

BOARD MEETING NOTICE AND AGENDA

CULVER CITY UNIFIED SCHOOL DISTRICT Regular Meeting of the Board of Education to "Conduct the District's Business in Public" CLOSED SESSION – 5:00 p.m. OPEN SESSION – 7:00 p.m.

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

February 8, 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 #06-09
- 3.2 Public Employment (Pursuant to GC §54957)
 - a) Superintendent Search

- 3.3 Public Employee Appointment (Pursuant to GC §54957 and GC §54957.6)
 - a) Interim Superintendent
- 3.4 Anticipated Litigation (Pursuant to subdivision (b) of GC § 54956.9) (1 Potential Case)
- 3.5 Conference with Real Property Negotiators (Pursuant to GC §54956.8)
 - Property: Wildwood Elementary School
 - CCUSD Negotiator: Ali Delawalla, Assistant Superintendent of Business Services
- 3.6 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)
- 3.7 Public Employee Performance Evaluation (Pursuant to GC §54957) (1 Elementary Teacher; and 1 Secondary Teacher)
- 3.8 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54957)
- 3.9 Public Appointment/Employment (Pursuant to GC §54957)
 - Certificated Personnel Services Report No. 13
 - Classified Personnel Services Report No. 13

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

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

5.2 Flag Salute

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

7. **PUBLIC HEARING - None**

8. **ADOPTION OF AGENDA**

Recommendation is made that the agenda be adopted as submitted.

Motion by _____ Seconded by _____

Vote _____

9. **CONSENT AGENDA**

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

- 9.1 Approval is Recommended for the Minutes of Regular Meeting – January 25, 2011
- 9.2 Approval is Recommended for Purchase Orders
- 9.3 Approval is Recommended for the Single Plan for Student Achievement – La Ballona Elementary School
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 13
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 13
- 9.6 Approval is Recommended for Rotary Youth Leadership Assembly Overnight Field Trip for CCHS Students, Catalina Island, California, April 15-18, 2011

10. **AWARDS, RECOGNITIONS AND PRESENTATIONS**

- 10.1 American Citizenship Awards
- 10.2 Spotlight on Education – La Ballona Elementary School

11. **PUBLIC RECOGNITION**

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

- 11.1 Superintendent's Report
- 11.2 Assistant Superintendents' Reports
- 11.3 Student Representatives' 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 Bell Schedule Survey Results

- 12.2 First Reading of New Board Policy/Administrative Regulation 5118, Students – Open Enrollment Act Transfers
- 12.3 First Reading of Revised Board Bylaw 9320, Meetings and Notices

13. **RECESS (10 Minutes)**

14. **ACTION ITEMS**

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

14.1 **Superintendent's Items - None**

14.2 **Education Services Items**

- 14.2a Approval is Recommended for the Reinstatement of Pupil Services Case #06-09

Motion by _____ Seconded by _____ Vote _____

- 14.2b Second Reading and Adoption of Administrative Regulation 6164.6, Instruction – Identification and Education under Section 504

Motion by _____ Seconded by _____ Vote _____

14.3 **Business Items - None**

14.4 **Personnel Items**

- 14.4a Approval of Resolution #14 – 2010/2011, Amendment of Employment Agreement of the Interim Superintendent of Culver City Unified School District

Motion by _____ Seconded by _____ Vote _____

- 14.4b Approval is Recommended for Resolution #15 - 2010/2011 (HR), Regarding Determination of Seniority Among Certificated Employees with the Same Seniority Date ("Tie-Breaker Resolution")

Motion by _____ Seconded by _____ Vote _____

15. **BOARD BUSINESS**

- 15.1 Discussion on Capital Projects

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 22 – 7:00 p.m. – Regular Public Meeting, (5:30 p.m. Closed Session), District Office, 4034 Irving Place
March 8 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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

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

Meeting:	<u>Regular Meeting</u>	Date:	<u>January 25, 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

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

Staff Members Present

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

Call to Order

Board President Mr. Zeidman called the meeting of the Culver City Unified School District Board of Education to order at 6:00 p.m. The Board adjourned to Closed Session at 6:01 p.m. and reconvened the public meeting at 7:00 p.m. with all Board members in attendance. Mrs. Lelah Pealer 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 Association of Classified Employees (ACE) Initial Collective Bargaining Proposal to the Culver City Unified School District (CCUSD) for the 2010-2011 School Year

Mr. Zeidman opened the Public Hearing at 7:06 p.m. There being no comments from the audience, Mr. Zeidman closed the Public Hearing at 7:08 p.m.

8. Adoption of Agenda

Mr. Zeidman moved to adopt the agenda with the amendment to move item 12.1 up to follow item 10.1. Mrs. Siever seconded the motion. The motion was unanimously approved to adopt the January 25, 2011 agenda as amended.

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. Silbiger requested that item 9.1 be withdrawn. Mr. Mielke requested that item 9.2 be withdrawn. Mr. Zeidman requested that item 9.7 be withdrawn

9.3 Acceptance of Gifts – Donations

9.4 Certificated Personnel Reports No. 12

9.5 Classified Personnel Reports No. 12

9.6 Single Plan for Student Achievement – El Marino Language School

9.8 Acceptance of Enrollment Report

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

Mr. Silbiger withdrew this item to correct the Minutes of January 11, 2011. He noted that the Board members were listed with incorrect position titles under Board Members Present on page. He also corrected that the meeting was called to order at 5:30 p.m. before adjourning to Closed Session. This revision would then make the time that the Board adjourned to Closed Session at 5:31p.m.

9.2 Approval is Recommended for Purchase Orders and Warrants

Mr. Mielke withdrew this item to comment on Purchase Order numbers 56200 and 56200A. Mr. Gourley asked why some of the questions that Mr. Mielke had could not be answered outside of the meeting. Mr. Gourley was asking the question in reference to smaller items and not Purchase Orders that were of a large amount. Mr. Mielke felt that no matter what the amount, he thinks that the meeting is held so that the public could hear the information. Mr. Mielke wanted it noted that the two items in question were for a consulting firm which he felt was not appropriate during the fiscal crisis impacting the District.

It was moved by Ms. Siever and seconded by Mr. Gourley that Consent Agenda item 9.1 as amended, 9.2-9.6 as presented, and 9.8 as presented be approved. The motion was unanimously approved.

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

Mr. Zeidman withdrew this item so that the Resolution for National School Counseling Week could be read out loud. The counselors came to the podium and Mr. Gourley read the Resolution. It was moved by Mr. Gourley and seconded by Ms. Siever that the Board approve Resolution #10-2010/2011, National School Counseling Week as presented. The motion was unanimously approved.

10. Awards, Recognitions and Presentations**10.1 Spotlight on Education - El Marino Language School**

Mrs. Pumilia, Principal of El Marino Language School, shared some of the instructional practices that are showing significant results in achieving and exceeding the goals in the Single Plan for Student Achievement for the school. Mrs. Siever asked if La Ballona's ELD Program could benefit from information learned at El Marino. Mrs. Pumilia stated they could, and that all of the elementary principals collaborate.

12. Information Items**12.1 2009-2010 Independent Audit**

Mr. Sean Kierney from the certified public accounting firm Christy White, a Professional Accountancy Corporation, reported on the firm's opinion of the financial condition of the District, and a summary of findings. Judith Martin-Straw asked if ASB funds are handled by students or school staff. Mr. Kierney responded that those funds are handled by school staff. Further discussion ensued about workshops for ASB members and staff since there have been ongoing issues with ASB accounts.

11. Public Recognition**11.1 Superintendent's Report**

Mrs. Jaffe announced that the middle school representative would not be present. She reported that the Citizens' Oversight Committee had a meeting on Wednesday, and she provided a brief update on the Immersion Program. Mrs. Jaffe and Ms. Laura met with the UCLA Confucius Institute regarding the possibility of getting a Mandarin Immersion Program in the District. Mrs. Jaffe stated that due to recent events, safety has been on the mind of all educators. At Administrative Council Mr. Tyrone Howard was in attendance and spoke about diversity and taking emergency drills seriously. Mrs. Jaffe and Ted Yant, the Security Supervisor, will have a meeting with the Culver City Police Department to discuss emergency procedures. Mrs. Jaffe will have a meeting with the heads of the PTA and Booster Clubs to discuss the emergency procedures and make sure there are enough supplies in all of the classrooms. She thanked the counselors for all of their hard work.

11.2 Assistant Superintendents' Reports

Ms. Laura reported on the professional development activities happening at each school site, and announced that on March 8th and 9th the CAHSEE will be given to 10th graders. She stated that the second Galileo benchmark assessments are currently being given, and reported on the CELDT Information Night. Ms. Laura also gave a brief report on the bell schedule survey that was available for parents, students, and staff.

11.3 Student Representatives' Reports

Middle School Student Representative

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

Culver Park Student Representative

Sandra Maldonado, Culver Park High School Student Representative, was not present.

Culver City High School Student Representative/Student Board Member

Jamie MacIntosh, Student Board Member, was not present. Eliud Evans was acting Culver City High School representative and he reported on activities at Culver City High School, including the students finishing their finals; Random Acts of Kindness Week; February 11th being the last day to turn in ASB applications; and an update on the Pennies for Patience Fundraiser.

11.4 Members of the Audience

Members of the audience spoke about:

- Carey Anderson gave a brief presentation about the problem parking in the area of the District Office and Linwood Howe Elementary.
- Mr. Silbiger read a comment from Ann Bishop regarding facility usages and the related charges.
- David Mielke thanked the Board for allowing the union representatives to meet with the candidates for the Superintendent position. He stated that the CCFT union has not endorsed any of the candidates, but that they highly recommend Mrs. Jaffe as Superintendent. He informed the Board that the union representatives did not feel that it sent a good message to the candidates that they had to meet with them outside in the cold. Mr. Mielke provided a bargaining update, and informed the Board that the one specific item that the union will need is an analysis of early retirement.
- Lise Friedman commented on being in favor of amending Mrs. Jaffe contract, and hiring her as Superintendent.
- Tom Kim urged the Board to hire Mrs. Jaffe as Superintendent.
- Leslie McVay stated that the teachers adore Mrs. Jaffe and stated that she would like to see her as Superintendent.
- Kristen Fairfield commented in support of hiring Mrs. Jaffe as Superintendent.
- Jerry Chabola commented on all that Mrs. Jaffe has contributed to the District, and encouraged the Board to rescind her agreement and hire her as Superintendent. Mr. Chabola also urged the District to get all teachers to use the Parent Portal. Mr. Zeidman and Ms. Paspalis were in agreement that they would like to hear more information on the parent portal.
- Michael Laase spoke in support of hiring Mrs. Jaffe. She stated that she is the heart and soul of the District.

11.5 Members of the Board

Board Members spoke about:

- Mr. Silbiger thanked everyone who attended the meeting and for providing the Board with their feedback. He also thanked Ms. Siever for attending the meeting at City Council since he was unable to attend.
- Ms. Paspalis reported on her attendance at the Immersion Strategic Planning meeting and thought that it went very well. She also reported on her visit to Culver Park and stated the school was very impressive.
- Ms. Siever reported that the idea of the Board meetings being moved to the City Chambers was very well received by City Council, and that they were available to start the meetings next month. Ms. Siever commended Mrs. Magee, Principal at Culver City High School, and all of the students that performed at the Martin Luther King Day Celebration. She stated that their performances were excellent and the represented the District very well.
- Mr. Gourley thanked Ms. Siever for appearing at the City Council meeting, and for organizing the Martin Luther King Day Celebration. He reported on his attendance as a speaker at the Los Angeles County Commission on Disability. The discussion was on permits and he said that he was given

excellent information from District staff. Mr. Gourley stated that a topic of concern was what effects cutting permits would have on special education students.

- Mr. Zeidman thanked Ms. Siever for organizing the use of the Recreation Center at Lakeside Villas for the second round of Superintendent interviews. Mr. Zeidman read a prepared statement where he spoke about the language in Mrs. Jaffe's current Employment Agreement where it stated that she was unable to apply for the position of Superintendent. He then read the portion of the Agreement where it stated that the Agreement could be amended. He asked for support from his colleagues to agendaize a discussion on amending the Agreement. Ms. Paspalis and Mr. Gourley agreed.

12. Information Items – (cont.)

12.2 Budget Update

Mr. Delawalla gave a brief Power Point presentation regarding the budget. He responded to questions from the Board, and suggested that the Board start considering budget cuts sooner rather than later. Mr. Zeidman stated that it might be helpful to have a Board subcommittee meet with staff to start the discussion on budget cuts. Ms. Siever and Mr. Silbiger agreed to meet with staff as the subcommittee. Mrs. Jaffe stated that she, Mr. Delawalla, and Mrs. Lockhart were going to put together a presentation for a budget workshop for staff.

12.3 Update on Capital Projects

Mr. Delawalla informed the Board that there a number of projects open that need to be closed before any new projects can begin. He provided the Board with information on what still needed to be handled on the old projects.

12.4 K-12 Immersion Program Update

Mrs. Pumilia, Principal at El Marino Language School, stated that she truly appreciates the Board's support on the program. She introduced Ms. Mina Shiratori to discuss the strategic planning process and who is participating on the committee. Mrs. Pumilia provided information to the Board on the outcome of the Immersion Program Parent Survey. Mr. Silbiger stated his concerns about the timeline regarding the content courses in the sixth grade and higher grades. He wanted assurance that there would be a timeline to start the new courses by the next school year for 6th grade and above. Ms. Paspalis and Mrs. Pumilia suggested that additional information so far as a timeline would be more concrete after the Strategic Planning Committee discussed additional issues.

13. Recess

The Board recessed at 9:25 p.m. and reconvened at 9:35 p.m.

12. Information Items – (cont.)

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

Ms. Siever commended staff on the revisions that were made. She asked if there was a definition for "normal." Mr. Andrew Sotelo stated that the definition comes from the Rehabilitation Act of 1973. Further discussion ensued. The Administrative Regulation will be brought back for approval.

12.6 Environmental Sustainability Committee Report

Mr. Todd Johnson, Chair of the Committee, provided the Board with an update on their last meeting and their findings on solar energy. Additional discussion ensued regarding funding. Mr. Silbiger suggested putting the topic of solar energy on the agenda in two weeks. All Board members agreed.

14. Action Items**14.1 Superintendent's Items****14.1a Receipt of Building Bridges International Charter School Petition**

Mr. Joe Beemer spoke in support of the petition and felt that the school would benefit the students by giving them the head start that they need. Mr. Harry Lorick also spoke in support of the school, and stated that the school would encourage students to enter into the fields of technology and engineering. Ms. Siever commented that at the City Council Meeting the Baldwin Hills Conservancy stated they were trying to buy the property where Building Bridges would be located. Ms. Paspalis stated that the District's attorneys have been unable to reach the charter school's representative. Dr. Millicent Powell, Director of Building Bridges, was present and addressed the Board's issue of not being able to reach her. She stated that she would make sure they had the correct information by the end of the meeting. Dr. Powell also addressed Mrs. Jaffe and the Board in stating that there was an issue with the time frame of acceptance of the school's petition and she was under the impression that there was to be a public hearing at this meeting. Mrs. Jaffe stated that that was one of the reasons why the District's attorney was trying to locate her and that mail had been returned. Mrs. Jaffe announced that there will be a public hearing at the February 22, 2011 meeting. It was moved by Mr. Silbiger and seconded by Mr. Gourley that the Board approve the receipt of the Building Bridges International Charter School Petition as presented. The motion was unanimously approved.

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

It was moved by Mr. Gourley and seconded by Ms. Paspalis that the Board approve the reinstatement of Pupil Services Case #23-10 as amended in Closed Session. The motion was unanimously approved.

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

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve the reinstatement of Pupil Services Case #05-09 as amended in Closed Session. The motion was unanimously approved.

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

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board adopt for Culver City High School Prentice Hall "Health" published by Pearson Education, Inc. 2010 as presented. The motion was unanimously approved.

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

It was moved by Mr. Gourley and seconded by Ms. Paspalis that the Board approve an Increase in Mileage Reimbursement Amount for School Business Travel as presented. The motion was unanimously approved.

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

It was moved by Ms. Siever and seconded by Mr. Silbiger that the Board approve Budget Revisions to the General Fund as presented. The motion was unanimously approved.

14.4 Personnel Items - None

Adjournment

There being no further business, it was moved by Ms. Siever, seconded by Mr. Silbiger and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 10:05 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

BOARD REPORT

2/8/11

9.2

9.2 Purchase Orders

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

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

Purchase order grand total from January 15, 2011 through January 28, 2011 is \$125,639.50.

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 15, 2011 through January 28, 2011 in the amount of \$125,639.50 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

Board List Purchase Order Report

CULVER CITY UNIFIED SD

Page No. 1

Run Date: 01/29/2011

1/15/2011 To 1/28/2011

Run Time: 04:07:46AM
WEEKLY

Report ID: LAPO009C

District: 64444

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

PO Date	PO #	Stat	Ord#	Change	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/19/11	55869M	A			01/19/2011	C. JUAREZ, INC.	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	225.00	225.00
					01/19/2011	55869M										
						C. JUAREZ, INC.										
01/19/11	55870M	A			01/19/2011	R.T. ENTERPRIZES	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	510.00	510.00
					01/19/2011	55870M										
						R.T. ENTERPRIZES										
01/25/11	55873M	A			01/25/2011	MACHADO ENVIRONMENTAL	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	3,882.00	3,882.00
					01/25/2011	55873M										
						MACHADO ENVIRONMENTAL CORP.										
01/27/11	55874M	A			01/27/2011	EPRODUCTS TO GO, LLC	OFFICE SUPPLIES	Custodians	01.0	00000.0	00000	82000	4350	0005042	862.04	862.04
					01/27/2011	55874M										
						EPRODUCTS TO GO, LLC										
01/28/11	56186	A			01/28/2011	SCHOOL SPECIALTY	OFFICE SUPPLIES	Fiscal Services	01.0	00000.0	00000	73000	4350	0005010	3,207.18	3,207.18
					01/28/2011	56186										
						SCHOOL SPECIALTY										
01/19/11	56229	C			01/19/2011	FRED PRYOR SEMINARS	CONFERENCE AND TRAVEL	Educational Services	01.0	00000.0	00000	21000	5220	0004000	199.00	199.00
					01/19/2011	56229										
						FRED PRYOR SEMINARS										
01/19/11	56230	C			01/19/2011	LACOE	CONFERENCE AND TRAVEL	Special Projects	01.0	42010.0	00000	21000	5220	0004030	800.00	800.00
					01/19/2011	56230										
						LACOE										
01/19/11	56231	A			01/19/2011	CLUB Z	CONTRACTED SERVICES	Culver City Middle School	01.0	30100.0	11100	10000	5810	3010000	6,017.76	6,017.76
					01/19/2011	56231										
						CLUB Z										
01/19/11	56232	A			01/19/2011	ARITHMETIC SOLUTIONS, LLC	CONTRACTED SERVICES	Culver City Middle School	01.0	30100.0	11100	10000	5810	3010000	3,438.72	3,438.72
					01/19/2011	56232										
						ARITHMETIC SOLUTIONS, LLC										
01/19/11	56233	A			01/19/2011	PROFESSIONAL TUTORS OF	CONTRACTED SERVICES	Culver City Middle School	01.0	30100.0	11100	10000	5810	3010000	3,438.72	3,438.72
					01/19/2011	56233										
						PROFESSIONAL TUTORS OF AMERICA, 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
01/19/11	56234	A		01/19/2011	LEAPS LEARNING SERVICES	CONTRACTED SERVICES 01/19/2011	Culver City Middle School 56234	01.0	30100.0	11100	10000	5810	3010000	2,579.04	2,579.04
															LEAPS LEARNING SERVICES
01/19/11	56235	A		01/19/2011	MATHNASIUM LLC	CONTRACTED SERVICES 01/19/2011	Culver City Middle School 56235	01.0	30100.0	11100	10000	5810	3010000	2,579.04	2,579.04
															MATHNASIUM LLC
01/19/11	56236	A		01/19/2011	ACADEMIC GOALS, INC.	CONTRACTED SERVICES 01/19/2011	Culver City Middle School 56236	01.0	30100.0	11100	10000	5810	3010000	859.68	859.68
															ACADEMIC GOALS, INC.
01/19/11	56237	A		01/19/2011	AAA ACADEMICS	CONTRACTED SERVICES 01/19/2011	Culver City Middle School 56237	01.0	30100.0	11100	10000	5810	3010000	1,719.36	1,719.36
															AAA ACADEMICS
01/19/11	56238	A		01/19/2011	A TREE OF KNOWLEDGE ED	CONTRACTED SERVICES 01/19/2011	Culver City Middle School 56238	01.0	30100.0	11100	10000	5810	3010000	4,298.40	4,298.40
															A TREE OF KNOWLEDGE ED SERVICES, INC.
01/19/11	56239	A		01/19/2011	WE CAN - SISE PUUEDE	CONTRACTED SERVICES 01/19/2011	Culver City Middle School 56239	01.0	30100.0	11100	10000	5810	3010000	859.68	859.68
															WE CAN - SISE PUUEDE
01/19/11	56240	A		01/19/2011	TOTAL EDUCATION SOLUTIONS	CONTRACTED SERVICES 01/19/2011	Culver City Middle School 56240	01.0	30100.0	11100	10000	5810	3010000	859.68	859.68
															TOTAL EDUCATION SOLUTIONS
01/19/11	56241	A		01/19/2011	THE COMMUNITY COLLEGE	CONTRACTED SERVICES 01/19/2011	Culver City Middle School 56241	01.0	30100.0	11100	10000	5810	3010000	859.68	859.68
															THE COMMUNITY COLLEGE FOUNDATION
01/19/11	56242	A		01/19/2011	ALPHA LEARNING CENTERS LLC	CONTRACTED SERVICES 01/19/2011	Culver City Middle School 56242	01.0	30100.0	11100	10000	5810	3010000	18,912.96	18,912.96
															ALPHA LEARNING CENTERS LLC
01/19/11	56243	A		01/19/2011	#1 A+ STUDENT LEARNING	CONTRACTED SERVICES 01/19/2011	Culver City Middle School 56243	01.0	30100.0	11100	10000	5810	3010000	859.68	859.68
															#1 A+ STUDENT LEARNING ACADEMY/CENTER

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

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Run Date: 01/29/2011
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Report ID: LAPO009C

District : 64444

Purchase Orders/Buyouts To The Board for Ratification From : 1/15/2011 To 1/28/2011
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
01/19/11	56244	A		01/19/2011	A TO Z IN HOME-TUTORING	CONTRACTED SERVICES 01/19/2011	Culver City Middle School 56244	01.0	30100.0	11100	10000	5810	3010000	859.68	859.68
							A TO Z IN HOME-TUTORING								
01/19/11	56245	A		01/26/2011	SMART START	CONTRACT SERVICES RENDERED 01/19/2011	Special Education 56245	01.0	65000.0	57500	11800	5880	0004040	3,010.00	3,010.00
							SMART START								
01/20/11	56246	A		01/20/2011	ORIENTAL TRADING CO., INC.	INSTRUCTIONAL SUPPLIES 01/20/2011	La Ballona Elementary 56246	01.0	91400.0	11100	10000	4310	2060000	117.43	117.43
							ORIENTAL TRADING CO., INC.								
01/19/11	56247	A		01/19/2011	D & D SECURITY RESOURCES, INC.	COMPUTER SUPP/EQUIP 01/19/2011	Technology 56247	01.0	00000.0	00000	77000	4350	0005020	387.44	387.44
							Technology								
01/19/11	56248	A		01/19/2011	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP 01/19/2011	Technology 56248	01.0	00000.0	00000	77000	4350	0005020	19.74	19.74
							Technology								
01/20/11	56249	A		01/20/2011	LAKESHORE LEARNING	INSTRUCTIONAL SUPPLIES 01/20/2011	Office of Child Development 56249	12.0	61051.0	85000	10000	4310	0000002	816.15	816.15
							Office of Child Development								
01/21/11	56250	A		01/21/2011	SCHOOL SPECIALTY	INSTRUCTIONAL SUPPLIES 01/21/2011	Office of Child Development 56250	12.0	61051.0	85000	10000	4310	0000002	123.62	123.62
							Office of Child Development								
01/20/11	56251	A		01/20/2011	LAKESHORE LEARNING	INSTRUCTIONAL SUPPLIES 01/20/2011	Office of Child Development 56251	12.0	61051.0	85000	10000	4310	0000002	478.51	478.51
							Office of Child Development								
01/20/11	56252	C		01/20/2011	EDSOURCE	CONFERENCE AND TRAVEL 01/20/2011	Business Services 56252	01.0	00000.0	00000	73000	5220	0005000	75.00	75.00
							Business Services								
01/20/11	56253	A		01/20/2011	THE APPLE STORE	COMPUTER SUPP/EQUIP 01/20/2011	Technology 56253	01.0	00000.0	00000	77000	4350	0005020	93.84	93.84
							Technology								

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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/20/11	56254	A		01/20/2011	LASERCARE	OFFICE SUPPLIES 01/20/2011	56254	01.0	00000.0	00000	77000	4350	0005020	281.78	281.78
01/20/11	56255	C		01/20/2011	BRAD AND YULIA MCAFFEE	CONTRACT SERVICES RENDERED 01/20/2011	56255	01.0	65000.0	57500	39000	5890	0004040	500.00	500.00
01/20/11	56256	A		01/20/2011	COMMUNICATIONS SOLUTIONS	CONTRACTED SERVICES 01/20/2011	56256	01.0	65000.0	57700	31500	5890	0004040	10,000.00	10,000.00
01/20/11	56257	A		01/20/2011	INSPIRATION SOFTWARE, INC.	INSTRUCTIONAL SUPPLIES 01/20/2011	56257	01.0	56400.0	50010	11360	4310	0004025	84.73	84.73
01/20/11	56258	A		01/20/2011	RENAISSANCE LEARNING, INC.	INSTRUCTIONAL SUPPLIES 01/20/2011	56258	01.0	56400.0	50010	11360	4310	0004025	840.59	840.59
01/21/11	56259	A		01/21/2011	LAKESHORE LEARNING	FURNITURE, SCHOOL 01/21/2011	56259	12.0	61051.0	85000	10000	4310	0000002	1,178.72	1,178.72
01/21/11	56260	A		01/21/2011	FREESTYLE SALES CO	INSTRUCTIONAL SUPPLIES 01/21/2011	56260	01.0	00000.0	16001	10000	4310	4010000	251.13	251.13
01/21/11	56261	C		01/21/2011	CULVER CITY NEWS	ADVERTISING 01/21/2011	56261	01.0	91400.0	00000	27000	5830	4010000	285.00	285.00
01/21/11	56262	A		01/21/2011	LASERCARE	OFFICE SUPPLIES 01/21/2011	56262	01.0	00000.0	00000	73000	4350	0005030	130.60	130.60
01/21/11	56263	A		01/21/2011	E.G. BRENNAN & CO., INC.	MAINTENANCE AGREEMENTS 01/21/2011	56263	01.0	00000.0	00000	27000	5830	3010001	598.95	598.95

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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/21/11	56264	C		01/21/2011	CULVER CITY NEWS	ADVERTISING	Human Resources	01.0	00000.0	00000	74000	5830	0003000	136.50	136.50
				01/21/2011			56264								
01/25/11	56266	A		01/25/2011	REDWOOD PRESS	OFFICE SUPPLIES	Culver City High School	01.0	07395.0	00000	27000	4350	4010000	265.60	265.60
				01/25/2011			56266								
01/25/11	56267	C		01/25/2011	CALIFORNIA SCHOLARSHIP	MEMBERSHIPS	Culver City High School	01.0	07395.0	00000	27000	5310	4010000	150.00	150.00
				01/25/2011			56267								
01/27/11	56268	A		01/27/2011	REDWOOD PRESS	OFFICE SUPPLIES	Human Resources	01.0	00000.0	00000	74000	4350	0003000	186.58	186.58
				01/27/2011			56268								
01/28/11	56269	A		01/28/2011	BSN SPORTS	ATHLETIC SUPP/EQUIP	Culver City High School	01.0	00000.0	15000	10000	4400	4010000	421.15	421.15
				01/28/2011			56269								
01/27/11	56270	A		01/27/2011	LIN HOWE BOOSTER CLUB	INSTRUCTIONAL SUPPLIES	El Marino Language	01.0	91400.0	11100	10000	4310	2030000	170.00	170.00
				01/27/2011			56270								
01/27/11	56271	A		01/27/2011	LACOE	CONTRACTED SERVICES	Special Education	01.0	65000.0	57520	11100	5880	0004040	32,125.00	32,125.00
				01/27/2011			56271								
01/27/11	56272	A		01/27/2011	COLONIAL CHESTERFIELD AT	FIELD TRIPS	La Ballona Elementary	01.0	91400.0	11100	10000	5816	2060000	1,330.00	1,330.00
				01/27/2011			56272								
01/27/11	56273	A		01/27/2011	WEST SHIELD ADOLESCENT	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57700	21000	5890	0004040	3,227.54	3,227.54
				01/27/2011			56273								
01/27/11	56274	A		01/27/2011	HERITAGE SCHOOLS, INC.	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57500	39000	5890	0004040	303.40	303.40
				01/27/2011			56274								

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Run Date: 01/29/2011

1/15/2011 To 1/28/2011

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WEEKLY

Report ID: LAPO009C

District : 64444

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

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
01/27/11	56275	A		01/27/2011	LINGUISTYSTEMS, INC.	INSTRUCTIONAL SUPPLIES 01/27/2011	56275 La Ballona Elementary	01.0	30100.0	11100	10000	4310	2060000	42.70	42.70
01/27/11	56276	A		01/27/2011	SUPER DUPER PUBLICATIONS	INSTRUCTIONAL SUPPLIES 01/27/2011	56276 La Ballona Elementary	01.0	30100.0	11100	10000	4310	2060000	145.37	145.37
01/27/11	56277	A		01/27/2011	VR LEARNING	CONTRACTED SERVICES 01/27/2011	56277 Culver City Middle School	01.0	30100.0	11100	10000	5810	3010000	1,719.36	1,719.36
01/27/11	56278	A		01/27/2011	A+ EDUCATIONAL CENTERS	CONTRACTED SERVICES 01/27/2011	56278 Culver City Middle School	01.0	30100.0	11100	10000	5810	3010000	3,438.72	3,438.72
01/27/11	56279	A		01/27/2011	UROK LEARNING INSTITUTE	CONTRACTED SERVICES 01/27/2011	56279 Culver City Middle School	01.0	30100.0	11100	10000	5810	3010000	859.68	859.68
01/27/11	56280	A		01/28/2011	PACIFIC ALARM SYSTEMS, INC.	OFFICE SUPPLIES 01/27/2011	56280 Security	01.0	00000.0	00000	83000	4350	0001050	2,490.00	2,490.00
01/27/11	56281	A		01/27/2011	PORTLAND PUBLIC SCHOOLS	CONSULTANTS 01/27/2011	56281 Special Projects	01.0	58100.0	00000	21000	5810	0004030	794.74	794.74
01/27/11	56282	A		01/27/2011	CTB/MCGRAW-HILL	INSTRUCTIONAL SUPPLIES 01/27/2011	56282 Adult School	11.0	06390.0	41100	10000	4310	0000010	182.63	182.63
01/28/11	56287M	A		01/28/2011	WESTERN ILLUMINATED	MAINTENANCE SUPP/EQUIP 01/28/2011	56287M Maintenance	01.0	81500.0	00000	81100	4380	0005040	550.00	550.00

Total by District : 64444

125,639.50

125,639.50

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

Report ID: LAPO009C **Board List Purchase Order Report** **Page No.** 7
District: 64444 **CULVER CITY UNIFIED SD** **Run Date:** 01/29/2011
Purchase Orders/Buyouts To The Board for Ratification From: 1/15/2011 To 1/28/2011 **Run Time:** 04:07:46AM
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified **WEEKLY**

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
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Change
End of Report LAPO009C

NONPUBLIC SCHOOLS:
APPROVED YTD: \$2,507,349.47

BOARD REPORT

2/8/11

9.3

9.3 Approval is Recommended for the Single Plan for Student Achievement for La Ballona Elementary School

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

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

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

La Ballona Elementary School

School Name
19-64444-6012694
CDS Code

Date of this revision: 1-08-2011

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: Christine Collins
Position: Principal
Telephone Number: (310) 842-4334
Address: 10915 Washington Blvd.
Culver City CA 90232-4045
E-mail Address: christinecollins@ccusd.org

Culver City Unified School District

School District

Superintendent: Patricia Jaffe, Interim Superintendent
Telephone Number: (310) 842-4220
Address: 4034 Irving Place
Culver City, CA 90232-2848
E-mail Address: patriciajaffe@ccusd.org

The District Governing Board approved this revision of the School Plan on February 8, 2011.

The site has agreed to the centralization of Economic Impact Aid and Title I American Recovery and Reinvestment Act funds to be utilized for site based services.

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

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2486&D=7632>

2/3/2011

II. School Vision and Mission

DISTRICT MISSION STATEMENT

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

BELIEFS

We believe that:

- each person deserves to be safe.
- everyone deserves to be treated with respect.
- honoring diversity makes us stronger.
- 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.

LA BALLONA SCHOOL MISSION STATEMENT

La Ballona Elementary School is a safe environment with high expectations, which meets the needs of a diverse population, creating responsible citizens and life long learners through a balanced curriculum and the cooperation between home, school, and community.

BELIEFS

- We believe that students have individual needs, strengths and experiences that they bring to their learning.
- We believe all students can learn, and that they learn best in a safe environment, where they can take risks, and where they can develop to their maximum potential.
- We believe that students learn best where there is effective communication, cooperation, and support from each other, the family, and from the community.
- We believe that good schools provide a balanced and flexible curriculum that fosters excitement for learning, and includes technology, basic skills, the arts, and instruction that reach out to all types of learners.
- We believe that good schools should promote skills to foster a sense of community. We believe that every student should feel successful, supported, and valued.
- We believe that good teachers use effective teaching strategies and are life long learners who engage in professional development and who collaborate by grade level and cross grade level.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2486&D=7632>

2/3/2011

III. School Profile

La Ballona Elementary School has a current student population of 529 students in grades Kindergarten through five. Hispanic students make up 71% of the student population; 11% of the students are white; 7% of students are Asian; 4% of students are African American; 7% of students are other ethnicities including multiple. There are 22 general education classrooms, plus a room for ELD resource, speech, and the Resource Specialist Program. The school has a library and a computer lab. La Ballona has a Family Center, staffed by one part time case carrier and a part time social worker. The instructional staff includes a principal, 23 general education teachers (one pair of teachers job share), two special education teachers (job share), one physical education teacher, two P.E. aides, 3 instructional aides, 1 one-on-one special education aide, one ELD resource teacher, one ELD aide, one resource aide, one speech therapist, one library clerk, and one computer lab assistant. La Ballona offers the CCUSD Dual Language Program in Spanish. This year we have two kindergarten and two 1st grade Dual Language classrooms.

All La Ballona's teaching staff are fully credentialed and specifically certified to teach second language learners. More than half of the teachers have Masters Degrees. All teachers and aides are highly qualified as determined by NCLB.

La Ballona believes in building positive developmental assets in children. We practice progressive discipline with a strong emphasis on teaching appropriate behavior and reinforcing positive choices. All teachers and staff have been trained in an anti-bullying initiative called "Bullying Hurts...Inside and Out!"

La Ballona parents are encouraged to participate in all areas of our school. They serve on curriculum committees, advisory boards (SSC, ELAC, GATE Advisory), participate in PTA, La Ballona Education Partners - Booster Club, attend Partners in Print, parent education, Open House, Science and Book Fairs, field trips, International Dinner, tutoring, parenting classes presented by Didi Hirsch Mental Health Services, the Latino Family Literacy Program, materials production, and more. Parents are encouraged to communicate with teachers and the principal at any time.

Equal Access to Core Curriculum

Standards of excellence are held high for all students at La Ballona. Students with special needs have equal access to the curriculum. The classroom teacher is responsible for the core curriculum of each student.

EL (English Learner) students are identified by the Home Language Survey. Students are tested in English within 30 days and in Spanish, if applicable, within 90 days. A student's proficiency in English is determined by the results of the California English Language Development Test (CELDT) of listening, speaking, reading, and writing in English, standardized tests, district writing assessments, and classroom performance. Students are tested yearly until they are re-designated as Fluent English Proficient (FEP). All EL students receive specialized instruction and support from the ELD Specialist as well as being given ELD and SDAIE instruction by the regular CLAD/CLAD certified classroom teacher.

La Ballona is identified as a school-wide Title I school. At-risk students in grades 2-5 are identified by CST and scores in Reading/Language Arts and Mathematics, and report card grades in reading and math. In Kindergarten and 1st grade at-risk students are identified by performance on district developed benchmarks. At-risk students' academic progress is monitored throughout the year. They receive intervention support from the classroom teacher on a daily basis as well as extended learning times through before and after school classes. La Ballona offers the Success Makers Club which provides intervention in English language arts and mathematics to students who are experiencing challenges in these academic areas. This assistance is provided through the use of the Success Maker software which is designed to bring students up to grade level in language arts and mathematics. These classes meet before and after school and are used in the classroom during the school day as well.

The Resource Specialist provides instruction according to IEPs of identified students. The IEPs are reviewed yearly. The classroom teacher and RSP teacher collaborate in monitoring each student's progress. The RSP teacher attends the formal parent conference. A Speech Specialist provides additional help for those students with a speech IEP. A goal for the future is to allow additional time for reviewing and planning between the classroom teacher and RSP/Inclusion Specialists.

GATE (Gifted and Talented Education) students are identified, beginning in third grade, and are provided with differentiated instruction. They are challenged above and beyond the curriculum by the classroom teacher with open-ended questions, activities and projects that encourage an advanced grade level thinking.

The Student Success Team (SST) meets regularly to discuss students at risk. Students are referred by the classroom teacher, the parent, or other school personnel. They are identified based on academic concerns, classroom performance, or other social, emotional and psychological needs. The Student Success Team is a general education function, composed of a team of general education teachers, a Resource Specialist, the Principal, the Speech Specialist, EL Specialist, psychologist and the parent. Intervention strategies are discussed and recommended, and timetables given for follow-up study.

Attendance/Dropout

Attendance at La Ballona is 96.0%. The first strategy used for improving attendance is a letter home to parents at the beginning of the year informing them of attendance requirements/procedures. When there appears to be a problem, the Family Center may intervene to assist with health and family issues. Other strategies include parent conferences, phone calls to parents, principal intervention and SARB letters. Outstanding attendance is recognized monthly in the school newsletter and at the end of the year.

Transition from Preschool to Elementary/Middle School

La Ballona has a state pre-school program operated by the CCUSD Office of Child Development on site. At the end of each academic year, pre-school teachers fill out placement cards for each student matriculating to La Ballona Elementary School indicating the child's language, social, emotional, cognitive and motor development. These cards are turned into the principal who shares them with the Kindergarten teachers for proper placement. A major strategy for improving the transition between Pre-school and Kindergarten is for the pre-school teachers to meet with the Kindergarten teachers on a regular basis to exchange ideas, expectations and objectives.

La Ballona students matriculate into Culver City Middle School. Each spring the 5th grade students visit the Middle School and are given a tour and orientation. Middle School counselors and students visit the 5th grade classes to plan classes and to answer questions. 5th grade teachers are knowledgeable of the adjustments to Middle School and prepare the students for this transition academically, socially, and emotionally, throughout the year.

Historically Underserved Populations

Teachers and staff at La Ballona are sensitive to the particular needs of our students (culturally, gender, ethnically, socio-economically, physically, educationally). La Ballona teachers and staff make a conscious effort to provide our students equal opportunities to succeed and participate in all school activities. Additionally, all teachers in Culver City Unified School District have been provided with professional development about the implications of poverty in an educational setting, referencing the work of Ruby Payne. In 2010, La Ballona Elementary School was recognized as a recipient of the Title I Academic Achievement Award and as a California Distinguished School by the California Department of Education.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

43% of the student population at La Ballona Elementary School are English language learners as indicated by CELDT data. English language learners did not meet target goals for English Language Arts in the California standards test in 2010. Consistent progress has not been achieved in language arts in all grade levels. School-wide, there has been progress in math performance on the California Standards Tests. However, English Learners are significantly lower than all other subgroups in math performance. According to the CST Science Test, fifth grade performance has improved. However, English Language Learners are significantly lower than all other subgroups in science performance. A pernicious achievement gap between English Learners and other subgroups exists.

The API for All Students at La Ballona Elementary School increased from 818 to 819 in 2010.

The API for the significant sub-groups at La Ballona Elementary School increased as follows:

Hispanic sub-group- API increased from 787 to 803 in 2010

English Language Learners- API increased from 777 to 778 in 2010

Economic Disadvantaged sub-group- API increased from 796 to 805 in 2010

B. Surveys

Conclusions from Parent, Teacher and Student Input indicate:

Parents are satisfied with the overall academic curriculum, but indicated areas for improvement: need to supplement social studies and science with more resources, more emphasis on aerobic capacity in P.E., lack of student accessibility to computers (limiting acquisition of computer skills), having library aide five days per week, and stronger Fine Arts program. Technology is an area of great need.

C. Classroom Observations

We will provide each student with the opportunities, resources and support necessary to achieve his or her academic and personal goals. La Ballona has ongoing professional development focusing on research-based best practices in literacy, writing, English Language Development and mathematics.

We will create and maintain a safe learning environment. Parent and teacher representatives participate on the District Anti-Bullying Task Force. La Ballona supports a progressive discipline plan focusing on developmental assets.

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

La Ballona staff is provided with ongoing staff development on Differentiated Instruction, EL, and GATE Education to meet individual learning needs.

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

La Ballona implements the District's Character Traits Program, Drug/Violence Prevention Program, Caring School Community program, holds weekly school wide assemblies, reinforcement program (Lion's Pride & class recognitions).

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

La Ballona provides our educational teams with opportunities for professional development and regular intra/inter grade level articulation.

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

La Ballona actively encourages student/parent participation in programs offered by community resources, including business, artistic, and service organizations

D. Student Work and School Documents

Classroom instruction is designed to provide direct, explicit instruction, highly structured practice, guided practice and independent practice. Classroom assignments provide appropriate challenge and intervention when necessary. Many teachers have been trained to differentiate instruction using the levels of depth and complexity by Donna Bennet. Teachers use small, flexible grouping strategies to pre-teach and re-teach

concepts and skills during daily Workshop time. Homework is designed to provide students with review and practice of classwork. This year the district is providing professional development focused on best practices and strategies for English Language Development. Three teachers from our school are participating in these workshops and conduct site trainings with all teachers at La Ballona.

Students in 2nd through 4th grade receive weekly instruction in ST MATH and piano keyboarding through the MIND Research Institute Math+Music Program. The MIND Institute's ST MATH software is a series of computer-delivered games and puzzles that utilize spatial-temporal reasoning to teach math concepts aligned to state standards. Spatial-temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time. This non-language based approach delivers the instruction in a way the brain is hard-wired to receive, and avoids unnecessary complexity and confusion inherent in a language-first approach. The use of graphic images and sequences to introduce math principles assists students in recognizing and grasping main concepts and problems before they learn the specialized math symbols and terminology which represents the problems in the abstract. To win the games, students must learn the math. They consistently enjoy playing the games and do learn the math. The games involve no text and are language independent. Therefore, students from diverse backgrounds can achieve math success regardless of English language proficiency.

The music component of the program has been shown to enhance the student's ability to visualize problems and to perform better on mathematics standardized tests. Music has a mathematical architecture. Math+Music puts a special emphasis on symmetry, including special songs which equally exercise the left and right hands. When students learn music, they also learn to recognize musical patterns and symmetries, and to connect their understanding of music to mathematics such as addition, fractions, proportions and ratios. Additionally, spatial-temporal reasoning is a highly valuable general problem-solving skill. The Math+Music program provides a critical link for our students in developing the critical thinking skills and motivations they need to achieve at higher levels and to succeed in school and in life.

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

Teachers completed an Analysis of Process form as a collaborative effort at La Ballona Elementary School. A summary of responses listed by academic content area is shown below.

READING:

Top three program elements with the highest ratings:

1. Teachers' knowledge and skill of reading content
2. Providing an effective learning environment
3. Time spent on instruction

Three program elements with the lowest ratings:

1. Teachers' schedules
2. Materials for Parents
3. Communication Systems

WRITING:

Program elements with the highest ratings:

1. Teachers' knowledge and skill
2. School environment conducive to learning
3. Classroom management

Three program elements with the lowest ratings:

1. Materials for parents
2. Teachers' schedules
3. Staff development

MATHEMATICS:

Program elements with the highest ratings:

1. Teacher's knowledge and skills
2. Materials/equipment for students
3. Time spent on instruction

Three program elements with the lowest ratings:

1. Materials/equipment for parents
2. Teachers' schedules
3. Communication systems

SCIENCE:

Program elements with the highest ratings:

1. Diagnosing learning and prescribing instruction on a students/group basis

2. Assessing student results or outcomes
 3. Managing the classroom
- Program elements with the lowest ratings:
1. Staff development
 2. Assessing student results
 3. Materials/equipment for parents
 4. Teachers' schedule

SOCIAL STUDIES:

- Program elements with the highest ratings
1. Managing the classroom
 2. Physical facilities
 3. Effective instruction in a positive environment
- Program elements with the lowest ratings:
1. Communication Systems
 2. Teachers' schedules
 3. Staff development
 4. Time spent on instruction

FINE ARTS:

- Program elements with the highest ratings
1. Providing effective instruction
 2. Teacher knowledge and skill
- Program elements with the lowest ratings:
1. Materials for parents

2. Diagnosing learning
3. Teachers' schedules

TECHNOLOGY:

- Program elements with the highest ratings
1. Managing the classroom
 2. Teacher receptivity
 3. Math + Music Program
- Program elements with the lowest ratings:
1. Technology maintenance
 2. Teachers' knowledge and skills
 3. Availability of Smart Board technology for every classroom.

V. Description of Barriers and Related School Goals

43% of the student population at La Ballona Elementary School are English Learners as indicated by CELDT data. English Learners did not meet the target goal of 56.8% at or above Proficient on the English Language Arts section of the California Standards Test. Consistent progress has not been achieved in language arts in all grade levels. School-wide, there has been progress in math performance on the California Standards Tests. However, English Learners are significantly lower than all other subgroups in math performance. According to the CST Science test, fifth grade performance has improved. However, English Language Learners are significantly lower than all other subgroups in science performance. There exists an apparent achievement gap between English Learners and other subgroups.

A 2006 schoolwide API of 757, an English Learner subgroup API of 699, and a Socio-economic Disadvantaged subgroup API of 720, indicated an achievement gap among our students. Significant subgroups, including our Hispanic/Latino, EL and SED were underperforming when compared with the achievement of White students. After careful analysis of disaggregated CST data, the La Ballona staff concluded that barriers in word knowledge and vocabulary prevented the subgroups from achieving growth targets. It became apparent that teachers required additional professional development to address these literacy needs. As a result, Principal Christine Collins, a former literacy content expert, led a series of three-day Lesson Study professional development for all teachers during the 2007-2008 school year. The goal of embarking on comprehensive professional development in literacy was to empower teachers to better meet the instructional needs of students not meeting grade-level English Language Arts (ELA) standards as well as all students. We believed that as teachers became more skillful in using research-proven strategies and pedagogy in initial literacy instruction, student achievement would improve. Site-based professional development in literacy, English language development and mathematics continued during the 2009-2010 school year.

La Ballona's school-wide API has risen to 818 in 2010, the English Learner API is 778, and Socio-economic Disadvantaged API is 805. We believe that with our Lesson Study literacy initiative as well as other site and district level professional development professional development our teachers are empowered to continuously improve student achievement at La Ballona Elementary School.

The School Site Council has analyzed the available student performance data for all students including English language learners, economically disadvantaged students, gifted and talented students, and students with exceptional needs. The council has also obtained and considered input from the community. Based upon this analysis, the council has established the following performance improvement goals:

READING:

1. Phonemic Awareness - Kindergarten and 1st Grade
Possible barriers to proficient performance include:
Primary home language is not English
Limited language experience
Lack of experience listening to literature
Lack of additional support staff to facilitate small group or individual instruction
2. Word Analysis and Vocabulary Development -Grades 2-5
Possible barriers to proficient performance include:
Limited vocabulary development
Limited acquisition of academic language
High percentage of students are English language learners
Limited opportunities to engage in conversations in the formal register
3. Reading Comprehension - Grades 2-5
Possible barriers to proficient performance include:
High percentage of students are English language learners
Limited vocabulary
Limited proficiency in academic language
Limited instruction in concept development and inferential comprehension

WRITING:

1. Writing Strategies - Grades 2-5
Possible barriers to proficient performance include:

High percentage of students are English language learners
 Language register is casual
 Limited proficiency in academic language
 Limited vocabulary
 Lack of writing opportunities and formal writing instruction
 Long absences and frequent absences
 Weaknesses in oral language skills

MATHEMATICS:

1. Algebra and Functions & Number Sense- Grades K-5
 Possible barriers to proficient performance include:
 Weaknesses in parent participation in homework follow-through
 Weak English language proficiency
 Limited vocabulary of the discipline
 Ever increasing cognitive load required by multi-step problems
 Limited proficiency in number sense
 Weak basic skills in addition, subtraction, multiplication and division
 Lack of professional development in mathematical concept development

SOCIAL STUDIES:

1. Improve Report Grades in Social Studies
 Possible barriers to proficient performance include:
 Lack of instructional time
 Weak background knowledge
 Limited academic language
 Weak reading comprehension
 Lack of professional development in content area

SCIENCE:

1. Increase percent of 5th Grade students scoring Proficient and Advanced on CST Science
 Possible barriers to proficient performance include:
 Limited instructional time for science
 Lack of exposure to and knowledge of the language of the discipline
 Primary grades require additional materials
 Lack of measurable assessment
 Weak background knowledge base

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) English Language Arts Proficiency	Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:	Means of evaluating progress toward this goal:	Start Dates/Completion Date	Proposed Expenditures (2010-2011)	Estimated Cost	Funding Source
The percentage of students scoring at proficient or advanced level in English Language Arts will meet or exceed 67.5% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).	Students in grades K-5 (significant focus on socio-economically disadvantaged and English Learner populations).	Kindergarten and 1st grade: 85% of students will meet or exceed district benchmarks to English Language Arts. 88% of English Learners and SED students will meet or exceed district benchmarks in English Language Arts. Grades 2-5 - 67.5% of students in grades 2-5 will meet or exceed proficiency on the English Language Arts portion of the CST by the end of the 2010-2011 school year. English Learners: 67.5% of EL students in grades 2-5 will meet proficiency on the English Language Arts portion of the CST by the end of the 2010-2011 school year. Socio-economically disadvantaged: 67.5% of SED students will meet proficiency on the CST by the end of the 2010-2011 school year.	CST District Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework	September - June September - June November - June	Instructional Aides \$29,735.78 Caring School Community Curriculum	Title I District Funded	Title I
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)	Students performing at below grade level standards will receive assistance in small groups. Provide kindergarten students with an instructional aide to work with small groups of students not yet proficient. Purchase instructional materials. Provide professional development using data to improve instruction and student achievement. Use the computer lab and Success Maker software to fill academic gaps. Enforce Essential Agreement and Board Policy relative to home reading. Principal will present and discuss salient, current research about strategies and best practices for effectively implementing Open Court Reading Program.	Students working at Basic level (just below grade level) will be offered tutoring before, during and after school to enhance reading comprehension skills. Provide students not yet proficient with Success Maker Club. Implement daily time for Workshop (universal access and flexible group strategies) in all classrooms.	SCHOOL GOAL #1 Means of evaluating progress toward this goal: CST District Benchmark Assessments Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework	September - June September - June November - June	Instructional Aides \$29,735.78 Caring School Community Curriculum	Title I District Funded	Title I

Implement Success Maker program in all classrooms, after school and before school.	on-going	\$48,935.70 (software) \$750 - coordinator	Title I
Provide literacy instruction trainings for parents and Partners in Print Parent Literacy Nights.	on-going		Title I, COEF, and Target grants
Enhance classroom and site library collections.	on-going		Title I and LEEP grants
Continue to learn and implement best instructional practices (i.e. Marzano, Bloom, Kame'enui, Hill & Flynn).	on-going		Title I
Use Accelerated Reader Program to supplement fluency and comprehension practices.	on-going		Title I
Develop home-to-school communication regarding grade level expectations and standards. *Parent workshops and written guidelines. *Provide professional development on standards based instruction and data gathering and use of District Benchmark Assessments.	September - June	no charge	
Teachers will participate in professional development opportunities provided by the District. *Teachers will attend monthly professional development. *Teachers will meet with their grade level teams to collaborate around best practices and data analysis.	September - June	Professional Development in Open Court Reading provided by District on Wednesdays.	

(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 lab" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Writing Proficiency	Anticipated annual performance growth for each group: Kindergarten-1st Grade: 85 % will meet minimum writing benchmarks. 75 % will exceed benchmarks for writing. Grade 2: Will score 80% Grade 3: Will score 85% Grade 4: Will score 55 % Grade 5: Will score 55%
Student groups and grade levels to participate in this goal: Kindergarten - 5th Grade	
Significant focus on English language learners and socio-economically disadvantaged populations.	
Means of evaluating progress toward this goal: Kindergarten and 1st grade progress will be evaluated with District benchmarks for writing. Grades 2-5 will be evaluated by the Writing Strategies portion of the CST. 4th Grade STAR Writing results. Writing responses (OCR)	Group data to be collected to measure academic gains: CST Grade level writing prompts Writing responses (OCR) 4th Grade STAR Writing results

SCHOOL GOAL #2 Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start/Action Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Teachers will continue to refine implementation of Being A Writer program. Teachers will become familiar with the district assessments and rubrics. *Provide staff development to improve student achievement. *Purchase instructional materials. *Parent education with writing process. *Beliefs and after school Success Maker Club.	on-going			District grant
Provide professional development for implementation of Writers' Workshop strategies including exemplars, Author's Chair, the writing process, criteria charts, and rubrics.	on-going			Title I
Kindergarten students will work with instructional aides in small groups to improve writing.	September - June	\$28,735.78		Title I
Provide direct instruction and supplemental instructional materials for benchmarking.	on-going			Title I
Provide extra instruction for English language learners in writing strategies by ELD Resource teacher and Instructional Assistant.	on-going			District provided
Spelling Bee	on-going	no charge		Title I
Purchase flash drives for record keeping of documents.	on-going			
Develop home to school communication regarding grade level expectations and grade level standards for writing.	September - June			
The principal will work collaboratively with the fourth grade team on writing to support fourth grade teachers and students prepare for the state Fourth Grade Writing Assessment in March.	October - March 2010-2011 school year			
All first through 5th grade teachers will be trained in writing using CD's from SRA Teacher Resource Library.	ongoing			

(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 lab" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

V1 Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Mathematics		Anticipated annual performance growth for each group:			
Student groups and grade levels to participate in this goal:	All students Grades K-5 with specific focus on English language learners and socio-economically disadvantaged populations in Grades 2-5.	Kindergarten - Grade 1: 95% of students will meet or exceed the distinct mathematics benchmark each year. 70% of SED and EL students will meet or exceed the distinct benchmark for mathematics each year. Grades 2-5: 70% of all students will meet proficiency on the mathematics portion of the CST by 2010-2011. English Learner (EL): 68.5% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011. Socio-economically disadvantaged: 68.5% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011.			
Means of evaluating progress toward this goal:	CST Benchmark Assessments Unit/Chapter tests Teacher made quizzes/tests Classwork Homework	Group data to be collected to measure academic gains: CST District Benchmark Assessments - 3X each year Unit/Chapter tests Teacher made assessments Classwork Homework			
SCHOOL GOAL #3	Actions to be Taken to Reach This Goal (1) (Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Dates/Completion Dates	Proposed Expenditures (38)	Estimated Cost	Funding Source
Teachers will focus on key academic standards implementation and on-going professional development with ELP-2009 Math program. *Vertical math team. *Kinesthetic activities involving math standards. *Schoolwide monthly grade level/grade level collaboration meetings. *Before, during and after school Success Master software. *Math pacing guides. Students working just below grade level (Basic category) will be offered tutoring. Provide after school tutoring to students below grade level using Success Master software.	Math Olympiad	on-going			Title I
	Family Math Nights	on-going	\$48,935.70		Title I
All students will improve in math facts. *Teachers will implement daily math drills and opportunities to learn math facts with automaticity. Parents will be encouraged to support math fact mastery at home. Teachers in grade 2-5 will be involved in data analysis days with the principal. Using reports from Galileo, the teachers and principal will identify math standards that need to be re-taught to support students in reaching proficiency. Teachers will identify what standards in math need to be re-taught in flexible groups. Staff and principal will monitor how our "targeted" students are progressing in math to ensure they reach proficiency.		on-going			Title I and STAR
	ST Math+Music Program (MIND Institute) for grades 2-5.	on-going	\$2700 (site license) \$17,424.00 (tech. aide)		Title I

(37)
(38)
(39)

See the "Chart of Required Contents for the SPSA" for content required by each program or funding source supporting this goal. Let the date an action will be taken or will begin, and the date it will be completed. Funds appropriate to this goal are allocated to the school through the Consolidated Application or other source. For each proposed expenditure, such as a field trip, a field trip, a 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) Social Studies</p>	
<p>Student groups and grade levels to participate in this goal: All students in Kindergarten - 8th Grade.</p>	<p>Anticipated annual performance growth for each group: 65% of K-5 students will receive a "3" or a "C" on their end of the year Report Card. 5% yearly growth.</p>
<p>Means of evaluating progress toward this goal: Classroom assessments End of the Year Report Card grades.</p>	
<p>SCHOOL GOAL #4 Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	
<p>Acquire instructional materials that address differentiated learning needs.</p>	<p>Start Dates/Completion Date: on-going</p>
<p>Field Trips</p>	<p>on-going</p>
<p>International Dinner</p>	<p>June 2010</p>
<p>Continue Character Education provided District-wide.</p>	<p>on-going</p>
<p>Implement Caring School Community curriculum school-wide.</p>	<p>on-going</p>
<p>Think Peace and Peace Maker Programs</p>	<p>on-going</p>
	<p>Proposed Expenditures (28)</p>
	<p>Estimated Cost</p>
	<p>Funding Source</p>
	<p>Title I</p>
	<p>PTA</p>
	<p>PTA</p>
	<p>no change</p>
	<p>Diabetic provided</p>
	<p>grant from Duch Branch Mental Health Clinic</p>

(37) See the "Chart of Required Contents for the SPSSA" 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 sources, 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 #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Science</p>	
<p>Student groups and grade levels to participate in this goal: All 5th Grade students</p>	<p>Anticipated annual performance growth for each group: 50% of all 5th Graders will perform at Proficient or Advanced Levels on the Science portion of California Standards Test, increasing by 5% each year thereafter. 30% of 6th Grade English language learners will score at the Basic Level and 20% at the Proficient and or Advanced Levels.</p>
<p>Means of evaluating progress toward this goal: CST Group data to be collected to measure academic gains: CST</p>	
<p>SCHOOL GOAL #5 Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	
<p>Purchase supplemental instructional materials.</p>	<p>Start Dates/Completion Date: on-going</p>
<p>Professional Development</p>	<p>on-going</p>
<p>Enhance library materials to support the curriculum.</p>	<p>on-going</p>
<p>Science Fair</p>	<p>Spring</p>
	<p>Proposed Expenditures (28)</p>
	<p>Estimated Cost</p>
	<p>Funding Source</p>
	<p>Title I</p>
	<p>UCLA grant</p>
	<p>PTA/ Title I</p>

(37) See the "Chart of Required Contents for the SPSSA" 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 sources, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer" and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students		White			African-American			Asian			
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	339	308	301	38	31	40	17	12	9	27	19	22
Growth API	797	820	819									
Base API	784	794	820									
Target	5	5	A									
Growth	13	26	-1									
Met Target	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	234	222	222	138	133	137	221	180	225	21	20	30
Growth API	781	787	803	739	777	778	766	796	805			
Base API	749	759	788	717	736	777	748	764	796			
Target	5	5	5	5	5	5	5	5	4			
Growth	12	28	15	22	41	1	18	32	9			
Met Target	Yes	Yes	Yes	Yes	Yes	No	Yes	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	2008-09	2008-10
Number of Annual Testers	781	851	851	782
Percent with Prior Year Data	98.9	94.8	94.8	100
Number in Cohort	780	807	807	792
Number Met	511	489	489	503
Percent Met	64.7	60.6	60.6	64
NCLB Target	50.1	51.6	51.6	56
Met Target	Yes	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2008-09	2009-10
All Students	471	424	Less Than 5	More Than 5
			583	374
Number in Cohort	221	182	182	213
Number Met	46.9	42.9	42.9	57
Percent Met	28.9	30.6	30.6	41.3
NCLB Target	Yes	Yes	Yes	Yes
Met Target	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level			
	2007-08	2008-09	2008-09	2009-10
English Language Arts	Yes	Yes	Yes	Yes
Met Participation Rate	Yes	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No	(Pending)
Met Participation Rate	Yes	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	Yes	No
Met Target for AMAO 3	Yes	No	No	No

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	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 At or Above Proficient	163	170	159	29	23	25	10	9	-	19	16	19
Percent At or Above Proficient	48.1	54.8	52.8	76.3	74.2	62.5	58.8	75.0	-	70.4	84.2	86.4
AYP Target	35.2*	46.0*	56.8*	35.2*	46.0*	56.8*	35.2*	46.0*	56.8*	35.2*	46.0*	56.8*
Met AYP Criteria	Yes	Yes	No	-	-	-	-	-	-	-	-	-

* = 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	99	100	100	100	100	100	96	100	100	100	100	100
Number At or Above Proficient	225	215	193	32	24	25	11	11	-	22	17	17
Percent At or Above Proficient	68.8	68.4	64.1	64.2	77.4	62.5	68.8	91.7	-	81.5	89.5	77.3
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	-	-	-	-	-	-	-	-	-

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	99	100	100	99	100	100	96	100	100
Number At or Above Proficient	142	143	140	76	84	78	137	120	142	5	7	12
Percent At or Above Proficient	60.9	64.4	63.1	55.5	63.2	56.9	62.6	66.7	63.1	25.0	33.3	40.0
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	Yes	Yes	Yes

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (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	7	18	17	45	12	32	2	5				38
2			10	28	19	50	9	24				38
3	1	4	5	21	12	50	6	25				24
4	2	7	10	36	16	57						28
5	2	14	8	57	4	29						14
6												
7												
8												
9												
10												
11												
12												
Total	12	8	50	35	63	44	17	12				142

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

- Use of state and local assessments to modify instruction and improve student achievement (NCLB)
 The State and local assessments used to improve student achievement and to inform and modify instruction are:
 Galileo Benchmark Assessments in Language Arts and Mathematics
 STAR Test Data
 Open Court Reading Unit assessments, including writing prompts, comprehension check points
 Fluency assessments
 District developed Math assessments
 Teacher designed assessments
 Johnston Spelling Inventory
 Basic Phonics Skills Test (BPST)
 Phonemic Awareness Assessments such as sound segmenting, oral blending and oral comprehension (used in Kindergarten and First Grade)

- Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
 Teachers use Galileo Benchmark Assessment Data to inform instruction and design intervention. Grade level teams examine data from Galileo generated Development Profile and At-Risk Analysis reports to determine student academic needs. Benchmark assessments are given three times yearly in second through fifth grades. This data provides teachers with a probability of student success on the California Standards Tests administered each year in the late spring. Instruction is modified and interventions are provided to students based on assessment information about their individual learning needs before the state testing occurs in May.

Staffing and Professional Development

- Status of meeting requirements for highly qualified staff (NCLB)
 100% of the Certificated and Classified staff at La Ballona Elementary School meet the criteria for being highly qualified as mandated by No Child Left Behind (NCLB).
- Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
 The Principal of La Ballona Elementary School has completed all necessary requirements of AB 75/AB430 training as of March 2008.
- Sufficiency of credentialled teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
 All teachers at La Ballona Elementary School are fully credentialled and have met the requirements necessary to be considered highly qualified according to No Child Left Behind (NCLB).
- Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 The monthly organization of professional development/grade level collaboration for teachers at La Ballona Elementary School occurs during banked time provided by early dismissal on Wednesdays and is as follows:

- 1st Wednesday: Faculty Meetings
- 2nd Wednesday: Grade Level Meeting/Professional Development
- 3rd Wednesday: Professional Development at the site level
- 4th Wednesday: District sponsored Professional Development

During these meetings teachers use their time to collaborate, discuss, evaluate and plan for, and identify the needs of their students based on interim and benchmark assessments. They use this data to design immediate intervention for individual students across each grade level.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
At La Ballona Elementary School, ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's), and by Beginning Teacher Support and Assessment personnel (BTSAs TOSA's). The Resource Specialists (RSP) provide continuous support and suggestions to teachers to help students who are struggling in various areas of the curriculum.
8. Teacher collaboration by grade level (EPC)
At La Ballona Elementary School the Physical Education program provides for a thirty minute daily (4 times per week) opportunity for teachers to collaborate across grade levels. Twice each month, the students participate in a one hour Physical Education class during which time the teachers of each grade level work collaboratively on the various curricular areas, to examine data, and to develop and plan unit lessons for intervention and enrichment. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
All teachers at La Ballona Elementary School adhere to the various content framework documents which offer a blueprint for implementation of the California Content Standards. All instructional materials are State Board of Education approved, as well as research and standards-based. Culver City Unified School District has most recently provided new standards-based curricular materials in the content areas of mathematics, English Language Development and science. Rigorous instruction of identified essential standards is implemented across the grade levels. Benchmark assessments are administered three times each year to students in grades two through five to allow teachers to determine individual student intervention needs. Kindergarten and 1st Grade students are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is used on a regular basis to inform instruction and to determine systematic intervention and enrichment offerings to students.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
At La Ballona Elementary School, all teachers meet the recommended number of minutes of instruction per day for each curricular area.
ENGLISH LANGUAGE ARTS:
Kindergarten - 90 minutes
First - Third Grade - 150 minutes
Fourth & Fifth - 120 minutes
MATHEMATICS:
Kindergarten - Fifth Grade - 45-60 minutes
ENGLISH LANGUAGE DEVELOPMENT:
Kindergarten - Fifth Grade - 30 minutes
11. Lesson pacing schedule (EPC)
The Culver City Unified School District pacing plans are determined by essential standards and accompanying benchmark assessments. They provide guidance and structure for delivering instruction in the California Content Standards in English Language Arts and Mathematics across all grade levels. Interim assessments are administered three times per year to gather data. That data is analyzed and then used to inform instruction for intervention and enrichment necessary to improve student academic achievement.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2486&D=7632>

2/3/2011

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
Culver City Unified School District provides all students across grade levels with standards-based instructional materials in all curricular areas.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
Students at La Ballona Elementary School have available and use the following State Board of Education (SBE) -adopted and standards-aligned materials:
Open Court Reading 2002, including English Language Support Guide, Intervention Guide
Envision Mathematics, including reteach and enrichment
Scott Foresman Science
Houghton-Mifflin Social Studies
SBE-adopted and standards-aligned intervention materials being used at La Ballona are:
Developmental Studies Center - Being A Writer
Developmental Studies Center - Making Meaning
Developmental Studies Center - Let's Talk About It!
Developmental Studies Center - Caring School Community

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Instructional Aides work in all kindergarten classes to enable underperforming students to meet standards. Peer tutoring, in the form of Buddy Reading, is arranged between various upper and lower grade classes. We offer various before/after school intervention for at-risk students using the Success Maker Program in English language arts and mathematics. The sessions are held two days per week for 30 minutes for approximately 10 weeks. Many classes receive regular assistance from parent/grandparent volunteers. Volunteers provide various forms of help such as reading with individual students, practicing math facts, and generally assisting with follow up activities that supports previous classroom instruction.
15. Research-based educational practices to raise student achievement at this school (NCLB)
Teachers throughout Culver City Unified School District are learning to use a District protocol for assessing and using student data to design interventions which will address students' learning deficiencies and identify areas for enrichment. The program we use is called ATI/Celisco and it provides periodic benchmark assessments which are used to inform instruction. Grade level teams regularly meet to collaborate and plan this instruction. Administrators continue working to refine the protocols. All teachers continue to participate in professional development sessions focusing on the use of data and the development of intervention strategies necessary to improve student achievement.
16. Opportunities for increased learning time (Title I SWP and PI requirement)
At La Ballona Elementary School, opportunities for increased learning time are funded through English Language Acquisition Program (ELAP) monies and Title I.
17. Transition from preschool to kindergarten (Title I SWP)
La Ballona has a state pre-school program on site. This year the district began a formalized collaboration between kindergarten and pre-school teachers. At the end of the academic year, pre-school teachers fill out placement cards for each student indicating the child's language, social, emotional, cognitive and motor development. These cards are turned in to the principal who shares them with the kindergarten teachers for proper placement. A major strategy for improving the transition between pre-school is for the pre-school teachers to meet with kindergarten teachers on a regular basis to exchange ideas, expectations and objectives.

Involvement

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

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(NCLB)

The following resources are available to the students of La Ballona Elementary School:
 Partners in Print,
 Latino Family Literacy Program
 The Family Center,
 MIND Research Institute -Math+Music Program
 La Ballona Education Partners
 Didi Hirsch, Mental Health Center
 Think Peace and Peace Makers, Program
 Social Skills Group
 STAR program,
 Music Center assemblies,
 Symphonic Jazz Orchestra
 Artists in Residence
 Southern California Wolf Trap Program - administered by the Music Center Edu. Division
 Actors' Gang
 Fifth Grade Ballroom Dancing Physical Education program
 Accelerated Reader Program, 1st - 5th grade
 School-wide Science Fair
 Culver City Historical Society character interpreters present local history to 4th graders
 Success Maker Club

19. Strategies to increase parental involvement (Title I SWP)
 In an effort to increase parental involvement at La Ballona Elementary School, the following opportunities exist:

The La Ballona Parent compact - Three Way Pledge
 This document highlights responsibilities of parents, students and teachers in supporting student success in school.
 (See Appendix E)
 Back to School Night
 Open House
 School-wide Science Fair
 Annual Student-Parent-Teacher Goal Setting Conferences
 Spring Parent Conferences
 Partners in Print Parent Training
 Latino Family Literacy Program
 Family Center/Didi Hirsch Mental Health Clinic sponsored Parenting Classes
 English Learners Advisory Committee (ELAC)
 School Site Council
 PTA
 La Ballona Education Partners (booster club)
 Annual La Ballona International Dinner
 Taste of La Ballona
 PTA Reflections Art Contest
 Family Movie Nights
 PTA Book Fairs
 Winter Concert
 Spring Concert
 PTA sponsored "What Will I Do This Summer?"
 La Ballona Variety Show
 Parent Student Handbook
 School website
 Volunteer opportunities in classrooms, on field trips, and school wide extra-curricular activities

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

Teachers, parents, ELAC committee members and members of the School Site Council participate in needs assessment surveys that generate input and feedback used to plan budgets and programs supported by various categorical funding streams.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
 Listed below are services provided by categorical funds that enable underperforming students at La Ballona Elementary School to meet NCLB standards:

Title I: supplemental instructional materials and supplies,
 Accelerated Reader Program, Keyboarding Teacher, Computer Lab Aide, Success Maker Program
 ELAP: Intervention teacher salaries, instructional supplies, Latino Family Literacy Program
 Title I: Kindergarten Aides, STAR Program Instructional Aide, instructional supplies, Math + Music Program
 PTA funds all field trips and Assemblies.
 Unit Budget funds all supplies.
 Culver City Education Foundation Grant to support La Ballona Elementary School teachers by funding four Smart Boards.

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 type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$
<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 type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school	\$

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 checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$124,080.37
<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	\$124,080.37
Total amount of state and federal categorical funds allocated to this school	\$124,080.37

(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 (La Bailona 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 7, 2010

Attested:

Christine Collins
 Typed name of school principal
 Signature of school principal
 Date
 1-27-11

Laura Chardlet
 Typed name of SSC chairperson
 Signature of SSC chairperson
 Date
 2/1/11

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:
La Bailona School
Three Way Pledge

The Student's 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.

Parent's/Guardian signature Date

Parents Pledge:
La Bailona School
Three Way Pledge

The Parent's Pledge

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

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

Parent's/Guardian's signature Date

Staff Pledge:
La Bailona School
Three Way Pledge

The Teacher's Pledge

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

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

Teacher's Signature Date

Appendix F - School Site Council Membership: La Ballona Elementary School

Education Code Section 6001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to it 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
LAURA CHARDIET	()	()	()	(X)	()
JUAN IVerson	()	()	()	(X)	()
SCOTT KECKEN	()	()	()	(X)	()
CATALINA POP	()	()	()	(X)	()
ISABELLE REYES-PEREZ	()	()	()	(X)	()
WADE MC MILLAN	()	(X)	()	()	()
JENNIFER POLLOCK	()	(X)	()	()	()
IRA PROCTOR	()	(X)	()	()	()
BESSY REYNA	()	()	(X)	()	()
CHRISTINE COLLINS	(X)	()	()	()	()
	()	()	()	()	()
	()	()	()	()	()
	()	()	()	()	()
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Numbers of members of each category	1	3	1	5	0

(43) At elementary schools, the school site council must be constituted to ensure parity between: (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. At secondary 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. 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

9.4

Financial Implication for Certificated Services Report No. 13

Total Fiscal Impact per Funding Source:

Los Angeles County Office	\$128,522.20
Regional Occupational Center	

BOARD REPORT

9.4 Certificated Personnel Services Report No. 13

I. Authorization and Ratification of Employment

**A. Regional Occupational Program Instructors – High School, Spring Session 2011
Effective January 25, 2011 through June 17, 2011 at stated hourly rate, not to exceed stated hours**

Funding Source: Los Angeles County Office (ROP)

Total Cost: \$128,522.20

1.	Brandt, Michael	Auto Specialization	\$36.95 per hour	660 hours
2.	Dikeman, Clark	Lifeguard/Water Safety	\$36.95 per hour	90 hours
3.	Hoebink, Robert	Office Technology	\$36.95 per hour	650 hours
4.	Keele, Kevin	Fashion Merchandising	\$31.24 per hour	100 hours
5.	Kurnarsky, Larry	Photography	\$36.95 per hour	650 hours
6.	Mann, Alison	Careers in Education	\$992.00 per month	95 hours
7.	Sunwaye, Lisa	Retail Marketing	\$36.95 per hour	650 hours
8.	White, Marcos	Sports Medicine/Therapy	\$31.24 per hour	630 hours

II. Leaves

1. Hirsch, Barby
High School
- Child Care Leave of Absence Without Pay
February 3, 2011 through June 17, 2011

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 13

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 Financial Implication for Classified Personnel Services Report No. 13

Total Funding Fiscal Impact:

Donations Total: \$222.00
General Fund Total: \$5,651.56 & Hourly, as needed

I. Authorization, Approval & Ratification of Employment

A. Clerical & Fiscal

- 1. Substitute Clerk Typist Funding Source: Food Services
Fiscal Impact: \$19.07/hour
- 3. Substitute Clerk Typist Funding Source: General Fund
Fiscal Impact: \$19.59/hour
- 4. Substitute Clerk Typist Funding Source: General – Human Resources
Fiscal Impact: \$24.37/hour

B. Food Services

- 1. Substitute Food Service Assistant Funding Source: Food Services
Fiscal Impact: \$11.45/hour

C. Coaches

- 1. Athletic Coaches Funding Source: General Fund – Athletic
Fiscal Impact: \$5,651.56/assignment

D. Noon Duty Supervisors

- 1. Noon Duty Supervisor Funding Source: Donations
Fiscal Impact: \$222.00/assignment
- 2. Noon Duty Supervisor Funding Source: General Fund
Fiscal Impact: \$9.25/hour

E. Student Helpers

- 1. Student Helper – Workability Funding Source: General Fund – Special Ed
Fiscal Impact: \$8.00/hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 13

I. Authorization, Approval & Ratification of Employment

A. Clerical & Fiscal

1. Sanchez, Kathy
Substitute Clerk Typist
Food Services
Funding Source: Food Services
Effective January 3, 2011
Hourly, as needed – \$19.07 per hour
2. Hoebink, Carol
Substitute Clerk Typist
District Office
Funding Source: General Fund
Effective February 9, 2011
Hourly, as needed – \$19.59 per hour
3. Eckberg, Margaret
Substitute Clerk Typist
District Office – Human Resources
Not to exceed 120 hours
Funding Source: General Fund – HR
Effective February 3, 2011 through
June 30, 2011
Hourly, as needed – \$24.37 per hour

B. Food Services

1. Casillas, Irene
Substitute Food Service Assistant
Food Services
Funding Source: Food Services
Effective February 9, 2011
Hourly, as needed – \$11.45 per hour

C. Coaches

1. Batalla, Karlia
Temporary Girls' Basketball Coach
High School
Funding Source: General Fund – Athletic
Effective November 15, 2010 through
February 11, 2011
Stipend of \$3,013.00
2. Jimenez, Ryan
Temporary Assistant Baseball Coach
High School
Funding Source: General Fund – Athletic
Effective February 14, 2011 through
May 10, 2011
Stipend of \$1,000.00

BOARD REPORT

9.5 Classified Personnel Services Report No. 13 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

C. Coaches – continued

3. Rincon, Patrick
Temporary Assistant Baseball Coach
High School
Funding Source: General Fund – Athletic
Effective February 14, 2011 through
May 10, 2011
Stipend of \$1,000.00
4. Fritzius, Tom
Temporary Boys' Cross Country Coach
High School – CIF Playoffs
Funding Source: General Fund – Athletic
Effective November 5, 2010 through
November 13, 2010
Stipend of \$319.28
5. Winters, Lew
Temporary Girls' Cross Country Coach
High School – CIF Playoffs
Funding Source: General Fund – Athletic
Effective November 5, 2010 through
November 13, 2010
Stipend of \$319.28

D. Noon Duty Supervisors

1. Cardenas, Mirna
Temporary Noon Duty Supervisor
La Ballona – Extra Assignment
Parent Class & Latino Family Literacy
Not to exceed 24 hours
Funding Source: Donations
Effective January 31, 2011 through
March 22, 2011
Hourly, as needed – \$9.25 per hour
2. Mills, Esly
Temporary Noon Duty Supervisor
El Marino
Funding Source: General Fund
Effective February 9, 2011 through
June 17, 2011
Hourly, as needed – \$9.25 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 13 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

D. Noon Duty Supervisors – continued

3. Sawyer, Tyla
Temporary Noon Duty Supervisor
El Rincon
Funding Source: General Fund
Effective February 9, 2011 through
June 17, 2011
Hourly, as needed – \$9.25 per hour

E. Student Helpers

1. Cabrera, Miguel
Student Helper – Workability
Location outside of district
Funding Source: General Fund – Special Ed
Effective January 18, 2011
Hourly, as needed – \$8.00 per hour
2. Johnson, Trevor
Student Helper – Workability
Location outside of district
Funding Source: General Fund – Special Ed
Effective January 18, 2011
Hourly, as needed – \$8.00 per hour
3. Holt, Charles
Student Helper – Workability
Location outside of district
Funding Source: General Fund – Special Ed
Effective February 9, 2011
Hourly, as needed – \$8.00 per hour
4. Mason, Jocelyn
Student Helper – Workability
Location outside of district
Funding Source: General Fund – Special Ed
Effective February 9, 2011
Hourly, as needed – \$8.00 per hour
5. Mitchell-Okey, Lauren
Student Helper – Workability
Location outside of district
Funding Source: General Fund – Special Ed
Effective February 9, 2011
Hourly, as needed – \$8.00 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 13 – Page 4

I. Authorization, Approval & Ratification of Employment – continued

E. Student Helpers – continued

- | | | |
|----|--------------------|--|
| 6. | Simpson, Dominique | Student Helper – Workability
Location outside of district
Funding Source: General Fund – Special Ed
Effective February 9, 2011
Hourly, as needed – \$8.00 per hour |
| 7. | Zepeda, Joshua | Student Helper – Workability
Location outside of district
Funding Source: General Fund – Special Ed
Effective February 9, 2011
Hourly, as needed – \$8.00 per hour |

II. Authorization, Approval & Ratification of Resignations

- | | | |
|----|---------------------|--|
| 1. | Moodie, Frances | Instructional Assistant – Special Education IIA
Child Development/El Rincon
3.5 hours per day, school year
Funding Source: General Fund – Special Ed
Effective January 21, 2011
Range 16 – \$17.65 per hour |
| 2. | Plascencia, Abrahan | School Custodian
MOT/La Ballona
8 hours per day, 12 months per year
Funding Source: General Fund
Effective January 25, 2011
Range 16 – \$2710.96 per month |

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 13

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/8/11

9.6

9.6 **Approval is Recommended for Rotary Youth Leadership Assembly Overnight Field Trip for CCHS Students, Catalina Island, California, April 15-18, 2011**

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

CCHS Athletic Director Jerry Chabola seeks approval for 5 students to attend a field trip to the Rotary Youth Leadership Assembly, April 15 to 18, 2011. Students will be absent from school on Friday, April 15. Mr. Chabola and Rotary Club members will chaperone. A one day substitute teacher for Mr. Chabola will be funded by the Interact Club. The cost of attendance is \$200 per student to be funded by the Rotary Club. Transportation by bus will be funded by the Rotary Club.

RECOMMENDED MOTION: That the Board of Education approve the Rotary Youth Leadership Assembly Overnight Field Trip for CCHS Students, at Catalina Island, California, April 15-18, 2011.

Moved by:

Seconded by:

Vote:

10.1 American Citizenship Awards

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

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

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

BOARD REPORT

2/8/11

10.2

10.2 Spotlight on Education – La Ballona Elementary School

Principal Christine Collins 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 La Ballona Elementary School, including academic intervention through the Success Maker Club.


BOARD REPORT

2/8/11

12.1


12.1 Bell Schedule Survey Results

Gwenis Laura, Assistant Superintendent for Educational Services, will present the results of the Bell Schedule Surveys submitted by parents, students and staff.



Culver City Unified School District

Bell Schedule Survey


Presentation to
 CCUSD Board of Education
 February 8, 2011
 Gwenis Laura, Assistant Superintendent
 Educational Services


**Student Responses
MS & HS**

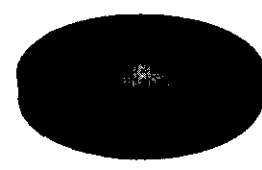
Are you satisfied with the current start/end time?




■ Yes ■ No


**Student Responses
MS & HS**


What bell schedule changes would you like to see?



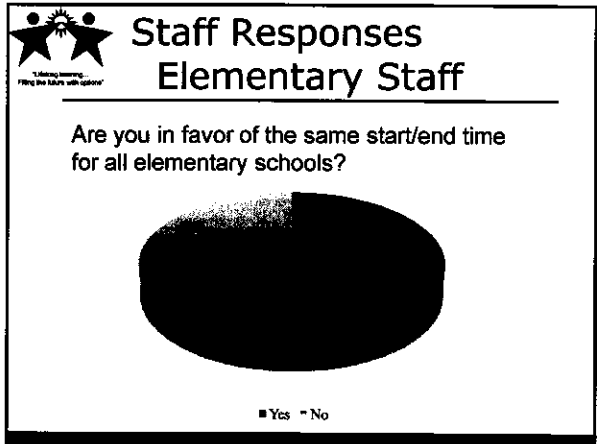
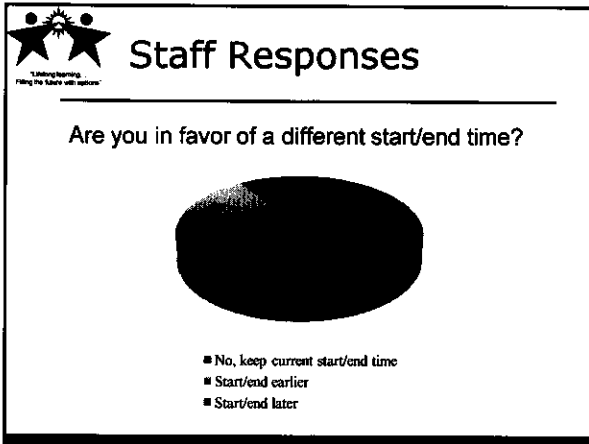
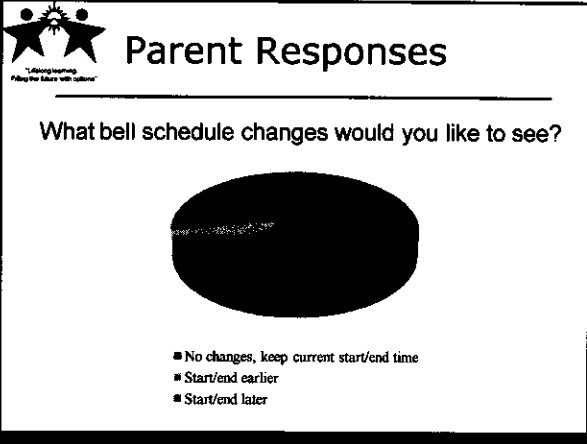
■ No changes, keep current start/end time
 ■ Start/end earlier
 ■ Start/end later


Parent Responses

Are you satisfied with the current start/end time?



■ Yes ■ No



BOARD REPORT

2/8/11

12.2

12.2 First Reading of New Board Policy/Administrative Regulation 5118, Students – Open Enrollment Act Transfers

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 new Board Policy/Administrative Regulation on Open Enrollment Act Transfers is being presented for a first reading.

OPEN ENROLLMENT ACT TRANSFERS

The Governing Board desires to offer enrollment options in order to provide children with opportunities for academic achievement and their diverse needs. Such options shall also be provided to children who reside within another district's boundaries in accordance with law, Board policy, and administrative regulation.

Whenever a student is attending a district school on the Open Enrollment List as identified by the Superintendent of Public Instruction, he/she may apply to transfer to another school within or outside of the district, as long as the school to which he/she is transferring has a higher Academic Performance Index. (Education Code 48354, 48356)

For the 2011-2012 school year, Open Enrollment Act transfer applications for district residents will be accepted from April 15 to April 30, 2011. In subsequent years, a parent/guardian whose child is attending a district school on the Open Enrollment List and who wishes to have his/her child attend another school within the district shall apply for enrollment using BP/AR 5116.1 – Intradistrict Open Enrollment.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

In addition to the requirements set forth in this policy and its implementing regulation, a student applying for an Open Enrollment Act transfer into a district dual language program must also meet the requirements for admission to the specialized program.

The district cannot accept an application for an Open Enrollment Act transfer if the student's district of residence has prohibited the transfer as allowed under the Open Enrollment Act.

Providing Priority Enrollment to Resident Students

In order to meet the district's constitutional duty to educate students residing in the school district, the Superintendent or designee shall provide resident students an opportunity to enroll prior to accepting any Open Enrollment Act transfer applications under this policy.

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, the Board hereby waives the January 1 deadline in Education Code 48354 for all applications for transfer from nonresident parents/guardians of children attending a school on the Open Enrollment List in another district. Transfer applications shall be submitted between April 15 and April 30 of the preceding school year for which the transfer is requested.

(cf. 5111.1 - District Residency)

OPEN ENROLLMENT ACT TRANSFERS (Continued)

Standards for Rejection of Transfer Applications

Pursuant to Education Code 48356, the Board has adopted the following standards for acceptance and rejection of transfer applications submitted by a parent/guardian of a student attending a school in another district on the Open Enrollment List. The Superintendent or designee shall apply these standards in accordance with Board policy and administrative regulation and shall ensure that the standards are applied uniformly and consistently.

As applicable, the Superintendent or designee may deny a transfer application under any of the following circumstances:

1. Upon a determination that the approval of the transfer application would negatively impact the capacity of a program, class, grade level, or school building, including, but not limited to:
 - a. The class or grade level exceeding the district's limits pursuant to the state Class Size Reduction Program or the Morgan/Hart Class Size Reduction Program for Grades 9-12.
 - b. The site, classroom, or program exceeding the maximum student-teacher ratio specified in the district's collective bargaining agreement.
 - c. The site or classroom exceeding the physical capacity of the facility pursuant to the district's facilities master plan or other facility planning document.
 - d. The class or grade level exceeding capacity pursuant items #a-#c above in subsequent years as the student advances to other grade levels at the school.
(cf. 6151 – Class Size)
(cf. 7110 – Facilities Master Plan)
2. Upon a determination that approval of the transfer application would have an adverse financial impact on the district, including:
 - a. The hiring of additional certificated or classified staff.
 - b. The operation of additional classrooms or instructional facilities.
 - c. Expenses incurred by the district that would not be covered by the apportionment of funds received from the state resulting in a reduction of the resources available to resident students.
3. Upon a determination that approval of the transfer application would negatively impact either of the following:
 - a. A court-ordered or voluntary desegregation plan of the district.
 - b. The racial and ethnic balance of the district, consistent with state and federal law.

OPEN ENROLLMENT ACT TRANSFERS (Continued)

4. If the applicant has been expelled for any amount of time, regardless of whether the expulsion was suspended, or if the applicant has been cumulatively suspended for more than ten (10) schooldays or suspended on more than three (3) separate occasions (regardless of duration of the suspensions), within the previous two (2) school years.
5. The safety and welfare of the student and/or of other students may be compromised or endangered.
6. A parent/guardian made material false statements or misrepresentations when applying for the student's transfer.
7. The student currently attending a district school on a transfer is matriculating to another school within the district (i.e. matriculating from elementary to middle or middle to high school).
8. Student moved out of the district that was the district of residence at the time the transfer application was granted.
9. If the applicant's prior attendance history meets the definition of a chronic truant pursuant to Education Code section 48263.6 where the student has been absent from school without a valid excuse for 10 percent or more of the schooldays in one school year, from the date of enrollment to the current date.

As applicable, the Superintendent or designee may not deny a transfer application under any of the following circumstances:

Student's previous academic achievement, physical condition, proficiency in the English language, family income, the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, physical or mental disability, age or sexual orientation.

(cf. 5145.3 – Nondiscrimination/Harassment)

Appeal Process for Denials of Transfer Applications

A parent/guardian may appeal the district's denial of a transfer application to the Board by filing a written request of appeal with the Superintendent or designee within 15 days of the date of the written notification of denial. In addition, a parent/guardian who believes he/she has been subject to discrimination may file an appeal using the district's Uniform Complaint Procedures. (cf. 1312.3 - Uniform Complaint Procedures)

The Board shall schedule an appeal hearing as soon as practicable at a regular or special meeting of the Board. At the hearing, the parent/guardian shall have the right to present oral or written

OPEN ENROLLMENT ACT TRANSFERS (Continued)

evidence, rebut district evidence, and question any district witnesses. Unless the parent/guardian requests that the hearing be held in open session, the hearing shall be held in closed session in order to protect the privacy of students in accordance with law.

(cf. 9321- Closed Session Purposes and Agendas)

The Board shall make its decision by the next regularly scheduled meeting and shall send its decision to all concerned parties. The Board's decision shall be final.

Program Evaluation

The Superintendent or designee shall collect data regarding the number of students who transfer out of the district pursuant to the Open Enrollment Act. He/she also shall collect data regarding the number of students who apply to transfer into the district, the number of requests granted, denied, or withdrawn, and the district schools and programs receiving applications.

When the Superintendent or designee anticipates that a particular school will receive a large number of transfer applications, he/she shall study the enrollment pattern at that school in order to anticipate future resident enrollment at the school and at the district schools into which those students would normally matriculate.

The Superintendent or designee shall regularly report to the Board regarding the implementation of this program.

Legal Reference:

EDUCATION CODE

200 Prohibition of discrimination

35160.5 District policies, rules, and regulations

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

52317 Regional Occupational Center/Program, enrollment of students, interdistrict attendance

FAMILY CODE

6500-6552 Caregivers

Students

BP 5118(e)

OPEN ENROLLMENT ACT TRANSFERS (Continued)

UNITED STATES CODE, TITLE 20

6316 Transfers from program improvement schools

CODE OF REGULATIONS, TITLE 5

4700-4703 Open Enrollment Act

CODE OF FEDERAL REGULATIONS, TITLE 34

200.36 Dissemination of information

200.37 Notice of program improvement status, option to transfer

200.39 Program improvement, transfer option

200.42 Corrective action, transfer option

200.43 Restructuring, transfer option

200.44 Public school choice, program improvement schools

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

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

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

Policy

Reviewed:

February 8, 2011

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

OPEN ENROLLMENT ACT TRANSFERS

Students attending a school on the Open Enrollment List as identified by the Superintendent of Public Instruction, may apply to transfer to another school within or outside of the district, as long as the school to which he/she is transferring has a higher Academic Performance Index. Interdistrict transfer requests made pursuant to the Open Enrollment Act shall only be approved by the Superintendent or designee in accordance with the provisions of this regulation.

Application Process/Timeline

1. For the 2011-2012 school year, Open Enrollment Act transfer applications for district residents will be accepted from April 15 to April 30, 2011. In subsequent years, Open Enrollment Act transfer applications for district residents will be accepted during the Open Enrollment (Intradistrict Transfer) Period of the school year preceding the school year for which a resident student is requesting a transfer, as defined in Administrative Regulation 5116.1. Transfer applications for nonresidents shall be submitted between April 15 and April 30 of the preceding school year for which the transfer is requested. Applications submitted after the applicable deadlines will not be accepted or reviewed.
2. The application deadline does not apply to an application requesting a transfer if the parent/guardian, with whom the student resides, is enlisted in the military and was relocated by the military within 90 days prior to submitting the application.
3. Within 60 days of receiving an application for Open Enrollment Act transfer, the district shall notify the applicant parent/guardian and the school district of residence in writing whether the application was approved or denied. If an application is denied, the district shall state in the notification the reasons for the denial.

Terms of Approval and Enrollment Priorities

1. Students will be selected through a random, unbiased process that prohibits an evaluation of whether the student should be enrolled based on his or her individual academic or athletic performance, proficiency in the English language, family income, the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, physical or mental disability, age or sexual orientation. Students applying for a transfer pursuant to the Open Enrollment Act shall be assigned priority for approval as follows:
 - a. First priority for the siblings of resident students who already attend the desired school.
 - b. Second priority for the siblings of students who already attend the desired school on an Interdistrict Transfer Permit.
 - c. Third priority for students transferring from a program improvement school ranked in decile 1 on the Academic Performance Index, determined pursuant to Education Code section 48352(a).

OPEN ENROLLMENT ACT TRANSFERS (Continued)

2. If the number of students who request a particular school exceeds the number of spaces available at that school, a lottery shall be conducted in the group priority order identified above to select students at random until all of the available spaces are filled.

Accepted Applications

1. If an application is accepted, the student may enroll in the school or program approved by the district at the start of the school year immediately following the approval of the application. A student whose Open Enrollment Act transfer application is approved must be placed in a district school with a higher Academic Performance Index than the school in which the student was previously enrolled.
2. Once enrolled, a student is not required to re-apply to remain enrolled, unless the student is matriculating to another school within the district (i.e., matriculating from elementary to middle or middle to high school). However, the student's continued enrollment will be subject to the rules and standards that apply to students who reside in the school district.
3. A student approved for an Open Enrollment Act transfer into the district shall be deemed to have fulfilled residency requirements for attendance in the district set forth in Education Code section 48204.
4. Transportation will not be provided by the district to students choosing to attend a district school under the Open Enrollment Act.

Denied Applications

1. If the school the parent/guardian requests is at capacity, the district will not offer another school under an Open Enrollment Act application.
2. If an application is denied, the district shall notify the applicant parent/guardian and school district of residence in writing that the application has been denied. Such notification shall state the reason(s) for the denial.
3. The district's decision regarding the denial of an Open Enrollment Act transfer application is final and may not be overturned absent a finding by a court of competent jurisdiction that the district acted in an arbitrary and capricious manner. There is no right of appeal to the Los Angeles County Office of Education.

Notice of Eligibility to Transfer

On or before the first day of school each year, but not later than September 15 (depending on when the district receives notification from the California Department of Education), the district

OPEN ENROLLMENT ACT TRANSFERS (Continued)

shall provide the parents or guardians of all students enrolled in a designated "Open Enrollment School" notice of the option to transfer to another public school in the district or another school district.

Legal Reference:

EDUCATION CODE

200 Prohibition of discrimination

35160.5 District policies, rules, and regulations

48200 Compulsory attendance

48204 Residency requirements for school attendance

48350-48361 Open Enrollment Act

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

CODE OF REGULATIONS, TITLE 5

4700-4703 Open Enrollment Act

Management Resources:

WEB SITES

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

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

Policy

Reviewed:

February 8, 2011

CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City, California

BOARD REPORT

02/08/11

12.3

12.3 First Reading of Revised Board Bylaw 9320, Meetings and Notices

It is recommended practice that the Board of Education review Board Policies, Administrative Regulations and Board Bylaws on a regular basis. Board Bylaw 9320 has been revised to include new language regarding the location of Board Meeting, and any new language suggested by the California School Boards Association. The Bylaw is hereby submitted for a first reading.

MEETINGS AND NOTICES

Meetings of the Governing Board are conducted for the purpose of accomplishing district business.

A Board meeting exists whenever a majority of the Board members gather at the same time and place to hear, discuss or deliberate upon any item ~~that is~~ within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public and shall be conducted in accordance with law and Board procedures.

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)
(cf. 9323 - Meeting Conduct)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or positions of any Board member to other Board members. ~~Except as otherwise authorized by law, direct communication, personal intermediaries and technological devices shall not be used by a majority of Board members to develop a collective concurrence as to an action to be taken by the Board on an item of district business.~~ (Government Code 54952.2)

In order to help ensure participation in the meeting by disabled individuals, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

Meeting notices and agendas shall specify that an individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee.

Each agenda shall also list the address designated by the Superintendent or designee for public inspection of agenda documents that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

Regular Meetings

The Board shall hold two regular meetings each month. Regular meetings shall be held at 7:00 p.m. on the second Tuesday **of the month at the District Administrative Building**, and **the fourth Tuesday the District Administrative Building. in the City Hall Chambers.**

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

MEETINGS AND NOTICES (continued)**Special Meetings**

Special meetings of the Board may be called by the presiding officer or a majority of the Board members. (Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all Board members, and the local media who have requested such notice in writing. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144, Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An Emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity or other activity which severely impairs public health and/or safety as determined by a majority of the members of the Board.

(cf. 4141.6/4241.6 – Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board.

(cf. 3516 – Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most

MEETINGS AND NOTICES (continued)

recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 – Concepts and Roles)
(cf. 2111 – Superintendent Governance Standards)
(cf. 9000 – Role of the Board)
(cf. 9005 – Governance Standards)
(cf. 9400 – Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members

MEETINGS AND NOTICES (continued)

2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 – Board Committees)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, including, but not limited to, religion, sex, or sexual orientation. In addition, meetings shall not be held in a facility which is inaccessible to disabled persons or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

(cf. 0410-Nondiscrimination in District Programs and Activities)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its' principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction

MEETINGS AND NOTICES (continued)

6. Meet in or near a facility owned by the district by located outside the district, provided the meeting is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication.

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953).

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

MEETINGS AND NOTICES (continued)*Legal Reference:***EDUCATION CODE**

- 35140 *Time and place of meetings*
- 35143 *Annual organizational meeting, date, and notice*
- 35144 *Special meeting*
- 35145 *Public meetings*
- 35145.5 *Agenda; public participation; regulations*
- 35146 *Closed sessions*
- 35147 *Open meeting law exceptions and applications*

GOVERNMENT CODE

- 11135 *State programs and activities, discrimination*
- 54950 - 54963 *The Ralph M. Brown Act, especially:*
- 54953 *Meetings to be open and public; attendance*
- 54954 *Time and place of regular meetings*
- 54954.1 *Mailed notices*
- 54954.2 *Agenda posting requirements, board actions*
- 54956 *Special meeting; call; notice*
- 54956.5 *Emergency meeting*
- 54957.5 *Agenda distribution*
- 54961 *Prohibition on use of certain facilities*

UNITED STATES CODE, TITLE 42

- 12101-12213 *Americans with Disabilities Act*

CODE OF FEDERAL REGULATIONS, TITLE 28

- 35.160 *Effective communications*
- 36.303 *Auxiliary aids and services*

COURT DECISIONS

- Wolfe v. City of Fremont, (2006) 144 Cal.App.544*
- 216 Sutter Bay Associates v. County of Sutter (1997) 58 Cal.App 4th 860*

ATTORNEY GENERAL OPINIONS

- 88 *Ops.Cal.Atty.Gen. 218 (2005)*
- 84 *Ops.Cal.Atty.Gen. 181 (2001)*
- 84 *Ops.Cal.Atty.Gen. 30 (2001)*
- 79 *Ops.Cal.Atty.Gen. 69 (1996)*
- 78 *Ops.Cal.Atty.Gen. 327 (1995)*

*Management Resources:***CSBA PUBLICATIONS**

The Brown Act: School Boards and Open Meeting Laws, rev. 2005

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2003

WEB SITES

CSBA, Agenda Online:

<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>

California Attorney General's Office: <http://www.caag.state.ca.us>

Bylaw

adopted: July 15, 1997

Revised: June 21, 2005

Revised: November 28, 2006

Revised: August 28, 2007

Revised: September 23, 2008

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

BOARD REPORT

**2/8/11
14.2a**

14.2a Approval is Recommended for Reinstatement of Pupil Services Case #06-09

The Superintendent is recommending to the Board of Education that Case #06-09 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 #06-09

Moved by:

Seconded by:

Vote:

BOARD REPORT

2/8/11

14.2b

14.2b Second Reading and Adoption 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 second reading and adoption.

RECOMMENDED MOTION: That the Board approves the Second Reading and Adoption of Revised Administrative Regulation 6164.6, Instruction – Identification and Education Under Section 504.

Moved by:

Seconded by:

Vote:

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>	
<u>Regulation Reviewed:</u>	<u>February 8, 2011</u>	

BOARD REPORT

14.4a Approval of Resolution #14-2010/2011, Amendment of Employment Agreement of the Interim Superintendent of Culver City Unified School District

On June 24, 2010 at a Special Open Session of the Board of Education, as item number 8.1b, this Board approved an "AGREEMENT FOR INTERIM SUPERINTENDENT CULVER CITY UNIFIED SCHOOL DISTRICT."

Language in the Agreement that this Board presented to Mrs. Jaffe included under paragraph 1, Term of Agreement, the following:

"The parties agree and acknowledge that the Interim Superintendent is not eligible for the position of 'New' or 'Full-Time' Superintendent with the Culver City Unified School District at any time prior to July 1, 2012."

At their meeting on January 25, 2011, three members of the Board of Education asked to place on the agenda for this meeting consideration of a possible amendment to the Agreement with Mrs. Jaffe to delete the above-quoted provision. If the Board wishes to so amend said Agreement, it can give direction to prepare an amendment by adopting the following resolution:

RECOMMENDED MOTION: That the Board approves Resolution #14-2010/2011, Amendment of Employment Agreement of the Interim Superintendent of Culver City Unified School District as presented.

Moved by:

Seconded by:

Vote:

Resolution #14-2010/2011

Amendment of Employment Agreement of the Interim
Superintendent of Culver City Unified School District

WHEREAS, on June 24, 2010 at a Special Open Session of the Board of Education, as item number 8.1b, this Board approved an "AGREEMENT FOR INTERIM SUPERINTENDENT CULVER CITY UNIFIED SCHOOL DISTRICT."

WHEREAS, language in the Agreement that this Board presented to Mrs. Jaffe included under paragraph 1, Term of Agreement, the following:

"The parties agree and acknowledge that the Interim Superintendent is not eligible for the position of 'New' or 'Full-Time' Superintendent with the Culver City Unified School District at any time prior to July 1, 2012."

WHEREAS, at their meeting on January 25, 2011, three members of the Board of Education asked to place on the agenda for this meeting consideration of a possible amendment to the Agreement with Mrs. Jaffe to delete the above-quoted provision.

WHEREAS, if the Board wishes to so amend said Agreement, it can give direction to prepare an amendment by adopting this Resolution.

RESOLVED, the Culver City Unified School District (the "District") enter into an Amendment of Agreement with Patricia Jaffe pursuant to which the parties amend the Agreement for Interim Superintendent, Culver City Unified School District to delete from said Agreement the last sentence of Section 1 thereof, which currently reads as follows: "The parties agree and acknowledge that the Interim Superintendent is not eligible for the position of 'New' or 'Full-Time' Superintendent with the Culver City Unified School District at any time prior to July 1, 2012."

NOW, THEREFORE, BE IT RESOLVED that District staff are directed to take such actions as may be necessary to accomplish the foregoing, including the drafting of a formal Amendment of Agreement between the District and Patricia Jaffe. Signed on this 8th day of February, 2011

Scott Zeidman, Esq. President

Karlo Silbiger, Vice President

Katherine Paspalis, Esq. Clerk

Patricia G. Siever, Parliamentarian

Steven Gourley, Member

2/8/11
14.4b

BOARD REPORT

14.4b Approval is Recommended for Resolution #15-2010/2011 (HR), Regarding Determination Of Seniority Among Certificated Employees With The Same Seniority Date ("Tie-Breaker Resolution")

As the District prepares to implement the reduction or discontinuance of particular kinds of services, it is a requirement to have Board direction regarding the determination of seniority among certificated employees with the same first date of paid service in probationary status. Consequently, the Board must act to direct staff as to the specific criteria to be used in making these determinations as necessary.

RECOMMENDED MOTION: It is recommended that the Board of Education approve Resolution #15-2010/2011 (HR), Regarding Determination of Seniority Among Certificated Employees with the same Seniority Date ("Tie-Breaker Resolution")

Moved by:

Seconded by:

Vote:

**BEFORE THE GOVERNING BOARD OF THE
CULVER CITY UNIFIED SCHOOL DISTRICT
COUNTY OF LOS ANGELES, STATE OF CALIFORNIA**

RESOLUTION NO. 15

**DETERMINATION OF SENIORITY AMONG CERTIFICATED EMPLOYEES
WITH THE SAME SENIORITY DATE ("Tie-Breaker Resolution")**

WHEREAS, pursuant to Education Code Section 44955, the Board is required, as between employees who first rendered paid service to the District on the same date, to determine the order of termination solely on the basis of the needs of the District and its students; and

WHEREAS, Education Code Section 44955 requires that upon the request of any employee whose order of termination is determined as stated above, the governing board shall furnish in writing no later than five (5) days prior to the commencement of the hearing held in accordance with Section 44949, a statement of the specific criteria used in determining the order of termination and the application of the criteria in ranking each employee relative to the other employees in the group.

NOW, THEREFORE, BE IT RESOLVED, as follows:

1. That this Board determines that the needs of the District and the students of this District are best served by resolving seniority ties within the meaning of Education Code Sections 44955, subdivision (b) (third paragraph) and Section 44846, by applying the criteria set forth in paragraphs 4 through 19 below;
2. That as between employees who first rendered paid service to the District in a probationary post on the same date, the order of termination of said employees shall be determined by reference to the criteria which follow and the application thereof to each employee;
3. That the criteria set forth in paragraphs 4 through 19 below are listed in priority order and each criterion shall be used only if the preceding criteria do not delineate the order of termination;
4. As between certificated employees possessing the same seniority date as defined in Education Code Section 44845, employees who possess a currently valid Bilingual Authorization and an internship credential, a preliminary credential or a professional clear credential (or their equivalent, if any, under previous provisions of law), will be regarded as having greater seniority for purposes of determining seniority order;
5. Assuming that the preceding paragraph does not resolve all ties between employees having the same seniority date, then employees possessing a currently valid English Learner Authorization (or its equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners) and an internship credential, a preliminary credential or a professional clear credential (or their equivalent, if any, under previous provisions of law) will be regarded as having greater seniority for purposes of determining seniority order;

6. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and possessing at least a English Learner Authorization (or its equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners), then certificated employees currently holding a valid professional clear credential (or its equivalent under previous provisions of law) with the broader scope of services, as defined by supplementary authorizations or majors, as the case may be, will be regarded as having greater seniority for purposes of determining seniority order;
7. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and possessing at least an English Learner Authorization (or its equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners), the certificated employees holding a preliminary credential with the broader scope of service, as defined by supplementary authorizations or majors, as the case may be, will be regarded as having greater seniority for purposes of determining seniority order;
8. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and possessing at least an English Learner Authorization (or its equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners), then certificated employees currently holding an internship credential will be regarded as having greater seniority for purposes of determining seniority order;
9. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and possessing at least an English Learner Authorization (or its equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners), then as between certificated employees holding the same credential the employee having the greater amount of teaching experience, shall be given preference for purposes of determining seniority order. Teaching experience shall be evaluated in the following priority order:
 - a) previous complete school years of teaching experience in CCUSD;
 - b) previous complete school years of public school teaching experience outside CCUSD;
 - c) previous years of private school teaching experience;
 - d) completed student teaching experience in CCUSD;
 - e) completed student teaching experience outside CCUSD
10. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and there are employees possessing a professional clear credential, or a preliminary credential, or an internship credential (or their equivalent, if any, under previous provisions of law), and who do not possess at least an English Learner Authorization (or equivalent under previous provision of law, or other document permitting the instruction of English Language Learners), then the certificated employee holding a professional clear credential (or its equivalent under previous provisions of law) shall be given preference for purposes of determining seniority order over those holding a less permanent credential such as, and in order of preference: a) a preliminary credential or, b) and internship credential;

11. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, and there are employees possessing a professional clear credential, or a preliminary credential, or an internship credential (or their equivalent, if any, under previous provisions of law), and who do not possess at least a English Learner Authorization (or equivalent under previous provisions of law, or other document permitting the instruction of English Language Learners), then as between employees holding the same credential, the certificated employee with the broader scope of service, as defined by supplementary authorization or majors, as the case may be, will be regarded as having greater seniority for purposes of determining seniority order;

12. If a tie still exists, the winner would be the certificated employee with the earliest date of service in any position (certificated or classified) within the District, other than as a day-to-day substitute;

13. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees with the following authorization to teach or serve in the following areas, in order of preference, will be regarded as having greater seniority for purposes of determining seniority order:
 - a) Speech and Language
 - b) Special Education with mild to moderate and moderate to severe authorizations
 - c) Special Education with mild to moderate authorization
 - d) Special Education with moderate to severe authorization
 - e) Mathematics
 - f) Foundational mathematics
 - g) Chemistry
 - h) Physics
 - i) Geosciences
 - j) Biological sciences
 - k) Health science
 - l) Home economics
 - m) Foreign Languages
 - n) Fine Arts
 - o) English
 - p) Social Sciences/Social Studies
 - q) History
 - r) Business/Computer Education
 - s) Multiple Subjects
 - t) Physical Education
 - u) Designated Subjects Vocational Education
 - v) Pupil Personnel Services – Counseling
 - w) Pupil Personnel Services - Psychologist
 - x) Early Childhood Education Specialist
 - y) Pupil Personnel Services, Nursing
 - z) Librarian

14. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees with a Ph.D./Ed.D. from an accredited institution of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing a Master's Degree from an

accredited institution of higher education. Similarly, employees with a Master's Degree from an accredited institution of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing only a Bachelor's Degree.

15. Assuming that the preceding paragraphs do not resolve all ties between certificated employees having the same seniority date, then certificated employees will be ranked by total semester credits earned at an accredited institution of higher education after earning a Bachelor's Degree starting with the greatest number of credits to the least number of credits.
16. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees possessing English Learner Authorization or equivalent certification permitting the instruction of English Language Learners on a permanent basis will be regarded as having greater seniority than employees possessing only an Emergency English Learner Authorization.
17. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then the employee with the earlier first effective date of issuance of a clear credential (or its equivalent under previous provisions of law) authorizing a classroom teaching assignment will be regarded as having greater seniority for purposes of determining seniority order.
18. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then the employee with the earlier first effective date of issuance of a preliminary credential authorizing a classroom teaching assignment will be regarded as having greater seniority for purposes of determining seniority order.
19. Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then any remaining seniority ties shall be resolved by a random drawing by lot.

Such criteria shall be applied to rank the order of individuals for purposes of layoff and reemployment, subject to exceptions allowed by law;

The foregoing Resolution was adopted by the Governing Board of the Culver City Unified School District on the 8th day of February, 2011 by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

President, Governing Board
Culver City Unified School District

I, _____, Clerk of the Governing Board of the Culver City Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its special meeting held on February 8, 2011.

Clerk, Governing Board
Culver City Unified School District

BOARD REPORT

15.1 Discussion on Capital Improvements

The Board will further discuss capital improvements that had been discussed at prior meetings. This item has been placed on the agenda so that the Board can prioritize the projects and give direction to staff.

The capital projects include:

Athletic Complex
Elevators
Robert Frost Auditorium
Natatorium
Energy Conservation Projects