

**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”**

**BOARD WORKSHOP – 5:00 p.m.**

**CLOSED SESSION – 6:00 p.m.**

**OPEN SESSION – 7:00 p.m.**

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

**June 14, 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

**BOARD WORKSHOP – 5:00 P.M.**

Topic: Communications Tips: Creating Protocols and Practices for Success

**2. PUBLIC COMMENT ON CLOSED SESSION ITEMS**

**3. RECESS TO CLOSED SESSION**

3.1 Review the Expulsion of Pupil Services Case #19-10

- 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; and Patricia Jaffe, Superintendent  
Employee Organizations: Culver City Federation of Teachers (CCFT); Association of Classified Employees (ACE); and Management Association of Culver City Schools (MACCS)
- 3.3 Anticipated Litigation (Pursuant to subdivision (b) of GC §54956.9)  
(3 Potential Cases)
- 3.4 Public Employee Discipline/Dismissal/Release (Pursuant to GC §54957)
- 3.5 Public Appointment/Employment (Pursuant to GC §54947)  
Certificated Personnel Services Report No. 21  
Classified Personnel Services Report No. 21

4. **ADJOURNMENT OF CLOSED SESSION**

5. **REGULAR MEETING – 7:00 p.m.**

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

5.2 Flag Salute

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

7. **PUBLIC HEARING** - None

8. **ADOPTION OF AGENDA**

Recommendation is made that the agenda be adopted as submitted.

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_

Vote \_\_\_\_\_

9. **CONSENT AGENDA**

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

- 9.1 Approval is Recommended for the Minutes of Special Meeting – May 3, 2011; and Minutes of Regular Meeting – May 10, 2011
- 9.2 Approval is Recommended for Purchase Orders
- 9.3 Approval is Recommended for Acceptance of Gifts - Donations
- 9.4 Approval is Recommended for the Certificated Personnel Reports No. 21
- 9.5 Approval is Recommended for the Classified Personnel Reports No. 21
- 9.6 Approval is Recommended for CCHS Teacher Dr. Margaret Simons to Attend the AP Biology Summer Training Workshop Institute in West Seneca, New York, June 27 through June 30, 2011
- 9.7 Approval is Recommended for Culver City Middle School and Culver City High School Cheerleaders to Attend the Universal Cheerleaders Association Summer Camp at the University of California, Los Angeles, July 31 through August 3, 2011
- 9.8 Approval is Recommended for the Parent Involvement Policy
- 9.9 Approval is Recommended for the Comprehensive Master Plan for English Language Development (ELD)

**10. AWARDS, RECOGNITIONS AND PRESENTATIONS**

- 10.1 Presentation by El Marino Immersion Students and Immersion Update
- 10.2 Recognition of Amanda DiGirolamo, Winner of the Anti-Bullying Poster Competition
- 10.3 Recognition of District English Learner Advisory Committee
- 10.4 Culver City Unified School District Retiree Recognition
- 10.5 Spotlight on Education – Culver City Adult School

**11. PUBLIC RECOGNITION**

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

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

**12. INFORMATION ITEMS**

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

- 12.1 La Ballona Kindergarten Proposal

13. **RECESS (10 Minutes)**

14. **ACTION ITEMS**

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

14.1 **Superintendent's Items – None**

14.2 **Education Services Items**

14.2a Consideration of Expunging the Expulsion Records of Pupil Services Case #19-10

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.3 **Business Items**

14.3a Approval is Recommended for Year-End Appropriation Transfers

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.3b Third 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 \_\_\_\_\_

14.3c Approval is Recommended for the Extension of Joint Use Agreement between the City of Culver City and Culver City Unified School District

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.3d Approval is Recommended for Resolution #37-2010/2011 – Established Fund Balance Policies as Required by GASB 54

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_ Vote \_\_\_\_\_

14.4 **Personnel Items**

14.4a Approval is Recommended for Revised Board Policy 4218, Dismissal/Suspension/Disciplinary Action

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 28 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), City Hall (Chambers), 9100 Culver Blvd.  
July 12 – 7:00 p.m. – Regular Public Meeting, (6:00 p.m. Closed Session), District Office, 4034 Irving Place**

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

06/14/11

**BOARD WORKSHOP**

Ms. Terilyn Finders and Mr. Peter Fagen from Fagen, Friedman & Fulfrost will facilitate the workshop. The topic will be Board Communications Tips: Creating Protocols and Practices for Success.

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

<b>Meeting:</b>	<b><u>Special Meeting</u></b>	<b>Date:</b>	<b><u>May 3, 2011</u></b>
<b>Place:</b>	<b><u>Linwood Howe Elementary (Cafetorium) 4100 Irving Place Culver City 90232</u></b>	<b>Time:</b>	<b><u>5:30 p.m. – Public Meeting 5:31 p.m. – Closed Session 6:15 p.m. – Public Meeting</u></b>

**Board Members Present**

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

**Staff Members Present**

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

**Call to Order**

Board President Mr. Zeidman called the meeting of the Culver City Unified School District Board of Education to order at 5:30 p.m. The Board adjourned to Closed Session at 5:31 p.m. and reconvened the public meeting at 6:15 p.m. with four Board members in attendance. Mr. Gourley was not present. Horibe Sensei led the Pledge of Allegiance.

**Report from Closed Session**

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

**8. Adoption of Agenda**

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board adopt the May 3, 2011 agenda as presented. The motion was unanimously approved.

Mr. Zeidman explained to audience members that issues regarding enrollment were not on the agenda and will not be discussed at this meeting. He suggested that anyone wanting to discuss enrollment or kindergarten classes should attend the next regularly scheduled Board meeting. A Point of Interest was made by David Mielke. He inquired if there was a Public Recognition section on the agenda. Mr. Zeidman explained that since it is a Special Meeting that public comments should pertain to items on the agenda. He further stated that if the question could be posed in relation to what was on the agenda the Board welcomed the public's comments.

**9. Action Items**

**9.1 Superintendent's Items**

**9.1 Approval is Recommended for Resolution #26-2010/2011 To Support California's May 9-13 Week of Action**

David Mielke commented that the education coalition is on board for the Week of Action. He stated that last year staff gathered before school and held hands, wore t-shirts, etc. as a sign of solidarity against budget cuts from the state. Mr. Mielke stated he is hoping that next Friday something similar can be done.

It was moved by Ms. Siever and seconded by Mr. Silbiger that the Board approve Resolution #26-2010/2011 To Support California's May 9-13 Week of Action. The motion was unanimously approved.

**9.2 Personnel Items**

There were a number of audience members that wanted to comment on several of the Personnel Items collectively. Audience members made the following comments:

- James Beckham commented on the 65% cut in pay plus the loss of benefits that he would experience if the cuts were approved. He stated that there was no way to protect the students with the cuts that are being proposed in the security department.
- Scott Thornton teaches adaptive P.E. for the District. He felt that the positions the Board are considering to cut is a big mistake. He suggests an 8% cut across the board.
- Penny Upton thanked the Board for passing the Resolution for the Week of Action. She addressed the proposed classified cuts and reported the possible Education Code violations. Ms. Upton reminded the Board of the timeframe they have for classified cuts and asked them to postpone the vote.
- Angela Moreno shared a story about a student and their teacher. She reminded the Board of the Free Public Education Act, and urged them to reconsider their cuts.
- Maggie Marquez reminded the Board that the Library Clerk has dual responsibilities. She urged the Board to reconsider cutting the Library Clerk position.
- Ava Quillard, a kindergarten student, asked the Board to not cut the “teacher helpers.”
- Karen Frank, a long-term substitute, stated that she lost a job in 2009 due to budget cuts. She stated she was against cutting teachers and classified employees.
- Scott Kecken commented that it was a great opportunity to invite the Board and everyone in the District to work together. He asked the Board to treat all the school equally, and not cut the Title 1 aides. Mr. Kecken stated that we need to do what is best for all of the schools.
- Joy Kecken thanked the Board for all that they do and hopes that the District can work together to solve the problems. She asked where there is flexibility and how can the District use the community resources.
- Barbara Perello commented that there was a lot of miscommunication going on between the unions. It is almost impossible for secondary secretaries to work eleven months. She suggested reducing 12 month employees to 11 ½ months and include furlough days.
- Paul Walsleben stated he had questions about how the budget cuts are trickling down, and the enrollment numbers. He also wanted to know if six elementary classes have been set aside for El Marino. Mr. Wasleben urged the Board to treat all of the elementary schools equally.
- David Mielke stated that the budget cuts do not seem to be made equally throughout the district. He provided the Board with a brief bargaining update. Mr. Mielke stated that the teachers are willing to take six furlough days. He read comments from teachers in support of the instructional aides, the locksmith, the HVAC position, and other classified positions.
- Michelle Vogel thanked the Board for their responses to her e-mails. She expressed that full disclosure is probably the most important thing.
- Robert Gray III, the District’s locksmith, made copies of his work orders from the week and shared some of them with the Board. He also shared a story about a student that was locked in the bathroom.
- Nancy Goldberg commented against the Board making classified personnel cuts.
- David Metzler spoke against the cuts and stated that he hopes the Board finds other alternatives to the cuts that are presented.
- Roya Dawson, kindergarten student, stated that she loved her school and asked the Board not to cut any teachers from her school. She stated she would like her baby sister to come to the same school.
- Leah Nico thanked the Board for their responses. Mrs. Nico stated her concerns regarding the budget and how the cuts are affecting the kindergarten program. She asked the Board to be very thoughtful about how they address the cuts. We do not want to see our school cut.
- Vivian Chinelli stated that she thought that the beauty of working a small district was being able to come together. The divide has been the most hurtful thing through all of the cuts. She would like to feel that everyone comes together as one.
- Jackie Lee stated that she is passionate about every classified position. She stated she was wondering how the city found \$430 million dollars. If that were true she would like to know why the City cannot help the District. Ms. Lee stated she was the proud parent of two Linwood Howe Elementary School graduates.



- Jeanette James thanked the Board for their services. She suggested that the Board wait on making a decision regarding the cuts and see if there are other options. Ms. James stated that she worked for the District at the Health Care Center and the students love the teachers and classified staff.

Board members stated:

- Mr. Silbiger read a statement from Robert Zirgulis wherein he called on Mr. Gourley to apologize to Mr. Mielke. Mr. Silbiger also read a statement from Stella Smith, the Library Clerk, wherein she provided a breakdown of how materials are handled at the library.
- Patricia Siever spoke about the cuts and stated that it is her understanding that most of the teachers that had been cut in prior years were brought back. She stated that she does think about the decisions that are made and feels that the District is a family. Ms. Siever commented that she does think there will be conversations with the unions, and she does understand the sentiments of those that spoke. She confirmed that there have been cuts in administration.
- Mr. Silbiger commented on CBAC and stated that the committee should be back by July 1<sup>st</sup>. He also asked Mr. Delawalla if the amount provided was inclusive of benefits. Mr. Delawalla confirmed. Mr. Silbiger stated that as he goes through the budget process he will be asking 1) Are the cuts being shared? 2) How is the deficit addressed? and 3) Does it make fiscal sense?
- Ms. Paspalis stated that she has been without a phone since it was damaged and is in the process of getting it replaced. So she may not have gotten back to everyone. She commented that there were a lot of new faces in the audience so she reported that the Board had presented an option of Tiered Cuts and furlough days. That offer was rejected. She would much rather see cuts across the Board. Ms. Paspalis also confirmed that administration has taken cuts and there was not much more to cut from administration. She spoke about a presentation where she heard Assembly Member Brownley speak. Ms. Paspalis stated that what was being cut at this time was nothing compared to if voters did not vote for tax extensions.
- Mr. Zeidman read comments from Mr. Gourley who was unable to attend. Mr. Gourley wrote about his suggestion for tiered cuts. Mr. Zeidman stated that the District does not have millions of dollars. The money just is not here. He reported that there has to be cuts today to balance a budget for the next two years. He stated that all employees are important and any cut is going to have an effect. Mr. Zeidman stated that the unions are great in that they have convinced new members that administration has not been cut when in fact 30% of administration has been cut in three years. A total of ten teachers have been cut in three years. The Board would ultimately like to keep all positions and not make the cuts..

**9.2a Approval is Recommended for Resolution #28-2010/2011 (HR), Regarding Layoff of Classified Personnel**

Mr. Silbiger asked questions regarding the Account Clerk III and how the work would be getting done. Mr. Delawalla explained that the position is a step & column position and explained the rationale of the cut. Mrs. Lockhart explained that the impact of the cuts will be negotiated. Mr. Silbiger's initial position is that he would support eliminating the last three. He stated he has a long-standing idea that the Board should not eliminate employees that have been here. Ms. Siever stated that she feels that all the positions are important and she would like to know the impact. She understands the unions will want to know the impact, but if the Board votes today they will not know the impact because it is negotiable. Mr. Zeidman decided to separate out the positions to vote. Mr. Zeidman called for a motion with respect to the last three positions on the Resolution (Instructional Materials Clerk, Locksmith, and Maintenance Heating, Ventilation & Refrigeration Mechanic). It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve the last three positions on Resolution #28-2010/2011 Regarding Layoff of Classified Personnel. The motion was passed with a vote of 4 – Ayes and 0 – Nays. Mr. Zeidman asked for a motion to approve the first position on Resolution #28. It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve position one on Resolution #28 as presented. The motion passed with a vote of 3 – Ayes and 1 – Nay by Mr. Silbiger.

**9.2b Approval is Recommended for Resolution #29-2010-2011 (HR), Regarding Layoff/Reduction of Classified Personnel**

Mr. Silbiger asked how staff decided on the reductions. Mrs. Jaffe stated she went to each site and everyone had to submit their suggestions. Mr. Silbiger stated that he liked the idea of everyone going from 12 months to 11 months. He would like to see everyone going from 12 months to 11 months, but he cannot approve that unless everyone takes cuts. Mrs. Jaffe stated that there cannot be one group chosen over the other. Further discussion ensued. Mr. Zeidman asked for a motion on the first three items (Budget Secretary, Library Media Clerk I, and Secretary II) on Resolution #29. It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the first three positions on Resolution #29. The motion was approved with a vote of 3 – Ayes and 1 – Nay by Mr. Silbiger. Mr. Zeidman asked for a motion to either withdraw the Secretary III position or a motion stating that the Board does not agree. Mr. Silbiger moved to withdraw the Secretary III position. The motion was seconded by Mr. Zeidman. The motion was approved with a vote of 3 – Ayes and 1 – Nay by Ms. Siever.

**9.2c Approval is Recommended for Resolution #30-2010/2011 (HR), Regarding Layoff/Reduction of Classified Supervisory Personnel**

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve Resolution #30-2010/2011 (HR), Regarding Layoff/Reduction of Classified Supervisory Personnel as presented. The motion was unanimously approved.

**9.2d Approval is Recommended for Resolution #31-2010/2011 (HR), Regarding Layoff of Classified Personnel**

Ms. Siever stated that she wanted to move this item to a later date. She would like clarification and status on the Instructional Aides funding. Further discussion ensued regarding their funding and the implications if they are not cut. It was moved by Mr. Silbiger and seconded by Ms. Siever to pull this item until July. The motion was unanimously approved.

**9.2e Approval is Recommended for Resolution #32-2010/2011 (HR), Regarding Layoff of Classified Personnel**

It was moved by Ms. Paspalis and seconded by Mr. Silbiger that the Board approve Resolution #32-2010/2011 (HR), Regarding Layoff of Classified Personnel as presented. The motion was unanimously approved.

**9.2f Approval is Recommended for Resolution #33-2010/2011 (HR), Regarding Layoff/Reduction of Classified Personnel**

Mr. Zeidman moved to send this item back to staff and see if another plan can be figured out. Ms. Siever seconded this motion. The motion was approved with a vote of 4 – Ayes and 0 – Nays.

**Adjournment**

There being no further business, it was moved by Mr. Zeidman, seconded by Ms. Siever and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 8:05 p.m. in memory of Mrs. Ursula Vera.

Approved: \_\_\_\_\_  
Board President

\_\_\_\_\_  
Superintendent

On: \_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary

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

<b>Meeting:</b>	<b><u>Regular Meeting</u></b>	<b>Date:</b>	<b><u>May 10, 2011</u></b>
<b>Place:</b>	<b><u>District Administration Office</u></b>	<b>Time:</b>	<b><u>6:00 p.m. – Public Meeting</u></b>
	<b><u>4034 Irving Place</u></b>		<b><u>6:01 p.m. – Closed Session</u></b>
	<b><u>Culver City 90232</u></b>		<b><u>7:00 p.m. – Public Meeting</u></b>

**Board Members Present**

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

**Staff Members Present**

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

**Call to Order**

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

**Report from Closed Session**

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

**8. Adoption of Agenda**

It was moved by Mr. Gourley and seconded by Ms. Paspalis that the Board adopt the May 10, 2011 agenda as presented. The motion was unanimously approved.

**9. Consent Agenda**

Mr. Zeidman called the Consent Agenda and asked if any member of the audience or the Board wished to withdraw any item. Ms. Siever requested that items 9.2 and 9.4 be withdrawn. It was moved by Ms. Paspalis and seconded by Mr. Silbiger that the Board approve Consent Agenda Items 9.1, 9.3, and 9.4 – 9.13 as presented. The motion was unanimously approved.

- 9.1 Minutes of Special Meeting – March 16, 2011; Minutes of Regular Meeting – March 22, 2011; and Minutes of Special Meeting – April 12, 2011
- 9.3 Acceptance of Gifts – Donations
- 9.5 Classified Personnel Reports No. 19
- 9.6 Single Plan for Student Achievement – El Rincon Elementary School
- 9.7 CCHS Teacher Rachel Snyder to attend The College Board Readings in Kansas City, Missouri, May 31 - June 8, 2011
- 9.8 CCHS Boys' Lacrosse Team to Attend a Tournament in San Diego, CA, June 24-25, 2011
- 9.9 CCHS Girls' Basketball Team to Attend a Tournament in San Diego, CA, July 14-17, 2011
- 9.10 CCHS Girls' Basketball Team to Attend a Tournament in Tempe, Arizona, July 21-26, 2011
- 9.11 Andrew Sotelo, Director of Pupil Services, to Attend the Seventh Seminar for International Spanish Academy Principals, May 15-18, 2011 in Calgary, Alberta, Canada
- 9.12 Acceptance of the Compensation Report of the Members of the Board of Education
- 9.13 Proclamation in Recognition of Classified Employee Appreciation Week (May 15-21, 2011)

**9.2 Approval is Recommended for Purchase Orders**

Ms. Siever requested this item be withdrawn to request that Mr. Delawalla include the remaining balances. Mr. Delawalla informed Ms. Siever that she would be receiving that information when he presents the unaudited actuals. Ms. Siever had additional questions regarding page six. She asked if the charges were for SELPA and Special Education. Mr. Delawalla informed Ms. Siever of the charges and explained how the expenses for

SELPA are paid.

**9.4 Approval is Recommended for the Certificated Personnel Reports No. 19**

Ms. Siever requested this item be withdrawn to ask about a total on one of the items. Mr. Delawalla stated that it is hard to give an estimate on what a total amount would be when the position is a sub. He stated that he would look into it and report back.

It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve Consent Agenda item numbers 1 and 4 as presented. The motion was unanimously approved.

Ms. Siever read the Proclamation in Recognition of Classified Employee Appreciation Week. Manny Aguirre accepted the Proclamation on behalf of the classified staff.

**10. Awards, Recognitions and Presentations**

**10.1 Anti-Bullying Task Force Update**

Ms. Laura, Hank Linderman, Parent Co-Chair of the Anti-Bullying Task Force, and Tom Horn, Anti-Bullying Task Force member, gave an update on the 2010-2011 activities. The focus of the task force has been the Caring Schools Community curriculum and establishing relations parent and the community. Mr. Horn thanked the Board for their support to the task force. Board members thanked the presenters for the update.

**10.2 Spotlight on Education – El Rincon Elementary**

Ms. Ellen Craig, Principal at El Rincon, presented the Board with information on student achievement and the Olweus Program. She spoke about how the growth in test scores is measured; and the decrease in bullying on campus.

**11. Public Recognition**

**11.1 Superintendent's Report**

Mrs. Jaffe reported that a grant focusing on English learners has been submitted which is for long-term English learners. She attended the Education Foundation's Tribute to the Stars and said it was a huge success. Mrs. Jaffe thanked the Education Foundation for their hard work for the District. She said that both honorees, Karen Burkenheim and Lupe Navarro were amazing and gave exceptional speeches. Mrs. Jaffe also thanked Sony and The Rotary Club for all of their support. She then let Drew Sotelo use the rest of her time to provide an update on the enrollment numbers. Mrs. Jaffe then addressed concerns about the kindergarten classes and mentioned that El Rincon is looking at becoming a STEM (Science, Technology, Engineering, and Math) school.

**11.2 Assistant Superintendents' Reports**

Mr. Delawalla reported that the Governor's May Revise will take place on May 16, 2011. He also provided an update on the walk-thru regarding the solar project.

**11.3 Student Representatives' Reports**

**Culver City High School Student Representative/Student Board Member**

Jamie MacIntosh, Student Board Member, reported on activities at Culver City High School, including Grad Night taking place at Disneyland this year; Varsity game with the seniors taking place in Santa Monica; the Summerfest theme this year is "A Day at the Beach"; ASB elections are completed and Lukas O'Connor will be ASB President and attending the Board Meetings next year. Miss MacIntosh stated that she thinks Culver Park students should be able to attend Grad Night. She also reported that the AP students are taking the AP exams, and stated that another downfall of large classes is not being able to get in to the classes you might want.

**Culver Park Student Representative**

Sandra Maldonado, Culver Park High School Student Representative, reported on activities at Culver Park High School, including the Todd Siegel Scholarship. Miss Maldonado inquired as to why the students at Culver Park cannot attend Grad Night? She stated that they were told because there was no chaperone, and felt it was not fair. Students should have been informed sooner. The students work just as hard as students at the high school, if not harder. Mr. Dylan Farris, Assistant Principal at the high school, stated that there is no reason why they cannot go

and he suggested that the students rally their administration. Mr. Farris stated that the trip is based on their attendance. Mr. Zeidman asked Mrs. Jaffe to look into it. Mrs. Jaffe stated that she would ask Mrs. Turner, Principal at Culver Park, to speak with the high school's administration. Ms. Siever thinks that the Culver Park students should be involved since they have worked so hard. Mr. Gourley agreed that he would like to see Culver Park students also attending Grad Night. Ms. Siever thinks the policy should be looked at. Ms. Paspalis understands Grad Night is incentive driven and maybe Mrs. Turner can make a similar policy or incentive as the high school.

#### **Middle School Student Representative**

Rick Barclay, Assistant Principal at the middle school, provided the report for the student representative. Mr. Barclay reported that the middle school was in the process of CST testing. He also announced the CCMS Drama Department would be putting on a play on May 28<sup>th</sup> at school called Joseph and the Amazing Technicolor Coat, and he has been very busy getting the drama department up and running.

#### **11.4 Members of the Audience**

Board members agreed to cut the speaker's time to two minutes.

Members of the audience spoke about:

- Madeline Ehrlic extended an invitation to the audience and Board members to attend the 40<sup>th</sup> Celebration for Immersion Symposium.
- Leslie Adler, Executive Director of the Education Foundation, thanked everyone for attending the Tribute to the Stars. She provided an update on the event and stated that the award show and all of the events were great.
- David Mielke congratulated the student representatives for speaking up for themselves. As a former teacher at Culver Park he understands the issue of Grad Night. He announced that Friday morning before school the teachers and staff are going to hold hands in solidarity against the state budget cuts for the Week of Action event. Mr. Mielke provided a brief bargaining update. He stated that CCFT first offered five furlough days and in April they offered six days. He added that the union is going to make another complaint regarding regressive bargaining against the District. The union will not entertain regressive bargaining. Mr. Gourley state that he hopes everyone will take Mr. Mielke's comments with a grain of salt, and that there has been a lot of misinformation put out by the union.
- Todd Johnson stated that the Environmental Sustainability Committee had a great meeting this week and provided the Board with an update of the meeting. He stated that he had some concerns regarding the RFP submitted by the District. Ms. Siever stated that she appreciated that the RFP was submitted and asked for his thoughts. Mr. Johnson stated that the committee did not have a chance to review the RFP before it went out.
- Ellie Dawson, parent at Linwood Howe, stated that Linwood Howe was a great community school with the most loving kindergarten teachers. She stated the kindergarten team has over 13 years of experience and if the school loses a teacher it loses the experience. Mrs. Dawson informed the Board that one of their greatest responsibilities was to make sure that no school is left behind.
- Joey Taylor, kindergarten teacher at Linwood Howe, extended in invitation to the Linwood Howe Booster Club's Silent Auction event at Royal T on June 4<sup>th</sup>.
- Linda Rosenberg, parent at Linwood Howe, stated that the school has fully embraced the District's theory of collaborative teaching and commended the kindergarten team for their wonderful work. She spoke in favor of keeping a teacher at Linwood Howe and stated that the best solution is to staff to current levels. Mrs. Rosenberg questioned the enrollment issues and how students are assigned throughout the District. She feels it is a question of health for the entire school.
- Gayle Haberman stated she has a 1<sup>st</sup> grader at Linwood Howe and she wanted to address enrollment. She spoke about collaboration and asked the Board to make the enrollment numbers transparent.
- Stella August, parent at Linwood Howe, stated that she started at a different elementary school and then came to Linwood Howe. She commented that her family had checked out all of the elementary school and felt the joy just walking into the classrooms at Linwood Howe. The school promotes community and family.

- Ann-Marie Fine stated that her family made a conscious decision to attend Linwood Howe. The elementary teachers are excellent and they excel at their collaborative efforts. She stated education goes beyond test scores. It goes to the heart.
- Penny Hill stated that she was shocked at the panic American parents have about what schools their children go to. She spoke about her journey in moving here and trying to find a school. Ms. Hill expressed how happy she was with her decision for her child to attend Linwood Howe.
- Jim MacGaffey stated that he wishes there was a way to get more parents to attend the Board meetings. His concern is "perception." He does not want the "focus" at each school where it starts making the schools compete.
- Michelle Sanchez stated that Linwood Howe focuses on social and emotional development of their students. The three kindergarten teachers are excellent and incredibly cohesive.
- Martine Goldsmith stated that their family moved here eight years ago and moved their kids from private school to Linwood Howe. They have thrived there and are very happy.
- Michelle Vogel stated that she wanted to let the Board know that these parents from Linwood Howe in attendance are not going away. She feels that it has been a long time since our generation of parents has had to fight for anything. They believe in Linwood Howe and they will keep fighting for their school.
- Meghan Sahli-Wells stated that Linwood Howe had a major loss last year with the cut of a kindergarten teacher. The school cannot lose another kindergarten teacher. We have to prepare our schools for lesser permits. Just as El Marino has six guaranteed classes, Linwood Howe needs three guaranteed classes.
- Paul Walsleben stated that most of the audience from Linwood Howe are parent, but do not understand how El Marino has six guaranteed classes and El Rincon and Linwood Howe get cut. We do not understand the justification. How many times do we need to come and "bark?"
- Vivian Chinelli, kindergarten teacher at Linwood Howe, stated that she might be one of the teachers cut. She would like to see a more collaborative effort and asked the District to try to work together to solve this crisis. She does not want to see the school lose anymore children.
- Carter Vanderbilt is a graduating student that will be going to college in New York on a full scholarship attended Linwood Howe for elementary. He spoke of his memories there and stated that he still helps out at the school. He urged the Board not to take away another kindergarten teacher.

### **11.5 Members of the Board**

Board Members spoke about:

- Mr. Gourley stated that he has received a lot of emails on a something he did not know was decided. He said that he checked all of the people who e-mailed him to see if they were registered voters and only about half were registered. He urged people to register if they want to make a difference.
- Ms. Siever said at the last meeting that she had no idea that there was an issue regarding the kindergarten classes and her position is that we should have the topic on the next meeting to vote on. Ms. Siever reported on her attendance at the Tribute to the Stars and thought it was wonderful. She stated that she has concerns on the solar RFP.
- Ms. Paspalis stated that the Tribute to the Stars was fabulous. She thanked Sony for their donation and the venue. In regards to Linwood Howe losing a kindergarten teacher, she stated there is nothing to reconsider because no decision has been made.
- Mr. Silbiger reiterated Ms. Ehrlic's comments and said that he is facilitating a panel at the Immersion Symposium. He also attended the Tribute to the Stars and said it was spectacular. He stated that the anti-bullying work being done in the District has been very good. The main issue is having staff roaming the campuses. Mr. Silbiger thanked Mr. Sotelo for bringing the enrollment information and asked if there was a sense of when the more accurate numbers will be available. He agreed with Ms. Siever that the sooner it can be brought forward by the staff as an information item the better. He stated that Linwood Howe has the least amount of students going to El Marino. The best thing to do is to keep coming to meetings when the topic is agendaized.
- Mr. Zeidman explained how the Brown Act works and apologized to the audience for not being able to speak with them when they commented. He reported that the California Department of Education

just settled with the ACLU, so now the District cannot ask for money for P.E. clothes. Mr. Zeidman commented on his meeting with Senator Curren Price, along with Drew Sotelo and Ms. Paspalis to get additional information on a senate bill. He thanked Kari Frethams's 3<sup>rd</sup> grade class for all of their letters.

13. Recess

The Board recessed at 8:50 p.m. and reconvened at 9:05 p.m.

12. Information Items

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

Mr. Zeidman suggested sending changes to Mrs. Jaffe and bringing the Administrative Regulation back for another review and possible approval.

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 – Advanced Astronomy

Dan Carter, the teacher that would be teaching the class, gave the Board insight as to what would be taught in the class. It was moved by Ms. Siever and seconded by Ms. Paspalis that the Board approve the New Course at Culver City High School – Advanced Astronomy as presented. The motion was unanimously approved.

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

It was moved by Mr. Gourley and seconded by Ms. Siever that the Board approve the New Course at Culver City High School – Japanese Immersion as presented. The motion was unanimously approved.

14.3 Business Items

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

It was moved by Ms. Paspalis and seconded by Ms. Siever that the Board approve Resolution #34/2010-2011 Temporary Borrowing Between Funds as presented. The motion was unanimously approved.

15. Board Business

15.1 Discussion Regarding Board Goals and Objectives

Ms. Siever stated she would like to bring the Goals and Objectives back at the next meeting as an Action Item. The Board agreed.

15.2 Discussion Regarding Traffic Issues on Elenda Street

Mrs. Jaffe gave a report on her meeting with Ted Yant, Security Supervisor. She stated that there will be a plan phased in and parking tickets will start getting issued by CCPD.

Adjournment

There being no further business, it was moved by Mr. Gourley, seconded by Ms. Paspalis and unanimously approved to adjourn the meeting. Board President Mr. Zeidman adjourned the meeting at 9:15 p.m.

Approved: \_\_\_\_\_  
Board President

\_\_\_\_\_  
Superintendent

On: \_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary

## BOARD REPORT

6/14/11

9.2

### 9.2 PURCHASE ORDERS

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

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

Purchase order grand total from May 14, 2011 through June 3, 2011 is \$110,458.22.

#### BUDGET NUMBER LEGEND FOR FUNDS

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

**RECOMMENDED MOTION:** That purchase orders from May 14, 2011 through June 3, 2011 in the amount of \$110,458.22 be ratified by the Board of Education.

**Moved by:**

**Seconded by:**

**Vote:**



PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/31/11	56317M	A		05/31/2011	ITC ELECTRONICS	MAINTENANCE SUPP/EQUIP	Maintenance	01.0	81500.0	00000	81100	4380	0005040	500.00	500.00
				05/31/2011		ITC ELECTRONICS									
06/02/11	56318M	A		06/02/2011	MGM AUTO BODY	REPAIRS - OTHER	Transportation/Special Ed	01.0	72400.0	57500	36000	5630	0005510	1,400.00	1,400.00
				06/02/2011		MGM AUTO BODY									
06/02/11	56319M	A		06/02/2011	TOWN RIDE, INC.	TRANSPORTATION SUPP/EQUIP/SERV	Operations	01.0	00000.0	00000	36000	5871	0005041	500.00	500.00
				06/02/2011		TOWN RIDE, INC.									
05/24/11	56320M	A		05/24/2011	JOHN DEERE LANDSCAPES	MAINTENANCE SUPP/EQUIP	Grounds	01.0	00000.0	00000	82000	4380	0005043	800.00	800.00
				05/24/2011		JOHN DEERE LANDSCAPES									
05/27/11	56322M	A		05/27/2011	HIGHLAND PARKING AND	TRANSPORTATION SUPP/EQUIP/SERV	Operations	01.0	00000.0	00000	36000	5871	0005041	850.00	850.00
				05/27/2011		HIGHLAND PARKING AND TRANSPORTATION									
05/17/11	56630	A		05/17/2011	REDWOOD PRESS	OFFICE SUPPLIES	Adult School	11.0	06390.0	41100	27000	4350	0000010	185.48	185.48
				05/17/2011		REDWOOD PRESS									
05/17/11	56660	A		05/18/2011	SAMY'S CAMERA	CAMERA SUPP/EQUIP	District Curriculum	01.0	35500.0	11100	10000	4400	0004010	909.77	909.77
				05/17/2011		SAMY'S CAMERA									
05/17/11	56661	A		05/17/2011	THE APPLE STORE	COMPUTER SUPP/EQUIP	District Curriculum	01.0	35500.0	11100	10000	4400	0004010	1,073.87	1,073.87
				05/17/2011		THE APPLE STORE									
05/16/11	56672	A		05/16/2011	NASCO MODESTO	INSTRUCTIONAL SUPPLIES	District Curriculum	01.0	35500.0	11100	10000	4400	0004010	1,400.54	1,400.54
				05/16/2011		NASCO MODESTO		01.0	00000.0	16001	10000	4400	4010000	6,737.40	6,737.40
				05/16/2011		NASCO MODESTO									
05/17/11	56676	A		05/17/2011	NCS PEARSON, INC.	SOFTWARE	Culver City Middle School	01.0	30100.0	11100	10000	4410	3010000	24,538.00	24,538.00

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

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Run Date: **06/04/2011**

Run Time: **05:30:09AM**  
**WEEKLY**

Report ID: LAPO009C

District: 64444

Purchase Orders/Buyouts To The Board for Ratification From : 5/14/2011 To 6/3/2011  
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

**Change**

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/17/11	56677	A		05/17/2011	TENSION ENVELOPE CORPORATION	OFFICE SUPPLIES	Culver City High School	01.0	07395.0	00000	27000	4350	4010000	1,946.42	24,538.00
				05/17/2011										1,946.42	
				05/17/2011										1,946.42	
05/17/11	56678	A		05/17/2011	C & A JEWELRY CASTING MFG.	OFFICE SUPPLIES	Culver City High School	01.0	00000.0	00000	27000	4350	4010000	238.28	
				05/17/2011										238.28	
05/17/11	56679	A		05/18/2011	FREY SCIENTIFIC	INSTRUCTIONAL SUPPLIES	Culver City Middle School	01.0	90127.0	11100	10000	4310	3010000	6,110.88	
				05/17/2011										6,110.88	
05/17/11	56680	C		05/17/2011	CULVER CITY LIONS CLUB	MEMBERSHIPS	Human Resources	01.0	00000.0	00000	74000	5310	0003000	87.00	
				05/17/2011										87.00	
05/17/11	56681	C		05/18/2011	THE ANIMAL GUYS, INC.	FIELD TRIPS	El Rincon Elementary	01.0	00000.0	16003	10000	5816	2040000	885.00	
				05/17/2011										885.00	
05/17/11	56682	A		05/17/2011	TECH CCTV	SECURITY SUPP/EQUIP/SYSTEM	Security	01.0	00000.0	00000	83000	4400	0001050	3,718.94	
				05/17/2011										3,718.94	
05/23/11	56683	A		05/23/2011	BAUDVILLE, INC.	OFFICE SUPPLIES	Human Resources	01.0	00000.0	00000	74000	4350	0003000	214.63	
				05/23/2011										214.63	
05/19/11	56684	A		05/19/2011	FAIR-PLAY	REPAIRS - OTHER	Culver City High School	01.0	00000.0	15000	10000	5630	4010000	1,500.00	
				05/19/2011										1,500.00	
05/20/11	56685	A		05/20/2011	LINDA DIAMOND, M.S.	CONSULTANTS	Special Education	01.0	65000.0	57520	11360	5810	0004040	1,500.00	
				05/20/2011										1,500.00	
06/02/11	56686	A		06/02/2011	ADAPTIVEMALL.COM, LLC	INSTRUCTIONAL SUPPLIES	Special Education	01.0	33100.0	57300	11100	4400	0004040	1,159.95	

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

Board List Purchase Order Report  
 CULVER CITY UNIFIED SD

5/14/2011 To 6/3/2011

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
06/02/2011			56686				ADAPTIVEMALL.COM, LLC								1,159.95
05/23/11	56687	A	05/23/2011		TROXELL COMMUNICATIONS	INSTRUCTIONAL SUPPLIES	Adult School	11.0	39050.0	41100	27000	4310	0000010	307.30	
05/23/2011			56687			TROXELL COMMUNICATIONS									307.30
05/20/11	56688	C	05/20/2011		WELLS FARGO	CONFERENCE AND TRAVEL	Superintendent's Office	01.0	00000.0	00000	71000	5220	0001000	92.00	
05/20/2011			56688			WELLS FARGO									92.00
05/23/11	56689	C	05/23/2011		AFTERSCHOOL CORNUCOPIA	CONTRACTED SERVICES	Linwood Howe Elementary	01.0	91400.0	11100	10000	5810	2020000	1,000.00	
05/23/2011			56689			AFTERSCHOOL CORNUCOPIA									1,000.00
05/23/11	56690	A	05/23/2011		AVC OFFICE AUTOMATION	MAINTENANCE AGREEMENTS	Culver City Middle School	01.0	00000.0	00000	27000	5630	3010001	115.24	
05/23/2011			56690			AVC OFFICE AUTOMATION									115.24
05/23/11	56691	C	05/23/2011		MALEMAN INK	CONSULTANTS	Superintendent's Office	01.0	00000.0	00000	71000	5850	0001000	1,000.00	
05/23/2011			56691			MALEMAN INK									1,000.00
05/23/11	56692	A	05/23/2011		CBS ADVERTISING DISTRIBUTORS, LLC	INSTRUCTIONAL SUPPLIES	Undistributed SUPPT	01.0	90146.0	00000	00000	4310	0000000	825.00	
05/23/2011			56692			CBS ADVERTISING DISTRIBUTORS, LLC									825.00
05/23/11	56693	A	05/23/2011		VINA ENGRAVING & TROPHIES	OFFICE SUPPLIES	Superintendent's Office	01.0	00000.0	00000	71000	4350	0001000	21.61	
05/23/2011			56693			VINA ENGRAVING & TROPHIES									21.61
05/23/11	56694	C	05/23/2011		WILLIAM SMYTHE & CHRISTINE ROESE	CONTRACT SERVICES RENDERED	Special Education	01.0	33100.0	57500	39000	5890	0004040	980.12	
05/23/2011			56694			WILLIAM SMYTHE & CHRISTINE ROESE									980.12
05/23/11	56695	C	05/23/2011		NEUROPSYCHOLOGY PARTNERS, INC.	CONTRACT SERVICES RENDERED	Special Education	01.0	65000.0	57700	31500	5890	0004040	5,500.00	
05/23/2011			56695			NEUROPSYCHOLOGY PARTNERS, INC.									5,500.00
06/02/11	56696	A	06/02/2011		ADVENTURE CITY	FIELD TRIPS	Office of Child Development	12.0	50250.0	85000	10000	5816	0000002	650.00	

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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
06/02/11	56696	A		06/02/2011	ADVENTURE CITY	FIELD TRIPS	Office of Child Development	12.0	61052.0	85000	10000	5816	0000002	650.00	1,300.00
				06/02/2011			ADVENTURE CITY								
05/23/11	56697	A		05/23/2011	AVC OFFICE AUTOMATION	MAINTENANCE AGREEMENTS	El Marino	01.0	00000.0	00000	27000	5630	2030001	384.14	384.14
				05/23/2011			AVC OFFICE AUTOMATION								
05/27/11	56698	A		05/27/2011	OLD TOWN MUSIC CO.	BOOKS	Adult School	11.0	90139.0	41100	10000	4110	0000010	150.12	150.12
				05/27/2011			OLD TOWN MUSIC CO.								
05/27/11	56699	C		05/27/2011	STAR ECO STATION	FIELD TRIPS	Linwood Howe Elementary	01.0	91400.0	11100	10000	5816	2020000	505.00	505.00
				05/27/2011			STAR ECO STATION								
05/27/11	56700	C		05/27/2011	MUSEUM OF THE AMERICAN WEST	FIELD TRIPS	Linwood Howe Elementary	01.0	91400.0	11100	10000	5816	2020000	54.00	54.00
				05/27/2011			MUSEUM OF THE AMERICAN WEST								
05/31/11	56701	A	2	06/01/2011	THE APPLE STORE	COMPUTER SUPP/EQUIP	Special Projects	01.0	35500.0	11100	10000	4410	0004030	3,045.57	3,045.57
				05/31/2011			THE APPLE STORE								
05/31/11	56702	A		05/31/2011	MARSHALL MUSIC	INSTRUCTIONAL SUPPLIES	Educational Services	01.0	91400.0	00000	21000	4320	0004000	89.37	89.37
				05/31/2011			MARSHALL MUSIC								
05/31/11	56703	A		05/31/2011	CDW-G	COMPUTER SUPP/EQUIP	Security	01.0	00000.0	00000	83000	4400	0001050	292.33	292.33
				05/31/2011			CDW-G								
05/31/11	56704	A		05/31/2011	CULVER MOTOR CLINIC INC.	REPAIRS - OTHER	Security	01.0	00000.0	00000	83000	5630	0001050	374.70	374.70
				05/31/2011			CULVER MOTOR CLINIC INC.								
05/31/11	56705	A		05/31/2011	TECH CCTV	COMPUTER SUPP/EQUIP	Security	01.0	00000.0	00000	83000	4400	0001050	659.36	659.36
				05/31/2011			TECH CCTV								

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

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Run Date: **06/04/2011**

Run Time: **05:30:09AM**  
**WEEKLY**

Report ID: LAPO009C

District: 64444

Purchase Orders/Buyouts To The Board for Ratification From : **5/14/2011 To 6/3/2011**  
Purchase Orders/Buyouts in Excess of \$1.00 To Be Ratified

**Change**

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt
05/31/11	56706	A		05/31/2011	PROMOTE MARKETING	GRADUATION SUPPLIES 05/31/2011	Culver City High School 56706	01.0	00000.0	00000	27000	4350	4010000	229.50	229.50
05/27/11	56707	A		05/31/2011	CSF BALFOUR	GRADUATION SUPPLIES 05/27/2011	Culver City High School 56707	01.0	00000.0	00000	27000	4350	4010000	2,617.20	2,617.20
05/31/11	56708	C		05/31/2011	CAREER CRUISING	LICENSE/FEES 05/31/2011	Culver City High School 56708	01.0	65200.0	57700	21000	4320	4010000	495.00	495.00
05/31/11	56709	A		05/31/2011	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES 05/31/2011	Special Education 56709	01.0	65000.0	57700	11100	4310	0004040	600.00	600.00
05/31/11	56710	C		05/31/2011	BRAD AND YULIA MCAFFEE	CONTRACT SERVICES RENDERED 05/31/2011	Special Education 56710	01.0	65000.0	57500	39000	5890	0004040	800.00	800.00
05/31/11	56711	A		05/31/2011	LOVAAS INSTITUTE FOR EARLY	CONTRACT SERVICES RENDERED 05/31/2011	Special Projects 56711	01.0	65000.0	57500	11800	5880	0004030	82.50	82.50
05/31/11	56712	A		05/31/2011	HEALTHMASTER	SOFTWARE 05/31/2011	Nurses-Health Aides 56712	01.0	56400.0	00000	39000	4340	0004027	11,251.21	11,251.21
06/01/11	56714	A		06/01/2011	ORIENTAL TRADING CO., INC.	INSTRUCTIONAL SUPPLIES 06/01/2011	Office of Child Development 56714	12.0	61050.0	85000	10000	4310	0000002	258.49	258.49
06/02/11	56715	A		06/02/2011	SDA SECURITY	SECURITY SUPP/EQUIP/SYSTEM 06/02/2011	Security 56715	01.0	00000.0	00000	83000	4400	0001050	3,918.00	3,918.00
06/02/11	56716	A		06/02/2011	BEARCOM WIRELESS	INSTRUCTIONAL SUPPLIES 06/02/2011	Special Projects 56716	01.0	58100.0	11100	10000	4310	0004030	72.44	72.44

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

Page No. **6**

Run Date: **06/04/2011**  
 Run Time: **05:30:09AM**  
**WEEKLY**

5/14/2011 To 6/3/2011

Report ID: LAPO009C

District : 64444

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

**Change**

PO Date	PO #	Stat	Ord#	Date	Vendor Name	Description	Dept/Site	Fund	Res.Prj	Goal	Funct	Obj	Sch.Lo	Distrib Amount	PO Amt	
06/02/11	56717	A		06/02/2011	DOCUMENT TRACKING	CONTRACTED SERVICES	Special Projects	01.0	42010.0	00000	71000	5810	0004030	550.00	550.00	
						06/02/2011	56717	DOCUMENT TRACKING SERVICES								550.00
06/02/11	56718	A		06/02/2011	GUIDED DISCOVERIES	FIELD TRIPS	Gate Field Trips	01.0	91400.0	11100	10000	5816	3017140	3,520.00	3,520.00	
						06/02/2011	56718	GUIDED DISCOVERIES								3,520.00
06/02/11	56719	A		06/02/2011	GYPSY SERVICES	CONTRACTED SERVICES	Linwood Howe Elementary	01.0	91400.0	11100	10000	5810	2020000	225.00	225.00	
						06/02/2011	56719	GYPSY SERVICES								225.00
06/02/11	56720	A		06/02/2011	STAR OFFICE SUPPLIES, INC.	OFFICE SUPPLIES	Special Projects	01.0	30100.0	00000	27000	4350	0004030	1,241.61	1,241.61	
						06/02/2011	56720	STAR OFFICE SUPPLIES, INC.								1,241.61
06/02/11	56721	A		06/02/2011	GALE SUPPLY COMPANY	INSTRUCTIONAL SUPPLIES	Summer School	01.0	00000.0	00000	27000	4310	0000982	1,000.00	1,000.00	
						06/02/2011	56721	GALE SUPPLY COMPANY								1,000.00
06/02/11	56722	A		06/02/2011	OFFICE DEPOT	INSTRUCTIONAL SUPPLIES	Summer School	01.0	00000.0	11100	10000	4310	0000982	2,000.00	2,000.00	
						06/02/2011	56722	OFFICE DEPOT								2,000.00
06/03/11	56723	A		06/03/2011	DELL COMPUTER CORP.	COMPUTER SUPP/EQUIP	Technology	01.0	00000.0	00000	77000	4410	0005020	8,511.11	8,511.11	
						06/03/2011	56723	DELL COMPUTER CORP.								8,511.11
06/03/11	56725	A		06/03/2011	SAFEGUARD BUSINESS SYSTEMS	OFFICE SUPPLIES	Adult School	11.0	06390.0	41100	27000	4350	0000010	134.14	134.14	
						06/03/2011	56725	SAFEGUARD BUSINESS SYSTEMS								134.14

Total by District : 64444      110,458.22      110,458.22

End of Report LAPO009C

**NONPUBLIC SCHOOLS:**

APPROVED YTD: \$2,864,239.97

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

## BOARD REPORT

6/14/11

9.3

### 9.3 Approval is Recommended for Acceptance of Gifts

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

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

<u>Location</u>	<u>Donor/Item(s) Donated</u>
CCUSD I.T. Department	Donahue Horrow, Inc. c/o Laurie Schwartz 2 Servers, 2 UPS Battery Backups, 4 Keyboards
Office of Child Development	Mr. and Mrs. Marzola Computer Monitor  Curtis Thompson, IV \$100.00 for Classroom Supplies
Culver City Middle School	Nelson, Thompson, Pegue & Thornton 17 Computer Monitors 14 CPUs with Software 14 Keyboards
El Marino Language School	Tylor Griffin 4 Books for Library  Addison Pan 11 Reams of Paper, 4 Reams of Photo Paper

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

Moved by:

Seconded by:

Vote:

**BOARD REPORT**

**9.4 Financial Implication for Certificated Services Report No. 21**

Total Fiscal Impact per Funding Source:

Educational Services Curriculum	\$ 5,460.00
Educational Services Donations	\$ 6,345.50
General Fund	\$114,360.00
General Fund – Athletics	\$ 1,908.65
General Fund – ASB	\$ 1,837.50
General Fund – Summer School	\$ 43,980.50
Los Angeles County Office Regional Occupational Program	\$ 8,313.75
Office of Child Development School Improvement	\$142,753.32
Special Education	\$104,259.88
Title IV Safe Drug Free Schools	\$ 420.00



**BOARD REPORT**

**9.4 Certificated Personnel Services Report No. 21**

**I. Authorization and Ratification of Employment**

**A. Assistant Superintendent – Educational Services**

Effective July 1, 2011

Funding Source: General Fund

Total Cost: \$114,360.00

1. Carroll, Eileen

**B. Substitute Teacher – District**

Effective June 15, 2011 at \$125.00 per day, work as needed

Funding Source: General Fund

1. Rauschuber, Shelly

**C. Special Education Extended School Year Teachers**

Effective June 21, 2011 through July 21, 2011 at 80% of one month's salary for 20 days  
5 hours per day, 4 days per week

Funding Source: Special Education

Total Cost: \$70,611.20

1.	Biagiotti, Edward	\$243.44 per day
2.	Deb, Anjali	\$234.12 per day
3.	Flowers, Cyndi	\$210.52 per day
4.	Hegarty, Shannon	\$219.08 per day
5.	Hernandez, Valerie	\$265.64 per day
6.	Hodge, Amy	\$279.24 per day
7.	Levyn, Karen	\$290.68 per day
8.	Roth, John	\$269.92 per day
9.	Sherrill, Justin	\$219.08 per day
10.	Sterner, Pattamaporn (nurse)	\$257.76 per day
11.	Sweeney, Mary Ann	\$293.56 per day
12.	Tollefson, Laura	\$279.24 per day
13.	Vasseghi, Norma	\$224.84 per day
14.	Velasquez, Christina	\$243.44 per day

**D. Special Education Extended School Year Psychologist**

Effective July 1, 2011 through July 21, 2011 at per diem rate of pay, not to exceed 14 days

Funding Source: Special Education

Total Cost: \$6,017.48

1. Glamore, Alleese \$429.82 per day

**BOARD REPORT**

**9.4 Certificated Personnel Services Report No. 21 – Page 2**

**I. Authorization and Ratification of Employment -- continued**

**E. Special Education Extended School Year Program Specialists**

Effective June 20, 2011 through August 31, 2011 at per diem rate of pay, not to exceed 30 days

Funding Source: Special Education

Total Cost: \$26,340.00

- |    |                 |                  |
|----|-----------------|------------------|
| 1. | Cole, Christine | \$439.00 per day |
| 2. | Grant, Sheila   | \$439.00 per day |

**F. Special Education Extended School Year Teacher – Preschool Class**

Effective June 21, 2011 through July 21, 2011 at hourly rate of pay, 3 hours per day, 20 days

Funding Source: Special Education

Total Cost: \$1,291.20

- |    |                    |                  |
|----|--------------------|------------------|
| 1. | Frederick, Georgia | \$21.52 per hour |
|----|--------------------|------------------|

**G. Regional Occupational Program Teacher – Summer Session**

Effective June 21, 2011 through August 26, 2011 at \$36.95 per hour

Funding Source: LACOROP

Total Cost: \$5,542.50

- |    |               |                      |                         |
|----|---------------|----------------------|-------------------------|
| 1. | Sunwaye, Lisa | Retail Marketing CVE | Not to exceed 150 hours |
|----|---------------|----------------------|-------------------------|

**H. Regional Occupational Program Teacher – Summer Session**

Effective July 11, 2011 through July 28, 2011 at \$36.95 per hour

Funding Source: LACOROP

Total Cost: \$2,771.25

- |    |                 |                     |                        |
|----|-----------------|---------------------|------------------------|
| 1. | Brandt, Michael | Auto Specialization | Not to exceed 75 hours |
|----|-----------------|---------------------|------------------------|

**I. Summer School Teachers – High School**

Effective June 21, 2011 through July 28, 2011 at 100% of one month's salary

5.5 hours per day, 4 days per week, 24 total work days

Funding Source: General Fund – Summer School

Total Cost: \$35,317.00

- |    |                   |            |                  |
|----|-------------------|------------|------------------|
| 1. | Carter, Daniel    | Geometry   | \$251.34 per day |
| 2. | Doan, Andrew      | Algebra IA | \$211.84 per day |
| 3. | Fontijn, Mariah   | Algebra IB | \$290.88 per day |
| 4. | Gatz, Laureen     | English 9  | \$178.25 per day |
| 5. | Sanderson, Judith | Biology    | \$327.42 per day |
| 6. | Yen, Joan         | Algebra II | \$211.84 per day |

**BOARD REPORT**

**9.4 Certificated Personnel Services Report No. 21 – Page 3**

**I. Authorization and Ratification of Employment – continued**

**J. Summer School Teachers – High School**

Effective June 21, 2011 through July 28, 2011 at 50% of one month's salary

5.5 hours per day, 4 days per week, 12 total work days

Funding Source: General Fund – Summer School

Total Cost: \$8,663.50

1.	Mullen, Leona	English 11 (2 <sup>nd</sup> session)	\$216.30 per day
2.	Pollman, Steven	English 11 (1 <sup>st</sup> session)	\$327.42 per day
3.	Tevis, Kimberly	English 10 (2 <sup>nd</sup> session)	\$178.25 per day

**K. Summer School Teachers – Middle School**

Effective June 21, 2011 through July 28, 2011 at stated salary

Funding Source: Educational Services Donations

Total Cost: \$6,345.50

1.	Choe, Mickey	Math	\$118.96 per day
2.	Green-Bratton, Cathi	ELD	\$203.61 per day

**L. Extra Assignment – Elementary Schools, Caring School Community Program**

Professional Development

Effective November 30, 2010 at \$35.00 per hour, not to exceed 2 hours per teacher

Funding Source: Title IV Safe/Drug Free Schools

Total Cost: \$420.00

1.	Carlan, Marlene	4.	Johnson, Robyn
2.	Conner, Jessica	5.	Morgan, Nancy
3.	Egan, Johanna	6.	Redmon, Kimberly

**M. Extra Assignment – District Office, Summer 2011 ELD Curriculum Development**

Effective June 15, 2011 through June 30, 2011 at \$35.00 per hour, not to exceed

3 hours per teacher

Funding Source: Educational Services Curriculum

Total Cost: \$210.00

1.	Benitez, Claudia
2.	Groya, Julie

**BOARD REPORT**

**9.4 Certificated Personnel Services Report No. 21 – Page 4**

**I. Authorization and Ratification of Employment – continued**

N. Extra Assignment – El Rincon & Farragut, Mathematics - Curriculum Development  
Effective June 21, 2011 through August 30, 2011 at \$35.00 per hour not to exceed stated hours  
Funding Source: Educational Services Curriculum  
Total Cost: \$5,250.00

1.	Ames, Janet	El Rincon	25 hours
2.	Ebora, Lynn	Farragut	25 hours
3.	Kendrick, Marshanne	El Rincon	50 hours
4.	Manglinong, Stephanie	Farragut	25 hours
5.	Strom, Sukainatou	El Rincon	25 hours

O. Extra Assignment – High School, Coaching Track & Field Playoffs  
Effective May 5, 2011 through May 21, 2011 for 14 days at \$681.66 stipend  
Funding Source: General Fund – Athletics  
Total Cost: \$681.66

1. Wright, Jahmal

P. Extra Assignment – High School, Golf Playoffs  
Effective May 5, 2011 through May 16, 2011 for 7 days at \$140.00 stipend  
Funding Source: General Fund – Athletics  
Total Cost: \$140.00

1. Salter, Thomas

Q. Extra Assignment – High School, Boys' Tennis Playoffs  
Effective May 5, 2011 through May 10, 2011 for 4 days at \$159.64 stipend  
Funding Source: General Fund – Athletics  
Total Cost: \$159.64

1. Rothenberg, Philip

R. Extra Assignment – High School, Baseball Playoffs  
Effective May 12, 2011 through May 31, 2011 at \$927.35 stipend  
Funding Source: General Fund – Athletics  
Total Cost: 927.35

1. Prieto, Richard

**BOARD REPORT**

**9.4 Certificated Personnel Services Report No. 21 – Page 5**

**I. Authorization and Ratification of Employment – continued**

S. Extra Assignment – High School, Graduation Supervision  
 Effective June 17, 2011 at \$35.00 per hour, not to exceed 3.5 hours per teacher  
 Funding Source: General Fund – ASB  
 Total Cost: \$1,837.50

- |                       |                       |
|-----------------------|-----------------------|
| 1. Bakunin, John      | 9. Mielke, David      |
| 2. Beckendorf, Wendy  | 10. Montero, Jose     |
| 3. Davis, Alex        | 11. Mullen, Leona     |
| 4. De Armond, Melanie | 12. Nolan, Kelly      |
| 5. Dennis, Darrin     | 13. Schulte, Penny    |
| 6. Donahue, Doreen    | 14. Sullivan, Bryan   |
| 7. Fontijn, Mariah    | 15. Yokogawa, Valerie |
| 8. Laetz, Diane       |                       |

T. Extra Assignment – OCD, Teachers for Summer School Program  
 Effective June 20, 2011 through August 31, 2011 at current hourly rate, not to exceed 400 hours per teacher  
 Funding Source: Child Development  
 Total Cost: \$82,692.00

- |                      |                  |
|----------------------|------------------|
| 1. Addy, Shirley     | \$20.71 per hour |
| 2. Diaz, Frances     | \$21.52 per hour |
| 3. Graham, Jennifer  | \$18.40 per hour |
| 4. Hearn, Yolanda    | \$19.88 per hour |
| 5. Ito, Pauline      | \$24.83 per hour |
| 6. Jaramillo, Jalena | \$20.71 per hour |
| 7. Jones, Rhonda     | \$20.71 per hour |
| 8. Orozco, Lourdes   | \$17.68 per hour |
| 9. Serra, Bernadette | \$19.88 per hour |
| 10. Tillett, Aretha  | \$22.41 per hour |

U. Extra Assignment – OCD, Teachers for Preschool Summer Program  
 Effective June 20, 2011 through August 31, 2011 at current hourly rate, not to exceed 400 hours per teacher  
 Funding Source: Child Development  
 Total Cost: \$55,976.00

- |                       |                  |
|-----------------------|------------------|
| 1. Aqueveque, Rosa    | \$22.41 per hour |
| 2. Frederick, Georgia | \$21.52 per hour |
| 3. Gallagher, Carol   | \$22.41 per hour |
| 4. Ito, Pauline       | \$24.83 per hour |
| 5. Langston, Marie    | \$21.52 per hour |
| 6. Lyall, Christine   | \$27.25 per hour |

**BOARD REPORT**

**9.4 Certificated Personnel Services Report No. 21 – Page 6**

**I. Authorization and Ratification of Employment – continued**

V. Extra Assignment – OCD, Summer Camp Preparation  
Effective June 13, 2011 through June 19, 2011 at current hourly rate, not to exceed  
16 hours per teacher  
Funding Source: Child Development  
Total Cost: \$2,747.20

1.	Diaz, Frances	\$21.52 per hour
2.	Edkar, Maria	\$22.41 per hour
3.	Goodman, Cheryl	\$27.25 per hour
4.	Graham, Jennifer	\$18.40 per hour
5.	Jaramillo, Jalena	\$20.71 per hour
6.	Jones, Rhonda	\$20.71 per hour
7.	Rodriguez, Toni	\$21.52 per hour
8.	Serra, Bernadette	\$19.88 per hour

W. Extra Assignment – OCD, Collaborative Curriculum Workshop  
Effective June 1, 2011 through June 17, 2011 at current hourly rate, not to exceed  
3 hours per teacher  
Funding Source: Child Development  
Total Cost: \$918.12

1.	Aqueveque, Rosa	\$22.41 per hour
2.	Armendariz, Anna	\$21.52 per hour
3.	Bailey, Renee	\$22.41 per hour
4.	Frederick, Georgia	\$21.52 per hour
5.	Gray, Angela	\$25.44 per hour
6.	Jones, Rhonda	\$20.71 per hour
7.	Langston, Marie	\$21.52 per hour
8.	Lyall, Christine	\$27.25 per hour
9.	McClellan, Traci	\$24.83 per hour
10.	Pulliam, Darla	\$27.25 per hour
11.	Reeves, Patricia	\$27.25 per hour
12.	Rico, Albert	\$21.52 per hour
13.	Sapir, Angela	\$22.41 per hour
14.	Soliman, Nona	\$22.41 per hour
15.	Tillett, Aretha	\$22.41 per hour

**BOARD REPORT**

**9.4 Certificated Personnel Services Report No. 21 – Page 7**

**I. Authorization and Ratification of Employment – continued**

X. Extra Assignment – OCD, Collaborative Curriculum Workshop  
Effective June 1, 2011 through June 17, 2011 at \$35.00 per hour, not to exceed  
3 hours per teacher  
Funding Source: Child Development  
Total Cost: \$420.00

- |                   |                    |
|-------------------|--------------------|
| 1. Deb, Anjali    | 3. Smith, Susan    |
| 2. Flowers, Cyndi | 4. Vasseghi, Norma |

**II. Transfer**

- |                    |   |
|--------------------|---|
| 1. Rodriguez, Luis | From: Spanish Immersion – Middle School |
|                    | To: Spanish Teacher – High School       |

**III. Early Retirement/Reduced Workload**

- |                       |   |
|-----------------------|---|
| 1. Levit, Amy         | From: 100% Assignment                           |
| TOSA, District Office | To: 80% Assignment                              |
|                       | Effective August 31, 2011 through June 22, 2011 |

**RECOMMENDED MOTION:** That approval be granted for Certificated Personnel Services Report No. 21

Moved by:

Seconded by:

Vote:

**BOARD REPORT**

**9.5 Financial Implication for Classified Personnel Services Report No. 21**

Total Funding Fiscal Impact:

Booster Club Total:	\$618.12
Boy Scouts of America Total:	\$136.62
Child Development Total:	\$118,947.67 \$19.96 per hour, as needed \$20.99 per hour, as needed
General Fund Total:	\$158,992.02 \$14.14 per hour, as needed \$13.85 per hour, as needed \$14.61 per hour, as needed
Kids Summer Program Total:	\$7,474.32

I. Authorization, Approval & Ratification of Employment

A. Child Development

- |  |   |
|--|---|
| 1. Instructional Assistants –<br>Child Development | Funding Source: Child Development<br>Fiscal Impact: \$118,947.67/assignment |
|--|---|

B. Clerical & Fiscal

- |                            |   |
|----------------------------|---|
| 1. Occupational Therapist  | Funding Source: General Fund – Special Ed<br>Fiscal Impact: \$66,940/year   |
| 2. Substitute Clerk Typist | Funding Source: General Fund<br>Fiscal Impact: \$14.14/hour, as needed      |
| 3. Adult School Clerical   | Funding Source: Kids Summer Program<br>Fiscal Impact: \$7,474.32/assignment |
| 4. Secondary/Library Staff | Funding Source: General Fund<br>Fiscal Impact: \$9,652.70/assignment        |

C. Food Services

- |                                  |   |
|----------------------------------|---|
| 1. Senior Food Service Assistant | Funding Source: Boy Scouts of America<br>Fiscal Impact: \$136.62/assignment |
|----------------------------------|---|



BOARD REPORT

9.5 Financial Implication for Classified Personnel Services Report No. 21 – Page 2

I. Authorization, Approval & Ratification of Employment – continued

D. Instructional Assistants

- |    |   |  |
|----|---|--|
| 1. | Community Liaison/<br>Vocational Aide III | Funding Source: General Fund – Special Ed<br>Fiscal Impact: \$25,980.80/year |
| 2. | Substitute Instructional Assistant        | Funding Source: General Fund<br>Fiscal Impact: \$13.85/hour, as needed       |

E. Maintenance

- |    |                             |   |
|----|-----------------------------|---|
| 1. | School Custodian            | Funding Source: General Fund<br>Fiscal Impact: \$32,373.60                                    |
| 2. | Substitute School Custodian | Funding Source: General Fund<br>Fiscal Impact: \$14.61/ hour, as needed                       |
| 3. | Drivers – Summer School     | Funding Source: General Fund – Sp. Ed. Trans.<br>Fiscal Impact: \$18,687.60/assignment        |
| 4. | Drivers – Field Trips       | Funding Source: Child Development<br>Fiscal Impact: \$19.96/hour &<br>\$20.99/hour, as needed |

F. Coaches

- |    |                   |   |
|----|-------------------|---|
| 1. | Temporary Coaches | Funding Source: General Fund – Athletic<br>Fiscal Impact: \$5,357.32/assignment |
| 2. | Temporary Coaches | Funding Source: Booster Club<br>Fiscal Impact: \$618.12/assignment              |

**BOARD REPORT**

**9.5 Classified Personnel Services Report No. 21**

**I. Authorization, Approval & Ratification of Employment**

**A. Child Development**

1. Instructional Assistant – Child Development  
 Child Development – Extra Assignment  
 Collaborative Curriculum Workshop  
 Not to exceed 3 hours per day  
 Funding Source: Child Development  
 Effective June 1, 2011 through June 17, 2011

a.	Aguila, Guadalupe	Range 13	\$16.74 per hour
b.	Cueva, Maria	Range 11	\$15.64 per hour
c.	DeLeon, Zonia	Range 13	\$18.06 per hour
d.	Field, Sonja	Range 13	\$16.74 per hour
e.	Gonzalez, Mike	Range 11	\$15.64 per hour
f.	Labra, Carmen	Range 11	\$17.47 per hour
g.	Marcos, Marlene	Range 11	\$17.50 per hour
h.	Rios, Chris	Range 11	\$15.64 per hour
i.	Rodriguez, Esperanza	Range 13	\$18.06 per hour
j.	Salazar, Martha	Range 11	\$15.64 per hour
k.	Soria, Angelica	Range 11	\$15.64 per hour

2. Instructional Assistant – Child Development  
 Child Development – Extra Assignment  
 Summer Camp Preparation  
 Not to exceed 16 hours  
 Funding Source: Child Development  
 Effective June 13, 2011 through June 19, 2011

a.	Navarro, Matilde	Range 11	\$15.64 per hour
b.	Rincon, Anna	Range 13	\$17.41 per hour
c.	Sanchez, Lea	Range 11	\$15.64 per hour

3. Instructional Assistant – Child Development  
 Child Development – Summer Program  
 Not to exceed 400 hours  
 Funding Source: Child Development  
 Effective June 20, 2011 through August 31, 2011

a.	Andrus, Carla	Range 11	\$15.64 per hour
b.	Boudreaux, Michelle	Range 11	\$15.64 per hour
c.	Brown, Ameenah	Range 11	\$13.48 per hour
d.	Crespin, Loretta	Range 11	\$15.64 per hour
e.	Farrar, Courtney	Range 11	\$15.64 per hour
f.	Fierro, Anna Marie	Range 11	\$15.64 per hour
g.	Garcia, Elda	Range 11	\$16.89 per hour

**BOARD REPORT**

**9.5 Classified Personnel Services Report No. 21 – Page 2**

I. Authorization, Approval & Ratification of Employment – continued

A. Child Development – continued

3. Instructional Assistant – Child Development – continued  
 Child Development – Summer Program  
 Not to exceed 400 hours  
 Funding Source: Child Development  
 Effective June 20, 2011 through August 31, 2011

h.	Gomez, Yolanda	Range 11	\$13.48 per hour
i.	Goodrich, Denise	Range 11	\$15.64 per hour
j.	Janacito, Ann	Range 11	\$14.90 per hour
k.	Martinez, Ruth	Range 11	\$14.14 per hour
l.	Merlin, April	Range 11	\$15.64 per hour
m.	Navarro, Matilde	Range 11	\$15.64 per hour
n.	Padilla, Jose	Range 11	\$15.64 per hour
o.	Perez, Maria	Range 11	\$15.64 per hour
p.	Roberts, Tanya	Range 11	\$15.64 per hour
q.	Rubalcaba, Carolina	Range 13	\$17.77 per hour
r.	Salazar, Martha	Range 11	\$15.64 per hour
s.	Sanchez, Lea	Range 11	\$15.64 per hour

B. Clerical & Fiscal

1. Occupational Therapist  
 District Office – Pupil Personnel Services  
 8 hours per day, 10 months per year  
 Funding Source: General Fund – Special Ed  
 Effective June 15, 2011  
 Range 48
2. Fleck-Smith, Lisa  
 Substitute Clerk Typist  
 District Office  
 Funding Source: General Fund  
 Effective June 15, 2011  
 Hourly, as needed – \$14.14 per hour
3. Demitroff, Genea  
 Secretary II – Bilingual  
 Adult School – Summer Program  
 Not to exceed 40 hours per week  
 Funding Source: Kids Summer Program  
 Effective July 1, 2011 through July 29, 2011  
 Range 22 – \$23.95 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 3

I. Authorization, Approval & Ratification of Employment – continued

B. Clerical & Fiscal – continued

4. Scott, Kelly  
Budget Secretary  
Adult School – Summer Program  
Not to exceed 40 hours per week  
Funding Source: Kids Summer Program  
Effective July 1, 2011 through July 29, 2011  
Range 22 – \$20.54 per hour
5. Goodwin, Gary  
Instructional Materials Clerk  
High School – Secondary IMC  
Extra Assignment – Not to exceed 80 hours  
Funding Source: General Fund  
Effective July 18, 2011 through July 29, 2011  
Range 20 – \$19.59 per hour
6. Tanimura, Susan  
Instructional Materials Clerk  
High School – Secondary IMC  
Extra Assignment – Not to exceed 80 hours  
Funding Source: General Fund  
Effective July 1, 2011 through July 15, 2011  
Range 20 – \$19.59 per hour
7. Bruckner, Jane  
Substitute Clerk  
High School – Secondary IMC  
Extra Assignment – Not to exceed 160 hours  
Funding Source: General Fund  
Effective August 22, 2011 through  
September 16, 2011  
Range 20 – \$19.59 per hour
8. Bosc, Linda  
Library Media Clerk I  
El Marino – Extra Assignment  
Not to exceed 38 hours  
Funding Source: General Fund  
Effective September 6, 2011 through  
September 30, 2011  
Range 17 – \$18.15 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 4

I. Authorization, Approval & Ratification of Employment – continued

B. Clerical & Fiscal – continued

9. Larkins, Denise  
Library Media Clerk I  
El Rincon – Extra Assignment  
Not to exceed 38 hours  
Funding Source: General Fund  
Effective September 6, 2011 through  
September 30, 2011  
Range 17 – \$18.15 per hour

10. Marquez, Magdalena  
Library Media Clerk I  
Farragut – Extra Assignment  
Not to exceed 38 hours  
Funding Source: General Fund  
Effective September 6, 2011 through  
September 30, 2011  
Range 17 – \$18.15 per hour

11. Stella, Smith  
Library Media Clerk I  
La Ballona – Extra Assignment  
Not to exceed 38 hours  
Funding Source: General Fund  
Effective September 6, 2011 through  
September 30, 2011  
Range 17 – \$18.15 per hour

12. Ysaguirre, Ann Marie  
Library Media Clerk I  
Linwood Howe – Extra Assignment  
Not to exceed 38 hours  
Funding Source: General Fund  
Effective September 6, 2011 through  
September 30, 2011  
Range 17 – \$16.45 per hour

C. Food Services

1. Fogelbach, Aida  
Senior Food Service Assistant  
Food Services – Extra Assignment  
Boy Scouts of America – Not to exceed 9 hours  
Funding Source: Boy Scouts of America  
Effective May 14, 2011  
Range 10 – \$15.18 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 5

I. Authorization, Approval & Ratification of Employment – continued

D. Instructional Assistants

1. Community Liaison/  
Vocational Aide III  
High School – Workability  
8 hours per day, school year  
Funding Source: General Fund – Special Ed  
Effective June 15, 2011  
Range 16
2. Robinson, Brenda  
Substitute Instructional Assistant  
District Office  
Funding Source: General Fund  
Effective September 6, 2011  
Hourly, as needed – \$13.85 per hour

E. Maintenance

1. Maldonado, Jose  
School Custodian  
MOT/La Ballona  
8 hours per day, 12 months per year  
Funding Source: General Fund  
Effective June 15, 2011  
Range 16 – \$2710.96 per month
2. Ibarra, Rudy  
Substitute School Custodian  
Maintenance, Operations & Transportation  
Funding Source: General Fund  
Effective May 24, 2011  
Hourly, as needed – \$14.61 per hour
3. Bailey, Cynthia  
Driver  
Maintenance, Operations & Transportation  
Summer School  
Not to exceed 4.5 hours per day  
Funding Source: Special Ed Transportation  
Effective June 21, 2011 through July 21, 2011  
Range 21 – \$20.55 per hour
4. Bordenave, Helen  
Driver  
Maintenance, Operations & Transportation  
Summer School  
Not to exceed 4.5 hours per day  
Funding Source: Special Ed Transportation  
Effective June 21, 2011 through July 21, 2011  
Range 21 – \$20.55 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 6

I. Authorization, Approval & Ratification of Employment – continued

E. Maintenance – continued

5. Castillo, Marc  
Driver  
Maintenance, Operations & Transportation  
Summer School  
Not to exceed 4.5 hours per day  
Funding Source: Special Ed Transportation  
Effective June 21, 2011 through July 21, 2011  
Range 21 – \$20.55 per hour
6. Dawson, Linford  
Driver  
Maintenance, Operations & Transportation  
Summer School  
Not to exceed 4.5 hours per day  
Funding Source: Special Ed Transportation  
Effective June 21, 2011 through July 21, 2011  
Range 21 – \$20.55 per hour
7. Johnson, Daryl  
Driver  
Maintenance, Operations & Transportation  
Summer School  
Not to exceed 4.5 hours per day  
Funding Source: Special Ed Transportation  
Effective June 21, 2011 through July 21, 2011  
Range 21 – \$20.55 per hour
8. Pleshe, Antoinette  
Driver  
Maintenance, Operations & Transportation  
Summer School  
Not to exceed 4.5 hours per day  
Funding Source: Special Ed Transportation  
Effective June 21, 2011 through July 21, 2011  
Range 21 – \$20.55 per hour
9. Richmond, David  
Driver  
Maintenance, Operations & Transportation  
Summer School  
Not to exceed 4.5 hours per day  
Funding Source: Special Ed Transportation  
Effective June 21, 2011 through July 21, 2011  
Range 21 – \$20.55 per hour

BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 7

I. Authorization, Approval & Ratification of Employment – continued

E. Maintenance – continued

- |     |               |  |
|-----|---------------|--|
| 10. | Horn, Vanetta | Bus Driver<br>Maintenance, Operations & Transportation<br>Summer School<br>Not to exceed 6 hours per day<br>Funding Source: Special Ed Transportation<br>Effective July 1, 2011 through July 21, 2011<br>Range 23 – \$20.55 per hour         |
| 11. | Porter, Ramon | Bus Driver<br>Maintenance, Operations & Transportation<br>Summer School<br>Not to exceed 6 hours per day<br>Funding Source: Special Ed Transportation<br>Effective July 1, 2011 through July 21, 2011<br>Range 23 – \$21.62 per hour         |
| 12. | Tucker, Kevyn | Bus Driver<br>Maintenance, Operations & Transportation<br>Summer School<br>Not to exceed 6 hours per day<br>Funding Source: Special Ed Transportation<br>Effective July 1, 2011 through July 21, 2011<br>Range 23 – \$21.62 per hour         |
| 13. | Horn, Vanetta | Bus Driver<br>Maintenance, Operations & Transportation<br>Child Development Summer Field Trips<br>Hourly, as needed<br>Funding Source: Child Development<br>Effective July 1, 2011 through<br>August 31, 2011<br>Range 23 – \$19.96 per hour |
| 14. | Porter, Ramon | Bus Driver<br>Maintenance, Operations & Transportation<br>Child Development Summer Field Trips<br>Hourly, as needed<br>Funding Source: Child Development<br>Effective July 1, 2011 through<br>August 31, 2011<br>Range 23 – \$20.99 per hour |



BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 8

I. Authorization, Approval & Ratification of Employment – continued

E. Maintenance – continued

15. Tucker, Kevyn  
Bus Driver  
Maintenance, Operations & Transportation  
Child Development Summer Field Trips  
Hourly, as needed  
Funding Source: Child Development  
Effective July 1, 2011 through  
August 31, 2011  
Range 23 – \$20.99 per hour

F. Coaches

1. Dordoni, Nestor  
Temporary Boys' Swim Coach  
High School – CIF Playoffs  
Funding Source: General – Athletic Fund  
Effective May 6, 2011 through May 17, 2011  
Stipend of \$349.37
2. Dordoni Jr., Nestor  
Temporary Girls' Swim Coach  
High School – CIF Playoffs  
Funding Source: General – Athletic Fund  
Effective May 6, 2011 through May 17, 2011  
Stipend of \$349.37
3. Unoura, Bruce  
Temporary Assistant Golf Coach  
High School – CIF Playoffs  
Funding Source: General – Athletic Fund  
Effective May 5, 2011 through May 16, 2011  
Stipend of \$139.37
4. Sargent, John  
Temporary Softball Coach  
High School – CIF Playoffs  
Funding Source: General – Athletic Fund  
Effective May 12, 2011 through May 18, 2011  
Stipend of \$270.75
5. Ayon, Jesus  
Temporary Assistant Softball Coach  
High School – CIF Playoffs  
Funding Source: General – Athletic Fund  
Effective May 12, 2011 through May 18, 2011  
Stipend of \$249.55

BOARD REPORT

9.5 Classified Personnel Services Report No. 21 – Page 9

I. Authorization, Approval & Ratification of Employment – continued

F. Coaches – continued

6. Jewett, Venus  
Temporary Track Coach  
High School – CIF Playoffs  
Funding Source: General – Athletic Fund  
Effective May 5, 2011 through May 21, 2011  
Stipend of \$665.70
7. Huezo, Derrick  
Temporary Assistant Track Coach  
High School – CIF Playoffs  
Funding Source: General – Athletic Fund  
Effective May 5, 2011 through May 21, 2011  
Stipend of \$512.96
8. Tillman, Melody  
Temporary Assistant Track Coach  
High School – CIF Playoffs  
Funding Source: General – Athletic Fund  
Effective May 5, 2011 through May 21, 2011  
Stipend of \$432.74
9. Manzo, Joseph  
Temporary Boys' Volleyball Coach  
High School – CIF Playoffs  
Funding Source: General Fund – Athletic  
Effective May 5, 2011 through May 17, 2011  
Stipend of \$541.50
10. Parel, Jessica  
Temporary Boys' Assistant Volleyball Coach  
High School – CIF Playoffs  
Funding Source: General Fund – Athletic  
Effective May 5, 2011 through May 17, 2011  
Stipend of \$499.10
11. Connolly, Andrew  
Temporary Assistant Baseball Coach  
High School – CIF Playoffs  
Funding Source: Booster Club  
Effective May 12, 2011 through May 31, 2011  
Stipend of \$618.12
12. Ozaki, Ron  
Temporary Assistant Baseball Coach  
High School – CIF Playoffs  
Funding Source: General – Athletic Fund  
Effective May 12, 2011 through May 31, 2011  
Stipend of \$728.79

**BOARD REPORT**

**9.5 Classified Personnel Services Report No. 21 – Page 10**

**I. Authorization, Approval & Ratification of Employment – continued**

**F. Coaches – continued**

13. Vasquez, Diego Temporary Assistant Baseball Coach  
High School – CIF Playoffs  
Funding Source: General – Athletic Fund  
Effective May 12, 2011 through May 31, 2011  
Stipend of \$618.12

**II. Authorization, Approval & Ratification of Early Return from Leave of Absence**

1. Fune, Arleen Unpaid Leave of Absence:  
Instructional Assistant – Special Education IIA  
Middle School – 6 hours per day, school year  
Funding Source: General Fund – Special Ed  
From: February 14, 2011  
To: May 25, 2011  
Range 16 – \$17.65 per hour

**III. Authorization, Approval & Ratification of Resignations**

1. Roe, Mabel Substitute Clerk Typist  
District Office  
Funding Source: General Fund  
Personal  
Effective May 16, 2011  
Hourly, as needed – \$14.14 per hour
2. Davis, Melissa Instructional Assistant – Special Education IIA  
Linwood Howe – 6 hours per day, school year  
Funding Source: General Fund – Special Ed  
Effective June 17, 2011  
Range 16 – \$17.65 per hour

**RECOMMENDED MOTION:** That approval be granted for Classified Personnel Services Report No. 21

Moved by:

Seconded by:

Vote:

## BOARD REPORT

6/14/11

9.6

9.6 **Approval is Recommended for CCHS Teacher Dr. Margaret Simons to Attend the AP Biology Summer Training Workshop Institute in West Seneca, New York, June 27 through June 30, 2011**

Board Policy 4133 states that all out-of-state travel must have Board approval. Dr. Margaret Simons, CCHS teacher, requests approval to attend the College Board Advanced Placement Biology Summer Training Workshop Institute in West Seneca, New York, June 27 through June 30. Registration and accommodations are paid through School Improvement Funds. Dr. Simons will pay the airline costs.

RECOMMENDED MOTION:

That the Board approves CCHS Teacher Dr. Margaret Simons to Attend the AP Biology Summer Training Workshop Institute in West Seneca, New York, June 27 through June 30, 2011.

Moved by:

Seconded by:

Vote:

## BOARD REPORT

6/14/11

9.7

9.7 **Approval is Recommended for Culver City Middle School and Culver City High School Cheerleaders to Attend the Universal Cheerleaders Association Summer Camp at the University of California, Los Angeles, July 31 through August 3, 2011**

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

The Culver City Middle School and High School would like to participate in the Universal Cheerleaders Association (UCA) Summer Camp at the University of California, Los Angeles, July 31 through August 3, 2011. There will be twenty-five (25) middle school cheerleaders and thirty (30) high school cheerleaders attending. The total cost is \$20,057 and covers coaches, instruction, housing, and food. The funds will come from ASB (CCHS & CCMS respectively) and Booster Club. Ms. Trina Benson and Ms. Lisa Benson, High School Cheerleading Coaches, and Mrs. Amber Masek, CCMS Cheerleading Coach will be chaperoning in an unpaid capacity.

RECOMMENDED MOTION: That the Board approves Culver City Middle School and Culver City High School Cheerleaders to Attend the Universal Cheerleaders Association Summer Camp at the University of California, Los Angeles, July 31 through August 3, 2011.

Moved by:

Seconded by:

Vote:

**BOARD REPORT**

6/14/11  
9.8

**9.8 Approval is Recommended for the Parent Involvement Policy**

The Elementary and Secondary Education Act (ESEA also known as NCLB) Section 1118(a)(2)(E) states that districts receiving funding from ESEA must: "conduct an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section."

Pursuant to state law, the Superintendent shall provide a copy of the District's Parent Involvement Policy to all parents.

RECOMMENDED MOTION:          That the Board approves the Parent Involvement Policy.

Moved by:                                  Seconded by:

Vote:

CULVER CITY UNIFIED SCHOOL DISTRICT  
PARENT INVOLVEMENT POLICY

CULVER CITY UNIFIED SCHOOL DISTRICT  
PARENT INVOLVEMENT POLICY

Superintendent: Patricia W. Jaffe

**Board of Education**

**President:** Scott Zeitman, Esq.  
**Vice President:** Karlo Silbiger  
 **Clerk:** Katherine Pasqualis, Esq.  
**Member:** Patricia Siever, Professor  
**Member:** Steven Gourtley

**District Administrators**

<b>Assistant Superintendent of Educational Services:</b>	Gwenis Laura
<b>Assistant Superintendent of Business Services:</b>	Ali Delawalla
<b>Director of Human Resources:</b>	Leslie Lockhart
<b>Director of Pupil Personnel Services:</b>	Andrew Sotelo
<b>Interim Director of T-H-City SELPA:</b>	Jeanne Davis
<b>Assistant Director of Special Education:</b>	Joanne Cooper
<b>Coordinator of State and Federal Programs</b>	Kevin Kronfield

**Principals**

<b>El Maricao:</b>	Tracy Punilla
<b>El Rincon:</b>	Ellen Craig
<b>Farragut:</b>	Eileen Carroll
<b>La Balleina:</b>	Christine Collins
<b>Lawwood E. Howe:</b>	Amy Anderson
<b>Culver City Middle School:</b>	Jon Pearson
<b>Culver City High School:</b>	Pam Magee
<b>Culver Park High School:</b>	Marianne Turner
<b>Culver City Adult School:</b>	Kevin Kronfield
<b>Office of Child Development:</b>	Audrey Stephens

**Our Mission Statement**

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

**District's Core Beliefs**

- Each person deserves to be safe.
- Everyone deserves to be treated with respect.
- Honoring diversity makes us stronger.
- Peace is worth pursuing.
- The quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits.
- Aesthetics is essential to life.
- We are responsible for ourselves and accountable to each other.
- Individuals have the right to express their views, opinions, and thoughts.
- The sense of family and belonging is integral to our lives.
- Everyone has the right to preserve his/her dignity.

- Each person has the capacity for goodness.

The Culver City Unified School District's Board of Education strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children and that their interest and involvement in their children's education needs to continue throughout the school years. Accordingly, the District's policy must encourage participation that aligns with national standards regarding communication, parenting, student learning, volunteering, decision-making and advocacy and community collaboration. Pursuant to state law, the Superintendent shall provide a copy of the District's Parent Involvement Policy to all parents.

**Benefits of Parent/Family Involvement**

Research supports the positive connection between parent involvement and student success. Well-structured, quality parent involvement programs have profound benefits for students, parents, teachers and overall school quality. Listed below are a few examples of the benefits:

**For Students:**

- Higher grades, test scores and graduation rates
- Better school attendance
- Greater enrollment in postsecondary education

**For Teachers and Administrators:**

- Greater morale
- Increased teacher effectiveness
- Greater enrollment in postsecondary education

**For Parents:**

- Improved communication with teachers
- Increased educational programming
- Improved attitude toward school and school personnel
- Increased understanding of educational programming

The empirical research of Henderson and Mapp in *A New Wave of Evidence: The Impact of School, Family, and Community Connections of Student Achievement* (2002) supports the following findings on Student Achievement, Student Behavior, Culture, Age and School Quality:

**Student Achievement**

- Programs that engage families in supporting their children's learning at home are linked to higher student achievement.
- When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' educational level.
- When parents are involved in their students' education, those students have higher grades and test scores, better attendance, and complete homework more consistently.
- In programs that are designed to involve parents in full partnerships, student achievement for disadvantaged children not only improves, but it can reach levels that are standard for middle-class children.
- Students are more likely to fall behind in academic performance if their parents do not participate in school events, develop a working relationship with their children's educators, or keep up with what is happening in their schools.

CULVER CITY UNIFIED SCHOOL DISTRICT  
PARENT INVOLVEMENT POLICY

**Student Behavior**

- When parents are involved, students exhibit more positive attitudes and behavior.
- When students report feeling support from both home and school they have more self-confidence, feel school is more important, and tend to do better in school.
- Student behaviors such as alcohol use, violence, and other anti-social behaviors decrease as parent involvement increases.

**Culture**

- Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between home and school culture.
- The school's practices to inform and involve parents of at-risk students are stronger determinants of whether parents will be involved with their children's education than are the parents' education, family size, marital status, and even the student's grade level.
- Successful schools are those that succeed in engaging families from very diverse backgrounds, focus on building trusting collaborative relationships among teachers, families, and community members; recognize, respect, and address families' needs, as well as class and cultural differences; and embrace a philosophy of partnership where power and responsibility are shared.
- For low-income families, programs offered in the community are more successful in involving parents than programs that require parents to visit the school. However, when parents become involved at school, their children make even greater gains.

**Age**

- The benefits of involving parents are not confined to the early years; there are significant gains at all ages and grade levels.
- Middle and high school students whose parents remain involved are able to make better transitions, maintain the quality of their work, and develop realistic plans for their futures. Students whose parents are not involved, on the other hand, are more likely to drop out of school.

**School Quality**

- Schools that have effective parental partnerships have higher student achievement and make greater gains on state and national assessments.
- Schools that work well with families have improved teacher morale and higher ratings of teachers by parents.
- When parents and community members organize to assist and support schools, school districts make positive changes in policy and practice that lead to upgraded school facilities, improved school leadership and staffing, new resources for programs to improve teaching and curriculum, and funding for after-school and family support programs.
- Schools where parents are involved have better reputations in the community.

CULVER CITY UNIFIED SCHOOL DISTRICT  
PARENT INVOLVEMENT POLICY

Culver City Unified School District's Parent Involvement Plan is aligned with the National Standards for Parent/Family Involvement Programs. The six standards are as follows:

**Standard I: COMMUNICATING**

Communication between home and school is regular, two-way and meaningful.

**Standard II: PARENTING**

Parenting skills are promoted and supported.

**Standard III: STUDENT LEARNING**

Parents play an integral role in assisting student learning.

**Standard IV: VOLUNTEERING**

Parents are welcome in the school, and their support and assistance are sought.

**Standard V: SCHOOL DECISION-MAKING AND ADVOCACY**

Parents are full partners in the decisions that affect children and families.

**Standard VI: COLLABORATING WITH COMMUNITY**

Community resources are used to strengthen schools, families, student learning.



CULVER CITY UNIFIED SCHOOL DISTRICT  
PARENT INVOLVEMENT POLICY

**I. COMMUNICATING**

*Communication between home and school is regular, two-way and meaningful.*

Communication is the foundation of a solid partnership. When parents and educators communicate effectively, positive relationships develop, problems are more easily solved, and students make greater progress.

**Guidelines for Communicating**

1. Communicate with parents in a variety of ways (e.g. newsletter, email, grade reports, phone calls, PACE, and website).
2. Provide information to parents in a format that is easily understood.
3. Encourage parents and educators to share information, such as student strengths and learning preferences, during parent-teacher conferences.
4. Discuss student report cards with parents as necessary.
5. Disseminate information on topics such as school reforms, policies, discipline procedures, assessment tools, and school achievement.
6. Encourage immediate contact between parents and school personnel when concerns arise.
7. Provide access to student information for parental review.
8. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.
9. Promote informal activities at which parents, staff, and community members can interact.

**II. PARENTING**

*Parenting skills are promoted and supported.*

The most important support a child can receive comes from the home. School personnel encourage positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role. Parents sustain their children's learning by making sure they arrive at school rested, nourished, ready to learn, setting high academic expectations and nurturing self-esteem.

**Guidelines for Parents**

1. Communicate to parents the importance of maintaining positive relationships with their children.
2. Link parents to family support services and resources in the community.
3. Provide information on school programs and parenting issues with all families in a variety of ways.
4. Establish district policies that recognize and respect families' cultural and religious diversity.
5. Work with appropriate outside student agencies to support student success.
6. Support student academic progress.

CULVER CITY UNIFIED SCHOOL DISTRICT  
PARENT INVOLVEMENT POLICY

**III. STUDENT LEARNING**

*Parents play an integral role in assisting student learning.*

Student learning increases when parents are invited into the process by helping at home. Enlisting parents' involvement provides educators and administrators with a valuable support system, creating a team that is working for each child's success and achievement. When parents make connections for their children's learning, they communicate in powerful ways that they value what their children achieve.

**Guidelines for Student Learning**

1. Provide clear information regarding the expectations for students in each content area at each grade level as well as information regarding student placement, student services, and optional programs.
2. Assist parents in understanding how students can improve, get help when needed, meet class expectations and perform well on assessments.
3. Involve parents in setting student goals each school year (i.e. IEP, home-school compacts, goal setting conferences and learning contracts).
4. Involve parents in planning for middle school, high school, postsecondary education and careers.
5. Provide information for parents to partner with educators to help their child with work at home.

**IV. VOLUNTEERING**

*Parents are welcome in the school, and their support and assistance are sought.*

When parents volunteer, both families and schools reap benefits that come in few other ways. In order for parents to feel appreciated and welcome, volunteer work must be meaningful and valuable to them.

Although there are many parents for whom volunteering during school hours is not possible, creative solutions like before- or after-school programs, "drop-in" programs or "at home" support activities provide opportunities for parents to offer their assistance as well.

**Guidelines for Volunteering**

1. Create a school environment climate in which parents feel valued and welcomed.
2. Survey and match parents regarding their interests, talents and availability to volunteer.
3. Encourage parents who are unable to volunteer in the school building to help in other ways (e.g. at home or outside the school day).
4. Provide ample training on volunteer procedures and school protocol.
5. Develop a system for contacting parents to volunteer throughout the school year.
6. Show appreciation throughout the school year for parent participation and contributions.
7. Educate and assist administrative school staff to effectively use volunteer resources.
8. Include parent involvement activities in the school newsletters and annual reports.

**CULVER CITY UNIFIED SCHOOL DISTRICT**  
**PARENT INVOLVEMENT POLICY**

**V. SCHOOL DECISION-MAKING AND ADVOCACY**  
***Parents are full partners in the decisions that affect children and families.***

Studies have shown that schools where parents are involved in decision-making and advocacy have higher levels of student achievement and greater public support.

Effective partnerships develop when each partner is respected and participates in the decision-making process. Schools and programs that actively enlist parent participation and input communicate that parents are valued as full partners in the education of their children.

Parents and educators depend on shared authority in decision-making systems to foster parental trust, public confidence, and mutual support of each other's efforts in helping students succeed. The involvement of parents, as individuals or as representatives of others, is crucial in collaborative decision-making processes on issues ranging from curriculum and course selection to discipline policies and overall school reform measures.

***Guidelines for School Decision-Making and Advocacy***

1. Encourage the formation of parent groups that respond to issues of interest to parents.
2. Include parents as members on advisory committees and school improvement teams.
3. Provide parents with current information regarding school policies, practices, and both student and school performance data.
4. Encourage and facilitate active parent participation in the decisions that affect students.
5. Treat parent concerns with respect and demonstrate genuine interest in developing solutions.
6. Promote parent participation on school district, state, and national committees that focus on education issues.

**VI. COLLABORATING WITH COMMUNITY**  
***Community resources are used to strengthen schools, families and student learning.***

When schools and communities work together, both are strengthened in synergistic ways and make gains that outpace what either entity could accomplish on its own. The best partnerships are mutually beneficial and structured to connect individuals, not just institutions or groups.

***Guidelines for Collaborating with Community***

1. Develop partnerships with local businesses, community organizations, and service groups to advance student learning and assist schools and families.
2. Foster student participation in community service.
3. Involve community members in school volunteer programs.
4. Disseminate information to school community members, including those without school-age children, regarding school programs and performance.
5. Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education.

**BOARD REPORT**

**6/14/11  
9.9**

**9.9 Approval is Recommended for the Comprehensive Master Plan for English Language Development (ELD)**

A master plan for English Learners is completed to ensure that our English Learners meet state standards for academic achievement and acquire full proficiency in English as rapidly and effectively as possible.

**RECOMMENDED MOTION:** That the Board Approves the Comprehensive Master Plan for English Language Development (ELD).

**Moved by:**

**Seconded by:**

**Vote:**

# CULVER CITY UNIFIED SCHOOL DISTRICT

## Comprehensive Master Plan for English Language Development (ELD)

Federal law imposes a dual obligation on districts to ensure that students acquire English and receive access to the core curriculum. As the court noted in *Castañeda*, and stated in *California Code of Regulations (CCR)*, Title 5, Section 11302 that

School districts shall continue to provide additional and appropriate educational services to English Learners in kindergarten through grade twelve for the purposes of overcoming language barriers until the English Learners have

- a) demonstrated English language proficiency comparable to that of the school district's average native English-language speakers;
- and
- b) recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

### Philosophy, Goals and Objectives

It is the intent of the Culver City Unified School District to provide a learning environment that empowers all students to develop to their greatest potential. It is also our intent to provide a quality education with the expectation that all students will acquire the academic, social, and emotional skills needed to ensure a successful future. This District Vision/Mission extends to approximately 1000 English Learners attending schools in our District.

In 1974, the United States Supreme Court, in *Lau v. Nichols* (414 U.S. 563), upheld federal guidelines regarding equal access to the core curriculum in the education of minority students. We know that students cannot learn what they do not understand. The Comprehensive Master Plan for English Language Development (ELD) is a guide to assist all schools and personnel within the Culver City Unified School District in providing each student identified as an English Learner an instructional program that includes English Language Development (ELD), access to the core curriculum and the promotion of self-esteem. The Master Plan identifies the policies and procedures required by the state and federal laws and regulations, combines them with research-based curriculum and successful practice and strategies to provide an instructional environment of academic excellence and self-confidence to the District's English Learners as they acquire English. This guide is intended to assist in providing the most positive learning environment possible, while at the same time providing a curriculum as rigorous as that provided for native English speakers.

### District Procedures- English Learner Identification

#### Identification and Assessment

Language assessment is based upon the requirements of district policies and state and federal laws.

Assessments are given:

- when students enter the district for the first time
- for reevaluation purposes and to monitor students' progress as they acquire English
- as part of the process before Reclassification as Fluent English Proficient (RFEP)

Assessment is used to prescribe effective instructional programs and the methods that will be utilized to meet individual educational needs.

Parents complete a Home Language Survey as they register their children for school. Responses on the Home Language Survey will determine the route the student will follow regarding language testing. If the student's home language is not Spanish, the parent will also fill out the Informal Primary Language Proficiency Assessment (IPLPA).

Within thirty (30) days, the California English Language Development Test (CELDT) is administered to students in grades K-12 for whom another language, other than English has been identified on the Home Language Survey. All parts of the test, listening, speaking, reading and writing are administered in grades K-12. Assessment information is entered in the District's database.

On an initial test, if a student scores an Overall Score of 4 or better with no score lower than a 3, then the student is considered an Initial Fluent English Proficient (IFEP) student. Paperwork should be filled out reflecting this and a letter should be mailed home to parents indicating that the student has been designated as an IFEP student.

If the student's home language is Spanish and they do not have 'reasonable fluency' per CELDT results, a primary language assessment (Pre-LAS or LAS) will be administered to determine fluency in Spanish, within 90 days of enrollment.

#### English Language Development Program Placement and Parent Notification

Parents of students who have been identified as English Learners will receive a Parent Notification letter. This letter notifies parents of their child's English and Spanish (if applicable) test results and the recommended placement.

If parents of English Learners agree with the recommended program placement, no further action is necessary on the part of the parent. However, parents may request a waiver for an alternative program that emphasizes the use of the student's primary language to support academic learning within the classroom, while the student is acquiring skill in English. The principal takes these requests into consideration, based on the number of waiver requests received at the school and the ability of the school's program to adequately meet the educational needs of the bilingual child in a regular classroom.

Throughout the district, classroom teachers are notified of the placement and English Language Levels of English Learners placed in their classrooms at the beginning of each school year. They continue to receive information throughout the school year as new English Learners enter the school, for the first time, and are assessed for English language acquisition.

Students having a language other than English on the Home Language Survey, who meet the criteria of Fluent English Proficient, as indicated by a fluent score on the California English Language Development Test (CELDT), are placed in the regular classroom. Parents and teachers will be notified of this placement and the assessment results as well.

#### **Placement of English Learners with "Less than Reasonable Fluency" in English**

California *Education Code (EC)* Section 305 states that districts are "encouraged" to place together students who have the same degree of ELP. It also "requires" that ELs "be educated through sheltered English immersion." This term is defined in EC Section 306 as "an English language acquisition process... with the curriculum and presentation designed for children who are learning the language."

Students who have not achieved "reasonable fluency" in English, based on assessment results, are placed in an English classroom, which includes a Structured English Immersion program. Instruction in this setting may be delivered using the support of the primary language and other "sheltered" techniques to support and make more comprehensible the beginning acquisition of oral English and English literacy skills. Since not all English Learners acquire English at the same rate or enter school with the same skills already in place, some may need extra preparation time for the mainstream curriculum.

#### **Criteria for Placement in an English Language Mainstream Classroom**

The progress of each student in acquiring skill in English is reviewed each year. English Learners may be placed in an English Language mainstream classroom with an appropriately credentialed teacher when a student is able to demonstrate reasonable fluency in English.

The academic progress and the development of skills in English of English Learners are monitored by the classroom teacher, the English Language Development Specialist/Coordinators at each school and the site principal.

#### **ELD Elementary Program**

##### **The Instructional Program for English Learners (Grades K - 5)**

It is the intent of the District's schools to bring their English Learners along a pathway that enables them ultimately to master state and district content standards in all areas of the curriculum. Methods of delivering instruction are provided primarily through the English language using research-based instructional strategies and methods that ensure comprehensible input. Primary language support is provided when a specific need is evident, especially during the earliest stages of an English Learner's acquisition of English. Specially Designed Academic Instruction in English (SDAIE) is also used when a clear need is demonstrated for that method of instructional delivery.

The needs of the English Learners are addressed within the classroom. These students are also eligible for supplementary services provided by the English Language Development Specialist and/or Instructional Assistant. English Language Development is not only applied to English

Language Arts, but to the other content areas as well: mathematics, science, and history and social science.

**Using support materials for English Learners, classroom teachers must provide 30 minutes of additional instruction daily, and additional explicit linguistic instruction in areas of difficulty for students, including acquisition of academic vocabulary.**

The following sections provide descriptions of the District's instructional programs for English Learners.

#### **English Language Development - Structured English Immersion, Elementary**

Students in early stages of English Language Development (ELD) levels 1, 2 and some 3, as determined by CELDT scores, CST scores, and classroom performance) participate in the Structured English Immersion (SEI) program. They receive instruction in the development of English reading and writing along with academic vocabulary development, within their classroom. Students may also receive supplemental services as well, in order to develop basic skills in oral English and to support mastery of the fundamentals of speaking and listening in English. Supplemental services are provided by English Language Development Specialists and Instructional Assistants.

The English Language Development Specialists' supplementary program is coordinated with the teachers at each school site, using the adopted curriculum based on the California State Standards and ELD Standards. The English Language Development materials are integrated with the core curriculum and teachers, specialists, and assistants use a "sheltered" approach to the content delivery.

Team teaching is frequently used as a strategy in working with English Learners. Teachers pre-teach and review strategies to support students in accessing grade level standards. In order to support students in developing skills in reading, writing, listening, and speaking in English, classroom teachers use research based instructional strategies and methods to ensure student progress with English Language Development Standards as a conduit to the California State Standards for each student's grade level. Some of the instructional strategies and methods for Structured English Immersion include:

- TPR- Total Physical Response
- The natural approach
- Use of realia
- Puppetry and dramatic play
- Chants, poetry, and song
- Use of picture walks and read aloud activities
- Matching words to objects
- Dictation for Language Experience Approach
- Drawings and illustrations of vocabulary and concepts
- Scaffolding of instruction

\* *Educational terms defined in appendix*

## Mainstream Classroom, Elementary

English Learners who are reasonably fluent in English are taught the District's core curriculum using English Language Development methods and strategies within a mainstream classroom. These students receive structured English support from a classroom teacher with a suitable authorization from the California Commission on Teacher Credentialing. They may receive additional help from the English Language Development Specialist in order to achieve adequate mastery of the District's English Language Development standards appropriate to their level.

The English Language Development Specialist's supplementary program is coordinated with the academic areas of the curriculum and the classroom teachers at each school site. The English Language Development materials are integrated with the core curriculum and the teachers and specialists use a sheltered approach to the content delivery.

The English Language Development Specialists and Instructional Assistants are available to teachers for consultation for these students. Based on District's RTI model (Tier 1), if students demonstrate a need for targeted interventions (indicated by classroom and/or District benchmark data) they may be referred for specific intervention services, dependent upon what is available at the site.

Team teaching is frequently used as a strategy in working with English Learners. The classroom teacher and the specialist also use the strategy of "pre-teach and review" in presenting the District's core curriculum, particularly for reading instruction, focusing on the background of knowledge of the English Learners and the vocabulary development appropriate to each lesson. In order to develop skills in oral English, listening, reading, and writing, teachers use the following methods, strategies, and activities in order to develop students' understanding and provide practice to improve fluency:

- Language experience approach
- Reciprocal teaching/learning
- Shared reading
- Literature circles
- Story retelling
- Dramatization
- Concept charts
- Developmental spelling
- Shared writing
- Journal writing
- Picture dictionaries

### \* Educational terms defined in appendix

The progress of English Learners in the acquisition of English is monitored by the ELD Specialists who are assigned to the individual sites and by the classroom teacher through the completion of assignments, end of chapter tests, report card grades, LAS scores, and standardized test scores. The academic progress of English Learners in the content areas is monitored and evaluated by students' grades, standardized test scores, and the results of District benchmark assessments.

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## ELD Secondary

### Instructional Program for English Learners (Grades 6 - 12)

Instruction for the secondary student is provided through shorter units of time—class periods that are each structured around a single subject. The program of instruction for English Learners must be designed to work within this structure. English Language Development in the secondary program is presented in a way that meets the needs of English Learners attaining different levels of English acquisition. Content area subjects are presented through the learning structures and strategies of Specially Designed Academic Instruction in English (SDAIE). SDAIE classes are comprised of students with similar language proficiency; see *California Education Code (EC) Section 305*. Secondary teachers generally choose from the following instructional techniques and strategies as they are suitable for the instruction of English Learners who are developing comprehension and competence in speaking, listening, reading and writing English:

- Shared /paired reading
- Cooperative learning groups/precision partnering
- Academic Sentence/Discussion starters
- Computer managed instruction (*Roseita Stone*, Successmaker, etc.)
- Reading and writing mastery of the high frequency words in literature
- Explicit academic vocabulary instruction (ALD)
- Systematic phonics instruction
- Frequent formative assessments/checking for understanding
- Visuals and graphic organizers
- Metacognitive activities/think-alouds, word attack strategies
- Reciprocal reading/teaching
- A variety of journals for writing
- Literature circles and book clubs
- Student-created books
- Directed-Listening-Thinking-Activities/Directed-Reading-Thinking-Activities (DLT/DRTA)
- Writer's workshop

### ELD Middle School Program

In addition to the SDAIE strategies employed by teachers at the middle school level, there are several other services available to English Learners. In order to increase awareness and usage of academic vocabulary, "Academic Discussion Starters" are posted and used by all staff and students. Students are assigned to a specific Intervention/Advisory period which is targeted to their individual academic or linguistic needs. For English Learners not making adequate, timely progress in their language proficiency, there are interventions in place to address their particular deficits. There is a specialized counselor assigned to work with English Learners, to monitor progress, meet with parents, and encourage consistent and positive work habits that will assist in achieving English proficiency. Staff responsible will hold Long-Term English Learner student meetings to provide students with information regarding the ELD program, their progress toward English and grade-level proficiency, as well as conferencing with their individual counselor to discuss how to achieve these goals. Teachers will use adopted ELD materials and Word Generation in our ALD/ELD class to practice non-fiction reading comprehension, to increase knowledge of high-frequency academic English and to practice academic writing. The middle school's EL Specialist, counselors and teachers attend conferences and seminars regarding

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English Learner issues, providing information gleaned from them to staff at monthly staff meetings.

**Students with Beginning/Early Intermediate (Level 1/2) proficiency levels**

SDAIE Language Arts  
SDAIE Science  
SDAIE Social Studies  
SDAIE Math  
ELD/ALD or other Intervention class

*P. E.*

- The SDAIE classes are all taught using Specially Designed Academic Instruction in English (SDAIE) techniques.
- Students at this level have modified curriculum, modified assessments using CCUSD's adapted curriculum and supplementary materials.
- Students are given study skills instruction in addition to content instruction.
- Academic content vocabulary is targeted in these classes.
- Students are encouraged to use bilingual dictionaries for content during class and when doing classwork & homework.
- SDAIE classes have a class-size limit in order to provide effective strategic instruction.
- Some SDAIE classes have a Bilingual Instructional Assistant, when and if available during that time period.

**Students with Intermediate (Level 3) proficiency levels**

SDAIE Language Arts or Language Arts  
SDAIE Science or Science  
SDAIE Social Studies or Social Studies  
SDAIE Math or Math

*P. E. & Elective or Intervention class, if necessary*

- The SDAIE classes are all taught using CCUSD's adopted curriculum materials.
- SDAIE classes have a class-size limit in order to provide effective strategic instruction.
- The SDAIE classes have modified curriculum and modified assessments using SDAIE techniques.
- Some SDAIE classes have a Bilingual Instructional Assistant, when and if available during that time period.
- Students are encouraged to use bilingual dictionaries for content during class and when doing classwork and homework.

**Students with Early Advanced/Advanced (Level 4/5) proficiency levels**

Language Arts  
Science  
Social Studies  
Math

*P. E. & Elective class*

- Few accommodations are made for these students, they are considered to have 'reasonable fluency.'
- Students are considered for reclassification to Fluent English Proficient (RFFP) at this level.

**ELD High School Program**

In addition to the SDAIE strategies employed by teachers at the high school level, there are several other services available to English Learners. In order to increase awareness and usage of academic vocabulary, "Academic Discussion Starters" are posted and used by all staff and students. For English Learners not making adequate, timely progress in their language proficiency, there are interventions in place to address their particular deficits. There is a specialized counselor assigned to work with English Learners, to monitor progress, meet with parents, and encourage consistent and positive work habits that will assist in achieving English proficiency.

**Students with Beginning/Early Intermediate (Level 1/2) proficiency levels**

2 periods of ELD I OR ELD II & SDAIE English  
SDAIE Science  
SDAIE History  
SDAIE Math  
Read 180/Intervention/Elective class

*P. E.*

- The SDAIE classes are all taught using Specially Designed Academic Instruction in English (SDAIE) techniques.
- Students at this level have modified curriculum, modified assessments using CCUSD's adapted curriculum and supplementary materials.
- Some ELD and SDAIE classes have a Bilingual Instructional Assistant, when and if available during that time period.
- Students are given study skills instruction in addition to content instruction.
- Academic content vocabulary is targeted in these classes.
- Students are encouraged to use bilingual dictionaries for content during class and when doing classwork and homework.

**Students with Intermediate (Level 3) proficiency levels**

SDAIE English or English  
SDAIE Science or Science  
SDAIE History or History  
SDAIE Math or Math

*P. E. & Elective or Intervention class, if necessary*

- The SDAIE classes are all taught using SDAIE techniques and CCUSD's adopted curriculum materials.
- SDAIE classes have a class-size limit in order to provide effective strategic instruction.
- The SDAIE classes have some modified curriculum and some modified assessments using SDAIE techniques.
- Some ELD and SDAIE classes have a Bilingual Instructional Assistant, when and if available during that time period.
- Students are encouraged to use bilingual dictionaries for content during class and when doing classwork and homework.

**Students with Early Advanced/Advanced (Level 4/5) proficiency levels**

SDAIE English or English  
SDAIE Science or Science  
SDAIE Social Sciences or Social Sciences  
SDAIE Math or Math  
*P.E. & Elective class*

- Few accommodations are made for these students, they are considered to have 'reasonable fluency.'
- English learners are placed in either SDAIE or mainstream classes depending on previous years' performance in core classes.
- Students are considered for reclassification to Fluent English Proficient (RTEP) at this level.

**Dual Immersion Program**

For parents who prefer an alternative instructional program, Culver City Unified School District offers the CCUSD Dual Language Program at two elementary sites – El Marino Language School and La Ballona Elementary School. These programs, offered in Japanese or Spanish, are designed to place English-speaking together with Spanish- or Japanese-speaking students in a classroom where both languages are valued and used for instruction. All subjects in the regular elementary curriculum are taught in the target language initially and, as the program progresses, in increasing amounts of English until 50% of instruction is conducted in Spanish or Japanese and 50% of instruction is conducted in English. The Dual Language Program begins in kindergarten and students are expected to continue through grade five. The program is being expanded to include middle school and high school. In order to achieve the program goals, the program requires a long-term commitment of participation of at least six years. Program participants understand that this is an additive bilingual program, which requires that students master state standards in both languages.

**Culver City Unified School District Dual Immersion Program Goals:**

Students will gain:

1. Language proficiency in both English and Spanish/Japanese
2. Academic Achievement in both English and Spanish/Japanese
3. Positive self-esteem, cultural awareness and sensitivity

**KEY FEATURES:**

*For Both Spanish-Speaking and English-Speaking Students:*

- ◊ Spanish and English language development through communicative-based methods
- ◊ Academic instruction in Spanish through sheltered Spanish language techniques
- ◊ Gradual introduction of formal English instruction through sheltered English language techniques
- ◊ Development of positive self-image

**English Learners who are also in Special Education**

English Learners have access to Special Education services just as all other students in the District. When it is determined that an English Learner needs to be assessed, whether it be speech, academic or cognitive, testing will be initiated upon parent's written approval. When appropriate and possible, assessments will be conducted in the primary language of the student, or English, or both, making certain that cultural differences are taken into consideration when determining eligibility. Instructional decisions related to the student's language acquisition status must be described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address English Language Development as well as goals that support access to the content areas through primary language instruction and support.

**Reclassification Criteria for Special Education English Learners**

- Have received English reading instruction for at least 5 years
- Achievement in reading, writing, and math must be commensurate with expected goals and objectives based on Individual Education Plan (IEP)
- Must receive a passing score on the oral portion of the CELDT or English usage is comparable to English speakers with similar handicapping condition.
- The reclassification form should then be completed with all relevant information under comments, a brief notation indicates that the student is enrolled in Special Education, and the signature of the Special Education teacher is added to the signatures required on the form. After reclassification, the student's program will include Special Education and mainstream classes.

**Additional Provisions for Special Education Students:**

If a student has an IEP the following procedures can be followed:

**Students with mild/moderate disabilities:** The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If the student in this situation fails to meet the reclassification criteria within the expected time frame, an IEP team will determine whether the student's failure to meet the criteria is primarily due to the student's disability and not due to lack of proficiency in English. Prior to making this determination a thorough assessment must be conducted and the IEP must include a statement that the student's primary educational needs are other than the development of proficiency in English. Input from the ELD Specialist is important to the determination of eligibility.

**Students with moderate/severe disabilities:** An alternative reclassification process is used for students with moderate to severe disabilities whose IEP teams have determined that they are unable to participate in one or more parts of the CELDT even with accommodations and/or modifications. These students are those that participate in the California Alternate Performance Assessment (CAPA) as a result of a decision that was made by the IEP team, rather than the CSTs. Reclassification for these students is based upon alternative proficiency testing. The IEP team including the ELD Specialist will review all data and make a decision about reclassification.



### Criteria for Reclassification from English Learner to Fluent English Proficient

There are two options for reclassifying English Learners to Fluent English Proficient

For the first option English Learners must meet the following criteria:

- Receive a score of 324 (mid Basic) or better in English Language Arts on the CST
- Receive a score of Level 4 or 5 overall with a score of 3 or better on each part of the California English Language Development Test (CELDT)
- Demonstrate satisfactory academic progress as evidenced by report card grades

For the second option, alternative reclassification, English Learners must meet the following criteria:

- Enrolled in grades 6-12
- Enrolled in a program for English Learners, taught by appropriately authorized teachers for at least three years
- Received scores between 300 and 324 in ELA on the CST
- Received a score of 4 or 5 on the oral portion of the CELDT
- Made satisfactory academic progress as evidenced by report card grades
- Recommended for reclassification by site team (teacher, ELD Specialist, Administrator)

Other resources and assessment tools that might be considered in evaluating an English Learner's qualifications for reclassification are: report cards, results of the district ELD benchmarks (K-5); progress portfolios, results of the CAHSEE, and samples of class work from the core curriculum.

### Evaluating English Learners

#### Elementary English Language Development (ELD) Grading

**All students (including English learners) receive regular proficiency grades for the standards.**

#### Levels 1-3

will ONLY receive grades in :

#### Grades 1-5

ELD Reading Performance & Effort  
ELD Writing Performance & Effort  
ELD Speaking Performance  
ELD Listening Performance

#### Grade K

All English learners need comment 41 (or 42 in Spanish) **OR** comment 43 (or 44 in Spanish) to indicate if meeting ELD Benchmarks

ELD students will receive regular grades in Math, Social Studies and Science.

All ELD students need to have their ELD level marked.

**Structured English Immersion should be checked for their English Language Program.**

*\* All English Learners at El Marino and those students participating in the Language Immersion program at La Balleona should have Alternative/Primary Language checked for English Language Program.*

#### Levels 4-5

will receive grades in the same areas as English Only students.  
They will need to have their ELD level marked.

**Mainstream English should be checked for their English Language Program.**

*\* All English Learners at El Marino and those students participating in the Language Immersion program at La Balleona should have Alternative/Primary Language checked for English Language Program.*

**\*\*For continuing English Learners: In the last reporting period please add comment 39 (or 40 in Spanish) from the Drop Down menu which states that the student is an ELD student and will be required to take the CELDT in the fall.**

ELD grades consist of four components:

1. ELD Benchmarks
2. ELD Progress Profiles
3. ELD Map of Standards
4. Modified Language Arts Instruction/curriculum

#### ELD Benchmarks

Benchmarks are given three times a year. These benchmarks are one of many multiple measures that can be used to evaluate student progress. These benchmarks will not cover all of the areas that ELD students are evaluated in. Your benchmark results will give you targeted data which will serve as *one component* for your reading and writing grades. It will also give you comparative information that you can provide for your parents at conferences and SST meetings.

#### ELD Progress Profiles

This folder is a monitoring tool for English learners. The Power Standards that are listed are derived from the ELD Map of Standards. The folders are used in conjunction with the benchmarks to provide information for report cards and parent conferences. **These folders should be updated each grading period.** Evidence for meeting these standards should be included in the folder. These folders can also be used for SST referrals.

#### ELD Map of Standards

The purpose of the ELD Map of Standards is to guide teachers to see the relationship between the ELD & ELA Standards. The ELD Map of Standards identifies which ELD standards are addressed on the CELDT, as well as which ELA standards are addressed on the CST. The ELD Map of Standards is a tool that can be used to differentiate instruction and can also be used for assessment at each EL Level.

Culver City Unified School District  
Addendum

**English Language Development (ELD) Grading (Gr. 1 & 2)**

For ELD Reading, Writing, Listening, and Speaking – teachers will look at the ELD level of each student and evaluate the progress of the student based on the four components:

1. If the student is making **Advanced** progress, the student will receive an **O** for **Outstanding**.
2. If the student is making **Average** progress, the student will receive an **S** for **Satisfactory**.
3. If the student is making **Partial** progress, the student will receive a **P** for **Progressing**.
4. If the student is making **Limited** progress, the student will receive an **N** for **Needs Improvement**.

**English Language Development (ELD) Grading (Gr. 3 - 5)**

For ELD Reading, Writing, Listening, and Speaking – teachers will look at the ELD level of each student and evaluate the progress of the student based on the four components:

1. If a student is making **Advanced** progress, the student will receive an **A** for **Excellent**.
2. If a student is making **Average** progress, the student will receive a **B** for **Good**.
3. If a student is making **Partial** Progress, the student will receive a **C** for **Satisfactory**.
4. If a student is making **Limited** Progress, the student will receive a **D** for **Poor**.

**RSP/SDC and ELD Grades**

1. If a student is an EL and in RSP or SDC and would receive a \* grade on the report card in English Language Arts, he/she should receive both \* grades in ELA and the ELD grades.
2. If a student is an EL and in RSP or SDC and would not receive a \* grade in ELA (he/she is accessing the curriculum without any special assistance from Special Ed), he/she will not get ELA grades, only ELD grades.

*\*This is in alignment with the decision for other English Learners who are not in Special Ed*

**Secondary**

**English Language Development (ELD) Grading**

**Report Card Procedures (Gr. 6 - 12)**

Teachers will evaluate English Learners on both language and content. Class grades will be based on students' proficiency level, and the extent to which they have mastered classroom content. Teachers may choose to indicate comment "T", for *Modified Grade*.

**Modifying Assessment for English Learners**

- Non-verbal assessments (physical demonstration, or pictorial product – diorama, poster, model, graphs, etc)
- Graphic organizers, like a K-W-L chart as a final demonstration of knowledge
- Oral presentations (role-plays, interviews, paraphrasing of story/chapter)
- Assigning reading logs, journals, response writings
- Providing simplified English versions of the test/assignment (modifying number of multiple-choice answers, reducing number of total test items)
- Allowing students to verify understanding of directions, perhaps by restating the directions in their own words
- Allowing use of bilingual dictionaries/glossaries
- Providing extended time for processing test items
- Allowing students to take tests in a smaller setting, possibly with an IA if available
- Allowing students to take tests in library with open book/open notes
- Providing pictures/illustrations to aid in understanding
- Previewing all "possibly difficult" words on a test
- Reviewing test & answers with ELs to discuss why they answered incorrectly & allowing student to reread test afterward
- Student choice in alternative assessments (story board, newscast, newspaper, essay, etc.)
- Showing film/video clips on content to aid in understanding before test given
- For English/Language Arts, individual conferences regarding writing drafts, revising, editing, etc.
- Limit amount of words on spelling/vocabulary tests (ex: 20 words for EOs, 10-15 for ELs, etc.)

**Staff Responsibilities**

The major responsibility for processing and monitoring English Learners is at the school site. School principals have the responsibility for carrying out district policy at their site. The Attendance Clerk at each school handles the initial enrollment process as well as the withdrawal procedure and notifies the English Language Development Specialist of a potential English Learner or one that is leaving the school. A Home Language Survey should be filled out for every new student. Attendance Clerks should ensure the form is complete while the parent is still present. Previous school information is very important for grades 1 -12. Parents should be asked to fill out an IPLPA (Informal Primary Language Performance Assessment) for any language listed other than English or Spanish. The pink copy of all Home Language Surveys should be given to the ELD Specialists. The Attendance Clerks should enter an "N" for LF (Language Fluency) status of any student who has another language listed on any line of the Home Language Survey. That language should be entered as the Home Language (HL).

The principal works in conjunction with the English Language Development Specialist to guide the regular classroom teachers, and other designated staff. Language assessment is carried out at individual school sites by the English Language Development Specialists and other trained staff, except for a brief period prior to and during the opening of school, where others may assist. Assessment reports and parent notification letters are completed at the school by specially designated staff. A District and/or school generated computer database is used to record and maintain data for the English Learners. In addition, reclassification procedures are initiated and completed at the school site.

## **Parental Involvement- Advisory Committees, Home-School-Community Interaction**

Schools in CCUSD believe parent involvement is crucial for the success of their English Learners. At the elementary level, the Latino Literacy Program is offered to interested parents, as well as parent trainings on various subjects. At the secondary level, schools offer parent workshops discussing various educational issues including computer skills, awareness of student academic progress, accessing the Parent Portal of the District's website, and how they can assist with homework.

### **English Learner Advisory Committee (ELAC)**

Whenever there are twenty-one (21) or more English Learners at a school site, a functioning advisory committee for the parents of English Learners is formed:

- with a membership of parents of English Learners in at least the same percentage as there are English Learners at the school
- that has had an election of members in which all parents of English Learners have had an opportunity to vote

The members of this committee can decide to continue to have a separate English Learner Advisory Committee (ELAC), or use an existing school site committee. The responsibilities of the site advisory committee for the parents of English Learners include advising the principal on:

- a) The English Learner portion of the Single Plan for Pupil Achievement before submitting it to the District's Board of Education
- b) Conducting the school's needs assessment
- c) Administration of the school's language census
- d) Efforts to make parents aware of the importance of regular school attendance

Parents have the opportunity to review training materials and participate in training appropriate to helping parent members in carrying out their responsibilities. They also have an opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

### **District English Learner Advisory Committee (DELAC)**

The District has an elected District Advisory Committee (DELAC) for Parents of English Learners that is organized to ensure that the parents of English Learners are involved in their children's education and have an opportunity to participate in providing for effective coordination and direction of the program. The membership of this committee includes the elected representatives of the English Learner Advisory Committees at each school site. These parent representatives constitute a majority of this committee. The responsibilities of the District advisory committee for the parents of English Learners include advising the Board of Education on:

- The development and updating of a Master Plan for the education of English Learners
- A District-wide needs assessment on a school-by-school basis
- The District's educational goals and objectives for English Learners
- Administration of the District's language census
- Review of and comments on the written notification of initial enrollment
- Review of and comments on any related waiver requests

## **Staffing**

The Office of Human Resources continues to monitor the staffing plans for each site and encourages teachers to take advantage of the training opportunities offered. Per California Department of Education guidelines, teachers assigned to provide English Language Development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an appropriate EL authorization.

Teachers on interim assignment to provide English Language Development, primary language (L1) or Specially Designed Academic Instruction in English (SDAIE) must be enrolled in a current training program that leads to the attainment of the California Teacher of English Learners (CTEL) certificate or equivalent.

### **Staffing Authorization**

All teachers are hired with CTEL certification or other statutory authorizations to successfully work with English Learners. Principals ensure that English Learners are placed into classes taught by highly qualified teachers.

At the secondary level, faculty holding appropriate authorizations for teaching English Learners provides English Language Development and Specially Designed Academic Instruction in English (SDAIE) instruction within a departmentalized structure.

Bilingual Instructional Assistants are used to support classroom instruction by previewing or re-teaching lessons and concepts. In the assignment of Bilingual Instructional Assistants, priority is given to the needs of students in Structured English Immersion who are assigned to non-bilingual classroom teachers.

### **Professional Development**

The District had offered Cross-cultural Language and Academic Development (CLAD) training for its teachers. Per California Department of Education guidelines, the District provides high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel that are:

- designed to improve the instruction and assessment of English Learners,
- designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners,
- based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills,
- of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.

The District is committed to:

- providing teachers, administrators, office staff and paraprofessionals with specifically designed training to assist teachers of English Learners with effective classroom methods and strategies.
- developing a better understanding of the purpose of the English Language Development Standards.
- teaching the Open Court reading program with adaptations for English learners.
- providing training for current materials adoption.
- administering annual self-reflections to determine level of staff's need per site and design professional development accordingly.

#### **Program Evaluation**

The evaluation of the elementary and secondary programs for English learners (Limited English Proficient) is used to determine progress in achieving the program's objectives, attainment of benchmarks for monitoring student progress in English proficiency, monitoring the academic progress of English learners, and determining the success of the program.

Additionally, program evaluation provides information that is used on a continuing basis to:

1. Determine areas of student strengths and need for improvement
2. Improve articulation between elementary and secondary programs
3. Assist parents of English learners in understanding the progress their children are making toward English proficiency
4. Determine changes needed within the program

The immediate responsibility for evaluation lies with the principal and teachers at each school. They must ensure that appropriate instruction takes place, maintenance of adequate and appropriate student assessment is accomplished, and assessment results are reviewed and analyzed.

Evaluation of the program occurs at three levels. One level reviews the extent to which the program has been implemented. This review begins with initial assessments to determine levels of English acquisition when students first enter a school. The assessment is repeated on a regular basis in the years following. Other forms of assessment to be considered for this review include standardized/norm-referenced tests, such as the STAR, reading assessments, student portfolios and projects, criterion referenced tests, report card grades, and writing samples. All these measure and review the students' progress through the year.

At the second level, evaluation continues on an on-going basis. By reporting the academic achievement and progress toward English proficiency of English Learners, Fluent English Proficient students, and students who have been reclassified, this data can follow students through elementary school into middle and high school. It can then be used to monitor both student and program success over time.

The third level of evaluation looks at the students in relation to the program for English Learners. Data collected provides:

- an indication of the number and percentage of students mastering English Language Development standards
- the number and percentage of students reclassified annually
- The percentage of English Learners and English Learners reclassified as fluent, who are graduating from the District's high schools.

#### **Updating the English Language Development Master Plan**

The District's Master Plan for the English Language Development program is reviewed and revised regularly in order to ensure that state and federal regulations applying to English Learners are being addressed and met.

#### **Response to Intervention (RTI) for English Learners**

(See attached RTI diagram)

#### **English Language Development Master Plan** **Educational Terms Defined**

**TOTAL PHYSICAL RESPONSE and THE NATURAL APPROACH:** TPR is a hands-on approach to second language learning in which the teacher infuses language through commands, and by which the student responds with kinesthetic movement to show total comprehension. This is an experience rather than a concept. For example, the teacher instructs in English (or other language of instruction) as the students do the following:  
"Stand up," "Sit down," "Move to the left," etc. The commands gradually increase in complexity as the students demonstrate their grasp of the language.

The Natural Approach involves reading, writing, and listening to material, at a level that the learner is comfortable with, and appropriately challenged by, and centers on topics he/she is interested in and motivated by. The student is given opportunities to immerse himself in settings and events in which he is continually hearing and seeing this language of instruction.

**REALIA:** The use of real-life objects to teach vocabulary. Pictures and photographs of these objects can also be used.

**SCAFFOLDING OF INSTRUCTION:** Specific instructional strategies that provide support for learning and are used to best facilitate learning when students are first introduced to a new subject/topic/concept. These strategies can include, but are not limited to, using graphics, modeling an activity before students practice, and activating prior knowledge by asking questions to initiate class discussions and to encourage student interest.

**LANGUAGE EXPERIENCE APPROACH:** An approach to teaching reading and language arts that uses words and stories from the student's own language and experience. Young children often dictate their stories to an adult who writes what they say, exactly as they say it. The child then reads back what he/she has dictated.

**RECIPROCAL TEACHING/LEARNING:** A cooperative learning method for improving reading skills. Students work together to ask and answer questions. The instructional activity takes place in the form of a dialogue between teachers and students reading segments of texts. The teachers and students take turns assuming the role of teacher in leading a dialogue with the class or group using summarization, generating questions, clarifying and predicting.

**SHARED READING:** This is an interactive reading experience in which a teacher reads a story, while a group of learners looks at the text being read and follows along. This technique increases vocabulary, encourages independent reading, and increases text comprehension through strategies like making predictions.

**SHARED WRITING:** This is a teaching process whereby the teacher and students collaborate to write a text together. The pen is shared between the teacher and students to involve the students in the writing process. The children are invited to write the parts that they know, and the teacher fills in the unknown. The group conversation can include ideas, composing, content, organization, point of view (1<sup>st</sup> person, 3<sup>rd</sup> person.)

**LITERATURE CIRCLES:** The student's equivalent in the classroom, to an adult's book club, to encourage student choice and a love of reading. Generally, students follow a pre-determined format that can be created by the teacher, by the students or by a combination of the two.

**STORY RETELLING:** Post-reading or post-listening recalls of information in which readers or listeners tell what they remember. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read, or a desire to increase reading skills.

**CONCEPT CHARTS or CONCEPT MAP:** These formats allow students to brainstorm their topics by identifying what they already know, as well as make them aware of gaps in their knowledge and what they need to find out. The students generate the keywords connected to their main idea, and increase their understanding of the relationship between the various aspects of their topic.

**DEVELOPMENTAL SPELLING:** The stage or level in this process by which students advance toward mastery of conventional spelling. The process includes focusing on the parts of a word (affix) such as the prefix/root or base/suffix to decode and define it.

## BOARD REPORT

6/14/11

10.1

### 10.1 Presentation by El Marino Immersion Students and Immersion Update

El Marino students will perform a tribute to Japan's earthquake and tsunami relief efforts. Tracy Pumilia, El Marino Principal, will present the results of the last strategic planning session and recommendations for next steps for the Immersion Program.

## BOARD REPORT

6/14/11

10.2

### 10.2 Recognition of Amanda DiGirolamo, Winner of the Anti-Bullying Poster Competition

We recognize Culver City High School 12<sup>th</sup> grader, Amanda DiGirolamo, for her winning digital photography entry in the "Speak Up Anti-Bullying Campaign" poster competition, facilitated by Larry Kurnarsky, CCHS ROP Instructor. Amanda's entry was selected by the District's Anti-Bullying Task Force as best exemplifying the message that bullying will continue as long as the bystander is silent.

## BOARD REPORT

6/14/11  
10.3

### 10.3 Recognition of District English Learner Advisory Committee

Each California public school district with 51 or more English Learners must form a District English Learner Advisory Committee (DELAC). Tonight we recognize those parent members who were elected by their schools to serve on the District English Learner Advisory Committee.



**BOARD REPORT**

**10.4 Culver City Unified School District Retiree Recognition**

The Board of Education recognizes employees on their retirement from the Culver City Unified School District. Certificates of Recognition are given to the retirees in appreciation for their years of service and dedication. Some of the honorees were also recognized at their respective sites during the Employee Recognition Celebrations on June 1, 2011 and June 3, 2011.

## BOARD REPORT

6/14/11

10.5

### **10.5 Spotlight on Education – Culver City Adult School**

The Culver City Adult School continues to fulfill its mission to create and maintain lifelong learners by teaching classes from pre-kindergarten through older adult. The Adult School continues to maintain its status as a Western Association of Schools and Colleges accredited school that served more than 3,000 students this year and continues to fulfill the needs of our community as we grow and change in the 21<sup>st</sup> century.

Tonight Kevin Kronfeld, Adult School Principal, will highlight his school's achievements.

## BOARD REPORT

6/14/11

12.1

### 12.1 La Ballona Kindergarten Proposal

La Ballona teachers propose that during the first month of kindergarten, students attend school for five hours daily until 1:45PM. Kindergarten teachers will use the remaining scheduled day to administer the California English Learner Development Test (CELDT) to students and to consult with ELD Specialists to better understand how to best meet the needs of the kindergarten students.

A Proposal for an

# Accelerated Assessment Schedule

Leveraging existing resources for improved outcomes in early kindergarten

Submitted By: **Rebecca Godbey**, La Ballona Elementary  
Doctoral Student at Loyola Marymount University

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## Proposal Summary

(Detailed description on following pages)

Under the proposed schedule, for the first month of school:

- **Kindergarteners will attend school 8:45-1:45 daily (5 hours) at La Ballona.** They will be introduced to all daily routines including PE, cafeteria lunch, and academic instruction. Wednesdays will continue to be treated as they have in the past.
  - **Kindergarten teachers implement all CELDT testing for kindergarteners.** When kindergarteners are dismissed daily at 1:45, Kindergarten teachers will administer all CELDT testing for kindergarteners. Teachers will create a testing schedule so that all students will be assessed. Once all kindergarteners are assessed, teachers will assist in testing first graders.
  - **Kindergarten teachers establish professional collaboration with ELD specialist.** During the first days of school, Kindergarten teachers will begin collaboration with ELD specialist. The ELD specialist will train the teachers on current CELDT testing procedures. Ongoing communication will allow teachers and ELD specialist to gain better understanding of how to best meet the needs of their students.
  - **Kindergarten teachers and ELD specialists will accelerate the process of identifying English Language Learners (ELLs).** In 2009-2010, La Ballona did not meet API or AYP criterion in the ELD subgroup. 36% of La Ballona Students are ELLs. This large group of children needs to be identified expeditiously so that instructional strategies and intervention programs can be implemented in order to close the achievement gap
  - **After the first month of school,** the schedule reverts to the normal dismissal time currently in effect.
- 

## Key Benefits

- **A smoother, more developmentally appropriate transition into school for young children.**
- **Accelerated initial assessments and thus, early intervention, to kindergarteners.**
- **Possibility of Increased Revenue in Office of Child Development**  
Because kindergarteners will be released 90 minutes earlier than grades 1-5, some children will require fee based after-school care. OCD can create a one-month after school program that may include snack, recess, rest time, and enrichment. Personnel already employed to provide after-school care, can be offered 90 minutes of additional pay.
- **Future opportunities for creative use of human resources to promote academic excellence.**  
This proposal leaves room for continued collaboration and revision. One possible idea is to change kindergarten to a shorter full day for a half year (or full year) for the purposes of academic intervention for all grade levels.
- **Increased small group instruction from instructional aides.**  
For the past two years at the beginning of the school year, the Dual Language instructional aide has been moved out of the kindergarten classrooms to administer CELDT testing instead of providing instruction in the kindergarten classrooms.

## **Detailed Description of Accelerated Assessment Schedule**

### **Extended Day Kindergarten instead of Full Day Kindergarten for first month of school.**

Kindergarteners will attend school 8:45-1:45 daily (5 hours) for the first month of school. They will be introduced to all daily routines including PE, cafeteria lunch, and academic instruction. Wednesdays will continue to be treated as they have in the past.

During the first month of kindergarten, four and five year olds are challenged by the full-day academic kindergarten. By the afternoon of each day, these young kindergarteners are stressed, over-stimulated and unable to receive continued traditional academic instruction. To combat this problem, the piloted full day kindergarten program and, now, the implemented kindergarten program have established rest or quiet time, afternoon recess, and developmental center activities. Because the kindergarten teachers are aware of the lack of focus and attention, all academic content is taught in the morning when the children are fresh, alert, and able to concentrate. Informed by developmental theory, the kindergarten teachers recognize the importance of this down time and play. However, the first month of school continues to be extremely difficult for the children. Excessive crying and behavior problems such as biting tend to be exacerbated by the very long school day. In preschool, the children were typically in smaller adult-to-child ratio settings (OCD preschool mandates an 8:1 ratio). They were able to receive more attention from the adults in their classroom. Plus, preschool classrooms tend to encourage nap time for up to two hours. In today's budgeted kindergarten classrooms, the luxury of smaller class sizes and added adults does not exist. For many of the children, they will be forced to transition from an 8:1 setting (or smaller) to a 23:1 situation. The numbers have changed, but the developmental needs of the children have not.

Providing a temporary shortened school day will alleviate many of the stresses the kindergarten programs face in the first month. First of all, it allows the kindergarteners to become acquainted with a new school and program incrementally. The teachers will be able to instill stable routines and procedures in the morning while the children are still alert and able to focus. By the time the children lose their concentration and become tired (after lunch), they are dismissed to their families. Second, a temporarily shortened day alleviates the stress and behavior problems of the afternoon. Teachers will not have to devote time to establishing rest time procedure and center routines concurrently while they are trying to solidify the academic morning routines. Once the kindergarten school adjusts to the regular full day time period, the children will be ready to learn new routines and procedures. Third, a shortened day allows children time to build their social skills in the extremely structured morning routine. Then, once the school day belongs longer, the children can strengthen these social skills in less structured formats such as outdoor and indoor play.

There are two possible disadvantages to a shortened day for the first month of school. First, parents may find difficulty in varied dismissal times. For this reason, it is important for OCD to establish a first-month kindergarten program. However, it is important to recognize that parents face a variety of dismissal issues each year. Often siblings are dismissed at different times because the children are at different schools (elementary and middle school). Also, kindergartens across the nation and in our district still offer half-day kindergarten programs; and parents must adjust accordingly. If La Ballona chooses to establish this shortened school day for the first month of kindergarten, it will become part of the school culture and will gain acceptance, especially if parents learn that the purpose is to improve the education of their children.

Consulting California Education Codes 8970, 46110-46119, and California Assembly Bill 2407 there is no mandate that forces full day kindergarten programs to have the same bell schedule as other grade levels. However, according to Education Code 8971, school districts implementing full day

kindergarten do have the responsibility of ensuring that the early primary program must be an “integrated, experiential, and developmentally appropriate educational program [defined as] a program that is designed around the abilities and interests of the children in the program”. Altering the bell schedule for kindergarteners in the first months of school ensures that the program recognizes the developmental abilities of most kindergarten children.

### **Kindergarten Teachers implement all CELDT testing for Kindergarteners in first month of school.**

When kindergarteners are dismissed daily at 1:45, Kindergarten teachers will administer all CELDT testing for kindergarteners. Teachers will create a testing schedule so that all students will be assessed. Once all kindergarteners are assessed, teachers will assist in testing first graders.

According to the California Department of Education, each kindergarten and first grade CELDT test requires 60-120 minutes per child. Pam Greenstein, an ELD specialist in CCUSD, confirms this and reports that at least 60 minutes is required to administer each individual CELDT test. In 2009-2010, 63 kindergarteners were tested. This means that 63 hours were demanded from the ELD department to test the kindergarteners. With extreme budget cuts, the task of testing all kindergarteners within the allotted 30-day time limit will be next to impossible, especially if ELD and other aides are laid off. La Ballona Kindergarten offers a unique solution. The kindergarten teachers can test their own students in the afternoons once the kindergarteners have been dismissed.

Looking at the September 2011 schedule (See Figure 1), there will be 15 days of a shortened day (not including Wednesdays). This results in each kindergarten teacher having almost 23 hours to test children (See Figure 2). Considering that there are four kindergarten teachers, the entire district will benefit from an extra 90 hours devoted to ELD and CELDT testing. Depending on the number of kindergarteners needing to be tested (kindergarten continues to have the largest percentage of children needing testing), the kindergarten teachers may be able to test first graders as well.

A final benefit to utilizing kindergarten teachers to administer their own CELDT testing by shortening the school day in September is that the teachers will gain insight into language learning and production that will inform their instruction. Teachers who have administered the CELDT test in the past report gaining a better understanding of how children should articulate and express themselves. Also, because the tests are quite lengthy, teachers will be able to establish a better rapport with their own students as they engage in conversation and work with them on the tasks.

### **Kindergarten teachers establish professional collaboration with ELD specialist.**

During the first days of school, Kindergarten teachers will begin collaboration with ELD specialist. The ELD specialist will train the teachers on current CELDT testing procedures. Ongoing communication will allow teachers and ELD specialist to gain better understandings of how to best meet the needs of their students.

On the first days of schools, the kindergarten teachers will meet with ELD specialists for CELDT training. They will also collaborate to design a strong schedule that accommodates each student's needs. Once schedules and trainings are completed, teachers will work diligently to ensure that all kindergarteners will be tested during the first month of school. They will regularly communicate with the ELD team to ensure that all procedures are executed appropriately and to discuss any issues that may develop. At the end of the testing month, all stakeholders will meet to evaluate and discuss the successes and areas for improvement so that the following school year's implementation is enhanced.

## **Kindergarten teachers and ELD specialists will accelerate the process of identifying English Language Learners (ELLs).**

In 2009-2010, La Ballona did not meet API or AYP criterion in the ELD subgroup. 36% of La Ballona Students are ELLs. This large group of children needs to be identified expeditiously so that instructional strategies and intervention programs can be implemented in order to close the achievement gap.

The National Center for Educational Statistics states that children who are not strong readers by the time they are in fourth grade never recover. This staggering statistic demands the educators at La Ballona to continue to seek strategies to improve literacy and English language development. Considering literacy, sound literacy development must begin at an early age. The National Early Literacy Panel's 2008 report suggests several reasons for fostering literacy learning at an early age (National Institute for Literacy). First of all, young children need to learn linguistic and cognitive skills that they will build upon as their learning matures. Second, studies show that the habits and patterns of young children, such as kindergarteners, become permanent as they mature, making it crucial that the developed patterns and habits are conducive to literacy development. Furthermore, statistics show that children in fourth grade who are poor readers will most likely never become strong readers, which demonstrates how crucial it is for educators to intervene before it is too late. Finally, for developmental reasons young children are more likely than older children to be surrounded by adults, who help navigate their world. An adult-rich environment naturally stimulates literacy development through daily interactions (National Institute for Literacy, 2008).

Because it is crucial for literacy development to begin at an early age, ELL children must be identified as early as possible so that educators can tailor their instruction and begin the hard work of providing intervention. By shortening the school day thus making kindergarten teachers available to assess their students, educators get a head start on attacking the achievement gap. Also, early identification provides the ELD specialists with more information so that she can design her ELD program resourcefully. Finally, if CCUSD and La Ballona wanted to explore an extended day schedule instead of a full day schedule for the entire school year instead of just the first month, the kindergarten teachers could use the extra time to build and implement intervention programs.

## **Possibility for Increased Revenue in Office of Child Development for after-school child care.**

Because kindergarteners will be released 90 minutes earlier than grades 1-5, some children will require fee based after-school care. OCD can create a one-month after school program that may include snack, recess, rest time, and enrichment. Personnel already employed to provide after-school care, can be offered 90 minutes of additional pay.

Currently at El Marino Language School and in the past at all of the elementary schools, the Office of Child Development offered KIK after-school care for families in need of child care once the half-day kindergarten ended. Because the Office of Child Development personnel are knowledgeable in the development of young children, KIK was (and is) an enriching experience where children play, relax and learn about the world around them. Parents, whose children participated in KIK at La Ballona when the kindergarten program was half day, report that their children learned valuable life skills (such as shoe-tying) and engaged in thematic learning.

Using a current kindergarten class as an example, 40% of the class already attends after-school care. 43% of the class would not be affected based on observations, conversations, and home situations. This leaves 17% (or 4 students) that would have been affected by a change in September's schedule because they have siblings in other grades. Due to lack of fee information, this proposal does not include actual figures of revenue to be gained. Furthermore, it seemed unnecessary to contact Audrey Stephens, head

of OCD to discuss this possibility until a decision has been made. If CCUSD acts on this proposal, the author volunteers to collaborate with OCD to establish the one-month program.

### **Future opportunities for creative use of human resources to promote academic excellence.**

This proposal leaves room for continued collaboration and revision. One possible idea is to change kindergarten to extended day kindergarten instead of full day kindergarten for a half year (or full year) for the purposes of academic intervention for all grade levels.

Piloting the Accelerated Assessment Schedule in 2011, provides the district with the opportunity to gain new information and to collaborate as to best fit the needs of this unique grade level and age. Many local districts in the area how found success with a permanent extended day schedule (See Figure 3). The earlier dismissal time can make kindergarten teachers available to enrich the school in various ways. Some ideas include curriculum and parent resource help, student mentoring, ELD intervention, and at-risk intervention. Another idea could be to eliminate PE from the kindergarten school day, allowing the PE programs of grades 1-5 longer sessions. A longer PE period provides more planning and preparation time for teachers and a more solid PE program.

Another creative idea is to stagger start and dismissal times for kindergarten. Children starting the school day earlier receive their small group instruction at the beginning of the school day. The children starting an hour later receive their small group instruction at the end of the day when the "early" children have left.

Ideas such as the aforementioned are creative solutions to the issues of providing a more developmentally appropriate kindergarten program while meeting the diverse needs of our population. Exploring such ideas by first piloting the Accelerated Assessment Schedule will ensure that CCUSD evolves, tailoring its instruction to the diverse needs of its population.



## Figure 1: Accelerated Assessment Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Labor Day Holiday</b>	<b>September 6th</b> Accelerated Assessment Schedule (AAS) 8:45-1:45	<b>September 7th</b> Professional Development and/or Staff Meetings 8:45-1:45	<b>September 8th</b> Accelerated Assessment Schedule (AAS) 8:45-1:45	<b>September 9th</b> Accelerated Assessment Schedule (AAS) 8:45-1:45
<b>September 12th</b> AAS 8:45-1:45	<b>September 13th</b> AAS 8:45-1:45	<b>September 14th</b> PD/Meetings 8:45-1:45	<b>September 15th</b> AAS 8:45-1:45	<b>September 16th</b> AAS 8:45-1:45
<b>September 19th</b> AAS 8:45-1:45	<b>September 20th</b> AAS 8:45-1:45	<b>September 21st</b> PD/Meetings 8:45-1:45	<b>September 22th</b> AAS 8:45-1:45	<b>September 23th</b> AAS 8:45-1:45
<b>September 26th</b> AAS 8:45-1:45	<b>September 27th</b> AAS 8:45-1:45	<b>September 28th</b> PD/Meetings 8:45-1:45	<b>September 29th</b> AAS 8:45-1:45	<b>September 30th</b> AAS 8:45-1:45

## Figure 2: Calculations for Available Testing Time

Total # of days with shortened kindergarten day in September 2011	15 days
Total # of available minutes per day for testing per teacher	90 minutes
Total # of minutes per teacher	1350 minutes
Total # of hours per teacher	22.5 hours
Total # of kindergarten teachers	4 teachers
Total # of hours kindergarten teachers can devote to CELDT	90 hours

## Figure 3: Full Day Kindergarten Bell Schedules in Neighboring School Districts

School	Bell Schedule	Number of Instructional Hours, Minutes
La Ballona (CCUSD)	8:25-3:00	6 hr, 35 min.
Beverly Hills Unified	8:30-1:00 or 9:30-2:00	4 hr, 30 min.
Santa Monica/Malibu	varies	4 hr, 30 min- 5 hr, 20 min.
Torrance	8:50-1:50	5 hr
Simi Valley	varies	4 hr, 45 min- 5 hr, 5 min
Palos Verdes Peninsula	8:30-2:15	5 hr, 45 min
Inglewood Unified	8:10-2:00	5 hr, 50 min
LAUSD	varies	5 hr, 20 min

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**BOARD REPORT**

**6/14/11  
14.2a**

**14.2a Consideration of Expunging the Expulsion Records of Pupil Services Case #19-10**

The Superintendent is recommending to the Board of Education that the Expulsion Records of Case #19-10 be reviewed for consideration of having the records expunged.

Each student is required to meet the Terms and Conditions of Re-Entry from Expulsion. Plans specify standards for attendance, academic progress, counseling, and appropriate behavior. The parent has requested that the expulsion be expunged, prior to high school graduation.

**RECOMMENDED MOTION:**

That the Board consider Expunging the Expulsion Records of Pupil Services Case #19-10, prior to high school graduation.

Moved by:

Seconded by:

Vote:

**BOARD REPORT**

**06/14/11**

**14.3a**

**14.3a Year-End Appropriation Transfers**

Under the provisions of EC 42600 and 42601, the governing board may authorize the County Superintendent of Schools to make year-end appropriation transfers as needed. Failure to make the authorization would run the risk of warrants not being processed if expenditures exceed budget categories and would result in an overdraft at the major object of expenditure level.

**RECOMMENDED MOTION:** That in accordance with Education Code Section 42600 and 42601, the County Superintendent of Schools is authorized to make appropriation transfers at the close of the school year 2010-2011 to permit payment of obligations of the District incurred during the school year as follows:

- 1<sup>st</sup> Source: Between major object of expenditures
- 2<sup>nd</sup> Source: From unappropriated balance, if any
- 3<sup>rd</sup> Source: From designated balances

**Moved by:**

**Seconded by:**

**Vote:**

**BOARD REPORT**

**6/14/11**

**14.3b**

**14.3b Third 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 even number years.**
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 One 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.**

BUDGET

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

Membership (cont'd.)

- b. The Board of Education will appoint CBAC representatives for terms that are effective from the organizational meeting and ending on June 30.

8. One (1) student member that may cast a preferential vote on all matters. Preferential votes shall be cast prior to the official CBAC vote and shall not affect the final numerical outcome of a vote. Preferential votes shall be recorded in the CBAC minutes.

~~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.~~

Goals and Objectives Purpose

~~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 purpose:~~

~~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 maximize and utilize the District's diverse resources.~~

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



**BUDGET****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.~~
- 3.2 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.
- 4.3 Review operational allocations to sites and departments.
- 5.4 Review special requests submitted by sites and departments for funding beyond their operational allocations.
- 6.5 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.
- 7.6 Be responsible for recommending reductions and/or additions to the budget.
- 8.7 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.

BUDGET

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

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.
    - 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.

BUDGET

Voting (cont'd.)

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.

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.

**BUDGET****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 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.

**BUDGET**

**Budget Guidelines (cont'd.)**

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 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.

**BUDGET****Budget Projections and Assumptions (cont'd.)**

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

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

**Budget Monitoring**

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

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

**Budget Modifications**

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

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

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 ~~these~~ site and department administrators.

**BUDGET****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~~ June 14, 2011**

**CULVER CITY UNIFIED SCHOOL DISTRICT**  
Culver City, California



**14.3c Approval of Extension of Joint Use Agreement between Culver City Unified School District and the City of Culver City**

Culver City Unified School District and the City of Culver City have been the parties to a Joint Use Agreement ("Agreement") for several years. Under the terms of the Agreement, either party may terminate the agreement by providing the other party with at least six months' notice. Culver City Unified School District provided such timely notice and, in accordance with the terms of the Agreement, the Agreement will expire on June 30, 2011.

Since receipt of the notice from the District, the Superintendent and the Assistant Superintendent of Business Services have met with the City Manager, Assistant City Manager, and Parks, Recreation, and Community Services Director several times to discuss how the two parties should proceed. From these meetings, it is evident that the terms under which the Joint Use Agreement was originally formulated have undergone changes over the past years. While both parties have expressed a desire to continue working together cooperatively to provide services and facilities to our mutual customers, the number of issues that have arisen during these discussions have led both the Superintendent and the City Manager to recommend to the Board and the City Council a six month extension to the existing Agreement.

**RECOMMENDED MOTION:** That the Board of Education for Culver City Unified School District authorize an amendment to the existing Joint Use Agreement with the City of Culver City, extending the term thereof for an additional six months, expiring on December 31, 2011.

**Moved by:**

**Seconded by:**

**Vote:**

**BOARD REPORT**

**06/14/11  
14.3d**

**14.3d Resolution #37/2010-2011 – Establish Fund Balance Policies as Required by GASB 54**

This fund balance policy establishes the procedures for reporting unrestricted fund balances in the General Fund financial statements. Certain commitments and assignments of the fund balance will help ensure that there will be adequate financial resources to protect the District against unforeseen circumstances and events such as revenue shortfalls and unanticipated expenditures.

The policy also authorizes and directs the Chief Business Official to prepare financial reports which accurately categorize fund balances as per Governmental Accounting Standards Board (GASB) Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions.

**RECOMMENDED MOTION:** That the governing Board of Education of Culver City Unified School District adopt the attached GASB54 resolution.

**Moved by:**

**Seconded by:**

**Vote:**

RESOLUTION #37 / 2010-2011  
Resolution of the Governing Board of Culver City Unified School District  
To  
Establish Fund Balance Policies as Requiredd by GASB 54

WHEREAS, the Governmental Accounting Standards Board ("GASB") has adopted Statement 54 ("GASB 54"), Fund Balance Reporting and Governmental Fund Type Definitions, that is effective in fiscal year 2010-11, and

WHEREAS, Culver City Unified School District wishes to comply with GASB 54 as required beginning with the current July 1, 2010 – June 30, 2011 fiscal year;

NOW THEREFORE BE IT RESOLVED THAT the Board of Trustees hereby adopts the following policy:

FUND BALANCE POLICY

Fund balance measures the net financial resources available to finance expenditures of future periods. The District's Unassigned General Fund Balance will be maintained to provide the District with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance may only be appropriated by resolution of the Board of Trustees.

Fund Balance of the District may be committed for a specific source by formal action of the Board of Trustees. Amendments or modifications of the committed fund balance must also be approved by formal action of the Board of Trustees. Committed fund balance does not lapse at year-end. The formal action required to commit fund balance shall be by board resolution or majority vote.

The Board of Trustees delegates authority to assign fund balance for a specific purpose to the Chief Business Official of the District.

For purposes of fund balance classification, expenditures are to be spent from restricted fund balance first and then unrestricted. Expenditures incurred in the unrestricted fund balances shall be reduced first from the committed fund balance, then from the assigned fund balance, and lastly, the unassigned fund balance.

The Board of Trustees recognizes that good fiscal management comprises the foundational support of the entire District. To make that support as effective as possible, the Board intends to maintain a minimum fund balance of 5% of the District's general fund annual operating expenditures. If a fund balance drops below 5%, it shall be recovered at a rate of 1% minimally, each year.

This policy should be revisited each year for review.

IN WITNESS WHEREOF, we have here unto set our hands this 14<sup>th</sup> day of June, 2011.

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

By \_\_\_\_\_  
President

By \_\_\_\_\_  
Vice President

By \_\_\_\_\_  
Member

By \_\_\_\_\_  
Member

By \_\_\_\_\_  
Member

STATE OF CALIFORNIA                    )  
COUNTY OF LOS ANGELES            )

I, the undersigned, as Executive Secretary of the Governing Board of the Culver City Unified School District of Los Angeles County, California, do hereby certify the foregoing to be a true, and correct copy of a Resolution adopted by the said Governing Board at a regular Board Meeting held on June 14, 2011.

\_\_\_\_\_  
Secretary of the Governing Board  
Culver City Unified School District

6/14/11  
14.4a

**BOARD REPORT**

**14.4a Approval is Recommended for 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 revising Board Policy 4218, Dismissal/Suspension/Disciplinary Action to be in compliance with Administrative Regulation 4218.

RECOMMENDED MOTION: That the Board adopts Revised Board Policy 4218, Dismissal/Suspension/Disciplinary Action.

Moved by:

Seconded by:

Vote:

## 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.3<sup>rd</sup> 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