

BOARD MEETING NOTICE AND AGENDA

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

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

May 10, 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
Employee Organizations: Culver City Federation of Teachers (CCFT) and Association of Classified Employees (ACE)
- 3.2 Potential Litigation (Pursuant to subdivision (b) of GC§54956.9)
(1 Potential Case)

- 3.3 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)
- 3.4 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 19
Classified Personnel Services Report No. 19

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 – March 16, 2011; Minutes of Regular Meeting – March 22, 2011; and Minutes of Special Meeting – April 12, 2011
- 9.2 Approval is Recommended for Purchase Orders
- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 19
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 19
- 9.6 Approval is Recommended for the Single Plan for Student Achievement – El Rincon Elementary School
- 9.7 Approval is Recommended for CCHS Teacher Rachel Snyder to Attend the College Board Readings in Kansas City, Missouri, May 31-June 8, 2011

- 9.8 Approval is Recommended for the CCHS Boys' Lacrosse Team to Attend a Tournament in San Diego, CA, July 24-25, 2011
- 9.9 Approval is Recommended for the CCHS Girls' Basketball Team to Attend a Tournament in San Diego, CA, July 14-17, 2011
- 9.10 Approval is Recommended for the CCHS Girls' Basketball Team to Attend a Tournament in Tempe Arizona, July 21-26, 2011
- 9.11 Approval is Recommended for Andrew Sotelo, Director of Pupil Services, to Attend the Seventh Seminar for International Spanish Academy Principals, May15-18, 2011 in Calgary, Alberta, Canada
- 9.12 Acceptance of the Compensation Report of the Members of the Board of Education
- 9.13 Approval is Recommended for the Proclamation in Recognition of Classified Employee Appreciation Week (May 15-21, 2011)

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 Anti-Bullying Task Force Update
- 10.2 Spotlight on Student Achievement – El Rincon Elementary School

11. PUBLIC RECOGNITION

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

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

12. INFORMATION ITEMS

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

- 12.1 First Reading of Administrative Regulation 3100, Business and Non-Instructional Operation – Budget; Formation of the Community Budget Advisory Committee

13. RECESS (10 Minutes)

14. ACTION ITEMS

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

14.1 Superintendent's Items - None

14.2 Education Services Items

14.2a Approval is Recommended for New Course at Culver City High School – Advanced Astronomy

Motion by _____ Seconded by _____ Vote _____

14.2b Approval is Recommended for New Course at Culver City High School – Japanese I Immersion

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items

14.3a Approval is Recommended for Resolution #34/2010-2011 Temporary Borrowing Between Funds

Motion by _____ Seconded by _____ Vote _____

14.4 Personnel Items - None

15. BOARD BUSINESS

15.1 Discussion Regarding Board Goals and Objectives

15.2 Discussion Regarding Traffic Issues on Elenda Street

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

May 24 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), City Hall (Chambers), 9100 Culver Blvd.
June 14 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place

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

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

Meeting:	<u>Special Meeting</u>	Date:	<u>March 16, 2011</u>
Place:	<u>Culver City Middle School</u>	Time:	<u>4:30 p.m. – Public Meeting</u>
	<u>4601 Elenda Street</u>		<u>4:31 p.m. – Closed Session</u>
	<u>Culver City 90230</u>		<u>4:40 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

Call to Order

Board President Mr. Zeidman called the meeting of the Culver City Unified School District Board of Education to order at 4:30 p.m. The Board adjourned to Closed Session at 4:31 p.m. and reconvened the public meeting at 4:45 p.m. with all Board members in attendance. Mr. Jon Pearson led the Pledge of Allegiance.

Report from Closed Session

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

8. Adoption of Agenda

It was moved by Mr. Gourley and seconded by Ms. Paspalis that the Board adopt the March 16, 2011 agenda as presented. The motion was unanimously approved.

9. Action Items

9.1 Approval of Contract for Employment of Superintendent for Culver City Unified School District

David Mielke stated that he felt the District had the right candidate for Superintendent and at the right time. He felt that the concern from the union was about the base salary being offered. Mr. Mielke expressed that the current climate is a desperate climate, and that the base salary being offered to Mrs. Jaffe would be the least amount offered to the next Superintendent. He encouraged the Board to think about the compensation. Kelly Nolan thanked the Board for listening to everyone that supported Mrs. Jaffe. Doyle Hanks stated that his understanding was that the previous Superintendent made more than Mrs. Jaffe. Claudette DuBois stated that the Board has done a great thing by hiring Mrs. Jaffe and she is the best. Ms. DuBois stated it was nice to have someone that visits the classrooms, and she questioned the Board about cutting just teachers and not administration. Barbara Perello spoke on behalf of the Association of Classified Employees and stated that it has been a long time since the District had a Superintendent that comes to visit and knows the employees by name. Jerry Chabola stated that it is a great thing that is happening. He commented that the District is going to face difficult times and he hopes everyone bands together. Michael Laase extended her congratulations to Mrs. Jaffe and thanked the Board for listening. She knows that Mrs. Jaffe will be great. Mark Gottlieb joked that Mrs. Jaffe was becoming Superintendent as he was retiring. He spoke about his interview experience with Mrs. Jaffe and how he was treated with such respect. Mr. Gottlieb expressed how he loved Mrs. Jaffe both personally and professionally, and wished her good luck. Audrey Stephens spoke on behalf of the Management Association of Culver City Schools and expressed that Mrs. Jaffe has always been part of the team and the association was very blessed to have her as the Superintendent. She stated that MACCS welcomes her. Ms. Scott-Moore stated that she feels very fortunate to have been a middle school teacher when Mrs. Jaffe was principal. As a new teacher she was so happy to work with Mrs. Jaffe. Ms. Scott-Moore expressed that Mrs. Jaffe has demonstrated caring not just in words, but in deed. Mr. Silbiger thanked everyone for coming and sharing their thoughts. He shared his memories of Mrs. Jaffe from when he was a student at the middle school. Mr. Silbiger stated that he can see the difference between the previous Superintendent and Mrs. Jaffe, and he felt that the morale of staff is much

better. Mr. Silbiger stated that he spent his furlough day looking at salary figures. He estimated that the difference in the salary for Mrs. Jaffe and the previous Superintendent was negligible, and he stated that it was tough for the Board to ask for concessions from the unions with the salary being offered. Mr. Silbiger asked the Board President if the votes could be separated, one vote for the salary and another vote to hire Mrs. Jaffe for Superintendent. Ms. Siever wanted to say that she was concerned that the Board made the decision to consider Mrs. Jaffe in the middle of the search process. Ms. Siever stated that she absolutely respects Mrs. Jaffe and sees how much she has given to the District. She likes Mrs. Jaffe a lot, and added jokingly it was because they both wear black. Ms. Siever also stated that she was proud to be on the Board. She requested to correct the Minutes where it stated that she commented that she was "lucky" to be on the Board. She would like it corrected to state that she commented she was "honored." Ms. Siever wanted to clarify that she absolutely loves Mrs. Jaffe and there was never anything personal against her. Mr. Silbiger stated that he was pleased to support Mrs. Jaffe, and in her term as Interim Superintendent Mrs. Jaffe has shown that she is more than capable to serve as Superintendent. He approves of Mrs. Jaffe, but not the contract. Mr. Zeidman apologized for not splitting the vote, but that he did not want to mess up the vote by changing the motions. **Therefore Mr. Zeidman denied Mr. Silbiger's request to separate the vote.** Mr. Zeidman spoke about how the Board came up with the salary. He spoke about the eight other Districts that he researched and what was in their Superintendent's contracts, and provided an illustration of those amounts in comparison to what was offered to Mrs. Jaffe. Mr. Zeidman stated that he supports Mrs. Jaffe and the contract. Mrs. Jaffe stated that the experience was amazing. She said that she started in the District as an Instructional Aide in Special Education, and thanked the Board. She was truly honored. Mrs. Jaffe thanked the students, teachers, administration, staff, and everyone that has supported her.

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve the Contract for Employment for Patricia W. Jaffe as presented. The motion was approved with a vote of 4 – Ayes and 1 – Nay from Mr. Silbiger.

Adjournment

There being no further business, it was moved by Ms. Paspalis, seconded by Ms. Siever and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 5:19 p.m. in memory of those lives lost and those still suffering in the wake of the Japan tsunami.

Approved: _____
 Board President

 Superintendent

On: _____
 Date

 Secretary

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

Meeting: Regular Meeting
Place: City Hall
Mike Balkman Chambers
9100 Culver Boulevard
Culver City 90232

Date: March 22, 2011
Time: 6:00 p.m. – Public Meeting
6:01 p.m. – Closed Session
7:00 p.m. – Public Meeting

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 7:04 p.m. with all Board members in attendance. Gustavo Cruz led the Pledge of Allegiance.

Report from Closed Session

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

8. Adoption of Agenda

Mr. Zeidman moved to amend the agenda by moving 10.1 to the top of the agenda. The motion was seconded by Ms. Paspalis. The motion was unanimously approved to adopt the March 22, 2011 agenda as amended.

10. Awards, Recognitions and Presentations

10.1 AVPA Recognition/Music, Dance and Theater

Ms. Laura introduced Dr. Tony Spano, Music Director and Co-Executive Director of the AVPA. Dr. Spano thanked the Board for inviting the AVPA students to be at the meeting and for their recognition. He took the opportunity to thank and acknowledge on behalf of the other AVPA Directors, Mrs. Jaffe, and the District administration and staff; Mrs. Pam Magee, high school administration and staff; the AVPA, Founding Sponsor Janice Pober and Sony Entertainment, and Kathy McConkey. Ms. Laura introduced the students involved with the AVPA music, dance, and theater, and asked them to come before the Board to be acknowledged.

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. David Mielke requested that item 9.2 be withdrawn. Ms. Siever requested that item 9.1 and 9.5 be withdrawn. It was moved by Ms. Paspalis and seconded by Ms. Siever to approve Consent Agenda Items 9.3, 9.4, 9.6 and 9.7 as presented. The motion was unanimously approved.

9.3 Acceptance of Gifts – Donations

9.4 Certificated Personnel Reports No. 16

9.6 Acceptance of Enrollment Report

9.7 Single Plan for Student Achievement – Culver City Middle School

9.1 Approval is Recommended for the Minutes of Regular Meeting – March 8, 2011

Ms. Siever requested on page 90 to change the word from “revisions” to “corrections.”

9.2 Approval is Recommended for Purchase Orders and Warrants

Mr. Mielke questioned how many students were included in the item mentioned in PO#55803, and for how long. Mr. Delawalla did not have the number of students, but explained it was for a year's services for an occupational therapist. Mr. Mielke referenced PO#56433 to Maleman Inc. Mr. Mielke recommended not paying a P.R. Consultant, and to have the Superintendent write updates to the community. Regarding PO#56435, Mr. Mielke suggested having someone in-house provide this service. Ms. Siever commented on the special education charges on pages two and three. She was curious to know why the three SELPA districts could not come together to try to save money. Mrs. Jaffe explained that the SELPA Directors are having a meeting on Thursday to discuss some ideas. Mrs. Jaffe added that in regards to Therapy West the District was looking at opening up its own occupational clinic.

9.5 Approval is Recommended for the Classified Personnel Reports No. 16

Ms. Siever withdrew this item to thank Mr. Delawalla and his staff for providing a summary with the report. Mr. Delawalla stated that the credit was actually due to Mrs. Lockhart and her staff in Human Resources.

It was moved by Ms. Siever and seconded by Ms. Paspalis to approve Consent Agenda Items 9.1 as amended, and 9.2 and 9.5 as presented. The motion was unanimously approved.

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

Mrs. Jaffe stated that the Board would be hearing a presentation on the Second Interim which she thought was important for everyone to have a clear picture of the financial condition of the District. She reported on her attendance at AVPA's performance of "Urinetown" and commended the students and staff for all of their hard work. Mrs. Jaffe also reported on her attendance along with Mrs. Pam Magee, and Ms. Janice Pober from Sony, at LACMA on March 17th for a tour. The tours were led by three AVPA art students who are interns at LACMA. All of the students did an outstanding job. She extended congratulations to the high school for their honor of being placed on the AP Achievement List as a 2010-2011 AP Achievement School. Mrs. Jaffe also informed the Board that the administration and staff are gaining prominence as many are being asked to make presentations at conferences to discuss topics such as closing the achievement gap, and other topics that the District has excelled in.

11.2 Assistant Superintendents' Reports

Ms. Laura reported on her attendance at AVPA's presentation of "Cootie Shots" and thought it was great. It will be performed at all of the elementary schools and discusses the topic of bullying. Students were able to interact with the actors and it was enjoyed by all. This month is R-30 month which means that the District is required to report the languages spoken by the students.

11.3 Student Representatives' Reports**Culver City High School Student Representative/Student Board Member**

Jamie MacIntosh, Student Board Member, reported on activities at Culver City High School, including tonight's Food Fundraiser of which she extended an invitation to all; the success of the sold-out Sadie Hawkins Dance; the Spring Break vacation coming up next week; a yard sale on April 23rd on the Senior Lawn; the last Blood Drive of the year taking place on April 22nd; the Multi-cultural Assembly was very successful; currently having a fundraiser for the water crisis; Global Awareness Week was this week; a fundraiser in all of the classrooms for the Japan tsunami; Springfest will take place on May 26th; and Shadow Day will be this Thursday where students get to follow someone in an occupation that they are interested in.

Culver Park Student Representative

Sandra Maldonado, Culver Park High School Student Representative, reported on activities at Culver Park High School, including Student Council working on a Shoes for Souls project to provide shoes for people in need. Students are also researching on how they can help the victims in Japan not only with money, but other necessities that are needed. Miss Maldonado also reported that students are working very hard, and juniors are finishing classes quickly. At least two juniors will be graduating with the senior class this year. Competition

Finals for the Student of the Year are this week and Miss Maldonado is representing Culver Park. The results will be in after Spring Break.

Middle School Student Representative

Sophia Greenberg, Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the activities that the students are doing to raise awareness regarding the disaster in Japan; an update on the Jog-A-Thon which has raised \$27,000; cheerleader tryouts in April; students are going on a trip to Boston; and the CCMS Idol finalists performing on Friday. The winners will get a \$50 Visa Card to spend, second place will get \$25, and third place winners will get \$15.

11.4 Members of the Audience

Members of the audience spoke about:

- Kelly Nolan commented on the teacher layoffs. She stated that she has been laid off four times in the five years she has worked in the District as a teacher, and each time she was brought back. She thanked the Board and the administration for always having a job for her to come back to, and stated that she has confidence that the Board will find a way to bring back the teachers that are laid off. Ms. Nolan also stated that she was not in support of cutting the administrative positions. She stated that administration is her support and some of the positions keep her safe. She suggested doing “across the Board” pay cuts where everyone feels the pain. Ms. Nolan stated that she feels she has a home in Culver City, and she thanked Mr. Mielke, the Board, and the administration.
- David Mielke wanted to publicly congratulate Mrs. Jaffe on her appointment as Superintendent. He stated that his only issue was with the salary that was in her contract. Mr. Mielke stated that the package offered to Mrs. Jaffe, including longevity, was not available on the website. He thinks it is important that the community has accurate information. Mr. Mielke stated that cutting the teachers and cutting the school year is not good.
- Jody Reichel wanted to let the Board know about the PTA Sacramento Safari Delegation trip. The safari is a chance for PTA members to learn about legislation. The trip was very educational, and also fascinating to hear from other students on what is happening in their districts. She thanked the Board and everyone in administration for working so hard with so little. Ms. Reichel urged everyone to write their legislators and representatives to urge them to extend the taxes that were set to expire.
- Janet Chabola stated that it seems to be easy say to get rid of administrators, but they are glue that holds the District together. Administrators work nights and weekends and a lot of times teachers are not expected to work night and weekend duty. Mrs. Chabola read an article titled “Knowledge” that spoke about the roles and responsibilities of middle managers and intermediaries. She stated that she is not in agreement of cutting administrators.
- Jerry Chabola stated that he would like to see CBAC reestablished. After attending some of the budget meetings he quickly realized that many in attendance did not have a lot of knowledge on the budget. He thanked the AYSO Program for their work they did on the fields before the rains came. Mr. Chabola also thanked the Culver City Rotary for sponsoring the Culver City High School Track Invitational. He said it was quite successful. The pancake breakfast proceeds went to the Culver City Diversion Program. He also thanked all of the coaches for all of their hard work and for making this year a great year.
- Brad Hodge stated that he thought education was supposed to be an inverse pyramid with the students at the top. Unfortunately education has turned the pyramid around and students seem to be at the bottom. Mr. Hodge stated it that it troubles him that people expect teachers to pay for public education at of their pocket. He feels that that is what the Board is asking teachers to do by asking them to take pay cuts. Mr. Hodge stated that he participated in all of the surveys that took place regarding a parcel tax, and reminded Culver City that the first amount considered for a parcel tax was \$250 and the amount kept going down until it was \$96. The residents have agreed to pay the \$96 and the Board is asking teachers to take a pay cut. He did not think that made sense and urged the Board to maybe take a look at raising the parcel tax.

11.4 Members of the Board

Board Members spoke about:

- Mr. Silbiger thanked everyone who made it possible for Board meetings to be held at City Hall. He reported on his attendance at the production of "Urinetown" and stated that the only thing he did not enjoy was sitting on the seats at Robert Frost. He is anticipating the start of the renovations for the auditorium. He reported on the Culver City Youth Health Center event and thanked Mr. Zeidman and Ms. Siever for attending. Mr. Silbiger wanted to clear up some misconceptions about the Superintendent contract. He reiterated that he is happy with Mrs. Jaffe being named as Superintendent, but he was not in agreement with the contract. Mr. Silbiger did not feel that the salary comparison was accurate since it did not include longevity and other benefits. He also spoke about the aspects of the contract that he was in agreement with such as a review after 15 months, the over amount of health coverage, and other items. Further discussion ensued regarding the contracts. Mr. Zeidman confirmed with Mr. Delawalla that the statutory benefits were for all employees, including teachers.
- Ms. Siever welcomed the new Superintendent. She thanked the faculty and the administration for improving the academic standards of the African-American students. She reported on her attendance at the Culver City Youth Health Center event and thought it was great and wished the honorees well. Next week she will be attending a Los Angeles County School Trustee's meeting as the District's delegate and she will report back to the Board. Ms. Siever would like clarification on Mr. Delawalla's figures by the District's expert at a later date, but she is very happy with Mrs. Jaffe.
- Ms. Paspalis thought she would share a little about what is being considered to cut. She stated that we have heard a lot about teacher cuts which are at the elementary and high school. The middle school as hit hard last year. The administrative staff was hit hard also, but they do not come and speak at the meetings. Ms. Paspalis read a list of recent cuts over the years to certificated and classified administration. Certificated staff included the Director of Curriculum and Instruction, the Director of Special Projects, one elementary Assistant Principal, the Coordinator of State and Federal Programs, the Assistant Director of Child Welfare and Attendance, the Co-Director of OCD has been vacant for two years, Assistant Principals at the high school were cut from four to three, the Assistant Principals at the middle school were cut from three to two, the position of Assistant Superintendent of Human Resources has been cut down to a Director position, the Director of Special Education has been cut to an Assistant Director of Special Education. On the classified positions, the cuts include the Budget Advisor Analyst, the Accounting Supervisor, the Director of Security position was cut to a Supervisor position and changed from twelve months to eleven months, and the Director of Fiscal Services position has been vacant for over a year. Ms. Paspalis stated with all the cuts to Mr. Delawalla's department it is a wonder that he is able to get anything done. She felt it is amazing that the District has been able to keep in compliance with all the mandates from the federal government and the state.
- Mr. Gourley stated that there has not been a time that he has read any of Mr. Mielke updates to the union where he was completely accurate. Mr. Mielke neglected to mention that there were Board members that were in support of pink slipping more administrators and more teachers, or in support of everyone taking a pay reduction. This was not aimed at teachers only. The union through Mr. Mielke has always said no. They do not want tiered cuts. Mr. Gourley commented that last year when he mentioned the tiered pay cuts to Mr. Mielke he sued Mr. Gourley using union labor money and time. If Mr. Mielke did not inform his union of some of these facts he did not inform them of the whole truth. Mr. Gourley stated that he was happy to see some of the Mock Trial students also participating in AVPA. He stated that if it were not for two members of the Board there would be no AVPA because the previous Superintendent, Dr. Coté, kept insisting to cut the program. Mr. Gourley congratulated Mrs. Jaffe on her first full meeting as Superintendent. Mr. Gourley mentioned that when Mr. Mielke questions items on the Purchase Orders it is usually not about anything meaningful, and is petty. Mr. Mielke asked if there was a Board Policy that enforces personalized attacks. Mr. Zeidman responded yes and put the policy in enforcement. Mr. Gourley asked to please thank Mr. Geoff Maleman for his work in the District.

12. Information Items**12.1 First Reading of Revised Board Policy 5117, Students – Interdistrict Attendance**

The Board reviewed the Board Policy and it will be brought back to the next meeting for approval.

12.2 Presentation of the Second Interim Report for 2010-2011

Mr. Delawalla presented the Second Interim to the Board and responded to questions from audience members and the Board.

13. Recess

The Board recessed at 8:44 p.m. and reconvened at 8:55 p.m.

14. Action Items**14.1 Superintendent's Items****14.1a Approval is Recommended for the Memorandum of Understanding (MOU) between Beverly Hills Unified School District, Culver City Unified School District, The Santa Monica-Malibu Unified School District and the Los Angeles County Department of Mental Health**

It was moved by Mr. Gourley and seconded by Ms. Siever that the Board approve the Memorandum of Understanding (MOU) between Beverly Hills Unified School District, Culver City Unified School District, The Santa Monica-Malibu Unified School District and the Los Angeles County Department of Mental Health as presented. The motion was unanimously approved.

14.1b Adopt Findings of Staff Report Denying Building Bridges International, Inc. Charter Petition

Mary Anne Greene, resident of Blair Hills stated her concerns regarding the use of the site for a school. She commented that during that years that the prior school was located on the site there were a number of traffic issues. Ms. Greene stated the community worked with the Rabbi of the school but there was no consideration from the parents. Annie C. Wilson, Blair Hills Association Co-President, stated her concerns with the charter school. She said that she was concerned with the traffic and the earthquake fault line. Ms. Wilson was also concerned about the number of students the school would have. Dr. Millicent Powell, Director of Building Bridges, spoke on behalf of the school. She thanked the Board and addressed some of the concerns that were mentioned. Dr. Powell reiterated that they do not want to come and "reek havoc" on the District and she can understand the stated concerns. She would like to have a spirit of collaboration and cooperation. Dr. Powell felt that the staff report was filled with distortions and flat out lies. She stated it seemed as if the Board was leaning towards a denial. She addressed the issue stated in the report about her Board not having enough educational experience. Mr. Gourley thanked all of her supporters for writing and sharing their comments. He said they were all very respectful. Mr. Gourley stated he understands the issue of traffic and asked about the scope of student population and the plan for traffic mitigation. Dr. Powell said they have high expectations and they would like to bus all of the children in. Dr. Powell stated for the K-8 program there would be about 450 students maximum, and that the middle school might not be housed there. Ms. Siever inquired about the fault underneath the property. Dr. Powell stated that there was a fault funning on the west side of the property, and they can build on the east side and include modifications. Further discussion ensued and included questions about a possible gas line. Dr. Powell stated that the engineer at Chevron said it was a clean gas line funning from El Segundo to Culver City and approximately six inches in diameter. Mr. Silbiger inquired if the charter would have a unionized workforce. Dr. Powell stated no. Mr. Silbiger inquired about their immersion program and Dr. Powell said that they would be using the Foreign Language in Elementary Schools model. Their program would not be as comprehensive as the District's immersion program. Mr. Silbiger stated that he did not think the District would lose many students and he was very disappointed with the staff report. He does have concerns about the location, and he has a big problem with the unionization issues, recruitment, and the budget. He suggested approving it conditionally and requesting an MOU. Ms. Paspalis would like to move the original motion primarily based on the staff report, and what was read in the content standards. Ms. Paspalis felt that there were hundreds of pages of content standards, that was general information and did not provide any real direction, understanding, or meaning. She stated that there was no real plan to address special education students or English learners. As an attorney with a background in environmental law Ms. Paspalis was also concerned about traffic issues and site issues. She has concerns about having an active school on the site with the

environmental issues that she knows are present at the site. Ms. Siever seconded the motion. Ms. Siever stated that she had concerns that there did not seem to be a plan regarding the building issue with the number of students. She said there was nothing really addressing this issue and she cannot vote for it. Mr. Gourley also stated that he had a problem with the site and traffic issues. Mr. Zeidman stated that he has reviewed all of the information and the Board cannot deny the petition based on unionization or location. He believes it should be denied without any conditions. Further discussion ensued. It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board deny Building Bridges International, Inc. Charter Petition as presented. The motion was approved with a vote of 4-Ayes and 1 – Nay by Mr. Silbiger.

14.1c Receipt of Petition from Innovate! Charter School Submitted by Kids Achieve! Foundation

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve receipt of the petition from Innovate! Charter School Submitted by Kids Achieve! Foundation as presented. The motion was unanimously approved.

14.2 Education Services

14.2a Approval is Recommended for the Resolution Regarding Enrollment Capacity

It was moved by Mr. Gourley and seconded by Ms. Paspalis that the Board approve the Resolution Regarding Enrollment Capacity as presented. The motion was unanimously approved.

14.3 Business Items

14.3a Approval is Recommended for the Certification of the Second Interim Report for 2010-2011

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve the Certification of the Second Interim Report for 2010-2011 as presented. The motion was unanimously approved.

14.3b Approval is Recommended for the Rejection of Claim

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve the Rejection of Claim as presented. The motion was unanimously approved.

14.4 Personnel Items – None

15. Board Business

15.1 Discussion Regarding Board Goals and Objectives

Ms. Siever stated that the goals and objectives have been previously brought before the Board and asked the Board to let Mrs. Jaffe know if they agree with the goals. Ms. Siever also asked that the Board forward any suggestions or recommendations to Mrs. Jaffe. Mr. Zeidman stated that he would like to approve the goals and objectives at the meeting in April.

Adjournment

There being no further business, it was moved by Ms. Paspalis, seconded by Ms. Siever and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 9:55 p.m. in memory of Dana Bilbao.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

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

Meeting:	<u>Special Meeting</u>	Date:	<u>April 12, 2011</u>
Place:	<u>District Administration Office</u>	Time:	<u>4:30 p.m. – Public Meeting</u>
	<u>4034 Irving Place</u>		<u>4:31 p.m. – Closed Session</u>
	<u>Culver City 90232</u>		<u>4:45 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 4:30 p.m. The Board adjourned to Closed Session at 4:31 p.m. and reconvened the public meeting at 4:45 p.m. with all Board members in attendance. Winter Johnson led the Pledge of Allegiance.

Report from Closed Session

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

8. Adoption of Agenda

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board adopt the April 12, 2011 agenda as presented. The motion was unanimously approved.

9. Consent Agenda

Mr. Zeidman called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. It was moved by Mr. Gourley and seconded by Ms. Siever to approve Consent Agenda Items 9.1 – 9.3 as presented. The motion was unanimously approved.

- 9.1 The Williams/Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Uniform Complaints
- 9.2 Certificated Personnel Reports No. 17
- 9.3 Classified Personnel Reports No. 17

10. Action Items

10.1 Superintendent's Items

10.1a Approval is Recommended for Resolution #25-2010/2011 To Order Biennial Governing Board Election

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve Resolution #25-2010/2011 To Order Biennial Governing Board Election as presented. The motion was unanimously approved.

10.2 Education Services Items

10.2a Approval is Recommended for the Second Reading of Revised Board Policy 5117, Students – Interdistrict Attendance

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve Revised Board Policy 5117, Students – Interdistrict Attendance as presented. The motion was unanimously approved.

10.2b Approval is Recommended for the Stipulated Expulsion of Pupil Services Case #01-10-11

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the Stipulated Expulsion of Pupil Services Case #01-10-11 as presented. The motion was unanimously approved.

Board Workshop

11. Discussions on the Budget

The Board discussed the financial stability of the District and what options there were to balance the budget. They also discussed possible cuts in positions.

Adjournment

There being no further business, it was moved by Ms. Siever, seconded by Mr. Gourley and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 6:00 p.m.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

BOARD REPORT

5/10/11

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 April 16, 2011 through April 29, 2011 is \$204,193.71.

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 April 16, 2011 through April 29, 2011 in the amount of \$204,193.71 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	
04/21/11	55804	A	1	04/22/2011	CHILD COUNSELING & BEHAVIOR	NONPUBLIC SCHOOLS SERVICE	Special Education	01.0	65000.0	57500	11800	5880	0004040	98,812.00	98,812.00	
						04/21/2011	55804	CHILD COUNSELING & BEHAVIOR THERAPY								98,812.00
04/28/11	56171A	A		04/28/2011	HOME DEPOT CREDIT SERVICES	OFFICE SUPPLIES	Office of Child Development	12.0	50250.0	85000	10000	4310	0000002	1,063.48		
						04/28/2011	56171A	HOME DEPOT CREDIT SERVICES								1,063.48
04/18/11	56302M	A		04/18/2011	BUS SERVICE CENTER	REPAIRS - OTHER	Operations	01.0	00000.0	00000	36000	5630	0005041	9,290.60		
						04/18/2011	56302M	BUS SERVICE CENTER								9,290.60
04/25/11	56305M	A		04/25/2011	C. JUAREZ, INC.	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	500.00		
						04/25/2011	56305M	C. JUAREZ, INC.								500.00
04/25/11	56306M	A		04/25/2011	SMITH FAMILY EXTERMINATING	PEST CONTROL	Maintenance	01.0	81500.0	00000	81100	5570	0005040	850.00		
						04/25/2011	56306M	SMITH FAMILY EXTERMINATING								850.00
04/25/11	56308M	A		04/25/2011	SOUTH BAY FORD	REPAIRS - OTHER	Transportation/Special Ed	01.0	72400.0	57500	36000	5630	0005510	924.91		
						04/25/2011	56308M	SOUTH BAY FORD								924.91
04/20/11	56310M	A		04/20/2011	SADDLEBACK GOLF CARS	MAINTENANCE SUPP/EQUIP	Custodians	01.0	00000.0	00000	82000	4380	0005042	455.48		
						04/20/2011	56310M	SADDLEBACK GOLF CARS								455.48
04/27/11	56311M	A		04/27/2011	CARPET USA	REPAIRS - OTHER	Maintenance	01.0	81500.0	00000	81100	5630	0005040	125.00		
						04/27/2011	56311M	CARPET USA								125.00
04/29/11	56312M	A		04/29/2011	SUREWAY TRANSPORTATION	TRANSPORTATION SUPP/EQUIP/SERV	Operations	01.0	00000.0	00000	36000	5871	0005041	350.00		
						04/29/2011	56312M	SUREWAY TRANSPORTATION								350.00
04/18/11	56474	A		04/18/2011	CULVER CITY TROPHY CO, INC	OFFICE SUPPLIES	Superintendent's Office	01.0	00000.0	00000	71000	4350	0001000	49.39		
						04/18/2011	56474	CULVER CITY TROPHY CO, INC								49.39

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

Purchase Orders/Buyouts To The Board for Ratification From : 4/16/2011 To 4/29/2011
 Run Date: 04/30/2011
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified
 Run Time: 02:14:47AM
 WEEKLY

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
04/18/11	56543	A		04/20/2011	U.S. POSTAL SERVICE	COMMUNICATION SUPP/EQUIP 04/18/2011	Purchasing	01.0	00000.0	00000	73000	5910	0005030	5,277.25	5,277.25
						U.S. POSTAL SERVICE									
04/18/11	56544	A		04/18/2011	HENRY SCHEIN, INC.	MISCELLANEOUS 04/18/2011	Human Resources	01.0	00000.0	00000	74000	5860	0003000	548.51	548.51
						HENRY SCHEIN, INC.									
04/21/11	56545	C		04/21/2011	SCHOOL SERVICES OF CALIFORNIA	CONFERENCE AND TRAVEL 04/21/2011	Superintendent's Office	01.0	00000.0	00000	71000	5220	0001000	125.00	125.00
						SCHOOL SERVICES OF CALIFORNIA									
04/21/11	56546	A		04/29/2011	CECILY GARDNER FREEDSON	CONSULTANTS 04/21/2011	Culver City Middle School	01.0	00000.0	16002	10000	5850	3010000	280.00	280.00
						CECILY GARDNER FREEDSON									
04/18/11	56547	A		04/18/2011	CDW-G	OFFICE SUPPLIES 04/18/2011	Technology	01.0	00000.0	00000	77000	4350	0005020	724.05	724.05
						CDW-G									
04/18/11	56548	A		04/18/2011	DEVELOPMENTAL STUDIES CENTER	INSTRUCTIONAL SUPPLIES 04/18/2011	Special Projects	01.0	37100.0	11100	10000	4310	0004030	2,363.14	2,363.14
						DEVELOPMENTAL STUDIES CENTER									
04/18/11	56549	C		04/18/2011	CLAREMONT USD	CONFERENCE AND TRAVEL 04/18/2011	Special Projects	01.0	07392.0	00000	21000	5220	0004030	60.00	60.00
						CLAREMONT USD									
04/18/11	56550	A		04/18/2011	PEARSON EDUCATION	BOOKS 04/18/2011	Adult School	11.0	90139.0	41100	10000	4110	0000010	231.00	231.00
						PEARSON EDUCATION									
04/20/11	56551	A		04/20/2011	REDWOOD PRESS	OFFICE SUPPLIES 04/20/2011	Human Resources	01.0	00000.0	00000	74000	4350	0003000	54.88	54.88
						REDWOOD PRESS									
04/20/11	56552	A		04/20/2011	CALLOWAY HOUSE, INC.	INSTRUCTIONAL SUPPLIES 04/20/2011	Culver City High School	01.0	00000.0	16001	10000	4310	4010000	193.51	193.51
						CALLOWAY HOUSE, INC.									

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
04/20/11	56553	A	04/20/2011	04/20/2011	THE APPLE STORE	COMPUTER SUPP/EQUIP	Special Projects	01.0	58200.0	11100	10000	4410	0004030	1,356.17	1,356.17
							56553							THE APPLE STORE	
04/20/11	56554	A	04/20/2011	04/20/2011	CDW-G	COMPUTER SUPP/EQUIP	Special Projects	01.0	58100.0	11100	10000	4410	0004030	10,738.31	10,738.31
							56554							CDW-G	
04/20/11	56555	A	04/20/2011	04/20/2011	CDW-G	COMPUTER SUPP/EQUIP	Special Projects	01.0	58100.0	11100	10000	4410	0004030	1,294.21	1,294.21
							56555							CDW-G	
04/20/11	56556	A	04/20/2011	04/20/2011	THE APPLE STORE	COMPUTER SUPP/EQUIP	Special Projects	01.0	58100.0	11100	10000	4410	0004030	1,145.79	1,145.79
							56556							THE APPLE STORE	
04/20/11	56557	A	04/20/2011	04/20/2011	AVANT ASSESSMENT, LLC	TEST/TEST MATERIALS	Special Projects	01.0	58200.0	11100	10000	4310	0004030	2,357.50	2,357.50
							56557							AVANT ASSESSMENT, LLC	
04/27/11	56558	A	04/27/2011	04/27/2011	REDWOOD PRESS	OFFICE SUPPLIES	La Ballona Elementary	01.0	91400.0	11100	10000	4350	2060000	126.21	126.21
							56558							REDWOOD PRESS	
04/21/11	56559	A	04/22/2011	04/21/2011	KAMRAN AND COMPANY INC.	FOOD SERVICES SUPP/EQUIP	Undistributed FS	13.0	53100.0	00000	37000	6410	0000000	13,833.85	13,833.85
							56559							KAMRAN AND COMPANY INC.	
04/21/11	56560	C	04/21/2011	04/21/2011	G-SQUARED	CONTRACT SERVICES RENDERED	Linwood Howe Elementary	01.0	91400.0	11100	10000	5810	2020000	900.00	900.00
							56560							G-SQUARED	
04/21/11	56561	C	04/21/2011	04/21/2011	GYPY SERVICES	CONTRACTED SERVICES	Linwood Howe Elementary	01.0	91400.0	11100	10000	5810	2020000	500.00	500.00
							56561							GYPY SERVICES	
04/21/11	56562	C	04/21/2011	04/21/2011	SAN DIEGO COUNTY OFFICE OF	CONFERENCE AND TRAVEL	Special Projects	01.0	58200.0	00000	21000	5220	0004030	200.00	200.00
							56562							SAN DIEGO COUNTY OFFICE OF EDUCATION	

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

4/16/2011 To 4/29/2011

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

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
04/21/11	56563	A	04/21/2011	04/21/2011	LASERCARE	INSTRUCTIONAL SUPPLIES 04/21/2011 56563	Culver City Middle School LASERCARE	01.0	00000.0	11100	10000	4310	3010001	164.63	164.63
04/21/11	56564	A	04/21/2011	04/21/2011	PEARSON EDUCATION, INC.	MISCELLANEOUS 04/21/2011 56564	Adult School PEARSON EDUCATION, INC.	11.0	06390.0	41100	10000	4110	0000010	732.22	732.22
04/21/11	56565	A	04/21/2011	04/21/2011	AVC OFFICE AUTOMATION	MAINTENANCE AGREEMENTS 04/21/2011 56565	Adult School AVC OFFICE AUTOMATION	11.0	06390.0	41100	27000	5630	0000010	307.31	307.31
04/21/11	56566	A	04/21/2011	04/21/2011	JOSTENS	GRADUATION SUPPLIES 04/21/2011 56566	Adult School JOSTENS	11.0	06390.0	41100	27000	4350	0000010	228.81	228.81
04/21/11	56567	A	04/21/2011	04/21/2011	MCGRAW HILL HIGHER EDUCATION	BOOKS 04/21/2011 56567	Adult School MCGRAW HILL HIGHER EDUCATION	11.0	06390.0	41100	10000	4110	0000010	703.32	703.32
04/21/11	56568	A	04/29/2011	04/21/2011	JENNIFER BRENNA GUTHRIE	CONSULTANTS 04/21/2011 56568	Culver City Middle School JENNIFER BRENNA GUTHRIE	01.0	00000.0	16002	10000	5850	3010000	350.00	360.00
04/25/11	56569	A	04/25/2011	04/25/2011	CONTINENTAL ATHLETIC SUPPLY	ATHLETIC SUPP/EQUIP 04/25/2011 56569	Culver City High School CONTINENTAL ATHLETIC SUPPLY	01.0	00000.0	15000	10000	4310	4010000	8,442.10	8,442.10
04/25/11	56570	A	04/25/2011	04/25/2011	AL'S SPORT SHOP	ATHLETIC SUPP/EQUIP 04/25/2011 56570	Culver City High School AL'S SPORT SHOP	01.0	00000.0	15000	10000	4310	4010000	1,365.10	1,365.10
04/25/11	56571	A	04/25/2011	04/25/2011	C & A ATHLETICS	ATHLETIC SUPP/EQUIP 04/25/2011 56571	Culver City High School C & A ATHLETICS	01.0	00000.0	15000	10000	4310	4010000	2,986.57	2,986.57
04/25/11	56572	A	04/25/2011	04/25/2011	PITNEY BOWES	MAINTENANCE AGREEMENTS 04/25/2011 56572	Culver City High School PITNEY BOWES	01.0	00000.0	00000	27000	5630	4010000	891.00	891.00

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
04/25/11	56573	A		04/25/2011	FREESTYLE SALES CO	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	00000.0	16001	10000	4310	4010000	585.95	
						04/25/2011								585.95	
															585.95
04/25/11	56574	A		04/25/2011	NEILMARQ CORPORATION	JANITORIAL SUPP/EQUIP	La Ballona Elementary	01.0	91400.0	11100	10000	4370	2060000	285.88	
						04/25/2011								285.88	
															285.88
04/25/11	56575	A		04/25/2011	WEST L.A. MUSIC	AUDIOVISUAL SUPP/EQUIP	Special Projects	01.0	35500.0	11100	10000	4410	0004030	5,947.21	
						04/25/2011								5,947.21	
															5,947.21
04/27/11	56576	A		04/27/2011	ATKINSON, ANDELSON, LOYA,	LEGAL SERVICES	Undistributed SELPA	01.7	65000.0	50010	22000	5820	0000000	3,825.00	
						04/27/2011								3,825.00	
															3,825.00
04/27/11	56577	A		04/27/2011	MCGRAW HILL	INSTRUCTIONAL SUPPLIES	Resource Specialists	01.0	56400.0	50010	11360	4310	0004026	123.92	
						04/27/2011								123.92	
															123.92
04/27/11	56578	A		04/27/2011	TOTAL COMPENSATION	CONTRACTED SERVICES	Business Services	01.0	00000.0	00000	73800	5890	0005000	8,500.00	
						04/27/2011								8,500.00	
															8,500.00
04/27/11	56579	A		04/27/2011	MALEMAN INK	CONSULTANTS	Superintendent's Office	01.0	00000.0	00000	71000	5850	0001000	2,620.00	
						04/27/2011								2,620.00	
															2,620.00
04/27/11	56580	A		04/27/2011	CDW-G	COMPUTER SUPP/EQUIP	Adult School	11.0	06390.0	41100	27000	4410	0000010	1,404.45	
						04/27/2011								1,404.45	
															1,404.45
04/21/11	FS1103A	A		04/21/2011	CENTER THEATRE GROUP	CONTRACTED SERVICES	Culver City High School	01.0	90127.0	11100	10000	5810	4010000	10,000.00	
						04/21/2011								10,000.00	
															10,000.00

Total by District : 64444 204,193.71 204,193.71

Report ID: LAPO009C
 District : 64444
 Board List Purchase Order Report
 CULVER CITY UNIFIED SD
 Purchase Orders/Buyouts To The Board for Ratification From : 4/16/2011 To 4/29/2011
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

Page No. 6
 Run Date: 04/30/2011
 Run Time: 02:14:47AM
 WEEKLY

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
End of Report LAPO009C															
<p>NONPUBLIC SCHOOLS:</p> <p>CURRENT PERIOD: \$98,812.00</p> <p>APPROVED YTD: \$2,864,239.97</p>															

BOARD REPORT

5/10/11

9.3

9.3 Approval is Recommended for Acceptance of Gifts - Donations

Board Policy 3290 states the Governing Board may accept any bequest or gift of money or property on behalf of the District that is consistent with the District's vision and philosophy. All gifts, grants, and bequests become District property.

The following items have been donated for use in the District:

<u>Location</u>	<u>Donor/Item(s) Donated</u>
El Rincon Elementary School	Jorge Garcia 1 Case of Ballpoint Pens
El Marino Language School	Claudio Llanos Cello
Farragut Elementary School	Fred Frankel and Susan Ettner ELMO Document Camera and Digital Projector
Culver City High School	Neil Glickman First Aid/Medical Supplies, Athletic Supplies and Exercise Equipment for Athletic Department CCHS Booster Club c/o Mr. Steve Stautzwbach, Pres. \$6,000 for Athletic Department Tournament Fees and Expenses Nancy Ashley Microwave for Athletic Event Snack Bar

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

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.4 Financial Implication for Certificated Services Report No. 19

Total Fiscal Impact per Funding Source:

Adult School Program - ADA	\$421.42
General Fund – Athletics	\$420.00
General Fund – Panther Partners of CCMS	\$420.00
School Improvement	\$245.00
Title II – Part A, Teacher Quality NCLB	\$437.50

BOARD REPORT

9.4 Certificated Personnel Services Report No. 19

I. Authorization and Ratification of Employment

A. Substitute Teacher – Adult School Kids Summer Program

Effective June 27, 2011 through July 29, 2011 at \$28.19 per hour, work as needed

Funding Source: Kids Summer Program

1. Scott, Maren-Celeste

B. Substitute Teacher – District Office

Effective May 11, 2011 at \$125.00 per day, work as needed

Funding Source: General Fund

1. Linder, Rebecca

C. Extra Assignment – Elementary Sites, Common Core State Standards

Professional Development

Effective Date Correction – Item previously approved on Board Report No. 18; 04/26/11

Effective April 28, 2011 at \$35.00 per hour, not to exceed 2.5 hours per teacher

Funding Source: Title II – Part A, Teacher Quality NCLB

Total Cost: \$437.50

- | | |
|----------------------|-----------------|
| 1. Abascal, Atoosa | Linwood E. Howe |
| 2. Borcharding, Nan | La Ballona |
| 3. Cruz-Hebert, Anna | El Marino |
| 4. Horiba, Alice | El Marino |
| 5. Morgan, Nancy | Farragut |

D. Extra Assignment – Middle School, Additional Time for After School Program Wave Catchers

Effective March 15, 2011 through June 9, 2011 at \$35.00 per hour, not to exceed

6 hours per teacher

Funding Source: General Fund – Panther Partners of CCMS

Total Cost: \$420.00

- | | |
|--------------------|-----------------------|
| 1. Robins, Susanne | 2. Stowers, Katherine |
|--------------------|-----------------------|

E. Extra Assignment – High School, Open House Substitute Teachers

Effective March 9, 2011 at \$35.00 per hour, not to exceed stated hours

Funding Source: School Improvement

Total Cost: \$245.00

- | | |
|------------------------|-----------------------|
| 1. Halloran, Christina | Not to exceed 3 hours |
| 2. Ketchem, Marc | Not to exceed 2 hours |
| 3. Malla, Aravind | Not to exceed 2 hours |

BOARD REPORT

9.4 Certificated Personnel Services Report No. 19 – Page 2

I. Authorization and Ratification of Employment - Continued

F. Extra Assignment – High School, First Aid/CPR Certification for Coaches
Effective March 1, 2011 at \$420 stipend
Funding Source: General Fund – Athletics
Total Cost: \$420.00

1. White, Marcos

G. Extra Assignment – Adult School Teacher for ILC
Effective June 27, 2011 through July 29, 2011 at \$48.78 per hour, not to exceed
12 hours per week
Funding Source: ADA
Total Cost: \$421.42

1. Blum-Mitzman, Shelly

RECOMMENDED MOTION: That approval be granted for Certificated Personnel
Services Report No. 19

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.5 Financial Implication for Classified Personnel Services Report No. 19

Total Funding Fiscal Impact:

Adult School Program Total: \$1,089

General Fund Total: \$500.00
\$8.00 per hour, as needed

Kids Summer Program Total: \$3,303.30

I. Authorization, Approval & Ratification of Employment

A. Instructional Assistants

- | | | |
|----|--|---|
| 1. | Instructional Assistant –
Adult School | Funding Source: Adult School
Fiscal Impact: \$1,089/assignment |
| 2. | Instructional Assistants –
Adult School | Funding Source: Kids Summer Program
Fiscal Impact: \$3,303.30/assignment |

B. Noon Duty Supervisors

- | | | |
|----|--------------------------------|--|
| 1. | Temporary Noon Duty Supervisor | Funding Source: General Fund
Fiscal Impact: \$500.00/assignment |
|----|--------------------------------|--|

C. Student Helpers

- | | | |
|----|------------------------------|--|
| 1. | Student Helper – Workability | Funding Source: General – Special Education
Fiscal Impact: \$8.00/hour, as needed |
|----|------------------------------|--|

BOARD REPORT

9.5 Classified Personnel Services Report No. 19

I. Authorization, Approval & Ratification of Employment

A. Instructional Assistants

1. Blumenfeld, Joann
Instructional Assistant – Adult School
Adult School – Summer Assignment
Not to exceed 12 hours per week
Funding Source: Adult School
Effective June 27, 2011 through July 29, 2011
Range 17 – \$18.15 per hour
2. Gibbs, Shauna
Instructional Assistant – Adult School
Adult School – Summer Assignment
Not to exceed 7 hours per day
Funding Source: Kids Summer Program
Effective June 23, 2011 through July 29, 2011
Range 17 – \$18.15 per hour

B. Noon Duty Supervisors

1. Montes, Yanira
Temporary Noon Duty Supervisor
Farragut
Funding Source: General Fund
Effective May 16, 2011 through
June 17, 2011
Hourly, as needed – \$9.25 per hour

C. Student Helpers

1. Voss, Nicholas
Student Helper – Workability
Location outside of district
Funding Source: General – Special Education
Effective May 3, 2011
Hourly, as needed – \$8.00 per hour
2. Bourne, Dylan
Student Helper – Workability
Location outside of district
Funding Source: General – Special Education
Effective May 1, 2011
Hourly, as needed – \$8.00 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 19 – Page 2

II. Authorization, Approval & Ratification of Resignations

1. Agustin, Melanie
Instructional Assistant
Farragut – 3 hours per day, school year
Funding Source: School Improvement
Retirement
Effective June 30, 2011
Range 12 – \$16.04 per hour

RECOMMENDED MOTION: That approval be granted for Classified Personnel Services Report No. 19

Moved by:

Seconded by:

Vote:

BOARD REPORT

5/10/11

9.6

9.6 Approval is Recommended for the Single Plan for Student Achievement for El Rincon Elementary School

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

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

Moved by:

Seconded by:

Vote:

The Single Plan for Student Achievement

El Rincon Elementary School

School Name
19-64444-6012678
CDS Code

Date of this revision: 3/17/2011

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: Ellen Craig
Position: Principal
Telephone Number: (310) 842-4340
Address: 11177 Overland Ave.
Culver City, CA 90230-5454
ellenrcraig@ccusd.org

Culver City Unified School District

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

The District Governing Board approved this revision of the School Plan on May 10, 2011.

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

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

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=7632>

5/5/2011

II. School Vision and Mission

CULVER CITY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

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

EL RINCON ELEMENTARY SCHOOL MISSION

The mission of El Rincon Elementary School is to provide students with a quality learning environment in which they will experience optimum academic growth, develop social skills, and work in partnership with parents in support of student learning, growth, and development.

OUR VISION STATEMENT

"To purposefully implement the most effective, research based, strategic instruction that drives our students to expand their level of learning and an educational experience to meet all grade level curriculum content standards."

EL RINCON ELEMENTARY SCHOOL BELIEF STATEMENTS

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

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=7632>

5/5/2011

III. School Profile

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

El Rincon serves approximately 548 students in grades Kindergarten through fifth grade. The student population is 19% Caucasian, 30% Hispanic, 40% African American, 4% Filipino, 5% Asian, 1% American Indian and 1% Pacific Islander. 7% of the student population are students with disabilities. Approximately 40.5% of our students participate in the National School Lunch program. The El Rincon staff includes 24 regular education teachers, 2 SDC teachers, 1 Speech teacher, 1 Resource Specialist, and 22 classified personnel.

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

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

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

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

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

El Rincon is rich in culture and diversity. Our cultural groups include African American, Asian, Hispanic, and White. African Americans make up the largest portion of our school population, 40% or 202 students. The next largest population is our Hispanic cultural group. Hispanics make up 30% of the school population or 151 students. The white cultural group make up 19% of the school population, or 94 students, and the Asian culture make up 5% of the school population with 25 students.

Our English Learner group of students makes up 13% of the total school population with 64 students. The Economically Disadvantaged student group contributes to 27% of the total population with 89 students. Our Students with Disabilities make up 8% of the population with 26 students.

The school's API has shown steady growth over the past three years. In 2007-2008, we moved from a base API of 827 to 835. In 2008-2009, we moved from a base API of 829 to 835. In 2009-2010, we moved from a base API of 836 to 838. In looking at the data, one can see that our school continues to work towards meeting the targeted API goals across the board in all student groups. Our subgroups are represented with the following 2009-2010 API data: African American- 811, Hispanic- 822, White- 884, Economically Disadvantaged- 804, and the English Language Learners- 865.

B. Surveys

Informal surveys showed that the El Rincon parents, teachers, and students are satisfied with our school. Parents are satisfied with the overall academic curriculum, but indicated that there are areas needing some improvement. Results indicate a need for additional support particularly for our targeted Title I students. Technology in the classroom is in need of updating. Currently, we average 2 computers in each classroom.

C. Classroom Observations

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

We will create and maintain a safe learning environment. Site representatives participate on the District Anti-Bullying Task Force. El Rincon is also piloting the Olweus Bullying Prevention Program. El Rincon supports a progressive discipline plan focusing on developmental assets.

We will develop and maintain challenging learning experiences and environments that not only enable all students to meet or exceed recognized standards, but also inspire them to achieve their highest personal and academic goals. El Rincon staff is provided ongoing professional development on English Learner and core curriculum teaching strategies.

Led by the Principal, the faculty continues to examine benchmark assessment and CST data to determine areas of strength and areas of weakness in student achievement as measured by these assessments. By using this data, we continue to gain a fairly accurate picture of what it will take to ensure success on this year's CST for all subgroups. Teachers collaborate weekly and identify intervention strategies for students struggling to reach grade level standards. The teacher collaboration meetings not only identify intervention strategies, but create a dialogue of best practices to be used in the classroom to meet the needs of our students. By differentiating the instruction, teachers are better able to meet the needs of their students who have different learning styles. In addition, teachers are displaying the learning objective for both math and language arts on their white boards as another reminder of the day's lessons, and as a review piece.

D. Student Work and School Documents

Galileo Benchmark Assessments were first used in 2007-2008 for 1st - 5th grades. The teachers and administrator work diligently to support students taking their assessments. Teachers are using and learning more about the capabilities of the Galileo program. They are able to retrieve information to help identify and disaggregate student data that is necessary to drive instruction. We are continuing to use, learn more about, and improve our data analysis skills with the Galileo program.

This year, we continue to focus on learning the Galileo data analysis program and have moved to administering the on-line benchmark assessments for our students. Through this next step in bringing more technology into the classroom, teachers are able to retrieve benchmark data sooner from the Galileo program. Students receive their assessment results much quicker, and interventions or next best practices can begin

scorer.

El Rincon Elementary School teachers have participated in ongoing professional development on differentiated instruction. This helps meet the needs of individual students and to accommodate a variety of learning styles. We continue to integrate technology and science across the curriculum throughout each grade level.

The maintenance of a safe and secure learning environment is of paramount importance. We support a progressive schoolwide discipline plan focusing on the positive aspects of catching our students doing something good. We offer positive incentives such as monthly awards, assemblies, classroom awards, and star student. Clear and consistent behavior based rewards and consequences help children understand what is expected. Excellent citizenship is a school wide expectation. Character development is taught through the Caring School Community Program along with the Too Good For Drug/Violence Prevention Program, weekly school wide assemblies, and classroom recognition. In piloting the Olweus Anti-Bullying Program, which supports an already existing climate of acceptance and tolerance, we continue to use the Peacemakers Program in which some of our 5th graders have been trained to be peer counselors on the playground.

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

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

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

Galileo Benchmark Assessments in Language Arts and Mathematics
 Star Test Data
 Open Court Reading Assessments, comprehension check points, vocabulary and spelling
 Envision Math Assessments
 Fluency Assessments
 Teacher Created Assessments
 Johnston Spelling Inventory
 Basic Phonics Skills Test (BPST)
 Phonemic Awareness Assessments such as segmenting and oral comprehension (K-1st grade)

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

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

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

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=7632>

5/5/2011

V. Description of Barriers and Related School Goals

GOAL #1: English Language Arts
 85% of kindergarten through 1st grade students will meet or exceed district benchmarks for ELA each year.
 2nd grade through 5th grade: 69% of students will meet or exceed proficiency on the CST.

English Language Learner Students and Students with Disabilities(SWD) will meet proficiency growth targets of 5 % each year.

Measure:

CST, benchmarks, unit and chapter tests,

Barriers: Although the El Rincon Staff has participated in a number of professional development training days, there are still students who test within the basic to far below basic range. Currently there is a lack of effective interventions to support students who are not at proficiency in ELA. Future implementation of SuccessMaker software will be available for our Targeted Title I students to provide practice opportunities and instruction in ELA that is aligned to the California grade level content standards for K-8.

Goal #2: Writing

Kindergarten through 5th grade will be able to meet or exceed the minimum writing tasks outlined in their grade level standards each year.

Measure:

Every 6-7 weeks teachers will administer a prompt aligned to their grade-level writing standards where 75% of their students will score a 3 or above.

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

Goal #3: Mathematics

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

Barriers: A new mathematics curriculum was implemented in the beginning of the 2009/2010 school year and teachers lack familiarity with the curriculum. Professional training was provided by the publisher and teachers are working collaboratively to share best practices. Within the 2010/2011 school year, teachers received additional training that focused on the computer component and how to implement strategies through the use of technology. However, we lack updated technology to fully implement in the classrooms. Future implementation of SuccessMaker software will be available for our Targeted Title I students to provide practice opportunities and instruction in Math that is aligned to the California grade level content standards for K-8.

Goal #4: Science

The percentage of students scoring at the proficient or advanced level in science will increase from 40% to 45% by the end of the 2010/2011 school year.

Barriers: Although there is limited instructional time for science, El Rincon Staff continues to increase the instructional time by utilizing the science lab to its fullest capacity. The staff continues to participate in a number of professional development opportunities emphasizing science curriculum.

Goal #5: Technology

Students will become familiar with the different components of current technology. Students will be able to use technology to gather information for educational benefit.

Measure: The teachers will work collaboratively to develop a plan based on state standards for technology.

Barriers: There is no technology plan for incremental development across grade levels. Staff development is also needed for teachers to learn and enhance technology skills. There is a need for full-time Computer Aide support for all students.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=7632>

5/5/2011

VI. Planned Improvements In Student Performance

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

SCHOOL GOAL #1	Anticipated annual performance growth for each group.
(Based on conclusions from Analysis of Program Components and Student Data pages) All students in grades K-5 will increase their Reading/Language Arts skills by improving their Phonemic Awareness, Reading Comprehension, Word Analysis and Vocabulary Developments determined by curriculum embedded assessments, teacher made tests, and grade level standards.	Grades 2-5: 67% of the Students in grades 2-5 will score proficient and above in the reading comprehension section of the California Standards Test and will increase this number by 5% annually thereafter.
Student groups and grade levels to participate in this goal: Kindergarten and 1st Grade: 85% of students will meet or exceed district benchmarks for all four areas of phonemic awareness.	
Grades 2-5: 89% of the students in grades 2-5 will score proficient and above in the Reading Comprehension section of the California Standards Test.	
Grades 2-5: 72% of the students in grades 2-5 will score proficient and above in the Word Analysis and Vocabulary Development portion of the California Standards Test.	
Means of evaluating progress toward this goal: District Benchmark Assessment for K-1. CST Unit/Chapter tests Teacher-made quizzes/tests Classwork Homework	Group data to be collected to measure academic gains: District Benchmark Assessments Unit/Chapter tests CST Teacher-made quizzes/test Classwork Homework

(39) List the date an action will be taken or will begin, and the date it will be completed. If funds appropriate to this goal are allocated to the school through the Centralized Application or other source, list each proposed expenditure, such as funds for new materials, equipment, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures

SCHOOL GOAL #1	Start Dates/ Completion Date	Proposed Expenditures (36)	Estimated Cost	Funding Source
Actions to be Taken to Reach This Goal (1) Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				Title I
Students performing at below grade level standards will receive assistance in small groups. *Provide K-3 students with an instructional aide to work with small groups of students not yet proficient. *Provide professional development using data to improve instruction and student achievement.	September-June	Instructional Aides (\$58,359.40)		
Students working at Basic to far below basic level will be offered before, during and after school intervention to enhance reading comprehension skills using the computer lab and Success Maker software to fill academic gaps.	September-June	\$25,648.00 (SuccessMaker site license(15))		Title I
Implement daily time for workshop (universal access and flexible grouping strategies) in all classrooms.	on-going	no charge		
Develop home to school communication regarding grade level expectations and standards. *Provide staff development on standards based instruction, data analysis, and create formative assessments on Galileo.	on-going			
Enhance classroom and site library collections.	on-going			
Continue to learn and implement best instructional practices (i.e. Marzano, Bloom, Kame'enui, Hill & Flynn).	on-going			
Teachers will participate in professional development opportunities provided by the District. *Teachers will attend professional development. *Teachers will meet with teacher grade level teams to collaborate around best practices and data analysis.	September-June	Professional Development in Open Court Reading Provided by District on Wednesdays		

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

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Kindergarten-Grade 1: Students will meet or exceed the minimum writing benchmark for the writing strategies portion of the CST.	Anticipated annual performance growth for each group: Kindergarten-1st Grade: 95% will meet minimum writing benchmarks. 75% will exceed benchmarks for writing. Grade 2-5: 80% of the students will meet grade level standards	Start Dates/Completion Date	Proposed Expenditures (38)	Estimated Cost	Funding Source
<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) Kindergarten-Grade 1: Students will meet or exceed the minimum writing benchmark for the writing strategies portion of the CST.</p> <p>Grades 2-5: All students within statistically significant sub-groups will meet or exceed the minimum benchmark for the writing strategies portion of the CST.</p> <p>Student groups and grade levels to participate in this goal: Kindergarten - 5th grade</p> <p>Significant focus on our English language learners and Socioeconomically Disadvantaged population.</p> <p>Means of evaluating progress toward this goal: Kindergarten and 1st grade progress will be evaluated with District benchmarks for writing.</p> <p>Grades 2-5 will be evaluated by the Writing Strategies portion of the CST.</p> <p>4th Grade STAR Writing results.</p> <p>Writing responses(OCR)</p>	<p>Anticipated annual performance growth for each group: Kindergarten-1st Grade: 95% will meet minimum writing benchmarks. 75% will exceed benchmarks for writing. Grade 2-5: 80% of the students will meet grade level standards</p> <p>Group data to be collected to measure academic CST 4th Grade STAR Writing results Grade level writing prompts Writing responses(OCR)</p>	on-going			District Grant
<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)</p> <p>Teachers will continue to refine implementation of Being A Writer program.</p> <p>Teachers will become familiar with the district assessments and rubrics</p> <ul style="list-style-type: none"> Provide staff development to improve student achievement Purchase instructional materials Parent education with writing process Computer lab programs <p>Provide extra instruction for implementing Writers' Workshop strategies including exemplars, Author's Chair, the writing process, criteria charts, and rubrics.</p> <p>Purchase appropriate additional supplemental materials.</p> <p>Provide direct instruction and supplemental instructional materials for penmanship.</p> <p>Provide extra instruction for English Language Learners in writing strategies by ELD Resource teacher and Instructional Assistant.</p> <p>Spelling Bee</p> <p>K-5 students will work in small groups to improve writing.</p> <p>Targeted Title I students will work with instructional aides in small groups to improve writing.</p> <p>Develop home to school communication regarding grade level expectations and grade level standards for writing.</p> <p>The Principal will work collaboratively with the 4th grade team on writing to support fourth grade teachers and students as they prepare for the state Fourth Grade Writing Assessment in March.</p>	<p>Anticipated annual performance growth for each group: Kindergarten-1st Grade: 95% will meet minimum writing benchmarks. 75% will exceed benchmarks for writing. Grade 2-5: 80% of the students will meet grade level standards</p> <p>Group data to be collected to measure academic CST 4th Grade STAR Writing results Grade level writing prompts Writing responses(OCR)</p>	on-going	no change		District Provided
<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)</p> <p>Teachers will continue to refine implementation of Being A Writer program.</p> <p>Teachers will become familiar with the district assessments and rubrics</p> <ul style="list-style-type: none"> Provide staff development to improve student achievement Purchase instructional materials Parent education with writing process Computer lab programs <p>Provide extra instruction for implementing Writers' Workshop strategies including exemplars, Author's Chair, the writing process, criteria charts, and rubrics.</p> <p>Purchase appropriate additional supplemental materials.</p> <p>Provide direct instruction and supplemental instructional materials for penmanship.</p> <p>Provide extra instruction for English Language Learners in writing strategies by ELD Resource teacher and Instructional Assistant.</p> <p>Spelling Bee</p> <p>K-5 students will work in small groups to improve writing.</p> <p>Targeted Title I students will work with instructional aides in small groups to improve writing.</p> <p>Develop home to school communication regarding grade level expectations and grade level standards for writing.</p> <p>The Principal will work collaboratively with the 4th grade team on writing to support fourth grade teachers and students as they prepare for the state Fourth Grade Writing Assessment in March.</p>	<p>Anticipated annual performance growth for each group: Kindergarten-1st Grade: 95% will meet minimum writing benchmarks. 75% will exceed benchmarks for writing. Grade 2-5: 80% of the students will meet grade level standards</p> <p>Group data to be collected to measure academic CST 4th Grade STAR Writing results Grade level writing prompts Writing responses(OCR)</p>	on-going	\$43,769.55		Title I
<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)</p> <p>Teachers will continue to refine implementation of Being A Writer program.</p> <p>Teachers will become familiar with the district assessments and rubrics</p> <ul style="list-style-type: none"> Provide staff development to improve student achievement Purchase instructional materials Parent education with writing process Computer lab programs <p>Provide extra instruction for implementing Writers' Workshop strategies including exemplars, Author's Chair, the writing process, criteria charts, and rubrics.</p> <p>Purchase appropriate additional supplemental materials.</p> <p>Provide direct instruction and supplemental instructional materials for penmanship.</p> <p>Provide extra instruction for English Language Learners in writing strategies by ELD Resource teacher and Instructional Assistant.</p> <p>Spelling Bee</p> <p>K-5 students will work in small groups to improve writing.</p> <p>Targeted Title I students will work with instructional aides in small groups to improve writing.</p> <p>Develop home to school communication regarding grade level expectations and grade level standards for writing.</p> <p>The Principal will work collaboratively with the 4th grade team on writing to support fourth grade teachers and students as they prepare for the state Fourth Grade Writing Assessment in March.</p>	<p>Anticipated annual performance growth for each group: Kindergarten-1st Grade: 95% will meet minimum writing benchmarks. 75% will exceed benchmarks for writing. Grade 2-5: 80% of the students will meet grade level standards</p> <p>Group data to be collected to measure academic CST 4th Grade STAR Writing results Grade level writing prompts Writing responses(OCR)</p>	on-going			Title I

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

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Math proficiency The percentage of students scoring at the proficient or advanced in mathematics will increase from 58% to 68% by the end of 2010-2011 school year as measured by the California Standards Test (CST).	Anticipated annual performance growth for each group: Kindergarten- Grade 1: 85% of students will meet or exceed the district mathematics benchmark each year. 68% of SED and EL students will meet or exceed the district benchmark for mathematics each year. Grade 2-5: 68% of all students will meet proficiency on the mathematics portion of the CST by 2010-2011. English Learning (EL): 68% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011. Socio-economically disadvantaged: 68% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011.	Start Dates/Completion Date	Proposed Expenditures (38)	Estimated Cost	Funding Source
<p>SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Math proficiency The percentage of students scoring at the proficient or advanced in mathematics will increase from 58% to 68% by the end of 2010-2011 school year as measured by the California Standards Test (CST).</p> <p>Student groups and grade levels to participate in this goal: All students grades K-5 with specific focus on English Language Learners (ELL) and socio-economically disadvantaged populations in Grades 2-5.</p> <p>Grade 2-5: 68% of all students will meet proficiency on the mathematics portion of the CST by 2010-2011. English Learning (EL): 68% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011. Socio-economically disadvantaged: 68% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011.</p> <p>Means of evaluating progress toward this goal: CST District Benchmark Assessments Unit/Chapter test Teacher made assessments Classwork Homework</p>	<p>Anticipated annual performance growth for each group: Kindergarten- Grade 1: 85% of students will meet or exceed the district mathematics benchmark each year. 68% of SED and EL students will meet or exceed the district benchmark for mathematics each year. Grade 2-5: 68% of all students will meet proficiency on the mathematics portion of the CST by 2010-2011. English Learning (EL): 68% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011. Socio-economically disadvantaged: 68% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011.</p> <p>Group data to be collected to measure academic CST CST District Benchmark Assessments Unit/Chapter test Teacher made assessments Classwork Homework</p>	on-going			Title I
<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)</p> <p>Teachers will focus on key academic standards implementation and on-going professional development with Enrichment programs</p> <ul style="list-style-type: none"> Purchase instructional materials Kindergarten-1st grade math standards School-wide monthly grade level/micros grade level release time Advocate to current math pacing guides <p>Students performing below grade level will receive small group help.</p> <p>Provide staff development to improve student achievement</p> <p>Adherence to math pacing guides</p> <p>Computer lab programs</p> <p>Targeted Title I students will work with instructional aides to help teachers with pacing</p> <p>Provide before, during and after school intervention for Targeted Title I students with Success Maker Software</p> <p>Math Olympiad</p> <p>Teachers in grades 2-5 will be involved in data analysis days with the principal. Using reports from Galileo the teachers and principal will identify math standards that need to be re-taught to support students in reaching proficiency. Teacher will identify what standards in math need to be re-taught in flexible groups. Staff and principal will monitor how our "targeted" students are progressing in math to ensure they reach proficiency.</p> <p>Students requiring early intervention in kindergarten will receive additional assistance in a small group setting.</p>	<p>Anticipated annual performance growth for each group: Kindergarten- Grade 1: 85% of students will meet or exceed the district mathematics benchmark each year. 68% of SED and EL students will meet or exceed the district benchmark for mathematics each year. Grade 2-5: 68% of all students will meet proficiency on the mathematics portion of the CST by 2010-2011. English Learning (EL): 68% of EL students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011. Socio-economically disadvantaged: 68% of students in grades 2-5 will meet proficiency on the mathematics portion of the CST by 2010-2011.</p> <p>Group data to be collected to measure academic CST CST District Benchmark Assessments Unit/Chapter test Teacher made assessments Classwork Homework</p>	on-going	\$25,648.00 (SuccessMaker site license)		Title I

(37) See the "Chart of Required Contents for the SPSSA" for content required by each program or funding source supporting this goal.
(38) List the date an action will be taken or will begin, and the date it will be completed.

(39) If funds appropriate to this goal are allocated to the school through the Consolidated Application or other 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.

V1 Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Science proficiency- The percentage of students scoring at the proficient or advanced level in science will be 80% by the end of the 2010-2011 school year as measured by the California Standards Test (CST).</p>	
<p>Student groups and grade levels to participate in this goal: All students in Kindergarten - 5th Grade.</p>	<p>Anticipated annual performance growth for each group: All K-4 students will perform at the proficient level as measured by grade level standards using curriculum embedded assessment and teacher created assessments. 80% of all 5th grade students will perform at the proficient or advanced levels on the Science portion of the CST, increasing by 5% each year thereafter.</p>
<p>Means of evaluating progress toward this goal: CST Classwork Chapter and Unit tests Teacher made quizzes</p>	<p>Group data to be collected to measure academic gains: CST Classwork Chapter and Unit tests Teacher made quizzes</p>

SCHOOL GOAL #4	Actions to be Taken to Reach This Goal (1)	Start Dates/ Completion Date	Proposed Expenditures (38)	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) Purchase supplemental instructional materials Professional development Enhance library materials to support the curriculum Science Fair Use of Science Laboratory Teachers will use the test release items in science from previous CST to reinforce the standards tested on the CST	(37) See the "Chart of Required Contents for the SPSS" 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	on-going			UCLA grant Target grant
		on-going			UCLA grant
		on-going			PTA
		on-going			
		February-April			

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #6 (Based on conclusions from Analysis of Program Components and Student Data page)	Technology
Student groups and grade levels to participate in this goal: All K-5th grade students	Anticipated annual performance growth for each group: All students will have multiple opportunities and exposure to gain knowledge and skills using technology. 95% of K-5th graders will be proficient in the use of computers and know how to operate appropriate grade level programs.
Means of evaluating progress toward this goal: Computer program assessments Teacher created assessments with support of computer tech aide	Group data to be collected to measure academic gains: Computer program assessments Teacher created assessments with support of computer tech aide
SCHOOL GOAL #5 Actions to be Taken to Reach This Goal (1) Consider all appropriate districts (e.g. Teaching and Learning, Staffing and Professional Development)	Start/Decision Completion Date
Purchase supplemental computer programs	on-going
Purchase SuccessMaker Program for Targeted Title 1 students	on-going
Professional Development (En-Vison Math component)	on-going
Professional Development (SuccessMaker)	on-going

(37) See the "Chart of Required Contents for the SP2A" for content required by each program or funding source supporting this goal.
 (38) List the date an action will be taken or will begin, and the date it will be completed.
 (39) Funds appropriate to this goal are allocated to this school through the Consolidated Application or other source. List each proposed expenditure, such as materials, supplies, and equipment, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	305	326	319	54	54	56	143	146	137	12	13	13
Growth API	835	836	838	876	888	884	831	824	811			
Base API	827	829	836	877			809	829	828			
Target	A	A	A	A	A	A	A	A	A	A	A	A
Growth	8	7	2		21		22	-5	-15			
Met Target	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
Number Included	84	91	97	46	50	54	126	88	146	19	25	21
Growth API	800	794	822			865	782	782	804			
Base API	791	791	791			802	798	779	762			
Target	5	5	5			A	4	5	5			
Growth	9	3	31			63	-14	3	22			
Met Target	Yes	No	Yes			Yes	No	No	Yes			

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	791	851	792
Percent with Prior Year Data	96.9	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	55
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
All Students	471	424	Years of EL Instruction	
			Less Than 5	593
Number in Cohort	221	182	More Than 5	374
			Number Met	27.5
Percent Met	46.9	42.9	57	
NCLB Target	28.9	30.6	41.3	
Met Target	Yes	Yes	Yes	

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

Appendix A - School and Student Performance Data (continued)

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	187	201	202	40	40	40	86	86	79	9	9	11
Percent At or Above Proficient	59.6	61.7	63.3	75.5	74.1	71.4	58.6	58.9	57.7	75.0	69.2	84.9
AYP Target	35.2*	46.0*	56.8*	35.2*	46.0*	56.8*	35.2*	46.0*	56.8*	35.2*	46.0*	56.8*
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	44	48	60	20	25	40	65	42	83	7	4	4
Percent At or Above Proficient	48.4	52.7	61.9	40.8	50.0	74.1	51.6	47.7	56.8	25.0	16.0	19.0
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 AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	212	223	204	41	42	45	96	96	77	10	10	11
Percent At or Above Proficient	67.5	68.4	63.9	77.4	77.8	80.4	65.5	65.8	56.2	83.3	78.9	84.6
AYP Target	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Table 5: California English Language Development Test (CELDT) Results for 2009-10

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantaged			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	56	57	56	29	33	37	69	50	79	11	5	5
Percent At or Above Proficient	62.9	62.6	57.7	59.2	66.0	66.5	54.8	56.8	54.1	39.3	20.0	23.8
AYP Target	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*	37.0*	47.5*	58.0*
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No

* = AYP Target for Elementary/Middle Schools (2007=26.5%, (2008=37.0%), (2009=47.5%), (2010=58.0%)
 ** = AYP Target for High Schools (2007=20.9%, (2008=32.2%), (2009=43.5%), (2010=54.8%)

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	%
K												
1	10	63	6	38							16	
2	6	35	7	41	3	15	1	6			17	
3	1	20	1	20	3	60					5	
4												
5	4	87	2	33							6	
6												
7												
8												
9												
10												
11												
12												
Total	7	15	23	48	16	34	1	2			47	

Appendix B - Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

and to inform and modify instruction.

Galileo Benchmark Assessments in Language Arts and Mathematics

STAR Test Data

Open Court Reading Unit assessments, including writing prompts, comprehension check points

Fluency assessments

Envision Math assessments

Teacher designed assessments

Johnson Spelling Inventory

Basic Phonics Skills Test (BPST)

Phonemic Awareness Assessments such as segmenting, oral comprehension (Kindergarten/First Grade)

Timed Facts tests

Summative tests from the previous grade level (discretionary)

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

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
100% of the classified staff at El Rincon Elementary School is considered highly qualified according to NCLB requirements. All of our classified staff do not need to meet the NCLB requirements of "Highly Qualified" as we are a targeted Title 1 school and not a school wide Title 1 school.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
Principal's Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=7632>

5/5/2011

The Principal of El Rincon Elementary School has completed all necessary requirements of AB 75/AB 430 training as of January 2008

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
As of the 2009/2010 school year, 100% of the faculty at El Rincon Elementary School have met the necessary requirements for highly qualified and fully credentialed according to NCLB.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
The monthly organization of professional development/grade level collaboration for teachers at El Rincon Elementary School occurs during banked time provided by early dismissal on Wednesdays and is as follows:

1st Wednesday: Faculty Meetings

2nd Wednesday: Grade Level Meeting

3rd Wednesday: Professional Development at the site level

4th Wednesday: Professional Teacher discretion

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

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Ongoing instructional assistance and support for teachers is provided by the District English Language Development Teachers on Special Assignment (ELD TOSA's) and by Beginning Teacher Support and Assessment personnel (BTSA TOSA's). Our Resource Specialist Program teachers provide continuous support and suggestions to our general education teachers to assist with those students who are struggling in various areas of the curriculum.

8. Teacher collaboration by grade level (EPC)

At El Rincon Elementary School the Physical Education program provides for a thirty minute daily (5 times per week) opportunity for teachers to collaborate across grade levels. Periodically, grade level teams will meet for vertical articulation (meeting with the grade level above and below) to plan and collaborate.

Teacher collaboration is essential to the success of the students at El Rincon Elementary school. Teachers have agendas for their collaboration meetings.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
All teachers at El Rincon Elementary School adhere to the California Content Standards. All instructional materials are standards based and in social studies and science the materials are from the recent State adoptions. Essential standards have been identified and are being taught across the grade levels. Essential Standards are listed on the District's website for easy access. Benchmark assessments are administered three times each year to students in grades one through five. Kindergarten assessments are given other appropriate periodic assessments in English Language Arts and Mathematics. Benchmark assessment data is used to inform and drive instruction and to determine intervention and enrichment needs.
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
All teachers are meeting the suggested number of minutes per day for each curricular area.

ENGLISH LANGUAGE ARTS:

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=7632>

5/5/2011

- Kindergarten - 90 minutes
 First - Third Grade - 150 minutes
 Fourth & Fifth - 120 minutes
- MATHEMATICS:**
 Kindergarten - Fifth Grade - 45-50 minutes
- ENGLISH LANGUAGE DEVELOPMENT:**
 Kindergarten - Fifth Grade - 20 minutes

11. Lesson pacing schedule (EPC)
 The Culver City Unified School District has designed a pacing plan that provides guidance and structure for delivering instruction in the essential California Content Standards for English Language Arts and Mathematics across all grade levels. Formative and interim assessments are administered three or more times per year to gather data on student progress toward meeting grade level content standards. Data is analyzed is further used to inform and determine the standards requiring more attention, and to drive instruction for classroom use, intervention and enrichment programs.
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
 Culver City Unified School District provides all students with standards based instructional materials in all curricular areas, and across all grade levels.
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)
 Students at El Rincon Elementary School have available to them and use the following SBE-adopted and standards-aligned materials:
 Open Court Reading 2002, including English Language Support Guide, Intervention Guide
 Pearson Mathematics, including reteach and enrichment
 Houghton-Mifflin Social Studies
- SBE-adopted and standards-aligned intervention materials being used at El Rincon are:
 Developmental Study Center- Being a Writer
 Developmental Study Center- Caring School Community
- Opportunity and Equal Educational Access
14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
 The Open Court Reading Program provides for a daily flexible grouping time known as Workshop. During that time, the teacher works with small groups to provide interventions such as pre-teaching and re-teaching instruction. Cross-age tutoring, in the form of Buddy Reading, is arranged between Kindergarten and Fifth Grade classes and between Second and Fourth Grade classes. We normally hold a before/after school intervention for at-risk students each winter. The sessions are held two days per week for approximately 8 weeks. Students are given support in English Language Arts and/or mathematics. Many classes have regular assistance from parent/grandparent volunteers. Volunteers read with students, drill and practice math facts, and generally help with follow up activities which support previous classroom instruction. Peer tutoring is also done by heterogeneously grouping leveled students within the classrooms.

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=7632>

5/5/2011

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

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

16. Opportunities for increased learning time (Title I SMP and PI requirement)
 At El Rincon Elementary School, opportunities for increased learning time will be funded with Targeted Title I monies for our before and after school intervention as previously described.
17. Transition from preschool to kindergarten (Title I SMP)
 This section is not applicable as we are not a School Wide Title 1 program. We are a targeted Title 1 school. However, Pre-school teachers and kindergarten teachers at El Rincon meet informally to discuss the needs of pre-schoolers to collaborate and aid in the transition to kindergarten. Teachers provide information on each individual pre-school students which includes the child's strengths and weakness, and any other requirements.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
 The following resources are available to the students of El Rincon Elementary School:
- Science Fair
 - Young Storytellers- 4th and 5th
 - Discovery Center
 - Music Center Assemblies
 - Caring Schools Community class meetings
 - Enrichment programs
 - Art instruction per individual class
 - Chess Test Tutors
 - School and Family partners
 - Symphonic Jazz Orchestra
 - Artist's in Residence Training Program through the Music Center Education Division
 - Didi Hirsch, Mental Health Center
 - Culver City Rock and Mineral Club presenting rocks/minerals to 4th graders
 - STAR Program
 - Family Center
 - Parent and Community Volunteers
 - Peace Makers Program

<https://secure.doc-tracking.com/v2/Home/DocumentDisplay.aspx?A=2483&D=7632>

5/5/2011

19. Strategies to increase parental involvement (Title I SWP)
 In an effort to increase parental involvement the following opportunities exist:

English Learner's Advisory Committee
 School Site Council
 PTA
 PTA Book Fairs
 Parent Student Handbook
 School website
 Volunteer opportunities in classrooms, on field trips, and school wide extra-curricular activities
 Partners in Print
 Family Literacy
 Family Movie Night
 Winter Chorus Concert
 Annual Student-Parent-Teacher conferences
 Back to School Night
 Open House
 Family Center/Didi Hirsh Mental Health Clinic sponsored Parenting Class
 School Gardens

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)
 Teachers, parents, ELAC committee members and members of the School Site Council conduct informal assessments that generate input and feedback use to plan budget and programs supported by various categorical funding streams.

Funding

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

School Improvement Funds: Instructional Aides, Before/after school tutoring, supplemental instructional materials and supplies, teacher conferences, and teacher salaries
 Discretionary Block Grant Funds AB 1802: Books, Instructional Supplies
 ELAP: Conferences and salaries for substitute teachers, intervention, teacher salaries, and instructional supplies (ELD/Latino Family Literacy)
 Title I: Kindergarten Aides, STAR Program Instructional Aide, instructional supplies, Math + Music Program
 PTA funds grade level field trips and assemblies
 Unit Budget funds all supplies
 Culver City Education Foundation Grant to support funding for a document camera
 Culver City Rotary Club to support funding for a Brightlink Interactive System

Appendix C - Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$15,270.06
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education): AB 1802 ELAP	\$\$ 0
Total amount of state categorical funds allocated to this school	\$15,270.06

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$55,809.57
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe)(42)	\$
Total amount of federal categorical funds allocated to this school	\$55,809.57
Total amount of state and federal categorical funds allocated to this school	\$71,079.63

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

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

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

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

Attested:
 Ellen Craig
 Typed name of school principal
 Jenn Nascimento
 Typed name of SSC chairperson
 Signature of school principal
 Signature of SSC chairperson
 Date 4/28/11
 Date 4/28/11

BOARD REPORT

**5/10/11
9.7**

9.7 Approval is Recommended for CCHS Teacher Rachel Snyder to Attend the College Board Readings in Kansas City, Missouri, May 31-June 8, 2011

Board Policy 4133 states that all out-of-state travel must have Board approval. Rachel Snyder, CCHS teacher, requests approval to attend the College Board Advanced Placement European History Readings in Kansas City, Missouri. Registration, accommodations and travel costs are paid by the College Board.

RECOMMENDED MOTION: That the Board approves CCHS Teacher Rachel Snyder to Attend the College Board Readings in Kansas City, Missouri, May 31-June 8, 2011.

Moved by:

Seconded by:

Vote:

BOARD REPORT

5/10/11

9.8

9.8 Approval is Recommended for CCHS Boys' Lacrosse Team to Attend a Tournament in San Diego, California, July 24-25, 2011

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

Jerry Chabola, CCHS Teacher and Athletic Director, requests permission for the boys' lacrosse team to attend a tournament in San Diego, California, July 24 and 25, 2011. There will be approximately 20 players chaperoned by Casey Chabola, Head Coach, and Adam Eskridge, Assistant Coach, and volunteer parents. Accommodations, meals, transportation and tournament fees will be funded through the Booster Club.

RECOMMENDED MOTION: That the Board approve the CCHS Boys' Lacrosse Team to Attend a Tournament in San Diego, California, July 24-25, 2011.

Moved by:

Seconded by:

Vote:

BOARD REPORT

**5/10/11
9.9**

9.9 Approval is Recommended for CCHS Girls' Basketball Team to Attend a Tournament in San Diego, California, July 14-17, 2011

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

Jerry Chabola, CCHS Teacher and Athletic Director, requests permission for the girls' basketball team to attend a tournament in San Diego, California, July 14 through July 17, 2011. There will be approximately 20 players chaperoned by Julian Anderson, Head Coach, and Mark Kitabiashi, Assistant Coach, and volunteer parents. Accommodations, meals, transportation and tournament fees will be funded through the Booster Club.

RECOMMENDED MOTION: That the Board approve the CCHS Girls' Basketball Team to Attend a Tournament in San Diego, California, July 14-17, 2011.

Moved by:

Seconded by:

Vote:

BOARD REPORT

5/10/11

9.10

9.10 Approval is Recommended for CCHS Girls' Basketball Team to Attend a Tournament in Tempe, Arizona, July 21-26, 2011

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

Jerry Chabola, CCHS Teacher and Athletic Director, requests permission for the girls' basketball team to attend a tournament in Tempe, Arizona, July 21 through July 26, 2011. There will be approximately 20 players chaperoned by Julian Anderson, Head Coach, and Mark Kitabiashi, Assistant Coach, and volunteer parents. Accommodations, meals, transportation and tournament fees will be funded through the Booster Club.

RECOMMENDED MOTION: That the Board approve the CCHS Girls' Basketball Team to Attend a Tournament in Tempe, Arizona, July 21-26, 2011.

Moved by:

Seconded by:

Vote:

BOARD REPORT

5/10/11

9.11

9.11 Approval is Recommended for Andrew Sotelo, Director of Pupil Services, to Attend the Seventh Seminar for International Spanish Academy Principals, May 15-18, 2011 in Calgary, Alberta, Canada

Board Policy 4133 states that all out-of-state travel must have Board approval. Andrew Sotelo, Director of Pupil Services, requests approval to attend the Seventh Seminar for International Spanish Academy Principals, May 15 through May 18, 2011 in Calgary, Alberta, Canada.

This opportunity is provided as part of the District's formalized agreement with the Spanish Consulate, a community partner in the Foreign Language Assistance Program (FLAP) grant. Invitations to this professional development seminar are limited to Directors/Principals of participating Spanish academies and their district level administrators.

Mr. Sotelo has received an all expense paid invitation to this Seminar from the Embassy of Spain in Washington, D.C., and the Deputy Minister of Education in Alberta, Canada.

RECOMMENDED MOTION: That the Board approves Andrew Sotelo, Director of Pupil Services, to Attend the Seventh Seminar for International Spanish Academy Principals, May 15-18, 2011 in Calgary, Alberta, Canada.

Moved by:

Seconded by:

Vote:

BOARD REPORT

**5/10/11
9.12**

9.12 Compensation Report of the Members of the Board of Education

The attached report lists the cost to the District of all expenditures paid out on behalf of each Board Member from January 1, 2011 through March 31, 2011.

RECOMMENDED MOTION: That the Board of Education for Culver City Unified School District accept the Compensation Report for the period of January 1, 2011 through March 31, 2011 as presented.

Moved by:

Seconded by:

Vote:

2010-11
Quarterly Compensation and Expenditure Report
of the
Members of the Board of Education

January 1, 2011 to March 31, 2011

Board Member	Stipend	Statutory Benefits	Health & Welfare	Other Expenditures	Total
Gourley, Steven	\$ 720.00	\$ 81.15	\$ 493.71	\$ -	\$ 1,294.86
Paspalis, Katherine	\$ 720.00	\$ 32.95	\$ 3,391.62	\$ -	\$ 4,144.57
Siever, Patricia	\$ 720.00	\$ 81.15	\$ 32.40	\$ -	\$ 833.55
Silbiger, Karlo	\$ 720.00	\$ 81.15	\$ -	\$ -	\$ 801.15
Zeidman, Curtis Scott	\$ 720.00	\$ 32.95	\$ 695.97	\$ -	\$ 1,448.92
TOTAL	\$ 3,600.00	\$ 309.35	\$ 4,613.70	\$ -	\$ 8,523.05

This report represents all expenditures made by the district to, or on behalf of, members of the Board of Education:

- A Stipend is "compensation" made to elected officials for the public service they provide pursuant to Education Code 35120.
- Statutory Benefits are expenditures paid by the District related to the Stipend.
- Health & Welfare represents expenditures for medical, dental and life insurance.
- Other Expenditures are travel/conference related expenses while on District business.

BOARD REPORT

9.13 Approval is Recommended for the Proclamation in Recognition of Classified Employee Appreciation Week (May 15-21, 2011)

The Culver City Unified School District proudly recognizes Culver City Unified Classified Employees for their hard work and dedication to the students of Culver City. The following proclamation, declaring the week of May 15-21, 2011 as Classified Employee Appreciation Week, is presented to the CCUSD Classified Employees by the members of the Culver City Unified School District Board of Education in recognition of their tireless commitment to providing a quality education for students.

RECOMMENDED MOTION: That the Board of Education approves the Proclamation declaring the week of May 15-21, 2011, as Classified Employee Appreciation Week.

Moved by:

Seconded by:

Vote:

CULVER CITY UNIFIED SCHOOL DISTRICT

Proclamation in Recognition of

CLASSIFIED EMPLOYEE APPRECIATION WEEK

May 15 – 21, 2011

- WHEREAS,** the Culver City Unified School District is proud of its classified employees and considers them an integral part of its educational system; and
- WHEREAS,** the efforts of classified employees in the Culver City Unified School District are essential and critical to the successful functioning of the District and the implementation of its programs; and
- WHEREAS,** classified employees contribute to the establishment and promotion of a positive instructional environment and play a vital role in providing for the welfare and safety of Culver City Unified School District's students; and
- WHEREAS,** the school district's classified employees are one of the reasons that the Culver City Unified School District enjoys a reputation as one of the finest districts in Southern California; and
- WHEREAS,** classified employees in the Culver City Unified School District assist in the support of all educational programs and services at all sites; and
- WHEREAS,** classified employees in the Culver City Unified School District strive for excellence in all areas relative to the educational community; and
- WHEREAS,** classified employees in the Culver City Unified School District serve as important role models to students and essential partners in the District's mission to provide a quality education to every student; and
- WHEREAS,** classified employees in the Culver City Unified School District are deserving of special recognition for their many contributions in a wide variety of roles to the institution of public education in this county, state and nation; and
- WHEREAS,** Culver City Unified School District encourages everyone in the community, including students and parents, to recognize our classified employees for the fine job they do every day of the year,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Culver City Unified School District hereby recognizes and honors the contributions of the classified employees and proclaims the week of May 15, 2011, to be Classified Employee Appreciation Week, this 10th day of May, 2011.

Scott Zeidman, Esq., President

Karlo Silbiger, Vice President

Kathy Paspalis, Esq., Clerk

Patricia Siever, Parliamentarian

Steven Gourley, Member

Patricia Jaffe, Superintendent

BOARD REPORT

5/10/11
10.1

10.1 Anti-Bullying Task Force Update

Gwenis Laura, Assistant Superintendent for Educational Services, and Hank Linderman, Parent Co-Chair of the Anti-Bullying Task Force, and Tom Horn, Anti-Bullying Task Force Member, will give an update on 2010-2011 activities.

BOARD REPORT

5/10/11
10.2

10.2 Spotlight on Education – El Rincon Elementary School

Ellen Craig, Principal of El Rincon Elementary School, will share information about the Olweus Bullying Prevention Program that her school is currently piloting.

12.1 First Reading of Administrative Regulation 3100, Business and Non-Instructional Operation – Budget; Formation of the Community Budget Advisory Committee

It is a recommended practice that the Board of Education review Board Policies and Procedures that are significant to the operation of the District on a regular basis.

The attached document reflects changes to Administrative Regulation 3100 – Budget; Formation of the Community Budget Advisory Committee (CBAC), and is presented for information and review by the Board.

BUDGET

The district budget shall be prepared annually from the best possible estimates that individual schools and district administrative staff can provide. Appropriate consolidation shall occur as the budget progresses through the various levels of review.

The district budget shall be developed in accordance with standards and criteria for fiscal accountability adopted by the State Board of Education. (Education Code 33129)
(cf. 3460 - Financial Reports and Accountability)

Goals and Objectives

~~The budget reflects the District's goals and objectives that were developed by the Strategic Planning Committee and adopted by the Board.~~ Budget development, monitoring and evaluation are focused to support the following ***goals and objectives***:

We will provide each student with the opportunities, resources and support necessary to achieve his or her academic and personal goals.

We will create and maintain a safe learning environment.

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

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

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

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

We will seek and actively pursue a multitude of funding sources to support and enhance academic and personal growth.

Formation of the Community Budget Advisory Committee (CBAC)

A Community Budget Advisory Committee (CBAC) shall be established by the Superintendent in an effort to make the budget a comprehensive reflection of the financial needs of the school program. Steps shall be taken to involve representatives of the lay citizenry, certificated and classified staff, and the administrative staff in the developmental process. ~~The degree of participation and method of selection of certificated and classified staff shall be determined by the appropriate bargaining unit.~~

BUDGET

Formation of the Community Budget Advisory Committee (CBAC) (cont'd)

Membership: The majority of the CBAC shall be composed of lay citizens. Representatives shall be appointed as follows:

1. Ten **Five** community representatives **selected by the Board of Education. Each such representative shall have full voting rights, provided that such representative meets the minimum attendance requirements as set forth in Voting, Item 1** (each to serve a two-year term).
 - a. **Community representatives shall serve a term of two years. After the expiration of a community representative's term, the community representative may apply to the Board of Education for an additional term. No community member may serve more than three consecutive two-year terms.**
 - b. **The Board of Education will appoint CBAC representatives for terms that are effective from the organizational meeting and ending on June 30.**
2. One site administrator from each level (elementary, middle and high school) shall be appointed by the Superintendent to represent upper and lower division interests **Each such representative shall have full voting rights, provided that such representative meets the minimum attendance requirements as set forth in Voting, Item 1.**
3. One teacher **additional representative** shall be appointed by the certificated bargaining unit. **The bargaining unit's representative shall have full voting rights, provided that the bargaining unit meets the minimum attendance requirements as set forth in Voting, Item 1.**
4. One classified **additional** representative shall be appointed by the classified bargaining unit. **The bargaining unit's representative shall have full voting rights, provided that the bargaining unit meets the minimum attendance requirements as set forth in Voting, Item 1.**
5. The Assistant Superintendent, Human Resources and the Assistant Superintendent, Business Services shall represent District management. The Assistant Superintendent, Business Services shall serve as Chairperson. **The Assistant Superintendent, Business Services shall have full voting rights.**
6. **The CBAC shall elect a chairperson from among the community members.**
7. **Five community representatives selected by the Board of Education to serve as non-voting alternates. Non-voting alternates may become voting members only if 1) a voting member is replaced, and 2) the alternate is appointed by the Board of Election to become a voting member. An alternate may not replace an absent voting member without prior Board of Education approval. In the event that an alternate is appointed by the Board of Education as a voting member, the alternate shall complete the term of the replaced voting member. The Board of Education shall then appoint a new alternate.**
 - a. **Non-voting alternates shall serve a term of two years. After the expiration of a community non-voting alternate's term, the alternate may apply to the Board of Education for an additional term or for a position as a voting member.**
 - b. **The Board of Education will appoint CBAC representatives for terms that are effective from the organizational meeting and ending on June 30.**

BUDGET**Formation of the Community Budget Advisory Committee (CBAC) (cont'd)**

~~In an effort to maintain continuity and a level of budget expertise, each year the Board of Education shall ensure, through appointment or re-appointment, that five community members serve as representatives, while five additional community members serve as alternates. This The ratio of representatives to alternates shall be maintained each year.~~

- ~~• To initiate the Committee, ten representatives will be selected by The Board of Education; five of whom will act as alternates serving only a one-year term for the first school year in which CBAC is established. This is necessary to establish the staggered alternate/representative rotation cycle~~
- ~~• Each member's first year will be served as alternate and the second year will be served as member. If a member serves for more than one term of two years, the subsequent term(s) may be served as either alternate or representative. This will ensure that the Board always has an alternate representative observing and participating for a year prior to rotating to the position of a CBAC representative.~~
- Should a Board-appointed community representative resign, the Board of Education shall appoint a community member to complete his/her term.

Community Budget Advisory Committee (CBAC) Process

It is anticipated that a meetings will be held approximately once-a-month at a time to be determined by the Committee CBAC. The meeting cycle will begin with an organizational meeting, typically held in October, and ending in June prior to budget adoption. All CBAC meetings will be open to the public. The Board of Education will appoint committee representatives for terms that are effective from the organizational meeting and ending on June 30. A board-appointed committee member may not serve more than three consecutive terms.

Members of the Committee CBAC shall be furnished information including, but not limited to sources of revenue, organizational charts, expenditures and information necessary to understand the budgeting process. Forms and/or other information will be furnished to the Committee CBAC as the budget process evolves. Members of the Board shall receive regular progress reports of Committee CBAC activities from the Superintendent and/or the Assistant Superintendent of Business Services.

Public notice shall be given through information presented at Board Meetings and/or through appropriate media advertisements. On an annual basis, a list of interested persons willing to volunteer time to serve on the CBAC will be compiled in the Superintendent's Office and submitted to the Board in September. The Board will make appointments to the Committee CBAC from this list using a structured procedure.

Duties of the CBAC Committee

Members of the CBAC will be expected to:

1. Become and remain knowledgeable of California school financial matters by regularly attending committee CBAC meetings and staying current with budget information.
2. ~~Regularly attend meetings of the budget committee which will typically be held beginning in October through June, and as needed during the calendar year. Members who exceed five absences during a fiscal year will be excused from the Committee.~~

BUDGET

Duties of the Community Budget Advisory Committee (cont'd.)

32. Become familiar with income projections for the District budget including projections of Average Daily Attendance (ADA), increases and/or decreases in State and Federal funding, and changes and/or additions to any other source of income available to the school District.
43. Review operational allocations to sites and departments.
54. Review special requests submitted by sites and departments for funding beyond their operational allocations.
65. Review budget requests in relation to overall District needs. Make recommendations to develop a budget that is a comprehensive reflection of the instructional needs of the school system within financial limitations.
76. Be responsible for recommending reductions and/or additions to the budget.
87. Develop a preliminary list of budget recommendations to be presented to the Superintendent for review no later than May 15. Include a prioritization of requests that were not included due to lack of funds and a prioritized list of budget reduction contingencies should a revenue shortfall occur. The budget recommendations must keep in mind all requirements established by the State of California in its Criteria and Standards and the constraints of collective bargaining agreements.
98. Review and incorporate the Superintendent's recommended changes, if any, into the Committee's CBAC's preliminary budget recommendations. The Superintendent shall be responsible for final recommendations presented to the Board of Education.

Voting

Voting will occur only at regularly scheduled meetings. Votes will require the presence of a quorum. A quorum is defined as 50% of the current eligible-voting members.

- 1. In order to be eligible to vote, a member/bargaining unit must have been in attendance at a minimum of 2/3 of the prior meetings over the previous six months.**
- 2. All voting shall be done in writing, with the member's name listed on the voting document.**
- 3. When voting to prioritize expenditures, the following method shall be used:**
 - a. Each expenditure discussed shall be delineated and presented to the members of the CBAC;**
 - b. All voting shall be done in writing;**
 - c. Each voting member, individually, shall prioritize each of the delineated expenditures, with the highest single priority expenditure item being assigned a value of "1," the second highest single priority expenditure item being assigned a value of "2," the third single highest priority expenditure item being assigned a value of "3," and continuing for each and every single priority expenditure item and assigning a corresponding value to each, until and including the lowest priority expenditure item being assigned a value equal to the number of delineated expenditure items.**

BUDGET

Voting (cont'd.)

i. For example, if there are a total of twenty-three delineated expenditures, the voting member shall assign a value of "1" to his/her highest priority expenditure item, and the voting member shall assign a value of "23" to his/her lowest priority expenditure item.

ii. Under no circumstances shall a voting member assign the same priority number to two or more delineated expenditure items.

d. The Chairperson shall keep a record of each voting member's individual prioritization, and shall compile the results into an overall average.

e. The Chairperson shall present both the overall average, as well as the individual voting members' voting records to the Board of Education at the next scheduled meeting of the Board of Education.

4. When voting to prioritize budget reductions, the following method shall be used:

a. Each budget reduction item discussed shall be delineated and presented to the members of the CBAC;

b. All voting shall be done in writing;

c. Each voting member, individually, shall prioritize each of the delineated budget reduction items, with the highest single priority budget reduction item being assigned a value of "1," the second highest single priority budget reduction item being assigned a value of "2," the third single highest priority budget reduction item being assigned a value of "3," and continuing for each and every single priority budget reduction item and assigning a corresponding value to each, until and including the lowest priority budget reduction item being assigned a value equal to the number of delineated budget reductions.

i. For example, if there are a total of twenty-three delineated budget reduction items, the voting member shall assign a value of "1" to his/her highest priority budget reduction item, and the voting member shall assign a value of "23" to his/her lowest priority budget reduction item.

ii. Under no circumstances shall a voting member assign the same priority number to two or more delineated budget reduction items.

d. The Chairperson shall keep a record of each voting member's individual prioritization, and shall compile the results into an overall average.

e. The Chairperson shall present both the overall average, as well as the individual voting members' voting records to the Board of Education at the next scheduled meeting of the Board of Education.

BUDGET

Removal of a Member

A member of the CBAC shall be removed from the CBAC if:

- 1. The member resigns; or**
- 2. The member fails to attend a majority of the CBAC meetings over a twelve month period.**

In extenuating circumstances, a member of the CBAC may be removed if all of the following occur:

- a. The chairperson recommends removal;**
- b. A majority of members of the CBAC, at the next regularly schedule meeting of the CBAC, vote for removal; and**
- c. Thereafter, the Board of Education votes for removal.**

Decision Making Process

The ~~Community Budget Advisory Committee~~ **CBAC** will meet early in the budget planning year to review the needs and requirements of the school district for the ensuing year. Input from various sources will be considered in estimating revenues and required expenditures, including recommendations from the Board of Education, administration, staff, community, recent legal decisions, newly implemented fees, and any other actions which might impact the school budget. The CBAC will utilize information gathered at the meetings to formulate recommendations that are in harmony with the goals and objectives of the School District.

Prior to May 30, the Superintendent will review the CBAC proposal and respond back to the ~~Committee~~ **CBAC**. The Superintendent may make additional recommendations to the CBAC, request that the ~~Committee~~ **CBAC** review a specific budget problem and make recommendations for its solution, or may ask that CBAC realign some priorities.

The Superintendent will then take the CBAC recommendations to the Board of Education for review. If the Board is in accord with the recommendations, they will be included in the final adopted budget for the ensuing year.

The CBAC will normally use the consensus model for decision making. This model is based on discussion and reaching agreement among the members. When any member is not comfortable with the outcome on a particular issue, deliberations will continue until that person is at least able to live with the decision or understands the decision to the point where he/she agrees not to undermine the efforts of the ~~Committee~~ **CBAC**.

Alternates are not "voting members" of the ~~Committee~~ **CBAC**. However, each alternate should participate fully in other ~~committee~~ **CBAC** activities such as discussions, analyses and making recommendations. It should be remembered by all persons serving on an ~~advisory committee~~ **the CBAC** that the responsibility of the ~~Committee~~ **CBAC** is limited to recommending, not decision making.

BUDGET**Budget Guidelines**

1. The budget calendar will be established annually and observed by administration and other persons concerned with the final adoption of the budget.
2. Participation in the development of the budget is encouraged through staff and employee involvement. Likewise, interested citizens will be afforded the opportunity to make budget recommendations through established procedures: such as CBAC meetings and public hearing budget workshops.
3. Statement of Belief: It is the District's desire that the budget should be understood by all interested citizens and employees. In accordance with the recommended budget calendar, a sincere effort will be made to have citizens and employees understand the budget of the school District.
4. The budget should be developed on a line-by-line basis. Lump sum appropriations should be avoided.
5. The budget should be presented in an understandable, reader-friendly form with appropriate comments.
6. Budget development should be accomplished on a policy basis. Example: policies regarding class size, bus transportation limits, supply allotments, textbook replacements, custodial allotments, etc.
7. When possible, exact amounts will be budgeted for all revenues and expenditures.
8. A general reserve is needed. Use of the special reserve fund will be considered as an emergency reserve only.
9. Deficit financing should be avoided.
10. All legal requirements should be carefully observed.
11. Budget appropriations and the accounting system should be coordinated so that financial statements may be readily issued and future budgets prepared efficiently.
12. Budgeting should be considered a continuous process and proper files maintained throughout the year as a means of expediting the budgetary process and handling the budget calendar.
13. Budgets should be developed using appropriate historical data regarding past expenditures.
14. Adopted and Interim Budgets should explain the impact to educational services if funding is added or eliminated by budget revisions.
15. Categorical funds, block grants and other restricted programs shall be considered in the context of the regulations governing their use.
16. CBAC shall consider state audit and accounting regulations when making recommendations regarding the use of funds and appropriations.

BUDGET

Budget Projections and Assumptions

The first budget projections and assumptions, based on a refinement of a multi-year projection, should be prepared by mid-April and should include the following:

- Anticipated enrollment based on current projections, anticipated trends and historical data
- Projected ending balance of funds based on current income and expenditures and the status of the District reserve
- Anticipated revenues based on information provided in the Governor's Budget and modified by any later interpretations. The actual calculations include all categorical programs including special education.
- Anticipated expenses based on salary projections for the anticipated staffing levels, with step and column increases, and a rollover of current non-salary expenditures with an inflation factor added to particular accounts. These expenditures would also include all categorical programs and allow for any anticipated carryover from the prior year.

The purpose of the budget projection and assumptions is to identify the magnitude of the fiscal issues in the coming budget development. This projection will result in one of the following general conditions:

- A budget in deficit suggests that program and/or staff reduction will be needed to balance the budget, with additional reductions necessary to allow for any compensation increases
- A budget in balance suggests that reductions will be necessary to fund any compensation increases and
- that any program improvement must be countered with corresponding program reductions

Budget Monitoring

Budgeting is a process, not an ~~a one-time event, and is not a one-shot activity~~ that comes to a sudden halt when the budget is formally adopted. The budget is a yearlong plan that needs to be monitored and updated as conditions change. ~~A system must exist to adjust the budget to reflect changes that occur so that there are no surprises at the end of the year.~~

The ~~Chief Business Official~~ has the responsibility for projecting revenues and expenditures ~~throughout the year and must analyze these as the year progresses.~~ Any significant changes in budgeted amounts shall be reported to the Board and District Administrators, and the budget shall be revised.

Budget Modifications

Each person with responsibility for monitoring the budget, including the Board, shall understand his or her role, authority, and the procedures for administering the budget.

The budget document is not intended to be static throughout the fiscal year. As income and expenditures vary from the adopted budget, the budget must be changed by Board action. Expenditures must not exceed the amount budgeted in the major expenditure classifications. However, budget transfers can be made with the approval of the Governing Board in accordance with Administrative Regulation 3110(a). Some of these transfers are (1) transfers between expenditure classifications; (2) transfers from the appropriations for contingencies; (3) budget transfers at the end of the year; and (4) interfund transfers.

BUDGET**Budget Modifications (cont'd)**

The budget shall be revised before any liability is incurred or when a revised projection of income indicates a material change in the assumptions used to prepare the current budget. Variances between budget and actual shall be examined promptly and appropriate action taken.

Budget monitoring shall be a shared responsibility among the Chief Business Official, the Board, the Superintendent, and the site and program managers. Since expenditure authority is decentralized, it is essential that budget information be disseminated to these site and department administrators.

Monthly Financial Reports

Accurate and timely financial reporting is necessary to aid the governing Board and the administration in making financial decisions. The monthly reports generated from the accounting system should be clear, concise, and timely. They should reflect current information that allows the Board and administration to make mid-course corrections if the need arises.

Budget status reports shall be of the simplest design possible and yet in enough detail to provide information for management decisions. Detailed financial reports shall be prepared and distributed to cost centers no less than every three months, preferably at one month intervals during the year.

Interim Report

Interim financial reports shall be provided to the Board with a comparison between the budgeted financial condition and the projected financial condition of the District in sufficient detail for the Board to certify the District's ability to meet future obligations. It is a legal requirement for interim ~~these two~~ financial reports to be submitted to the ~~G~~governing Boards. When significant changes in income or expenditures occur, the Board and administration shall receive ~~monthly~~ reports that include a narrative explanation.

Budget Development Philosophy

At the end of the budget cycle, an evaluation of the budgeting process should be conducted. Each budget phase should be reviewed and critiqued to seek ways to improve upon the process. The following are samples of the type of questions that should be asked by the budget committee and/or district administration in their evaluation of the budgeting process:

1. Did the budget effectively support the District's goals and objectives?
2. Did the budget calendar provide the necessary timelines to meet mandatory budget requirements and allow for proper development of the budget?
3. Were assumptions utilized in the development of the budget reasonably accurate?
4. Is there a need to change the roles and/or responsibilities of staff involved in the budget development process?

BUDGET

SINGLE BUDGET ADOPTION PROCESS

Before adopting the budget, the Governing Board shall hold a public hearing. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127)

An agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. (Education Code 42127)

Any district resident may appear at the public hearing and speak to the proposed budget or any item on the budget. The hearing may conclude when all residents who so desire have had the opportunity to be heard. (Education Code 42103) Sufficient time shall be allowed so that the budget can still be adopted by July 1. (cf. 9320 - Meetings and Notices)
(cf. 9323 - Meeting Conduct)

The Superintendent or designee shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. (Education Code 42127)

If the County Superintendent disapproves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before September 8. (Education Code 42127)

The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 9320 - Meetings and Notices)
(cf. 9323 - Meeting Conduct)

Regulation
reviewed: February 5, 2002

Regulation
revised: November 8, 2005

Regulation
reviewed: ~~October 26, 2010~~ May 10, 2011

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

BOARD REPORT

**5/10/11
14.2a**

14.2a

**Approval is Recommended for New Culver City High School Class –
Advanced Astronomy**

Culver City High School requests approval for a new class in Advanced Astronomy. This course will go into greater depth on the topics found in the Astronomy course, including cosmology, astrophysics, and space travel.

RECOMMENDED MOTION: That the Board approve the New Culver City High School Class – Advanced Astronomy.

Moved by:

Seconded by:

Vote:

Culver City Unified School District

Course Outline

Culver City High School Science Department

Course Title: Advanced Astronomy
Length of Course: One Year
Grade Level: 11, 12
Prerequisite: Minimum Grade of B in Algebra 2 and Minimum Grade of B in Either Chemistry or Physics
Proposal Date: May 10, 2011

Course Description

Students in this one year course will learn about the equipment, methods and discoveries of astronomy from prehistoric times until the present. He/she will also learn about the principles of physics and chemistry involved in astronomy. During the course the students will make observations and records of the day and night sky using the school's telescopes and instruments, as well as with the naked eye. This course will go into greater depth on the topics found in the astronomy course and include advanced topics in cosmology, astrophysics, and space travel which require higher level mathematics skills than the astronomy course.

Course Outline - Alignment of Course Content with Standards

California Content Standards for Science – Grades 9-12

Investigation & Experimentation

1. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:
 - a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
 - b. Identify and communicate sources of unavoidable experimental error.
 - c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
 - d. Formulate explanations by using logic and evidence.
 - e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.
 - f. Distinguish between hypothesis and theory as scientific terms.
 - g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.
 - h. Read and interpret topographic and geologic maps (and star maps).
 - i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).
 - j. Recognize the issues of statistical variability and the need for controlled tests.
 - k. Recognize the cumulative nature of scientific evidence.
 - l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

- m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.
- n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).

California Content Standards for Physics – Grades 9-12

Motion and Forces

1. Newton's laws predict the motion of most objects. As a basis for understanding this concept:
 - a. Students know how to solve problems that involve constant speed and average speed.
 - b. Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law).
 - c. Students know how to apply the law $F=ma$ to solve one-dimensional motion problems that involve constant forces (Newton's second law).
 - d. Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).
 - e. Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.
 - f. Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed).
 - g. Students know circular motion requires the application of a constant force directed toward the center of the circle.
 - h. Students know Newton's laws are not exact but provide very good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important.
 - m. Students know how to solve problems in circular motion by using the formula for centripetal acceleration in the following form: $a=v^2/r$.

Conservation of Energy and Momentum

2. The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:
 - a. Students know how to calculate kinetic energy by using the formula $E=(1/2)mv^2$.
 - b. Students know how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) $=mgh$ (h is the change in the elevation).
 - c. Students know how to solve problems involving conservation of energy in simple systems, such as falling objects.
 - d. Students know how to calculate momentum as the product mv .
 - e. Students know momentum is a separately conserved quantity different from energy.
 - f. Students know an unbalanced force on an object produces a change in its momentum.

Heat and Thermodynamics

3. Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:

- a. Students know heat flow and work are two forms of energy transfer between systems.
- c. Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.
- d. Students know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.
- e. Students know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.

Waves

4. Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:
 - a. Students know waves carry energy from one place to another.
 - c. Students know how to solve problems involving wavelength.
 - f. Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8 m/s (186,000 miles/second).
 - g. Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect and polarization.

Electric and Magnetic Phenomena

5. Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:
 - e. Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.
 - f. Students know magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.
 - g. Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.
 - h. Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.
 - i. Students know electric and magnetic fields contain energy and act as vector force fields.

California Content Standards for Chemistry – Grades 9-12

Atomic and Molecular Structure

- h. Students know the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.
- i. Students know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.
- j. Students know that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's relationship ($E = hv$).

Gases and Their Properties

- a. Students know how to convert between the Celsius and Kelvin, and Fahrenheit temperature scales.

- b. Students know there is no temperature lower than 0 Kelvin.

Nuclear Processes

11. Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:
 - a. Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
 - b. Students know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E = mc^2$) is small but significant in nuclear reactions.
 - c. Students know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.
 - d. Students know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.
 - e. Students know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.

California Content Standards for Earth Science – Grades 9-12

Earth's Place in the Universe

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept:
 - a. Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.
 - b. Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.
 - c. Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.
 - d. Students know the evidence indicating that the planets are much closer to Earth than the stars are.
 - e. Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.
 - f. Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.
 - g. Students know the evidence for the existence of planets orbiting other stars.
2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept:
 - a. Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.
 - b. Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.
 - c. Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.
 - d. Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.
 - e. Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.

- f. Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.
- g. Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.

Energy in the Earth System

- 4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:
 - a. Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.
 - b. Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.
 - c. Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.
 - d. Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.

Structure and Composition of the Atmosphere

- 8. Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:
 - a. Students know the thermal structure and chemical composition of the atmosphere.
 - b. Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.
 - c. Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.

Culver City Unified School District

Instructional Material Recommendation

Costs – (Consult the District Librarian for assistance in **completing** this page.)

The potential costs of adoption of these materials are explained below. Included are the primary item(s) as well as any ancillary materials, which are essential to implementation of the materials in the classroom.

Primary Item(s)		
Materials	Costs	Funding Source(s)
Explorations: An Introduction to Astronomy	-0-	Same text used for Astronomy will be used for Advanced Astronomy.

Ancillary Item(s)		
Materials	Costs	Funding(s)


Other Supplementary Materials include but are not limited to:

Light and Color in the Outdoors, by M.G.J. Minnaert©1993 by Springer-Veriag.

NASA website(<http://www.nasa.gov/home/index.html>) and publications (photos, posters and pamphlets collected by instructor from 1966 to present).

The Jet Propulsion Laboratory, website (<http://www.jpl.nasa.gov>), and publications Griffith Observatory (<http://griffithobservatory.org>).

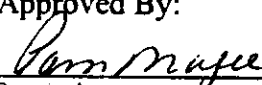
The European Space Agency (<http://www.astroex.org/english/index>).


Prepared By:  _____
 Teacher Date 4/29/11

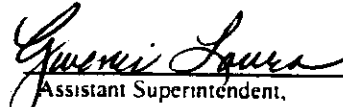
 Teacher Date

 Teacher Date

 Teacher Date

Approved By:  _____
 Principal Date 4/15/11

 _____
 District Librarian Date 4/15/2011

 _____
 Assistant Superintendent,
 Educational Services Date 5/3/2011

Culver City Unified School District

Implications:

Considerations:

- 1) Scheduling and programming: This class will be offered during the regular academic school day (0-6th period)
It is recommended that students be programmed into this class as a third or fourth year of Laboratory Science
- 2) Facilities: A laboratory classroom will be required to facilitate the labs that will be done.
- 3) Equipment, materials, supplies: Telescopes and other equipment used for the present astronomy course will be needed, the textbook used may be the same as that for Astronomy.
- 4) Personnel: This class will be taught by appropriately credentialed members of the high School Science Department
- 5) Other (fees): None
- 6) Implementation: This class so commence in the Fall of 2011.

Prepared by:

Daniel G. Carter
 Daniel G. Carter
 Faculty

March 12, 2011
 Date

Devin
 Devin
 Department Chair

4/15/11
 Date

Approved by:

Pam Mager
 Pam Mager
 Principal

April 14, 2011
 Date

Lynnie Lauer
 Lynnie Lauer
 Assistant Superintendent
 Ed. Services

5/3/2011
 Date

BOARD REPORT

**5/10/11
14.2b**

14.2b

**Approval is Recommended for New Culver City High School Class –
Japanese I Immersion**

Culver City High School requests approval for a new class in Japanese Immersion. This course will continue to improve proficiency in students' Japanese speaking, listening, reading, and writing modalities. The course will also include an understanding of Japanese history and world relations.

RECOMMENDED MOTION: That the Board approve the New Culver City High School Class – Japanese I Immersion.

Moved by:

Seconded by:

Vote:

Culver City Unified School District
Course Outline
Culver City High School Foreign Language Department

Course Title: Japanese 1 Immersion

Length of Course: One year

Grade Level: 9th, 10th

Prerequisite: Continued in Japanese Language/ Immersion Course in 6th, 7th, and 8th grade with a passing grade OR native or near-native like proficiency in Japanese

Proposal Date: May 10, 2011

Course Description

This course will continue to improve proficiency in students' Japanese speaking, listening, reading, and writing modalities with the goal of partial to full-control in Intermediate-Mid (IM) level on the ACTFL Proficiency Guidelines. Students will study Japan's emergence from isolation with the arrival of U.S. during the Meiji Period (1868-1912) and the impacts it made on Japan historically, socially, politically, and culturally. This course will be taught completely in the target language and the will use content- based instruction and SDAIE (Specifically Designed Academic Instruction in English) methodology to make the content accessible to the L2 learners. By using these methodologies, students will have an opportunity to acquire the target language and develop more cognitively functional language skills, including but not limited to comparing phenomena, explaining cause and effect, and expressing opinions in a meaningful context, and gain a deeper understanding of historical issues through Japan's relation with the U.S.

Course Outline:

I. Alignment of Course Content with California World Language Standards

Content

3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

3.1 Students address concrete and factual topics related to the immediate and external environment, including:

- Social norms
- Historical and cultural figures, stereotypes
- Origins of rites of passage, social and regional customs
- Cultural, historical, and geographic aspects of travel
- Significant historical events

Implications:Considerations:

- 1) Scheduling and programming: This course serves to redistribute students who would have matriculated into the existing program.
- 2) Facilities: This course will take place in room 66.
- 3) Equipment, materials, supplies: There is no textbook required for this course. Supplemental materials and resources including the textbook currently used in the foreign language program will support the course.
- 4) Personnel: Current Japanese teacher, Chiaki Gomyo is receiving training on immersion methodology and is creating the curriculum for the course with support from Curriculum Specialist, Mike Yamakawa and FLAP Grant coordinator, Mina Shiratori.
- 5) Other (fees): Initial fees for supplemental materials and training for the teacher is provided by the Federal Language Assistance Program (FLAP) grant.
- 6) Implementation: The course curriculum will be developed during the 2010-2011 school year and the summer before the 2011 school year. Revisions and adjustments to the curriculum based on student needs and program goals will take place during the 2011-2012 school year.

Prepared by:

Mina Shiratori 4/20/11
Chiaki Gomyo 4/20/2011
 Faculty Date

Approved by:

Sam Magee 4/28/2011
 Principal Date

Melanie DeL... 4/14/11

Department Chair

Date

Guenevieve Jaura 5/3/2011
 Assistant Superintendent Date
 Ed. Services

Culver City Unified School District

Instructional Materials

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

Primary Item(s)

Materials	Costs	Funding Source(s)
Yookoso! An Invitation to Contemporary Japanese	-0-	

Ancillary Item(s)

Materials	Costs	Funding(s)
Shyakaika Shiryoushuu	\$8.67/book	FLAP Grant
	40 students	
Total:		\$346.80

Prepared By:

Mun Aho

Teacher

4/25/11
Date

Approved By:

Pam Maju

Principal

4/28/2011
Date

Luaki Gomez

Teacher

4/29/11
Date

[Signature]

District Librarian

4/25/11
Date

Teacher

Date

Teacher

Date

Yvonne Lauer
Assistant Superintendent,
Educational Services

5/3/2011
Date

BOARD REPORT

**05/10/11
14.3a**

14.3a Resolution #34/2010-2011 - Temporary Borrowing Between Funds

School districts receive the majority of their revenues from revenue limit sources and other state apportionments. The state releases many of these funds from a fixed schedule. In daily operations, school districts make payments to employees, contractors, vendors, and others. Since the timing of the outflow of cash is not related to the inflow, school districts have the need to review cash positions to ensure when disbursements are made that there is sufficient cash to cover them. This year, as well as next, all local education agencies face additional challenges due to the state's budget deficit.

To address this timing issue, temporary interfund borrowing of cash is permitted by Education Code (EC) Section 42603 for K-12 districts. Under the provisions of EC 42603, the governing board of a school district may direct that moneys held in any fund may be temporarily transferred to another fund of the district for payment of obligations under the following restrictions:

- No more than 75 percent of the maximum moneys held in any fund during a current fiscal year may be transferred.
- The transfer shall not be available for appropriation or be considered income to the borrowing fund.
- Borrowing shall occur only when the fund receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred.
- Amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

RECOMMENDED MOTION: That in accordance with Education Code Section 42603, the governing Board of Education of Culver City Unified School District adopt the attached resolution and authorize the temporary interfund borrowing of cash.

Moved by:

Seconded by:

Vote:

RESOLUTION #34 / 2010-2011
Resolution of the Governing Board of Culver City Unified School District
for
Temporary Borrowing Between Funds

WHEREAS, sufficient cash is needed to pay obligations for current operating requirements lawfully incurred in the fiscal year, and;

WHEREAS, temporary transfer of cash between district funds is permitted by education code Section 42603, and;

WHEREAS, the following restrictions apply to this authorization:

1. Maximum amount of authorized borrowing: \$ 1,000,000.00
2. For fiscal year: 2011-2012
3. Amount shall not exceed 75 percent of any moneys held in any fund.
4. Funds borrowed shall not be available for appropriation or considered income to the borrowing fund.
5. Borrowing shall only occur when the fund receiving the money will earn sufficient income during the current fiscal year. The amounts borrowed shall be repaid either in the same fiscal year or in the following fiscal year if the borrowing takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE BE IT RESOLVED, the Governing Board of Culver City Unified School District hereby authorizes the borrowing of cash between all of the district funds.

IN WITNESS WHEREOF, we have here unto set our hands this 10th day of May, 2011.

**BOARD OF TRUSTEES OF CULVER CITY UNIFIED
SCHOOL DISTRICT OF LOS ANGELES COUNTY**

By _____
President

By _____
Vice President

By _____
Member

By _____
Member

By _____
Member

STATE OF CALIFORNIA)
COUNTY OF LOS ANGELES)

I, the undersigned, as Executive Secretary of the Governing Board of the Culver City Unified School District of Los Angeles County, California, do hereby certify the foregoing to be a true, and correct copy of a Resolution adopted by the said Governing Board at a regular Board Meeting held on May 10, 2011.

Secretary of the Governing Board
Culver City Unified School District

BOARD REPORT

15.1 Discussion Regarding Board Goals and Objectives

At the request of Board member Patricia G. Siever, Board members previously had a discussion about compiling the Board's goals and objectives. The Board will review the final draft of the goals and objectives before approval.

CCUSD Board of Trustees' Annual Goals & Objectives 2011-2012

A. BUDGET AND RESOURCE DEVELOPMENT

Explore, strengthen and utilize all potential revenue streams: (i.e. the Athletic Complex; Robert Frost Auditorium; the Natatorium, etc.).

Coordinate District-wide expertise in the writing, acquisition and implementation of Federal, State and private grants.

(Ongoing)

Monitor and adjust budget priorities to maintain fiscal stability in response to the ongoing severe State/Federal education funding cuts.

B. STUDENTS AND STUDENT SUCCESS

Utilize information provided by administrative staff regarding student achievement data and the gap in achievement between various student populations to determine an appropriate course of action for teaching and learning.

Expand options for Career-Technical Education pathways for students in all secondary schools, including the continuation high school and adult school.

C. LEARNING/ACADEMICS

Strengthen the English Language Learner programs using the dynamics of the cohort system (parents, students and teachers), and focus on English Language Learner pedagogies and methodologies.

Provide professional development for faculty and staff such as data analysis, including disaggregating data, Galileo benchmark assessments (K-12), differentiated instruction, small group reading instruction and cognitively guided instruction in math, intervention programs, and the utilization of grade level pacing guides that address standards-based instruction.

D. STAFF / PERSONNEL QUALITY

Acknowledge and recognize, annually, faculty, staff and administrators who have demonstrated their commitment to the welfare of our District and students.

Continue to recruit and retain certificated and classified staff who are committed to the concept that all students can learn.

E. COMMUNITY RELATIONSHIPS/PARTNERSHIPS

Parent Involvement

Invite the parents to a "Meet the Board Day/Evening" where parents would have the opportunity to meet the Board on a congenial and informal basis.

Community Relationships/Partnerships

Continue to strengthen the Board's relationship with the City Council which will allow both bodies to work collaboratively on shared/mutual interests.

Explore and continue to build relationships with Culver City Businesses and the Art Community, to create innovative programs and opportunities (i.e. internships, apprenticeships, etc.) for students who want to pursue vocational/workforce training.

F. SYSTEM (INSTITUTIONAL) EFFECTIVENESS

The Board's Annual Goals and Objectives go into effect (operative) at the beginning of each fiscal year, in July.

Board Goals and Objectives Timeline

April: Board approves the draft of its Annual Board Goals and Objectives for the next (subsequent) fiscal year

May: Board approves its Annual Goals and Objectives for the next (subsequent) fiscal year

June: Board report regarding the progress of the Board's current year's Goals and Objectives

July: The Board's Annual Goals and Objective for the new fiscal year are operative.

BOARD REPORT

15.2 Discussion Regarding Traffic Issues on Elenda Street

The Board will discuss the traffic issues facing the schools along the Elenda corridor, and possible solutions to help alleviate the problems.