimously approved.

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve the remainder of the items in 9.4 as presented. The motion was approved with a vote of 4 – Ayes and 1 – Nay by Mr. Silbiger.

It was moved by Mr. Silbiger and seconded by Ms. Siever to approve item 9.5 #2 as presented. The motion was unanimously approved.

It was moved by Mr. Gourley and seconded by Ms. Siever to approve the remainder of items in 9.5 as presented. The motion was approved with a vote of 4 – Ayes and 1 – Nay by Mr. Silbiger.

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 January. The recipients were Isabel Musselman from El Marino School; Sarai Zedingil from El Rincon Elementary; Daniel Cadena from La Ballona School; Eva Gibbs Zehnder from Linwood E. Howe School; Alex Uribe from Farragut School; Airin Wadley-Wright from Culver City Middle School; Jake Winkelman from Culver Park High School; and Elena Silva from Culver City High School. Board members presented each recipient with a pin and certificate; and thanked the students and their families for attending the meeting.

10.2 Spotlight on Education - Culver Park High School

Marianne Turner, Principal at Culver Park High School, presented the Board with information on the current events at the high school. Mrs. Turner also reviewed data information. Students from the school shared with the

Board their positive experiences during their attendance at the school. Board members thanked Mrs. Turner and the students for a wonderful presentation. Mr. Mielke commented that as a previous teacher at Culver Park High School he is happy to hear how things have progressed at the school and the success they are experiencing. Ms. Siever stated that love and respect is important to our students, and thanked Mrs. Turner and staff for caring so much. Ms. Paspalis commented that she appreciated the efforts of Mrs. Turner and staff. Mr. Silbiger inquired about the graduations requirements which Mrs. Turner stated are the same as at the high school. He also asked about how the students are earning so many credits. Mrs. Turner explained that they earn credits in a number of ways included online courses and courses offered at West Los Angeles College. Mr. Zeidman congratulated the Student Representative from Culver Park, Sandra Maldonado, on the award she received.

12. Information Items

12.1 Update on Facility Renovations

Mr. Delawalla provided information on proposed renovations at Culver City High School and Culver City Middle School involving the athletic field. Mr. Zeidman asked if the funding from the state in the amount of \$4 million could be used for any other project. Mr. Delawalla stated that it could not. Mr. Silbiger inquired about what \$2 million would cover in renovations at Robert Frost Auditorium. Mr. Delawalla responded that the amount would cover expenses for air conditioning, the seats, and curtains. Ms. Paspalis asked if the weight room would remain where it is currently located. Mr. Delawalla responded that all structures would stay where they are currently located and that the portables would need to be moved about 25 feet. Doug Stanger stated that he appreciated all of the Board's hard work and he was excited to hear about the proposed plan. He feels that it benefits not just the schools, but the whole community. Jerry Chabola commented that he believes it is the absolute best thing for the students. As a community member the new field would bring a sense of pride to the community. Dave Sanchez liked the words that Mr. Stanger used when he stated "athletic complex" in his comments. Mr. Sanchez stated that the proposal serves more than two sports and the students would be proud. Lloyd Dixon was very excited to see the plan. He stated he had looked at many school fields and they made ours look worse. Mr. Dixon supports the proposal. James Clary-Wilson stated that he supported the field proposal, but he was a little disappointed that more was not being done at Robert Frost. Mr. Zeidman asked Mr. Delawalla if there would be future presentation regarding plans for Robert Frost. Mr. Delawalla confirmed there would be. Ms. Siever stated she was happy to hear that the field would be occupied by November. Ms. Paspalis asked what the state grant was contingent upon. Mr. Delawalla responded that the District would have to establish eligibility. He further explained the application process. Mr. Silbiger requested to get Power Point presentations with the agendas. He also asked if the other two projects were going to get put off for another couple of years, specifically the natatorium. Ms. Paspalis suggested that if there are state modernization funds for athletic fields there might be one for the natatorium. Mr. Zeidman asked Mr. Chabola about how the District would accommodate events such as graduation and the Annual 4th of July Fireworks Show with a synthetic turf. Mr. Chabola explained that there is an interlocking panel system that can cover the turf. He said that the Booster Club could raise funds to purchase the panel system.

11. Public Recognition

11.1 Superintendent's Report

Mrs. Jaffe provided an update on the Environmental Sustainability Committee and stated that TRANE is finalizing their report. She reported that the Citizens' Oversight Committee will meet on January 26th; that she received a school petition from a charter school; the Immersion Program is being updated and Ms. Paspalis is the Board representative; and a pilot program for Mandarin Chinese is being looked at. Mr. Jaffe also reported on her school site visits, and her joining Jon Pearson on a tour for parents at the middle school. She congratulated the entire staff at the middle school for their hard work. Mr. Jaffe stated that the District rated a Level 2 on CALPADS which meant that the District did not have any fatal errors on the report. Culver Currents in Print was delivered to homes prior to the Winter Break and commendations were given to Geoff Maleman, Nancy Burne, and Barbara Clark for their great work on the publication. Mrs. Jaffe also confirmed that surveys have gone out regarding the Immersion Program and the District calendar.

11.2 Assistant Superintendents' Reports

Ms. Laura reported that the Bell Schedule Survey has been posted on the website and will continue through January 18th. The survey is available to parents and staff. She reported that the new health book adoption is moving forward and the funding source is the state lottery money for schools. Ms. Laura reported on the reconvening of the Arts Integration Committee, and DCAT updating their strategic plan. The next Anti-Bullying Committee meeting will be held on January 18th at El Rincon.

Mr. Delawalla reported on the 2008/2009 Workers' Compensation and how the District now owes money to the insurance company. Mr. Gourley asked if there was room for negotiation. Mr. Delawalla responded no. Mr. Delawalla also provided a brief update on the Governor's budget.

11.3 Student Representatives' Reports**Middle School Student Representative**

Sophia Greenberg, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the ASB meeting activities; Parent Tours; the Butterfly Garden Beautification; the Pennies for Patients fundraiser; the Valentine's Day Dance on February 10th; Valentine O'Grams; and ideas for activities during the third quarter of school.

Culver Park Student Representative

Sandra Maldonado, Culver Park High School Student Representative, reported on activities at Culver Park High School, including the Girls Club recommencing; the CDE Design your Own Magazine opportunity; Student Council starting back up; and she showed the Board her drawing that was showcased in Culver Currents in Print.

Culver City High School Student Representative/Student Board Member

Jamie MacIntosh, Student Board Member, reported on activities at Culver City High School, including the high school's Cold Stones and Daphne's upcoming fundraisers; the Mega Yard Sale fundraiser that she is trying to plan as an opportunity for all programs to raise funds; the Link Crew's Cook and Cram; the Sadie Hawkins Dance on March 19th; the boys basketball and girls soccer teams doing great; Senior Bests nominations; Random Acts of Kindness Day; the ASB mixer; Jr. Class Prom; the ASB applications process; and she stated good luck to seniors on the applications to college.

11.4 Members of the Audience

Members of the audience spoke about:

- David Mielke hopes that students will also be able to participate in the Bell Schedule Survey. He pointed out that in the Culver Park presentation, it was stated that the students have to be 16 ½ to participate at the school. He wanted to remind the Board that there needs to be some sort of intervention in the District for younger students. He reported that PERB was able to get settled. Mr. Mielke stated that bargaining will be taking place on Thursday for this school year, and noted that the District does not pay for the rise in health care costs. He also stated that he hopes the unions will have an opportunity to provide input regarding the Superintendent search.
- Madeline Ehrlich announced that the District will be celebrating 40 years of immersion and talked about the events that will be taking place. She stated that La Ballona's Immersion Program has also been invited.
- Jerry Chabola announced Casino Night on February 26th at Vets Auditorium.
- Dave Sanchez commented that he could not think of a finer candidate for Superintendent than Mrs. Jaffe.

11.5 Members of the Board

Board Members spoke about:

- Mr. Silbiger will be sending a letter to our legislative representatives regarding the budget. He also inquired about the selection process for the Strategic Planning Committee at El Marino because he received an e-mail from a well respected individual that was not on the committee. Ms. Paspalis provided the information. Mr. Silbiger asked if students could be included in the Bell Schedule Survey. Ms. Laura confirmed. Mr. Silbiger asked when the CBAC discussion would be returning. Mr. Zeidman stated in two weeks. Mr. Silbiger would

like to the topics of evaluations, and intervention especially regarding special education students on a future agenda.

- Ms. Paspalis stated how disappointed she was that students were not included in the Bell Schedule Survey. She commented that she felt that all three recent Special Board Meetings that were held were very productive.
- Ms. Siever commended the Board on all of their hard work. She would also like to be a part of the discussion Special Education.
- Mr. Gourley congratulated Mr. Silbiger on his election to the Democratic Club. He agreed to attend a meeting at the County Hall of Administration on the 19th regarding permits and stated he would like to invite someone that has knowledge on permits in the District.
- Mr. Zeidman commented on his attendance at the high school basketball game and said it was great.

13. Recess

The Board recessed at 9:05 p.m. and reconvened at 9:14 p.m.

Ms. Siever showed a short informational presentation on the events that will take place at the upcoming Martin Luther King Day Celebration. Ms. Siever also commended Mrs. Pam Magee, Principal at Culver City High School, for all of her contributions to the upcoming event.

14. Action Items

14.1 Superintendent's Items

14.1a Approval is Recommended for Resolution #9-2010/2011 In Support of the Immersion Program in Culver City Unified School District

Ms. Paspalis noted the change that Mr. Silbiger suggested and requested that the original paragraph that she submitted be included back into the Resolution. It was moved by Mr. Gourley and seconded by Ms. Paspalis that the Board approve Resolution #9-2010/2011 In Support of the Immersion Program in Culver City Unified School District as revised. The motion was unanimously approved.

14.2 Education Services Items

14.2a Approval is Recommended for the Williams/Valenzuela CAHSEE Lawsuit Settlement Quarterly Report on Uniform Complaints

It was moved by Ms. Siever and seconded by Mr. Silbiger that the Board approve the Williams/Valenzuela CAHSEE Lawsuit Settlement Quarterly Report on Uniform Complaints as presented. The motion was approved with a vote of 3 – Ayes and 2 – Nays by Mr. Gourley and Mr. Zeidman.

14.3 Business Items

14.3a Approval is Recommended for Resolution #7-2010/2011 Approval of Assignment of Delinquent Tax Receivables

It was moved by Mr. Silbiger and seconded by Mr. Gourley that the Board approve Resolution #7-2010/2011 Approval of Assignment of Delinquent Tax Receivables as presented. The motion was unanimously approved.

14.4 Personnel Items

14.1a Approval is Recommended for Resolution #8-2010/2011 (HR), Regarding Layoff/Reduction of Classified Vacant Position

It was confirmed that this item was submitted to make a seven hour position into a five hour position. It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve Resolution #8-2010/2011 (HR), Regarding Layoff/Reduction of Classified Vacant Position as presented. The motion was unanimously approved.

Adjournment

There being no further business, it was moved by Ms. Paspalis, seconded by Mr. Gourley and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 9:30 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

9.2 PURCHASE ORDERS AND WARRANTS

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

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

Purchase order grand total from January 3, 2011 through January 14, 2011 is \$246,275.27. Warrants issued for the period December 3, 2010 through January 12, 2011 total \$12,948,376.87. This includes \$8,254,364.00 in commercial warrants, and \$4,694,012.87 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 January 3, 2011 through January 14, 2011 in the amount of \$246,275.27 and warrants for December 3, 2010 through January 12, 2011 in the amount of \$12,948,376.87 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

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

Report ID: LAPO009C

District: 64444

Purchase Orders/Buyouts To The Board for Ratification From: 1/3/2011 To 1/14/2011
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Page No. 1

Run Date: 01/15/2011

Run Time: 04:41:19AM
WEEKLY

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/11/11	012011202	A	01/11/2011	01/11/2011	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP	Linwood Howe Elementary 012011202	01.0	90127.0	11100	10000	4410	2020000	1,952.45	1,952.45
01/11/11	012011203	A	01/11/2011	01/11/2011	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP	El Marino Language 012011203	01.0	90127.0	11100	10000	4410	2030000	1,952.45	1,952.45
01/11/11	012011204	A	01/11/2011	01/11/2011	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP	El Rincon Elementary 012011204	01.0	90127.0	11100	10000	4410	2040000	1,952.45	1,952.45
01/11/11	012011205	A	01/11/2011	01/11/2011	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP	Farragut Elementary 012011205	01.0	90127.0	11100	10000	4410	2050000	1,952.45	1,952.45
01/11/11	012011206	A	01/11/2011	01/11/2011	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP	La Ballona Elementary 012011206	01.0	90127.0	11100	10000	4410	2060000	1,952.45	1,952.45
01/11/11	11012011	A	01/11/2011	01/11/2011	DIGITAL EDGE LEARNING	AUDIOVISUAL SUPP/EQUIP	Culver City High School 11012011	01.0	90127.0	11100	10000	4410	4010000	3,381.89	3,381.89
01/12/11	1112011202	A	01/12/2011	01/12/2011	LOGICAL CHOICE TECHNOLOGIES	COMPUTER SUPP/EQUIP	Linwood Howe Elementary 1112011202	01.0	90127.0	11100	10000	4410	2020000	2,959.52	2,959.52
01/12/11	1112011203	A	01/12/2011	01/12/2011	LOGICAL CHOICE TECHNOLOGIES	COMPUTER SUPP/EQUIP	El Marino Language 1112011203	01.0	90127.0	11100	10000	4410	2030000	2,959.52	2,959.52
01/12/11	1112011204	A	01/12/2011	01/12/2011	LOGICAL CHOICE TECHNOLOGIES	COMPUTER SUPP/EQUIP	El Rincon Elementary 1112011204	01.0	90127.0	11100	10000	4410	2040000	2,959.52	2,959.52
01/12/11	1112011205	A	01/12/2011	01/12/2011	LOGICAL CHOICE TECHNOLOGIES	COMPUTER SUPP/EQUIP	Farragut Elementary 1112011205	01.0	90127.0	11100	10000	4410	2050000	2,959.52	2,959.52

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

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

Purchase Orders/Buyouts To The Board for Ratification From: 1/3/2011 To 1/14/2011
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Run Date: 01/15/2011
 Run Time: 04:41:19AM
 WEEKLY

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt	
01/12/11	112011206	A		01/12/2011	LOGICAL CHOICE TECHNOLOGIES	COMPUTER SUPP/EQUIP	La Ballona Elementary	01.0	90127.0	11100	10000	4410	2060000	2,959.52		
				01/12/2011			112011206							2,959.52		
								LOGICAL CHOICE TECHNOLOGIES								2,959.52
01/07/11	55799	A		01/07/2011	KAYNE ERAS CENTER	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	68,445.40		
				01/07/2011			55799	KAYNE ERAS CENTER								68,445.40
01/11/11	55865M	A		01/11/2011	SOUTH BAY FORD	REPAIRS - OTHER	Transportation/Home to School	01.0	72400.0	57500	36000	5630	0005500	738.31		
				01/11/2011			55865M	SOUTH BAY FORD								738.31
01/11/11	55866M	A		01/11/2011	CARPET USA	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	1,975.00		
				01/11/2011			55866M	CARPET USA								1,975.00
01/11/11	55867M	A		01/11/2011	EXECUTIVE ENVIRONMENTAL	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	2,850.00		
				01/11/2011			55867M	EXECUTIVE ENVIRONMENTAL SERVICE CORP.								2,850.00
01/11/11	55868M	A		01/11/2011	SOUTH BAY LANDSCAPING INC.	REPAIRS - OTHER	Grounds	01.0	00000.0	00000	82000	5630	0005043	1,250.00		
				01/11/2011			55868M	SOUTH BAY LANDSCAPING INC.								1,250.00
01/13/11	55871M	A		01/13/2011	LAB SAFETY SUPPLY	OFFICE SUPPLIES	Maintenance	01.0	81500.0	00000	81100	4350	0005040	200.00		
				01/13/2011			55871M	LAB SAFETY SUPPLY								200.00
01/14/11	55872M	A		01/14/2011	KOURY ENGINEERING &	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	200.00		
				01/14/2011			55872M	KOURY ENGINEERING & TESTING, INC.								200.00
01/05/11	56166	C		01/05/2011	PATRICIA WADE, MS	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57700	31500	5890	0004040	900.00		
				01/05/2011			56166	PATRICIA WADE, MS								900.00
01/03/11	56174	C		01/03/2011	PARADIGM SERVICES, INC	CONTRACT SERVICES RENDERED	Pupil Services	01.0	00217.0	00000	72000	5810	0004020	1,137.50		
				01/03/2011			56174	PARADIGM SERVICES, INC								1,137.50

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Report ID: LAP0009C
 District: 64444
 Page No. 3
 Run Date: 01/15/2011
 Run Time: 04:41:19AM
 WEEKLY

Purchase Orders/Buyouts To The Board for Ratification From : 1/3/2011 To 1/14/2011
 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
01/03/11	56175	A		01/03/2011	PARADIGM SERVICES, INC	CONTRACTED SERVICES 01/03/2011	Special Education 56175	01.0	00217.0	00000	72000	5880	0004040	15,000.00	15,000.00
PARADIGM SERVICES, INC															
01/03/11	56188	A		01/03/2011	TONY HAWORTH	OFFICE SUPPLIES 01/03/2011	La Ballona Elementary 56188	01.0	91400.0	11100	10000	4350	2060000	129.88	129.88
TONY HAWORTH															
01/03/11	56189	A		01/03/2011	LAKESHORE LEARNING	INSTRUCTIONAL SUPPLIES 01/03/2011	Farragut 56189	01.0	00000.0	11100	10000	4320	2050001	187.01	187.01
LAKESHORE LEARNING MATERIALS															
01/03/11	56190	C		01/03/2011	LACOE-CONTROLLER'S OFF/FIN	CONTRACT SERVICES RENDERED 01/03/2011	Special Education 56190	01.0	65000.0	57520	11100	5880	0004040	3,085.00	3,085.00
LACOE-CONTROLLER'S OFF/IN SUPPORT															
01/03/11	56191	A		01/03/2011	WILLIAM V. MACGILL & CO.	OFFICE SUPPLIES 01/03/2011	Pupil Services 56191	01.0	00000.0	00000	31400	4350	0004020	772.86	772.86
WILLIAM V. MACGILL & CO.															
01/03/11	56192	X	1	01/04/2011	NCS PEARSON, INC.	MAINTENANCE AGREEMENTS 01/03/2011	Farragut Elementary 56192	01.0	00000.0	16003	10000	4210	2050000	3,292.50	3,292.50
NCS PEARSON, INC.															
01/03/11	56193	A		01/03/2011	SOUTH SWELL SPORTS	ATHLETIC SUPP/EQUIP 01/03/2011	Culver City High School 56193	01.0	00000.0	15000	10000	4400	4010000	1,279.48	1,279.48
SOUTH SWELL SPORTS															
01/03/11	56194	A		01/03/2011	SCANTRON CORPORATION	OFFICE SUPPLIES 01/03/2011	High School 56194	01.0	00000.0	00000	27000	4350	4010001	681.62	681.62
SCANTRON CORPORATION															
01/03/11	56195	A		01/03/2011	CHEF'S TOYS FOOD SERVICES	FOOD SERVICES SUPP/EQUIP 01/03/2011	Undistributed FS 56195	13.0	53100.0	00000	37000	4400	0000000	4,250.00	4,250.00
CHEF'S TOYS FOOD SERVICES EQUIPMENT															
01/03/11	56196	A		01/03/2011	UNITED IMAGING	OFFICE SUPPLIES 01/03/2011	High School 56196	01.0	00000.0	00000	27000	4350	4010001	709.64	709.64
UNITED IMAGING															

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

PO Date	PO #	Stat	Change	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/04/11	56197	A		01/04/2011	CDW-G	COMPUTER SUPP/EQUIP	Undistributed FS	13.0	53100.0	00000	00000	37000	4410	00000000	1,060.67	
						01/04/2011	56197	CDW-G								1,060.67
01/04/11	56198	C		01/04/2011	HEALTH ED	CONFERENCE AND TRAVEL	Special Education	01.0	56400.0	00000	00000	21000	5220	0004040	169.00	
						01/04/2011	56198	HEALTH ED								169.00
01/04/11	56199	A		01/04/2011	P.M.G.	INSTRUCTIONAL SUPPLIES	Undistributed SUPT	01.0	90146.0	00000	00000	00000	4310	00000000	2,034.00	
						01/04/2011	56199	P.M.G.								2,034.00
01/04/11	56200	X	1	01/05/2011	MALEMAN INK	CONSULTANTS	Superintendent's Office	01.0	00000.0	00000	00000	71000	4310	0001000	1,000.00	
						01/04/2011	56200	MALEMAN INK								1,000.00
01/05/11	56200A	C		01/05/2011	MALEMAN INK	CONSULTANTS	Superintendent's Office	01.0	00000.0	00000	00000	71000	5850	0001000	1,000.00	
						01/05/2011	56200A	MALEMAN INK								1,000.00
01/04/11	56201	A		01/04/2011	CBS ADVERTISING DISTRIBUTORS, LLC	INSTRUCTIONAL SUPPLIES	Undistributed SUPT	01.0	90146.0	00000	00000	00000	4310	00000000	924.00	
						01/04/2011	56201	CBS ADVERTISING DISTRIBUTORS, LLC								924.00
01/04/11	56202	A	1	01/06/2011	KINOKUNIYA BOOKSTORE	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	11100	10000	4310	0004030	731.44		
						01/04/2011	56202	KINOKUNIYA BOOKSTORE								731.44
01/04/11	56203	C		01/04/2011	BRAD AND YULIA MCAFFEE	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57500	39000	5890	0004040	1,040.00		
						01/04/2011	56203	BRAD AND YULIA MCAFFEE								1,040.00
01/04/11	56204	C		01/04/2011	CRAIG AND DEBORAH COX	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57500	39000	5890	0004040	4,200.00		
						01/04/2011	56204	CRAIG AND DEBORAH COX								4,200.00
01/05/11	56205	A		01/05/2011	UNITED IMAGING	INSTRUCTIONAL SUPPLIES	EI Marino Language	01.0	07395.0	11100	10000	4310	2030000	1,675.96		
						01/05/2011	56205	UNITED IMAGING								1,675.96

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
01/05/11	56206	A		01/05/2011	CONTROLTEC, INC	MAINTENANCE AGREEMENTS 01/05/2011 56206	Office of Child Development	12.0	61050.0	85000	81000	5630	0000002	7,800.00	7,800.00
01/06/11	56207	A		01/07/2011	NCS PEARSON, INC.	MAINTENANCE AGREEMENTS 01/06/2011 56207	Farragut Elementary	01.0	00000.0	16003	10000	4210	2050000	3,146.25	3,146.25
01/10/11	56208	A		01/10/2011	MAXIM HEALTHCARE SERVICES, INC.	CONSULTANTS 01/10/2011 56208	Special Education	01.0	33100.0	57520	31400	5810	0004040	37,500.00	37,500.00
01/10/11	56209	A		01/10/2011	OCS AMERICA, INC	INSTRUCTIONAL SUPPLIES 01/10/2011 56209	Special Projects	01.0	58100.0	11100	10000	4310	0004030	113.19	113.19
01/10/11	56210	A		01/10/2011	SJM INDUSTRIAL RADIO	REPAIRS - OTHER 01/10/2011 56210	Security	01.0	00000.0	00000	83000	5630	0001050	500.00	500.00
01/10/11	56211	A		01/10/2011	SECURITY PLUS CO.	REPAIRS - OTHER 01/10/2011 56211	Security	01.0	00000.0	00000	83000	5630	0001050	500.00	500.00
01/10/11	56212	A		01/10/2011	PARVIZ PRINTING COMPANY, INC.	OFFICE SUPPLIES 01/10/2011 56212	Superintendent's Office	01.0	00000.0	00000	71000	4350	0001000	495.00	495.00
01/10/11	56213	A		01/10/2011	WELLS FARGO	OFFICE SUPPLIES 01/10/2011 56213	Superintendent's Office	01.0	00000.0	00000	71000	4350	0001000	120.90	120.90
01/10/11	56214	A		01/10/2011	AARDVARK CLAY & SUPPLIES	INSTRUCTIONAL SUPPLIES 01/10/2011 56214	Linwood Howe Elementary	01.0	00000.0	16003	10000	4310	2020000	275.94	275.94
01/11/11	56215	A		01/11/2011	CDW-G	COMPUTER SUPP/EQUIP 01/11/2011 56215	Culver City Middle School	01.0	00000.0	16002	10000	4310	3010000	273.95	273.95

Board List Purchase Order Report
CULVER CITY UNIFIED SD

Page No. **6**

Run Date: **01/15/2011**
 Run Time: **04:41:19AM**
WEEKLY

Report ID: LAPO009C

District: 64444

Purchase Orders/Buyouts To The Board for Ratification From : 1/3/2011 To 1/14/2011
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Change

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/12/11	56216	A		01/12/2011	REDWOOD PRESS	OFFICE SUPPLIES	Culver City High School	01.0	91400.0	00000	27000	4350	2030000	57.08	
				01/12/2011				01.0	00000.0	00000	27000	4350	2040000	28.53	
				01/12/2011				01.0	91400.0	00000	27000	4350	4010000	28.53	
				01/12/2011											114.14
					REDWOOD PRESS										
01/13/11	56217	A		01/13/2011	CULVER CITY UNIFIED SCHOOL	ADVERTISING	Office of Child Development	12.0	61050.0	85000	10000	5830	0000002	650.00	
				01/13/2011										650.00	
					CULVER CITY UNIFIED SCHOOL DISTRICT										
01/13/11	56218	A		01/13/2011	INFOGRIP, INC.	INSTRUCTIONAL SUPPLIES	Undistributed Selpa	01.7	65000.0	50010	22000	4310	0000000	333.76	
				01/13/2011										333.76	
					INFOGRIP, INC.										
01/13/11	56219	A		01/13/2011	INTELLITOOLS	INSTRUCTIONAL SUPPLIES	Undistributed Selpa	01.7	65000.0	50010	22000	4310	0000000	131.34	
				01/13/2011										131.34	
					INTELLITOOLS										
01/13/11	56220	A		01/13/2011	DON JOHNSTON INC.	INSTRUCTIONAL SUPPLIES	Undistributed Selpa	01.7	65000.0	50010	22000	4310	0000000	427.05	
				01/13/2011										427.05	
					DON JOHNSTON INC.										
01/13/11	56221	A		01/13/2011	CDW-G	COMPUTER SUPP/EQUIP	Special Education	01.0	33100.0	50010	27000	4410	0004040	607.79	
				01/13/2011										607.79	
					CDW-G										
01/13/11	56222	A		01/13/2011	THERAPY IN ACTION	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57520	11360	5810	0004040	535.00	
				01/13/2011										535.00	
					THERAPY IN ACTION										
01/13/11	56223	A		01/13/2011	INTERMOUNTAIN	TRANSPORTATION SUPP/EQUIP/SERV	Special Education	01.0	33100.0	57700	21000	5890	0004040	754.20	
				01/13/2011										754.20	
					INTERMOUNTAIN										
01/13/11	56224	A		01/13/2011	WESTERN PSYCHOLOGICAL	TEST/TEST MATERIALS	Speech	01.0	56400.0	00000	39000	4312	0004024	334.10	
				01/13/2011										334.10	
					WESTERN PSYCHOLOGICAL										
01/13/11	56225	A		01/13/2011	TO U I SIGN! INC.	CONTRACTED SERVICES	Special Education	01.0	65000.0	57520	11360	5810	0004040	36,000.00	
				01/13/2011										36,000.00	
					TO U I SIGN! INC.										

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

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt		
						01/13/2011	56225	TO U I SIGNI INC.								36,000.00	
01/13/11	56226	A		01/13/2011	WESTERN PSYCHOLOGICAL	TEST/TEST MATERIALS	Special Education	01.0	65000.0	50010	31600	4312	0004040	993.93			
						01/13/2011	56226	WESTERN PSYCHOLOGICAL SERVICES								993.93	
01/13/11	56227	A		01/13/2011	PATHWAYS SPEECH & LANGUAGE	CONSULTANTS	Special Education	01.0	65000.0	57520	11360	5850	0004040	5,100.00			
						01/13/2011	56227	PATHWAYS SPEECH & LANGUAGE PATHOLOGY								5,100.00	
01/13/11	56228	A		01/13/2011	SOUTH COAST AIR QUALITY	FEES, LICENSE	Purchasing	01.0	00000.0	00000	73000	5890	0005030	707.72			
						01/13/2011	56228	SOUTH COAST AIR QUALITY MANAGEMENT DIST								707.72	

Total by District : 64444 246,275.27 246,275.27

End of Report LAPO009C

NONPUBLIC SCHOOLS:
CURRENT PERIOD: \$68,445.36
APPROVED YTD: \$2,507,349.47

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

COMMERCIAL WARRANTS

DEC. 03, 2010 - JAN. 12, 2011	\$ 8,254,364.00
-------------------------------	-----------------

PAYROLL WARRANTS

DEC. 03, 2010 - JAN. 12, 2011	\$ 4,694,012.87
-------------------------------	-----------------

TOTAL:	<u>\$ 12,948,376.87</u>
---------------	--------------------------------

BOARD REPORT

1/25/11

9.3

9.3 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>
Office of Child Development	Mrs. Josette Trux Toys/games for Preschool
	Mr. Steven M. Arimoto \$300.00 for school supplies
	Lois and Ira Ehrlich Toys for Preschool, 2 file cabinets, 3-drawer organizer
El Marino Language School	Mr. Addison Pan 10 reams of paper, 24 pens
	Ms. Charlotte King Books for school library
Culver City Middle School	Well Fargo Community Support Campaign \$250.00
	Culver City Volleyball Club \$550.00 for volleyball equipment
Culver City High School	Paul and Evalon Witt 1996 Mercury Pacer for ROP Auto Class
	Leonard and Patricia Jaffe 55" Sony Television for Multipurpose Room
Educational Services	Ms. Cynthia A. Headrick \$500.00 for Elementary Music Program
RECOMMENDED MOTION:	That the Board accepts with appreciation the gifts listed.

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.4 Financial Implication for Certificated Services Report No. 12

Total Fiscal Impact per Funding Source:

General Fund	\$138,153.00
Education Services	\$ 1,190.00
FLAP – JIP	\$ 1,155.00
School Improvement	\$ 7,645.92
Fee Based	\$ 703.20
Title IV	\$ 700.00
ELAP	\$ 525.00

BOARD REPORT

9.4 Certificated Personnel Services Report No. 12

I. Authorization and Ratification of Employment

A. First – Year Probationary - High School & El Rincon

Funding Source: General Fund

Total Cost: \$38,000.00

- | | | | |
|----|---------------------|---------------------|----------------------------|
| 1. | Arias, Jesus Javier | 80% Spanish Teacher | Effective January 25, 2011 |
| 2. | Romero, Martha | Elementary Teacher | Effective January 26, 2011 |

B. First – Year Probationary - Farragut

Revision – Items previously approved on Board Report No. 10; 12/14/10

Effective January 3, 2011

Funding Source: General Fund

Total Cost: \$36,516.00

- | | | |
|----|----------------|--------------------|
| 1. | Caudill, Kerby | Elementary Teacher |
|----|----------------|--------------------|

C. Additional 20% Assignment – High School

Effective January 25, 2011 through June 17, 2011 at additional 20% of current rate of pay

Funding Source: General Fund

Total Cost: \$55,400.00

- | | | | |
|----|--------------------------|----|-----------------------|
| 1. | De Armond, Melanie | 5. | Mielke, David |
| 2. | Fontijn, Maryung | 6. | Mullen, Leona |
| 3. | Gilbert-Rolfe, Genevieve | 7. | Northington, Patricia |
| 4. | Laetz, Diane | 8. | Varlotta, Kathryn |

D. Substitute Teacher – District Office

Effective January 26, 2011 at \$125.00 per day, work as needed

Funding Source: General Fund

- | | |
|----|----------------|
| 1. | Malla, Aravind |
|----|----------------|

E. Administrator on Special Assignment – High School, Mediation

Effective January 31, 2011 through June 17, 2011 at \$59.66 hourly rate, not to exceed 12 hours

Funding Source: School Improvement

Total Cost: \$715.92

- | | |
|----|-------------------------------|
| 1. | La Briola, Rosalind (Retired) |
|----|-------------------------------|

BOARD REPORT

9.4 Certificated Personnel Services Report No. 12 – Page 2

I. Authorization and Ratification of Employment - continued

F. Fee Based Teacher – Adult School, Winter Session
Effective January 21, 2011 through March 26, 2011 at \$35.16 per hour, not to exceed
2 hours per week
Funding Source: Fee Based
Total Cost: \$703.20

1. Egan, Johanna

G. Extra Assignment – El Marino, Thinking Maps Meeting
Effective December 16, 2010 through March 11, 2011 at \$35.00 per hour, not to exceed
three hours
Funding Source: FLAP – JIP
Total Cost: \$1,155.00

- | | |
|-----------------------|------------------------|
| 1. Adachi, Naomi | 7. Nagumo, Noriko |
| 2. Ezaki, Satomi | 8. Niimura, Hitomi |
| 3. Horiba, Alice | 9. Omuro, Mitsuko |
| 4. Miyagishima, Junko | 10. Sekiguchi, Saori |
| 5. Miyawaki, Tomoko | 11. Yamakawa, Masakazu |
| 6. Mizuta, Naoko | |

H. Extra Assignment – Elementary Sites, Extended Envision Math Professional Development
Effective November 4, 2010 through November 9, 2010 at \$35.00 per hour, not to exceed
one hour per teacher
Funding Source: Educational Services
Total Cost: \$630.00

- | | | | |
|----------------------|-----------|-------------------------|-----------|
| 1. Abascal, Atoosa | Linwood | 10. Glusac, Jan | El Rincon |
| 2. Beebe, Stephanie | Linwood | 11. Holman, Gregory | Linwood |
| 3. Bell, Monica | El Marino | 12. Omuro, Mitsuko | El Marino |
| 4. Burkenheim, Karen | Linwood | 13. Padilla, Marisela | El Marino |
| 5. Chabola, Kevin | Linwood | 14. Pryharski, Allison | El Rincon |
| 6. Egan, Johanna | El Marino | 15. Redmon, Kimberly | El Rincon |
| 7. Fitts, Julie | El Rincon | 16. Risher, Jason | El Rincon |
| 8. Galambos, Deborah | Linwood | 17. Schnauss, Elizabeth | Linwood |
| 9. Gallegos, Nancy | El Rincon | 18. Wilson, Erin | Linwood |

BOARD REPORT

9.4 Certificated Personnel Services Report No. 12 – Page 3

I. Authorization and Ratification of Employment - continued

I. Extra Assignment – Elementary Sites, District Spelling Bee
Effective January 31, 2011 at \$35.00 per hour, not to exceed 4 hours per teacher
Funding Source: Educational Services
Total Cost: \$560.00

- | | | | | | |
|----|------------------|------------|----|-----------------|---------------|
| 1. | Arancibia, Debra | La Ballona | 3. | Shiratori, Mina | El Marino |
| 2. | Jaskson, Alicia | Farragut | 4. | Tevis, Kimberly | Middle School |

J. Extra Assignment – Elementary Sites, Caring School Community Lead Training
Effective February 3, 2011 at \$35.00 per hour, not to exceed 2 hours per teacher
Funding Source: Title IV
Total Cost: \$700.00

- | | | | | | |
|----|-----------------|-----------|-----|------------------|------------|
| 1. | Carlan, Marlene | El Rincon | 6. | Orozco, Joanna | La Ballona |
| 2. | Conner, Jessica | Farragut | 7. | Redmon, Kimberly | El Rincon |
| 3. | Johnson, Robyn | Farragut | 8. | Taslimi, Julia | La Ballona |
| 4. | Mont, Allison | Linwood | 9. | TBD | El Marino |
| 5. | Morgan, Nancy | Farragut | 10. | TBD | El Marino |

K. Extra Assignment – La Ballona, Latino Family Literacy Project
Effective January 11, 2011 through March 22, 2011 at \$35.00 per hour, not to exceed 15 hours
Funding Source: ELAP
Total Cost: \$525.00

1. Benitez, Claudia

L. Extra Assignment – El Marino, Professional Learning Community for Intervention
Effective January 25, 2011 through June 17, 2011 at \$35.00 per hour, not to exceed 10 hours per teacher
Funding Source: School Improvement
Total Cost: \$6,300.00

- | | | | |
|----|--------------------------|-----|---------------------|
| 1. | Cruz-Hebert, Anna | 10. | Miyawaki, Tomoko |
| 2. | Cuellar, Maria del Prado | 11. | Mizuta, Naoko |
| 3. | Duron, Maricela | 12. | Paul, Cristina |
| 4. | Ezaki, Satomi | 13. | Rodriguez, Maria |
| 5. | Horiba, Alice | 14. | Sanchez, Rosa |
| 6. | Llanos, Claudio | 15. | Sekiguchi, Saori |
| 7. | Martinez, Myrna | 16. | Sergant, Roberta |
| 8. | Mejia, Elizabeth | 17. | Sorbille, Selva |
| 9. | Miyagishima, Junko | 18. | Valenzuela, Asusena |

BOARD REPORT

9.4 Certificated Personnel Services Report No. 12 – Page 4

I. Authorization and Ratification of Employment - continued

M. Extra Assignment – Middle School, After School Tutoring Program
Effective January 26, 2011 through June 8, 2011 at \$35.00 per hour, not to exceed
one hour per week
Funding Source: School Improvement
Total Cost: \$630.00

1. Scott, Gloria

N. Extra Assignment – Coaching, High School
Effective February 14, 2011 through May 10, 2011 per stated stipend
Funding Source: General Fund
Total Cost: \$8,237.00

- | | | | |
|----|------------------|---------------------------|--------------------|
| 1. | Chabola, Kevin | Boy's Lacrosse Head Coach | \$2,978.00 Stipend |
| 2. | Rogers, Sherita | Softball Assistant Coach | \$2,745.00 Stipend |
| 3. | Prieto, Rick | Head Baseball Coach | \$3,000.00 Stipend |
| 4. | Rothenberg, Phil | Boys' Tennis Coach | \$2,195.00 Stipend |

II. Leaves

1. Chapman, January
Part-Time Personal Leave of Absence Without Pay
From: 100% Assignment
To: 80% Assignment
Effective January 25, 2011 through June 17, 2011

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

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 Financial Implication for Classified Personnel Services Report No. 12

Total Funding Fiscal Impact:

Booster Club Total: \$6,745
General Fund Total: \$60,143.97

I. Authorization, Approval & Ratification of Employment

A. Instructional Assistants

1. Instructional Assistant – Special Education IIA Funding Source: General – Special Education
Fiscal Impact: \$16,303.32/year

B. Coaches

1. Athletic Coaches Funding Source: General Fund – Athletic
Fiscal Impact: \$19,764.50/assignment

2. Athletic Coaches Funding Source: Booster Club
Fiscal Impact: \$6,745/assignment

II. Authorization, Approval & Ratification of Change of Assignment

1. Clerk Typist II Funding Source: General Fund
Fiscal Impact: \$13,876.91/year

2. Instructional Assistant – Special Education Funding Source: General – Special Education
Fiscal Impact: \$10,199.24/year

BOARD REPORT

9.5 Classified Personnel Services Report No. 12

I. Authorization, Approval & Ratification of Employment

A. Instructional Assistants

1. Naqvi, Qurat A. Instructional Assistant – Special Education IIA
Linwood Howe
6 hours per day, school year
Funding Source: General – Special Education
Effective January 26, 2011
Range 16 – \$15.18/hour

B. Coaches

1. Dordoni, Nestor Temporary Boys' Swim Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,745.00
2. Dordoni Jr., Nestor Temporary Girls' Swim Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,745.00
3. Affue, Arthur Temporary Boys' Assistant Tennis Coach
High School
Funding Source: Booster Club
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,000.00
4. Sargent, John Temporary Softball Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,978.00
5. Ayon, Jesus Temporary Assistant Softball Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,745.00

BOARD REPORT

9.5 Classified Personnel Services Report No. 12 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

B. Coaches – continued

6. Connolly, Andrew
Temporary Assistant Baseball Coach
High School
Funding Source: Booster Club
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,000.00
7. Ozaki, Ron
Temporary Assistant Baseball Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,358.00
8. Vasquez, Diego
Temporary Assistant Baseball Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,000.00
9. Eskridge, Adam
Temporary Boys' Assistant Lacrosse Coach
High School
Funding Source: Booster Club
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,745.00
10. Cardenas, Felix
Temporary Girls' Lacrosse Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,978.00
11. Covin, Govinda
Temporary Assistant Track Coach
High School
Funding Source: General – Athletic Fund
Effective February 14, 2011 through
May 10, 2011
Stipend of \$1,215.50

BOARD REPORT

9.5 Classified Personnel Services Report No. 12 – Page 3

II. Authorization, Approval & Ratification of Change of Assignment

1. Morgan-McLinn, Tonya
Promotion via Classified Interviews:
From: Substitute Clerk Typist
District Office – Hourly, as needed
To: Clerk Typist II
Culver Park
3.9 hours per day, 10.5 months per year
Funding Source: General Fund
Effective January 26, 2011
Range 17 – \$1321.61/month

2. Schumitzky, Linda
Promotion via Classified Interviews:
From: Substitute Instructional Assistant
District Office – Hourly, as needed
To: Instructional Asst. – Special Education
El Rincon
3.9 hours per day, school year
Funding Source: General – Special Education
Effective January 26, 2011
Range 14 – \$14.61/hour

III. Authorization, Approval & Ratification of Leave of Absence

1. Fune, Arleen
Unpaid Leave of Absence:
Instructional Assistant – Special Education IIA
Middle School – 6 hours per day, school year
Funding Source: General Fund – Special Ed
From: February 14, 2011
To: June 17, 2011
Range 16 – \$17.65/hourly

**IV. Rescind Assignment Previously Approved on Board Report #10, 12/14/10;
Employee Not Working Assignment As A Paid Coach**

1. 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

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

Moved by:

Seconded by:

Vote:

BOARD REPORT

1/25/11

9.6

9.6 Approval is Recommended for the Single Plan for Student Achievement (SPSA) for El Marino Language School

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

RECOMMENDED MOTION: That the Board approves the Single Plan for Student Achievement, as submitted, for El Marino Language School.

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

El Marino Elementary School

School Name
19-64444-6012678
CDS Code

Date of this revision: 01/18/2011

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: Tracy Pumilia
Position: Principal
Telephone Number: (310) 842-4241
Address: 11450 Port Rd.
Culver City CA 90230-5346
E-mail Address: tracypumilia@ccusd.org

Culver City Unified School District

School District

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

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

This 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

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.
- peace is worth pursuing.
- the quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits.
- everyone has a right to a belief system.
- aesthetics is essential to life.
- we are responsible for ourselves and accountable to each other.
- individuals have the right to express their views, opinions and thoughts.
- the sense of 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 El Marino Language School staff and community are committed to the principle that all students can become functionally bilingual and biliterate during the elementary school years, while participating in a balanced educational program which recognizes the need for growth in academic, social, physical and psychological skills, knowledge and attitudes. The school climate will support creativity, inquiry, individuality, and mutual respect, as well as develop self-discipline and personal worth, while fostering intrinsic rewards.

III. School Profile

- Geographical, social, cultural, educational and economic community base

El Marino Language School (EM), one of five Elementary schools in the Culver City Unified School District (CCUSD), houses the Spanish Immersion Program (SIP) founded in 1971, and the Japanese Immersion Program (JIP), which began in 1992. EM serves 750 students; of these 500 participate in the SIP and 250 participate in the JIP.

EM is located in the suburban community of Culver City, California which has a population of 41,484 (2001 estimate) living in just less than five square miles and situated about five miles west of downtown Los Angeles. EM is in an area of middle-class homes, but within the District there are also pockets of low-income, multi-family dwellings and several clusters of upper-class homes.

Culver City ranks seventh of all California cities in total payroll and vendor expenditures in the entertainment industry. The industry's per capita expenditure is \$6,700 per person in Culver City. EM values and embraces students and families from all races, background and creeds, and does not discriminate based on such differences.

- Relevant information about the school district

The Culver City Unified School District has a long tradition of educational excellence and high standards. The community is involved and supportive. The District offers a comprehensive K-12 education program for approximately 6,500 students. A stable and diverse student population gives the district a rich international flavor.

The District is comprised of five K-5 elementary schools, one middle school (6-8), one high school (9-12), and one continuation high school. The district also has Adult Education and Child Development Programs, as well as numerous other programs designed to meet individual students' needs. The District has approximately 750 full- and part-time certificated and classified staff members.

- Pre-kindergarten, Head Start and other feeder programs and schools

EM students, grades K-5, share their site with State Preschool, Infant and Toddler Center and Culver Park High School (CPRS). The campus shares outdoor play areas with El Marino Park, which is staffed by Culver City Parks and Recreation personnel. Before-and after-school child care programs are housed at El Marino Park and EM.

We are home to many types of families, cultures, and socioeconomic backgrounds. While the majority of EM families are middle class, 11% of our students qualify for Free/Reduced Lunch Program.

- Language, racial and ethnic make-up of the student body

The ethnic composition of the students includes 20% Hispanic/Latino, 6% African American, 33% Caucasian, 15% Asian, and 26% multiple ethnicities.

While English is the primary language of most of our students, we have 16 home languages, though Spanish and Japanese are the dominant ones. Students of Hispanic heritage generally choose the Spanish Immersion Program (SIP), and students of Japanese heritage choose the Japanese Immersion Program (JIP), but we have a mix of ethnicities and home languages in both programs. Currently, 147 students are classified as English Learners (ELs), an increase from 138 ELs in 2009, which was an increase from 94 students in 2008. We expect ELs to become a significant subgroup for API and AYP reporting considerations in 2011. English Learners comprise 19% of our student population, when factoring in the 32 former English Learners who are now Reclassified as Fluent English Proficient; the percentage increases to 23% of our student population. An additional 20% are Fluent English Proficient speakers of other languages. EM is made up of a positive cultural diversity which is one of its most distinguishing features. Parents, students, staff and community members work together to contribute to the school's success.

- Special categories of students or school staffing

GATE (Gifted and Talented Education): Using a set of predefined criteria, the District identifies students who are characterized by above-average performance on measures of intellectual performance. Of the students in grades 4-5 who are eligible to participate in the GATE program, 25% have been identified as gifted. An additional group of students in third grade is identified each Spring based on the Naglieri nonverbal ability test. Students who are

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2482&D=7632>

1/20/2011

identified as gifted may excel academically in all subjects or be particularly advanced in one. These students, who are grouped in general academic classrooms, may have special academic needs. Specially trained classroom teachers provide enriching educational opportunities for this diverse group of students.

Resource Program: A function of Special Education, the Resource Program serves students according to needs identified on their Individualized Education Plans (IEPs) for a portion of the school day. Typically, the students are placed in a general education classroom and receive services from the resource specialist and/or resource instructional aide either through small group instruction inside the classroom or in the resource room.

El Marino's 32 classroom teachers reflect a recruitment of language acquisition experts from the following countries: Japan, Mexico, Spain, Puerto Rico, Colombia, El Salvador, Argentina, and Chile; all of whom are bilingual/biliterate and most of whom hold bilingual certification. El Marino also benefits from a full-time Physical Education teacher, as well as itinerant Resource, English Language Development, and School Psychologist, and Speech/Language Specialists. Most teachers have Masters Degrees, and many are currently enrolled in ongoing professional development programs.

- School facilities, including technology, library and media resources

Library

The EM Library has 11,741 titles of books; with duplicate copies, the library houses 13,941 books. It also has 1,192 titles of textbooks and 9,982 copies of these textbooks. The library is automated with four PC computers. All of the 32 classes get 30 or 45 minutes weekly in library. The students, teachers and families receive support curriculum by having access to library materials. The subject areas covered by the school library are:

- Native Americans
- Human Body
- Animal Habitats
- Poetry
- Science Fair/project references
- Instruction on how to use the Dewey Decimal System
- Instruction on using an Encyclopedia
- Instruction on using the Internet for searches

Technology

EM is integrating technology with the core curriculum, while continually upgrading hardware/software, and supporting appropriate technology training for teachers. From their classrooms, teachers can communicate with individual parents through e-mail or post homework on the EM web site. They can access all students' work done on lab computers via the central server- a memory bank that can be accessed by every school computer that has Internet access.

The computer lab is equipped with Macintosh computers, and staffed with a part-time computer lab technician who serves most classes and works with all teachers to integrate technology in the classroom. All classrooms have Macintosh computers and printers. Teachers utilize classroom computers for word processing, record keeping, Internet research, and E-mail communication with colleagues and parents, while students use them for center activities in grades K-1 or for the ST Math software program, a supplementary spatial-temporal curriculum designed to reinforce grade-level math concepts in grades 2-5. All classes have weekly access to the computer lab, 30 minutes for grades K-1 and 90 minutes for 2nd-5th grade students to accommodate the ST Math program. Fifth grade students have additional time to create and edit their bi-monthly newsletters.

All classrooms have an overhead projector and a CD/tape cassette player. All upper-grade classroom share wall-mounted TV/VCR/DVD units and other classes share multimedia carts. Two classrooms have Promethean Interactive Whiteboards, which allow the teachers to display a host of integrated technologies, including Internet resources and PowerPoint presentations. All JIP classrooms are equipped with laptop computers, LCD projectors and document cameras, all purchased through the federal FLAP grant aimed at improving the Japanese Language Program.

In 2007-08, Culver City Unified School District received a grant from Enhancing Education Through Technology (EETT), a state program through Ed-Tech. While the grant is no longer funded, there are three services remaining: access to a Lending Library, online video streaming from CaliforniaStreaming, and duplication and closed

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2482&D=7632>

1/20/2011

broadcast rights for the RETAC instructional video collection through the Los Angeles County Office of Education (LACOE).

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

SPRING 2010 DATA - OVERVIEW AND CONCLUSIONS

El Marino Language School historically has scored high in standardized testing, which indicates that the content learned by our students in the target languages of Spanish and Japanese does transfer to English academic achievement. Our API score of 917 is well above the 800 goal set by the State of California, with an eight-point growth from the 2009 API score of 909. Longitudinally, this API score reflects a net increase of 21 points over the last five years.

Looking at the API performance of various groups of students, we find that all significant subgroups met their API growth targets as indicated by the following: Asian Subgroup - 927 (a 31-point increase); Hispanic Subgroup - 856 (a 21-point decrease); White Subgroup - 953 (a 4-point increase); Socioeconomically Disadvantaged Subgroup - 832 (not numerically significant to be reported last year); and English Learners Subgroup - 826 (a 20-point increase). Due to insufficient representation, API scores were not reported for the Pacific Islander, Filipino, African American, and Students with Disabilities Subgroups.

An examination of federal Adequate Yearly Progress (AYP) indicators shows that 79.8% of our students scored at proficient or above in English Language Arts (ELA), and all student subgroups met AYP growth targets as reflected in the following: Asian Subgroup - 80.7%; Hispanic Subgroup - 66.4%; African American Subgroup - 85% (representing only 40 scores and therefore not considered numerically significant); White Subgroup - 87.9%; Socioeconomically Disadvantaged Subgroup - 65.3% (representing only 72 scores and therefore not considered numerically significant); Students with Disabilities Subgroup - 76.9% (representing only 26 scores and therefore not considered numerically significant); English Learners Subgroup - 55.6% (representing only 90 scores and therefore not considered numerically significant). With a 56.8% target proficiency goal for ELA, data shows that ELs are the only subgroup that did not meet the federal AYP progress target.

In Mathematics, all students exceeded the federal math AYP proficiency target of 58%, with 84.8% of our students schoolwide scoring at proficient or advanced in math. Additionally, all subgroups exceeded the target as well: Asian Subgroup - 92.1%; Hispanic Subgroup - 67.2%; African American Subgroup - 90% (representing only 40 scores and therefore not considered numerically significant); White Subgroup - 90.2%; Socioeconomically Disadvantaged Subgroup - 61.1% (representing only 72 scores and therefore not considered numerically significant); Students with Disabilities Subgroup - 73.1% (representing only 26 scores and therefore not considered numerically significant); English Learners Subgroup - 74.4% (representing only 90 scores and therefore not considered numerically significant).

Upon examining the federal indicators for English Learner achievement, known as the Annual Measurable Achievement Objectives (AMAO), the data show that English Learners at El Marino have met all three AMAO targets (AMAO 1 - % of ELs Making Annual Progress in English; AMAO2 - % of students attaining English Proficiency; and AMAO 3 - % of Students Achieving Academic Standards) for the last four years. Looking forward, we took the targets for next year and compared our current data against the 2011 performance targets to assure our progress.

By comparing Spring 2010 data with 2011 AYP targets, our current data show that three subgroups - Hispanic, Socioeconomically Disadvantaged, and English Learners - would not meet one or both of the 2011 growth targets of 67.6% for ELA or 58.5% in Math. We recognize that while the English Learner subgroup does not comprise a statistically significant number of students at this time, we expect this population to increase and be considered significant in 2011. As a result, this plan will include a targeted goal to address the specific needs of our English Learners. As the three subgroups correlate with each other, we anticipate that the planned improvements in the English Learner subgroup will positively impact the performance of the Hispanic and Socioeconomically Disadvantaged subgroups.

The No Child Left Behind Act of 2000 set a goal to have 100% of students scoring at proficient or advanced levels on the California Standards Test (CST) by 2014. Therefore, in formulating objectives for improvement, we considered the percentages of students scoring at proficient or advanced levels in 2010. We wrote our objectives based on moving students from Far Below Basic, Below Basic and Basic categories of achievement on the CST to the Proficient and Advanced categories.

B. Surveys

Informal surveys indicate that most parents are pleased with EI Manno's emphasis on language learning, academic success and arts integration. Frequently asked questions at parent meetings often revolve around a lack of understanding of how students are performing in the target language. A comprehensive survey has been developed to gauge parental expectations for target language proficiency; these results will guide staff in developing a K-12 articulated language curriculum as well as in identifying topics for further parent education. Parents also have indicated a desire to integrate updated technology, including interactive whiteboards and wireless networking into more EM classrooms. Additional sources of funding are being sought to support efforts to enhance student learning through technology.

Throughout the 2009-2010 school year, teachers and parents met to gather qualitative data concerning EI Manno's current instructional program, including the role of homework across the grades. A survey sent home found that students' experience with homework varied greatly across programs and grade levels. As a result of our findings, a uniform homework policy was developed and shared with all parents at our Back-to-School Night. Aimed at developing awareness of the policy, a letter was sent home that outlined grade-level expectations and the procedure to follow when a student's experience was different from what was stated.

Students in 5th grade took the California Healthy Kids Survey (CHKS), as well as the Youth Voice Project Survey. Results from these surveys found that students generally felt safe and supported by adults at school, yet many students refrained from reporting incidents of bullying to adults. With this year's implementation of the Caring Schools Communities curriculum, students now have a forum to voice any concerns that were previously not addressed.

C. Classroom Observations

Throughout the 2009-2010 school year, classroom observations were conducted to provide qualitative data on our instructional program. Results from these observations found that:

- * A variety of instructional groupings occur throughout the day, including whole group directed instruction, small group directed instruction, small group cooperative learning, and individualized assistance.
- * Participating teachers who are piloting the Thinking Maps curriculum are using the maps with their students to organize student learning and demonstrate content knowledge in either the target language or English.
- * Participating teachers in the Arts Integration Program (AIP), a grant-funded partnership with the Music Center of Los Angeles County, have incorporated the strategies from the model lessons into other curricular areas.
- * A variety of arts enrichment, from music to visual arts, occurs on a regular basis in all classes.
- * Teachers designate certain times of the day for instructing in either the target language or English and keep the languages separated.
- * Teachers maintain the language of instruction, either Spanish, Japanese, or English, as appropriate for the designated lesson.
- * Teachers meet regularly to discuss achievement data and student progress.
- * Student work displayed in the classroom reflects grade-level, standards-based instruction.
- * CCUSD Content and Performance Standards are posted in all classrooms.
- * Student access to technology varies greatly across programs and grades, with some classes only accessing updated technology at the computer lab weekly and others accessing daily classroom technology integration through the use of document cameras, interactive whiteboards, and interactive response clickers.
- * The use of paraprofessionals consists mainly of small group instruction that supports content taught by the teacher.

D. Student Work and School Documents

Local Measures of Student Performance:

- * CCUSD Galileo Benchmark Assessments in English Language Arts and in Mathematics
- * CCUSD timed math assessments
- * Pearson Interactive Math Assessments
- * Open Court unit assessments, including writing prompts, comprehension checks, vocabulary and spelling
- * CCUSD reading fluency assessments, Johnston Spelling Inventory, Basic Phonics Skills Test (BPST)
- * Site-designed reading fluency assessments in the target languages
- * Other curricular assessments as appropriate in Science, Social Studies, Health

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

EM's success is indicated by awards in four main areas: academics, the arts, language-learning and teacher dedication. In 2008 EM was designated a California Distinguished School for its commitment to academic excellence. From our 2000 designation as a California Distinguished School, we are one of only seven schools

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2482&D=7632>

1/20/2011

that were also recognized for Excellence in Arts Education, reflecting the depth and scope of our Fine Arts program. In 2001 EM received the Blue Ribbon National Award for being one of the best schools in the country.

Since language acquisition is at the heart of EM's mission, we are especially proud of honors in this area. In 2008 the Japanese Language Program was awarded a five-year, \$1.4 million federal Foreign Language Assistance Program (FLAP) grant, which will be used to improve the K-12 Japanese program. The JLP Project was one of eight awards nationwide and the only program funded in California. In 2010, the Spanish Language Program received a three-year, \$694,000 FLAP grant designed to improve the K-12 Spanish program. With these two projects, we aim to establish a K-12 articulated curriculum that outlines proficiency expectations at each level and graduates more students at advanced levels of target language proficiency.

EM students, parents, and teachers work in partnership with community members representing government, private, and non-profit agencies, to realize our vision of a collaborative, high-quality, community-based immersion education. Our parents are heavily involved in fundraising to support our program. These efforts have afforded our students opportunities to deepen and enrich their learning through arts integration, service learning, and technology-assisted instruction.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2482&D=7632>

1/20/2011

V. Description of Barriers and Related School Goals**GOAL #1: Mathematics**

Group: Students performing at basic or below on CST, and/or below benchmark on classroom and District assessments

Performance gap: Mathematics

Essential academic standard(s) to be addressed:
Number Sense 2.0 and 3.0

Conclusions from data and possible underlying causes of low performance of this group:

1. Students are not mastering basic number facts
2. Need for additional use of appropriate manipulatives
3. Different learning styles
4. Language interference
5. Lack of English vocabulary in math
6. New Math curriculum, first year implementation issues

GOAL #2: English Language Arts

Group: Students performing at basic or below on CST, and/or below benchmark on classroom and district assessments

Performance gap: English Language Arts

Essential academic standard(s) to be addressed:

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
- 2.0 Reading Comprehension
- 3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature.

Conclusions from data and possible underlying causes of low performance of this group:

1. Lack of reading strategies
2. Lack of academic vocabulary and fluency
3. Lack of regular and consistent reading practice
4. Lack of practice in school with independent reading comprehension tasks [no previous class discussion or scaffolding]
5. Lack of home to school communication and accountability

Group: Students performing at basic or below on CST, and/or below benchmark on classroom and district assessments

Performance gap: Written & Oral Conventions

Essential academic standard(s) to be addressed:

Written & Oral English Language Conventions of Standard English

Students write and speak with a command of Standard English conventions appropriate to this grade level

Conclusions from data and possible underlying causes of low performance of this group:

1. Immersion schedule of target language instruction, with compressed English language time, means less time to spend on these skills in English
2. Late introduction of English literacy in Spanish Immersion program
3. Lack of consistent English Language Development curriculum focus across classrooms and through grades

GOAL #3: English Language Development

Group: English Learners

Performance gap: Students not making adequate yearly progress on the CELDT and/or English Learners

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2482&D=7632>

1/20/2011

performing at basic or below on CST in English Language Arts

Essential academic standard(s) to be addressed:
Written & Oral English Language Conventions of Standard English

Students write and speak with a command of Standard English conventions appropriate to this grade level

Conclusions from data and possible underlying causes of low performance of this group:

1. Immersion schedule with compressed English language time means less time to spend on these skills in English
2. Late introduction of English literacy in Spanish Immersion program
3. Lack of consistent English curriculum focus across classrooms and through grades
4. Lack of home support for English literacy

GOAL #4: SCIENCE

Group: Student groups performing below performance standards

Performance gap: Students performing at basic or below on CST, and/or below benchmark on classroom and district assessments in 4th Grade Earth Science, 4th Grade Physical Science, and 5th Grade Life Science

Essential academic standard(s) to be addressed:

- 4th Grade Earth Science – landforms, rocks, erosion, composition of the Earth
- 4th Grade Physical Science – circuits, magnetism, matter
- 5th Grade Life Science – the body, plants, reproduction of plants

Conclusions from data and possible underlying causes of low performance of this group:

1. Science taught in target languages
2. Teachers unfamiliar with the new Science curriculum

GOAL #5: Target Language Development

Group: Target Language Learners

Performance gap: Students not making adequate progress in Spanish or Japanese Language Development

Essential academic standard(s) to be addressed: Based on 2009 World Language Content Standards for California Public Schools, Language Learning Continuum: Content, Communication, Cultures, Structures, Settings

Conclusions from data and possible underlying causes of low performance of this group:

1. Lack of articulated target language curriculum
2. Lack of articulated assessments to measure student progress in Spanish or Japanese
3. Lack of updated professional development
4. Lack of parental understanding of immersion education and expectations for students
5. Lack of adequate target language materials

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2482&D=7632>

1/20/2011

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)
 School Goal #: Mathematics

1. The percentage of 2nd grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 84% in 2006 to 86% in 2007 and increase by 2% each year thereafter. (2010 Target of 92% not met (90%). New target 94% for 2011.)
2. The percentage of 3rd grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 85% in 2006 to 87% in 2007 and increase by 2% each year thereafter. (2010 Target of 93% not met (88%). New target 95% for 2011.)
3. The percentage of 4th grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 83% in 2006 to 85% in 2007 and increase by 2% each year thereafter. (2010 Target of 91% not met (86%). New target 93% for 2011.)
4. The percentage of 5th grade students performing at proficient or advanced in mathematics on the California Standards Test will increase from 81% in 2006 to 83% in 2007 and increase by 2% each year thereafter. (2010 Target of 89% not met (75%). New target 91% for 2011.)
5. The percentage of students performing at the proficient or advanced levels in Mathematics on the California Standards Test will increase from 85% in 2010 to 87% in 2011 and increase by 2% each year thereafter. (New objective.)

Student groups and grade levels to participate in this goal: All students in grades 2-5	Anticipated annual performance growth for each group: 2% for each grade level
Means of evaluating progress toward this goal: CST Data Analysis Benchmark Data Analysis	Group data to be collected to measure academic gains: CST Benchmark, Periodic Assessments

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/Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
	Implement math facts drills to encourage automaticity. Notify parents of students facts passed/not passed.	November/March	Curriculum resources	\$500	SI
	Send summer facts info. & packet to reinforce addition, subtraction, multiplication and division facts during break.	June	Xeroxing	\$500	
	Implement ST Math software program as a Tier 1 intervention for all students in grades 2-5.	Sept-June	annual site license	\$3,000	SI
	Review concepts in English at the end of each chapter to reinforce transfer of concepts across languages.				
	Provide lessons addressing different learning styles to accommodate diverse modalities.				
	Purchase appropriate supplemental curriculum resources, including manipulatives, literature books and software to solidify conceptual development.	Sept-June	Curriculum Resources	\$500	SI
	Provide individual and small group assistance to targeted students in need of additional support.	Nov-May	Extra Assignment for teachers for intervention PLCs and/or afterschool intervention classes	\$4,200	SI
	Provide qualified technology support for individual and small group assistance under the supervision of a certified highly qualified teacher.	Sept-June	Technology aide salaries	\$13,202	SI
	Provide professional development opportunities to extend math expertise.	Sept-June	Site days	\$1,000	SI

(37) See the "Chart of Required Contents for the SPQA" 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.

Conference

\$100

Attendance

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #2: English Language Arts</p>				
<p>1. The Percentage of 2nd grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 73% in 2006 to 76% in 2007 and increase by 3% each year thereafter. (2010 Target of 85% not met [84%], New target 88% for 2011.)</p> <p>2. The Percentage of 3rd grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 65% in 2006 to 68% in 2007 and increase by 3% each year thereafter. (2010 Target of 77% not met [69%], New target 80% for 2011.)</p> <p>3. The Percentage of 4th grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 54% in 2006 to 57% in 2007 and increase by 3% each year thereafter. (2010 Target of 65% not met [65%], Keep target 69% for 2011.)</p> <p>4. The Percentage of 5th grade students performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 74% in 2006 to 77% in 2007 and increase by 3% each year thereafter. (2010 Target of 86% not met [79%], New target 89% for 2011.)</p> <p>5. The Percentage of students performing at the proficient or advanced levels in English Language Arts on the California Standards Test will increase from 80% in 2010 to 83% in 2011 and increase by 3% each year thereafter. (New objective.)</p>				
<p>Student groups and grade levels to participate in this goal:</p> <p>Students in grades 2-5</p>	<p>Anticipated annual performance growth for each group:</p> <p>3%</p>	<p>Group data to be collected to measure academic gains:</p> <p>CST Benchmark, Periodic Assessments</p>	<p>Means of evaluating progress toward this goal:</p> <p>CST Data Analysis Benchmark Data Analysis</p>	

SCHOOL GOAL #2	Actions to be Taken to Reach This Goal (1)	Start Date(s) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
	Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Sept-June	Release time / Substitutes	\$1,000	SI
	Provide professional development on effective reading instruction to build teacher capacity and expertise.	Sept-June	Conference attendance	\$100	SI
	Purchase language arts differentiated software to provide additional support to students in need of remediation or enrichment.	Sept-June	reading intervention software	\$5,000	SI
	Provide individual and small group extended learning opportunities to targeted students in need of additional support.	Nov-May	Extra Assignment Salaries for PLC Intervention and/or After-school classes	\$4,200	SI
	Encourage home reading to reinforce fluency and accuracy, as well as encourage the love of reading.	Sept-June	Xeroxing	\$500	SI
	Provide summer packets to students who need maintenance and support.	June			

(37) See the Chart of Required Contents for the SP2A 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 #3 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #3: English Language Development</p>				
<p>1. (AMAO 1) The percentage of English Language Learners who make adequate CELDT level progression will increase from 49.3% in 2009 to 60.6% in 2010. (Target exceeded [63.5%], New target 65%.)</p> <p>2. (AMAO 2) The percentage of English Language Learners who reclassify as Fluent English Proficient students will increase from 48.8% in 2009 to 53.8% in 2010. (New state AMAO 2 cohort definition produced different data and exceeded state targets: 27.5% of students in an EL program for fewer than 5 years [state target was 17.4%], and 57% of students in an EL program for 5 or more years [state target was 41.3%]. New target: 30% for students in an EL program for fewer than 5 years and 59.5% for students in an EL program for 5 or more years.)</p> <p>3. (AMAO 3) The percentage of English Language Learners performing at proficient or advanced in English Language Arts on the California Standards Test will increase from 17% in 2006 to 27% in 2007 and increase by 10% each year thereafter. (2010 target of 57% not met [55.6%], New target 67% for 2011.)</p> <p>4. (AMAO 3) The percentage of English Language Learners performing at proficient or advanced in Mathematics on the California Standards Test will increase from 48% in 2006 to 53% in 2007 and increase by 5% each year thereafter. (2010 target of 68% exceeded [74.4%], Keep target 73% for 2011.)</p>				
<p>Student groups and grade levels to participate in this goal:</p> <p>English Learners</p>	<p>Anticipated annual performance growth for each group:</p> <p>AMAO 1: 2.5% AMAO 2: 2.5% AMAO 3 ELA: 10% AMAO 3 Math: 5%</p>	<p>Group data to be collected to measure academic gains:</p> <p>CST CELDT</p>	<p>Means of evaluating progress toward this goal:</p> <p>CST data analysis CELDT data analysis</p>	

SCHOOL GOAL #3	Actions to be Taken to Reach This Goal (1)	Start Date(s) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
	Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Sept-June	Release time/Salaries	\$1,000	SI
	Establish consistent schoolwide plan for English Language Development instruction.	Sept-June	Staff Training	\$1,800	ELAP
	Provide professional development in content and language objectives for lesson design (OPAL training; district provided ELD professional development).	Sept-June	Extra Assignment for teachers	\$4,200	SI
	Establish Professional Learning Communities aimed at targeting EL progress.	March	Curricular resources	\$2,100	ELAP
	Purchase supplemental resources to assist students in advancing ELD levels.	Feb	Curricular resources - leveled readers and/or reading intervention software	\$3,500	SI
	Engage parents through English Learner Advisory Committee to create "buddy system" of target language and English language speaking families (ELAC recommendation).	Feb			
	Create parent volunteer network to assist in a reading program, skills in computer lab or in small group setting (ELAC recommendation).	Feb			

(37) See the Chart of Required Contents for the SP2A 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 #4 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #4: Science</p>	
<p>1. The percentage of students (5th grade) scoring at the proficient or advanced level in Science on the California State Standards Test will increase from 72% in 2009 to 77% in 2010 with a 5% increase each year thereafter. (Target met [79%], New target 83% for 2011.)</p>	
<p>Student groups and grade levels to participate in this goal: 5th Grade Students</p>	<p>Anticipated annual performance growth for each group: 5%</p>
<p>Means of evaluating progress toward this goal: CST data analysis</p>	<p>Group data to be collected to measure academic gain: CST Science</p>

SCHOOL GOAL #4	Actions to be Taken to Reach This Goal (1)	Start Date: ⁽³⁷⁾ Completion Date	Proposed Expenditures ⁽³⁸⁾	Estimated Cost	Funding Source
	Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development). Purchase and utilize appropriate curriculum resources to develop science units of study.	Sept-June	Curriculum resources	\$500	SI
	Strengthen teacher capacity and expertise in Science through professional development.	Sept - June	Staff Training Conference Attendance Sub days	\$500	outside sources - UCLA partnership
	Establish target language performance objectives for science units in grades K-5 (JLP-FLAP objective).	Sept-June	Extra Assignment Sub days	\$35,000	FLAP

(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 #5 (Based on conclusions from Analysis of Program Components and Student Data pages) School Goal #5: Spanish and Japanese Language Arts	
<p>El Marino Language School has unique needs because of our language immersion program. For most of the school day in the primary grades, and close to half the school day in the upper grades, instruction is in the target language – Spanish or Japanese. Research demonstrates that most skills taught in target language do transfer to English. Therefore, there is a need for high quality instruction and curricular resources in target language. The Japanese Immersion Program has developed a K-5 curriculum for Japanese Language Arts, a committee of teachers revised this curriculum during 2003-2004. The committee also developed assessment rubrics in all areas. The Spanish Immersion Program is currently engaged in a similar process, with a draft curriculum currently being revised.</p> <p>Objective: Each year, 70% of students in grades K-5 will make adequate yearly progress on target language proficiency goals, as measured by advancing one Target Language Development (TLD) level per year.</p>	
<p>Student groups and grade levels to participate in this goal: Students in grades K - 5</p>	<p>Anticipated annual performance growth for each group: TLD level per year</p>
<p>Means of evaluating progress toward this goal: performance assessments in listening, speaking, reading and writing in target languages</p>	<p>Group data to be collected to measure academic gains: Locally designed target language assessments NOELLA (Japanese) online assessments</p>

SCHOOL GOAL #5				
Address to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., teaching and Learning, Staffing and Professional Development)	Start Dates ⁽³⁷⁾ Completion Date	Proposed Expenditures ⁽³⁸⁾	Estimated Cost	Funding Source
Purchase and utilize appropriate curricular resources (SIP) to provide target language instructional materials. Purchase and utilize appropriate curricular resources (JIP) to provide target language instructional materials.	March	Instructional Materials	\$18K (SIP) \$50K (JIP)	FLAP-SIP FLAP-JLP
Improve target language vocabulary and conceptual development by integrating technology into learning (SIP).	March	LCD projectors Document Cameras	\$30 K (SIP) \$50K (JIP)	FLAP-SIP FLAP-JLP
Improve target language vocabulary and conceptual development by integrating technology into learning (JIP).	Sept. - June	Conference Atd. Sub Days Curriculum Specialist	\$30K (SIP) \$40K (JIP) \$14K (SIP) \$21K (JIP)	FLAP-SIP FLAP-JLP
Provide professional development opportunities to strengthen immersion instruction (SIP).				
Provide professional development opportunities to strengthen immersion instruction (JIP).				
Strengthen JIP immersion program through coordinated efforts K-12 and through parent education efforts.	Sept- June	Coordinator	\$30K \$30K	FLAP-SIP FLAP-JLP

(37) See the "Chart of Required Contents for the SPSQA" 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.
 If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as materials, supplies, equipment, 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	458	465	466	168	166	174	36	39	40	123	115	114
Growth API	903	909	917	940	944	953				931	914	927
Base API	905	903	909	930	940	949				929	931	896
Target	A	A	A	A	A	A				A	A	A
Growth	-2	6	8	10	4	4				2	-17	31
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged		Students with Disabilities			
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	112	126	125	55	70	90	52	41	72	18	23	26
Growth API	830	856	856			826			832			
Base API	853	831	869			806						
Target	A	A	A			A						
Growth	-23	25	-13			20						
Met Target	Yes	Yes	Yes			Yes						

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	791	851	792
Percent with Prior Year Data	99.9	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

AMAO 2	Attaining English Proficiency		
	2007-08	2008-09	2009-10
All Students	All Students	Less Than 5	More Than 5
Number in Cohort	471	424	593
Number Met	221	182	163
Percent Met	46.9	42.9	27.5
NCLB Target	28.9	30.6	17.4
Met Target	Yes	Yes	Yes

AMAO 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 AMAO 3	Yes	No	No

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students		White			African-American		Asian				
Participation Rate	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number	100	100	100	100	100	100	100	100	100	100	99	100
Percent	100	100	100	100	100	100	100	100	100	100	99	100
AYP Criteria	34.2	36.0	37.2	14.2	14.7	15.3	23	33	34	97	81	92
AYP Target	74.7	77.3	79.8	84.5	88.6	87.9	63.9	84.6	85.0	78.9	70.4	80.7
AYP Met	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				
Participation Rate	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number	100	100	100	100	100	100	100	100	100	100	100	100
Percent	100	100	100	100	100	100	100	100	100	100	100	100
AYP Criteria	65	83	83	21	30	50	29	22	47	8	14	20
AYP Target	58.0	65.4	66.4	38.2	42.3	55.6	55.8	53.7	65.3	44.4	58.3	78.9
AYP Met	Yes	Yes	Yes	--	Yes	Yes	--	--	Yes	--	--	--

** = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46.0%), (2010=56.8%)
 ** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	99	100	100
Number	390	389	395	150	148	157	30	26	36	117	105	105
Percent	85.2	83.5	84.8	89.3	89.2	90.2	83.3	66.7	90.0	95.1	91.3	92.1
AYP Target	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	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	75	91	84	36	49	67	34	27	44	10	16	19
Percent	67.0	71.7	67.2	65.5	69.0	74.4	65.4	65.9	61.1	55.6	66.7	73.1
AYP Target	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*
Met AYP Criteria	Yes	Yes	Yes	-	Yes	Yes	-	-	Yes	-	-	-

* = AYP Target for Elementary/Middle Schools (2007=56.5%), (2008=37.0%), (2009=47.5%), (2010=58.0%)
 ** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELD) Data

Grade	California English Language Development Test (CELD) Results for 2009-10											
	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning	Number Tested						
K												
1	4	12	14	42	9	27	3	9	3	9	33	
2			6	25	11	46	7	29			24	
3			4	22	13	72			1	6	18	
4	1	11	5	56	3	33					9	
5			4	40	4	40	2	20			10	
6												
7												
8												
9												
10												
11												
12												
Total	5	5	33	35	40	43	12	13	4	4	94	

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). Staff members at El Marino meet weekly in grade level teams or in vertical K-5 program teams to address instructional and programmatic issues. During these meetings, teachers discuss achievement data provided by state and local assessments and ensure that student needs are being met. Data discussed include: CELDT, CST, STS, Open Court Assessments, Math Assessments and ST Math data. Assessments standardized as well as locally designed language proficiency assessments; and Gallileo/ATI Benchmark Assessments.
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At EM, student progress is identified by multiple assessment measures, including district-wide standards-based benchmark assessments, grade-level common formative assessments, authentic assessments (student portfolios, performance assignments) and teacher observation. Qualitative and quantitative data are collected, analyzed and considered during grade-level meetings and Leadership Team meetings. Accelerated materials is provided to students who have met their benchmark goals and require additional challenges. Students not meeting grade-level standards are provided targeted small group instruction, differentiated activities, modified assignments and other immediate interventions during the day.

Staff and administration rely on data provided by ATI / Gallileo, reading fluencies, math assessments, and chapter tests to gauge student progress. Teachers provide differentiated instruction to students needing additional reinforcement in conceptual understanding.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All staff are highly qualified per NCLB guidelines.

Multilingual, multiliterate, and multicultural, our administrators, teachers and paraprofessionals serve as role models for the vision of the school; they take their responsibility seriously. More than half of our teachers hold master's degrees, travel extensively and represent various nationalities, all of which brings a global perspective to their teachings.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

All staff are trained to use state-adopted instructional materials. In the past year, teachers have received professional development on the implementation of math materials as well as ongoing training in Open Court strategies.
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

EM has unique needs because of its language immersion program. Research demonstrates that academic concepts and skills taught in the target language do transfer to English (Krashen, Hakuta), therefore, there is a need for high quality instruction in the target language program, as well as in English. Based on an analysis of student performance data and teacher needs, our Single School Plan (SSP) has identified ongoing professional development efforts that support student mastery of target language standards.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2482&D=7632>

1/20/2011

These target language standards are developed in conjunction with the California Foreign Language Framework (2003), National Foreign Language Standards (1996), and State content standards for each grade level. Understanding the importance of academic success for our students, EM teachers have taken the initiative to map the target language curriculum and have matched it to the state content standards.

In addition to target language acquisition, two additional areas of focus within the SSP address strengthening the teaching of non-transferable English skills, as well as developing content expertise in science. These targeted areas were identified after analyzing CST scores and the instructional program and listening to teachers reflect on their practices. Because most of the academic day is taught in the target language, direct instruction is needed to address English Language conventions and grammar not found in the target language. These strategies have been identified as areas for further professional development to develop expertise in the teaching of non-transferable English skills. For example, in analyzing our 5th grade science achievement data from CST Science scores, as well as the state standards and the available curriculum, our staff determined the need for additional professional development to strengthen the teaching of science:

With the adoption of new state-approved curriculum materials, all EM teachers receive professional development in materials implementation.

In our efforts to meet the needs of all students, EM staff members have engaged in a wealth of self-generated professional development activities designed to improve teaching practices, content knowledge and professional collaboration. Teacher teams have attended trainings on sheltered-language methodologies for English/target language development. The Center for Advanced Research on Language Acquisition (CARLA) Immersion Conference, California Association for Bilingual Education (CAEB) 24th Immersion Conference, UCLA Symposium on English Learners, Open Court refresher trainings, MIND Math + Music trainings, Music Center Arts Integration Program training, Marcy Cook math workshops, California Science Teachers Association (CSTA) conference, Computer Using Educators (CUE) conference, Rick Morris workshops on classroom management, and Off-Schulwerk Music and Movement teaching methodology.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Along with selecting research-based professional development activities based upon the identified needs in our SSP, our EM staff is actively engaged in all District-led initiatives. Additionally, the Culver City Unified School District has identified as its key instructional focus the development of a standards-based local accountability system. With its implementation of an on-line, standards-based periodic benchmark assessment for all students in grades 1 – 12, CCUSD moved decidedly in the direction of the latest efforts in data-driven instruction. Key personnel at our school site have attended six days of professional development by WestEd, designed to familiarize staff with the Gallileo on-line system and to introduce the concept of professional learning communities as the tool necessary to bring about true collaboration and improvement in teaching practices. From implementing standards-based accountability systems and the core curriculum to using technology to enhance student learning, our teachers receive District training that results in a positive impact on EM student achievement.

Teachers meet regularly to analyze essential standards, devise appropriate assessments, plan instruction and professional development to support standards-based instruction.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

To facilitate ongoing instructional support, District-level English Language Development (ELD) Specialists, Resource Specialists, and Teachers-on-Special-Assignment (TOSAs) meet with EM staff and administrators in the areas of curriculum, instruction, technology and assessment. They provide after-school workshops for CCUSD teachers and serve as support providers for new teachers. Along with these teacher mentors, EM grade-level teams take the responsibility to assist teachers new to EM and ensure that they are given every support to adjust to the rigor and challenges of the instructional program. The result of these formal and informal supports is a high teacher retention rate.

8. Regular collaboration by grade level (EPC)

Regular collaboration and professional development play major roles in EMLS student achievement. From

Informal afterschool meetings to programmed grade-level articulations, teachers can be found coming early and staying late to discuss ways to improve their practice, secure needed services, and further the instructional program.

Teacher collaboration, between and across grade levels, leads to a high level of job satisfaction and dedication for EM student success. Weekly grade level meetings, daily common preparation periods, afterschool language articulation meetings, Student Study Team and Leadership Team meetings all facilitate the effective teaching of a standards-based curriculum. Teachers use their time together to coordinate common expectations, instructional activities, and assessments, and plan for team-teaching subjects according to expertise. All 2nd graders, for example, learn about family heritage at the same time, while all 3rd graders do a project on ecosystems. The 4th grade team has a common unit on California missions, and all 5th grade teachers teach in the 5th Grade Writing Program. Activities such as SIP/JIP pen pals and Undokai Sports Day facilitate collaboration among the two language programs. Agendas, notes, and data are kept in grade-level and program binders and housed in the main office.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB) Teachers meet quarterly to analyze essential standards, devise appropriate assessments, plan instruction and professional development to support standards-based instruction.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC) Teachers spend the recommended 2 to 2 and 1/2 hours daily on reading/language arts and 1 hour on mathematics.
11. Lesson pacing schedule (EPC) Pacing schedules are devised to support the timely instruction of essential standards.
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB) Standards-based instructional materials are provided to all students.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC) State-adopted and standards-aligned materials are used for instruction for all students.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB) Services to assist underperforming students include: one-to-one assistance by classroom teacher; extended learning opportunities in before- or after-school classes; individual assistance by paraprofessional; cross-age tutors; small group reinforcement within the regular day.

As students enter EM, kindergarten, first and second grade teachers constantly assess performance toward grade-level standards and language proficiency in the target language to identify students with learning needs. Formal and informal assessments are used. Teachers also observe social behavior in the classroom and on the playground. They take anecdotal records. They note gross or fine motor deficits or strengths. By second grade, all students in both language programs are receiving language arts in English as part of the school day. The students are assessed using the same standardized tests given at all schools in California.

Using the above measures, the EM Student Study Team (SST) provides a 3-step intervention process for supporting students with issues in learning as well as behavior. At Level One, the classroom teacher and a second teacher meet with the parent to discuss progress and concerns with learning or behavior. Formal measures, such as standardized test scores, along with informal measures, such as fluency tests and work samples are analyzed. A plan is developed. Many sources, such as the Pre-Federal Intervention Manual (PRIM) and grade-level team members' contributions are used. The classroom teacher and parents agree to carry out recommendations. A date is set to meet again and discuss progress. At a Level 2 SST, the school principal, teachers and parent meet to evaluate progress and success. The ELD Specialist and other pertinent personnel are present to provide additional input. If progress is not evident, new interventions are recommended with support from the SST team. Again, members agree to implement modifications and reconvene to monitor progress. At Level 3, the School Psychologist and Resource Specialist join the SST and if indicated, a referral to Special Education for an overall psycho-educational

evaluation is made. This 3-step process ensures that ongoing follow-up activities are initiated and monitored for students deemed at-risk of not making adequate progress.

Before going through the special education identification process, EM students are provided a wide range of interventions to support their needs. Within the school day teachers employ small group instruction and individualized attention, as well as targeted instructional materials, such as math manipulatives or audio CDs to support conceptual learning. Other supports such as summer school are offered by CCUSD for all eligible students.

15. Research-based educational practices to raise student achievement at this school (NCLB) Academic interventions help students gain proficiency in content standards. Our teachers give their personal time by offering after school study hall to help individual students with homework or for additional support on concepts taught in class. During the day, flexible grouping and small group instruction can be observed in classrooms to help meet the needs of individual students. All of our teachers have been trained in providing differentiated instruction for our gifted students. Strategies such as compacting, challenge menus, and high Bloom's Taxonomy questions and activities help keep students challenged and stimulated. Teachers team in subjects such as language arts, where student instruction and accountability can be shared amongst grade level teachers. Teachers communicate student achievement using a common rubric and student groupings are kept flexible throughout the year.
16. Opportunities for increased learning time (Title I SWP and PI requirement) Outside the school day, students are offered intervention classes in target language development. Other supports such as summer school are offered by CCUSD for all eligible students.

17. Transition from preschool to kindergarten (Title I SWP) The CCUSD Office of Child Development works closely with kindergarten teachers in establishing effective transitional practices. Their Building Bridges collaboration provides opportunities for staff members to meet together and develop articulated goals. Early identification of students deemed at risk often takes place through the CCUSD Office of Child Development preschool programs and through the Special Education preschool. The learning profile and abilities of special education students are taken into consideration as the special education and general education teachers, parents, administrators and learning specialists meet at transitional IEP team meetings from preschool to kindergarten. Their progress is monitored throughout the years to ensure students are meeting their IEP goals toward meeting grade-level standards.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB) EM's mission, to provide a "balanced educational program, which promotes academic, social, physical and psychological growth," underscores our belief that success comes by supporting the whole child. Community stakeholders, staff, and parents work in partnership to ensure that all students have the resources and services needed to support our children's development in all areas.

With the keen understanding that students learn best when their physical and emotional needs are met, EM has a variety of processes, both formal and informal, designed to identify, refer, and supply students with necessary support services. Some of these processes target all children, or groups of children, in an effort to identify any referrals. Health screenings are provided in partnership with District nursing services and community based organizations such as the Lions Club and Rotary Club. Results of these screenings are immediately communicated to the parents by our District nurses, who are able to refer parents to available support services such as Culver City Youth Health Center and Venice Family Clinic, to provide free or low cost services. Parent volunteers from each classroom also conduct monthly lice screenings to ensure a healthy and focused academic and social environment.

Additionally, our school supports and provides balanced nutrition amongst the students. Breakfast and lunches served in the cafeteria offer a healthy entrée along with a salad bar with fruits and vegetables. A photo of a nutritionally balanced tray is displayed alongside the salad bar to promote awareness. The District-wide Wellness Policy is enforced at EM, where classroom celebrations are limited to serving only one sweet food. Many teachers celebrate health and wellness with classroom activities such as making fruit salad, cultural foods such as yakisoba (Japanese noodles) with vegetables grown in the classroom garden, or by making applesauce as the culminating activity in their study of Johnny Appleseed in first grade. Our PTA supports wellness efforts by coordinating and teaching the Growing Great program, a

three part nutrition program that includes monthly harvest tastings, nutrition education in the classroom, and a school garden.

Other programs help to create a socially and emotionally safe environment for all students. All teachers have been trained and have received supporting materials to implement the Caring Schools Communities program, a curriculum designed to build a culture of respect and caring throughout the school. By the first week of school, the EM School-Wide Discipline Plan and classroom discipline plans are signed and returned by all parents to classroom teachers. Teachers set clear expectations by posting classroom discipline plans and procedures and follow through with positive reinforcement. The District-adopted intervention and prevention curriculum, "Too Good for Violence (TGFV) and "Too Good for Drugs" (TGFDD) help to develop individual assets that promote a positive sense of self and provide the tools to make healthy decisions. These programs reinforce the school's strategic anti-bullying policy, which identifies peer-to-peer aggressive behaviors and subjects students to expulsion for serious acts of harassment. Concepts included in TGFV and TGFDD programs are emphasized through a school-wide focus on one character trait each month. Students demonstrating these traits are positively acknowledged and are photographed in a monthly school-wide morning assembly. A healthy lifestyle is also encouraged during Red Ribbon Week, when students sign pledges and show their spirit by wearing red. Additionally, staff members recognize individuals displaying positive behavior by awarding them with a gold slip presented at the Monday morning assemblies.

In addition to classroom instruction, our full time credentialled physical education teacher promotes a healthy physical and social lifestyle by building and reinforcing positive character traits in his SPARK physical education program. Respect and trust are developed amongst students by teaching students to be responsible for making good judgment calls in games. The physical education rules have also been adopted as our recess rules, creating consistency throughout the day.

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

EM has a process in place to regularly and effectively communicate with the entire school community. Weekly e-mail blasts are sent to all parents as reminders of upcoming events. All letters, notices and fliers are posted on the school's website in a section titled, "Backpack," for easy access to the latest information. Informative monthly newsletters are sent home to notify parents of happenings in and around school, including a monthly calendar of upcoming events. Parents and staff members communicate with each other through email, phone calls, handwritten notes, and in-person on formal and informal situations. Each family receives a copy of the PTA Parent Guide, which includes the school calendar indicating important dates. Notices are sent home on paper or electronically from our parent organizations (PTA, ALL-EM, ELAC). Teachers formally meet at least once a year with each parent individually to discuss student progress and goal-setting so that every student can meet grade-level standards and expectations. Parents of Kindergarten students are invited to attend a Family Picnic at the beginning of the school year where they learn about the various parent support organizations and what they can expect in the years to come.

The EM program benefits by the input of actively involved parents who provide feedback in a multitude of ways. At annual parent/teacher conferences EM parents are encouraged to discuss their child's performance and attitude toward the school environment. They are welcome to contact teachers, staff and administrators by written, phone or email communications for any question, concern or suggestion they may have. Student Planners and weekly homework packets provide a space for teachers and parents to sign and write comments. Parents also provide input at monthly PTA, ALLEM and ELAC meetings and are given parent surveys after school events. Many parents and school community members also post comments on such Internet forums as the El Marino Language School Parent Group (a Yahoo Groups affiliation) and at greatschools.net. With over 300 members on the Yahoo Group, feedback, information and calls for volunteering are quickly disseminated.

EM teachers and support staff provide resources to assist parents in helping their children achieve grade-level standards by engaging parent cooperation in their child's development. In the lower grades, teachers provide homework instructions in both the target language and English to help parents better understand the activities. Teachers meet individually with parents to identify certain needs and make specific suggestions on how to help at home. Providing such items as flash cards, decodable texts, math manipulatives, or target language reference books, teachers often loan classroom materials to reinforce academic concepts. Those students who continue to struggle are referred to the SST process and provided additional interventions and referral services.

All EM communications support our efforts to effectively inform parents and the school community about

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2482&D=7632>

1/20/2011

the school program and activities that promote the EM vision and goals as stated in the Single Plan for Student Achievement (SPSA). Standards are distributed at Back-to-School Night, teachers present grade-level expectations at Standards Night, the EM Parent/Guardian/Student Handbook outlines academic and behavioral expectations for students, and School Site Council meetings are advertised and held in the evenings to accommodate working parents.

Just as critical as schoolwide general information are our school's efforts to keep parents informed of their child's progress toward meeting grade-level standards. Teachers communicate individualized information to parents through informal afterschool conferencing, phone calls, email messages, letters indicating student progress toward meeting or exceeding interim benchmark objectives, notices of unsatisfactory progress, report cards, and through parent/teacher conferences.

As a language immersion program, EM communication also addresses language and cultural differences. Newsletters and school notices are translated into Spanish and Japanese. Bilingual teachers, administrators and adjunct personnel interpret and translate for parents and students who do not speak English. Recognizing the language and cultural differences in the Spanish-speaking community, our teachers, who come from various Latin American countries, enlighten EM students about the often subtle variations within the Latino culture.

There are a multitude of opportunities for family and community members to be actively involved at EM. All parents are invited and encouraged to attend monthly meetings of the PTA, ALLEM (Advocates for Language Learning-El Marino), ELAC (English Learner Advisory Committee), and SSC (School Site Council). Parents are welcome to volunteer in their child's classroom to assist teachers in many capacities, ranging from making copies to working with children. Parents and community members volunteer hundreds of hours to organize and coordinate many school-wide annual events, such as the Book Fair, Red Ribbon Week, Halloween Carnival, Silent Auction, Student/Faculty Talent Show, Literary Night and the Children's Day Celebration.

As EM students move through the grades, and as new students enter our school, families are given the support they need to adjust to their new class. New class lists are posted before the school year begins and every family is given a Welcome packet outlining the school program, policies and procedures. Students entering after kindergarten are screened in either Japanese or Spanish to ensure that they have enough receptive understanding of the target language to be successful in our immersion setting. Teachers engage in cross-grade-level articulations to fully inform the transition process of each student from grade to grade.

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

Our leadership structures provide a multitude of opportunities for parents, staff and community members to work together to advance our school vision. Within each structure are focused efforts to develop certain features of the EM vision of bilingualism, biliteracy and multicultural appreciation through a balanced educational program that promotes academic, social, physical and psychological growth. The School Site Council (SSC), a decision-making body comprised of five parents, three teachers, one support staff member and the principal, meets monthly to monitor the implementation of the goals to support student achievement in the SPSA, and modify any goals or activities when necessary. All pertinent school decisions are made based on objectives articulated in our SPSA.

The English Learners Advisory Committee (ELAC), made up of parents, teachers and district staff, monitor the achievement data and articulate the needs of English Learners. They monitor the progress that El Marino students are making toward meeting and/or exceeding state standards and recommend additional support services to the School Site Council as needed. EM parents also serve on the District ELAC and GATE committees, obtaining information and providing additional input for programs.

Administrators, teachers, parents, support staff, and students all have a clear understanding of the EM vision and goals. Biweekly letters to the Board of Education provide a forum for the school principal to maintain frequent communications with the Superintendent and Board members on the progress that is being made toward ensuring the success of all of our students here at EM. High expectations for every EM student and support for academic achievement and second language proficiency are communicated regularly to all members of the school community. At the beginning of each year, parents receive a wealth of information that includes a welcome letter from the principal, a school calendar, the content standards (printed in student-friendly language) and the El Marino Language School Handbook, which contains

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2482&D=7632>

1/20/2011

information on the school's curriculum and instructional program. These resources, along with annual API reports and School Accountability Report Cards (SARC), provide parents and other members of the EMIS community timely information on our vision, our goals and our progress toward meeting and exceeding our goals. Additionally, EM maintains regular communication with all stakeholders regarding our expectations, our objectives, and our supporting instructional activities through monthly EM newsletters, parent/teacher conferences and grade-level letters indicating individual student progress toward meeting interim benchmark goals that support mastery of the State Standards by year's end.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB) The SSC members review both quantitative and qualitative data to ensure that available resources are targeting SPSA objectives and EM students in most need of support. As a result most of the categorical funding received is allocated to provide targeted intervention to students in reading or math.

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 expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$
<input 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.	\$54,283
<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): ELAP - English Language Acquisition Program	\$2,137,22
Total amount of state categorical funds allocated to this school	\$56,420,22

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		\$
Total amount of state and federal categorical funds allocated to this school		\$56,420.22

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

Appendix D - Recommendations and Assurances (El Marino 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:

- The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
- 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.
- 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)
- 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.
- 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.
- This school plan was adopted by the school site council on: January 18, 2011

Attested:

Tracy Purillia
 Typed name of school principal
 Signature of school principal
 Date 1/18/11

Brent Miller
 Typed name of SSC
 Signature of SSC chairperson
 Date

Appendix E - Home/School Compact

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

Student Pledge:
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.

Parents 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.

Staff Pledge:
As a staff member, 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:
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.

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

Education Code Section 64001 requires that the SPSSA 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
Tracy Purnilia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cristina Paul	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mitsuko Onuro	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carmen Campos	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruth Ann Katz	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Millie Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ruby Keefe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brent Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sandra Levin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Blake Silvers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	5	1

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

BOARD REPORT

1/25/11
9.7

9.7 Approval is Recommended for Resolution # 10-2010/2011, National School Counseling Week, February 7-11, 2011

School counselors provide academic, career, college access, and personal/social competencies to students. The interventions used include developmental school counseling curriculum lessons and annual planning for every student, and group and individual counseling. Tonight we recognize our school counselors in honor of National School Counseling Week, February 7-11, 2011.

RECOMMENDED MOTION: That the Board approves Resolution # 10-2010/2011, National School Counseling Week, February 7-11, 2011

Moved by:

Seconded by:

Vote:

Resolution #10 2010/2011

*Culver City Unified School District
Proudly Recognizes*

***National School Counseling Week
February 7-11, 2011***

WHEREAS, school counselors are employed in public and private schools to help students reach their full potential; and

WHEREAS, school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and

WHEREAS, school counselors help parents focus on ways to further the educational, personal and social growth of their children; and

WHEREAS, school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and

WHEREAS, school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school;

Therefore, the Board of Education of Culver City Unified School District hereby proclaims February 7-11, 2011 as National School Counseling Week, this 25th day of January, 2011.

Scott Zeidman, Esq., President

Karlo Silbiger, Vice President

Katherine Paspalis, Esq., Clerk

Patricia Siever, Professor, Member

Steven Gourley, Member

Patricia W. Jaffe, Interim Superintendent

9.8 Enrollment Report

The attached reports display enrollment information for the fourth 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 four of the 2010-2011 school year as presented.

Moved by:

Seconded by:

Vote:

Culver City Unified School District
Enrollment for the 4th School Month (11/15/10 - 12/10/10)
2010 - 2011

ELEMENTARY	El Marino	El Rincon	Farragut	La Ballona	Linwood Howe	Ind. Study	Total
K	133	87	91	92	68	0	471
1	132	94	90	113	91	0	520
2	132	88	83	91	78	0	472
3	117	91	77	85	70	0	440
4	120	82	88	60	87	0	437
5	116	79	88	90	81	0	454
Spec Class	0	17	6	0	29	0	52
Elementary Total	750	538	523	531	504	0	2846

SECONDARY	Middle School	High School	Culver Park	Ind. Study	Total
6	500			0	500
7	522			0	522
8	503			0	503
9		554	0	1	555
10		579	1	5	585
11		577	24	5	606
12		506	46	18	570
Spec Class	24	43	0	0	67
Secondary Total	1549	2259	71	29	3908

Total K-12 Enrollment	6754
------------------------------	-------------

PRESCHOOL

Linwood Howe	El Marino	El Rincon	Farragut	La Ballona	CEE	Total
52	16	39	8	88	95	298

ADULT SCHOOL

Adult Basic Ed	ESL	Citizenship	Adults with Disabilities	Older Adults Prog	High School Subjects	Total
100	381	15	18	231	183	928

Notes:

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 183 students enrolled in high school subjects, 39 concurrently attend high school

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

ELEMENTARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11
El Marino	734	747	733	748	735	748	736	750	734	
El Rincon	500	529	501	538	501	542	499	538	496	
Farragut	503	523	504	526	506	524	505	523	508	
La Ballona	514	524	507	532	505	532	508	531	505	
Linwood Howe	510	500	506	494	507	502	511	504	507	
Ind. Study	2	0	2	0	2	0	2		2	
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Elementary Total	2763	2823	2753	2838	2756	2848	2761	2846	2752	0

SECONDARY	1st		2nd		3rd		4th		5th	
	School Month		School Month		School Month		School Month		School Month	
	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11
Middle School	1568	1560	1564	1565	1558	1559	1555	1549	1557	
High School	2322	2290	2318	2298	2296	2271	2277	2259	2280	
Culver Park	65	59	64	67	67	66	78	71	80	
Ind. Study	48	8	51	0	59	28	59	29	58	
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl	Incl
Secondary Total	4003	3917	3997	3930	3980	3924	3969	3908	3975	0

K-12 Total	6766	6740	6750	6768	6736	6772	6730	6754	6727	0
-------------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	----------

BOARD REPORT

1/25/11
10.1

10.1 **Spotlight on Education – El Marino Language School**

Principal Tracy Pumilia will share some of the instructional practices that are showing significant results in achieving and exceeding the goals in the Single Plan for Student Achievement for El Marino Language School.

12.1 2009-2010 Independent Audit Report

The State of California requires an independent audit of each school district to be conducted annually. In keeping with this requirement, the 2009-2010 audit report is being presented by the certified public accounting firm of Christy White, a Professional Accountancy Corporation.

The report prepared by the firm expresses an opinion of the financial condition of the District using generally accepted accounting and auditing standards as set forth by the Comptroller General of the United States. Findings and associated responses for both the current and prior year are located in the Findings and Recommendations Section of the report. The report is provided under separate cover.

BOARD REPORT

1/25/11

12.2

12.2 Budget Update

Mr. Ali Delawalla, Assistant Superintendent of Business Services, will provide a brief overview of the Governor's Budget Proposal for 2011-2012 and its impact on Culver City Unified School District.

12.3 Capital Projects

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

BOARD REPORT

1/25/11
12.4

12.4 K-12 Immersion Program Update

Tracy Pumilia, Principal of El Marino Language School, and Mina Shiratori, FLAP Grant Coordinator, will provide an update of the FLAP grant activities to improve the CCUSD Language Immersion Programs.

BOARD REPORT

1/25/11
12.5

12.5 **First Reading of Revised Administrative Regulation 6164.6, Instruction – Identification and Education Under Section 504**

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 Administrative Regulation 6164.6, Instruction – Identification and Education Under Section 504, is being presented for a first reading.

IDENTIFICATION AND EDUCATION UNDER SECTION 504

Definitions

Free appropriate public education (FAPE) under Section 504 of the Rehabilitation Act of 1973 means the provision of either regular or special education and related aids and services, designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. (34 CFR 104.33)

504 team: a multi-disciplinary team convened to review the evaluation data in order to make placement decisions. The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of evaluation data, and the placement options. (34 CFR 104.35)

The student's parent/guardian shall be invited to participate.

Eligibility

A student eligible to receive FAPE under Section 504 is one who (a) has a physical or mental impairment that substantially limits one or more major life activities, including learning, (b) has a record of such an impairment, or (c) is regarded as having such an impairment. (34 CFR 104.3)

Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Examples of students with such impairments include, but are not limited to:

1. Students with a normal ability to learn but who have a mobility impairment.
2. Students with a normal ability to learn academically but who require occupational or physical therapy in order to function physically.
3. Students with emotional disabilities manifested by behavior problems which result in exclusion from classes or school.

Indications of a possible disability that significantly interferes with learning include, but are not limited to:

1. Medical conditions such as severe asthma or heart disease.
2. Temporary medical condition due to illness or accident.
3. Poor or failing grades over a lengthy period of time.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (Continued)

Referral and Identification Procedures

1. Any student may be referred by a parent/guardian, teacher, other certificated school employee or community agency for consideration of eligibility as a disabled student under Section 504. This referral should be made to the school site principal or 504 Coordinator.
2. The school principal or 504 Coordinator shall consider the referral and determine whether an evaluation under this procedure is appropriate. This determination shall be based on a review of the student's school records (including academic, social and behavioral records) and the student's needs. Students requiring evaluation shall be referred to appropriate evaluation specialists.
3. If a request for evaluation is denied, the principal shall inform the parents/guardians of this decision and of their procedural safeguards as described below.

Accommodation Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 team shall determine what services are necessary to ensure that the student's individual education needs are met as adequately as the needs of nondisabled students.
2. In making this determination, the 504 team shall consider all significant factors relating to the learning process for the student, including his/her adaptive behavior and cultural and language background. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the parent/guardian.
3. The parents/guardians shall be invited to participate in the 504 team meeting where services for the student will be determined and shall be given an opportunity to examine all relevant records.
4. The 504 team shall develop a written plan describing the disability and specifying the services needed by the student. A copy of this plan shall be kept in the student's cumulative file. The student's teacher and any other staff who provide services to the student shall be informed of the services necessary for the student, to the extent that they need to be informed in order to provide for the student in the school setting.
5. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (Continued)

6. The disabled student shall be placed in the regular educational environment unless the district demonstrates that a more restrictive placement is required in order to meet the student's needs. The disabled student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.
7. The parents/guardians shall be notified in writing of the final decision concerning services to be provided, if any, and of the Section 504 procedural safeguards, including the right to an impartial hearing to challenge the decision.
8. The district shall complete the identification, evaluation and placement process within 60 school days.
9. The student's plan shall include a schedule for periodic review of the student's needs and indicate that this review may occur sooner at the request of the parent/guardian or school staff.

Review of the Student's Progress

1. The 504 team shall monitor the progress of the disabled student and the effectiveness of the student's plan. The team shall periodically determine whether the services are appropriate and necessary and whether the disabled student's needs are being met as adequately as the needs of nondisabled students.
2. A reevaluation of the student's needs will be conducted before any subsequent significant change in placement.

Procedural Safeguards

Parents/guardians shall be notified in writing of all district decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities.

Notifications shall include a statement of their rights to:

(34 CFR 104.36)

1. Examine relevant records.
2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel.
3. Have a review procedure.

Notifications shall also detail the parent/guardian's right to file a grievance with the district over an alleged violation of Section 504; have an evaluation that draws on information

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (Continued)

from a variety of sources; be informed of any proposed actions related to eligibility and plan for services; receive all information in the parent/guardian's native language and primary mode of communication; periodic reevaluations and an evaluation before any significant change in program/service modifications; an impartial hearing if there is a disagreement with the district's proposed action; be represented by counsel in the impartial hearing process; and appeal the impartial hearing officer's decision.

(cf. 5145.6-Parental Notifications)

Notifications shall also set forth the procedures for requesting a hearing, the name, address and telephone number of the person with whom the request should be made, and the fact that reimbursement for attorney's fees is available only as authorized by law.

The Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the district in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may initiate the following procedures:

1. Within 30 days of receiving the student's accommodation plan, set forth in writing his/her disagreement and request that the school principal and 504 team review the plan in an attempt to resolve the disagreement. This review shall be held within 10 school days of receiving the parent/guardian's request, and the parent/guardian shall be invited to attend the meeting at which the review is conducted.
2. If disagreement continues, request in writing that the Superintendent or designee review the plan. This review shall be held within 10 school days of receiving the parent/guardian's request, and the parent/guardian shall be invited to meet with the Superintendent or designee to discuss the review.
3. If disagreement continues, request in writing a Section 504 due process hearing. The request shall include:
 - a. The specific nature of the decision with which the parent/guardian disagrees.
 - b. The specific relief the parent/guardian seeks.
 - c. Any other information the parent/guardian believes pertinent.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (Continued)

~~Within 20 school days of receiving the parent/guardian's request, the Superintendent or designee shall select an impartial hearing officer. This 20 school days may be extended for good cause or by mutual agreement of the parties.~~

~~Within 60 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 60 days may be extended for good cause or by mutual agreement of the parties. The Superintendent or designee shall represent the district at this hearing.~~

If a parent/guardian disagrees with decisions regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing in accordance with the following procedures:

1. Within 30 days after receipt of the district's decision with which the parent/guardian disagrees, the parent/guardian may request an administrative review of the decision. The 504 Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue. This review shall be held within 10 school days of receiving the parent/guardian's request.

2. If the parent/guardian chooses not to request an administrative review or if the review does not resolve the issue, the parent/guardian may request in writing a Section 504 due process hearing. The parent/guardian's request for a hearing shall be made within 30 days of receiving the district's decision or within 14 days of completion of the administrative review. The request shall include:

- a. The specific nature of the decision with which the parent/guardian disagrees.**
- b. The specific relief the parent/guardian seeks.**
- c. Any other information the parent/guardian believes pertinent.**

Within 20 school days of receiving the parent/guardian's request, the Superintendent or designee and 504 Coordinator shall select an impartial hearing officer. This 20 school day deadline may be extended for good cause or by mutual agreement of the parties.

The 504 Coordinator shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the district in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (Continued)

Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.

Any party to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504.
2. Present written and oral evidence.
3. Question and cross-examine witnesses.
4. Receive written findings by the hearing officer.

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

Notifications

The Superintendent or designee shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504.

(34 CFR 104.32)

(cf. 5145.6 – Parental Notifications)

Regulation		CULVER CITY UNIFIED SCHOOL DISTRICT
Adopted:	July 7, 1998	Culver City, CA
Regulation		
Reviewed:	September 28, 2010	
Regulation		
Reviewed and Adopted:	October 12, 2010	
<u>Regulation Reviewed:</u>	<u>January 25, 2011</u>	

12.6 Environmental Sustainability Committee

The Board previously approved that an Environmental Sustainability Committee be formed for the District.

Mr. Todd Johnson, Chairman of the Committee, will provide the Board with an update on the Committee's progress to date.

14.1a Receipt of Building Bridges International Charter School Petition

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

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

The Board receives the Building Bridges International Charter School Petition on January 25, 2011, and will consider the petition according to the following schedule:

January 25, 2011: The Petition will be placed on the January 25, 2011 Board of Education ("Board") agenda to be received by the Board Pursuant to Education Code Section 47605(b). This action will commence the statutory review period.

February 22, 2011: The Board will hold a public hearing on the provisions of the charter, to consider the level of support for the petition by District teachers, employees and parents.

March 22, 2011: The Board will render a decision to grant or deny the charter. If denial is recommended, the District will prepare findings in compliance with Education Code section 47605(b)(1)-(5).

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

RECOMMENDED MOTION

That the Board approve receipt of the Building Bridges International Charter School Petition as presented.

Moved by:

Seconded by:

Vote:

BOARD REPORT

**1/25/11
14.2a**

14.2a Approval is Recommended for Reinstatement of Pupil Services Case #23-10

The Superintendent is recommending to the Board of Education that Case #23-10 be reinstated to attend public school.

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

RECOMMENDED MOTION: That the Board approves the reinstatement
of Pupil Services Case #23-10.

Moved by:

Seconded by:

Vote:

BOARD REPORT

**1/25/11
14.2b**

14.2b Approval is Recommended for Reinstatement of Pupil Services Case #05-09

The Superintendent is recommending to the Board of Education that Case #05-09 be reinstated to attend public school.

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

RECOMMENDED MOTION:

That the Board approves the reinstatement of Pupil Services Case #05-09.

Moved by:

Seconded by:

Vote:

BOARD REPORT

1/25/11

14.2c

14.2c Approval is Recommended for New Textbook Adoption for Culver City High School: Prentice Hall "Health" published by Pearson Education, Inc. 2010

Approval is Recommended for new Health textbooks for high school: *Prentice Hall Health*, 2010 published by Pearson Education, Inc.

As required by law, this book has been evaluated by subject-matter teachers who have determined that it covers the state standards for Health. Also as required by law, the student and teacher editions of this textbook have been on display for public viewing for a minimum of 10 days.

RECOMMENDED MOTION: That the Board approves the New Textbook Adoption for Culver City High School: Prentice Hall "Health" published by Pearson Education, Inc. 2010

Moved by:

Seconded by:

Vote:

BOARD REPORT

1/25/11

14.3a

14.3a Increase in Mileage Reimbursement Amount for School Business Travel

The Internal Revenue Service (IRS) announced on December 13, 2010 that they have increased the standard mileage reimbursement rate for 2011 to 51 cents per mile. Culver City Unified School District currently reimburses its employees for mileage at the rate of 50 cents per mile. This rate has been in effect since January 1, 2010.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District approve a rate increase for mileage reimbursement to 51 cents per mile effective February 1, 2011.

Moved by:

Seconded by:

Vote:

BOARD REPORT

**1/25/11
14.3b**

14.3b Budget Revision to the General Fund

In accordance with Education Code 42127, all budget revisions to major object codes are to be approved by the governing board of the district.

The attached budget revision adjusts the General Fund by increasing the 2010-11 expenditures by \$325,963 based upon restrospective rating calculations as of June 30, 2010 of the District's workers' compensation insurance.

Recommended Motion: That the Board of Education approve the budget revision to the General Fund as outlined in the attached Budget Revision Summary sheet dated January 25, 2011.

Moved by:

Seconded by:

Vote:

LOS ANGELES COUNTY
OFFICE OF EDUCATION

Division of Business Advisory Services
9300 Imperial Highway* Downey, CA 90242-2890

Submit to Business Advisory Service - EC Annex
Budget Adjustment Summary
K-12/ROPs/JPAs

District(Unit)Number 64444	GL Journal ID Number R1109	Fund Number 01.0
Fund Name General Fund	Unrestricted / Restricted (Circle One) Unrestricted	

Date of Summary 1/25/2011	Name of School District CULVER CITY UNIFIED SCHOOL DISTRICT
------------------------------	--

A. Revenues/Other Financing Sources	Object Code	Specific Object Code	Specific Resource Code	Budget Adjustments Increase (Decrease)
1. Revenue Limit	8011-8099			
2. Federal	8100-8299			
3. State	8300-8599			
4. Local	8600-8799			
5. Transfers In	8910-8929			
6. Other Sources	8930-8979			
7. Contribution to Restricted Programs	8980-8999			
8. Total Revenues/Other Financing Sources				\$ -

B. Expenditures/Other Financing Uses	Object Code	Resource Code (Optional)	Budget Adjustments Increase (Decrease)
1. Certificated Salaries	1000-1999		
2. Classified Salaries	2000-2999		
3. Employee Benefits	3000-3999	00000.0	\$ 325,963.00
4. Books and Supplies	4000-4999		
5. Services, Other Operating Expenses	5000-5999		
6. Capital Outlay	6000-6999		
7. Other Outgo	7100-7299		
8. Interprogram/Interfund Support Cost	7300-7399		
9. Interfund Transfers Out	7610-7629		
10. Other Uses	7630-7699		
11. Total Expenditures, Transfers and Other Uses			\$ 325,963.00
C. Subtotal A8 - B11(will increase/decrease Ending fund Balance)			\$ (325,963.00)

NOTE: If C is zero, go to narrative section on reverse side of form. Narrative and certification sections must be completed.

DISTRIBUTION: Original to Business Advisory Services; Copy to School Financial Services-Accounting Section; Copy returned to district upon approval.

D. Components of Ending Fund Balance	Object Code	Resource Code	Budget Adjustments Increase (Decrease)
1. Reserved Amounts			
a. Revolving Cash Fund	9711		
b. Stores	9712		
c. Prepaid Expenses	9713		
d. General Reserve	9730		
e. Restricted Balances (i.e., statutory only)	9740		
e. Restricted Balances (i.e., statutory only)	9740		
e. Restricted Balances (i.e., statutory only)	9740		
e. Restricted Balances (i.e., statutory only)	9740		
e. Restricted Balances (i.e., statutory only)	9740		
Total Reserved Amounts			\$ -

2. Designated Amounts	Object Code	Resource Code	Budget Adjustments Increase (Decrease)
a. For Economic Uncertainties	9770		
a. For Economic Uncertainties	9770		
a. For Economic Uncertainties	9770		
a. For Economic Uncertainties	9770		
a. For Economic Uncertainties	9770		
b. For Other:	9780		
b. For Other:	9780		
Total Designated Amounts			\$ -

	Account Code		
3. Unappropriated/Undesignated Amount NOTE: The sum of lines D1, 2, and 3 must equal C on Page 1.	9790		\$ (325,963.00)

E. Narrative Explanation for this Revision - Must be Completed.

Increase in worker's compensation expenditures based on retrospective rating calculation as of June 30, 2010.

F. School District Certification - Must be Completed

Name of School District's Contact Person Ali Delawalla		Telephone Number of Contact Person (310) 842 - 4220 xt 4217
Date of Board Approval 1/25/2011	Signature of the Secretary of the Board/Designee	Date Signed (Month/Day/Year)

Submit one (1) certified original and two (2) copies of this summary to:

Division of Business Advisory Services, EC Annex
Los Angeles County Office of Education
9300 Imperial Highway
Downey, Ca 90242-2890

Approved:

Dr. Darline Robles
Los Angeles County
Superintendent

SIGNATURE OF LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS DEPUTY By:	Date Signed (Month/Day/Year)
---	------------------------------