

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.

City Hall – Mike Balkman Chambers
9100 Culver Boulevard, Culver City, CA 90232

May 24, 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 Public Employee Performance Evaluation (Pursuant to GC §54957)
Title: Superintendent

3.2 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)

3.3 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54947)

3.4 Public Appointment/Employment (Pursuant to GC §54947)
Certificated Personnel Services Report No. 20
Classified Personnel Services Report No. 20

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

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

5.2 Flag Salute

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

7. **PUBLIC HEARING** - None

8. **ADOPTION OF AGENDA**

Recommendation is made that the agenda be adopted as submitted.

Motion by _____ Seconded by _____

Vote _____

9. **CONSENT AGENDA**

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

9.1 Approval is Recommended for the Minutes of Regular Meeting – April 26, 2011

9.2 Approval is Recommended for Purchase Orders and Warrants

9.3 Approval is Recommended for the Certificated Personnel Reports No. 20

9.4 Approval is Recommended for the Classified Personnel Reports No. 20

9.5 Approval is Recommended for the CCHS Teacher Nancy Goldberg to Attend the College Board Readings in Louisville, Kentucky, June 8-18, 2011

9.6 Approval is Recommended for the 2011-2012 Designation of CIF Representatives to League

9.7 Approval is Recommended for the Office of Child Development Agency Annual Report

- 9.8 Acceptance of Enrollment Report
- 9.9 Approval is Recommended for an Increase of Revolving Account for the Office of Child Development

10. AWARDS, RECOGNITIONS AND PRESENTATIONS

- 10.1 Spotlight on Education – Office of Child Development
- 10.2 American Citizenship Awards
- 10.3 Culver City Education Foundation – Building Blocks for Education
- 10.4 Recognition of the Toby Rubenstein 3rd Annual Chess Tournament Winners
- 10.5 Student All-League Athlete Recognition

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 Revised Board Policy 4218, Dismissal/Suspension/ Disciplinary Action
- 12.2 Citizens' Oversight 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

14.1a Approval is Recommended for the Board of Education to Adopt Goals and Objectives

Motion by _____ Seconded by _____ Vote _____

14.1b Adopt Findings of Staff Report Denying Kids Achieve! Charter School Petition

Motion by _____ Seconded by _____ Vote _____

14.1c Approval is Recommended for the Waiver of Board Bylaw 9320, Meetings and Schedule of Proposed Meeting Dates

Motion by _____ Seconded by _____ Vote _____

14.1d Approval is Recommended for Resolution #35-2010/2011, Candidate Statement for November 8, 2011 Governing Board Elections

Motion by _____ Seconded by _____ Vote _____

14.2 Education Services Items

14.2a Approval is Recommended for New Course at Culver City Middle School - Mandarin Chinese I

Motion by _____ Seconded by _____ Vote _____

14.3 Business Items

14.3a Second Reading and Approval of Administrative Regulation 3100, Business and Non-Instructional Operation - Budget; Formation of the Community Budget Advisory Committee

Motion by _____ Seconded by _____ Vote _____

14.4 Personnel Items

14.4a Approval and Adoption of Indefinite Action for Management, Confidential and Other Unrepresented Employees for 2011-2012

Motion by _____ Seconded by _____ Vote _____

14.4b Approval is Recommended for Resolution #36-2010/2011 (HR), Regarding Layoff of Classified Personnel

Motion by _____ Seconded by _____ Vote _____

15. **BOARD BUSINESS** - None

16. **ADJOURNMENT**

Motion by _____ Seconded by _____ Vote _____

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

FUTURE MEETINGS

June 14 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place
June 28 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), City Hall (Chambers), 9100 Culver Blvd.

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

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

Meeting:	<u>Regular Meeting</u>	Date:	<u>April 26, 2011</u>
Place:	<u>City Hall</u>	Time:	<u>6:00 p.m. – Public Meeting</u>
	<u>Mike Balkman Chambers</u>		<u>6:01 p.m. – Closed Session</u>
	<u>9100 Culver Boulevard</u>		<u>7:00 p.m. – Public Meeting</u>
	<u>Culver City 90232</u>		

Board Members Present

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

Staff Members Present

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

Call to Order

Board President Mr. Zeidman called the meeting of the Culver City Unified School District Board of Education to order at 6:00 p.m. The Board adjourned to Closed Session at 6:01 p.m. and reconvened the public meeting at 7:00p.m. with all Board members in attendance. Carmen Joval led the Pledge of Allegiance.

Report from Closed Session

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

7. Public Hearing

7.1 Petition for Innovate Charter School

Mr. Zeidman opened the Public Hearing at 7:05 p.m. David Mielke stated that he does not see why a charter school would be needed in the District when we already have such great schools. He also stated that during this financial crisis the District cannot afford to lose students to another school. Mr. Mielke felt that public funds should be used for public schools. He stated that if class sizes increase it is more likely for a charter to come into the District with smaller classes. Mr. Mielke stated that the Board should educate the public more on charter schools. No one spoke on behalf of the charter. With no further comments from the audience Mr. Zeidman closed the Public Hearing at 7:07 p.m.

8. Adoption of Agenda

Mr. Zeidman suggested pulling item 14.3b from the agenda because he said it was technically an information item at this point and there was nothing to discuss. The Board was in agreement. It was moved by Mr. Silbiger and seconded by Ms. Siever to adopt the April 26, 2011 agenda as amended. The motion was unanimously approved.

9. Consent Agenda

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

9.2 Purchase Orders and Warrants

9.3 Acceptance of Gifts – Donations

9.4 Certificated Personnel Reports No. 18

9.5 Classified Personnel Reports No. 18

9.6 Enrollment Report

9.7 Single Plan for Student Achievement – Linwood Howe Elementary School

9.8 Proclamation in Recognition of Teacher Appreciation Week (May 2-6, 2011)

9.1 Approval is Recommended for the Minutes of Special Meeting – March 16, 2011; Minutes of Regular Meeting – March 22, 2011; Minutes of Special Meeting – April 12, 2011

Mr. Silbiger requested to add in the comments on page 95 that Mr. Zeidman did not separate the vote regarding the Superintendent's contract. Ms. Paspalis felt that she made additional statements that she would like reflected in the Minutes. Mr. Zeidman suggested tabling the vote until the next meeting so that Ms. Williams could add the additional statements to the Minutes of March 16, 2011 and March 22, 2011. The Board was in agreement.

Mr. Silbiger read the Proclamation in Recognition of Teacher Appreciation Week. All of the teachers in the audience came to the front of the audience to be recognized.

10. Awards, Recognitions and Presentations**10.1 American Citizenship Awards**

Mrs. Jaffe and the Assistant Superintendents read the names and accomplishments of each school's recipients of the American Citizenship Award for the month of April. The recipients were Jordyn Warren from El Marino School; Kenedie Cade from El Rincon Elementary; Maher Kumar from La Ballona School; Leika Ikuma from Linwood E. Howe School; Margaret Wahlert from Farragut School; Angela Uribe from Culver City Middle School; Kiran Hajdamji from Culver Park High School; and Adam Friedmann from Culver City High School. Board members presented each recipient with a pin and certificate; and thanked the students and their families for attending the meeting.

10.2 Spotlight on Education - Linwood Howe Elementary

Ms. Amy Anderson, Principal at Linwood Howe, thanked the Board, parents, staff, and everyone for their support in getting the school removed from the lowest performing schools list. She went on to inform the Board of intervention methods that are being used for the ELL students, and noted that there has been a rise in test scores. Ms. Anderson spoke about how she and the staff have been raising environmental awareness at the school, and also emphasizing a healthy lifestyle. Ms. Anderson spoke about the Safe Routes to School grant that was received and the kick-off events that took place to promote Safe Routes to School such as the Walk to School Wednesdays. She provided the Board with additional information about the grant and thanked Mike Korgan, Ted Yant, Meghan Sahli-Wells, and Gabriel Garcia for all of their work in helping Linwood Howe receive the grant.

Board members thanked Ms. Anderson for her presentation and expressed how impressed they were with the work that was being done at the school. They congratulated her on the rise in test scores.

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

Mrs. Jaffe reported on her attendance at the Los Angeles County Office of Education for the Building Bridges Charter appeal which was filed after our Board denied their petition. She stated that Office of Education has 60 days to make their decision on whether or not to grant the petition. Ms. Jaffe informed the Board that the District has been invited to join the Department of Education in writing a grant for long-term English Learners. Ms. Jaffe also reported on her attendance at the Mayor's Luncheon. She stated that everything went well during President Obama's visit, and she is happy to inform the Board that a meeting is going to take place to discuss traffic around the schools. Mrs. Jaffe congratulated the high school on receiving the California Distinguished School honor, and to Farragut Elementary for receiving recognition from the California Business for Education Excellence. She stated that she was proud to be a teacher and to see the teachers take action together.

11.2 Assistant Superintendents' Reports

Ms. Laura reported on testing throughout the District; the District's LEA Plan being in the final stages; the K-1st grade classes receiving theater classes; and she stated how much the District appreciates working with the Music Center.

Mr. Delawalla provided a brief attendance report that shows that we have increased students by about sixteen which means about \$85,000 more in revenue. He informed the Board of the renewal of the Wildwood lease which will bring in over \$400,000 dollars. Mr. Delawalla informed the Board of the challenges facing the District

since there was no special election. He spoke of the funds he was able to secure with TRAN, and stated that he issued the RFP for the solar project on April 20th. It was sent to about 40 vendors and there is a walk-thru scheduled for May 6th.

11.3 Student Representatives' Reports

Middle School Student Representative

Sophia Greenberg , Culver City Middle School Student Representative, reported on activities at Culver City Middle School, including the Spring Dance scheduled for May 19th, and Spring Fling; STAR Testing to begin next week; activities for Spirit Week; Astro Camp; fundraiser for victims of the tsunami in Japan; an ASB field trip to El Marino to talk about the middle school; and she thanked Sony for the beautiful Butterfly Garden

Culver Park Student Representative

Sandra Maldonado, Culver Park High School Student Representative, reported on activities at Culver Park High School, including the seniors working hard trying to complete their credits for graduation; Prom tickets going on sale; Culver Park participating in Grad Night; tutoring being offered at the school; pictures being taken next month for the yearbook.

Culver City High School Student Representative/Student Board Member

Jamie MacIntosh, Student Board Member, reported on activities at Culver City High School, including AP exams; the AVPA art exhibit; the end of the Blood Drive; the Best Buddies Campaign; "Mix it Up" day ; the AVPA dance; the upcoming Summerfest activities; Grad Night; and the ASB election to be held.

11.4 Members of the Board

Board Members spoke about:

- Mr. Silbiger stated that he had a quick talk with Mrs. Lockhart to find out about teacher evaluations. He stated if anyone had any suggestions or input to please forward the information to him. Mr. Silbiger stated that it was wonderful to have so many people in the audience, especially the students. He explained to the audience that Sacramento has a big role in the fiscal crisis that the District is facing. He encouraged everyone to contact their representatives. Mr. Silbiger also stated that one of things he likes about our community is generally everyone works together, but he felt the previous week was pretty divisive. He asked that everyone try to be solution oriented and treat each other with respect. He wanted the upcoming speakers to think of how is staff going to share the burden and how are services going to be delivered. Mr. Zeidman explained to the audience that the Board cannot respond to their comments during Public Recognition.

11.5 Members of the Audience

Members of the audience spoke about:

- Roberta Sargent spoke about the irony of having the Proclamation honoring teachers at the same meeting where cuts are on the agenda. She also commented on the Japanese Immersion program possibly moving to El Rincon and felt that the move would weaken their program. They would like to find another alternative.
- David Mielke thanked everyone for coming out and showing support. He spoke about the cuts that are on the list and reiterated what CCFT has offered in bargaining. He urged the Board to take a second look at the cuts.
- Jenny Manriquez stated that she was a strong supporter of the Dual Language Program and was happy that the Board was also in support of the program. She would like the Board to open up the discussion to the community about why the Japanese Immersion Program (JIP) would move to El Rincon because there are a lot of rumors going around in the District.
- Satomi Ezaki commented that the move of the JIP to El Rincon would be detrimental to the program. She asked the Board to look at other options.
- Loren Halleran spoke regarding the cuts. She thanked the Board for their acknowledgement in the Proclamation but stated it was a little awkward for the teachers to then take a picture with Board members. She feels that cuts could be made elsewhere and asked if parents know about the possible

extra days. Ms. Halleran thanked the Board for listening, but stated she would like to see some action.

- Jerry Chabola stated that human beings need to work together. He said that we need to stand side by side in order to work together. He congratulated Adam Friedmann on his Citizenship Award and said it was well deserved. He urged everyone to start taking a look at the parent portal and stated that we all need to be on it. Mr. Chabola also gave an update on the sports teams now that it is the middle of league season.
- Laura Siegel spoke about possibly moving the JIP to El Rincon. She thinks it is a terrible idea. She spoke about how great the program is and how her son is progressing.
- Jeannine Stehlin stated that as an English speaker she is excited about what the students learn at El Marino. She would like to see language immersion offered to anyone that would like it. Ms. Stehlin stated that the Board would be separating families, separating the kindergarteners, and hurting the older students.
- Joey Handley asked the Board to consider the environmental impact of having the programs at two different schools.

11.5 Members of the Board – (cont.)

Members of the Board spoke about:

- Ms. Siever stated that the Board was hearing the comments made by the audience. She stated that she is also on the State Board and we do not have all of the information from Sacramento. From what she understands it looks like the financial crisis will maybe go through to 2015. Ms. Siever reiterated that the students are the prime objective and that no staff is more important than the other. She stated that we all have to work together. In regards to Mr. Silbiger's comments, Ms. Siever stated that she has input for the teacher evaluations. Ms. Siever stated that she was proud of Linwood Howe with the coordinating of grants and activities at the school. She commended Mr. Delawalla for the money that he brings to the District with his negotiations with Wildwood School. Ms. Siever stated that she is a delegate for the District and the budget has been a big issue. She reported on her attendance at the Mayor's Luncheon and inquired as to why the Culver City Mayor was not invited to the event at Sony. She also stated that we do not know what is going to happen with the May Revise and that would be very important.
- Ms. Paspalis reported on her attendance at the Mayor's Luncheon and noticed that the Mayor failed to mention the schools in his speech. She stated that she also gave a pint of blood for the Blood Drive at the high school. Ms. Paspalis commended Mr. Delawalla for bringing in additional revenue to the District, and she urged people to write their representatives in Sacramento. She stated that it was disingenuous to say that the Board is not being pro-active. Last year the Board presented to the union a tiered cut approach to budget cuts and it was rejected.
- Mr. Gourley thanked Ms. Paspalis for reiterating that the Board previously made an offer that was rejected. He thanked City Council for allowing the Board to use the City Chambers once a month. Mr. Gourley took a moment to explain to audience members what the May Revise was and how deferrals work. He commended Mr. Delawalla on his work in handling the Wildwood lease. He thanked the attorneys on the Board for their work on the lease that was done without fees, and the non-attorneys on the Board for their educational knowledge that they contributed which also saved a lot of money. Mr. Gourley stated that parents and the community do need some education on traffic around the schools. He would like to see some action in improving the traffic issue.
- Mr. Ziedman spoke about the costs associated with the District and stated that there is a villain, and that is Sacramento. He stated that the Board will have to do across the board cuts and there is no way around that.

14. Action Items**14.4 Personnel Items**

Many audience members were present to speak on all items listed under the Personnel Items as a whole. Therefore, they are not broken down in any particular order of items listed on the agenda. The topic as a whole was budget cuts.

Members of the Audience:

- Phyllis Heiner spoke about her position and asked how the work would get done if her position was cut. She explained her duties to the Board including her accounting duties.
- David Mielke spoke on behalf of classified staff and stated that teachers depend on the support of classified staff.
- Yasmine Carrillo, Kelly, and Genea Dimitroff combined their statements regarding the Adult School. They stated that the Adult School has lost three classified employees already. They all individually informed the Board of their duties.
- Jackie Lee stated that it is difficult to select one area not to cut, but she was present to speak about the librarian position since she used to be one. She stated that there used to be four librarians and now there are two. The cost of the loss of books will be more than the savings of reducing hours for the librarian.
- Debbie Hamme commented that when she looked at the cuts she was struck at how close they are to the classroom. She asked what does "working together" mean? Mrs. Hamme suggests forming a committee since CBAC was not reassembled. She took a moment to inform the Board of the action that ACE had taken during negotiation when the tiered cuts were offered. She said that ACE had asked for additional information of which they did not get. When they came back to the table the offer had changed. Mrs. Hamme also questioned the cut list. She thinks the suggestions are being done in a vacuum.
- Stella Smith the Library Media Clerk wanted to make the Board cognoscente of her duties at La Ballona Elementary as a dual language school. She stated that they are trying to work together and many times she has used her own money to have someone help her open boxes, but she will not be able to do that anymore with a cut in hours.
- Robert Rodriguez, the HVAC technician, explained his job duties in keeping the air quality clean for the students and teachers.
- Denise Greenberg spoke about the cuts that are being given, which are to her colleagues and friends. She spoke about how the cuts will affect the classrooms and how students are impacted.
- Mark Reyes, Food Services Supervisor, spoke about his duties and the difficulty in the department since there is only two support staff for all eight schools. He asked the Board to reconsider a reduction in the months that he works, and reminded the Board that the Food Services Department does not infringe upon the general fund.
- Mark Azad shared a story to show an example of sharing the fortune that we have in the District.
- Cornell Myles, a security guard, stated that he loves his job and comes to school everyday for the students. He asked the Board to not cut security staff, and stated that the only thing his department is lacking is unity.
- James Beckharr spoke about the security department and explained to the Board his duties. He also informed them of the training that he has received.
- Penny Lipton, the CTA representative, spoke about the proposed classified position cuts. She informed the Board that most of the proposed hours to be cut are a bargaining item and the requirements under the Labor Act. Ms. Lipton stated that the Board cannot layoff classified employees and contract their work out. She invited all to not be a part of the problem, but a part of the solution and asked everyone to attend the May 14th rally in Pershing Square to extend the taxes.
- Ingrid Wisniewski, an Instructional Aide at Linwood Howe for ten years, stated that many of the aides have ten or more years of work with the District. She explained the duties of an Instructional Aide.
- Rebecca Godbey, kindergarten teacher at La Ballona, spoke about her concerns with cutting Instructional Aides.

- Robert Gray, the District Locksmith, spoke about the different work orders that he receives.
- Pamela Greenstein spoke in favor of keeping the Instructional Aides and explained how they help with CELDT testing and EL students. She also stated that the list of teacher cuts is very personal because it lists their names. Ms. Greenstein stated that teachers also work on nights and weekends and they do not get paid.
- Brandy Coleman strongly agreed with Mrs. Hamme's comments. She stated her concerns about class size growing. Ms. Coleman suggested that the Board find a better way to deal with the cuts. Teachers will not have enough time to teach.
- Chris Knight from the Security Department spoke about cutting the locksmith. He said it will cause more harm than good if the position is eliminated. He read the "Safety" sections mentioned on the District website, and what is stated as the District's Core Belief and Mission Statement. Mr. Knight felt that cutting the position was in opposition to what the District's beliefs were.
- Laura Chardiet stated she was in support of reinstating CBAC, and stated that the parents at La Ballona are concerned about cutting Aides that are paid for by Title 1 funds.
- Heather Moses stated that she was proud to be a part of the Immersion Program at La Ballona. Taking away Title 1 funds is detrimental to the school. She extended an invitation to the Board to come speak at a PTA or Booster Club meeting.
- Robert Zirgulis commented that the substitute teachers have been making sacrifices also. He stated that he has only been called twice during April. He does not think that some administration should work twelve months.
- Marlene Carlan spoke on behalf of the students. She informed the Board about requirements for Special Education students and stated her concerns about possibly having larger class sizes.
- Lelah Pealer spoke in favor of keeping the locksmith position and gave examples of when she has had to put in a work order to him. Mrs. Pealer also inquired what was the logic of eliminating an Account Clerk III position and hiring an Accountant? She reminded the Board of their campaign promises. Mr. Gourley clarified that categorical funds became flexible so they are not as restricted at this time.
- Jerry Chabola stated that many people on the list are his friends and colleagues. He stated that CBAC is needed so that there is a group of stakeholders that are knowledgeable in discussing the budget, and can submit alternatives to the Board. He also feels that there needs to be more budget workshops where the public is encouraged to come. He stated that it is disheartening to see the low turn-out when there have been open discussions about the budget.
- Rebecca Williams read comments made by Mary Van Loo, Margarita Castaneda, and a letter written by Alex Kirk, Keao Tano, Judith Sanderson and Diane Laetz.

Ms. Siever asked how the reduction of twenty hours for Instructional Aides was going to impact the District. She asked if the services would be contracted out or if the District was going to train someone. Mr. Delawalla responded that it would be a mix of both options. Mr. Zeidman asked if there was a mandate that the Board had to make their decision at this particular meeting. Further discussion ensued about holding off on voting on the cuts. Mr. Zeidman asked Board members if they were ready to vote. Ms. Siever stated that she would prefer a few days to think about the information they received. The other Board members agreed that they were not ready to vote.

Roberta Sargent asked the Board for a tentative calculation of furlough days to save the proposed teaching positions. Mr. Delawalla stated nine furlough days would cover the proposed teacher cuts. Elizabeth Binggeli stated that textbooks come with workbooks. She asked if they were already purchased.

12. **Information Items - None**

13. **Recess**

The Board recessed at 9:30 p.m. and reconvened at 9:40 p.m.

14. Action Items

14.1 Superintendent's Items - None

14.2 Education Services Items

14.2a Approval is Recommended for New Course at Culver City High School – ROP Hospitality, Event Planning

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the New Course at Culver City High School – ROP Hospitality, Event Planning as presented. The motion was unanimously approved.

14.2b Approval is Recommended for New Course at Culver City High School – ROP Small Business Management

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve a New Course at Culver City High School – ROP Small Business Management as presented. The motion was unanimously approved.

14.3 Business Items

14.3a Approval is Recommended for Wildwood Lease

Janet Chabola stated that the lease looked fantastic except that she does not know who handled the insurance section. She stated that there were a lot of problems with that section. It was moved by Mr. Silbiger and seconded by Ms. Siever that the Board approve the Wildwood Lease as presented. The motion was unanimously approved.

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

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

14.4 Personnel Items

14.4a Approval is Recommended for Resolution #27/2010-2011 (HR), Implementing Certificated Layoff (Terminating Services of Certificated Employees), and Providing Direction to Issue Notifications to Employees Whose Services are Terminated

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve Resolution #27/2010-2011 (HR), Implementing Certificated Layoff (Terminating Services of Certificated Employees), and Providing Direction to Issue Notifications to Employees Whose Services are Terminated as presented. The motion was unanimously approved.

Due to the time constraint of holding the meeting at the City and the Board agreeing to the need for more time to consider their votes on the remaining Action Items, the Board agreed to continue the rest of the items on the agenda until a Special Board Meeting could be scheduled. A tentative date for that meeting is May 3rd.

Adjournment

There being no further business, it was moved by Ms. Siever, seconded by Mr. Silbiger and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 10:00 p.m. in memory of Justin Shap.

Approved: _____
Board President

Superintendent

On: _____
Date

Secretary

9.2 PURCHASE ORDERS AND WARRANTS

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

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

Purchase order grand total from April 30, 2011 through May 13, 2011 is \$218,072.61. Warrants issued for the period April 15, 2011 through May 11, 2011 total \$8,039,006.69. This includes \$4,395,610.00 in commercial warrants, and \$3,643,396.69 in payroll warrants.

BUDGET NUMBER LEGEND FOR FUNDS

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

RECOMMENDED MOTION: That purchase orders from April 30, 2011 through May 13, 2011 in the amount of \$218,072.61 and warrants for April 15, 2011 through May 11, 2011 in the amount of \$8,039,006.69 be ratified by the Board of Education.

Moved by:

Seconded by:

Vote:

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

Purchase Orders/Buyouts To The Board for Ratification From : 4/30/2011 To 5/13/2011
 Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/12/11	110309	A		05/12/2011	APRIL HONG	CONTRACT SERVICES RENDERED 05/12/2011	Culver City Middle School 110309 APRIL HONG	01.0	90127.0	11100	10000	5810	3010000	900.00	900.00
05/05/11	110GWBA	A		05/05/2011	FOLLETT LIBRARY RESOURCES	BOOKS	Linwood Howe Elementary 110GWBA	01.0	90127.0	11100	10000	4210	2020000	1,357.14	1,357.14
05/05/11	110GZWB	A		05/05/2011	FOLLETT LIBRARY RESOURCES	BOOKS	Farragut Elementary 110GZWB	01.0	90127.0	11100	10000	4210	2050000	1,357.14	1,357.14
05/05/11	110GZWB	A		05/05/2011	FOLLETT LIBRARY RESOURCES	BOOKS	El Marino Language 110GZWB	01.0	90127.0	11100	10000	4210	2030000	1,357.14	1,357.14
05/05/11	110GZWB	A		05/05/2011	FOLLETT LIBRARY RESOURCES	BOOKS	La Ballona Elementary 110GZWB	01.0	90127.0	11100	10000	4210	2060000	1,357.14	1,357.14
05/05/11	110GZWB	A		05/05/2011	FOLLETT LIBRARY RESOURCES	BOOKS	El Rincon Elementary 110GZWB	01.0	90127.0	11100	10000	4210	2040000	1,357.14	1,357.14
05/05/11	110GZWB	A		05/05/2011	FOLLETT LIBRARY RESOURCES	BOOKS	Culver City Middle School 110GZWB	01.0	90127.0	11100	10000	4210	3010000	1,357.14	1,357.14
05/05/11	110GZWB	A		05/05/2011	FOLLETT LIBRARY RESOURCES	BOOKS	Culver City High School 110GZWB	01.0	90127.0	11100	10000	4210	4010000	3,712.73	3,712.73
05/05/11	56299M	A		05/05/2011	LAB SAFETY SUPPLY	OFFICE SUPPLIES	Maintenance 56299M	01.0	81500.0	00000	81100	4350	0005040	300.00	300.00
05/05/11	56313M	A		05/05/2011	SOUTH BAY FORD	REPAIRS - OTHER	Operations 56313M	01.0	00000.0	00000	36000	5630	0005041	964.55	964.55

Board List Purchase Order Report

CULVER CITY UNIFIED SD

4/30/2011 To 5/13/2011

Purchase Orders/Buyouts To The Board for Ratification From : 4/30/2011 To 5/13/2011

Report ID: LAPO009C

District: 64444

Change

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/02/11	56588	A		05/02/2011	CDW-G	COMPUTER SUPP/EQUIP 05/02/2011	Psych-Soc Work 56588	01.0	56400.0	00000	39000	4410	0004023	149.15	149.15
05/02/11	56589	A		05/02/2011	CDW-G	COMPUTER SUPP/EQUIP 05/02/2011	Technology 56589	01.0	00000.0	00000	77000	4410	0005020	1,747.67	1,747.67
05/02/11	56590	A		05/02/2011	SCI CONSULTING GROUP	CONSULTANTS 05/02/2011	Business Services 56590	01.0	00000.0	00000	73000	5850	0005000	1,500.00	1,500.00
05/03/11	56591	A		05/03/2011	BIO CORPORATION	INSTRUCTIONAL SUPPLIES 05/03/2011	Culver City High School 56591	01.0	07395.0	11100	10000	4310	4010000	1,848.93	1,848.93
05/03/11	56592	A		05/03/2011	FLINN SCIENTIFIC, INC.	INSTRUCTIONAL SUPPLIES 05/03/2011	Culver City High School 56592	01.0	07395.0	11100	10000	4310	4010000	218.06	218.06
05/03/11	56593	C		05/03/2011	CALIFORNIA SCIENCE CENTER	FIELD TRIPS 05/03/2011	Linwood Howe Elementary 56593	01.0	91400.0	11100	10000	5816	2020000	426.25	426.25
05/03/11	56594	A		05/03/2011	LASERCARE	REPAIRS - OFFICE EQUIPMENT 05/03/2011	Technology 56594	01.0	00000.0	00000	77000	5630	0005020	195.00	195.00
05/03/11	56595	A		05/03/2011	FLINN SCIENTIFIC, INC.	INSTRUCTIONAL SUPPLIES 05/03/2011	Culver City High School 56595	01.0	07395.0	11100	10000	4310	4010000	801.93	801.93
05/04/11	56596	A		05/04/2011	BENCHMARK EDUCATION	INSTRUCTIONAL SUPPLIES 05/04/2011	Special Projects 56596	01.0	58200.0	11100	10000	4310	0004030	2,945.85	2,945.85
05/04/11	56597	A		05/04/2011	CARLEX, INC.	INSTRUCTIONAL SUPPLIES 05/04/2011	Special Projects 56597	01.0	58200.0	11100	10000	4310	0004030	452.48	452.48

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

Board List Purchase Order Report
 CULVER CITY UNIFIED SD

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/05/11	56598	A		05/05/2011	TEACHER'S DISCOVERY	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	382.16	382.16
						05/05/2011	56598	TEACHER'S DISCOVERY							
05/05/11	56599	A		05/05/2011	SANTILLANA USA	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	549.18	549.18
						05/05/2011	56599	SANTILLANA USA							
05/05/11	56600	A		05/05/2011	SANTILLANA USA	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	2,963.52	2,963.52
						05/05/2011	56600	SANTILLANA USA							
05/05/11	56601	A		05/05/2011	SANTILLANA USA	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	2,897.55	2,897.55
						05/05/2011	56601	SANTILLANA USA							
05/05/11	56602	A		05/05/2011	SANTILLANA USA	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	2,403.13	2,403.13
						05/05/2011	56602	SANTILLANA USA							
05/05/11	56603	A		05/05/2011	SANTILLANA USA	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	1,386.70	1,386.70
						05/05/2011	56603	SANTILLANA USA							
05/05/11	56604	A		05/05/2011	SBCSS	BOOKS	Pupil Services	01.0	00000.0	00000	31400	4210	0004020	41.41	41.41
						05/05/2011	56604	SBCSS							
05/09/11	56605	A		05/10/2011	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	Adult School	11.0	90138.0	41100	10000	4310	0000010	400.00	400.00
						05/09/2011	56605	OFFICE DEPOT							
05/09/11	56606	A		05/10/2011	LAGUNA CLAY CO.	INSTRUCTIONAL SUPPLIES	Adult School	11.0	90138.0	41100	10000	4310	0000010	1,000.00	1,000.00
						05/09/2011	56606	LAGUNA CLAY CO.							
05/09/11	56607	A		05/09/2011	GALE SUPPLY COMPANY	JANITORIAL SUPP/EQUIP	Adult School	11.0	90138.0	41100	81000	4370	0000010	1,000.00	1,000.00
						05/09/2011	56607	GALE SUPPLY COMPANY							

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/09/11	56608	X	1	05/12/2011	UNISOURCE CORP	JANITORIAL SUPP/EQUIP	Adult School	11.0	90138.0	41100	81000	4370	0000010	1,000.00	1,000.00
						05/09/2011									UNISOURCE CORP
05/12/11	56608A	A		05/12/2011	HILLYARD	JANITORIAL SUPP/EQUIP	Adult School	11.0	90138.0	41100	81000	4370	0000010	1,000.00	1,000.00
						05/12/2011									HILLYARD
05/09/11	56609	A		05/10/2011	SMART & FINAL	OFFICE SUPPLIES	Adult School	11.0	90138.0	41100	10000	4350	0000010	1,000.00	1,000.00
						05/09/2011									SMART & FINAL
05/09/11	56610	A		05/10/2011	SOUTHWEST SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	Adult School	11.0	90138.0	41100	10000	4310	0000010	5,000.00	5,000.00
						05/09/2011									SOUTHWEST SCHOOL SUPPLY
05/09/11	56611	A		05/09/2011	AVC OFFICE AUTOMATION	MAINTENANCE AGREEMENTS	Adult School	11.0	06390.0	41100	27000	5630	0000010	535.24	535.24
						05/09/2011									AVC OFFICE AUTOMATION
05/09/11	56612	A		05/09/2011	BECKER'S SCHOOL SUPPLIES	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	50250.0	85000	10000	4310	0000002	137.15	137.15
						05/09/2011									BECKER'S SCHOOL SUPPLIES
05/09/11	56613	A		05/09/2011	TEACHERS' DISCOUNT	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	50250.0	85000	10000	4310	0000002	509.50	509.50
						05/09/2011									TEACHERS' DISCOUNT
05/09/11	56615	A		05/09/2011	KAPLAN EARLY LEARNING	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	50250.0	85000	10000	4310	0000002	138.30	138.30
						05/09/2011									KAPLAN EARLY LEARNING
05/09/11	56616	A		05/09/2011	GOPHER	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	50250.0	85000	10000	4310	0000002	104.19	104.19
						05/09/2011									GOPHER
05/09/11	56617	A		05/09/2011	S&S WORLDWIDE, INC.	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	50250.0	85000	10000	4310	0000002	44.18	44.18
						05/09/2011									S&S WORLDWIDE, INC.

Board List Purchase Order Report

CULVER CITY UNIFIED SD

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Run Date: 05/14/2011

Run Time: 03:00:48AM

WEEKLY

Report ID: LAPO009C

District: 64444

Purchase Orders/Buyouts To The Board for Ratification From : 4/30/2011 To 5/13/2011

Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

PO Date	PO #	Stat	Change Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/10/11	56618	A		05/10/2011	SOUTHWEST SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	14,500.00	14,500.00
						05/10/2011	56618								
05/09/11	56619	A		05/09/2011	FREESTYLE SALES CO	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	00000.0	16001	10000	4310	4010000	903.22	903.22
						05/09/2011	56619								
05/10/11	56620	A		05/10/2011	BLICKART MATERIALS	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	1,012.86	1,012.86
						05/10/2011	56620								
05/10/11	56621	A		05/10/2011	WARD'S NATURAL SCIENCE	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	158.20	158.20
						05/10/2011	56621								
05/10/11	56622	A		05/10/2011	WARD'S NATURAL SCIENCE	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	183.61	183.61
						05/10/2011	56622								
05/10/11	56623	A		05/10/2011	TROXELL COMMUNICATIONS	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	2,428.77	2,428.77
						05/10/2011	56623								
05/10/11	56624	A		05/10/2011	BIO-RAD LABORATORIES	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	213.16	213.16
						05/10/2011	56624								
05/10/11	56625	A		05/10/2011	TROXELL COMMUNICATIONS	INSTRUCTIONAL SUPPLIES	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	189.87	189.87
						05/10/2011	56625								
05/10/11	56626	A		05/10/2011	UNITED IMAGING	COMPUTER SUPP/EQUIP	Culver City High School	01.0	07395.0	11100	10000	4310	4010000	6,732.82	6,732.82
						05/10/2011	56626								
05/10/11	56627	A		05/10/2011	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Culver City High School	01.0	07395.0	00000	27000	4400	4010000	353.37	353.37
						05/10/2011	56627								

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

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/10/11	56628	A		05/10/2011	PENGUIN USA	BOOKS	Adult School	11.0	90139.0	41100	10000	4110	0000010	559.20	559.20
05/11/11	56629	A		05/12/2011	PACIFIC SALES	APPLIANCES	Office of Child Development	12.0	61051.0	85000	10000	4410	0000002	547.65	547.65
05/12/11	56631	A		05/12/2011	IDEA ART	OFFICE SUPPLIES	Human Resources	01.0	00000.0	00000	74000	4350	0003000	24.30	24.30
05/12/11	56632	A		05/12/2011	XEROX CORPORATION	INSTRUCTIONAL SUPPLIES	High School	01.0	00000.0	11100	10000	4310	4010001	1,132.62	1,132.62
05/12/11	56633	A		05/12/2011	GBC	MAINTENANCE AGREEMENTS	High School	01.0	00000.0	00000	27000	5630	4010001	471.24	471.24
05/12/11	56634	A		05/12/2011	PARVIZ PRINTING COMPANY, INC.	OFFICE SUPPLIES	High School	01.0	00000.0	00000	27000	4350	4010001	1,130.43	1,130.43
05/12/11	56635	A		05/12/2011	KINOKUNIYA BOOKSTORE	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	11100	10000	4310	0004030	1,950.46	1,950.46
05/12/11	56636	A		05/12/2011	KINOKUNIYA BOOKSTORE	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	11100	10000	4310	0004030	1,987.19	1,987.19
05/12/11	56637	A		05/12/2011	KINOKUNIYA BOOKSTORE	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	11100	10000	4310	0004030	652.41	652.41
05/12/11	56638	A		05/12/2011	KINOKUNIYA BOOKSTORE	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	11100	10000	4310	0004030	1,070.94	1,070.94

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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/12/11	56639	A		05/12/2011	KINOKUNIYA BOOKSTORE	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	11100	10000	4310	0004030	1,243.22	1,243.22
						05/12/2011	56639	KINOKUNIYA BOOKSTORE							1,243.22
05/12/11	56640	A		05/12/2011	BENCHMARK EDUCATION	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	1,699.29	1,699.29
						05/12/2011	56640	BENCHMARK EDUCATION							1,699.29
05/12/11	56641	A		05/12/2011	KINOKUNIYA BOOKSTORE	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	11100	10000	4310	0004030	2,315.83	2,315.83
						05/12/2011	56641	KINOKUNIYA BOOKSTORE							2,315.83
05/12/11	56642	A		05/12/2011	BENCHMARK EDUCATION	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	553.28	553.28
						05/12/2011	56642	BENCHMARK EDUCATION							553.28
05/12/11	56643	A		05/12/2011	KINOKUNIYA BOOKSTORE	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58100.0	11100	10000	4310	0004030	257.98	257.98
						05/12/2011	56643	KINOKUNIYA BOOKSTORE							257.98
05/12/11	56644	A		05/12/2011	BENCHMARK EDUCATION	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	1,317.27	1,317.27
						05/12/2011	56644	BENCHMARK EDUCATION							1,317.27
05/12/11	56645	A		05/12/2011	LOYOLA MARYMOUNT	CONSULTANTS	Special Projects	01.0	58200.0	00000	21000	5850	0004030	12,400.00	12,400.00
						05/12/2011	56645	LOYOLA MARYMOUNT UNIVERSITY							12,400.00
05/12/11	56646	A		05/12/2011	BENCHMARK EDUCATION	INSTRUCTIONAL SUPPLIES	Special Projects	01.0	58200.0	11100	10000	4310	0004030	276.64	276.64
						05/12/2011	56646	BENCHMARK EDUCATION							276.64
05/12/11	56647	A		05/12/2011	HATCH	INSTRUCTIONAL SUPPLIES	Office of Child Development	12.0	61050.0	85000	10000	4310	0000002	204.35	204.35
						05/12/2011	56647	HATCH							204.35
05/12/11	56648	A		05/12/2011	COPYLAND	INSTRUCTIONAL SUPPLIES	Undistributed ROP	01.0	96352.0	71100	10000	4310	0000000	643.12	643.12
						05/12/2011	56648	COPYLAND							643.12

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/12/11	56649	A		05/12/2011	MAD SCIENCE OF LOS ANGELES	CONTRACT SERVICES RENDERED 05/12/2011	56649 MAD SCIENCE OF LOS ANGELES	01.0	30100.0	11100	10000	5810	2020000	515.00	
05/12/11	56650	A		05/12/2011	CDW-G	COMPUTER SUPP/EQUIP 05/12/2011	56650 Undistributed F'S	13.0	53100.0	00000	37000	4410	0000000	119.82	
05/12/11	56651	A		05/12/2011	PEAP	INSTRUCTIONAL SUPPLIES 05/12/2011	56651 La Ballona Elementary	01.0	30100.0	00000	21000	4310	2060000	71.26	
05/12/11	56652	A		05/12/2011	D & D SECURITY RESOURCES, INC.	INSTRUCTIONAL SUPPLIES 05/12/2011	56652 Culver City High School	01.0	07395.0	11100	10000	4310	4010000	323.33	
05/12/11	56653	A		05/12/2011	TROXELL COMMUNICATIONS	OFFICE SUPPLIES 05/12/2011	56653 EI Marino Language	01.0	07395.0	11100	10000	4350	2030000	1,600.16	
05/12/11	56654	A		05/12/2011	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP 05/12/2011	56654 Resource Specialists	01.0	56400.0	00000	39000	4410	0004026	1,071.59	
05/12/11	56655	A		05/12/2011	PROVO CANYON SCHOOL	CONTRACT SERVICES RENDERED 05/12/2011	56655 Special Education	01.0	33100.0	57500	39000	5890	0004040	1,611.50	
05/12/11	56656	A		05/12/2011	A PLUS INTERACTIVE	INSTRUCTIONAL SUPPLIES 05/12/2011	56656 Culver City Middle School	01.0	07395.0	11100	10000	4310	3010000	4,809.64	
05/12/11	56657	A		05/12/2011	HUMANWARE	COMPUTER SUPP/EQUIP 05/12/2011	56657 Special Education	01.0	33100.0	57300	11100	4400	0004040	343.52	
05/12/11	56658	A		05/12/2011	ANDERSON'S AWARDS AND	AWARDS/CERTIFICATES 05/12/2011	56658 La Ballona Elementary	01.0	30100.0	11100	10000	4300	2060000	486.60	
															486.60

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PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/13/11	56659	A		05/13/2011	SDA SECURITY	SECURITY SUPP/EQUIP/SYSTEM 05/13/2011	Security 56659	01.0	00000.0	00000	83000	4400	0001050	4,927.00	4,927.00
05/13/11	56662	A		05/13/2011	LECTORUM PUBLICATIONS, INC.	INSTRUCTIONAL SUPPLIES 05/13/2011	Special Projects 56662	01.0	58200.0	11100	10000	4310	0004030	397.73	397.73
05/13/11	56663	A		05/13/2011	LECTORUM PUBLICATIONS, INC.	INSTRUCTIONAL SUPPLIES 05/13/2011	Special Projects 56663	01.0	58200.0	11100	10000	4310	0004030	569.34	569.34
05/13/11	56664	A		05/13/2011	LECTORUM PUBLICATIONS, INC.	INSTRUCTIONAL SUPPLIES 05/13/2011	Special Projects 56664	01.0	58200.0	11100	10000	4310	0004030	142.24	142.24
05/13/11	56665	A		05/13/2011	LECTORUM PUBLICATIONS, INC.	INSTRUCTIONAL SUPPLIES 05/13/2011	Special Projects 56665	01.0	58200.0	11100	10000	4310	0004030	1,121.86	1,121.86
05/13/11	56666	A		05/13/2011	LECTORUM PUBLICATIONS, INC.	INSTRUCTIONAL SUPPLIES 05/13/2011	Special Projects 56666	01.0	58200.0	11100	10000	4310	0004030	708.54	708.54
05/13/11	56667	A		05/13/2011	LECTORUM PUBLICATIONS, INC.	INSTRUCTIONAL SUPPLIES 05/13/2011	Special Projects 56667	01.0	58200.0	11100	10000	4310	0004030	4,015.20	4,015.20
05/13/11	56668	A		05/13/2011	LECTORUM PUBLICATIONS, INC.	INSTRUCTIONAL SUPPLIES 05/13/2011	Special Projects 56668	01.0	58200.0	11100	10000	4310	0004030	275.54	275.54
05/13/11	56669	A		05/13/2011	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP 05/13/2011	Special Projects 56669	01.0	58200.0	11100	10000	4410	0004030	7,682.50	7,682.50
05/13/11	56670	A		05/13/2011	TROXELL COMMUNICATIONS	AUDIOVISUAL SUPP/EQUIP 05/13/2011	Special Projects 56670	01.0	58200.0	11100	10000	4410	0004030	6,512.57	6,512.57

Report ID: LAP0009C **Board List Purchase Order Report** **Page No. 11**
District: 64444 **CULVER CITY UNIFIED SD** **Run Date: 05/14/2011**
Purchase Orders/Buyouts To The Board for Ratification From: 4/30/2011 To 5/13/2011 **Run Time: 03:00:48AM**
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified **WEEKLY**

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/13/11	56673	A		05/13/2011	BAUDVILLE, INC.	OFFICE SUPPLIES	Human Resources	01.0	00000.0	00000	74000	4350	0003000	624.94	624.94
				05/13/2011											

Total by District: 64444 209,451.40 209,451.40

(2) PURCHASE ORDERS THAT DID NOT PRINT ON BOARD REPORT:

5/13/11	56671	A		5/13/11	CDW-G	ADOBE SOFTWARE	HS/AVPA	01.0-35500.0-11100-10000-4400-00004010							\$5,827.64
5/13/11	56674	A		5/13/11	UNITED IMAGING TONER	CARTRIDGES	HS/AVPA	01.0-35500.0-11100-10000-4400-00004010							\$2,793.57

TOTAL BY DISTRICT: 64444 \$218,072.61

NONPUBLIC SCHOOLS:
APPROVED YTD: \$2,864,239.97

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

COMMERCIAL WARRANTS

APRIL 15, 2011 - MAY 11, 2011	\$ 4,395,610.00
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PAYROLL WARRANTS

APRIL 15, 2011 - MAY 11, 2011	\$ 3,643,396.69
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TOTAL:	<u>\$ 8,039,006.69</u>
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BOARD REPORT

9.3 Financial Implication for Certificated Services Report No. 20

Total Fiscal Impact per Funding Source:

General Fund	\$1,600.00
General Fund – Athletics	\$2,270.00
FLAP	\$1,750.00
School Improvement	\$1,000.00
Title I– Part A	\$ 670.00

BOARD REPORT

9.3 Certificated Personnel Services Report No. 20

I. Authorization and Ratification of Employment

A. Substitute Teachers – District Office

Effective May 25, 2011 at \$125.00 per day, work as needed

Funding Source: General Fund

1. Osterweil, Amir
2. Tuma, Zuzana

B. Substitute Counselor/GED Examiner – Adult School

Effective May 25, 2011 at \$28.19 per hour, work as needed

Funding Source: ADA

1. Federico, Hollianne

C. Extra Assignment – El Marino, Leadership Team for Japanese Program

Effective May 10, 2011 through June 17, 2011 at \$35.00 per hour, not to exceed stated hours

Funding Source: FLAP - JIP

Total Cost: \$1,750.00

- | | | |
|----|--------------------|----------|
| 1. | Horiba, Alice | 20 hours |
| 2. | Miyagishima, Junko | 15 hours |
| 3. | Sekiguchi, Saori | 15 hours |

D. Extra Assignment – La Ballona, Additional Academic Assistance for Students

Effective May 3, 2011 through May 10, 2011 at \$35.00 per hour, not to exceed 12 hours

Funding Source: Title I - Part A

Total Cost: \$420.00

1. Shulman, Marcia

E. Extra Assignment – La Ballona, Additional Academic Support for Students

Effective May 3, 2011 through May 10, 2011 at \$125.00 per day, not to exceed 12 hours

Funding Source: Title I- Part A

Total Cost: \$250.00

1. Warner, Amy (Substitute Teacher)

F. Extra Assignment – Middle School, Team Leader Replacement

Item previously approved on Board Report #6; 9/28/10

Effective April 1, 2011 through June 17, 2011 at \$1,000.00 stipend

Funding Source: School Improvement

Total Cost: \$500.00

1. Vandever, Emily

BOARD REPORT

9.3 Certificated Personnel Services Report No. 20, Page 2

I. Authorization and Ratification of Employment - Continued

G. Extra Assignment – High School, Coach for Two Sports Stipend
Effective September 1, 2010 through May 6, 2011 at \$1000 stipend for two sports
Funding Source: General Fund - Athletics
Total Cost: \$2,000.00

1. Rothenberg, Phil
2. Wright, Jahmal

H. Extra Assignment – High School, Proctor AP Testing
Effective May 2, 2011 through May 13, 2011 at \$125.00 per day
Funding Source: General Fund
Total Cost: \$1,250.00

1. Tatum, Charles (Substitute Teacher)

I. Extra Assignment – High School, Tutoring for AP Exam
Effective April 27, 2011 through May 13, 2011 at \$35.00 per hour, not to exceed 10 hours
Funding Source: General Fund
Total Cost: \$350.00

1. Owens, Andy

J. Extra Assignment – High School, Coaching Boys' LaCrosse CIF Playoffs
Effective April 28, 2011 through May 4, 2011 for 5 days at \$270.75 stipend
Funding Source: General Funds – Athletics
Total Cost: \$270.75

1. Chabola, Kevin

RECOMMENDED MOTION: That approval be granted for Certificated Personnel
Services Report No. 20

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.4 Classified Personnel Services Report No. 20

I. Authorization, Approval & Ratification of Employment

A. Clerical & Fiscal

1. Little, Tina
Health Technician II
High School Nurse's Office
Extra Assignment
Not to exceed 40 hours per week
Funding Source: General Fund
Effective August 22, 2011 through
August 31, 2011
Range 20 – \$19.59 per hour

2. Morales, Mayra
Health Technician I
Middle School Nurse's Office
Extra Assignment
Not to exceed 30 hours per week
Funding Source: General Fund
Effective August 22, 2011 through
August 31, 2011
Range 19 – \$19.07 per hour

B. Instructional Assistants

1. Gallant, Todd
Instructional Assistant – Special Education IIA
High School – Extra Assignment
Not to exceed 1 hour per day
Funding Source: General Fund – Special Ed
Effective March 21, 2011 through
June 17, 2011
Range 16 – \$17.65 per hour

2. Schumitzky, Linda
Instructional Assistant – Special Education
El Rincon – Extra Assignment
Not to exceed 4.5 hours
Funding Source: General Fund – Special Ed
Effective April 19, 2011
Range 14 – \$14.61 per hour

3. Yanase, Mika
Instructional Assistant – Adult School
Adult School – Summer Assignment
Not to exceed 3 hours per day
Funding Source: Kids Summer Program
Effective June 27, 2011 through July 29, 2011
Range 17 – \$18.15 per hour

BOARD REPORT

5/24/11

9.5

9.5 Approval is Recommended for CCHS Teacher Nancy Goldberg to Attend the College Board Readings in Louisville, Kentucky, June 8-18, 2011

Board Policy 4133 states that all out-of-state travel must have Board approval. Nancy Goldberg, CCHS teacher, requests approval to attend the College Board Advanced Placement Language Composition Readings in Louisville, Kentucky, June 8 through June 18, 2011. Registration, accommodations and travel costs are paid by the College Board.

RECOMMENDED MOTION: That the Board approves CCHS Teacher Nancy Goldberg to Attend the College Board Readings in Louisville, Kentucky, June 8-18, 2011.

Moved by:

Seconded by:

Vote:

BOARD REPORT

9.6 Approval of 2011-2012 Designation of CIF Representatives to the Ocean League

Each year Culver City Unified School District is required to name representatives to serve as Culver City High School's CIF Ocean League representatives. The representatives proposed for the 2011/2012 school year are Jerry Chabola, CCHS Athletic Director; and Ian Drummond, CCHS Assistant Principal.

RECOMMENDED MOTION: That the Board of Education approves the attached 2011-2012 Designation of CIF Representatives.

Moved by:

Seconded by:

Vote:

MARIE M. ISHIDA, EXECUTIVE DIRECTOR
CALIFORNIA INTERSCHOLASTIC FEDERATION

CIF STATE OFFICE • 4658 DOCKHORN DRIVE • SACRAMENTO, CA 95834 • (916) 239-4477 • FAX (916) 239-4478 • CIFSTATE.ORG

2011-2012 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than July 1, 2011.

Culver City School District/Governing Board at its May 24, 2011 meeting,
 (Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2011-2012 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Culver City HS.
 NAME OF REPRESENTATIVE Jerry Chabok POSITION Athletic Director
 ADDRESS 4401 Elenda St. CITY Culver City ZIP 90230
 PHONE 310-842-4200 FAX 310-842-4362 E-MAIL Jerrychabok@ccusd.org

NAME OF SCHOOL Culver City HS.
 NAME OF REPRESENTATIVE Ian Drummond POSITION Asst. Principal
 ADDRESS 4401 Elenda St CITY Culver City ZIP 90230
 PHONE 310-842-4200 FAX 310-842-4200 E-MAIL Ian.Drummond@ccusd.org

NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Patricia W. Jaffe Signature Patricia W. Jaffe
 Address 4034 Irving Place City Culver City Zip 90232
 Phone (310) 842-4220 x. 4222 Fax (310) 842-4205

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE. SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.

BOARD REPORT

9.7 Approval of Office of Child Development Agency Annual Report

The California Department of Education requires all Center-Based and Family Child Care Home Education Network contractors to submit an Agency Annual Report and include a self-evaluation.

RECOMMENDED MOTION: That the Board approve the Agency Annual Review Report for the Office of Child Development.

Moved by:

Seconded by:

Vote:

Agency Annual Report

Agency's Legal Name		Culver City Unified School District Office of Child Development	
Vendor Number 19-6444	Contract Type		CDS Code
	<input checked="" type="checkbox"/> CSPP <input type="checkbox"/> CCTR <input type="checkbox"/> CFCC <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG		<input type="checkbox"/> Cal-SAFE
Person Authorized to Sign Report			
Telephone Number 310-842-4230			
Cal-SAFE Coordinator			
Telephone Number			
Date Program Self-Evaluation Completed May 2011			
Number of Classrooms Reviewed 14		Number of Family Child Care Homes Reviewed	
<p>Describe the Annual Report Process (Note: This area expands as necessary) The Annual Report was compiled by the Director, and a Lead Teacher on the Agency's ongoing self-assessment utilizing the Desired Results System of Accountability. This process is part of the overall evaluation conducted by CCUSD and the Office of Child Development and includes the parents, staff, and the School Board. The self-evaluation process began September 2010 and ended May 2011.</p> <p><u>By Culver City Unified School District</u></p> <ul style="list-style-type: none"> • The Superintendent provides ongoing support and feedback and conducts formal evaluations of the OCD Director. • The program administrator develops goals for the Agency related to curriculum and program implementation, based on ongoing self-assessment. Goals are discussed, revised, and updated during each administrative review. • The School Board convenes twice a month and engages in ongoing, informal review of OCD. Bi-weekly, the Board receives updates on programming, evaluation activities, and program modifications through a newsletter. The Board holds the OCD accountable to respond to inquiries from the community or district employees, regarding such issues as policy changes, fee increases, eligibility and wait list requirements, and curriculum implementation. In May 2011, the Director presented an overview of and addressed questions about the Desired Results System of Accountability, including agency self-evaluation, findings, and goals. • The District Fiscal Department provides on-going review of the operating budget, mid-year, and end-of-year budgets. • The District requires school readiness checklists to be completed by OCD for each child entering kindergarten. <p><u>By the Office of Child Development</u></p> <p>Staff Development and Training</p> <ul style="list-style-type: none"> • An annual plan was developed and implemented to guide the self-evaluation process. The annual plan and related assessment dates were provided to staff at the beginning of the school year in September 2010. • Teachers participated in monthly staff meetings where they discussed curriculum development, timelines and expectations, asked questions, and shared ideas related to implementing the Desired Results system and the annual plan. They developed ideas and provided peer support for the lending library and ways to involve parents in their children's developing literacy and math concepts. 			
DRDP-R			

- *DRDP-Rs* were completed in within 60 days of enrollment and 6 months after the first assessment for preschool and school-age children. Group data summaries were completed and action plans developed to guide curriculum and program implementation to address changing developmental needs.

ERS

- In December 2010, a team of teachers reviewed all the classrooms after classroom staff assessed their own classrooms using the appropriate ERS tool (ECERS-R or SACERS). Reviewers provided score sheets, feedback, and suggestions for improvement to each classroom's staff. Classroom staff developed action plans and implemented changes. The team of reviewers confirmed necessary changes had been made and provided additional support needed. The environments were reassessed by classroom staff in March 2011. ERS Summaries of Findings were developed based on these findings, and environmental changes were made in each classroom and/or outdoor environment.

Parent Involvement

- A parent assessment of the program using the Desired Results Parent Survey was conducted January 2011. Teachers developed plans to address parent concerns. A summary of findings from the parent survey was shared with District administrators and the Board.
- Parent conferences were held in November 2010 and April/May 2011 to share findings from the DRDP-R, observations and documentation of children's development, concerns, and celebrations of achievement.
- The Parent Advisory Board met once a month to discuss and approve changes or additions to Agency policies and fee increases, represent parents and their concerns, and receive information about classroom and agency performance standards and self-assessment findings.

Overall Self-Evaluation and Annual Plan

- For each contract, an ERS Summary of Findings and a Program Action Plan was written specifying goals, objectives, timelines, and follow-up to address areas of improvement.
- As an agency our preschool staff has spent much of the 2010/2011 school year in staff development training focusing on curriculum development. With a percentage of preschool students (4 year olds included) at the emerging level in the area of Mathematics, we have determined that we need to focus our energy on designing a school wide curriculum that better addresses this cognitive area. We selected and have utilized the Preschool Learning Foundations as the instrument for our development. We spent the majority of 2010/2011 mastering Language/Literacy and the English-Language Development. In as much as we have determined that our students are at the emerging level in the area of mathematics, we will spend the 2011/2012 school year training staff on the implementations of mathematics and incorporating these mathematic skills into the learning environment.
- The Director and Lead Teachers continually monitor the program and classrooms to ensure that the program continues to meet standards and areas identified for continued growth are addressed in a timely manner.
- The Administrator conducted routine staff evaluations and staff members completed self-evaluations.

A copy of the Program Self-Evaluation will be/has been presented to the Agency Board on Date: [REDACTED].

<p>Statement of Completion I certify that a Program Self-Evaluation was completed.</p>	<p>Signature Name and Title Audrey L. Stephens, Program Director</p>	<p>Date</p>
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Child Development Division
California Department of Education
March 2011

MB 11-01 Attachment 2
Page 6 of 15

Child Development Division
California Department of Education

CD 4002
(Revised March 2011)

Environment Rating Scale Summary of Findings

Contractor/Center: Culver City Unified School District Office of Child Development	
Contract Type and/or Cal-SAFE: CSPP	Planning Date: May 2011
Planner's Name and Position: Audrey L. Stephens, Program Director	Follow-up Date:
Planner's Name and Position: Lead Teachers	Planner's Name and Position:

Use as many sheets as necessary to address key findings for all subscale averages below "5".

No areas of Non-compliance. All findings are at or above a 5 ratings				
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Child Development Division
California Department of Education
March 2011

MB 11-01 Attachment 2
Page 8 of 17

Child Development Division
California Department of Education

CD 4003
(Revised March 2011)

Desired Results Program Action Plan

Contractor/Center: Culver City Unified School District Office of Child Development	
Contract Type and/or Cal-SAFE: CSPP	Planning Date: May 2011
Planner's Name and Position: Audrey L. Stephens, Program Director	Follow-up Date: May 2012
Planner's Name and Position: Lead Teachers	Planner's Name and Position:
DESIRED RESULTS SUMMARY OF FINDINGS: AVERAGE RATING FOR MATHEMATICAL DEVELOPMENT 14% of preschool children are not yet at the developing level in mathematical skills and 25% are not yet at the building level:	
DESIRED RESULTS PARENT SUMMARY OF FINDINGS: With 66% of parents, reporting that they are very satisfied with the level of parent involvement in their child(ren)'s program, we would like to focus on the 30% of parents which are just satisfied and the 4% which are not satisfied with the level of parent involvement in the program.	
ECERS-R SUMMARY OF FINDINGS: ECERS-R: Although the preschool classrooms were rated high in all domains on the environmental rating scales, we would like to build upon the ECERS criteria by continuing to strive for excellence in all areas.	

<p>With a large percentage of preschool students (4 year olds included) at the emerging level in the area of Mathematics, we have determined that we need to focus our energy on designing a school wide curriculum that better addresses this cognitive area.</p>	<p>As an agency our preschool staff has spent much of the 2010/2011 school year in staff development training focusing on curriculum development. We selected and have utilized the Preschool Learning Foundations as the instrument for our development. We spent the majority of 2010/2011 mastering Language/Literacy and the English-Language Development. In as much as we have determined that our students are at the emerging level in the area of mathematics, we will spend the 2011/2012 school year training staff on the implementations of mathematics and incorporating these mathematic skills into the learning environment.</p>	<p>Program Director, Lead Teachers and staff. 2011-2012 school year</p>	
<p>The results of our last parent survey indicated that 66% of our parents feel their child's individual classroom has outlined ways they as parents can become involved in their child's class, however, the agency did not offer or the parents could not articulate that they understood how they could become more involved in working with and supporting OCD. As a result, I will work with the parents, teachers and other interested parties to develop a more clearly defined written parent involvement plan.</p>	<p>OCD Parent Handbook will be revised and shall outline in detail ways in which parents can become more involved</p>	<p>Program Director, Lead Teachers and staff. September 2011</p>	

Agency Annual Report

Agency's Legal Name		Culver City Unified School District, Office of Child Development	
Vendor Number 19-6444	Contract Type		CDS Code
	<input type="checkbox"/> CSPP <input checked="" type="checkbox"/> CCTR <input type="checkbox"/> CFCC <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG		<input type="checkbox"/> Cal-SAFE
Person Authorized to Sign Report Audrey L. Stephens, Program Director			
Telephone Number 310-842-4230			
Cal-SAFE Coordinator			
Telephone Number			
Date Program Self-Evaluation Completed May 2011			
Number of Classrooms Reviewed 5		Number of Family Child Care Homes Reviewed	0

Describe the Annual Report Process (Note: This area expands as necessary)
 The Annual Report was compiled by the Director and a Lead Teacher, based on the Agency's ongoing self-assessment utilizing the Desired Results System of Accountability. This process is part of the overall evaluation conducted by CCUSD and the Office of Child Development and includes the parents, staff, and the School Board. The self-evaluation process began September 2010 and ended May 2011.

By Culver City Unified School District

- The Superintendent provides ongoing support and feedback and conducts formal evaluations of the OCD Director.
- The program administrator developed goals for the Agency related to curriculum and program implementation, based on ongoing self-assessment. Goals are discussed, revised, and updated during each administrative review.
- The School Board convenes twice a month and engages in ongoing, informal review of OCD. Bi-weekly, the Board receives updates on programming, evaluation activities, and program modifications through a newsletter. The Board holds the OCD accountable to respond to inquiries from the community or district employees, regarding such issues as policy changes, fee increases, eligibility and wait list requirements, and curriculum implementation. In May 2011, the Director presented an overview of and addressed questions about the Desired Results System of Accountability, including agency self-evaluation, findings, and goals.
- The District Fiscal Department provides on-going review of the operating budget, mid-year, and end-of-year budgets.
- The District requires school readiness checklists to be completed by OCD for each child entering kindergarten.

By the Office of Child Development
Staff Development and Training

- An annual plan was developed and implemented to guide the self-evaluation process. The annual plan and related assessment dates were provided to staff at the beginning of the school year in September 2010.
- Teachers participated in monthly staff meetings where they discussed timelines and expectations, asked questions, and shared ideas related to implementing the Desired Results system and the annual plan. They developed ideas and provided peer support for parent involvement between parents, staff and students.

DRDP-R

- *DRDP-Rs* were completed within 60 days of enrollment and 6 months after the first assessment for preschool and school-age children. Group data summaries were completed and action plans developed to guide curriculum and program implementation to address changing developmental needs.

ERS

- In December 2010. A team of teachers reviewed all the classrooms after classroom staff assessed their own classrooms using the appropriate ERS tool (ECERS-R or SACERS). Reviewers provided feedback, and suggestions for improvement to each classroom's staff. Classroom staff developed action plans and implemented changes. The team of reviewers confirmed necessary changes had been made and provided additional support needed. The environments were reassessed by classroom staff in March 2011. ERS Summaries of Findings were developed based on these findings, and environmental changes were made in each classroom and/or outdoor environment.

Parent Involvement

- A parent assessment of the program using the Desired Results Parent Survey was conducted January 2011. Teachers developed plans to address parent concerns. A summary of findings from the parent survey was shared with District administrators and the Board.
- Parent conferences were held in May 2011 to share findings from the DRDP-R, observations and documentation of children's development, concerns, and celebrations of achievement.
- The Parent Advisory Board met once a month to discuss and approve changes or additions to Agency policies and fee increases, represent parents and their concerns, and receive information about classroom and agency performance standards and self-assessment findings.

Overall Self-Evaluation and Annual Plan

- For each contract, an ERS Summary of Findings and a Program Action Plan was written specifying goals, objectives, timelines, and follow-up to address areas of improvement.
- Staff will be provided with an opportunity to partake in staff development training aimed at science and encouraging acceptance and understanding of diversity.
- Program-wide initiatives, including an annual family fun festival was held on April 2011, involving teachers, parents, and children.
- The Director and Lead Teachers continually monitor the program and classrooms to ensure that the program continues to meet standards and areas identified for continued growth are addressed in a timely manner.
- The Administrators conducted routine staff evaluations and staff members completed self-evaluations.

A copy of the Program Self-Evaluation will be/has been presented to the Agency Board on Date: [REDACTED].

**Statement of Completion
I certify that a Program
Self-Evaluation was completed.**

Signature

**Name and Title
Audrey L. Stephens, Program Director**

Date

Environment Rating Scale Summary of Findings

Contractor/Center: Culver City Unified School District Office of Child Development	
Contract Type and/or Cal-SAFE: CCTR	Planning Date: May 2011
Planner's Name and Position: Audrey L. Stephens, Program Director	Follow-up Date: May 2012
Planner's Name and Position: Teachers	Planner's Name and Position:

SACERS 26 Science (4.8)	Item 26 not enough variety of materials Accessible and/or activities daily to promote science learning.	Together with the instructional staff, activities will be planned to broaden students' knowledge of science and scientific exploration. Classroom learning environments will be enhanced with materials and supplies that are science centered. Students will be provided with daily and weekly opportunities to engage in some form of learning that focuses on the aspects of science. Staff will be provided with several opportunities to partake in staff development training on and off site.	Audrey and classroom staff May 2012	Shared the goals and direction with School-age staff at their May 10, 2011 staff meeting.
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Desired Results Program Action Plan

<p>Contractor/Center: Culver City Unified School District Office of Child Development</p>			
<p>Contract Type and/or Cal-SAFE: CCTR</p>		<p>Planning Date: May 2011</p>	
<p>Planner's Name and Position: Audrey L. Stephens, Program Director</p>		<p>Follow-up Date: May 2012</p>	
<p>Planner's Name and Position: Teachers</p>		<p>Planner's Name and Position:</p>	
<p>DRDP-R SUMMARY OF FINDINGS: SCHOOL AGE: AVERAGE RATING FOR AWARENESS OF DIVERSITY: 22% of school age children are not yet at the understanding level in showing appreciation of differences and similarities. With another 43% of school age children not yet at the Integrating level.</p>			
<p>PARENT SURVEY SUMMARY OF FINDINGS: With 56% of parents reporting that they are very satisfied with parent involvement. We will focus on increasing the 44% which are only satisfied and 1% which are not satisfied with parent involvement. In the program.</p>			
<p>ERS SUMMARY OF FINDINGS: SACERS: SCIENCE 4.8 There is limited use of daily activities to promote science concepts, and the classrooms did not meet the SACERS requirements. We would like to continue to build upon the SACERS criteria by providing daily access to science materials and activities. We would also like to emphasize interactive science activities on a more consistent and frequent basis within and outside of the classroom setting.</p>			
<p>Together with the instructional staff, activities will be planned to broaden children's cultural awareness. (Ex: Invite storytellers and musicians from different cultures, involve parents from our diverse ethnic population of families to come into the rooms and share about</p>		<p>Classroom learning environments will be monitored to see that multicultural materials are visible and reflect the diversity of peoples; non-sexist materials are visible such as pictures and books depicting males and females in non-traditional roles. Through the walk through process, close attention will be paid to see that instructional staff display a non-biased approach to</p>	
		<p>Program Director, lead teachers and staff. May 2012</p>	

<p>their culture).</p> <p>Together with the instructional staff, activities will be planned to broaden students knowledge of science and scientific exploration.</p>	<p>activities and that they support and encourage students to participate in non-traditional roles for example, boys as nurses, and girls as carpenters. Staff will be provided with an opportunity to partake in staff development training aimed at encouraging acceptance and understanding of diversity.</p> <p>Classroom learning environments will be enhanced with materials and supplies that are science centered. Students will be provided with daily and weekly opportunities to engage in some form of learning that focuses on the aspects of science. Staff will be provided with several opportunities to partake in staff development training on and off site.</p>	<p>Program Director, lead teachers and staff.</p> <p>May 2012</p> <p>Program Director, lead teachers and staff.</p> <p>May 2012</p>	
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9.8 **Enrollment Report**

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

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

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

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

Moved by:

Seconded by:

Vote:

Culver City Unified School District
Enrollment for the 8th School Month (3/7/11 - 4/1/11)
2010 - 2011

ELEMENTARY	El Marino	El Rincon	Farragut	La Ballona	Linwood Howe	Ind. Study	Total
K	134	94	89	90	70	0	477
1	132	95	91	114	89	0	521
2	130	91	83	92	79	0	475
3	118	90	78	86	71	0	443
4	121	83	88	59	88	0	439
5	116	80	89	92	80	0	457
Spec Class	0	19	6	0	28	0	53
Elementary Total	751	552	524	533	505	0	2865

SECONDARY	Middle School	High School	Culver Park	Ind. Study	Total
6	491			0	491
7	517			0	517
8	503			0	503
9		545	0	3	548
10		572	3	4	579
11		567	29	4	600
12		506	42	16	564
Spec Class	24	44	0	0	68
Secondary Total	1535	2234	74	27	3870

Total K-12 Enrollment	6735
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PRESCHOOL

Linwood Howe	El Marino	El Rincon	Farragut	La Ballona	CEE	Total
56	16	41	7	89	98	307

ADULT SCHOOL

Adult Basic Education	ESL	Citizenship	Adults with Disabilities	Older Adults Prog	High School Subjects	Total
98	325	6	18	243	223	913

1. These enrollment figures represent the total number of sections. A single student may be enrolled in multiple sections.
2. Of the 223 students enrolled in high school subjects, 72 concurrently attend high school

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

ELEMENTARY	1st	2nd	3rd	4th	5th
	School Month	School Month	School Month	School Month	School Month
	10-11	10-11	10-11	10-11	10-11
El Marino	747	748	748	750	750
El Rincon	529	538	542	538	541
Farragut	523	526	524	523	522
La Ballona	524	532	532	531	529
Linwood Howe	500	494	502	504	502
Ind. Study	0	0	0	0	0
Special Ed	Incl	Incl	Incl	Incl	Incl
Elementary Total	2823	2838	2848	2846	2844

SECONDARY	1st	2nd	3rd	4th	5th
	School Month	School Month	School Month	School Month	School Month
	10-11	10-11	10-11	10-11	10-11
Middle School	1560	1565	1559	1549	1542
High School	2290	2298	2271	2259	2251
Culver Park	59	67	66	71	71
Ind. Study	8	0	28	29	30
Special Ed	Incl	Incl	Incl	Incl	Incl
Secondary Total	3917	3930	3924	3908	3894

K-12 Total	6740	6768	6772	6754	6738
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Culver City Unified School District
Enrollment Comparison
09-10 vs 10-11

ELEMENTARY	6th	7th	8th	9th	10th	11th
	School Month	School Month	School Month	School Month	School Month	School Month
	10-11	10-11	10-11	10-11	10-11	10-11
El Marino	754	751	751			
El Rincon	544	546	552			
Farragut	525	525	524			
La Ballona	529	533	533			
Linwood Howe	505	505	505			
Ind. Study	0	0	0			
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl
Elementary Total	2857	2860	2865	0	0	0

SECONDARY	6th	7th	8th	9th	10th	11th
	School Month	School Month	School Month	School Month	School Month	School Month
	10-11	10-11	10-11	10-11	10-11	10-11
Middle School	1540	1540	1535			
High School	2245	2239	2234			
Culver Park	75	74	74			
Ind. Study	30	30	27			
Special Ed	Incl	Incl	Incl	Incl	Incl	Incl
Secondary Total	3890	3883	3870	0	0	0

K-12 Total	6747	6743	6735	0	0	0
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9.9 Increase of Revolving Account for the Office of Child Development

With the increase in the Office of Child Development's program size, the need has arisen to increase the amount in the revolving account. To ensure a more efficient operation, an increase is requested in the amount of \$2,000, bringing the total revolving cash account balance to \$5,500.

RECOMMENDED MOTION: That the Governing Board of Culver City Unified School District approve the requested \$2,000 increase in the Office of Child Development's revolving cash account.

Moved by:

Seconded by:

Vote:

BOARD REPORT

5/24/11

10.1

10.1 Spotlight on Education – Office of Child Development

Audrey Stephens, Director of the Office of Child Development, will share information about Culver City Unified School District's Preschools, before school and after school programs, and vacation camps.

10.2 American Citizenship Awards

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

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

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

BOARD REPORT

10.3 Culver City Education Foundation Building Blocks for Education

The Culver City Education Foundation has an ongoing program, "Building Blocks for Education." Our "Building Blocks" are personalized brass plates affixed to the inside walls of the Culver City Unified School District offices. They create a lasting tribute to a person's achievement or memory.

The following "Building Block" will be presented:

From The El Marino Language School Family for Mary and Michael Nabours:
With Love and Gratitude, Your EMLS Family

5/24/11
10.4

BOARD REPORT

10.4 Recognition of the Toby Rubenstein 3rd Annual Chess Tournament Winners

A presentation will be made to recognize the top three Culver City Middle School chess tournament winners of the Toby Rubenstein Chess Tournament.

5/24/11
10.5

BOARD REPORT

10.5 Student All-League Athlete Recognition

The Board of Education will recognize athletes from Culver City High School who had played an exceptional year and made All League in the 2010-2011 school year.

5/24/11
12.1

BOARD REPORT

12.1 First Reading of Revised Board Policy 4218, Dismissal/Suspension/Disciplinary Action

It is recommended practice that the Board of Education review Board Policies/Administrative Regulations that are significant to the operation of the district on a regular basis. District Administration recommends revision of Board Policy 4218, Dismissal/Suspension/Disciplinary Action to be in compliance with Administrative Regulation 4218.

DISMISSAL/SUSPENSION/DISCIPLINARY ACTION

The Governing Board desires that employees understand what is considered unacceptable conduct. Any violation of Board policy or administrative regulations shall be subject to disciplinary action. The Superintendent or designee may take disciplinary action as he/she deems appropriate in light of the particular facts and circumstances involved. He/she shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

Any dismissal, suspension, or disciplinary action taken by the Governing Board pursuant to this policy shall be made in compliance with Administrative Regulation 4218.

Legal Reference:

EDUCATION CODE

35161	Delegation of powers and duties
44009	Conviction of specified crimes
44010	Sex offenses
44011	"Controlled substance offense: defined
44940	Leave of absence; employee charged with mandatory or optional leave of absence offense
44940.5	Compulsory leave of absence; procedures; extension; compensation; bond or security; reports
45101	Definitions (including "disciplinary Action," cause)
45109	Fixing duties
45113	Rules and regulations for classified service in districts not incorporating the merit system
45123	Employment after conviction of sex or narcotics offense
45302	Demotion and removal from permanent classified service
45303	Additional cause for suspension or dismissal of employees in classified service
45304	Suspension for reasonable cause; filing of charges; employee charged with mandatory or optional leave of absence offense

VEHICLE CODE

1808.8 School bus drivers; dismissal for safety-related cause

UNITED STATES CODE, TITLE 42

12101 et seq. Americans with Disabilities Act

CSEA v. Foothill Community College District, 52 cal.App.3rd 150, 155-156, 124 Cal.Rptr. 830 (1975) ("Conduct unbecoming an employee" too vague)

Policy
Reviewed:

Policy
Adopted: November 4, 1997

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

5/24/11
12.2

BOARD REPORT

12.2 Citizens' Oversight Committee

Members of the Citizens' Oversight Committee will provide Board Members with an update on the auditing of the Measure EE Parcel Tax expenditures.

05/24/11
14.1a

BOARD REPORT

14.1a Approval is Recommended for the Board of Education to Adopt Goals and Objectives

At the request of Board member Patricia G. Siever, Board members previously had discussions about compiling the Board's goals and objectives. The Board has now reviewed a final draft and it is hereby presented for adoption.

RECOMMENDED MOTION: That the Governing Board adopt the Goals and Objectives as presented.

Moved by:

Seconded by:

Vote:

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.

14.1b Adopt Findings of Staff Report Denying Kids Achieve! Charter School Petition

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

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

The Board received the Innovate! Charter School Petition submitted by Kids Achieve! on March 22, 2011, and the Public Hearing was held on April 26, 2011. The Board will render a decision to grant or deny the charter.

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

RECOMMENDED MOTION

That the Board deny the Kids Achieve! Charter Petition as presented.

Moved by:

Seconded by:

Vote:

CULVER CITY UNIFIED SCHOOL DISTRICT

STAFF REPORT REGARDING KIDS ACHIEVE! CHARTER PETITION

GOVERNING BOARD MEETING DATE: MAY 24, 2011

1. INTRODUCTION

The Charter Schools Act of 1992 permits school districts to grant charter petitions and authorize the operation of charter schools within their geographic boundaries. (Ed. Code, § 47600, et seq.) Charter schools are established through submission of a petition by proponents of the charter school to the governing board of a public educational agency, usually a school district, and approval of the petition by the school district. The governing board must grant a charter "if it is satisfied that granting the charter is consistent with sound educational practice." (Ed. Code, § 47605(b).)

Alternatively, a governing board may deny a petition for the establishment of a charter school if it finds that the particular petition fails to meet enumerated statutory criteria and it adopts written findings in support of its decision to deny the charter. (Ed. Code, § 47605(b).) Once authorized, charter schools "are part of the public school system," but "operate independently from the existing school district structure." (Ed. Code, §§ 47615(a)(1) and 47601.)

2. PROCEDURAL STATUS

The Culver City Unified School District ("District") Board of Trustees ("Board") received the Kids Achieve! ("Charter School") Charter Petition ("Petition") on March 22, 2011. On April 26, 2011, within 30 days of having received the Petition, the Board held a public hearing on the provisions of the Petition. (Ed. Code, § 47605(b).) If the Board grants the Petition, the Charter School will become a legal entity.

Pursuant to Education Code section 47605(j)(1), if the District denies the Petition, the Petitioners may appeal that denial to the Los Angeles County Board of Education ("County Board"). If the County Board grants the charter, it becomes the supervisory agency over the charter school. In that case, the District's obligations with respect to the charter school become limited to transfer of what would become the charter school's share of local property taxes based on its average daily attendance ("ADA"), along with provision of facilities if a request were made and entitlement shown. If the County denies the Petition, the Petitioner may appeal to the State Board of Education ("SBE"). (Ed. Code, §47605(j)(1).)

3. REVIEW OF THE PETITION

A team of District Staff conducted a full review of the Petition. Education Code section 47605(b) sets forth the following guidelines for governing boards to consider in reviewing charter petitions:

- The chartering authority shall be guided by the intent of the Legislature that charter schools are, and should become an integral part of the California

educational system and that establishment of charter schools should be encouraged.

- A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.
- The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:
 - (1) *The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
 - (2) *The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
 - (3) *The petition does not contain the number of signatures required by statute.*
 - (4) *The petition does not contain an affirmation of each of the conditions required by statute.*
 - (5) *The petition does not contain reasonably comprehensive descriptions of the required elements of a charter petition.*

The Staff team's review and analysis of the Petition was also guided by the SBE's Regulations. (Cal. Code Regs., tit. 5, section 11967.5.1; "Regulations.")

4. STAFF RECOMMENDATION

Based upon its comprehensive review and analysis of the Petition, Staff recommends that the Petition be **denied**. Factual findings with respect to each deficiency Staff identified appear in numbered paragraphs in Section 5, below. This Staff Report also contains Staff's analysis of the Petition, and the written findings supporting Staff's recommendation of denial. Where relevant to the analysis, the content of the Education Code and Regulations is stated or paraphrased with respect to each area in which Staff has identified deficiencies.

5. GROUNDS FOR DENIAL

Staff recommends that the Petition be denied for the following reasons:

- **Petitioners failed to present a sound educational program;**
- **Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition; and**
- **The Petition fails to set out reasonably comprehensive descriptions of the required elements of a charter petition.**

Staff's more specific findings with regard to each reason for denial are described in numbered paragraphs below relevant statutory and regulatory requirements.

6. FINDINGS IN SUPPORT OF DENIAL

Staff's review and analysis of the Petition resulted in the following factual findings in support of denial.

(a) Failure to Present a Sound Educational Program

The Regulations define an "unsound education program" as one that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils; or that the SBE determines not to be likely to be of educational benefit to the pupils who attend. (5 C.C.R. § 11967.5.1(b)(1), (2).)

Staff finds that the Petition fails to set out a sound educational program, for the following reasons:

(i) Instructional Approach

- (1) Apparently, the Petition's focus is multiage grouping (see, e.g., p. 9) – in other words, this is the pedagogical methodology that ostensibly makes the proposed charter school unique, and distinct from most public school programs.
- (2) The Petition also cites various curricula that will be implemented, but the multiage grouping is the programmatic emphasis. From a pedagogical perspective, multiage grouping presents with more challenges than advantages in the classroom, particularly for elementary school students and teachers.
 - a. Clearly, a teacher who simultaneously teaches two grade levels must often differentiate instruction, thus splitting instructional time between the age groups. It is difficult to avoid the conclusion that in multiage grouped classrooms each grade-level group will receive only half the amount of grade-level specific instruction that peers in single grade-level classrooms would receive.
 - b. Petitioners may argue otherwise, but the Petition fails to explain with any specificity how multiage group instruction will be implemented, and how it will benefit the students. This failure to meaningfully explore the mechanics of multiage grouping, provide examples of successful implementation, and/or tout the research supporting its efficacy, does little to inspire confidence.¹

¹ The Petition's discussion of multiage grouping refers scattershot to developmental psychologists who supposedly support this practice. For example, the Petition states that Jean Piaget's and others' "work has been instrumental in providing a foundation for multiage grouping that support educational environments with two or more grades." (At p. 9.) The same can be said of Thomas Edison, whose work includes the invention of the electric light bulb, which also supports educational environments. There is no indication in the Petition,

- (3) As a general matter, the Petition discusses the design of curriculum, student assignments, and measurement of student progress only in philosophy. (See pp. 9 et seq.) This generality is especially problematic because the Petitioners seek to open the proposed charter school with 200 students in grades kindergarten through eight, but fail to explain the differentiation of curriculum between the grade levels.
- (4) Amplifying the problem, the Petition fails to attach any of the following, which could have provided substantive insight regarding the proposed charter school's academic program:
 - a. Sample curriculum for at least one year of program that shows course aligned to standards and assessments; or
 - b. Sample student schedules.
- (5) The Petition appears to be constructed of boilerplate to describe important aspects of the instructional program, using education's terms of art, but without evidencing any understanding of the terms used or process required.

(ii) Plan for Students Who are Academically High Achieving

- (1) The Petition provides very little information on intended components of the educational program for high achieving students. (See pp. 23-24.) Moreover, there is no evidence of a rigorous approach to grade level content standards and to develop higher order thinking skills in students, whether or not high achieving.

beyond name dropping, that Piaget (much less Edison) directly advocated multiage classrooms.

(iii) Meeting Needs of Students with Special Needs

- (1) The Petition does not provide sufficient information regarding Section 504 compliance. Section 504 would be a separate obligation of the proposed charter school for addressing student needs that may not result in identification for special education services. The Petition does not identify the official designated for overseeing Section 504 compliance or its Section 504 Plan and procedures for implementation.
- (2) The Petition's description of the special education program is not comprehensively explained, is entirely boilerplate, and fails to inspire any confidence that the Petitioners understand this complex area of education and law.²
 - a. The Petition fails to set out a description of child find procedures, or any substantive aspect of special education.
 - b. None of the teachers who indicated meaningful interest in teaching at the Charter School have special education credentials.
 - c. The Petition fails to expressly indicate whether it intends to be its own local educational agency, although, it must be acknowledged, the special education plan strongly contraindicates this election.
- (3) Also of concern, the special education description refers to a "Modified Inclusion Model" (at p. 28), but never explains what this is.
 - a. We suspect the "Modified Inclusion Model" means a special education student will spend time in the general education environment, unless his/her IEP provides otherwise. However, the fact that the Petition invents a new term for least restrictive environment does not mean that the Petitioners have developed a new (or effective) methodology for providing special education students instruction, or that they know the law.

(b) Failure to set forth reasonably comprehensive descriptions of many charter elements (Ed. Code, § 47605(b)(5))

Education Code section 47605(b)(5)(A) through (P) requires a charter petition to include reasonably comprehensive descriptions of numerous elements of the proposed charter

² The Petition states that "[i]t is the intent of Innovate! to provide the continuum of options specified in Education Code Section 5636." There is no section "5636" in the Education Code. Even assuming this were a mere typographical error, this statement is so broad as to be meaningless. It is entirely unclear how the Charter School "intends" to provide the full continuum of placements, or whether petitioners understand what that continuum consists of.

school. The Regulations require the "reasonably comprehensive" descriptions to include, but not be limited to, information that:

1. Is substantive, and is not, for example, a listing of topics with little elaboration.
2. For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.
3. Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.
4. Describes, as applicable among the different elements, how the charter school will:
 - a. Improve pupil learning.
 - b. Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.
 - c. Provide parents, guardians, and pupils with expanded educational opportunities.
 - d. Hold itself accountable for measurable, performance-based pupil outcomes.
 - e. Provide vigorous competition with other public school options available to parents, guardians, and students.

(Cal. Code Regs, tit. 5, § 11967.5.1(g).) Staff finds that the Petition fails to provide reasonably comprehensive descriptions of many of the required elements, particularly in light of the regulatory definition, as identified above and described below.

(i) Element A – Educational Program

Education Code section 47605 ("the Statute") and Regulations provide various factors for considering whether a charter petition provides a reasonably comprehensive description of the educational program of the school, including, but not limited to, a description of the following: the charter school's target student population, including, at a minimum, grade levels; approximate numbers of pupils, and specific educational interests, backgrounds, or challenges; the charter school's mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an educated person in the 21st century; belief of how learning best occurs; goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners; the instructional approach of the charter school; the basic learning environment or environments; the curriculum and teaching methods that will enable the school's students to meet state standards; how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels; how the charter school will meet the needs of student with disabilities, English learners, students achieving substantially above or below grade level expectations; and the charter school's special education plan, to include the means by which the charter school will comply with the provisions of Education Code section 47641; the process to be used to identify students who may qualify for special education programs and services; how the school will provide or access special education programs and services; the school's understanding of its responsibilities under law for special education pupils; and how the school intends to meet those responsibilities. (Ed. Code, § 47605(b)(5)(A); Cal. Code Regs., tit. 5, § 11967.5.1(f)(1).)

Based on the following enumerated findings, Staff concludes the Petition does not contain a sufficient description of the Charter School's proposed educational program. The failings of the Petition's description of the educational program are discussed at section 6(a), above.

(ii) Element B – Measurable Student Outcomes

The Statute and Regulations provide for a charter petition to identify the specific skills, knowledge and attitudes that reflect the school's educational objectives and that can be assessed frequently and sufficiently by objective means to determine satisfactory progress and provide for the frequency of the objective means for measuring outcomes to vary by factors such as grade level, subject matter, and previous outcomes. (Ed. Code, § 47605(b)(5)(B); Cal. Code Regs., tit. 5, § 11967.5.1(f)(2).) To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students during the school year. (Cal. Code Regs., tit. 5, § 11967.5.1(f)(2)(A).)

Based on the following enumerated findings, Staff concludes the Petition does not contain a sufficient description of the Charter School's measurable pupil outcomes.

(1) Methods of Assessment

- a. The Petition does not present a full written core curriculum or grade level performance objectives and their alignment to State grade level content standards so Staff is unable to evaluate how curriculum will address academic competence and measurable student outcomes. Instead, the Petition discusses "benchmarks designated by and aligned with current California academic content standards for each grade level." (At p. 34.) What these "benchmarks" are is a mystery, as no definition or example is provided.
- b. The Petition does not establish Academic Performance Index or Average Yearly Progress growth targets or goals. (See p. 34.)

(2) Data Collection

- a. The Petition does not identify who will be responsible for state and federal assessment, collecting data, and outcome reporting, nor how the integrity of the information will be maintained and how the reports will be delivered to the District and other required agencies.

(iii) Element D – Governance

The Statute and Regulations provide for a charter petition to identify the governance structure including, at a minimum, evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable, the organizational and technical designs to reflect a seriousness of purposes to ensure that the school will become and remain a viable enterprise, there will be active and effective representation of interested parties, and the educational program will be successful. (Ed. Code, § 47605(b)(5)(D); Cal. Code Regs., tit. 5, § 11967.5.1(f)(4).) The Statute and Regulations also provide for evidence that parental involvement is encouraged in various ways. (*Ibid.*)

Based on the following enumerated findings, Staff concludes the Petition does not contain a sufficient description of the Charter School's governance structure.

(1) Corporate Structure

- a. The Petition states that “[t]he Charter will be granted to Kids Achieve, Inc. a California Nonprofit Public Benefit Corporation” (at p. 45), however our search indicates no such corporation exists. No articles of incorporation are attached. No other proof of the corporation’s existence is attached.

(2) Board of Directors

- a. The Petition uses boilerplate language and does not otherwise sufficiently describe the governance structure to permit evaluation as to whether the charter school will remain a viable enterprise and that there will be active and effective representation of interested parties, and the educational program will be successful.
- b. The Board’s composition is not sufficiently detailed. The Petition states the Board will consist of up to 15 members, but provides little, if any, information about the proposed operations of the Board. Of further concern, the Petition fails to include a substantive description of which laws the Board intends to observe and follow, such as Government Code section 1090, the Political Reform Act, and the California Public Records Act, or how the Charter School plans to ensure compliance. There is no specific or complete discussion of conflict of interest or inclusion of or reference to a conflict of interest code.
- c. The Petition does not adequately address potential Board conflicts of interest based on the presence of certificated employees acting as voting members of the Board or provide for compliance with Government Code Section 1090. The Petition makes numerous references to a “Conflict of Interest” policy (at pp. 45, 47, 48, and 94), but none is attached. Rather, the Petition indicates the Board will adopt one at some indeterminate time. (See p. 94.)

(iv) Element F – Health and Safety

The Regulations consider, among other things, whether health and safety procedures require criminal record summaries from employees, tuberculosis examinations of employees, student immunizations, and vision, hearing and scoliosis screening for students. (Cal. Code Regs., tit. 5, § 11967.5(f)(6).)

Based on the following finding, Staff concludes the Petition does not contain a sufficient description of the Charter School’s health and safety procedures.

- (1) The Petition does not include a draft policy or set of health and safety procedures to be followed. (See pp. 60-61.) As with the description of the academic program, health and safety is discussed in general, boilerplate terms. It is not possible to determine the proposed charter school's ability to comply with health and safety requirements without considering draft policies and procedures.

(v) Element G – Racial and Ethnic Balance

The Statute provides for the charter petition to identify the means whereby the charter school will achieve a racial and ethnic balance among its students that is reflective of the authorizing district's general population. (Ed. Code, § 47605(b)(5)(G).)

Based on the following enumerated findings, Staff concludes the Petition does not contain a sufficient description of the Charter School's means of ensuring racial and ethnic balance consistent with the District's demographics.

- (1) The Petition does not sufficiently detail how racial and ethnic balance will be achieved. (See p. 62.) Rather, the Petition identifies in cursory fashion general outreach strategies that do not overcome the barriers to enrollment for low-income and minority students.

(vi) Element H – Admission Requirements

The Statute and Regulations provide for the charter petition to identify admission requirements that are in compliance with applicable law. (Ed. Code, § 47605(b)(5)(H); Cal. Code Regs., tit. 5, § 11967.5.1(f)(8).)

Based on the following enumerated finding, Staff concludes the Petition does not contain a sufficient description of the Charter School's admission requirements.

- (1) The Petition states preferences contrary to law, for children of the proposed charter school's teachers, as well as "students attending schools with API ranks of 1-3." (At p. 63.)

(vii) Element J – Suspension and Expulsion Procedures

The Statute and Regulations require a charter petition to specify procedures by which students can be suspended or expelled that provides due process for all pupils. These shall include, at a minimum, identification of a preliminary list of offenses for which students must and may be disciplined, the procedures for suspending and expelling pupils who have committed such offenses, and how parents, guardians and students will be informed of the grounds and their due process rights. (Cal. Code Regs., tit. 5, § 11967.5.1(f)(10)).

A petition must also provide evidence that in preparing the list of offenses and the procedures, the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, as well as evidence that petitioners have reviewed their list and believe it provides for adequate safety for students, staff and visitors. (*Ibid.*) The charter petition must also include a description of due process for and understanding of the rights of students with disabilities with regard to suspensions and expulsion and how discipline policies and procedures will be periodically reviewed and

modified. Finally, the petition must outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion. (Ed. Code, § 47605(b)(5)(J); Cal. Code Regs., tit. 5, § 11967.5.1(f)(10).)

Based on the following enumerated findings, Staff concludes the Petition does not contain a sufficient description of the Charter School's student discipline process.

(1) General Provisions

- a. The Petition's suspension and expulsion procedures evince gaps in redressing disciplinary situations. (At pp. 69 et seq.) The Petition fails to describe in-class or in-school suspensions; the necessity to contract with the District to provide services to expelled students; and notice to staff of suspensions/expulsion involving dangerous situations.
- b. The Petition does not prohibit more than 20 days of suspension in a year, as required by law.
- c. The Petition deprives students of their right to appeal expulsion determinations. (At p. 75.)
- d. The Petition is also silent as to a process for routinely informing districts of residence of all disciplinary incidents and issues.
- e. The Petition fails to provide for immediate notification of and coordination with District administrative authority in pending discipline of eligible special education students, particularly any cumulative suspension over 10 days and any consideration of expulsion.

(2) Procedural Safeguards for Special Education Students

- a. Finally, the Petition fails to recognize the complex procedural safeguards applicable to special education students. While the intent to follow the law is indicated, the Petition provides no confidence that the Petitioners know what the law is, or apply it.

(viii) Element N – Dispute Resolution Procedures

The Statute requires the Petition describe the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. (Ed. Code, § 47605(b)(5)(N).) The Regulations require a description of how the costs of the dispute resolution process, if needed, would be funded, and also a recognition that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter, it will be handled in accordance with that provision of law and any regulations pertaining thereto.

Based on the following enumerated findings, Staff concludes the Petition does not contain a sufficient description of the Charter School's dispute resolution process.

- (1) The Petition describes an inadequate dispute resolution process. (See pp. 82 et seq.) The dispute resolution process does not provide, as legally required, that for disputes which may lead to revocation of the charter, the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. (Cal. Code Regs., tit. 5, § 11967.5.1(f)(14).)

(ix) Element P – Closure Procedures

The Statute requires the Petition to include a description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

As stated by California Department of Education:

"The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

"1. The return of any donated materials and property according to any conditions set when the donations were accepted.

"2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

"3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate."

Based on the following enumerated findings, Staff concludes the Petition does not contain a sufficient description of the Charter School's closure procedures.

- (1) Transfer of Assets
 - a. Net assets of the charter school may be transferred to the authorizing entity. However, net assets may be transferred to another public agency such as another public charter school if stated in the corporation's bylaws or through an agreement between the authorizing entity and the charter school.

(2) Absence of Bylaws

- a. If the charter school is a nonprofit corporation and the corporation does not have any other functions than operation of the charter school, the corporation should be dissolved according to its bylaws. The corporation's bylaws should address how assets are to be distributed at the closure of the corporation.
- b. The Petition fails to prescribe all required closure issues and disposition of all assets and liabilities.

(c) Petitioners are demonstrably unlikely to successfully implement the program (Ed. Code, § 47605(b)(2))

The Statute requires Petitioners to show they are demonstrably likely to successfully implement the program set forth in the Petition. (Ed. Code, § 47605(b)(2).) The Regulations also require consideration of whether a petition has presented a realistic financial and operational plan, including the areas of administrative services, financial administration, insurance and facilities. (Cal. Code Regs., tit. 5, § 11967.5.1(c)(1), (c)(3).) In the area of administrative services, the charter or supporting documents must adequately describe: the structure for providing administrative services, accounting and payroll that reflects an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and time line to develop and assemble such practices and expertise. (Cal. Code Regs., tit. 5, § 11967.5.1(c)(3)(A)(1).) For any contract services, the Regulations require a description of the criteria for the selection of a contractor or contractors that demonstrate necessary expertise and the procedure for selection of the contractor or contractors. (Cal Code Regs., tit. 5, § 11967.5.1(c)(3)(A)(2).)

Under section 11967.5.1(c)(3)(B), an unrealistic financial and operational plan for the proposed charter exists when the charter or supporting documents do not adequately describe: a) At a minimum, the first year operational budget, start-up costs, and cash flow, and financial projections for the first three years; b) Include in the operational budget reasonable estimates of all anticipated revenues and expenditures, necessary to operate the school including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location; c) include budget notes that clearly describe assumptions on revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels; and d) present a budget that in its totality appears viable and over a period of no less than two years of operations provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school. California Education Code 47605(g) and California Code of Regulations, title 5, section 11967.5.1(c)(3)(B) also require Petitioners "to provide financial statements that include a proposed first year operational budget, including start-up costs, and cash flow, and financial projections for the first three years of operation."

Under section 11967.5.1(c)(3)(C), the Regulations require, in the area of insurance, for the charter and supporting documents to adequately provide for the acquisition of and budgeting for general liability, workers compensations, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance.

Finally, under section 11967.5.1(c)(3)(D), the Regulations require, in the area of facilities, for the charter and supporting documents to adequately: one, describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter; two, in the event a specific facility has not been secured, provide evidence of the type and projected cost of the facilities that may be available in the location of the proposed charter school; and three reflect reasonable costs for the acquisition or leasing of facilities to house the charter school, taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614.

Based on the following enumerated findings, Staff concludes Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition.

- (1) The budget is illegible, thus it is impossible to verify, among a multitude of other cost and expense considerations, the following:
 - Whether the structure of administrative services, accounting, and payroll are adequately described, or whether the petitioners understand school business practices and expertise to carry out the necessary administrative services.
 - Whether revenues will cover the expenses of the program described in terms of professional development, bonuses, technology, supplemental hours and summer school and supplemental services, and facility costs.
 - Whether the budget considers technology and other equipment expenses, and, if this information is provided, whether sufficient detail is set out.
 - Whether there is provided sufficient information and supporting documentation of administration salaries or salaries of certificated and non-certificated teachers and staff.
 - Whether the budget considers textbooks, reference materials, office supplies, and custodial supplies.
 - Whether the budget accounts for utilities, communication, and housekeeping costs.

The failure of Petitioner to have enclosed a budget that could be read, must less understood, is evidence of lack of attention to critical details associate with opening and running a public school and thus the staff has no confidence on that basis that the program will be successful.

In addition, the Petition fails to identify a site or facility where the proposed charter school will be housed.

No representative of the Charter School attended the public hearing or any Board meeting at which the Petition was on the agenda. No member of the public has spoken in favor of the establishment of the Charter School.

CONCLUSION

As set forth above, Staff finds that the Petition fails to meet applicable legal requirements and standards. For all of the foregoing reasons, Staff recommends that the Board deny the Petition of Kids Achieve! and adopt this Staff Report as written findings in support of its denial.

BOARD REPORT

**5/24/11
14.1c**

14.1c Waiver of Board Bylaw 9320, Meetings and Schedule of Proposed Meeting Dates

Board Bylaw 9320 states that the Board of Education shall hold two public board meetings each month unless a change in the schedule is stipulated at a regularly scheduled Board Meeting.

It is the intent of the Board of Education to cancel the public meetings scheduled for August 9, 2011; August 23, 2011; November 27, 2011; December 27, 2011 and April 10, 2012. Accordingly, the Board of Education must take action to waive its rules in order to cancel its regularly scheduled public Board meeting on August 9, 2011; August 23, 2011; November 27, 2011; December 27, 2011; and April 10, 2012. The proposed schedule of meetings for 2011/2012 is attached.

RECOMMENDED MOTION: That the Board of Education waive Bylaws of the Board 9320, Meetings, for the purpose of canceling the regularly scheduled meetings of August 9, 2011; August 23, 2011; November 27, 2011; December 27, 2011 and April 10, 2012.

Moved by:

Seconded by:

Vote:

BOARD OF EDUCATION MEETING SCHEDULE 2011-2012

Culver City Unified School District meetings are regularly scheduled for the second and fourth Tuesdays of every month.

Visit the Culver City Unified School District Website at www.ccusd.org

July 12, 2011

July 26, 2011

August 9 and 23, 2011 - CANCELLED

September 13, 2011

September 27, 2011

October 11, 2011

October 25, 2011

November 8, 2011

November 27, 2011 - CANCELLED

December 13, 2011

December 27, 2011 - CANCELLED

January 10, 2012

January 24, 2012

February 14, 2012

February 28, 2012

March 13, 2012

March 27, 2012

April 10, 2012 - CANCELLED

April 24, 2012

May 8, 2012

May 22, 2012

June 12, 2012

June 26, 2012

BOARD REPORT

**5/24/11
14.1d**

14.1d Resolution #35-2010/2011 Board of Education Candidate Statements

The Election Code permits the District to require each candidate to pay, at the time of filing, his or her pro rata share of the printing, handling, and mailing costs of a candidate's statement. By adopting this approach, the District will avoid the administrative burden of paying the Registrar-Recorder for candidates' statements and then turning around and billing individual candidates.

The law also requires the Board to set the maximum word limitation on the length of the candidate's statement. The options available for maximum word limitation are 200 or 400 words. Because of the desire to keep costs at a minimum, the Board has set a maximum word limitation of 200.

RECOMMENDED MOTION: That Resolution #35-2010/2011 Board of Education Candidate's Statement Resolution be approved.

Moved by:

Seconded by:

Vote:

**CULVER CITY UNIFIED SCHOOL DISTRICT
RESOLUTION #35 -2010/2011**

CANDIDATE STATEMENTS RESOLUTION

WHEREAS, a Governing Board Member Election will be held on November 8, 2011; and

WHEREAS, the Election Code permits a local agency to require each candidate to pay his or her pro-rata share of the printing, handling, translating and mailing costs of a candidate's statement; and

WHEREAS, the District is required to set the maximum word limitation on said candidate's statement at either 200 or 400 words;

BE IT RESOLVED that the Governing Board of the Culver City Unified School District sets the maximum word limitation on candidates' statements at 200 words; and

BE IT FURTHER RESOLVED that each candidate will be required to pay to the Registrar-Recorder's Office at the time of filing his or her estimated pro-rata share of the printing, handling and mailing costs of a candidate's statement.

ADOPTED this 24th day of May, 2011 by the Culver City Unified School District Board of Education in Culver City, California.

Scott Zeidman, Esq., President

Karlo Silbiger, Vice President

Katherine Paspalis, Esq., Clerk

Patricia G. Siever, Member

Steven Gourley, Member

Patricia W. Jaffe, Superintendent



NOVEMBER 8, 2011
CONSOLIDATED ELECTIONS

QUESTIONNAIRE

School District Name: CULVER CITY UNIFIED SCHOOL DISTRICT

Numbers Of Offices To Be Elected: Two

Please Indicate How Governing Board Members Are Nominated Or Elected:

By District At Large Nominated by District and Elected at Large Other _____

OFFICES TO APPEAR ON BALLOT	INDICATE FULL OR UNEXPIRED TERM (If unexpired include date of expiration)	INCUMBENT'S NAME	DATE
Board Member	Full Term	Steven Gourley	<u>12/1/07</u> Elected Appointed
Board Member	Full Term	C. Scott Zeidman	<u>12/1/07</u> Elected Appointed
			_____ Elected Appointed
			_____ Elected Appointed
			_____ Elected Appointed

Superintendent name: Mrs. Patricia W. Jaffe
Mailing address: Culver City Unified School District
4034 Irving Place, Culver City, CA 90232

CANDIDATE STATEMENT INFORMATION

This is to inform you that the governing board of the above named district by resolution, dated May 24, 2011 adopted the following policy regarding filing of Candidate Statements for district elections.

Number of words allowed: 200 or 400
 Payment of the estimated cost must be made by the candidate at time of filing. School District will bear the cost for all statements.
 School District will bill candidate after the election. Other _____

Please indicate number of school measures (if any) you anticipate placing on the ballot: None
Last day for governing boards to adopt and file a resolution calling a special measure election is August 12, 2011.

SIGNATURE OF AUTHORIZED REPRESENTATIVE
Superintendent

TITLE

(310) 842-4220 x. 4222

DAYTIME PHONE NUMBER
May 24, 2011

DATE

RETURN TO: REGISTRAR-RECORDER/COUNTY CLERK
Attn: Election Planning and Coordination Section
12400 Imperial Highway, 2nd Floor, Room 2015
Norwalk, California 90650

OR FAX TO: (562) 466-6025

BOARD REPORT

**5/24/11
14.2a**

**14.2a Approval is Recommended for New Culver City Middle School Class –
Mandarin Chinese I**

Culver City Middle School requests approval for a new class: Mandarin Chinese I.

RECOMMENDED MOTION: That the Board approve the New Culver City Middle School Class – Mandarin Chinese I.

Moved by:

Seconded by:

Vote:

Culver City Unified School District

Course Proposal

Proposal For: Mandarin Chinese I

School: Culver City Middle School

Date: 04/26/2011

What Is:

Describe the current condition-- both the positive aspects and those needing improvement. Include descriptions about standards, materials and any other factors that influence the quality of the program as it currently exists.

“Mandarin Chinese I” will be a great addition to Culver City Middle School’s elective class options for students. According to National Public Radio, the population in America that is learning Mandarin Chinese has increased 10 times since a decade ago, due to the rise in China’s economy and rapid globalization. Many top ranking secondary schools in the greater Los Angeles area, such as Brentwood School, have added Chinese classes to their curriculum.

Once “Chinese I” is adopted at CCMS, not only will we be leading the way in preparing our students for a more globalized future, but we will also better meet the state’s “world language content standards.” Furthermore, if “Chinese I” expands into an immersion program in the near future, our District will be more likely to draw Chinese-speaking families into the community.

Proposed:

These course descriptions you are creating are extremely important to the development of curriculum in your department.

- 1) The course is intended to be: ___ core or supplemental
- 2) Is the course intended for UC approval? ___ yes no
- 3) Are there pre-requisites for this course? ___ yes no
- 4) The course is intended for the following grade level(s): 6 7 ___ 8

Implications:

List the related expenses and provide narrative explanation where necessary. Be specific with respect to what would need to happen and by when. What resources are needed to accomplish this goal?

- "Workbook for New Century Chinese, Book I" - Beijing Language and Culture University Press, 2003, \$25 each x 20 students = \$500 (possible class set)
- "Supplementary Materials for New Century Chinese, Book I" 2004 (copies can be made for students)

Possibility of grant funding or donation to cover costs.

Prepared By (Name): Yakun James

Approved By:

Preparer's Signature:

Yakun James

Site Administrator's Signature:

[Handwritten Signature]

Date: 04/26/2011

Date:

5/10/11

Assistant Superintendent for Educational Services' Signature:

Guercio Laura

Date:

Culver City Unified School District

Instructional Materials Recommendation

Date: 04/26/2011

Title: New Century Chinese, Book I.

Author: Wu, Xiaozhou and Liao, Rongrong

Publisher: Beijing Language and Culture University Press

Copyright Date: 2000

Basic √ Supplementary _____

1. Evaluation – *Identify a minimum of three key standards for evaluation purposes.*
Reference: World Language Content Standards for California Public Schools (K-12)

Content:

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

1.1 Students address discrete elements of daily life.

Communication:

1.5 Identify learned words, signs (ASL), and phrases in authentic texts.

1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Culture:

1.0 Students use appropriate responses to rehearsed cultural situations.

1.2 Recognize similarities and differences in the target cultures and between students' own cultures.

Structure:

1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.

Setting:

1.0 Students use language in highly predictable common daily settings.

1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

2. Rationale – *Are these materials needed in addition to or instead of currently available materials?*
Currently, there are not any available materials in our District for a Chinese class.

3. Costs – *You may contact the District Librarian at the High School Library for assistance in estimating costs. The District Librarian will work with the Purchasing department if needed.*

Please list all Materials, Costs, and Funding Source(s):

- “New Century Chinese, Book I” - Beijing Language and Culture University Press, 2000, \$25 each x 20 students = \$500 (possible class set)

Considerations

- 1) Scheduling and programming:
"Mandarin Chinese I" will be an addition to the elective options at CCMS. In order to help the students build solid fundamentals of Mandarin Chinese, "Mandarin Chinese I" needs to be a course that lasts the entire school year.
- 2) Facilities, furniture, wiring, etc.
 - Student access to computer lab (already exists);
 - Teacher access to internet (already exists).
- 3) Equipment, materials, supplies:
 - Students respond whiteboards (already exists);
 - LCD projector (already exists).
- 4) Personnel:
 - Instructor Yakun James, CCMS teacher since 2007, is CLAD qualified and a native Mandarin Chinese speaker.
- 5) Other (lab fees, contest entrance fees, etc.)
 - None
- 6) Implementation: Describe the steps which could realistically be undertaken next fall in view of the practicalities and constraints of time and other resources.

Teacher edition and class-set textbooks and other supplementary materials are available in the library by mid-July before the new school year starts.

Prepared By (Name): Yakun James

Approved By:

Preparer's Signature:

Yakun James

Site Administrator's Signature:

[Signature]

Date: 04/26/2011

Date:

5/10/11

Assistant Superintendent for Educational Services' Signature:

[Signature]

Date:

BOARD REPORT

5/24/11

14.3a

14.3a Second Reading and Adoption of Revised Administrative Regulation 3100, Business and Non-Instructional Operations - 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. District administration has recently reviewed the current adopted Administrative Regulation 3100 to determine if revisions are necessary.

RECOMMENDED MOTION: That the Board of Education adopt revised Administrative Regulation 3100 as presented.

Moved by:

Seconded by:

Vote:

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 ~~C~~hief ~~B~~usiness ~~O~~fficial 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 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 24, 2011

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

5/24/11

14.4a

BOARD REPORT

14.4a Approval and Adoption of Indefinite Action for Management, Confidential and Other Unrepresented Employees for 2011-2012

As a result of financial uncertainties, negotiations, legislation and other factors, the governing board hereby declares that all management, confidential, and other unrepresented employee salaries are declared indefinite for 2011-2012. This approval is requested annually for unrepresented employees.

RECOMMENDED MOTION: That the Board of Education approves and adopts the Indefinite Action for Management, Confidential, and other unrepresented employees for 2011-2012, effective on the date of the Board action.

Moved by:

Seconded by:

Vote:

BOARD REPORT

14.4b Approval is Recommended for Resolution #36-2010/2011 (HR), Regarding Layoff of Classified Personnel

It is necessary to take action to abolish one classified position for lack of work and/or lack of funds. The provisions of the Education Code require that such a resolution be approved and written notice be provided to affected classified employees no less than 45 days prior to the effective date of layoff.

RECOMMENDED MOTION: It is recommended that the Board approve Resolution #36-2010/2011 (HR), authorizing the elimination of one classified position.

Moved:

Seconded by:

Vote:

**RESOLUTION #36-2010/2011 (HR), REGARDING LAYOFF OF CLASSIFIED
PERSONNEL**

BE IT RESOLVED that the Governing Board of the Culver City Unified School District hereby determines that the following one (1) classified position be abolished for lack of work and/or lack of funds.

<u>Position</u>	<u>No. Affected</u>	<u>Impact</u>
Security Guard – 8 hours per day, 10 months per year	1	Eliminate

BE IT FURTHER RESOLVED by the Governing Board as follows:

1. That due to a lack of funds and/or lack of work, the number of classified employees and the amount of service rendered shall be reduced by layoff as specified above, pursuant to Education Code Section 45308.
2. That the Superintendent is directed to give notice of layoff to the affected classified employees pursuant to the requirements of law.
3. That said layoff shall become effective forty-five (45) days after receipt of notice, subject to negotiations to the extent required by law.
4. That the employees laid off pursuant to this Resolution shall be eligible for reemployment pursuant to Education Code section 45298.

Adopted by the Governing Board of the Culver City Unified School District on May 24, 2011, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Clerk, Governing Board of the
Culver City Unified School District