

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 – 5:30 p.m. OPEN SESSION – 7:00 p.m.

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

March 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 Conference with Labor Negotiator (Pursuant to GC §54957.6)
Agency Designated Representatives: Leslie Lockhart, Director of Human Resources; Ali Delawalla, Assistant Superintendent Business Services; and Scott Zeidman, Esq.
Employee Organizations: Culver City Federation of Teachers (CCFT) and Association of Classified Employees (ACE)
Unrepresented Employee: Superintendent
- 3.2 Public Employee Performance Evaluation (Pursuant to GC §54957)
(1 Principal)

- 3.3 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54957)
- 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 Public Employee Appointment/Employment (Pursuant to GC §54957)
Certificated Personnel Services Report No. 15
Classified Personnel Services Report No. 15
- 3.7 Public Employee Appointment/Employment (Pursuant to GC §54957)
Title: Superintendent

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

- 5.1 Roll Call – Board of Trustees
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 Special Meeting – February 15, 2011; Minutes of Special Meeting – February 18, 2011; and Minutes

of Regular Meeting – February 22, 2011

- 9.2 Approval is Recommended for Purchase Orders
- 9.3 Approval is Recommended for the Single Plan for Student Achievement – Culver City High School
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 15
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 15

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 American Citizenship Awards
- 10.2 Spotlight on Student Education – Culver City High School
- 10.3 Arts Education Month Proclamation
- 10.4 AVPA Recognition/Art and Film

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 Resolution Regarding Enrollment Capacity
- 12.2 Capital Projects

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 agendized 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 Third Reading and Adoption of Revised Administrative Regulation 6164.6, Instruction – Identification and Education Under Section 504

Motion by _____ Seconded by _____ Vote _____

14.2b Third Reading and Adoption of New Board Policy/Administrative Regulation 5118, Students – Open Enrollment Act Transfers

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items - None

14.4 Personnel Items

14.4a Approval is Recommended for Resolution #21-2010/2011, Catastrophic Leave for Classified Employee (Elementary School Secretary)

Motion by _____ Seconded by _____ Vote _____

14.4b Approval is Recommended for Resolution #22-2010/2011 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees

Motion by _____ Seconded by _____ Vote _____

15. BOARD BUSINESS

15.1 Update on Budget Sub-Committee

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

March 22 - 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), City Hall (Chambers), 9770 Culver Boulevard
April 26– 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), City Hall (Chambers), 9770 Culver Boulevard

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>Special Meeting</u>	Date:	<u>February 15, 2011</u>
Place:	<u>District Administration Office</u> <u>4034 Irving Place</u> <u>Culver City 90232</u>	Time:	<u>5:40 p.m. – Public Meeting</u> <u>5:41 p.m. – Closed Session</u> <u>6:30 p.m. – Public Meeting</u>

Board Members Present

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

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 5:40 p.m. with all Board members in attendance. The Board adjourned to Closed Session at 5:41 p.m. and reconvened the public meeting at 6:55 p.m. with all Board members in attendance.

6. Report from Closed Session

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

7. Adoption of Agenda

It was moved by Ms. Siever and seconded by Mr. Gourley that the Board adopt the February 15, 2011 agenda as presented. The motion was unanimously approved.

8. Board Discussion

8.1 Draft Resolution to Reduce or Discontinue Particular Kinds of Service

Mrs. Lockhart, Director of Human Resources, presented information to the Board and reiterated that the information presented was a draft only. She pointed out information was still unknown due to the budget being in flux, and that this Resolution was being brought forward as a discussion point. Pam Magee, Principal at Culver City High School, urged the Board to reconsider the position of secondary administrator on the list. She discussed the need for having a secondary administrator and stressed how important they are to the middle school and high school. She also urged the Board to reconsider having the counselors on the list. Casey Chabola asked how the cuts are impacted by the Measure EE parcel tax. Further discussion ensued about how the parcel tax is going to be allocated for the 2011/2012 school year. Mr. Delawalla will present the information on allocations at the next regular Board Meeting. David Mielke stated that the union understands that notices need to go out by March 15th and stated his concerns about how the list came about since there was no longer input from the Community Budget Advisory Committee (CBAC). Mr. Zeidman explained that the community will be involved as the process progresses and that the information submitted here was just a draft. Mr. Mielke reiterated that teachers agreed to five (5) furlough days based on receiving information on an early retirement incentive. Ms. Siever asked how many veteran teachers might be ready for an incentive. Mr. Mielke stated that about 25 percent of the teachers are of retirement age, but he did not know how many might look at a retirement incentive. Mr. Delawalla confirmed that the incentive information would be available this Friday. Ms. Paspalis thanked the community for passing Measure EE, and stated that without the parcel tax the Board would have to cut approximately 30 percent more than what was already on the list. Mr. Silbiger felt that the list should include two additional administrative positions to add more flexibility when the cuts start. Mr. Zeidman took the opposite approach. He stated that there is one principal at each site and he does not see where a principal can be cut. He stated that teaching cuts are based upon enrollment. Mr. Zeidman commended the middle school and high school on how well they are running on a bare staff. He feels that counselors are already at a high student-to-counselor ratio and counselors are not based on enrollment, but instead on student needs. The District cannot afford to lose

anymore counselors. Mrs. Jaffe confirmed that the District had already lost three counselors. Further discussion ensued. Mr. Silbiger maintained that to add more flexibility in the cutting process there should be two administrative positions added to the list. Ms. Siever stated she would like to see how the cuts impact the schools or programs. She would also like clarification on who is being named as "administrators" and how the services will be compensated. Mr. Silbiger would like to add one or two positions from the District Office. Mr. Zeidman asked if there was support to delete items 12 and 13 from list, and add two management positions. All Board members were in agreement. Mrs. Jaffe asked Mr. Silbiger what positions he would like added to the list from the management level since there is a limited staff already. Mr. Zeidman suggested that Mr. Silbiger inform Mrs. Jaffe of his suggestions at the upcoming Budget Sub-Committee meeting.

8.2 Energy Conservation

Mr. Delawalla provided information on the solar energy project and recently obtained information. Todd Johnson provided his information to the Board as he represents the Environmental Sustainability Committee. Further discussion ensued as to filing the RFP and the application. Mr. Zeidman asked if administration needs anything from the Board, and Ms. Paspalis stated that the conversation feels like the same conversation from two weeks prior. Janet Chabola asked how much maintenance was going to cost. Mr. Johnson stated that the panels would need to be cleaned about every six months. Ken Browning asked if there was a guarantee. Mr. Johnson stated that 10 years is the typical guarantee. Janet Chabola stated that the solar/technology field is always changing and asked if the proposal was for a lease or purchase. She feels that it would be in the best interest of the District to lease. Mr. Johnson stated it would be for purchase. Casey Chabola asked a question about the benchmark ratings on the handout provided by Mr. Johnson. He wanted to know if a low number is better or worse in energy efficiency. Mr. Johnson stated that a low number is worse. The Board agreed they wanted to move forward with the RFP.

Adjournment

There being no further business, it was moved by Mr. Silbiger, and seconded by Mr. Gourley and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 8:00 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

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

Meeting:	<u>Special Meeting</u>	Date:	<u>February 18, 2011</u>
Place:	<u>District Administration Office</u> <u>4034 Irving Place</u> <u>Culver City 90232</u>	Time:	<u>10:00 a.m. – Public Meeting</u> <u>10:01 a.m. – Closed Session</u> <u>10:30 a.m. – Public Meeting</u>

Board Members Present

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

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 10:00 a.m. with all Board members in attendance. The Board adjourned to Closed Session at 10:01 a.m. and reconvened the public meeting at 11:40 a.m. with all Board members in attendance. Mr. Ari Noonan led the Pledge of Allegiance.

6. Report from Closed Session

Mr. Zeidman reported that the Governing Board met in Closed Session regarding issues listed on today's Closed Session agenda and announced that the following reportable actions were taken. The Board to action on item 3.1 to rescind the non-reelection of a probationary high school teacher effective as of the end of 2010-2011 school year with a vote of 3 – Ayes and 2 – Nays from Mr. Zeidman and Ms. Siever.

7. Adoption of Agenda

It was moved by Mr. Silbiger and seconded by Mr. Gourley that the Board adopt the February 18, 2011 agenda as presented. The motion was unanimously approved.

Adjournment

There being no further business, it was moved by Mr. Silbiger, and seconded by Ms. Siever and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 11:50 a.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

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

Meeting:	<u>Regular Meeting</u>	Date:	<u>February 22, 2011</u>
Place:	<u>Linwood Howe Elementary (Cafetorium) 4100 Irving Place Culver City 90232</u>	Time:	<u>6:00 p.m. – Public Meeting 6:01 p.m. – Closed Session 7:00 p.m. – Public Meeting</u>

Board Members Present

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

Staff Members Present

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

Call to Order

Board President Mr. Zeidman called the meeting of the Culver City Unified School District Board of Education to order at 6:00 p.m. The Board adjourned to Closed Session at 6:01 p.m. and reconvened the public meeting at 7:00 p.m. with all Board members in attendance. The high school Counselors 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 the following reportable actions were taken on Closed Session item 3.3. The Board voted to release (0) temporary certificated employees and (2) long term certificated substitute employees from employment, effective as of the end of the 2010-2011 school year. The vote was unanimous with 4 – Ayes and 1 – absent. Ms. Siever had not yet arrived to Closed Session at the time of the vote. The Board voted to release (12) temporary adult school certificated employees from employment as of the end of the 2010-2011 school year. The vote was unanimous with 4 – Ayes and 1 – Absent. Ms. Siever had not yet arrived to Closed Session at the time of the vote.

7. Public Hearing

7.1 Petition for Building Bridges International Charter School

Mr. Zeidman opened the public hearing at 7:01 p.m. Margot Pensavalle a credentialed teacher spoke in support of approving the charter school. She stated that it has a child-centered curriculum in addition to being community oriented. Sara Kollman asked to have the Director of the charter, Dr. Millicent Powell, speak on her behalf. Dr. Powell wanted to set the tone for the rest of the speakers. She stated that the speakers were not there to encroach on the District. The speakers were there in the spirit of collaboration. Dr. Powell expressed that they would like to share and give to the Culver City district and not take away from it. She also addressed Ms. Siever's question about the land the charter would be taking over. Dr. Powell stated that in all the information they have received there was nothing stating that there was an issue with the land having any dangerous levels of toxins, or having anything else that is unhealthy or unsafe. Sara Kollman then spoke and stated that she represents the legal firm that is working with the charter. She stated that the professors are extraordinary, and she briefly spoke about the benefits that the charter would bring the District. Ms. Kollman stated that there would not be a significant negative financial impact on the District due to the fact that most of the recruiting for the school would be outside of the District. William C. Beverly, a Retired Court Judge and resident for 30 years, spoke in favor of approving the charter. He stated that for 30 years he made sure not to get involved in anything political or anything that would have political ramifications due to his career, but felt inclined at this time to finally speak on something he felt passionately about. He spoke about his view on the need for "effective" education and how the isolation of students is growing in our nation. He feels that this charter will address those issues. George Laase spoke against the independent charter because he feels the charter will not be accountable to the District or the community. He encouraged the community to donate to the Baldwin Hills Conservancy so that they can purchase the property that the charter is also in negotiations to purchase. Laila Hasan, a professor at USC, spoke in favor of the charter and commented on the challenge of global preparation of our students in math and science. She hopes Culver City

could take the lead on this issue. David Mielke spoke against the charter and stated that the District already has great schools. He commented about the "charter movement" and how charters are not accountable to the Board or community. He urged the Board to look at the pros and cons. He also brought up the safety issues facing the site. Mr. Zeidman announced that there would be further discussion regarding the charter on March 22, 2011. There being no additional comments from the audience, the public hearing was closed at 7:16 p.m.

8. Adoption of Agenda

It was moved by Ms. Paspalis and seconded by Mr. Gourley to adopt the agenda of February 22, 2011 as presented. The motion was unanimously approved.

9. Consent Agenda

Mr. Zeidman called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. Mr. Laase requested that item 9.7 be withdrawn. Ms. Siever requested that items 9.2, 9.4, and 9.5 be withdrawn. It was moved by Ms. Paspalis and seconded by Mr. Silbiger to approve Consent Agenda Items 9.1, 9.3, and 9.6 as presented. The motion was unanimously approved.

9.1 Minutes of Special Meeting – January 4, 2011; Minutes of Special Meeting – January 20, 2011; Minutes of Regular Meeting – February 8, 2011

9.3 Acceptance of Gifts – Donations

9.6 Enrollment Report

9.2 Approval is Recommended for Purchase Orders and Warrants

Ms. Siever withdrew this item to inquire about Purchase Order #56338. Mr. Delawalla explained that the item was for books that were previously adopted by the Board. Ms. Siever inquired about commercial warrants and if they come out of restricted and unrestricted funds. Mr. Delawalla responded that warrants are paid out of general funds and adult school funds. Mr. Silbiger inquired about item #56345. Mr. Delawalla explained that the item was for the ROP Program and it was for registration.

9.4 Approval is Recommended for the Certificated Personnel Reports No. 14

Ms. Siever inquired about items listed under Educational Services and wanted to know if it was part of the general fund. Mr. Delawalla explained that the item is paid out of restricted and unrestricted funds. Further discussion ensued about special education items and how they are funded. Mr. Delawalla confirmed that if an item is listed as special education, then it is all paid from restricted funds.

9.5 Approval is Recommended for the Classified Personnel Reports No. 14

Since the Board will be looking at budget cuts Ms. Siever had questions regarding the Instructional Assistant position and if funding was coming out of special education. Mr. Delawalla stated that it does get funded out of restricted funds.

9.7 Acceptance of Compensation Report of the Members of the Board of Education

George Laase thanked the Board for making the information public.

It was moved by Ms. Siever and seconded by Mr. Silbiger that the Board approve items 9.2, 9.4, 9.5, and 9.7 as presented. The motion was unanimously approved.

10. Awards, Recognitions and Presentations

10.1 Spotlight on Education - Culver City Middle School

Ms. Laura introduced Mr. Jon Pearson, Principal of Culver City Middle School. Mr. Pearson presented information about the Arts Integration Partnership. He spoke about how hard it is to keep middle school students engaged. He stated that with the incorporation of the arts the students have been more enthusiastic about participating and have been very engaged.

10.2 Arts Integration Partnership

Melinda Williams, Director of Education for the Music Center, introduced Mr. Mark Slavkin, Vice President of Education for the Music Center, who was also in attendance. Ms. Williams spoke about the professional development that the teachers have participated in and introduced Ruth Morris, 7th grade teacher of language arts. Ms. Morris introduced the middle school students who performed a dance routine from Alvin Ailey's *Revelations*. Jeff Rose spoke about teaching his students poetry by Maya Angelou and how they were inspired. He informed the Board how he incorporated the poetry at the beginning of the school year. Suzanna Finnaly thanked the Board for encouraging the arts. Ms. Siever stated it was great to see the students perform *Revelations* during Black History Month. Ms. Paspalis thanked the staff, students, and Mr. Slavkin for attending the meeting. Mr. Silbiger stated he would like to see how the middle school's API scores are being affected by the incorporation of the arts. Mr. Pearson spoke about the strategies that are being taken to improve the scores. Ms. Sievers commended the high school for their work on trying to close the achievement gap with their African American students. Mr. Gourley asked if the program was the same one he saw the teachers learning. Ms. Williams confirmed.

10.3 Presentation by Culver City High School Counselors

Ms. Laura introduced the high school counselors that were present to inform the Board about how they serve the District's students. The counselors took turns describing the various challenges they face on a daily basis. They spoke about other programs and services that they are involved in such as the AVID Program, ELD Programs, and the college application and financing process. Mr. Gyepes thanked Mr. Zeidman and Ms. Paspalis for promptly responding to his emails. David Mielke thanked the Board for not cutting the counselor position. He stated that as a teacher and parent he very much appreciates what the counselors do on a daily basis. Ms. Siever asked if students are informed that they can attend a community college for the first two years and their tuition is paid for. Then, after completion of those first two years they can enter as a junior at the university level. Miss MacIntosh spoke about her counselor and how great he is. She stated that he always makes time to speak to her. Board members thanked the counselors for their presentation.

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

Mrs. Jaffe congratulated the middle school students on their wonderful performance at the meeting, and commended the teachers at the middle school for all of their work. Mrs. Jaffe reported that Ted Yant, the Security Supervisor, was in attendance and he will be forming a Safety Committee. The committee will review the safety inventory at the school sites. Mrs. Jaffe also announced that the California Distinguished School team will be reviewing the high school. She reported on the AVPA grant, and thanked Ms. Kristina Hatanaka for her work with the students. Mrs. Jaffe announced that student, Azalie Welsh and spoke about some of her accomplishments. Azalie Welsh won the Gold Key for her poetry anthology. Mrs. Jaffe spoke about the student focus group administered by Rebekah Howard and Steve Gyepes at the high school and the achievement of the African-American students. They found that the students attained higher achievement was due to their appreciation of the time that the teachers are taking with them, and their respect of the rules set at the high school such as the electronic policy.

11.2 Assistant Superintendents' Reports

Ms. Laura reported on Arts Integration. She announced that a theater collaboration has recently been established. Her department is looking at how theater is going to be integrated into the curriculum. Ms. Laura also reported that assessments are being reviewed, and she met with the site testing coordinators. The writing CST will be administered the first week of March to all 4th and 7th graders. The Naglieri Ability test will be given to all 3rd grade students the third week of March.

Mr. Delawalla reported that the focus now for his department is cash flow. He is also preparing for the Budget Sub-Committee meeting.

11.3 Student Representatives' Reports**Culver Park Student Representative**

Sandra Maldonado, Culver Park High School Student Representative, reported on activities at Culver Park High School, including seniors turning in their college applications.

Culver City High School Student Representative/Student Board Member

Jamie MacIntosh, Student Board Member, reported on activities at Culver City High School, including the sports season starting; the Pennies for Patients fundraiser update; ASB receiving 75 applications; and the Multi-Cultural Assembly. Miss MacIntosh commented that being on the Board has been a great experience in showing her how things can be changed. On behalf of herself and the students she wanted to thank the Board for hearing their voice on hiring back Sheila Silver.

Middle School Student Representative

Sophia Greenberg, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the March 15th Book Faire at the middle school; Open House taking place on March 3rd; Pennies for Patients fundraiser update; the success of the Valentine's Dance and Valentine O'Grams; and the Cheerleaders taking second place at the National Competition in Las Vegas and girl's soccer team taking second place.

11.4 Members of the Audience

Members of the audience spoke about:

- Sierra Parsons thanked the Board for rescinding their non-rehire for Sheila Silver. She asked anyone in the audience that was there on behalf of Ms. Silver to stand to show appreciation to the Board. Miss Parsons stated that the parents and students hope to keep Ms. Silver at the school through the budget cutting process.
- David Wally thanked the Board for their public service and expressed his gratitude to the Board for keeping Ms. Silver. He stated his concern about the budget cuts, and how Ms. Silver is an excellent teacher. He thinks that the adults need to resolve any issues that led to the initial decision.
- Marni Parsons stated that Ms. Silver was unable to make the meeting, but sent her gratitude. Ms. Parsons thanked the Board for rehiring Ms. Silver and stated that now is the time for all adults to resolve their issues and get back to the task at hand.
- Frank Dorrel spoke about how much the students love Ms. Silver and encouraged the Board to keep her through the budget cuts.
- David Mielke thanked the Board for reconsidering their decision with Ms. Silver and stated how the process has been a wonderful learning experience for the students. He stated that he thinks the evaluation process needed to be reviewed.
- Liz Kinnon thanked the Board for listening to the students. She also thanked the Board for their response to emails, and for rehiring Ms. Silver.
- Janet Chabola commented on her disagreement with the rehire of Ms. Silver. She stated that she is not questioning whether Ms. Silver is a great teacher or not, her issue was with the breakdown of the process. She stated that the person in charge of the department was overruled and publicly humiliated.
- Jerry Chabola made an announcement reminding everyone about the Booster Club's upcoming Casino Night taking place on Saturday night, and provided an update on the Athletic Department.

11.4 Members of the Board

Board Members spoke about:

- Mr. Silbiger thanked everyone for attending the meeting. He stated that it was nice to see the students come out and be active participants. He announced the Budget Sub-Committee meeting would be taking place the following evening at 5:00 p.m. Mr. Silbiger commented that he loved attending the City Council Meeting where the AVPA was honored for *The Laramie Project*. He announced that the Sister City Committee is looking for students to participate in the Korean Exchange Program.
- Ms. Paspalis stated that she wished David Mielke had mentioned, when the charter school participants were present, that the Math Olympiad will be held at Linwood Howe Elementary. She commented that the soccer team was quite a good team. Ms. Paspalis provided a brief Immersion Strategic Planning Committee update, and stated that she would be attending Casino Night. She stated that the past couple of weeks had been interesting. The student e-mails were respectful and eloquent, but there were a few problems with some of

the adult e-mails received. Ms. Paspalis stated that she hopes that the site administrator at the high school will be supported by parents and students, and agreed that the administrator has a tough job.

- Ms. Siever stated that before she agrees to any budget cuts, she needs to see how the cuts will impact programs. She will not go through a budget list unless the information is provided. Ms. Siever stated that she has the greatest respect for her colleagues and site administrators. She thinks the evaluation process needs to be reviewed. Ms. Siever expressed how lucky she feels to be a part of the District.
- Mr. Gourley stated that through the process of dealing with the re-hire of Ms. Silver there was an unintentional civics lesson. He stated that the whole city is a civic lesson. Mr. Gourley also spoke about previous School Board elections. He stated that from all the e-mails he received only about 20% were from registered voters. He urged students around next year to get involved with a campaign. Mr. Gourley thanked everyone for attending and everyone who politely wrote to the Board.
- Mr. Zeidman stated that budget cuts are awful and unfortunately public schools cannot charge money to attend. He urged everyone to come out and support the high school by attending Casino Night.

Mr. Zeidman suggested moving recess up on the agenda, and item 15.1.

Pam Fader, parent, apologized for parents that were disrespectful in their e-mails to the Board.

13. Recess

The Board recessed at 8:55 p.m. and reconvened at 9:10 p.m.

15. Board Business

15.1 CCUSD Bell Schedules

Mrs. Jaffe reported that there were two focus groups reviewing the pros and cons of the current bell schedule. She asked Mrs. Audrey Stephens, Director of the Office of Child Development, to come and speak about the Elenda complex and the start times. Mrs. Stephens informed the Board about issues that would arise from changing the bell schedule which included transportation for the special education students, the safety aspects, the financial implications, and the change effecting food services. Mrs. Stephens also stated that staff had expressed their concerns. Brad Hodge who is a secondary teacher stated his concerns on changing the schedule. Mrs. Jaffe stated that the District just invested in intervention programs and starting earlier would impact the students. She also spoke about safety with students getting out later, and discipline issues that would most likely arise. Mrs. Jaffe read a suggestion submitted by Mr. Gyepes that entailed implementing a pilot program. George Laase reminded the Board about Daylight Savings Time. Ms. Paspalis inquired about the time Farragut Elementary starts. Mrs. Stephens replied Farragut begins at 8:45 a.m. Ms. Paspalis thinks that starting all of the elementary schools at the same time is a good start. She was also glad to hear some of the concerns of the teachers. Mr. Gourley stated that he presumed Mr. Mielke had informed his group about the bell schedule issue. Mr. Silbiger stated that he was in agreement of a pilot program and the elementary school beginning at the same time. Mr. Silbiger stated that he was a little confused with some of the issues that were mentioned that would cause concern such as the food service costs and safety issues. Ms. Siever stated that she also liked the idea of a pilot program.

12. Information Items

12.1 Draft Memorandum of Understanding Between Culver City Unified School District and Los Angeles County Department of Mental Health Regarding Funding and the Provision of Educationally-Related AB 3632 Mental Health Services

Mrs. Jaffe presented information to the Board and explained what AB 3632 was about. Ms. Jo-Anne Cooper, Assistant Director of Special Education, provided additional information.

12.2 Measure EE Parcel Tax Expenditures

Mr. Delawalla presented the information. Mr. Laase asked if the section on maintaining class size was at the elementary level. Mr. Delawalla responded yes. Mr. Laase asked if a full-time librarian could be provided at all of the schools. Ms. Siever inquired where the allocation came from. Mr. Delawalla responded that an aggregate

method was used to come up with the allocations. Ms. Siever asked if there were any priorities taken into consideration. Mr. Delawalla stated no. Further discussion ensued. Ms. Paspalis stated that she agreed with allocation method used by Mr. Delawalla and thanked him for providing the information.

Mr. Zeidman recessed the regular meeting of the Board of Education and convened the meeting of Culver City School Facilities Financing Authority at 9:40 p.m.

1.0 Approval of the Report of the Treasurer – Controller

Mr. Delawalla presented the information to the Board. It was moved by Mr. Gourley and seconded by Ms. Paspalis that the Board of Culver City School Facilities Financing Authority approve the Financial Report for the period ending June 30, 2010 as presented. The motion was approved with a vote of 5 – Ayes and 0 – nays.

Mr. Zeidman closed the meeting of the Culver City School Facilities Financing Authority and reconvened the regular meeting of the Culver City Board of Education at 9:42 p.m.

14. Action Items

14.1 Superintendent's Items

14.1a Second Reading and Approval of Board Bylaw 9320, Meetings and Notices

Ms. Siever had additional questions on the Bylaw regarding the location information. Mr. Silbiger provided an amendment which states that the Board President and/or the Superintendent can alter the location of the meeting to any District or City facility as long as the location is posted at least 72 hours before the meeting. It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve Revised Board Bylaw 9320, Meetings and Notices as amended. The motion was unanimously approved.

14.1b Approval is Recommended for Resolution #16-2010/2011 to Support Placing a Revenue Extension Measure on the Ballot

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve Resolution #16-2010/2011 to Support Placing a Revenue Extension Measure on the Ballot as presented. The motion was unanimously approved.

14.1c Approval is Recommended for the CSBA Official 2011 Delegate Assembly Ballot Region 24

It was moved by Mr. Zeidman and seconded by Mr. Gourley that the Board approve and submit the CSBA Official 2011 Delegate Assembly Ballot Region 24 as presented. The motion was unanimously approved.

14.2 Education Services Items

14.2a Second Reading and Adoption of Revised Administrative Regulation 6164.6, Instruction – Identification and Education Under Section 504

Mr. Gourley moved to hold this item over for two weeks to further discuss. He would also like it to be discussed in Closed Session. Ms. Paspalis seconded this motion. The motion was unanimously approved to hold this item over until the next meeting to discuss.

14.2b Second Reading and Adoption of New Board Policy/Administrative Regulation 5118, Students – Open Enrollment Act Transfers

Mr. Drew Sotelo presented information to the Board regarding the Open Enrollment Act. Further discussion ensued regarding placing a cap on enrollment size at the schools. It was decided that this item would come back with additional information before a vote would take place.

14.3 Business Items

14.3a Approval is Recommended for the Certification of Signatures for Warrants, Orders for Salary Payment, Notices of Employment and Related Documents

It was moved by Mr. Silbiger and seconded by Ms. Paspalis that the Board approve the Certification of Signatures for Warrants, Orders for Salary Payment, Notices of Employment and Related Documents as presented. The motion was unanimously approved.

14.4 Personnel Items

14.4a Approval is Recommended for Resolution #17-2010/2011 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees

David Mielke stated that he does not understand why the most important item was at the end of the agenda. He notices that the administrative position is a .4 position. The Board cannot come to the union with a .4 position and no administrative cuts and ask for concessions. Ms. Siever asked for additional clarification on the March 15th letters. Mrs. Leslie Lockhart explained that she cannot provide Ms. Siever with certain information until the Resolution was approved so that she could then examine seniority, tenures, and "bumping" rights. At that point she could provide Ms. Siever with responses to her questions about how programs would be affected and how jobs would be replaced. Mr. Silbiger stated that he would be voting no because there was no shared sacrifice. Ms. Siever stated that she would need to abstain because there was not enough information. Mr. Gourley suggested that Mr. Mielke speak with Mrs. Lockhart to offer suggestions on how to handle the reductions. It was moved by Mr. Gourley and seconded by Ms. Paspalis that the Board approve Resolution #17-2010/2011 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees as presented. The motion was approved with a vote of 3 – Ayes; 1 – Nay by Mr. Silbiger; and 1 – Abstention by Ms. Siever.

14.4b Approval is Recommended for the 2011/2012 School Year Calendar

Brad Hodge, audience member, informed the Board that not all staff works in the District and how the vacation days chosen impacts staff. Ms. Paspalis asked if the Board could get two years submitted to them at a time instead of one school year calendar. Mrs. Lockhart stated yes and the following year was already being worked on. It was moved by Ms. Paspalis and seconded by Mr. Gourley that the Board approve the 2011/2012 School Year Calendar as submitted. The motion was unanimously approved.

Adjournment

There being no further business, it was moved by Mr. Zeidman, seconded by Ms. Paspalis and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 10:20 p.m. in memory of Mary Catherine Carroll.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

BOARD REPORT

3/8/11
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 February 12, 2011 through February 25, 2011 is \$394,492.22.

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 February 12, 2011 through February 25, 2011 in the amount of \$394,492.22 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
02/17/11	11DD1	A		02/17/2011	CDW-G	AUDIOVISUAL SUPP/EQUIP	Culver City High School	01.0	90127.0	11100	10000	4410	4010000	7,057.99	
					CDW-G	02/17/2011	11DD1							7,057.99	
02/17/11	11DD2	A		02/17/2011	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP	Culver City High School	01.0	90127.0	11100	10000	4410	4010000	7,447.64	
					TROXELL COMMUNICATIONS	02/17/2011	11DD2							7,447.64	
02/17/11	11DD3	A		02/17/2011	D & D SECURITY RESOURCES, INC.	AUDIOVISUAL SUPP/EQUIP	Culver City High School	01.0	90127.0	11100	10000	4410	4010000	266.99	
					D & D SECURITY RESOURCES, INC.	02/17/2011	11DD3							266.99	
02/17/11	11DD4	A		02/17/2011	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP	Culver City High School	01.0	90127.0	11100	10000	4410	4010000	3,638.21	
					TROXELL COMMUNICATIONS	02/17/2011	11DD4							3,638.21	
02/14/11	54524A	A		02/14/2011	1800WHEELCHAIR.COM INC.	INSTRUCTIONAL SUPPLIES	Undistributed SELPA	01.7	65000.0	50010	22000	4310	0000000	101.70	
					1800WHEELCHAIR.COM INC.	02/14/2011	54524A							101.70	
02/14/11	55800	A		02/14/2011	BEVERLY HILLS SPEECH &	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	18,900.00	
					BEVERLY HILLS SPEECH & LANGUAGE CENTER	02/14/2011	55800							18,900.00	
02/14/11	55801	A		02/14/2011	CHEERFUL HELPERS	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	33,829.50	
					CHEERFUL HELPERS	02/14/2011	55801							33,829.50	
02/23/11	55802	A		02/23/2011	CBEST	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	38,280.00	
					CBEST	02/23/2011	55802							38,280.00	
02/14/11	55877M	A		02/14/2011	SOUTH BAY FORD	REPAIRS - OTHER	Operations	01.0	00000.0	00000	36000	5630	0005041	207.00	
					SOUTH BAY FORD	02/14/2011	55877M							207.00	
02/17/11	55878M	A		02/17/2011	CARPET USA	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	49.39	
					CARPET USA	02/17/2011	55878M							49.39	

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
02/17/11	55879M	A		02/17/2011	COX PAINT CENTER	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	71.32	
						02/17/2011	55879M	COX PAINT CENTER						71.32	
02/23/11	56025A	A		02/23/2011	SYMPHONIC JAZZ ORCHESTRA	CONSULTANTS	Educational Services	01.0	90127.0	11100	10000	5850	0000000	20,590.78	
				02/23/2011				01.0	00000.0	16003	10000	5850	2060000	607.61	
				02/23/2011				01.0	00000.0	16003	10000	5850	2040000	1,247.76	
				02/23/2011				01.0	91400.0	00000	27000	5850	0004000	4,679.11	
						02/23/2011	56025A	SYMPHONIC JAZZ ORCHESTRA						27,125.26	
02/17/11	56055	A		02/17/2011	SERVICE SOLUTIONS GROUP,	REPAIRS - OTHER	Undistributed FS	13.0	53100.0	00000	37000	5630	0000000	171.50	
						02/17/2011	56055	SERVICE SOLUTIONS GROUP, LLC						171.50	
02/14/11	56289M	A		02/14/2011	SOUTH BAY LANDSCAPING INC.	CONTRACTED SERVICES	Grounds	01.0	00000.0	00000	82000	5810	0005043	1,925.00	
						02/14/2011	56289M	SOUTH BAY LANDSCAPING INC.						1,925.00	
02/17/11	56290M	A		02/17/2011	SPARTAN SUPPLY COMPANY	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	100.00	
						02/17/2011	56290M	SPARTAN SUPPLY COMPANY						100.00	
02/23/11	56291M	C		02/23/2011	LOS ANGELES COUNTY FIRE DEPT.	CONTRACTED SERVICES	Maintenance	01.0	81500.0	00000	81100	5810	0005040	1,479.05	
						02/23/2011	56291M	LOS ANGELES COUNTY FIRE DEPT.						1,479.05	
02/17/11	56292M	A		02/17/2011	C. JUAREZ, INC.	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	2,700.00	
						02/17/2011	56292M	C. JUAREZ, INC.						2,700.00	
02/14/11	56353	C		02/14/2011	LACOE	CONFERENCE AND TRAVEL	Culver City Middle School	01.0	07395.0	00000	27000	5220	3010000	2,100.00	
						02/14/2011	56353	LACOE						2,100.00	
02/14/11	56354	C		02/14/2011	CLAREMONT USD, BTSA CLUSTER 4	CONFERENCE AND TRAVEL	Special Projects	01.0	07392.0	00000	21000	5220	0004030	60.00	
						02/14/2011	56354	CLAREMONT USD, BTSA CLUSTER 4						60.00	

Report ID: LAPO009C

Board List Purchase Order Report

Page No. 4

District : 64444

CULVER CITY UNIFIED SD

Run Date: 02/26/2011

Purchase Orders/Buyouts To The Board for Ratification From : 2/12/2011 To 2/25/2011

Run Time: 04:16:50AM

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
02/14/2011							56364	CDW-G							110.10
02/17/11	56365	C	02/17/2011		EAGLE SOFTWARE	CONFERENCE AND TRAVEL	Technology	01.0	00000.0	00000	77000	5220	0005020	400.00	
02/17/2011							56365	EAGLE SOFTWARE							400.00
02/15/11	56366	A	02/15/2011		REDWOOD PRESS	OFFICE SUPPLIES	Culver Park High School	01.0	07395.0	32000	10000	5710	5010000	87.80	
02/15/2011							56366	REDWOOD PRESS							87.80
02/15/11	56367	C	02/15/2011		LOS ANGELES COUNTY FIRE DEPT.	MEMBERSHIPS	Undistributed HS	01.0	96352.0	71100	10000	5310	0000000	240.95	
02/15/2011								01.0	00000.0	00000	27000	5310	4010000	763.00	
02/15/2011							56367	LOS ANGELES COUNTY FIRE DEPT.							1,003.95
02/15/11	56368	A	02/15/2011		OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	11100	10000	4310	0004030	89.98	
02/15/2011								01.0	58200.0	11100	10000	4310	0004030	89.98	
02/15/2011							56368	OFFICE DEPOT							179.96
02/17/11	56369	A	02/17/2011		CDW-G	COMPUTER SUPP/EQUIP	Culver City High School	01.0	91400.0	11100	10000	4310	4010000	446.30	
02/17/2011							56369	CDW-G							446.30
02/16/11	56370	A	02/16/2011		AL'S SPORT SHOP	ATHLETIC SUPP/EQUIP	Culver City High School	01.0	00000.0	15000	10000	4400	4010000	362.81	
02/16/2011							56370	AL'S SPORT SHOP							362.81
02/17/11	56371	C	02/17/2011		WELLS FARGO	MEMBERSHIPS	Superintendent's Office	01.0	00000.0	00000	71000	4350	0001000	96.04	
02/17/2011								01.0	00000.0	00000	71000	5310	0001000	199.03	
02/17/2011							56371	WELLS FARGO							295.07
02/18/11	56372	A	02/22/2011		CDW-G	COMPUTER SUPP/EQUIP	La Ballona Elementary	01.0	91400.0	11100	10000	4310	2060000	160.25	
02/18/2011							56372	CDW-G							160.25
02/17/11	56373	A	02/17/2011		GARY'S KNIFE SHARPENING	REPAIRS - OTHER	Undistributed FS	13.0	53100.0	00000	37000	5630	0000000	250.00	

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

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
02/18/11	56384	A		02/18/2011	TOUCHWINDOW.CO M	COMPUTER SUPP/EQUIP 02/18/2011	Undistributed SELPA 56384	01.7	65000.0	50010	22000	4310	0000000	319.92	319.92
						TOUCHWINDOW.COM									
02/18/11	56385	A		02/18/2011	SAMMONS PRESTON	INSTRUCTIONAL SUPPLIES 02/18/2011	Undistributed SELPA 56385	01.7	65000.0	50010	22000	4310	0000000	23.96	23.96
						SAMMONS PRESTON									
02/18/11	56386	A		02/18/2011	INDEPENDENT LIVING AIDS, LLC	INSTRUCTIONAL SUPPLIES 02/18/2011	Undistributed SELPA 56386	01.7	65000.0	50010	22000	4310	0000000	52.10	52.10
						INDEPENDENT LIVING AIDS, LLC									
02/18/11	56387	A		02/18/2011	REVOLUTION ENTERPRISES INC.	INSTRUCTIONAL SUPPLIES 02/18/2011	Undistributed SELPA 56387	01.7	65000.0	50010	22000	4310	0000000	153.37	153.37
						REVOLUTION ENTERPRISES INC.									
02/18/11	56388	A		02/18/2011	DON JOHNSTON INC.	INSTRUCTIONAL SUPPLIES 02/18/2011	Undistributed SELPA 56388	01.7	65000.0	50010	22000	4310	0000000	123.43	123.43
						DON JOHNSTON INC.									
02/18/11	56389	A		02/18/2011	BILINGUAL DICTIONARIES, INC.	TEST/TEST MATERIALS 02/18/2011	Special Projects 02/18/2011	01.0	42010.0	00000	27000	4312	0004030	515.88	515.88
						BILINGUAL DICTIONARIES, INC.									
02/18/11	56390	A		02/18/2011	BEVERLY HILLS USD	MISCELLANEOUS 02/18/2011	Special Projects 02/18/2011	01.0	07392.0	00000	92000	7211	0004030	126,007.00	126,007.00
						BEVERLY HILLS USD									
02/18/11	56391	A		02/18/2011	BEVERLY HILLS USD	MISCELLANEOUS 02/18/2011	Special Projects 02/18/2011	01.0	07392.0	00000	92000	7211	0004030	58,542.00	58,542.00
						BEVERLY HILLS USD									
02/18/11	56392	A		02/18/2011	THE PARENT INSTITUTE	OFFICE SUPPLIES 02/18/2011	Culver City, Middle School THE PARENT INSTITUTE 02/18/2011	01.0	00000.0	11100	10000	4310	3010001	290.85	290.85
						THE PARENT INSTITUTE									
02/18/11	56393	A		02/18/2011	INDEPENDENT LIVING AIDS, LLC	INSTRUCTIONAL SUPPLIES 02/18/2011	Undistributed SELPA 56393	01.7	65000.0	50010	22000	4310	0000000	29.05	29.05
						INDEPENDENT LIVING AIDS, LLC									

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Change	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt	
02/23/11	56404	A	02/23/2011		SAN DIEGO COUNTY OFFICE OF	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	127.60		
						02/23/2011	56404	SAN DIEGO COUNTY OFFICE OF EDUCATION								127.60
02/23/11	56405	A	02/23/2011		CULVER CITY NEWS	ADVERTISING	Educational Services	01.0	00000.0	00000	10000	5830	0004000	103.60		
						02/23/2011	56405	CULVER CITY NEWS								103.60
02/23/11	56406	A	02/23/2011		CULVER CITY UNIFIED SCHOOL	ADVERTISING	Adult School	11.0	90138.0	41100	27000	5830	0000010	900.00		
						02/23/2011	56406	CULVER CITY UNIFIED SCHOOL DISTRICT								900.00
02/23/11	56407	A	02/23/2011		U.S. POSTAL SERVICE	COMMUNICATION SUPP/EQUIP	Adult School	11.0	06390.0	41100	27000	5910	0000010	4,200.00		
						02/23/2011	56407	U.S. POSTAL SERVICE								4,200.00
02/25/11	56409	A	02/25/2011		TOUCHWINDOW.COM	INSTRUCTIONAL SUPPLIES	Undistributed SELPA	01.7	65000.0	50010	22000	4310	0000000	310.94		
						02/25/2011	56409	TOUCHWINDOW.COM								310.94
02/25/11	56410	A	02/25/2011		ADAPTIVEMALL.COM, LLC	INSTRUCTIONAL SUPPLIES	Undistributed SELPA	01.7	65000.0	50010	22000	4310	0000000	613.90		
						02/25/2011	56410	ADAPTIVEMALL.COM, LLC								613.90
02/25/11	56411	A	02/25/2011		CALIFORNIA STATE UNIVERSITY,	CONFERENCE AND TRAVEL	Speech	01.0	56400.0	00000	39000	5220	0004024	2,035.00		
						02/25/2011	56411	CALIFORNIA STATE UNIVERSITY, NORTHBRIDGE								2,035.00
02/25/11	56412	A	02/25/2011		THE CHILDREN'S NATURE INSTITUTE	FIELD TRIPS	Linwood Howe Elementary	01.0	91400.0	11100	10000	5816	2020000	450.00		
						02/25/2011	56412	THE CHILDREN'S NATURE INSTITUTE								450.00
02/25/11	56413	A	02/25/2011		DYNAVOX/MAYER-JO HINSON, INC	INSTRUCTIONAL SUPPLIES	Undistributed SELPA	01.7	65000.0	50010	22000	4310	0000000	218.40		
						02/25/2011	56413	DYNAVOX/MAYER-JOHNSON, INC								218.40
02/25/11	56415	A	02/25/2011		TRANG V. NGUYEN, O.D., F.A.A.O.	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57700	31500	5890	0004040	340.00		
						02/25/2011	56415	TRANG V. NGUYEN, O.D., F.A.A.O.								340.00

BOARD REPORT

**3/8/11
9.3**

9.3 Approval is Recommended for the Single Plan for Student Achievement for Culver City High School

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

RECOMMENDED MOTION: That the Board approves the Single Plan for Student Achievement, as submitted, for Culver City High School.

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

Culver City High School

School Name

19-64444-1932201

CDS Code

Date of this revision: 3-8-2011

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: Pam Magee
Position: Principal
Telephone Number: (310) 842-4200 ext. 3321
Address: 4401 Elenda St.
Culver City, CA 90230-4101
E-mail Address: pammagee@ccusd.org

Culver City Unified School District School District

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

The District Governing Board approved this revision of the School Plan on March 9, 2010.

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

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

II. School Vision and Mission

Culver City High School (CCHS) is an engaged and caring academic community where diversity is valued and respected. We are committed to educating and inspiring all students to become lifelong learners and contributing members of our global society.

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
- that family and belonging are integral to our lives
- everyone has the right to preserve his/her dignity
- each person has the capacity for goodness

Culver City High School Beliefs

... "Learn to achieve. Achieve to learn. Tomorrow starts today..."

Culver City High School believes:

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

III. School Profile

School Description

Culver City High School is a four year comprehensive high school serving approximately 2,300 students in grades 9 through 12. Culver City High School is accredited by the Western Association of Schools and Colleges for a six-year term through Spring, 2016.

School Community

Culver City High School serves a diverse student body in Culver City and students by permit from surrounding communities. These communities range from low to mid to high income areas of Culver City, Inglewood, and metropolitan Los Angeles.

Faculty

There are about 100 certificated staff members including six guidance counselors and four administrators. The teacher to student ratio is 29:1.

Curriculum

Graduation Requirements: Culver City High School students are required to complete 220 credits with 5 credits earned for each semester course completed.

Students in graduating classes 2011-2013

English	8 semesters	40 credits
Mathematics (must include Algebra 1 or higher)	4 semesters	20 credits
Science (must include a lab science)	4 semesters	20 credits
Social Studies	7 semesters	35 credits
P. E.	4 semesters	20 credits
Arts of Foreign Language	2 semesters	10 credits
Health	1 semester	5 credits
Electives	14 semesters	70 credits
Students in graduating classes 2014 and beyond		
English	8 semesters	40 credits
Mathematics (must include Algebra 1 or higher)	4 semesters	20 credits
Science (must include a lab science)	4 semesters	20 credits
Social Studies	7 semesters	35 credits
P. E.	4 semesters	20 credits
Arts	2 semesters	10 credits
Foreign Language	2 semesters	10 credits
Health	1 semester	5 credits
Electives	12 semesters	60 credits

The school is on a traditional semester schedule. There are 6 periods with an optional 0 period. Students in grades 9 through 11 are required to take 6 classes. Seniors may take 5 classes. All classes meet for 55 minutes daily, with the exception of Wednesdays when students adhered to a modified schedule; all classes meet for 40 minutes.

All students must complete 60 hours of community service to graduate. Students must also pass the California High School Exit Exam.

Advanced Placement Exams

In May of 2010, 449 students took Advanced Placement exams in 16 subjects. 59% of the tests were scored at 3 or above.

Advanced Placement Courses

Culver City High School offers 14 Advanced Placement courses in the following subjects:

- ENGLISH MATHEMATICS SCIENCE SOCIAL SCIENCE FOREIGN LANGUAGE ART
- English Literature Calculus AB Biology European History Spanish Language Studio Art
- English Literature Calculus BC Chemistry U.S. History Spanish Literature
- Statistics Physics U.S. Government Japanese Language
- Macro-Economics

Honors and Accelerated Courses

Culver City High School offers advanced-level Honors courses in English (9th and 10th grade), Social Studies (Global Issues), Science (Biology, Chemistry, Physics), and Math (Geometry, Algebra 2, Trigonometry). We also offer Finite Math and Trigonometry as non-Honors advanced math options.

College and Career Center

We offer a four-year sequential program for all students staffed by a college and career counselor. A comprehensive career exploration program, the Regional Occupations Program, is available to all students and is staffed by a full time counselor.

Special Programs

We offer Advancement Via Individual Determination (AVID), English Language Development classes, Peer Tutoring, Link Crew (peer support program for 9th grade students), and Read 180.

Grading and Grade Distribution

Culver City High School has a traditional A to F grading system. GPAs are calculated on a weighted 4 point system based on all CCHS courses reported on the transcript. Class rank is computed based on the weighted GPA.

Pride

- Culver City High School's Academic Performance Index (API) score is 803.
- Students earn recognition for outstanding achievement in national testing programs such as the National Merit Scholarship and Advanced Placement exams.
- Renowned performing and visual arts program including band, art, photography, film, and theatre.
- Comprehensive athletic program.
- Over 50 organizations and clubs on campus.

College Acceptance

Culver City High School graduates are admitted to colleges and universities across the country. Here is a partial list of four-year colleges and universities attended by our most recent graduates.

- ARIZONA STATE UNIVERSITY
- BRANDEIS UNIVERSITY
- CALIFORNIA STATE UNIVERSITIES
- CSU DOMINGUEZ HILLS
- CSU EAST BAY
- CSU FULLERTON
- CSU LONG BEACH
- CSU LOS ANGELES
- CSU MONTEREY BAY
- CSU NORTHRIDGE
- CSU POLYTECHNIC
- DUKE UNIVERSITY
- EDISON COLLEGE
- GRAMBLING STATE UNIVERSITY
- HAMPTON UNIVERSITY
- HOWARD UNIVERSITY
- HUMBOLDT STATE UNIVERSITY
- INDIANA UNIVERSITY BLOOMINGTON
- ITT TECHNICAL INSTITUTE
- JOHNS HOPKINS UNIVERSITY
- LANGSTON UNIVERSITY

- LOYOLA MARYMOUNT UNIVERSITY
- MOUNT ST. MARY'S COLLEGE
- NORTHERN MICHIGAN UNIVERSITY
- NOTRE DAME DE NAMUR UNIV
- OAKLAND UNIVERSITY
- OCCIDENTAL COLLEGE
- OREGON STATE UNIVERSITY
- OTIS COLLEGE, ART AND DESIGN
- PENNSYLVANIA STATE UNIVERSITY
- PEPPERDINE UNIVERSITY
- SAN FRANCISCO ART INSTITUTE
- SAN FRANCISCO STATE UNIVERSITY
- SAN JOSE STATE UNIVERSITY
- SAVANNAH COLLEGE, ART & DESIGN
- SAVANNAH STATE UNIVERSITY
- SMITH COLLEGE
- SOKA UNIVERSITY OF AMERICA
- SONOMA STATE UNIVERSITY
- SPELMAN COLLEGE
- ST. JOHN'S UNIVERSITY
- THE EVERGREEN STATE COLLEGE
- UC BERKELEY
- UC DAVIS
- UC IRVINE
- UC LOS ANGELES
- UC MERCED
- UC RIVERSIDE
- UC SAN DIEGO
- UC SANTA BARBARA
- UC SANTA CRUZ
- UNIVERSITY OF ARIZONA
- UNIVERSITY OF CALIFORNIA -
- UNIVERSITY OF MISSOURI-COLUMBIA
- UNIVERSITY OF NEVADA LAS VEGAS
- UNIVERSITY OF NEVADA-RENO
- UNIVERSITY OF OREGON
- UNIVERSITY OF SOUTHERN CALIFORNIA
- VIRGINIA STATE UNIVERSITY
- WASHINGTON STATE UNIVERSITY
- WHITWORTH UNIVERSITY
- XAVIER UNIVERSITY OF LOUISIANA
- YALE UNIVERSITY

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

CCHS has an Academic Performance Index (API) score of 803. This is a dramatic increase from the 2009 score of 775. The scores have been increasing over the past few years. In 2006, our API score was 732. In 2007, the score increased to 751. The school did not reach the target growth of 5 points in the 2007-2008 school year, actually losing one point. The API score improved by 25 points from 2008 to 2009, and 28 points from 2009 to 2010.

All student groups met API growth targets for 2010.

Annual Yearly Progress (AYP) goals were also met by all student sub-groups. In the area of English Language Arts, 65.2% of students at CCHS scored proficient or above. All student subgroups met growth targets with the exception of English Learners. The English Learner subgroup has been identified as "Safe Harbor" as they did make gains in scores. The 2010 target for high schools was a proficiency rate of 55.6%. Only 30.8% of our EL students demonstrated proficiency or above.

Similarly, the math target was a rate of 54.8%. Overall, CCHS produced a score of 62.7.1% proficient or above. 32.1% of English Learners (EL) students at CCHS scored proficient or above. Students with disabilities also failed to meet targets, however, the population is not deemed statistically significant for the report due to a relatively low population at CCHS; therefore, the results did not impact the overall AYP score of the school. For these reasons, the school has identified students with disabilities and EL as an area of focus for the 2010-2011 school year.

Achievement gaps continue to exist in both areas of English Language Arts (ELA) and Mathematics. While all subgroups demonstrate significant improvement in achievement, there is still some disparity in the scores among students. On the English Language Arts exam, 81.8% of white students scored at proficient or higher, 78% of Asian students are proficient or better. In contrast, 63.3% of African American students scored proficient or higher. The rate for Hispanic students is 54.4.1%, English Learners is 30.8%, Socio-Economic Disadvantaged is 53.7%, and 15.4% of Students w/Disabilities scored proficient or higher. On the math exam, 74.2% of white students were proficient or above, Asians performed at a rate of 66.7%, while African-American students scored at 55%. Hispanic students were 55.6%, English Learners scored 32.1%, socioeconomically disadvantaged (SED) students scored 54.1%, and students with disabilities scored at 24.3%.

B. Surveys

CCHS uses information gathered from the school community to guide the decision making process. Two surveys that are conducted are the California Healthy Kids Survey distributed to all 8th graders and the School Climate survey administered to students, parents, and staff. Both survey instruments indicate areas of strength and areas of need. As a result of the information shared through surveys, the school implemented the AVID program to meet the needs of students performing in the middle percentiles who need additional support to access college opportunities. The Link Crew 8th grade bridge program was also initiated as a result of feedback provided through surveys. The Anti-Bullying Initiative is highly informed by surveys, as well. Currently, the school administration is using the feedback from staff surveys to inform the professional development process.

2009-2010 was a WASC accreditation year for CCHS. The school community came together to produce a self-study in advance of the review of our program by the Western Association of Schools and Colleges (WASC). Focus groups consisting of students, staff, parents, and community members were developed and met weekly to discuss the needs and strengths of CCHS. From these meetings a self-study was developed and an action plan established that will drive the school program in coming years. This process has also informed the Single Plan for Student Achievement. Ultimately, WASC accredited our school for a six year period.

C. Classroom Observations

Teachers are expected to develop units and lessons aligned with the curricular standards for their subject areas. Teachers can be observed providing standards based instruction during all lessons. This is evidenced by documented classroom observations, recorded lesson and unit plans, and student work. Teachers can be observed in any classroom providing lessons that are designed to foster student learning by including anticipatory sets and review, teacher input and instruction, guided group and individual practice, collaboration, checking for understanding, closure, and independent practice.

All teachers design lessons and are evaluated based on the California Standards for the Teaching Profession. Teachers are expected to establish classroom environments that foster student engagement in curriculum. Teachers organize material to support learning for all students. The needs of all students are considered in lesson plans. Teachers continually assess student learning and adjust instruction to meet the needs of all students. Ultimately, our teachers are continually refining their practice and contribute to a culture of continuous improvement.

In addition to the curricular standards taught in every classroom, instruction is also guided by the CCHS commitment to develop well rounded students as outlined in our student outcomes; every student will be a critical thinker, self-reflects these standards and can be observed in all classrooms.

Classrooms are observed by the administrative staff including the principal and three assistant principals. Teachers are also expected to observe the class of peer teachers twice during a semester. Teachers debrief in their department meetings. It is evident from classroom observations that CCHS has a dedicated staff. Teachers provide dynamic lessons that expose the students to rigor and the curricular standards in conjunction with assessment data. Classroom observations have assisted the administration in determining areas of focus for the school, including differentiated instruction, increasing writing in all curricular areas, and utilizing assessment data to plan instruction and intervention strategies are areas of focus for the school.

D. Student Work and School Documents

The School Improvement Committee (SIC) develops the SP/SA annually with input from students, staff, parents, faculty, and administration. School goals and action steps are developed in response to needs identified from assessment data, surveys, and focus groups. This year, the plan has been developed with additional input from the WASC school self-study process and action plan that was produced in 2010.

Student work at CCHS is expected to demonstrate progress toward mastery of the curriculum. Work also reflects the CCHS Student Outcomes: critical thinkers, self-guided achievers, involved citizens, collaborative workers, adaptable problem solvers, and quality producers. Observable student artifacts include essays, labs, reports, research papers, collaborative group and individual projects, oral presentations, multi-media presentations, current events, debates, portfolios, and more.

Student learning is regularly assessed through unit tests and quizzes, benchmark assessments, common midterm and final exams, and state tests. Class work and projects are also a means of ongoing assessment.

Since the 2008-2009 school year, there is a particular focus on a school wide writing initiative. All teachers are expected to initiate a student writing assignment each quarter. Professional development has included instructions for teaching writing in non-English Language Arts classrooms.

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

CCHS has a positive record of ensuring that all staff are appropriately credentialed and trained to be highly qualified by federal and state criteria. All curriculum and materials are aligned to state standards. Lesson and unit pacing is evaluated and adjusted each year for maximum efficacy.

Our school is working toward becoming a Professional Learning Community in which data is utilized to drive instruction and intervention. The school has taken steps to implement common assessments, Benchmark tests, and analysis of disaggregated state test results in an effort to extract data that will inform teachers' instruction. All faculty have been trained to analyze the data and respond accordingly. The bell schedule has been altered to provide collaboration time for teachers to review data and plan lessons and intervention strategies. The administration continues to explore bell schedules and models that provide additional time for remediation and intervention for student that are not performing at proficient levels.

CCHS continues to explore available community resources to support learning for our students. The school hopes to increase parent-school communication by updating technology and communicating via the internet and school website. CCHS strives to include parents in the learning process and values input from all stakeholders in decision making.

The administration has identified areas of need from observations, assessment data, and focus groups, and plans professional development accordingly. Currently, there is a focus on students with special needs, English Learners, and improving the use of technology and assessment data to plan instruction.

V. Description of Barriers and Related School Goals

CCHS is a diverse school that serves a large population from a wide variety of backgrounds. A primary goal for CCHS is to support our subgroups that are not meeting their AYP goals and supporting students that are not achieving proficiency or higher on standardized tests. English Language Arts and Mathematics are subject areas in which there is a need for significant improvement in the number of students achieving proficient levels or higher. The school recognizes the need for further support English Learners and students with disabilities. Additionally, CCHS aims to increase the number of students that graduate from high school prepared to enter a four-year university.

Our EL population struggles with achieving proficiency as measured by standardized tests. For many Limited English Proficient/English Language (LEP/EL) students, time is needed to grasp language skills. Many of our EL students have transferred to our school from other countries and are unequipped to master curriculum that is not delivered in their native language. Other students have maintained the same English Language Development (ELD) designation for many years. In addition to providing academic and curricular supports, many students may also benefit from increased motivation through mentoring. These students need to be challenged with rigorous curriculum and inspired to excel in academics.

CCHS intends to break the cycle in which ELD students remain in Specially Designed Academic Instruction in English (SDAIE) programs for excessive numbers of years. One counselor has been designated to monitor and provide support to all EL students. Students that have not raised their level of language acquisition for multiple years have been identified and receive additional counseling support. Teachers of SDAIE and ELD classes meet monthly to discuss instructional strategies and methods to support specific students. The English Language Advisory Committee (ELAC) now meets monthly and serves as a parent education forum for bilingual families. Teaching assistants have been provided for additional support of EL in general education classrooms.

Progress is being made in the area of providing challenging curriculum to our Special Education students. CCHS serves students with a wide array of disabilities. These students may have difficulty raising their achievement scores to proficient or above at the rate determined by the AYP. It is our belief that students need exposure to rigorous curriculum while receiving appropriate educational supports. CCHS provides a program that serves the entire spectrum of students with disabilities. Students are assigned to classes that provide the least restrictive environment.

Many students come to CCHS lacking foundational reading, writing, and math skills needed to succeed in all subject areas. Some students have been placed in math classes for which they are underprepared. CCHS has implemented math placement testing for all incoming students to assist in proper placement. Additionally, reading assessments have been implemented to identify students that need reading support. These students are provided support through the Read 180 collaborative to develop common lessons to develop student writing.

Achievement is often lower among 9th and 10th grade students. Some students are not motivated. Others do not recognize the importance of achievement at these grade levels. We hope to address this lack of motivation and understanding through counselor presentations, individual counseling, teacher mentors, and peer relationships built through the Link Crew program in which upper-classmen provide guidance to 9th grade students.

Some students have difficulty accessing academic support at home. Students may be unable to receive guidance in the home specific to developing college readiness, planning for post-secondary education, or gaining assistance with comprehension of some subject matters. Annual parent nights, Back-to-School Nights, Open Houses, and monthly parent group meetings are used as a means support parents in helping their students at home.

The CCHS community (parents, teachers, and students) recognizes that resource limitations exist. More efficient allocation of resources as well as additional resources would drastically improve the performance of the students at CCHS.

CCHS strives to provide all students with an appropriate and rigorous curriculum that challenges students to increase in skill level. The use of data to drive instruction is a primary tool for planning instruction that will yield improvement. Subgroups are identified and targeted by teachers and committees to determine appropriate intervention models. Through counseling, professional development for teachers, and programs such as AVID more students will be challenged to follow a college preparatory path.

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) CCHS strives to support all departments in providing an effective educational program that is aligned with state content standards. In doing so, students will be more likely to master curriculum and achieve proficiency as evidenced on state standardized tests.	
CCHS will place particular emphasis on supporting the subject areas of math and English language arts. English language arts and math will help improve achievement in all subject areas.	
Student groups and grade levels to participate in this goal: All students will benefit from added support of school educational programs.	Anticipated annual performance growth for each group: This support is intended to assist all students and departments in meeting the annual AYP growth targets in every area.
Means of evaluating progress toward this goal: Performance on state standardized tests, the CAHSEE, student grades, and graduation rates will be evaluated on an annual basis by the faculty and staff to determine the ongoing needs of our student body. The administration and faculty will disaggregate the data to determine the strengths and needs of our educational program.	Group data to be collected to measure academic gains: Standardized test scores. CAHSEE test results. Student grades. Graduation rates. College admissions test results (i.e. SAT, ACT).

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Teachers will be provided with opportunities for professional growth and development. The school will support teachers in their development by funding professional development costs, including substitutes for teachers when they attend training.	August to June	Conferences, Substitutes, travel, lodging, transportation	\$5,000	School Improvement Funds
Teaching materials will be renewed as necessary and as proscribed by district policy. Supplementary and ancillary materials will be made available for teachers in order to augment and supplement the currently available textbook resources. This includes, but is not limited to, educational software, media resources, subscriptions to educational publications, visual resources, and materials for student projects.	August to June	Textbooks, software, visual aids, subscriptions, project materials	\$1,000	School Improvement Funds
Teachers will be provided with opportunities to collaborate in an effort to produce lessons and units of study. Furthermore, teachers are encouraged to collaborate in order to discuss the progress of classes and individual students and to plan educational interventions when appropriate. Sub costs may be incurred to facilitate classroom observations and / collaboration time.	August to June	Substitutes, paid hours outside the school day	\$2,000	School Improvement Funds
Field trips will be made available to enhance the educational experience of students. Transportation and admission fees will be paid for as is appropriate.	September to June	Substitutes, transportation, buses, admission fees	\$2,000	School Improvement Funds
Leadership Team will annually review academic support and intervention services and will make recommendations accordingly. (including, but not limited to before and after school tutoring). Funds will be made available to support intervention services for students.	September to June	Hourly pay for tutors	\$16,000	School Improvement Funds
All faculty will participate in the School-wide Writing Initiative. A quarterly writing assignment will be administered in all classes. These assignments will be collaboratively created in department meetings. Resulting products will be discussed to determine writing needs within subject areas.	September to June	Guest speaker fees	\$1,000	School Improvement Funds

2010 Single Plan for Student Achievement

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SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
The math department will review placement in courses according to grades, placement tests, teacher recommendations and CST and CAHSEE scores, where appropriate, to ensure success in and readiness for course placement.	May & June, August & September	None	N/A	N/A
English and math department members will plan benchmark assessments and distribution of essential standards at the beginning of the school year.	As proscribed by benchmark test schedule	N/A	N/A	N/A
English and math department members will review benchmark tests and recommend revisions so that they will accurately reflect the curriculum being taught.				
English and math departments will review and analyze benchmark results three times a year to 1) identify instructional practices that yield the best results and 2) identify areas of intervention need.				
English and math departments will continue to create and revise common assessments, the results of which will be reviewed and analyzed to 1) make curriculum decisions, 2) identify instructional practices that yield the best results, 3) identify areas for intervention.	Quarterly	N/A	N/A	N/A

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

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

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

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Data will be analyzed on an ongoing basis by teachers, staff, and students to evaluate the progress of students.</p> <p>A variety of assessment methods will be used including common assessments (unit tests, midterms, and finals), benchmark testing, individual teacher assessments, CAHSEE, AP tests, state tests, and grades to generate data that will drive the instructional program. Based on the data, the faculty will collaborate to generate unit plans, lesson plans, and intervention plans to address areas of need among individual students, specific student groups, and entire classes.</p>	
<p>Student groups and grade levels to participate in this goal: All students in all subject areas will benefit from this goal and model of instruction. Special emphasis is placed on the progress of our English Learner students and our Special Education students. While growth is projected in all subject areas, the Galileo program is being piloted in the Mathematics and Language Arts departments in an effort to increase proficiency in those subject areas.</p>	<p>Anticipated annual performance growth for each group: All groups will meet or exceed the AYP goal established by the State of California.</p>
<p>Means of evaluating progress toward this goal: Progress will be measured by the level of participation of faculty in the use of benchmark assessments and ultimately by the performance of subgroups on California standardized tests.</p>	<p>Group data to be collected to measure academic gains: Benchmark tests, CAHSEE scores, and state standardized test scores.</p>

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date/ ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
Department and subject area collaboration will be facilitated twice monthly during allotted collaboration times. The bell schedule was revised during the 2007-2008 school year to accommodate early release on Wednesdays.	August to June	Guest speakers / facilitators	\$0	
Departments will analyze the results of state tests annually. Each teacher will review the performance of their individual classes on questions relating to pacing standards and sub-standards to determine adjustments that need to be made in pacing and instruction. Departments will review the performance of students in their respective subject areas.	August - October	Guest speakers / facilitators	\$0	
Teachers will collaborate to develop common assessments such as unit tests, midterms, and final exams. Teachers will review the results together to identify instructional practices that yielded the best results. Interventions will be implemented to support students not making progress toward proficiency.	September to June	Substitutes	\$0	
Teachers will utilize benchmark assessments to periodically evaluate the progress of students. Teachers will apply intervention strategies to support students in keeping up with standards.	September to June	Substitutes, software fees, facilitators	\$0	
The results of the CAHSEE will be reviewed annually to identify curricular needs of 9th and 10th grade students.	April to June	None	\$0	
AP tests results will be analyzed to determine strengths and needs within the AP program.	June to September	None	\$0	
State test scores will be used to identify students that may be eligible for programs such as AVID, Honors, and AP, as well as remedial programs.	September to June	Substitutes	\$0	

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

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) All students will make adequate progress toward proficiency in all subject areas.</p> <p>While there are students in every subgroup that have not achieved proficiency in every area, subgroups that are not making progress as a group will be the primary focus for providing support. Focus groups identified as a prioritized area for growth improving subgroup performance on CSTs and identifying an appropriate plan for EL student achievement.</p> <p>Growth targets: The subgroups of English learners and students with disabilities will make significant progress towards meeting their annual measurable objectives for their AYP/API subgroup targets.</p>	
<p>Student groups and grade levels to participate in this goal: All students with emphasis on ELD and SpEd students.</p>	<p>Anticipated annual performance growth for each group: The goal is for all students to meet the AYP, pass the CAHSEE, and achieve proficiency on all tested subject areas.</p>
<p>Means of evaluating progress toward this goal: Analysis of disaggregated test scores and passage rate of the CAHSEE.</p>	<p>Group data to be collected to measure academic gains: Grades, CAHSEE passage rate, disaggregated state test results</p>

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal ⁽¹⁾ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date/ ⁽³⁸⁾ Completion Date	Proposed Expenditures ⁽³⁹⁾	Estimated Cost	Funding Source
In addition to analyzing data for all subgroups as described in goals 1 and 2, the data analysis for underperforming subgroups will be shared with all subject area departments in order to develop subject specific strategies for increasing performance.	September to June	Facilitators	\$0	
CST and CAHSEE data for all EL students will be provided to all ELD and SDAIE teachers at the beginning of the year in order to identify needs of EL students.				
CELDT Data will be provided to all ELD and SDAIE teachers as re-leveling occurs in order to identify needs and placement of EL students.				
Teachers of ELD students will meet monthly to discuss progress of students, curricular issues, and program needs with the ELD Coordinator and the ELD Department.	September to June	Hourly pay	\$0	
Monthly ELAC meetings to increase parent involvement and awareness.				
Teaching assistants will be assigned to mainstream, SDAIE, and ELD classrooms to provide additional support to students in various stages of language acquisition.	September to June	Teacher assistants, visual aids, supplementary materials	\$0	
Provide computer, software, and supplemental resources specific to language development for ELD I and II students.				
Quarterly, the ELD department may arrange ELD specific SST meetings that include subject area teachers. Compensation will be provided to teachers asked to meet outside of the normal school day.	September to June	Hourly pay	\$2,000	School Improvement Funds
Bilingual guidance technician will assist in student conferences and Spanish translations during meetings and student interventions.				

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(s) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Designate a counselor to be the ELD counselor, responsible for ALL EL students in addition to his/her part of the alphabet. Target particular EL classification group for quarterly group intervention meetings with ELD counselor and Assistant Principal, Guidance. 11th and 12th grade EL students will be invited to attend a field trip to a college-related field trip once a year.	September to June	Transportation	\$400	School Improvement Funds
Students identified as special education will be evaluated to determine appropriate placement according to 1) grades 2) CST scores 3) teacher recommendations. Students may be placed in a "Co-Lab" classroom in which special ed students are mainstreamed in an effort to increase their exposure to rigorous curriculum. Special ed teachers and subject area teachers will be assigned to Co-Lab classes to provide dual support for special ed students.	August to June	Conferences, transportation, substitutes, lodging, teacher aides	\$0	
All teachers will continue to be trained in differentiated instruction and SDAIE strategies to support students at all levels of academic ability. ELD, SDAIE, and SpEd teachers will be provided with training in delivering rigorous standards-based lessons to ELs and students with disabilities.	August to June	Conferences, transportation, substitutes, lodging	\$0 - \$1000	School Improvement Funds
Teachers of Co-Lab classes will be provided with prof. development and/or training in the following areas: mainstreaming students with disabilities, team teaching methodologies, collaborative planning for mainstreaming students with disabilities, differentiated instruction. Special Education and SDAIE / ELD teachers will be provided with training in administering benchmark tests and using the Galileo software to improve instruction based on reports and to create formative tests.	August to June	Conferences, transportation, substitutes, lodging	\$0 - \$1000	School Improvement Funds
Teachers of the Co-Lab classes will meet quarterly (at the minimum) with the Special education department to evaluate the program and discuss appropriate placement, student progress, curricular modifications, grading scales for special education students, and recommended academic interventions.	September to June	hourly pay, substitutes		

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) CCHS will strive to provide students with an educational program that infuses curriculum in modern technology in order to prepare our students for higher education, the modern work force, the global society / economy, etc.	
Teachers will be trained in effective uses of technology in the classroom including, but not limited to, electronic instructional devices (hardware), internet resources, instructional software, assessment programs, and communication tools. Students will be experienced in the use of common applications and information technologies.	Anticipated annual performance growth for each group: Gradual increased proficiency with technological software and programs.
Student groups and grade levels to participate in this goal: All students.	Group data to be collected to measure academic gains: Student, teacher, and parent surveys. Classroom observations. Report from Tech-Center.
Means of evaluating progress toward this goal: Student, teacher, and parent surveys. Classroom observations.	

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date(s) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
The Tech-Center will be maintained for class and student use throughout the school year. One staff member will be assigned to coordinate the use of and maintain computer hardware and software in the Tech-Center.	July to June	Technology Technician	\$36,736	School Improvement Funds
Technology will be utilized to support teachers in providing benchmark assessments through programs such as Galileo. Other tests may be offered through the Tech-Center, including AP exams. Teachers will be trained to utilize Galileo to administer assessments beyond the benchmark assessments.	September to June	Computer hardware, software, maintenance and repair	\$17,600	School Improvement Funds
Curriculum will be supported through curricular software and online resources. Departments will explore and implement the use of appropriate resources to supplement their curriculum. This includes, but is not limited to programs such as My Access, an online essay writing program utilized by the English department to increase the amount of writing and feedback provided to students.	September to June	Training, substitutes, services subscriptions, licenses, software	\$4,125	School Improvement Funds
Communication among students, teachers, parents, and administration will be increased via the high school website, parent portal, teacher web pages, and e-mail.	September to June	Postage, web services fees	\$0	
Students will be trained in the use of word processing, data, and presentation software including, but not limited to Word, Excel, Power Point, etc.	September to June	Teacher training	\$0	
Teachers will access standardized test results through Galileo.	September to November	Teacher training, Tech-Center	\$0	

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

VI Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Culver City High School will increase the number of students completing their UC/CSU A- G requirements prior to graduation thereby increasing the number of students eligible to attend a four year university upon graduation.</p>	
<p>RATIONALE:</p> <ul style="list-style-type: none"> - Most Focus Groups identified as a prioritized area for growth increasing the number of students meeting A- G requirements. - Our data shows that though we have increased the percentage of students meeting A- G requirements in the past few years, we have only 39% meeting them as of 2008. <p>ESLRs addressed: Critical Thinkers, Self-Guided Achievers, Involved Citizens, Collaborative Workers, Quality Producers, Adaptable Problem Solvers, Effective Communicators.</p> <p>Our guidance department provides ongoing counseling for students to encourage awareness of UC/ CSU admissions requirements. The CCC facilitates college visits and seminars, PSAT, PLAN, SAT, and ACT testing and preparation, and advisement for college admissions and financing. Our school hosts a wide variety of Advanced Placement and Honors level courses in order to make our students competitive for college entrance. The AVID Program is designed to help students with average GPAs and whose parents did not attend college pursue a path to college admission. The program has expanded each year, and the first graduating class of AVID students will matriculate in 2010. Ultimately, CCHS aims to prepare all students for higher education. The administration is currently evaluating graduation requirements and facilitating a process for changes that will promote completion of college pre- requisites.</p>	
<p>Student groups and grade levels to participate in this goal: All students.</p>	<p>Anticipated annual performance growth for each group: Growth targets: By 2015, the percentage of students meeting A-G requirements will increase an average of at least 2% per year.</p>
<p>Means of evaluating progress toward this goal: Progress will be evaluated by review of the following data:</p> <ul style="list-style-type: none"> - Number of students completing UC/CSU A- G requirements. - Number of students reporting admissions to four year colleges or universities. - Reports from local community colleges identifying the number of CCHS students in enrolled in classes. - Number of students participating in college entrance testing (PSAT, SAT, SAT II, PLAN, ACT). - Number of students enrolled in AP / Honors courses. 	<p>Group data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> - Performance on college entrance testing (PSAT, SAT, SAT II, PLAN, ACT). - Number of students completing UC/CSU A-G requirements.

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)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
Increase student awareness of UC/CSU A-G requirements through individual counseling, annual classroom presentations and parent information nights.	September to June	Materials, copies	\$1,000	School Improvement Funds
All staff will be encouraged to serve as mentors to students and classes in an effort to promote college going culture. Mentoring will include but not be limited to: sharing college entrance requirements, discussing college life and expectations, promoting readiness for college, participating in college promotional activities such as College-Wear Thursdays and College Fair.	September to June		\$0	
Teachers and counselors will identify and recommend students that are capable of pursuing a rigorous course schedule, including Honors and AP classes.	September to June		\$0	
CCHS will continue to offer a wide variety of AP and Honors classes, expanding the number of classes as needed. The Guidance Office will evaluate the changing needs of the student body and investigate the implementation of new courses.	September to June	Testing materials, hourly pay, substitute costs for test proctoring	\$0	

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)	Start Date(38) Completion Date	Proposed Expenditures (39)	Estimated Cost	Funding Source
The AVID Site Team will identify students "in the middle" that demonstrate academic proficiency and whose parents have not completed college. Those students will be offered an opportunity to apply to the AVID program and receive mentorship via the AVID elective throughout high school.	September to June	Elective classroom materials costs, tutors, trainings (Path and/ or Summer Institute), transportation and lodging, LACOE fees, substitute, college field trip expenses, buses	\$15,000	Site Improvement Funds
The PSAT and PLAN tests will be offered at CCHS for all students. Counselors and teachers will encourage students in the 9th and 10th grade to participate.	September to June	Test costs, hourly pay for proctors	\$0	
The CCHS administration will continue to evaluate current graduation requirements. Graduation requirements will be revised in order to increase college and career readiness. Students will be encouraged to pursue UC/CSU A-G eligibility.	September to June	Consultant fees	\$1,500	Site Improvement Funds
Continue to provide both the College and Career Counselor and the College and Career guidance technician positions in order to ensure students will receive support in college and career planning.	Ongoing.	Salaries		General Funds
College and Career counselor will provide individual and group counseling to all students regarding preparation for college admission.	Ongoing.	Salaries		General Funds

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

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

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

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	2008	2009	2010
Number Included	1653	1672	1718	377	352	337	365	400	412	171	169	188	188	188
Growth API	750	776	803	816	836	853	710	740	777	862	861	863	863	863
Base API	751	750	775	821	816	837	701	710	739	889	882	882	883	883
Target	5	5	5	A	A	A	5	5	5	A	A	A	A	A
Growth	-1	28	28	-5	20	16	9	30	38	-7	-1	-1	20	20
Met Target	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP													
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities				
2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	638	658	658	308	311	294	531	501	633	120	123	119	119	119
Growth API	705	741	786	647	657	702	708	738	767	508	518	54	54	54
Base API	703	705	741	648	647	656	691	708	737	524	508	511	511	511
Target	5	5	5	8	8	7	5	5	5	14	15	14	14	14
Growth	2	36	25	-1	10	46	17	30	30	-16	10	43	43	43
Met Target	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	791	851	792
Percent with Prior Year Data	98.9	94.8	100
Number in Cohort	790	807	792
Number Met	511	489	503
Percent Met	64.7	60.6	64
NCLB Target	50.1	51.6	56
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency		
	2007-08	2008-09	2009-10
Number in Cohort	471	424	583
Number Met	221	182	163
Percent Met	46.9	42.9	27.5
NCLB Target	28.9	30.8	17.4
Met Target	Yes	Yes	Yes

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

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP														
	All Students				White				African-American				Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	98	98	99	98	98	99	97	98	99	100	100	99			
Number	330	399	388	99	102	99	70	92	95	41	42	46			
Percent	60.7	69.5	65.2	82.5	87.2	81.8	60.3	66.2	63.3	77.4	75.0	78.0			
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	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP														
	Hispanic				English Learners				Socioeconomic Disadvantage				Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	98	99	98	98	98	97	99	99	99	98	98	98			
Number	103	135	131	28	26	33	65	109	123	12	10	6			
Percent	45.4	61.1	54.4	25.9	27.4	30.8	46.4	58.6	53.7	24.5	27.0	15.4			
AYP Target	33.4**	44.5**	55.6**	35.2**	46.0**	56.8**	33.4**	44.5**	55.6**	35.2**	46.0**	56.8**			
Met	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	-	-	-			

* = AYP Target for Elementary/Middle Schools (2007=34.4%), (2008=35.2%), (2009=46%), (2010=56.8%)
 ** = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

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	2008	2009	2010
Participation Rate	98	98	99	98	97	98	98	98	97	100	100	100			
Number	312	339	375	98	91	89	59	69	82	42	44	52			
Percent	57.7	59.1	62.7	82.4	78.4	74.2	50.9	48.9	55.0	79.2	78.6	86.7			
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	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP														
	Hispanic				English Learners				Socioeconomic Disadvantage				Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	97	99	99	99	99	99	99	99	99	100	95	93			
Number	99	107	135	37	26	35	82	97	124	12	6	9			
Percent	44.0	48.2	55.6	32.7	27.1	32.1	44.8	52.2	54.1	24.0	17.4	24.3			
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	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-			

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)
 ** = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

Table 5: California English Language Development (CELD) Data

Grade	California English Language Development Test (CELD) Results for 2009-10										
	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning	Number Tested					
9	5	13	19	47	9	22	2	5	5	13	40
10	7	14	18	37	16	33	6	12	2	4	49
11	5	13	23	61	5	13	4	11	1	3	38
12	13	25	23	45	10	20	4	8	1	2	51
Total	30	17	83	47	40	22	16	9	9	5	178

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
 CCHS promotes the use of assessment data to drive instructional practices. Student performance on state tests are analyzed each year to determine the strengths and needs of our various student groups. Each department is provided with disaggregated data to evaluate the performance of their students on specific standards and strands. Each subject area develops pacing plans and instructional units based on the performance of their students.

Each department has developed common assessments for their subject areas. Teachers compare results of midterm and final exams in an effort to determine the teaching practices that yield the best results. These common assessments are reviewed and amended each school year.

In the 2007-2008 school year, benchmark assessments and the use of the Galileo program were implemented at CCHS. It was piloted in the areas of Mathematics and English Language Arts. Students take benchmark tests three times a year. The test results provide assessment data that is analyzed by teachers to identify the need for re-teaching, intervention, and adjustments to instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)
 CCHS prides itself on being an up and coming Professional Learning Community (PLC). As a PLC, CCHS is adept at utilizing data to drive instructional practices.

All curricular departments implement a series of common assessments throughout the course of the school year ranging from chapter tests and quizzes through mid-terms, final exams and tri-annual benchmark assessments. All of the aforementioned yield valuable data which teachers receive in the form of department or district-created spreadsheets. Departments gather every Wednesday to analyze and reflect upon this data and discuss ways to implement these newfound performance indicators into their teaching and/or re-teaching of the curriculum.

Additionally, at the beginning of every school year, all teachers of CST testable subject areas, i.e. English, Math, History, and Science, receive detailed data regarding their previous year's students' performance on the STAR tests. This is highly valuable data which the teachers generally wait for with much anticipation. This information informs the teachers as to how well-prepared their students are for these high stakes exams. Everything from the efficacy of instruction and assessment tools to pacing and content exposure can be deduced from this data.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
 All CCHS teachers have completed the requirements of the equivalency to be classified as highly qualified per the No Child Left Behind legislation.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
 All CCHS administrators have completed or are in the process of completing AB 75/AB 430 training which pertains to SBE adopted instructional materials.

5. Sufficiency of credentialled teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

CCUSD and CCHS teachers have a variety of opportunities to participate in professional development. Both site and district offer workshops which pertain to collecting and analyzing data to improve instruction, differentiating instruction, using technology in the classroom, writing across the curriculum, and building school culture. All teachers participate in professional development prior to the start of school in August and again in January. Teachers who participate in Advanced Placement, AVID, Read 180, and My Access, received specialized training relating to these research based programs. In addition, some teachers pursue specialized training in their disciplines. This year there is particular emphasis on teaching strategies for English Learners. Teachers meet monthly to develop effective instructional strategies.
 6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

The focus of professional development at CCHS over the past three years has been the utilization of assessment data to drive instruction. Departments have aligned course curricula to content standards, developed pacing guides, and implemented common assessments. The Galileo Initiative implemented throughout CCUSD focuses on using data gathered from interim benchmark assessments to inform timely classroom interventions.
 7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All teachers who are new to the profession are assigned to a BTSA support provider. Teachers on Special Assignment (TOSAs) work with all CCHS staff members in the areas of technology, data collection and assessment, and instructional development.
 8. Teacher collaboration by grade level (EPC)

The CCHS bell schedule allows teachers to collaborate inter and intra-departmentally on a weekly basis. Every Wednesday, teachers gather after school to develop curricular pacing, analyze data, revise instructional practices, share effective strategies, reevaluate standards alignment, and create/extend common assessments. Teachers either collaborate by grade level, department, or subject area. Teachers also collaborate on such school-wide programs as our cross-curricular writing initiative and other developmental workshops for faculty, parents, and students.
- Teaching and Learning
9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All core courses are aligned to content and performance standards. Scheduled textbook adoptions ensure that materials are current and incorporate the state adopted content standards.
 10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

The instructional program at CCHS adheres to the recommended instructional minutes for all courses.
 11. Lesson pacing schedule (EPC)

Teachers of like courses have developed pacing guides to ensure consistency of instruction.
 12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All CCHS students have access to standards-based instructional materials that are appropriate for all student groups.
 13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Textbooks and other materials are standards-aligned.

- Opportunity and Equal Educational Access
14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Underperforming students work with academic counselors to help students and parents develop an academic plan to get on track. At risk counselors address other issues the students might have including attendance and behavior. Student Support Teams convene to address concerns raised when student are credit deficient. CCHS offers before and after school tutoring in all academic disciplines. Read 180, a reading support program is offered to students reading below grade level. CCHS implemented numeracy and study skills courses to support struggling students in math and language arts.
 15. Research-based educational practices to raise student achievement at this school (NCLB)

CCHS adheres to research based practices to deliver instruction, assess student achievement, and design intervention plans for students. CCHS implemented several research based programs to raise student achievement. My Access, an online writing program, is available to all students in grades 9-11. This valuable tool provides students with additional feedback on their writing. The Read 180 literacy support program is incorporated into the study skills course.
 16. Opportunities for increased learning time (Title I SWP and PI requirement)

CCHS offers extensive before and after school tutoring programs in English, math, science, social studies, and Spanish. We also provide an organizational workshop and test prep classes.
 17. Transition from preschool to kindergarten (Title I SWP)

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

CCHS offers a variety of support programs for under-achieving students. All classroom teachers are trained to provide differentiated instruction so that students receive appropriate instruction. Counselors advise students who are not meeting potential and place them in appropriate classes and interventions. Counselors also meet with parents to advise them of their child's progress of the opportunities available. Before and after school tutoring is provided in all subjects. Saturday and summer school classes are also offered to students in need of intervention.
 19. Strategies to increase parental involvement (Title I SWP)

Parents are notified of English Language Advisory and other school site meetings through a variety of means including written notes, phone calls, and marquee postings. Recorded messages are sent to parents in English or Spanish, and Parent Newsletters are mailed to each home in English or Spanish.
 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)

Parents, classroom teachers, and other school personnel participate in School Improvement (SI) Council Meetings to plan, implement, and evaluate consolidated application programs. The council meets monthly to review budget requests and program progress. The SPSA plan is reviewed and approved by ELAC.
- Funding
21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Categorical funds are used to provide intervention and support programs at CCHS. The AVID program serves students that have been identified as performing below their ability level and providing academic support through an academic elective class that focuses on study habits, organization, writing, inquiry/collaboration, and reading. Categorical funds also enable the school to provide before and after school tutoring for all students. Tutoring specific to the CAHSEE exam is made available to students that have failed to pass either section of the test.

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 <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education), Discretionary Block	
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 <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
<input type="checkbox"/> Title I, Part D, Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/> Title I, Part A, Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/> Title I, Part A, Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/> Title I, Part A, Program Improvement <u>Purpose:</u> 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 <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/> Title II, Part D, Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input type="checkbox"/> Title III, Part A, Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> 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 <u>Purpose:</u> Support learning environments that promote academic achievement	
<input type="checkbox"/> Title V, Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/> Title VI, Part B, Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	
Total amount of state and federal categorical funds allocated to this school	

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

Appendix D - Recommendations and Assurances (Culver City High School)

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (list)*
 - Leadership Team
 - English Department
 - Math Department
 - Science Department
 - Modern Language Department
 - Social Studies Department
 - Art Department
 - Physical Education Department
 - Special Education Department
 - Regional Occupational Program Department
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 01-11-2011

Attested:
 Pam Magee
 Typed name of school principal
 Signature of school principal
 Date 3/1/2011

Dylan Farris
 Typed name of SSC
 Signature of SSC chairperson
 Date 3/1/2011

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:

- I realize that my education is important. I know that I am the one responsible for my own success and that I must work hard to achieve it. I agree to do the following:
- Attend school every day and arrive on time to all my classes.
 - Follow all school and classroom rules and regulations including the hair and electronics policies. I will comply with the school dress code.
 - Put my best effort into my work.
 - Complete homework and class work on time.
 - Seek help from teachers and counselors and attend tutoring when having academic difficulties or receiving a grade of D or F.
 - Make informed decisions, set goals and take action to meet requirements for graduation.

Parents Pledge:

- I realize that my child's education is important. I understand that my participation will help my child's achievement and attitude. I agree to do the following:
- See that my child attends school every day and arrives on time. I will provide a quiet place for my child to study at home.
 - Ensure that my child completes his/her homework.
 - Attend school activities such as Back-to-School Night, Open House, parent conferences and informational meetings.
 - Understand the school's discipline, dress code and attendance policies.
 - Assist my student in making informed decisions, setting goals and taking action to meet requirements for graduation.

Staff Pledge:

- I understand the importance of education and I acknowledge my duties as a teacher and role model. I agree to do the following:
- Clearly communicate class work and homework expectations.
 - Teach grade level skills, concepts, and the California Content Standards. I will return student work in a timely manner.
 - Regularly communicate with students and parents to support student achievement.
 - Strive to be aware of the individual needs of students.
 - Provide a safe and positive learning environment for my students.
 - Challenge students with rigorous coursework.

Appendix F - School Site Council Membership: Culver City High School

Education Code Section 84001 requires that the SP2A be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Magee, Pam	[X]	[]	[]	[]	[]
Ferns, Dylan (Chairperson)	[]	[]	[X]	[]	[]
Dennis, Darin	[]	[X]	[]	[]	[]
Mullen, Leona	[]	[X]	[]	[]	[]
Phillips, Dan	[]	[X]	[]	[]	[]
Snyder, Rachel	[]	[X]	[]	[]	[]
Bolia, Nancy	[]	[]	[]	[X]	[]
Forbes, Danielle	[]	[]	[]	[X]	[]
Ochoa, Moly	[]	[]	[]	[X]	[]
Faulner, Morgan	[]	[]	[]	[]	[X]
Smulevich, Natalie	[]	[]	[]	[]	[X]
Rivers, Emmitt	[]	[]	[]	[]	[X]
Kelum, Danielle (Student Alternate)	[]	[]	[]	[]	[X]
Numbers of members of each category	1	4	2	3	3

(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 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. Members must be selected by their peer group. 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. 15

Total Fiscal Impact per Funding Source:

General Fund - Coaching and Special Assignments	\$ 1,858.00
General Fund - PTSA	\$ 900.00
General Fund – CCHS/AVPA	\$ 8,894.00

BOARD REPORT

9.4 Certificated Personnel Services Report No. 15

I. Authorization and Ratification of Employment

A. Substitute Teacher – District Office

Effective March 9, 2011 at \$125.00 per day, work as needed
Funding Source: General Fund

1. Richards, Mark Lee

B. Extra Assignment – Middle School, Astro GATE Camp Chaperones

Effective April 29, 2011 through May 1, 2011 at stipend of \$300.00 per teacher
Funding Source: PTSA
Total Cost: \$900.00

1. Adamucci, Anthony
2. Daggett, Carlene
3. Young, Erica

C. Extra Assignment – Middle School, Coaching Girls' JV Basketball

Effective November 15, 2010 through February 18, 2011 at \$929.00 stipend
Funding Source: Coaching and Special Assignments
Total Cost: \$929.00

1. Adamucci, Anthony

D. Extra Assignment – Middle School, Coaching Girls' Varsity Softball

Effective February 22, 2011 through May 6, 2011 at \$929.00 stipend
Funding Source: Coaching and Special Assignments
Total Cost: \$929.00

1. Adamucci, Anthony

E. Extra Assignment – High School, AVPA

Funding Source: CCHS/AVPA
Total Cost: \$8,894.00

- | | | | |
|----|-----------------|---|---|
| 1. | Freytag, Sheila | Drama/Play Director
\$3,072.00 Stipend | Effective September 1, 2010
through May 15, 2011 |
| 2. | Freytag, Sheila | Musical – Director
\$3,072.00 Stipend | Effective January 3, 2011
through March 14, 2011 |
| 3. | Spano, Anthony | Musical- Orchestra
\$2,750.00 Stipend | Effective January 3, 2011
through March 14, 2011 |

BOARD REPORT

9.4 Certificated Personnel Services Report No. 15 – Page 2

II. Resignations

- | | | |
|----|---|--|
| 1. | Gottlieb, Mark
Language Arts - Middle School | Effective June 30, 2011
Retirement |
| 2. | Jones, Sara
Math - Middle School | Effective June 17, 2011
Personal Reasons
Resigned While Out on Leave of Absence |
| 3. | King, Kyle
Math - High School | Effective June 17, 2011
Moving Out of Area |
| 4. | Thorup, Erica
Elementary - La Ballona | Effective June 17, 2011
Moved out of area
Resigned While Out on Leave of Absence |

RECOMMENDED MOTION: That approval be granted for Certificated Personnel Services Report No. 15

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 Classified Personnel Services Report No. 15

I. Authorization, Approval & Ratification of Employment

A. Clerical & Fiscal

1. Brown, Jennifer
Substitute Clerk Typist
Adult School
Not to exceed 12 hours per week
Funding Source: General Fund – Adult School
Effective March 9, 2011
Hourly, as needed – \$14.14 per hour

B. Instructional Assistants

1. Gibbs, Shauna
Instructional Assistant – Adult School
Adult School – Extra Assignment – CAHSEE
Not to exceed 5 hours
Funding Source: General Fund – Adult School
Effective March 9, 2011
Range 17 – \$18.69 per hour
2. Lopez, Jose
Instructional Assistant – Adult School
Adult School – Extra Assignment – CAHSEE
Not to exceed 5 hours
Funding Source: General Fund – Adult School
Effective March 8, 2011
Range 17 – \$18.69 per hour

C. Coaches

1. Manzo, Joseph
Temporary Boys' Volleyball Coach
High School
Funding Source: General Fund – Athletic
Effective February 14, 2011 through
May 10, 2011
Stipend of \$2,978.00
2. Allison, Donna
Temporary Boys' Volleyball Coach
Middle School
Funding Source: General Fund – Athletic
Effective February 22, 2011 through
May 20, 2011
Stipend of \$929.00

BOARD REPORT

9.5 Classified Personnel Services Report No. 15 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

C. Coaches – continued

3. Masek, Amber Temporary Spirit Squad Coach
Middle School
Funding Source: General Fund – Athletic
Effective March 7, 2011 through
June 17, 2011
Stipend of \$940.88

D. Noon Duty Supervisors

1. Jones, Cynthia Temporary Noon Duty Supervisor
Linwood Howe
Funding Source: General Fund
Effective January 3, 2011 through
June 17, 2011
Hourly, as needed – \$9.25 per hour
2. Jain, Ashoo Temporary Noon Duty Supervisor
Linwood Howe
Funding Source: General Fund
Effective March 9, 2011 through
June 17, 2011
Hourly, as needed – \$9.25 per hour

E. Stipend Assignments

1. Luthi, Christopher Temporary Accompanist
High School – AVPA –
Spring Musical “Urinetown”
Funding Source: General Fund – AVPA
Effective January 3, 2011 through
March 14, 2011
Stipend of \$2,278.00

F. Student Helpers

1. Smothers, Marquiese Student Helper – Workability
Location outside of district
Funding Source: General – Special Education
Effective February 28, 2011
Hourly, as needed – \$8.00 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 15 – Page 3

II. Authorization, Approval & Ratification of Resignations

1. Joya Lepe, Sigifredo School Custodian
MOT/Child Development
6.5 hours per day, 12 months per year
Funding Source: Child Development
Effective February 22, 2011
Range 16 – \$2560.83 per month

III. Rescind Assignment Previously Approved on Board Report #6, 09/28/10;
Employee Not Working Assignment As A Paid Coach

1. Ramirez, Bud Temporary Girls' Softball Coach
Middle School
Funding Source: General – Athletic Fund
Effective February 22, 2011 through
May 6, 2011
Stipend of \$929.00

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 15

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

3/8/11

10.2

10.2 Spotlight on Education – Culver City High School

Dr. Pam Magee, Principal of Culver City High School, 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 Culver City High School.

BOARD REPORT

3/8/2011

10.3

10.3 Arts Education Month Proclamation

The Culver City Unified School District Board of Education recognizes the arts as an important part of our students' education, providing a balanced learning environment that develops the full potential of their minds. The Board of Education proclaims the month of March as Arts Education Month and encourages the celebration of the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts.

**The Culver City Unified School District
Proudly Recognizes the month of March, 2011 as**

Arts Education Month

WHEREAS, Arts Education, which includes dance, music, theatre, and the visual arts, is an important part of our students' education, providing a balanced learning environment that develops the full potential of their minds; and

WHEREAS, through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty, and cross-cultural understanding; and

WHEREAS, experience in the arts develops insights and abilities central to the experience of life, and the arts are collectively a most important repository of culture; and

WHEREAS, many national and state professional education associations hold celebrations in the month of March focused on students' participation in the arts; and

WHEREAS, these celebrations give Culver City schools a unique opportunity to focus on the value of the arts for all students, to foster cross-cultural understanding, to give recognition to the State's outstanding young artists, to focus on careers in the arts available to Culver City students, and to enhance public support for this important part of our curriculum; and

WHEREAS, the Culver City Unified School District Board of Education states in its *Visual and Performing Arts Education Policy* adopted April 20, 2004 that each student should receive a high quality, comprehensive arts education program based on the adopted *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*;

NOW, THEREFORE, BE IT RESOLVED that the Culver City Unified School District Board of Education proclaims the month of March, 2011 as *Arts Education Month* and encourages the celebration of the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts.

Scott Zeidman, Esq., President

Karlo Silbiger, Vice President

Katherine Paspalis, Esq., Clerk

Patricia Siever, Professor, Member

Steven Gourley, Member

Patricia W. Jaffe, Interim Superintendent

BOARD REPORT

3/8/2011

10.4

10.4 AVPA Recognition/Art and Film

As a part of Arts Education Month we will celebrate our students' achievements in the visual and performing arts. This evening we will recognize the Art and Film departments.

BOARD REPORT

3/8/11
12.1

12.1 Resolution Regarding Enrollment Capacity

The Board is asked to approve this resolution that defines "capacity," as of June 7 of each school year, pursuant to Open Enrollment Transfer Applications, for classes, grades, programs, and sites within the Culver City Unified School District. This resolution directs the Superintendent or designee to leave sufficient room in each class, grade, program and site for new Culver City residents who may move into Culver City over the summer or enroll during the school year.

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

RESOLUTION NO. 23

**LIMITATION OF TRANSFERS PURSUANT TO EDUCATION CODE SECTION
48356 BASED CAPACITY LIMITS OF DISTRICT PROGRAMS, CLASSES,
GRADE LEVELS AND SCHOOL BUILDINGS**

On the motion of Member _____, seconded by _____, the following resolution is adopted:

RESOLVED, by the Governing Board of the Culver City Unified School District that:

The CCUSD Open Enrollment Application window is April 15th to April 30th of each year. By statute, the Superintendent or designee shall provide written notification, to the parent/guardian and the student's district of residence, within 60 days of receiving the application as to whether the application has been accepted or rejected.

The Open Enrollment Act specifically permits a school district of enrollment to adopt specific, written standards for acceptance and rejection of applications for transfer pursuant to the Open Enrollment Act, which standards may include consideration of the capacity of program, class, grade level, or school building.

The Superintendent or designee is hereby directed to deny a transfer application if, as of June 7 of that year, the approval of the transfer application would negatively impact the capacity, as defined in this resolution for Open Enrollment Application purposes, of a CCUSD class, grade level, program, or school building (Board Policy 5118). The Superintendent or designee is hereby directed to leave sufficient room in each class, grade level, program, and school building for new Culver City residents who may move into the district over the summer or enroll during the school year. Therefore:

"Capacity," pursuant to Open Enrollment Transfer Applications, is defined as follows:

General Education Programs:

Each elementary grade level will be considered at capacity for Open Enrollment Application purposes when the school-wide average, on June 7, reaches a student: teacher ratio of 20:1 in Grades 1-3 and a student: teacher ratio of 27:1 in Grades 4 and 5.

Culver City Middle School will be considered at capacity for Open Enrollment Application purposes when 6th grade enrollment, on June 7, reaches 450 and when 7th and 8th grade enrollment, on June 7, reaches 470 students—or when the total school enrollment reaches 1,400.

Culver City High School will be considered at capacity for Open Enrollment Application purposes when 9th grade enrollment, on June 7, reaches 420 and when enrollment in Grades 10-12, on June 7, reaches 470 students—or when the total school enrollment reaches 1,900.

Culver Park School will be considered at capacity for Open Enrollment Application purposes when, on June 7, school-wide pre-enrollment reaches 60. Culver Park (Continuation) High School does not enroll students before their 16th birthday.

Special Education Classes and Programs:

The Resource Program (RSP)/Specialized Academic Instruction/Mild to Moderate Needs, will be considered at capacity for Open Enrollment Application purposes when district-wide average enrollment in the program, on June 7, reaches a student: teacher ratio of 25:1.

The Special Day Class Program/Specialized Academic Instruction/Moderate to Intensive Needs, will be considered at capacity for Open Enrollment Application purposes when, on June 7, enrollment in the program at the requested grade and school reaches a student: teacher ratio of 8:1.

The Basic Skills (Intensive) Program Classes will be considered at capacity for Open Enrollment Application purposes when, on June 7, enrollment in the program at the requested school reaches a student: teacher ratio of 5:1.

The Speech Services Program will be considered at capacity for Open Enrollment Application purposes when, on June 7, district-wide average enrollment in the program reaches a student: therapist ratio of 45:1.

Adaptive Physical Education (APE) will be considered at capacity for Open Enrollment Application purposes when, on June 7, district-wide average enrollment in the program reaches a student: teacher ratio of 37:1.

The Occupational Therapy (OT) program will be considered at capacity for Open Enrollment Application purposes when, on June 7, district-wide average enrollment in the program reaches a student: therapist ratio of 25:1.

As the district establishes new or different classes or programs for which a capacity limit is not included herein, it may establish an appropriate capacity, for Open Enrollment Application purposes, for any such class or program. For example:

If established, a new Adult Transition Program (ages 18-22) will be considered at capacity, for Open Enrollment Application purposes, when, on June 7, district-wide average enrollment in the program reaches a student: teacher ratio of 7:1.

If established, a new program for students with an emotional disturbance (Grades 6-12) will be considered at capacity for these purposes when, on June 7, district-wide average enrollment in the program reaches a student: teacher ratio of 5:1.

Capacity limits are intended to allow space for new residents and growth.

These capacity limits are intended to allow space for district residents who enroll during the summer or enroll in the program(s) during the school year. Establishment of these capacity limits are intended to assure that resident students receive the maximum amount of assistance by district staff and that the admission of non-resident students will not cause the total enrollment at Culver City Middle School to exceed 1,500, or total enrollment at Culver City High School to exceed 2,000.

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

AYES: _____

NOES: _____

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 regular meeting held on March 8, 2011.

BOARD REPORT

3/8/11
12.2

12.2 Capital Projects

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

BOARD REPORT

**3/8/11
14.2a**

14.2a Third 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 third reading and adoption.

RECOMMENDED MOTION: That the Board approves the Third 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, and Evaluation 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.

3. If it is determined that a student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to initial placement and before any significant change in placement. (34 CFR 104.35)

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent.

The district's evaluation procedures shall ensure that tests and other evaluation materials: (34 CFR 104.35)

- a. **Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers.**
- b. **Are tailored to assess specific areas of educational need and are not based solely on a single IQ score.**
- c. **Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual, or speaking skills unless the test is designed to measure these particular deficits.**

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

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (Continued)

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.
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.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (Continued)

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 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~~

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (Continued)

~~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.~~

~~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.**

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (Continued)

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.

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)

Instruction

AR 6164.6(g)

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (Continued)

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	
Regulation Reviewed:	January 25, 2011	
Regulation Reviewed:	February 22, 2011, March 8, 2011	

BOARD REPORT

**3/8/11
14.2b**

14.2b Third Reading and Adoption 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 third reading and adoption.

RECOMMENDED MOTION:

That the Board approves the Third Reading and Adoption of New Board Policy/Administrative Regulation 5118, Students – Open Enrollment Act Transfers.

Moved by:

Seconded by:

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.

After residents have had an opportunity to enroll, the Superintendent or designee shall give priority to siblings of students already in attendance at the requested school on an Interdistrict Transfer Permit, and last to students transferring from decile 1 schools on the Open Enrollment List.

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, grade or program exceeding the maximum student-teacher ratio specified in the district's collective bargaining agreement, or the class, grade, program, or site capacity set by the Board in a Board Resolution. The Board reserves the right to revise each class, grade, program, or site capacity on an annual basis.
 - 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, program 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.

OPEN ENROLLMENT ACT TRANSFERS (Continued)

- b. The racial and ethnic balance of the district, consistent with state and federal law.
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 based upon any of the following: The student's previous academic achievement, physical condition, proficiency in the English language, or family income.

The District supports and adheres to a policy of nondiscrimination on the basis of race, color, ethnic group identification, national origin, ancestry, religion, age, marital or parental status, pregnancy, physical or mental disability, medical condition, veteran status, gender, genetic information, sex, sexual orientation, or the perception of one or more of such characteristics. (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)

OPEN ENROLLMENT ACT TRANSFERS (Continued)

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 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

Students

BP 5118(e)

OPEN ENROLLMENT ACT TRANSFERS (Continued)

FAMILY CODE

6500-6552 Caregivers

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:

Policy

Reviewed:

February 8, 2011

February 22, 2011, March 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, or family income. The District supports and adheres to a policy of nondiscrimination on the basis of race, color, ethnic group identification, national origin, ancestry, religion, age, marital or parental status, pregnancy, physical or mental disability, medical condition, veteran status, gender, genetic information, sex, sexual orientation, or the perception of one or more of such characteristics. 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 resident students who do not have a sibling already attending the desired school.

OPEN ENROLLMENT ACT TRANSFERS (Continued)

- c. Third priority for the siblings of students who already attend the desired school on an Interdistrict Transfer Permit.
 - d. Last 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).
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 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

Policy

Reviewed:

February 22, 2011, March 8, 2011

BOARD REPORT

14.4a Approval is Recommended for Resolution #21-2010/2011, Catastrophic Leave for Classified Employee (Elementary School Secretary)

Culver City Unified School District Catastrophic Leave procedures allow, by resolution of the Governing Board, a classified employee who is suffering from a catastrophic illness or injury and meets the Catastrophic Leave requirements to request that the District establish a bank of donated sick leave days for them. Debra Hamme, Elementary School Secretary for El Rincon Elementary School, has requested such a leave.

RECOMMENDED MOTION: It is recommended that the Board approve Resolution #21-2010/2011 for a Catastrophic Leave for a Classified Employee be approved as presented.

Moved:

Seconded by:

Vote:

3/8/11
14.4b

BOARD REPORT

14.4b Approval is Recommended for Resolution #22-2010/2011 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees

In addition to those reductions and discontinuances of service already identified in Resolution No. 17, which was adopted by the Board on February 22, 2011, decreasing the number of certificated employees by the equivalent of 18.2 FTE employees for the 2011-2012 school year, the Superintendent is recommending to the Board of Education that it take action on this proposed resolution reducing or discontinuing particular kinds of certificated services by an additional 1.0 FTE employee for the total equivalent of 19.2 FTE employees for the 2011-2012 school year.

In order to meet notification deadlines for certificated personnel, the Board must act to direct the Superintendent or designee to determine which employees are to receive notice of layoff as a result of the reduction or discontinuance of particular kinds of service(s). The Superintendent or designee will follow applicable Education Codes and Board Policies in issuing appropriate notices to specific personnel on or before March 15, 2011.

This Resolution relates to the reduction or discontinuance of particular kinds of certificated service by 1.0 FTE.

RECOMMENDED MOTION: It is recommended that the Board of Education Approve Resolution #22-2010/2011 (HR), Regarding the Reduction or Discontinuance of Particular Kinds of Service Now Being Performed by Certificated Employees.

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. 22

REDUCTION OR DISCONTINUANCE OF PARTICULAR KINDS OF SERVICE

WHEREAS, on February 22, 2011, this Board adopted Resolution No.17, Reduction or Discontinuance of Particular Kinds of Service, which resolution directed the reduction or discontinuance of specified particular kinds of service and a corresponding decrease in the number of certificated employees by the equivalent of 18.2 FTE employees for the 2011-2012 school year; and

WHEREAS, pursuant to Education Code Section 44955, it is the opinion of this Board that it has become necessary to reduce or discontinue particular kinds of services; and

WHEREAS, this Board does not desire to reduce the services of permanent certificated employees based upon a reduction of average daily attendance during the past two years; and

WHEREAS, it is the opinion of this Board that in addition to those reductions and discontinuances of service already identified in resolution No. 17 the following particular kinds of service be reduced or discontinued for the 2011-2012 school year:

1. Japanese Immersion Elementary Teaching Services 1.0 additional FTE

WHEREAS, it is the opinion of this Board that it is necessary by reason of the additional reductions of service identified in this Resolution No. 22 to decrease the number of certificated employees by the equivalent of 1.0 additional FTE employee for the 2011-2012 school year;

WHEREAS, the Board hereby reaffirms and incorporates by reference Resolution No. 17;

WHEREAS, it is the opinion of this Board that is necessary by reason of the reductions of service identified in Resolution No. 17 and in this Resolution No. 22 to decrease the number of certificated employees by the total equivalent of 19.2 FTE employees for the 2011-2012 school year;

WHEREAS, in determining the amount of service to be reduced, the Governing Board has considered all assured attrition, and the reductions identified above have been reduced to reflect assured attrition known at the time of this resolution;

WHEREAS, the Education Code requires that various actions be taken and notices be forwarded no later than March 15th of each school year regarding layoffs of certificated personnel resulting from reductions of particular kinds of service;

NOW, THEREFORE, BE IT RESOLVED, by the Governing Board of the Culver City School District, that for the 2011-2012 school year, the particular kinds of services to be provided by said District shall be and hereby are reduced to the extent hereinabove set forth.

BE IT FURTHER RESOLVED that due to the reduction or discontinuance of particular kinds of services set forth above, the legal number of employees of the District, pursuant to Education Code Section 44955, not be reemployed for the 2011-2012 school year.

BE IT FURTHER RESOLVED that the Superintendent, or designee, is directed to give Notice of Recommendation Not to Reemploy, in accordance with the provisions of Section 44949 and 44955 of the Education Code, to the number of certificated employees allowed pursuant to Education Code Section 44955.

BE IT FURTHER RESOLVED that the Superintendent, or designee, is delegated the authority to take all actions necessary and proper to the accomplishment of the purposes of this Resolution.

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

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

President, Governing Board of the
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 meeting held on March 8, 2011.

Clerk, Governing Board of the
Culver City Unified School District

BOARD REPORT

15.1 Update on Budget Sub-Committee

Board members Patricia Siever and Karlo Silbiger were appointed Board representatives to the Budget Sub-Committee. The committee met on February 23, 2011. Ms. Siever and Mr. Silbiger will update the Board on the committee's discussion.